

Seeing Gender: Classroom Audit.

This self-assessment checklist is designed to provide information on the classroom environment as related to gender schema and instructional styles. Please check the appropriate box which most aligns with the actual reality of your classroom.

	Poor	Fair	Good	Excellent	N/A
In my classroom:					
a. Textbooks and supplemental materials depict women and girls in a wide range of activities; provide accurate information about women’s contributions to STEM; and encourage girls to seek out a wide range of careers in the subject area.					
b. Females and minority groups are represented in non-stereotypical ways in the visuals, bulletin boards, and audio visuals used in class.					
c. Females are depicted as active participants in events, not just shown in the background.					
d. Males are shown in non-stereotypical ways; shown in nurturing and helping roles; shown being sensitive and tender.					
e. Textbooks and supplemental materials conform to non-biased language guidelines.					
f. When displaying students work in the classroom, girls and boys are equally represented.					
g. Classroom seating plan allow equal access to teacher from boys and girls.					
h. When working in groups or doing labs, leadership roles are equally distributed between female and male students.					
i. When working in groups or doing, female students have equal access to tools used; roles are switched to ensure that female students have opportunities to use tools so that the boys do not dominate the “doing” and female students are resigned to “watching.”					
j. When looking across the classroom at random times during a class period, male and female students are working together to complete a task in which the female students are “doing” just as much as the male students.					
k. In examining my classroom management, rules apply the same for all students, even my biggest trouble makers, and punishments and rewards are applied consistently.					
Assessment:					
a. I have the same expectations for academic success for female as for male students.					
b. When giving oral comments in class, I give similar comments female as for male students for equivalent work.					
c. I expect female and male students to produce the same quality of work.					
d. I strive to not make assumptions about how hard different students have worked when grading homework/classwork.					

e. When I make recommendations for improvement, I try hard to give the same recommendations to female students as I give to male students.					
f. I am conscientious of the criticism I give, to whom, for what; I do not give more criticism to male students than I give to female.					
My Interaction Style:					
Set up a tape recorder in your classroom and record the interactions that occur when students are entering and leaving the room. Listen to those casual interactions and then determine the following:					
I say similar kinds of things to male and female students.					
The amount of casual conversation is equally directed at male and female students.					
I respond with the same attentiveness to female as male requests for clarification.					

Response Types In this column maintain a record of what is said after a student gives an answer to a question. Note if the comment is natural, i.e., "okay," "uh hugh;" or something more positive like "Good point," or "Excellent," and who gets which response.		Teacher Movement in the Room Teachers will stand near to one group or speak more directly to them as a classroom management style. This often limits teach contact with other students/groups. In this class keep track of teacher movements and which group is the teacher most often standing near. Map put the teacher movements. Each block represents 15/20 minutes of time.	Call On Behaviors. Another classroom management strategy is calling on students who are misbehaving, napping, or not paying attention. Maintain a record of who is called on and be able to describe the pattern to the teacher who is being interviewed.	
Male Students	Female Students		Male Students	Female Students
		Front of Class		
		Front of Class		
		Front of class		
		Other comments:		