



Beyond the Brochure

Increasing Female Student Success in High
Wage/High Demand
CTE Program Areas



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Goals for today

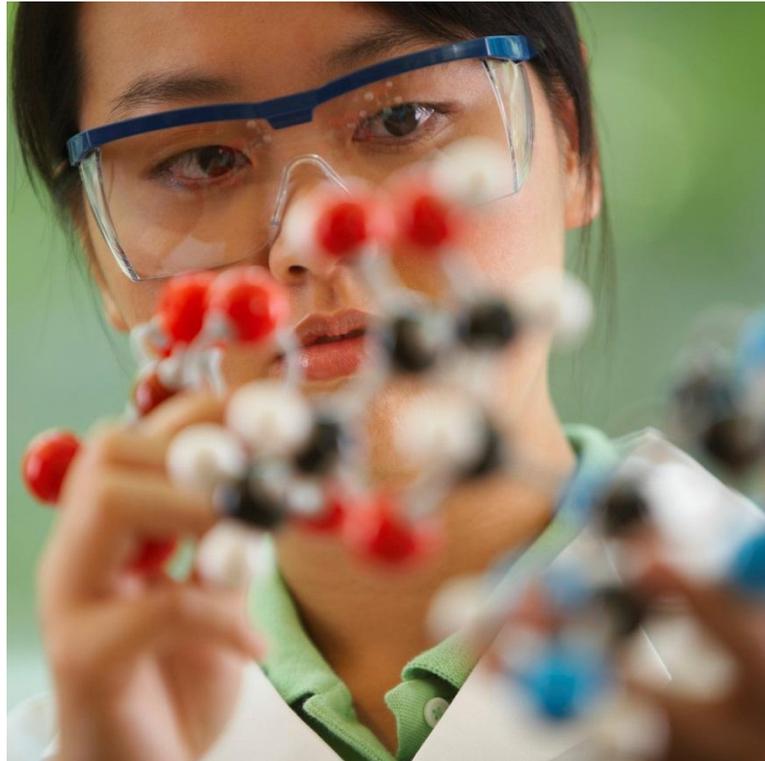
1. Build content expertise (micromessages and stereotype threat)
2. Using local data and updated knowledge regarding research-based interventions, identify 1-3 strategies to implement in your classroom, on your campus, or in your community
3. Grow as an equity champion and local leader *within your sphere of influence*



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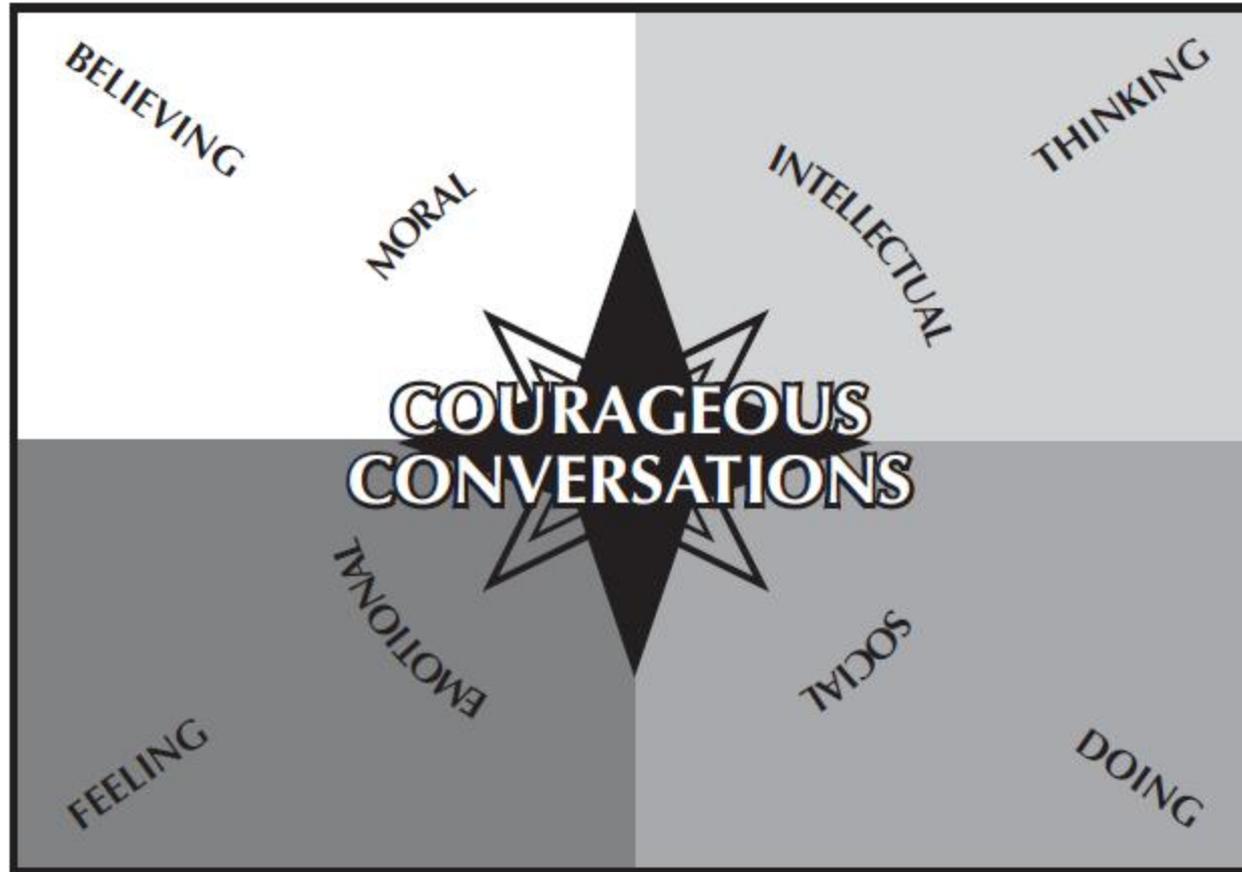
Why are you here?





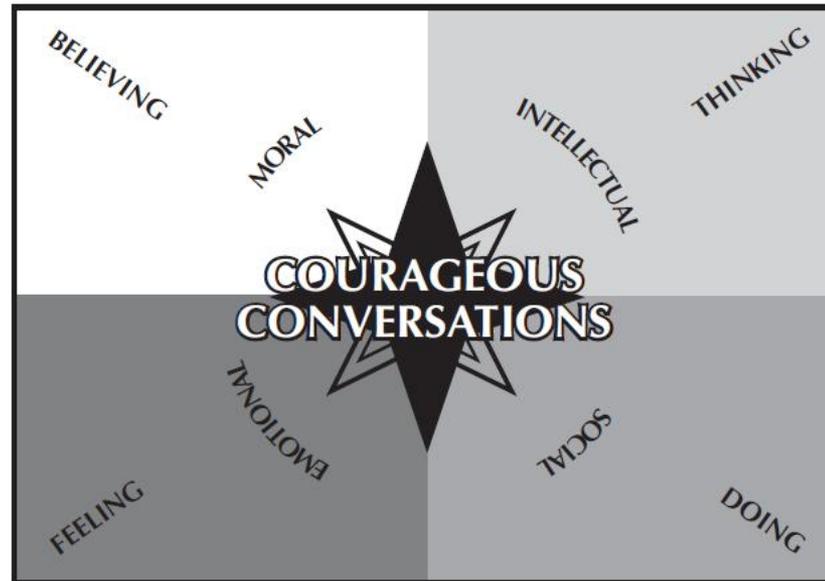
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Glen Singleton and Curtis Linton, *Courageous Conversations about Race*





Why are you here? (Hint: Use the compass!)



Agenda

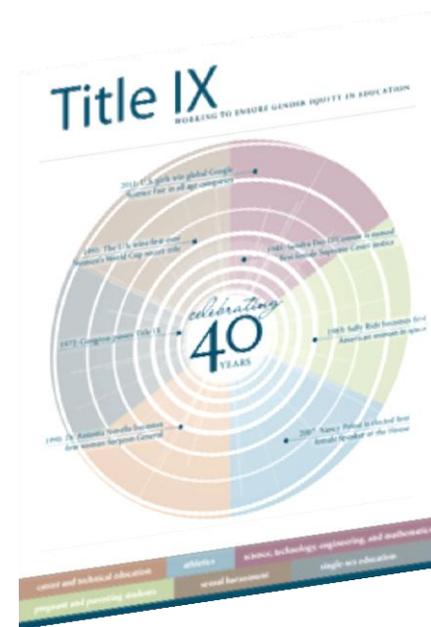


Topic	Approximate Time
Micromessages	45 minutes
Identity, Context, and Salience	45 minutes
Stereotype threat	45 minutes
Research-based strategies and interventions	2 hours and 30 minutes



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From macromessages...





... to micromessages





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Micromessaging

Micromessages

- Small, subtle, semi-conscious messages we send and receive when we interact with others



Micro-inequities

- Negative micro-messages we send other people that cause them to feel devalued, slighted, discouraged or excluded



Micro-affirmations

- Positive micro-messages that cause people to feel valued, included, or encouraged





Tech Alert October 27, 2011

Dear Members and Readers,

Please accept our sincere apologies for the headline in today's Tech Alert: "With the Arduino, Now Even Your Mom Can Program." The actual title of the article is "The Making of Arduino."

IEEE Spectrum

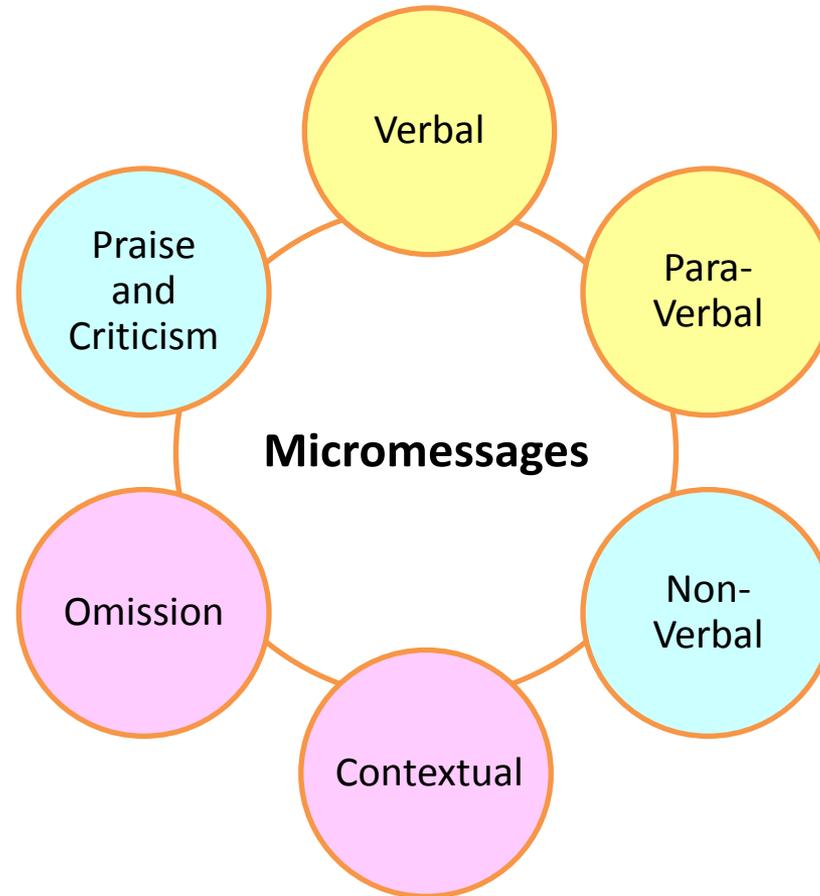


Power of micromessages



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Micromessaging Elements



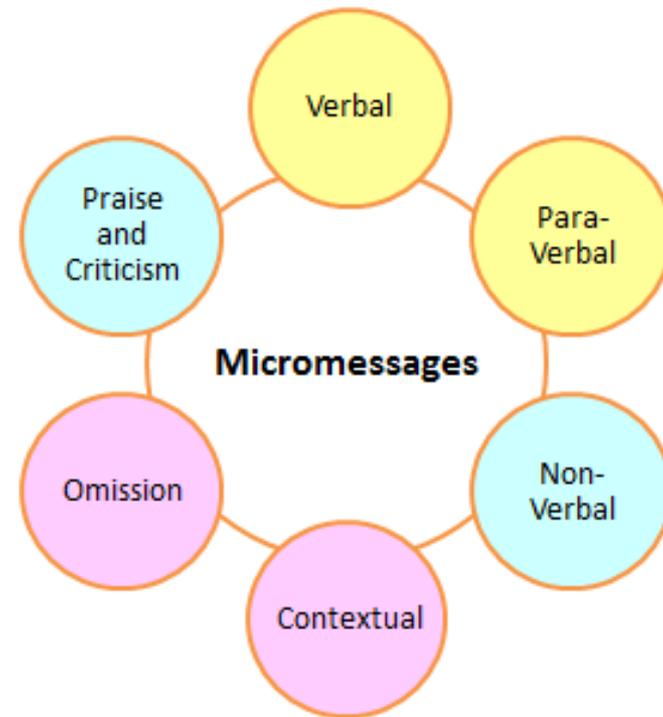


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Activity 4

Think, pair, share:

Reflect on your morning and describe three different “types” of micromessages you received. Use detail to describe the micromessages and share how it made you feel.



Take away 1

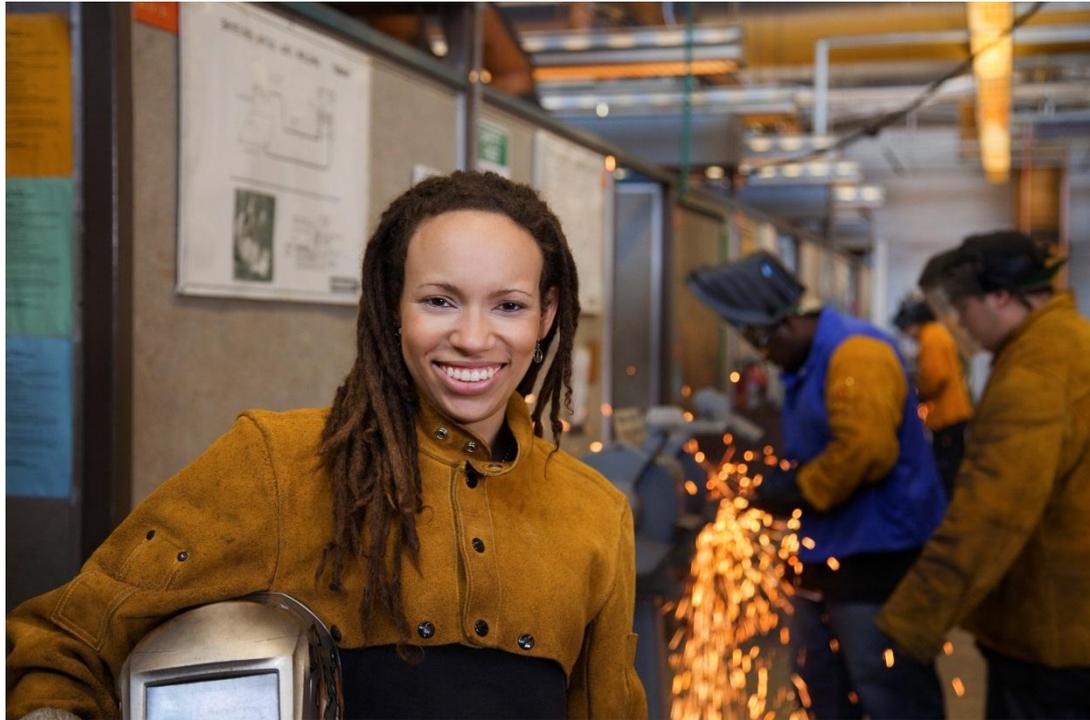


In every interaction (and non-interaction), we give and receive micromessages



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Identity and Salience





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Activity 5, Part A

- On a sheet of paper, list dimensions of your identity.
 - In small groups, discuss your lists:
 - Which dimensions are most salient now. Why?
 - Describe a time when other dimensions were salient.
- White
 - Female
 - Middle class
 - Christian
 - Partner
 - Straight
 - Mother
 - Activist and advocate
 - Friend
 - Daughter
 - Sister to mentally ill sibling
 - Dog-lover
 - Primary income earner
 - Physically healthy
 - Cancer survivor
 - Yogini
 - Neuronormal
 - Reader
 - Food-lover
 - Vegetarian
 - Rock climber

Activity 5, Part B



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- In your small groups, discuss which characteristics are salient when...
 - Planning a vacation
 - Deciding on where to go over winter break
 - Deciding on where to jog at night
 - Organizing a meal for friends and family
 - Considering a job offer
 - Buying a car
 - Other!



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Take away 2



Dimensions of our
identity take on varying
levels of salience
depending on context

Stereotype Threat





Unconscious (or Implicit) Bias



Activity 6

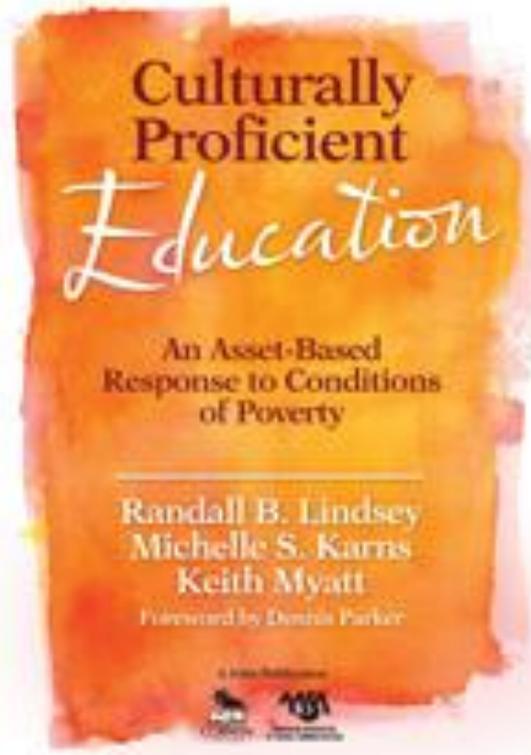


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- Find a partner who is unknown to you.
- Without talking to your partner, write down your partner's...
 - Favorite food
 - Favorite music
 - Hobbies/interests
 - Job/position
 - Family structure
 - Favorite TV show
 - Favorite genre of book
 - Type of vacation



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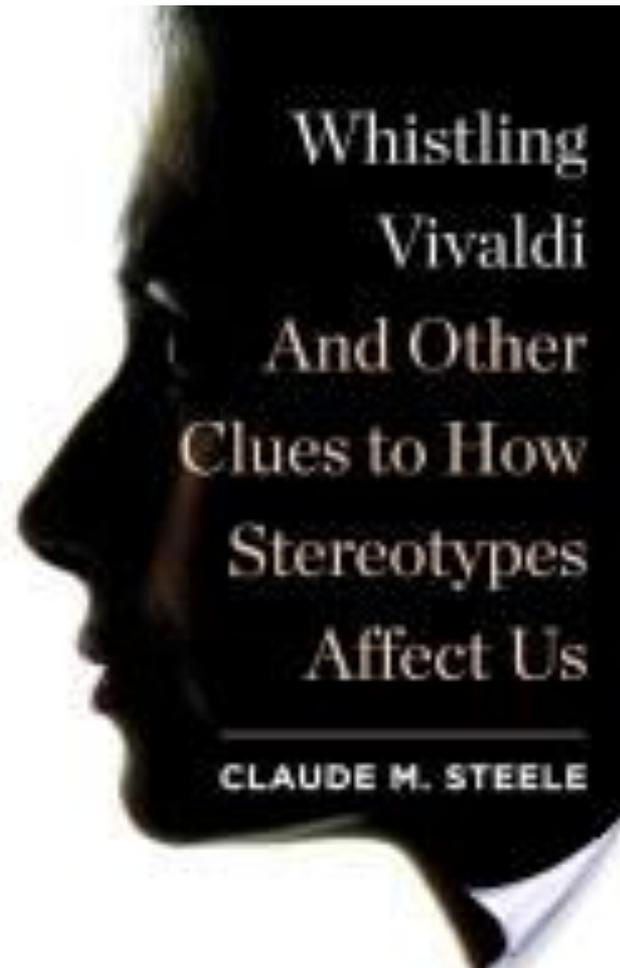
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Stereotype Threat





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Activity 7

Why do we focus on race, gender, and ability within the educational context?

Race/Gender/Ability affects _____% of my life.

_____%

_____%

_____%



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Disaggregation in Perkins Law

Gender

- Male
- Female

Race/Ethnicity

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, non-Hispanic
- Hispanic
- White/non-Hispanic

Special Populations

- Underrepresented gender students in a nontraditional CTE program
- Single parent
- Displaced homemaker
- Limited English proficiency
- Individuals with a disability
- Economically disadvantaged

Pay attention to intersectionality!

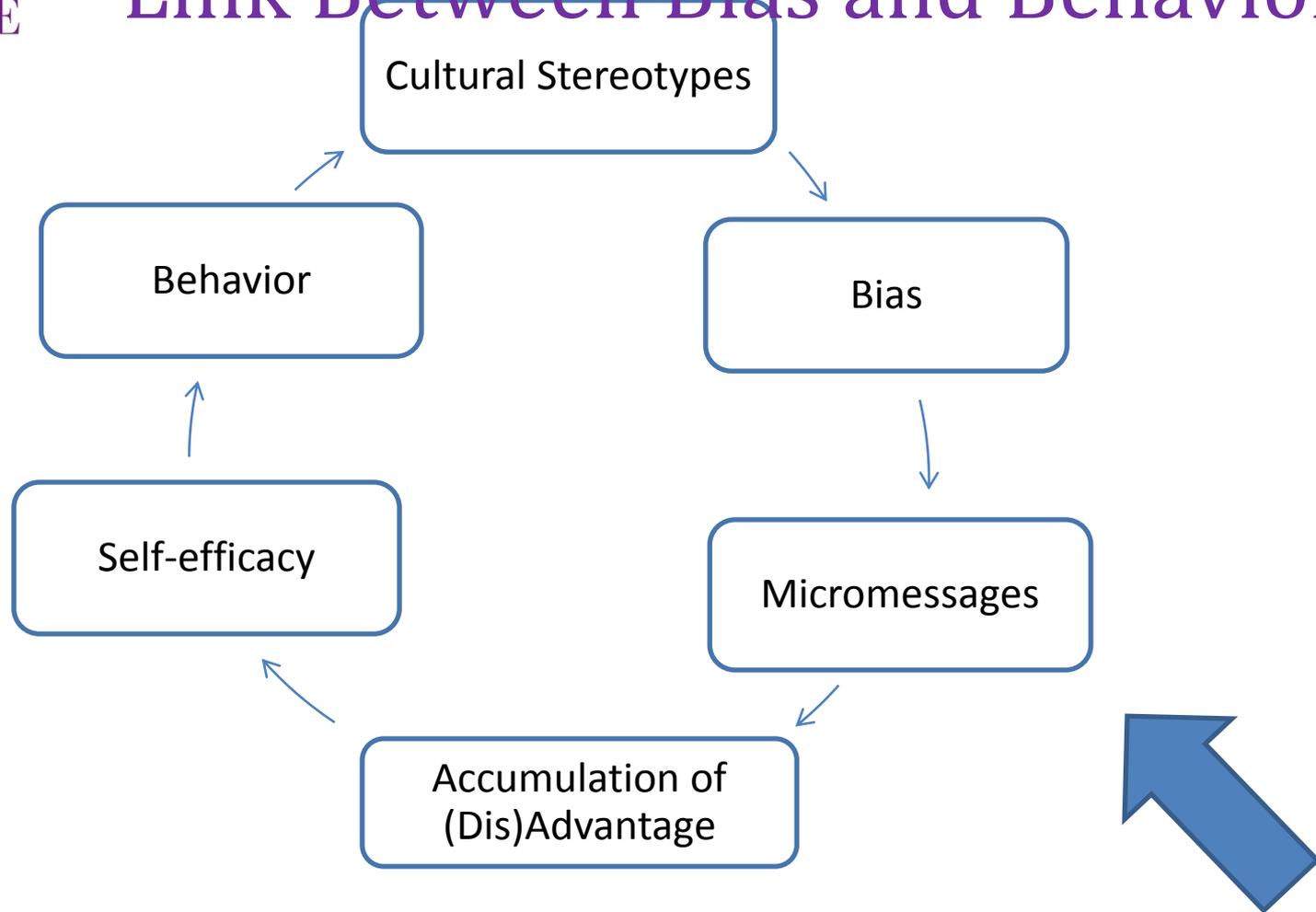
Take away #3



When the context of CTE “weights” certain identity characteristics because of cultural stereotypes, then students are particularly susceptible to microinequities.

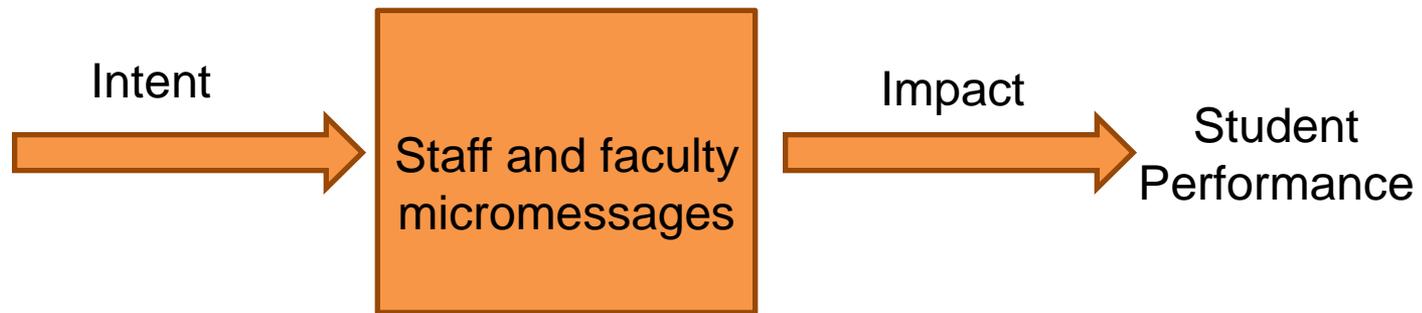


Micromessages: The Missing Link Between Bias and Behavior





Micro-affirmations in education



Impact is More Important Than Intent!



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Reducing stereotype threat

ReducingStereotypeThreat.org

[Bibliography](#) | [Latest Additions](#) | [About Us](#) | [Contact Us](#)



What is **stereotype threat**?

What are the **consequences** of stereotype threat?

Who is **vulnerable** to stereotype threat?

What are the **situations** that lead to stereotype threat?

What are the **mechanisms** behind stereotype threat?

What can be done to **reduce** stereotype threat?

What are the **criticisms** of stereotype threat?

What are **unresolved issues** about stereotype threat?



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”This test, although diagnostic of underlying [mathematics] ability, is sex-fair and race-fair.”

Reframing the task

Deemphasizing threatened social identities

Encouraging self-affirmation

Emphasizing high standards with assurances of capability

Providing role models

Providing external attributions for difficulty

Emphasizing an incremental view of ability



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Reframing the task

**Deemphasizing
threatened social
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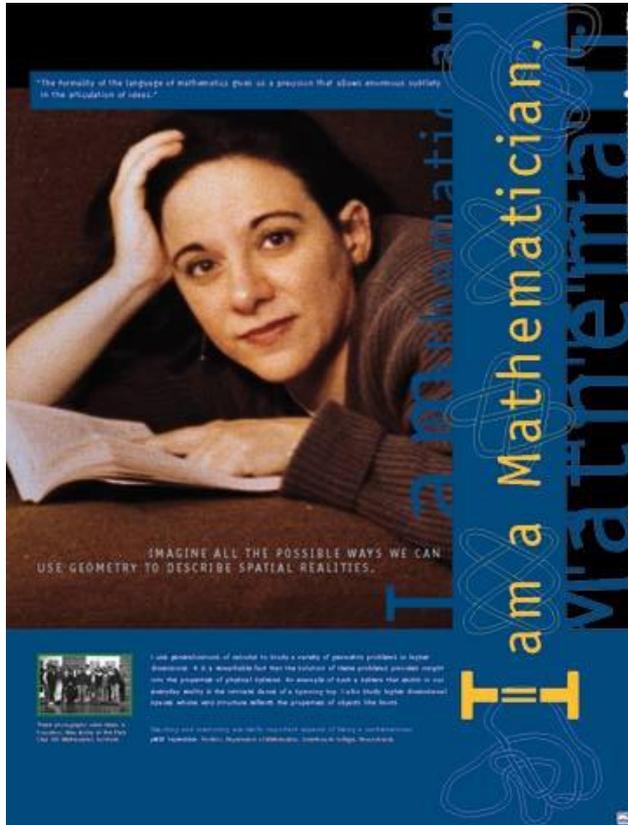
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NAPEE



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www.pdksciart.com



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Attribution Trends (Female)

Luck or chance played a role.



I'm not smart enough or I'm not good enough.

Failure is taken personally.

Both fear of failure AND fear of success.

Internalization detrimental to self-confidence.

Success =
Externally Attributed

Failure =
Internally Attributed



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Attribution Trends (Male)

I'm inherently smart and therefore successful.



Success =
Internally Attributed

This was out of my control.

I had bad luck.

Others were jealous of me.

That teacher grades really hard.

Failure =
Externally Attributed



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Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none">• avoid challenges	<ul style="list-style-type: none">• embrace challenges
<ul style="list-style-type: none">• give up easily due to obstacles	<ul style="list-style-type: none">• persist despite obstacles
<ul style="list-style-type: none">• see effort as fruitless	<ul style="list-style-type: none">• see effort as path to mastery
<ul style="list-style-type: none">• ignore useful feedback	<ul style="list-style-type: none">• learn from criticism
<ul style="list-style-type: none">• be threatened by others' success	<ul style="list-style-type: none">• be inspired by others' success

**AAUW,
Why So
Few?
(2008)**



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Model projects and programs: Secondary





Model projects and programs: Postsecondary





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As a team...

- Review your data and identify which leaks you would like to seal
- Identify 1-3 research-based strategies to try
- Describe, in detail, the next steps





m.socrative.com

A screenshot of a web browser showing the m.socrative.com student join room page. The browser's address bar displays 'm.socrative.com/student/#joinRoom'. Below the browser window, the page features the 'socrative' logo, a prompt 'Please enter the room number:', a text input field containing 'Room number:', and a large teal 'Join Room' button. At the bottom, a small text line reads 'By logging in you are agreeing to our Terms and Privacy Policy'.

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**Professional Development Institute (DC),
April 16-18**

<http://www.napequity.org>



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Questions and Comments?

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