NAPE

Micromessaging to Reach and Teach Every Student™

National Alliance for Partnerships in Equity

Iowa's Fourth Annual STEM Teacher-Educators Conference

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Goal

Present a new model for educator engagement to achieve equity in the classroom and equality in student outcomes.

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Agenda

Topic	Approximate Time
Who is NAPE?	5 minutes
Program Foundation	10 minutes
Micromessaging Concept and Elements	20 minutes
Wrap-up and Questions	15 minutes

Activity: Welcoming Awareness

Introduce yourself to the group

- **Name**
- **Title**
- **Organization/unit**

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Introduction to the National Alliance for Partnerships in Equity

Who Is NAPE?

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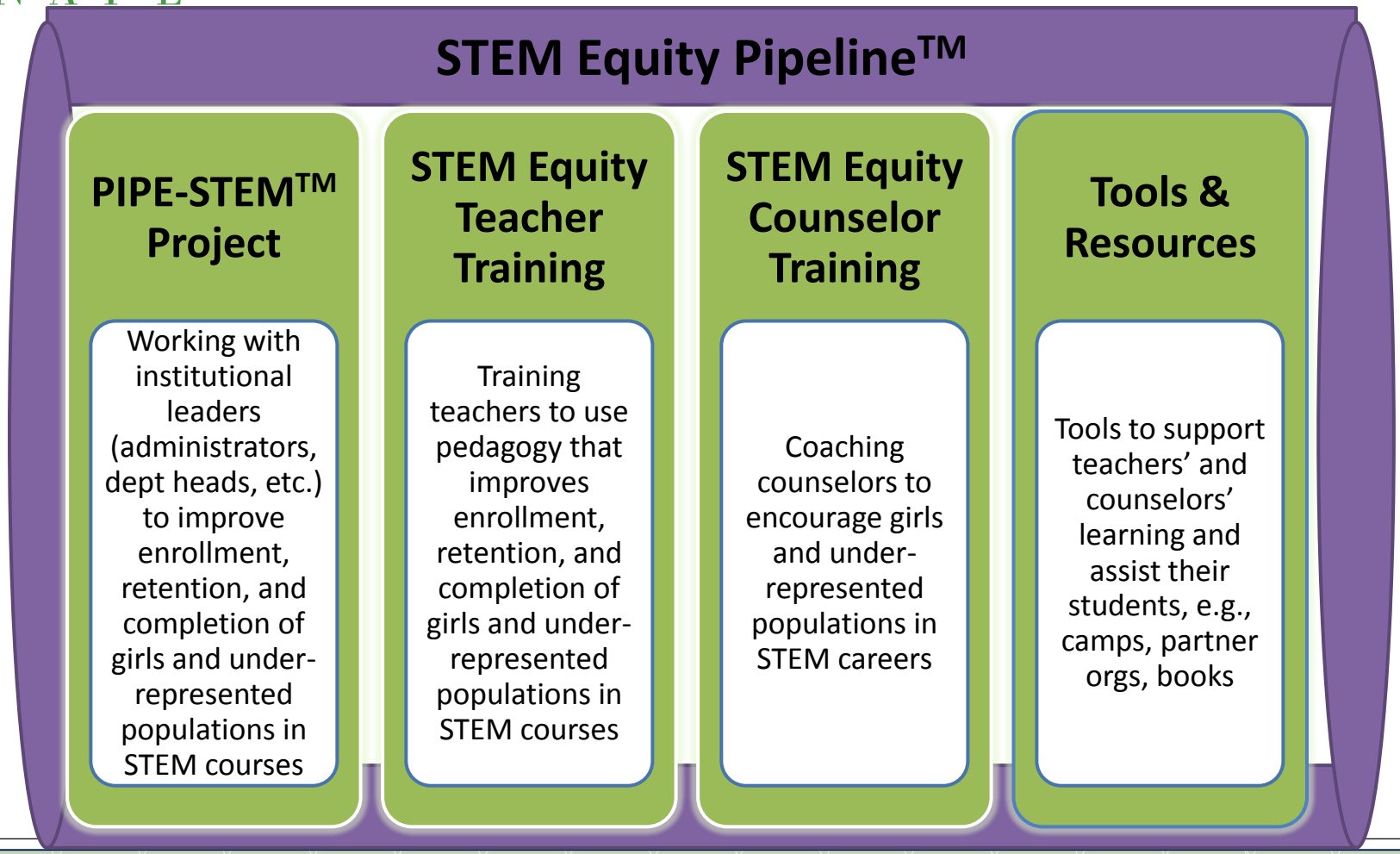
National Alliance for Partnerships in Equity

Professional Development	Research and Evaluation	Technical Support	Public Policy and Advocacy
Provide tools and curricula for educators through conferences, presentations, webinars, and formal training	Develop reports. Identify research-based promising practices. Provide input to others' research.	Develop tools and resources for LEAs. Provide consulting services. Offer expertise on access, equity, and diversity issues.	Work with federal agencies. Educate legislators on equity and diversity issues. Develop policy briefs. Alert membership policy issues.

NAPE's Professional Development Suite of STEM Equity Programs



Adapt a Recognized Model: The Educator as Classroom Scientist: PIPE-STEM™

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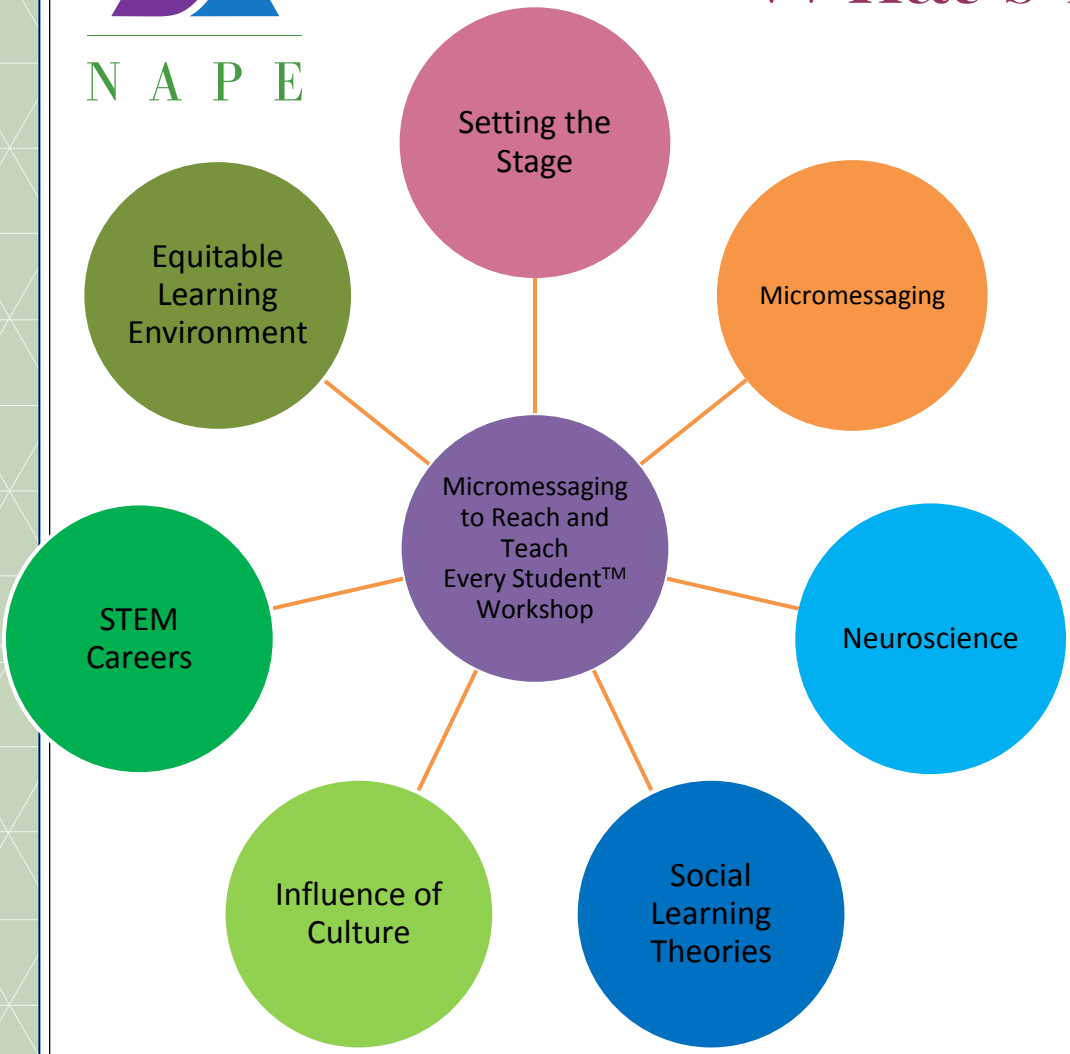
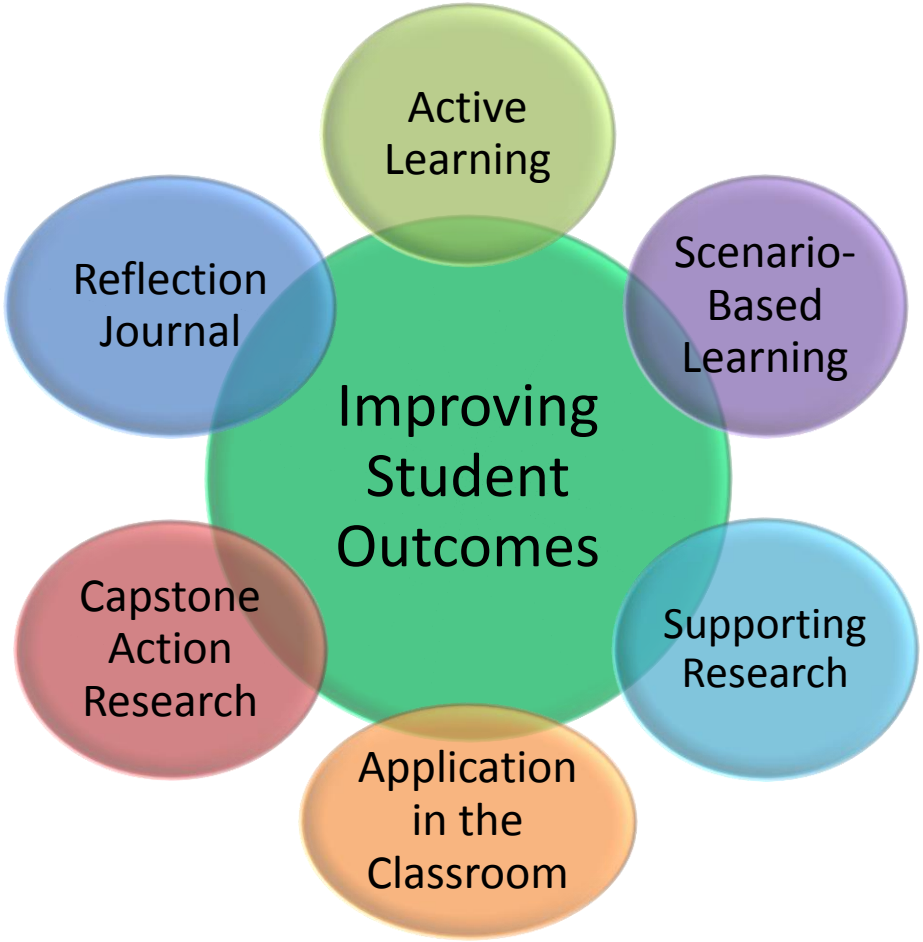
What's in Store



Setting the Stage: In this unit participants will learn to apply a data-driven process for program-based continuous improvement.

Making It Happen



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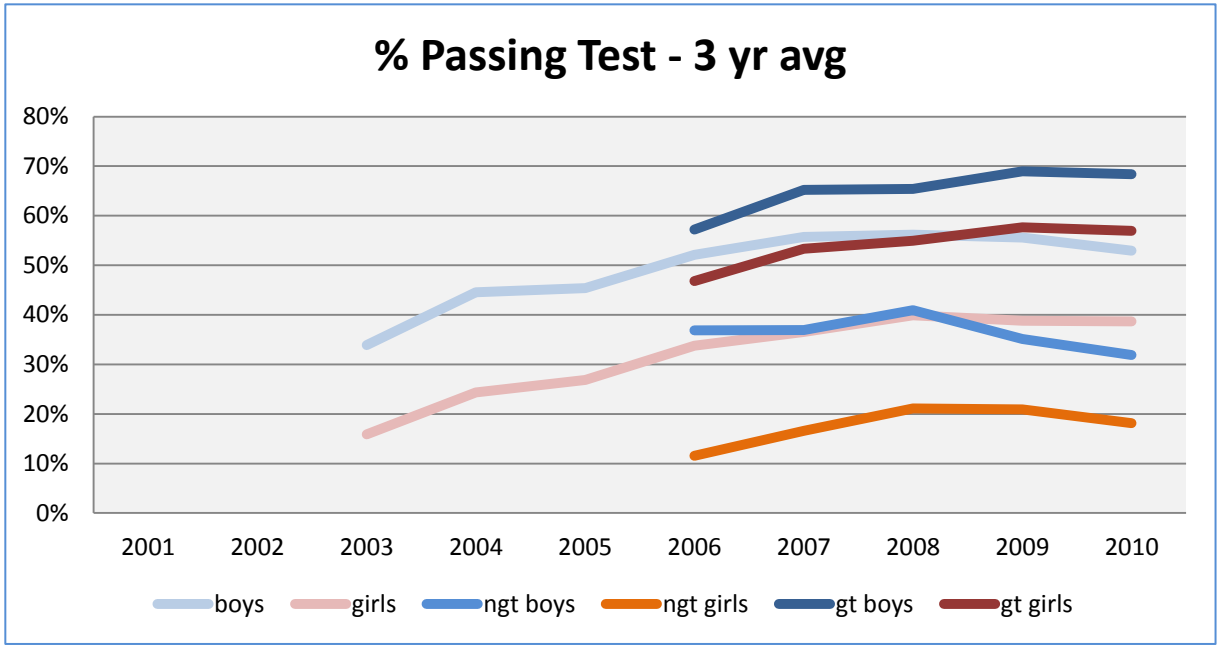
Effective Pilot Program
DISD Gender Equity Training



Both boys and girls of teachers who had Gender Equity training are passing at rates 20-30% points higher than students of teachers without the training.

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DFW: Professional Development

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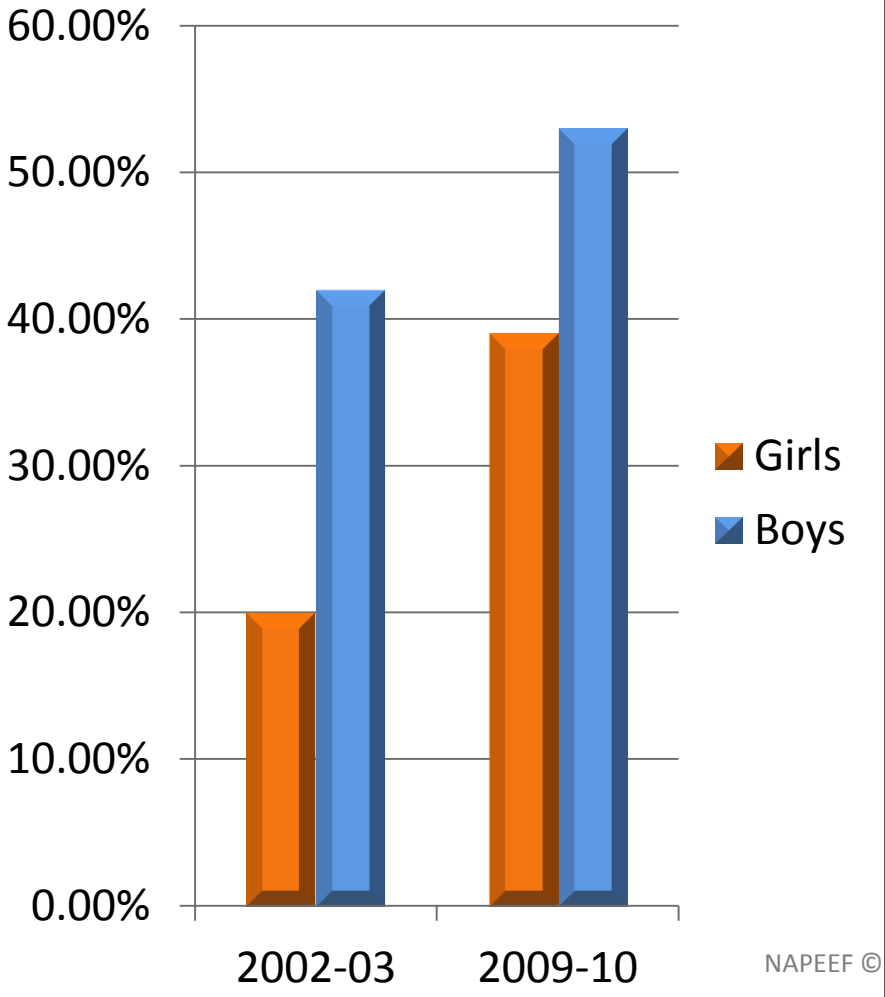
Since implementation in 2003,

AP Physics test pass rates improved for both girls and boys:

- 4x tests passed by girls
- 4x tests by African Americans
- 6x tests passed by Hispanics



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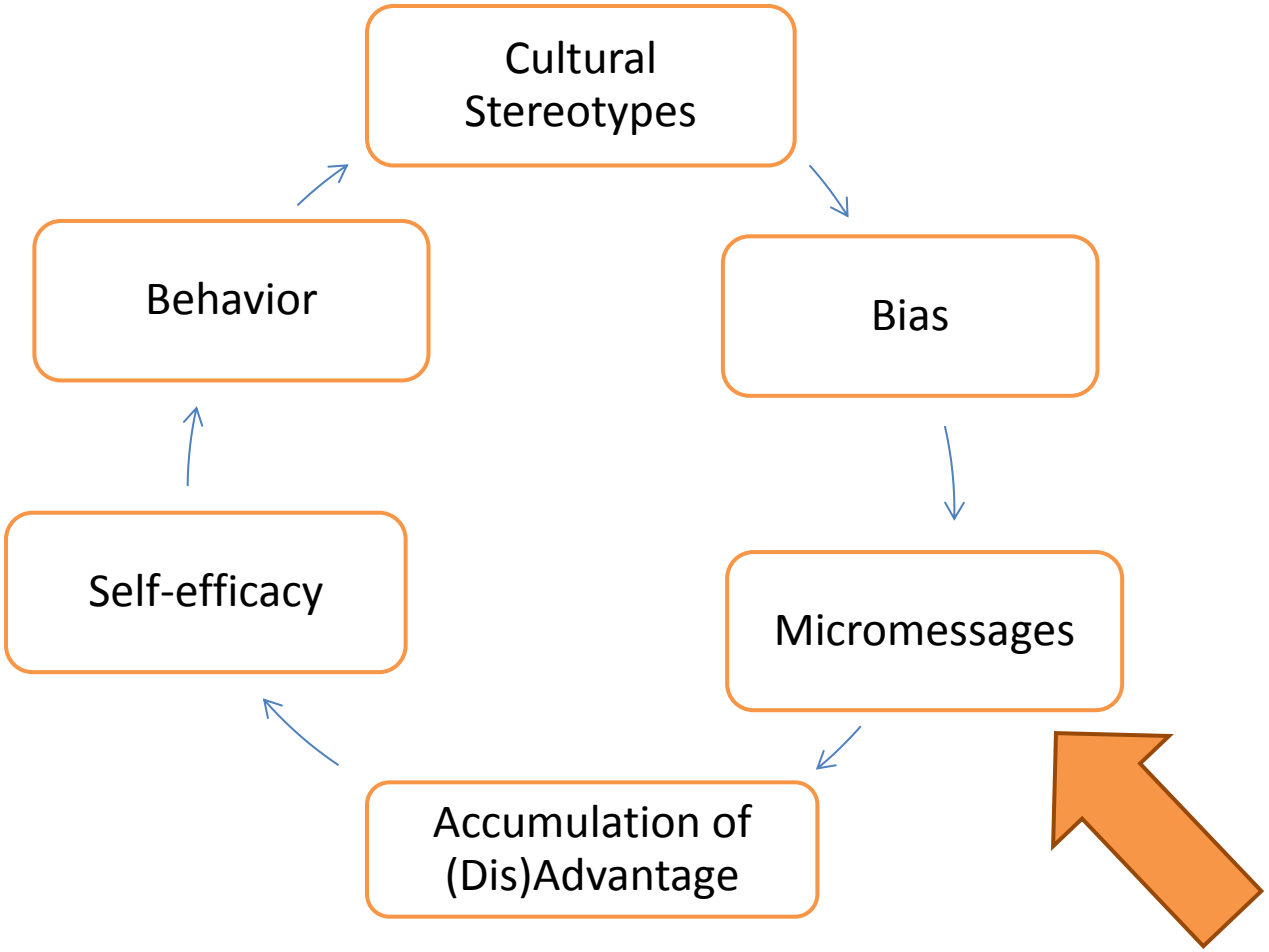
Micromessages

Micromessages: The Missing Link in Culture Delivery



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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

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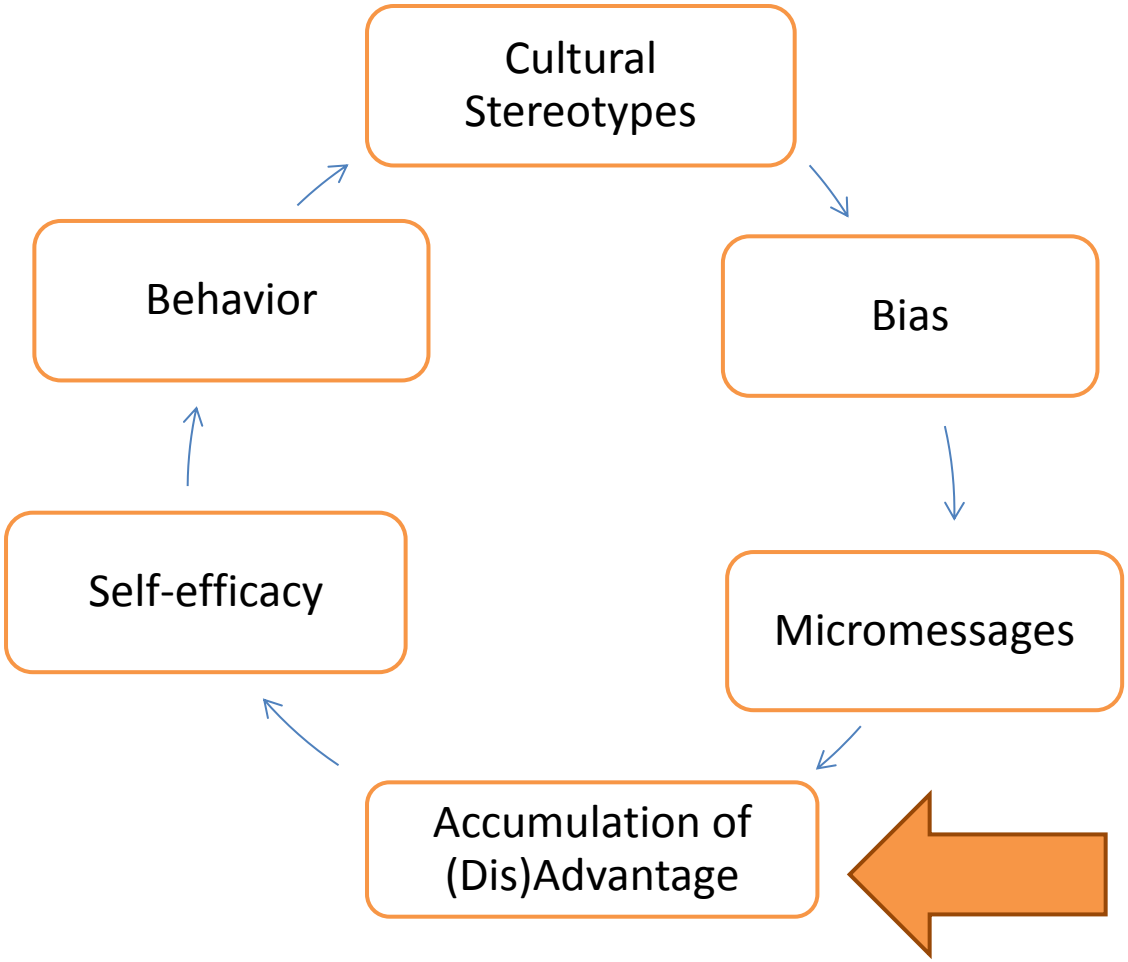
Micromessages Accumulate

Micromessages: The Missing Link Between Bias and Behavior



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Exercise

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Negative Implicit Bias = Micro-Inequities

Unconscious

Unintentional

Subtle

PERVASIVE

POWERFUL

Why Think About Micromessaging?

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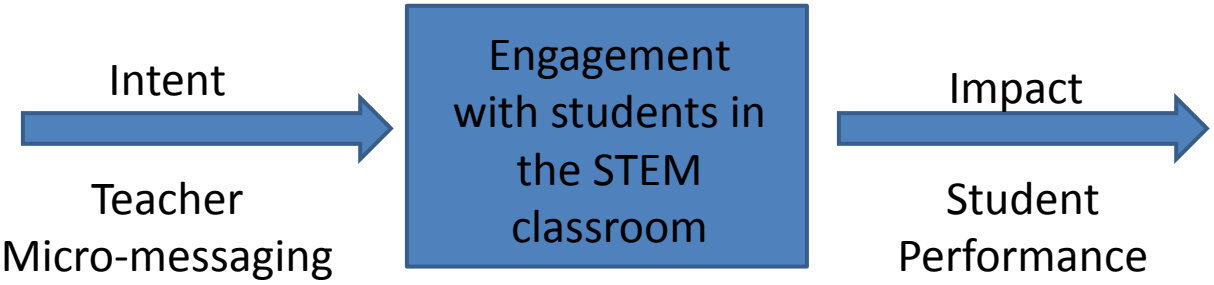
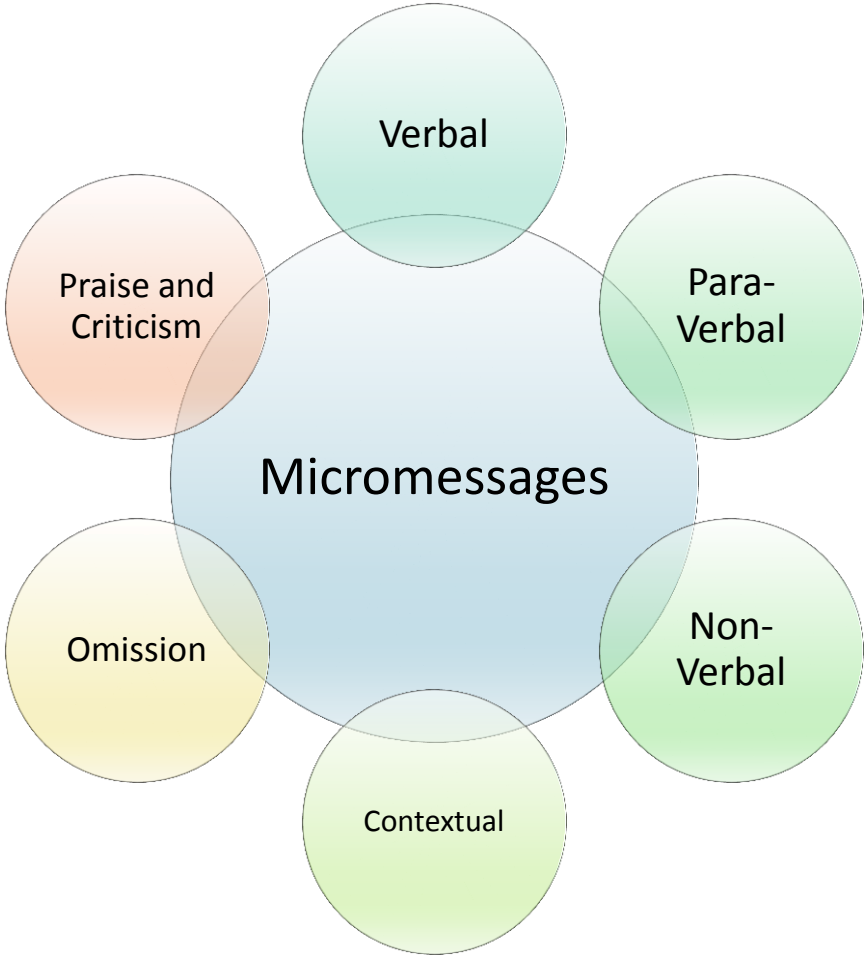


Small and seemingly insignificant behaviors may result in unfavorable learning outcomes.

Impact Is More Important Than Intent!

Key Micromessaging Elements



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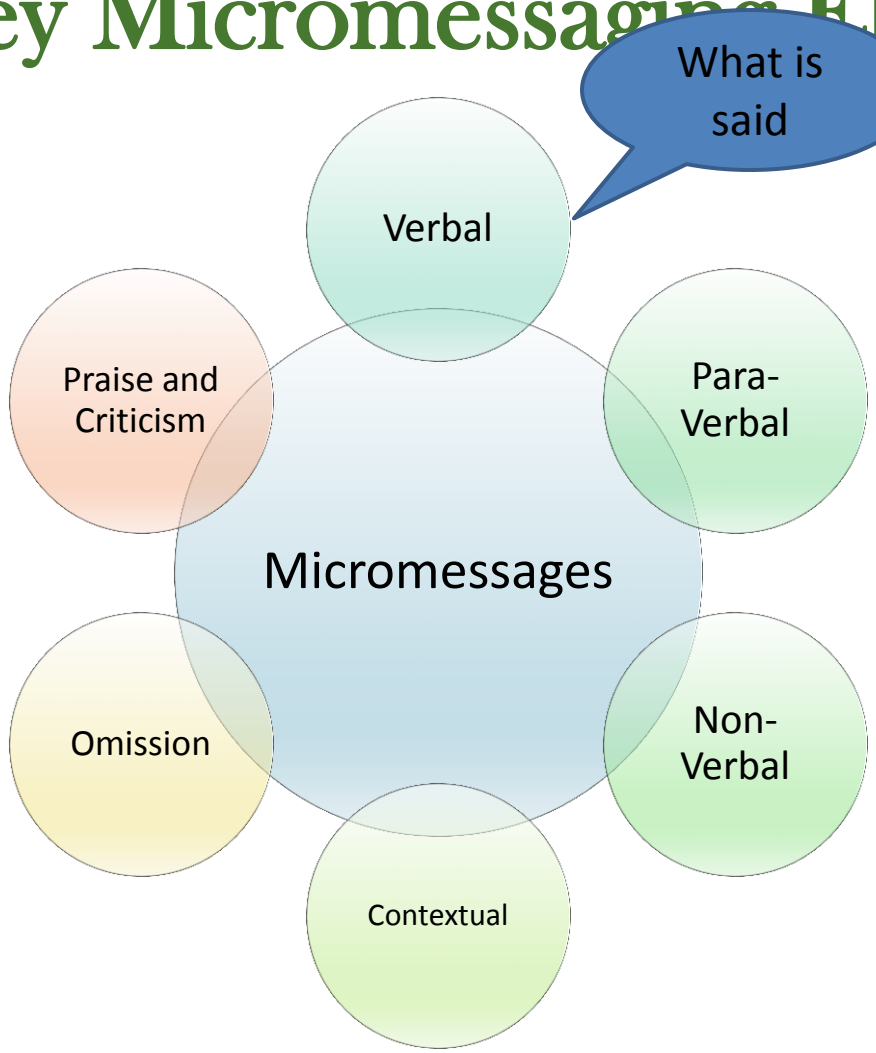

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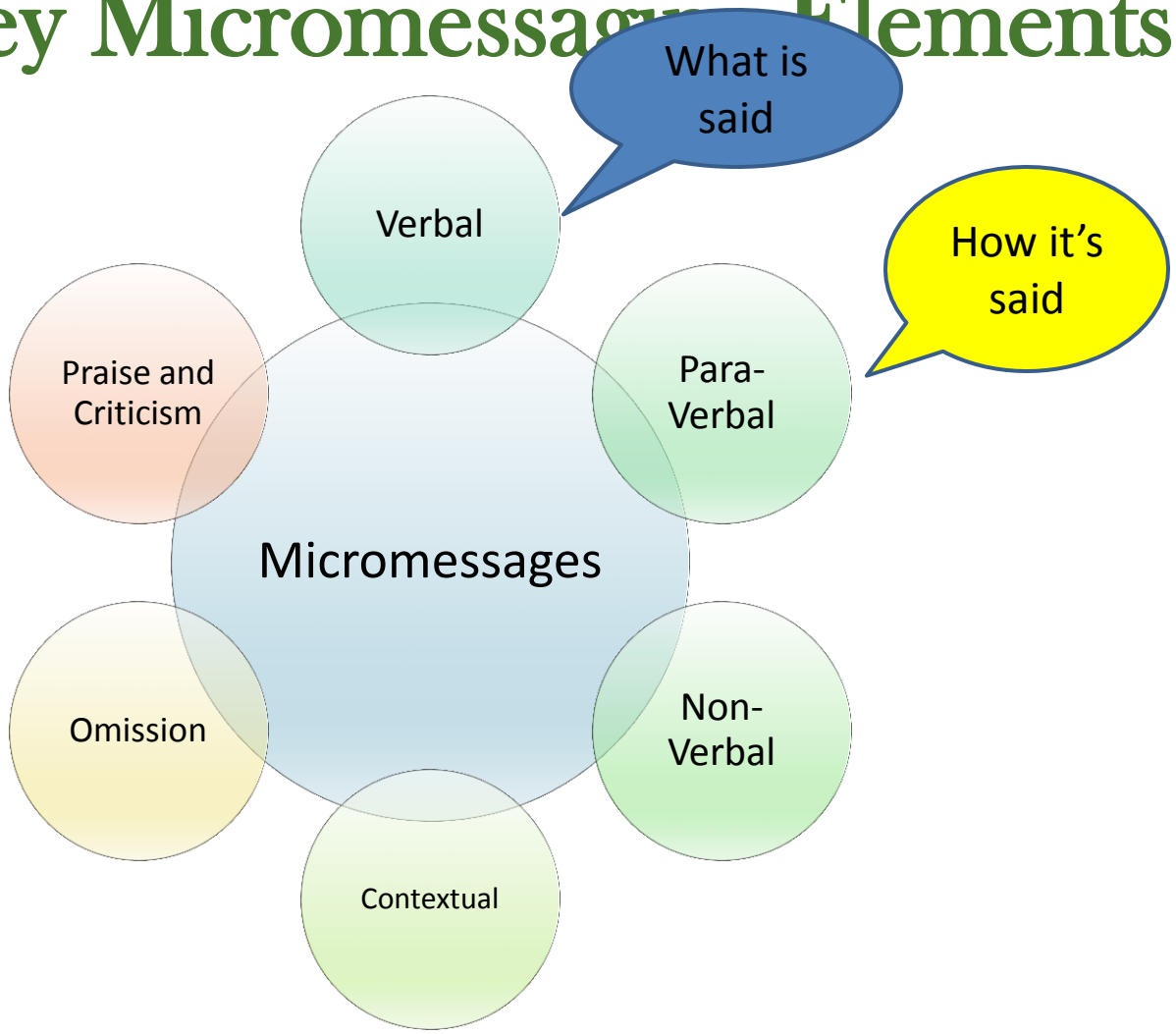

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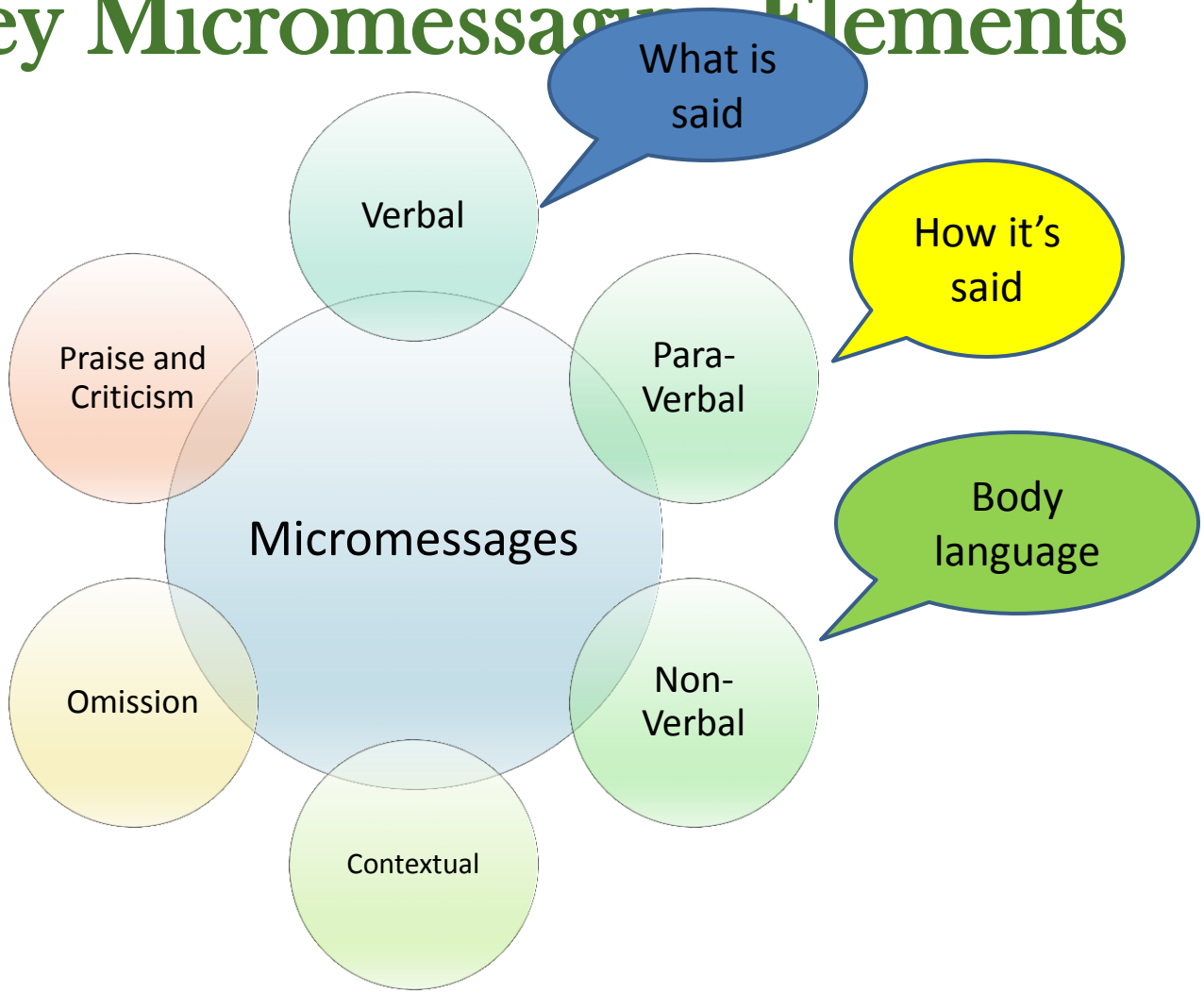

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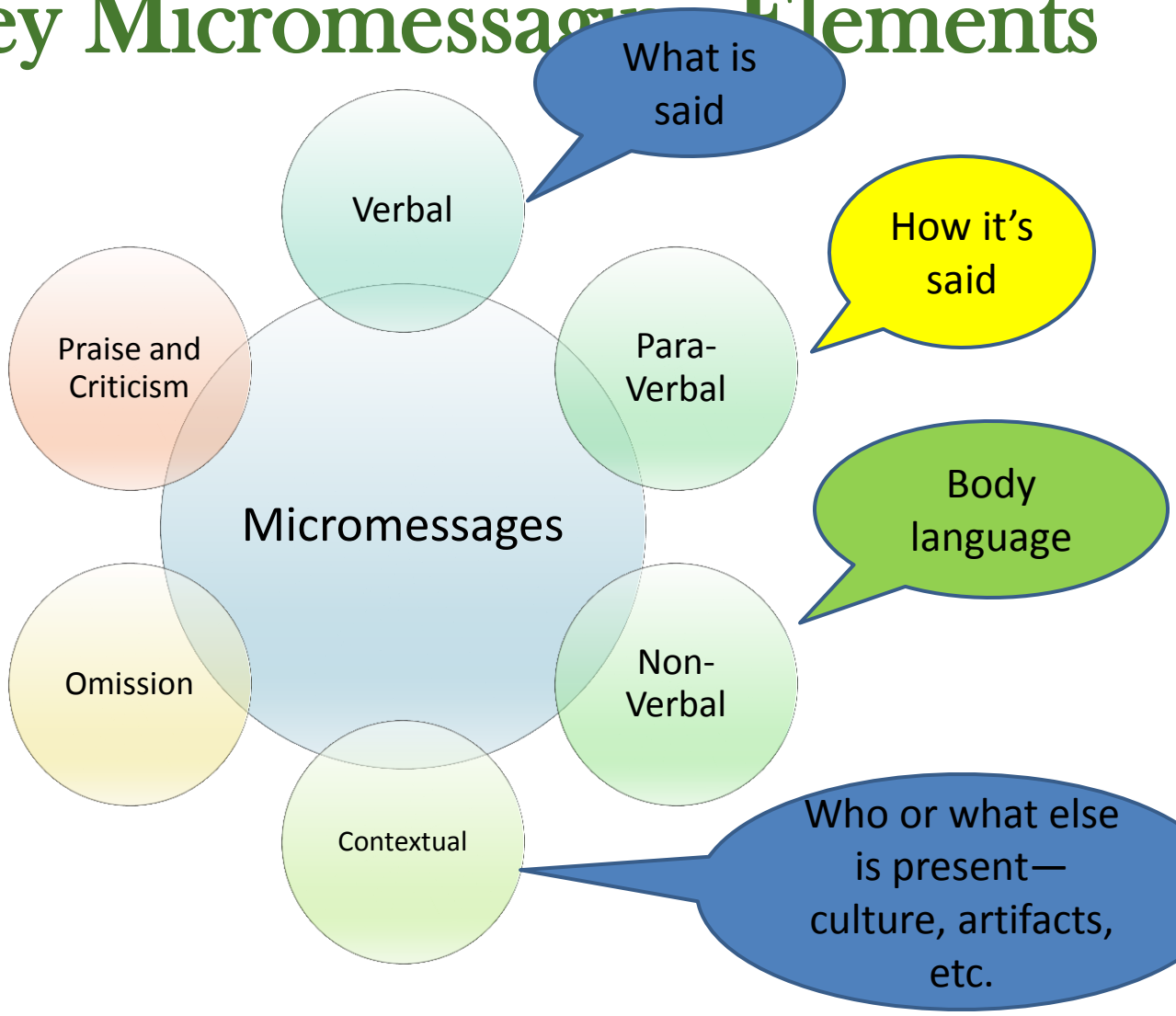

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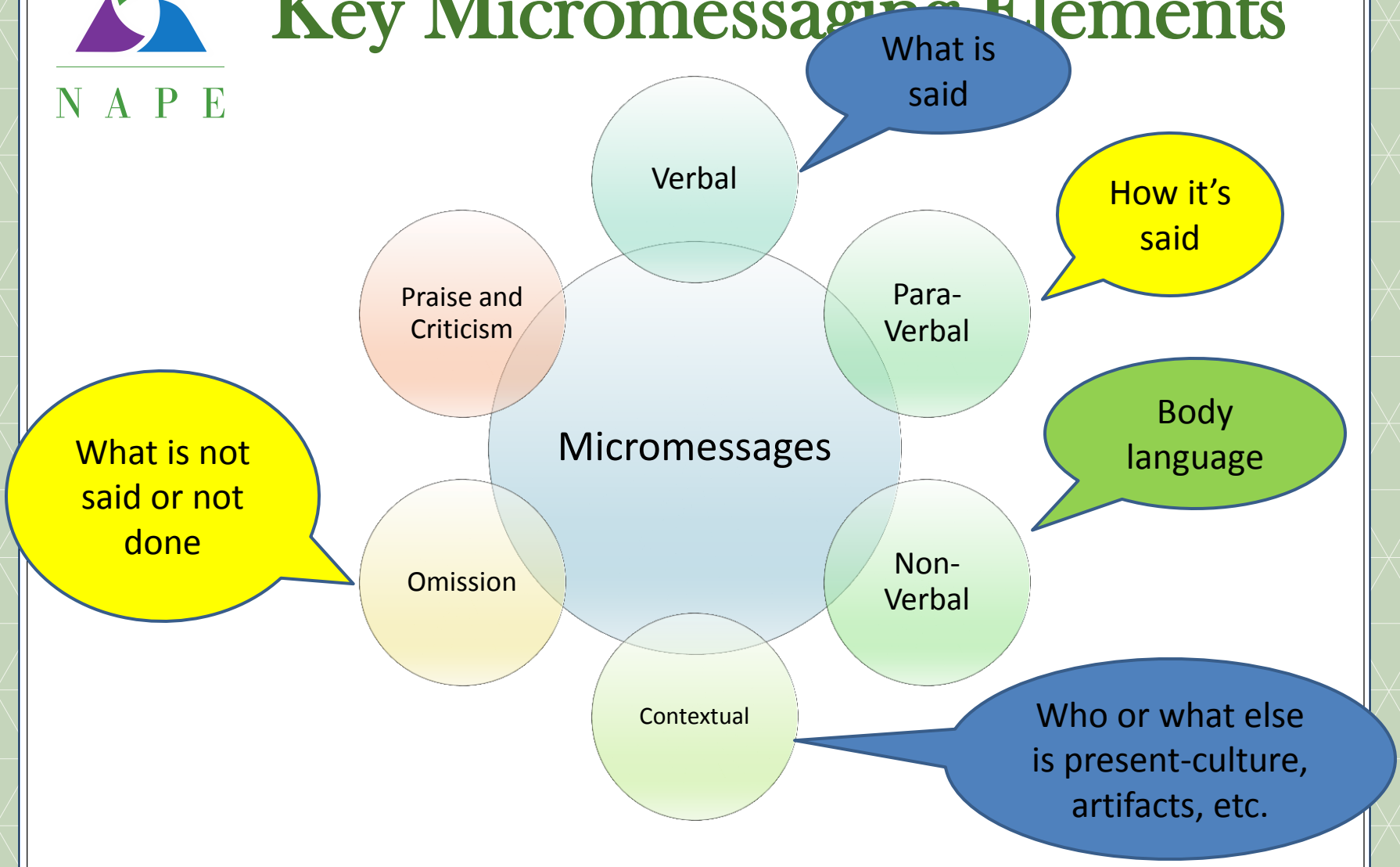

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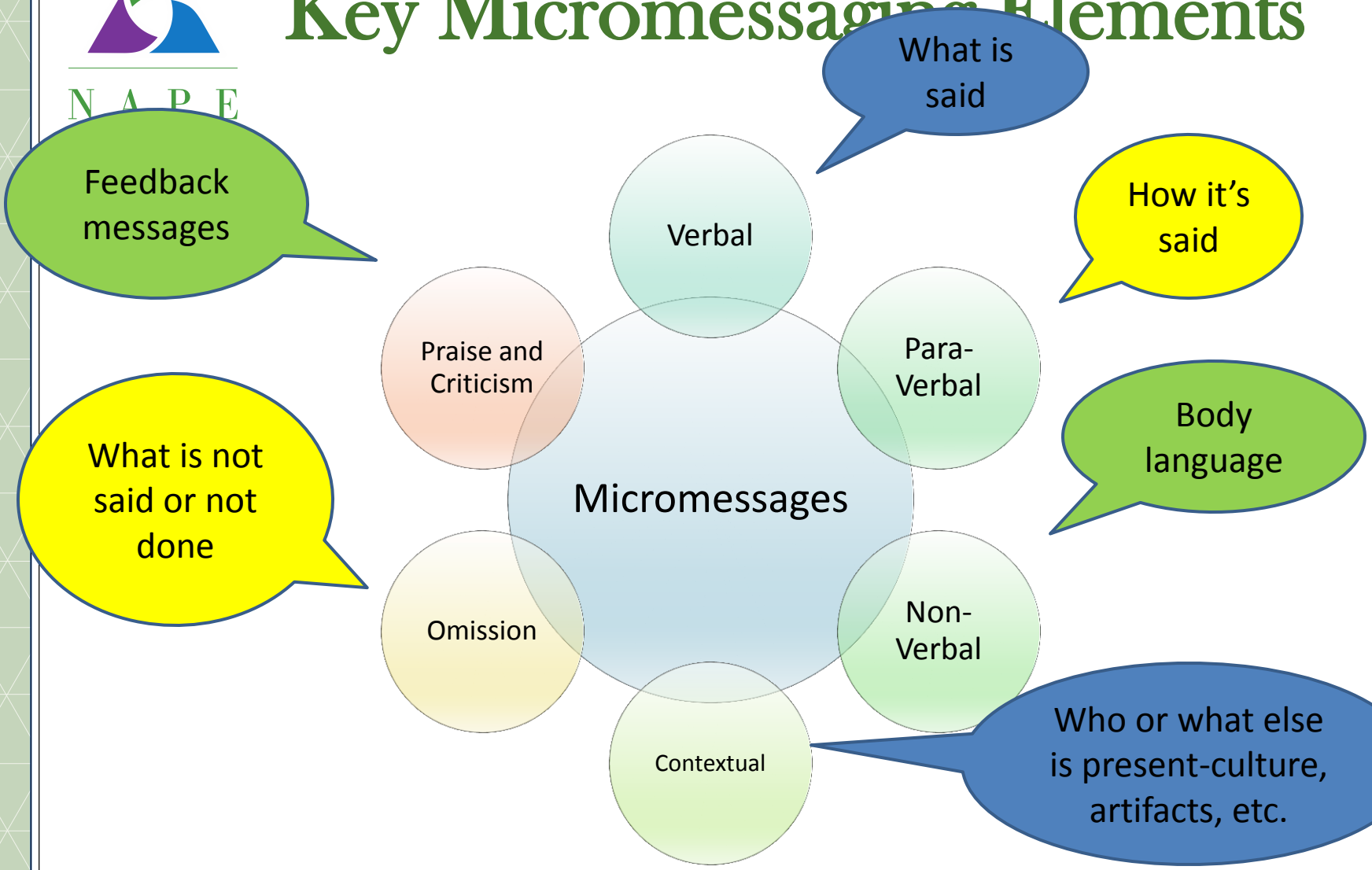

Examining the Small

Consider and share a specific incident when you were ...

- unintentionally discouraged or hurt by something SMALL someone said or did
- deeply valued by your colleague or family member in a SMALL yet powerful way.

- How did you know? What did that person do to communicate your value?

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Micro-inequities and Micro-affirmations

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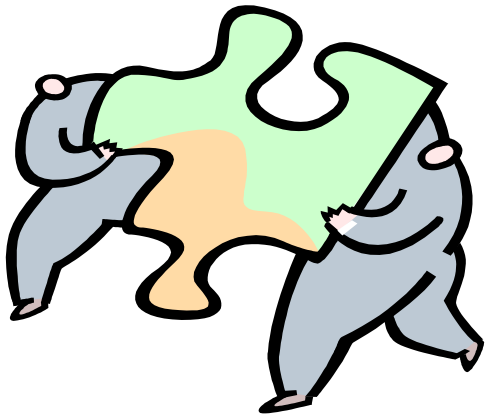
Positive Micromessages

Micro-affirmations are micromessages we send that validate and recognize other people in positive and supportive ways.

Activity:
Inoculate and Be Affirmative!

Make a concerted over-effort to become affirmative:

- It takes time (a year or more!)
- It takes effort (a conscious plan)
- It takes support (peers and a learning community)



Impact of Micro-Affirmations on Females in STEM

- Enhanced creativity and innovation and willingness to take risks
- Increased engagement in complex tasks and open-ended thinking
- Improved caring about learning
- Increased interest in STEM and development of girls' STEM identity

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Super Strategies

- Practice positive affirmations.
- Work with peers to identify unintended biases to improve your instruction.
- Help the student identify someone in his or her life who recognizes the student's potential, connects the student's strengths to characteristics of a profession, and teaches him or her how to enter that field.
- Intervene in students' conflicts and teach them to use inoculations and affirmations when communicating.
- Be diverse in the examples used in the classroom to illustrate concepts and ideas.

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Moving Forward

- As the scientist in your classroom, review your data and begin to formulate a hypothesis for any weaknesses or gaps that exist in student outcomes.
- As a researcher in your classroom, think about how your methods might be changed to improve your students' performance.
- As the coach in your classroom, consider the key messages you can make to your "team members" to affect their best game.
- As the educator in your classroom, recognize and reflect on the power you have to impact the lives of students.

Wrap-up and Questions

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"I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something I can do."

-Edward Everett Hale