Beyond the Brochure

Increasing Female Student Success in High Wage/High Demand

CTE Program Areas

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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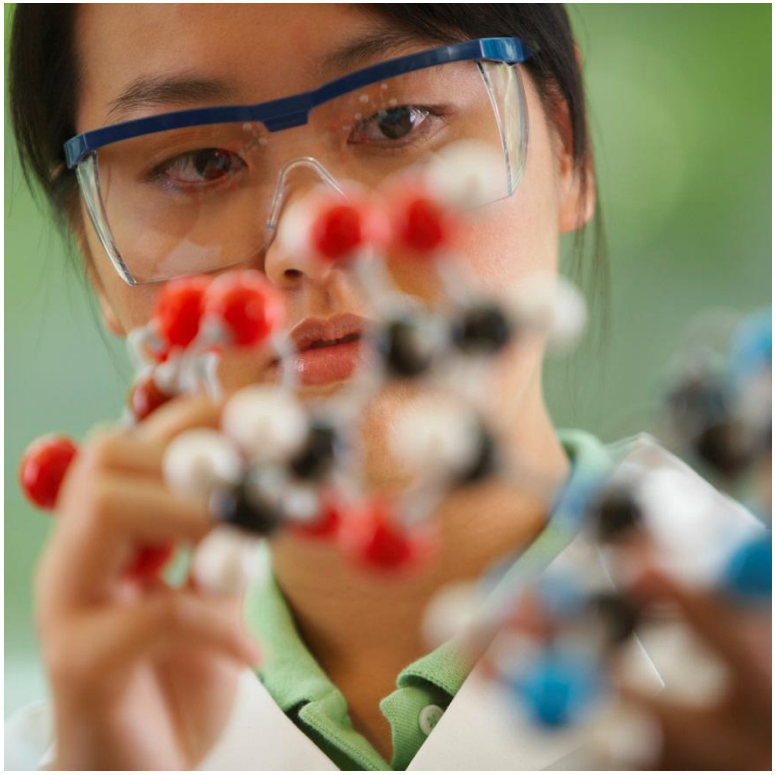
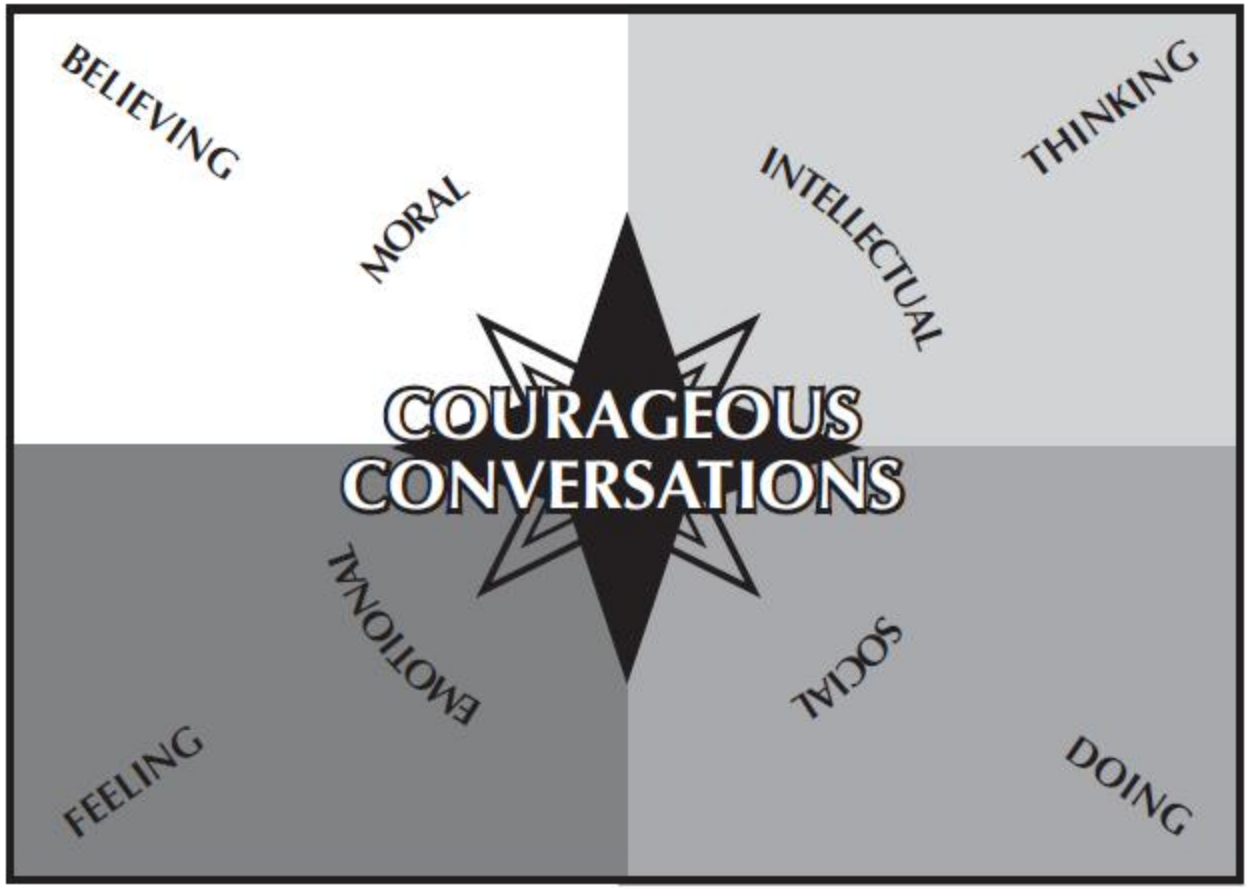
Why are you here?

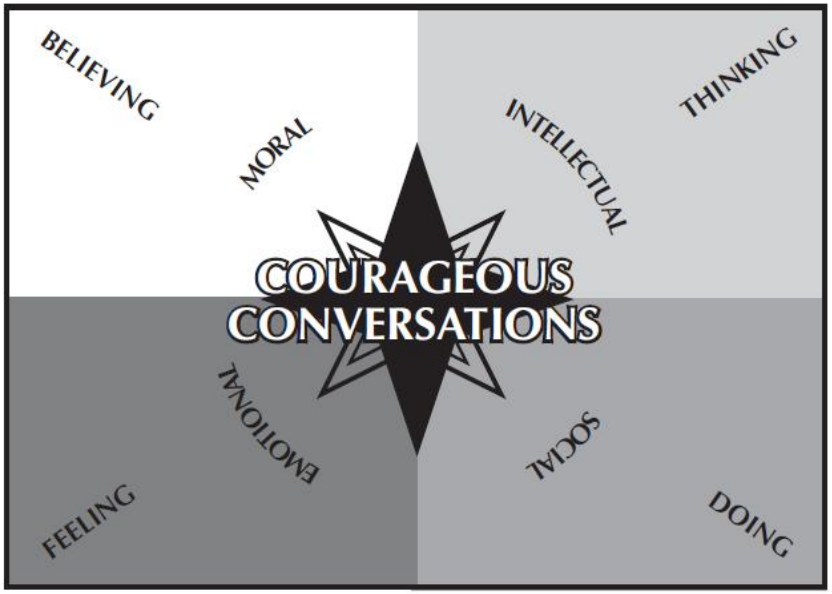


Glen Singleton and Curtis Linton, *Courageous Conversations about Race*



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

From macromessages…

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… to micromessages

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Micromessaging

Micromessages	Micro-inequities	Micro-affirmations
• Small, subtle, semi-conscious messages we send and receive when we interact with others	• Negative micro-messages we send other people that cause them to feel devalued, slighted, discouraged or excluded	• Positive micro-messages that cause people to feel valued, included, or encouraged

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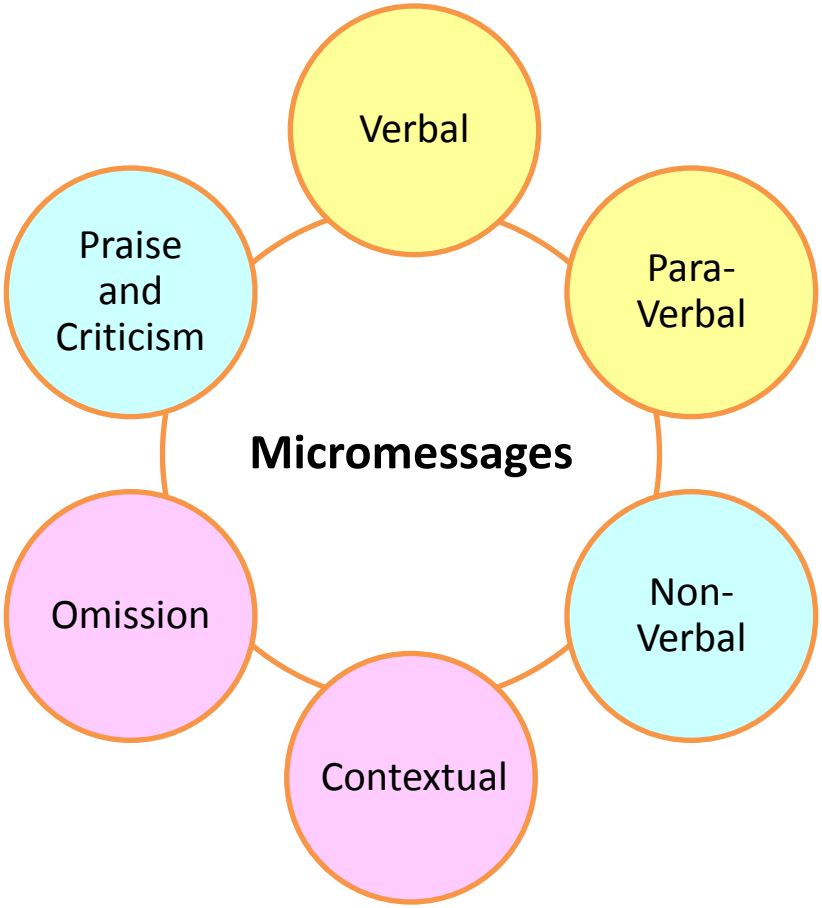
Dear Members and Readers,

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

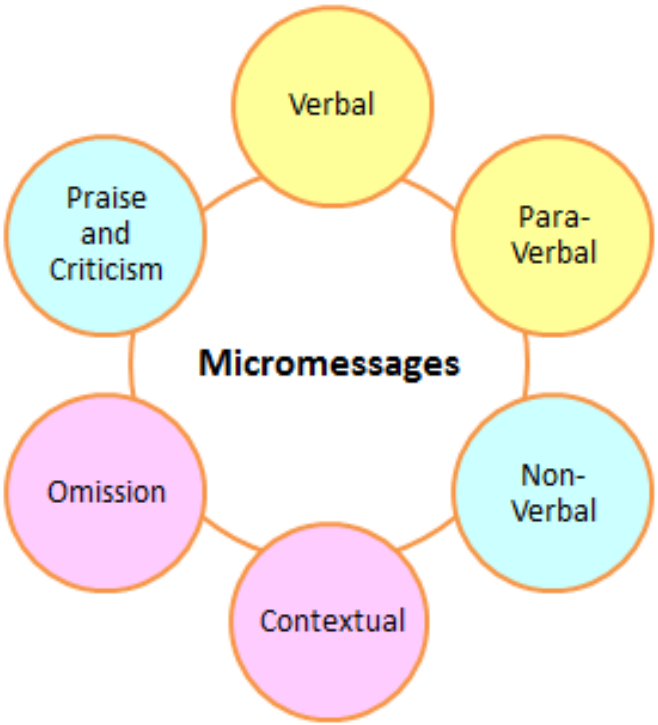
Micromessaging Elements



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

Identity and Salience

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

- 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!

Take away 2

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

Stereotype Threat

Unconscious (or Implicit) Bias

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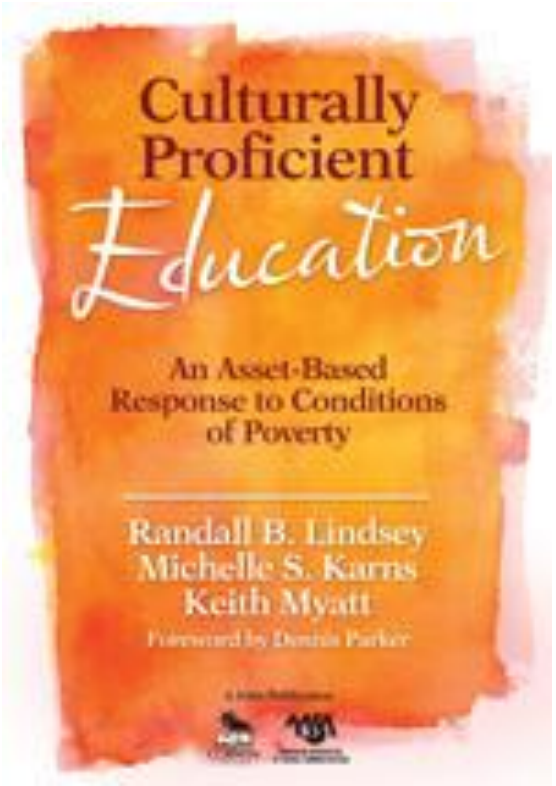
Activity 6

- 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


Culturally
Proficient
Education
An Asset-Based
Response to Conditions
of Poverty
Randall B. Lindsey
Michelle S. Karns
Keith Myatt
Foreword by Donna Parker

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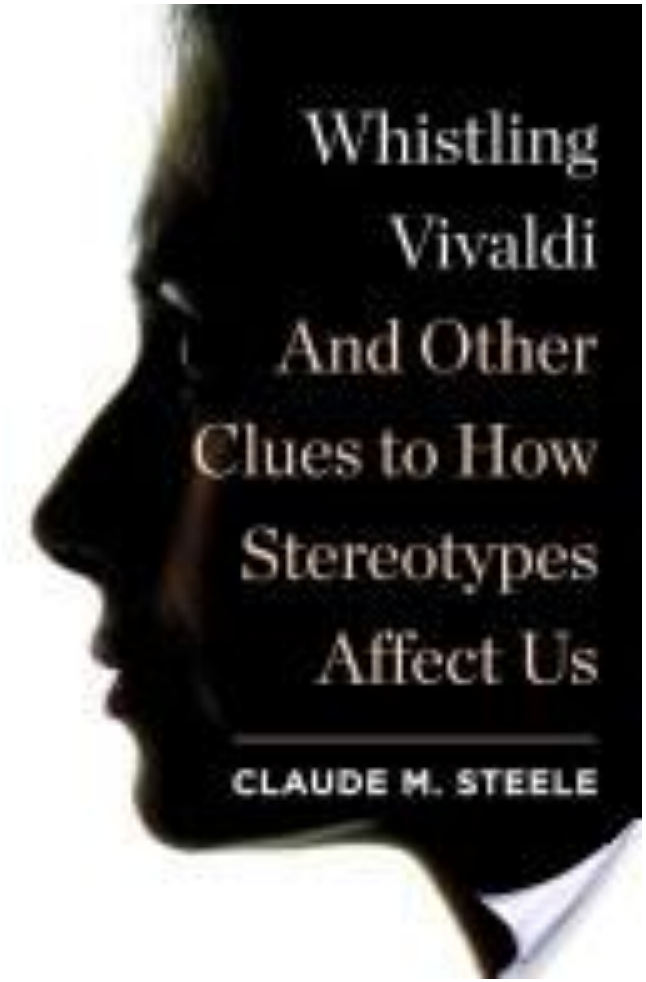
Stereotype Threat



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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.

_____%

_____%

_____%

Disaggregation in Perkins Law

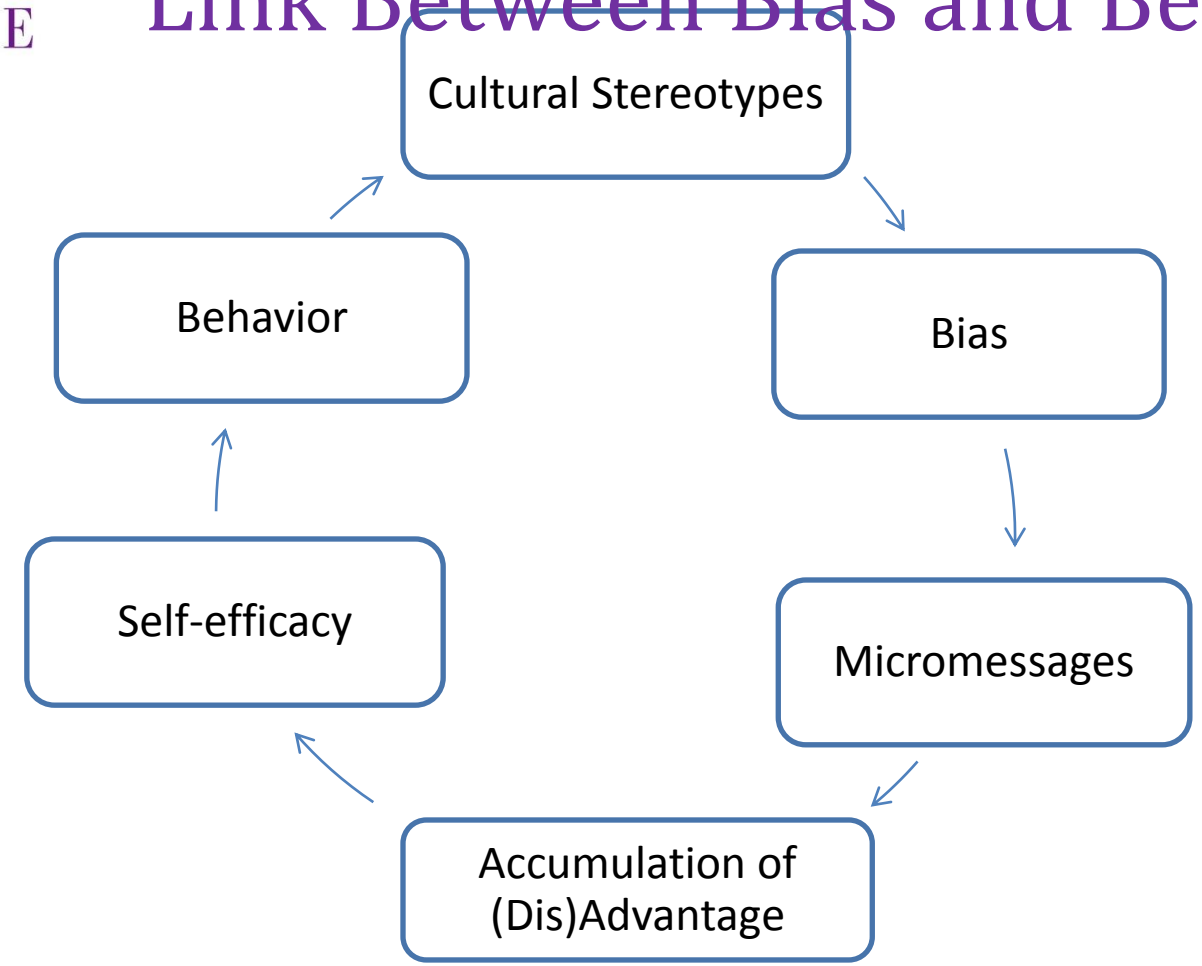
Gender	Race/Ethnicity	Special Populations
• Male • Female	• American Indian or Alaskan Native • Asian or Pacific Islander • Black, non-Hispanic • Hispanic • White/non-Hispanic	• Underrepresented gender students in a nontraditional CTE program • Single parent • Displaced homemaker • Limited English proficiency • Individuals with a disability • Economically disadvantaged

Pay attention to intersectionality!

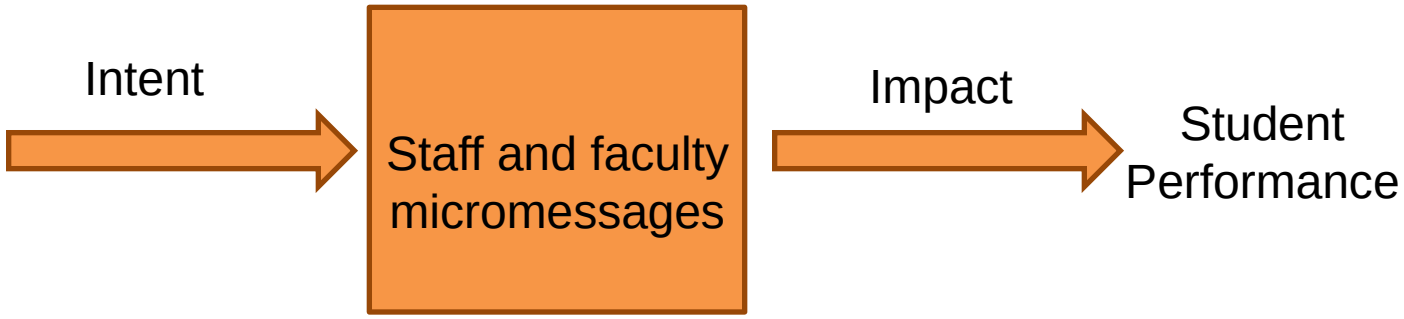
Take away #3

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

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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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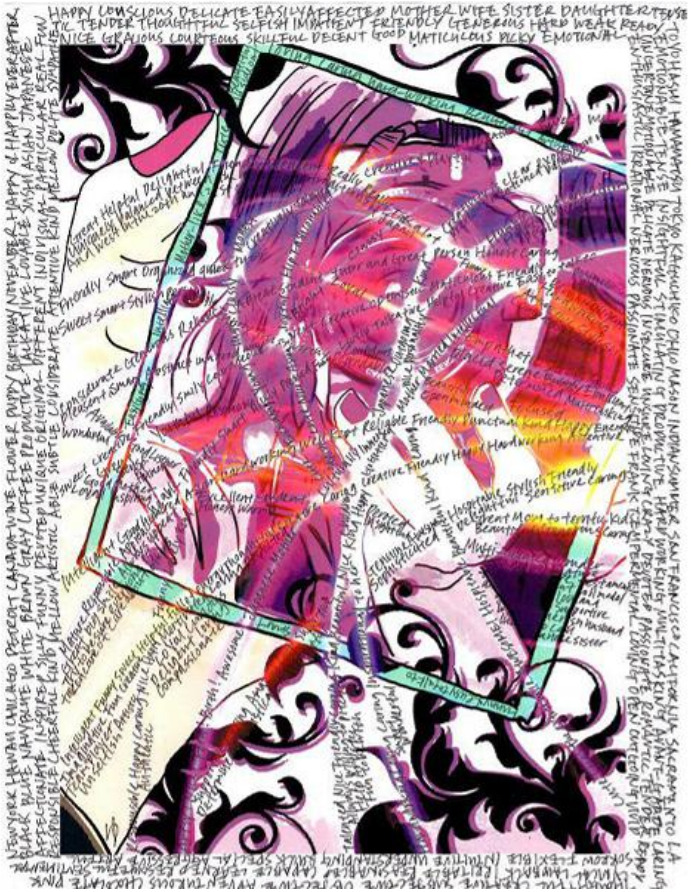

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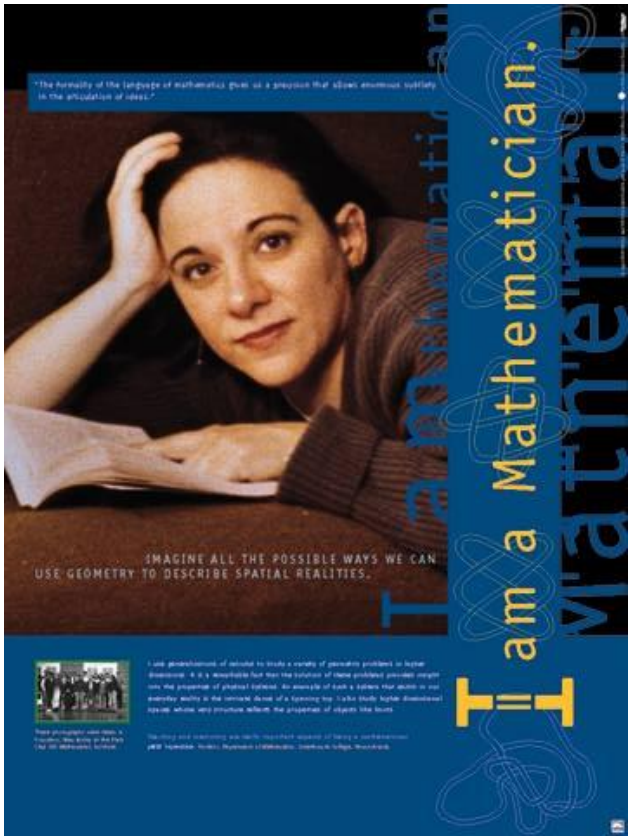

www.pdksciart.com

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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.

This was out of my control.

I had bad luck.

Others were jealous of me.

That teacher grades really hard.

Success =
Internally Attributed

Failure =
Externally Attributed

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Fixed Mindset	Growth Mindset
Intelligence is static.	**Intelligence can be developed.**
Leads to a desire to *look smart* and therefore a tendency to	Leads to a desire to *learn* and therefore a tendency to
• **avoid challenges**	• **embrace challenges**
• **give up easily due to obstacles**	• **persist despite obstacles**
• **see effort as fruitless**	• **see effort as path to mastery**
• **ignore useful feedback**	• **learn from criticism**
• **be threatened by others' success**	• **be inspired by others' success**

AAUW, *Why So Few?* (2008)

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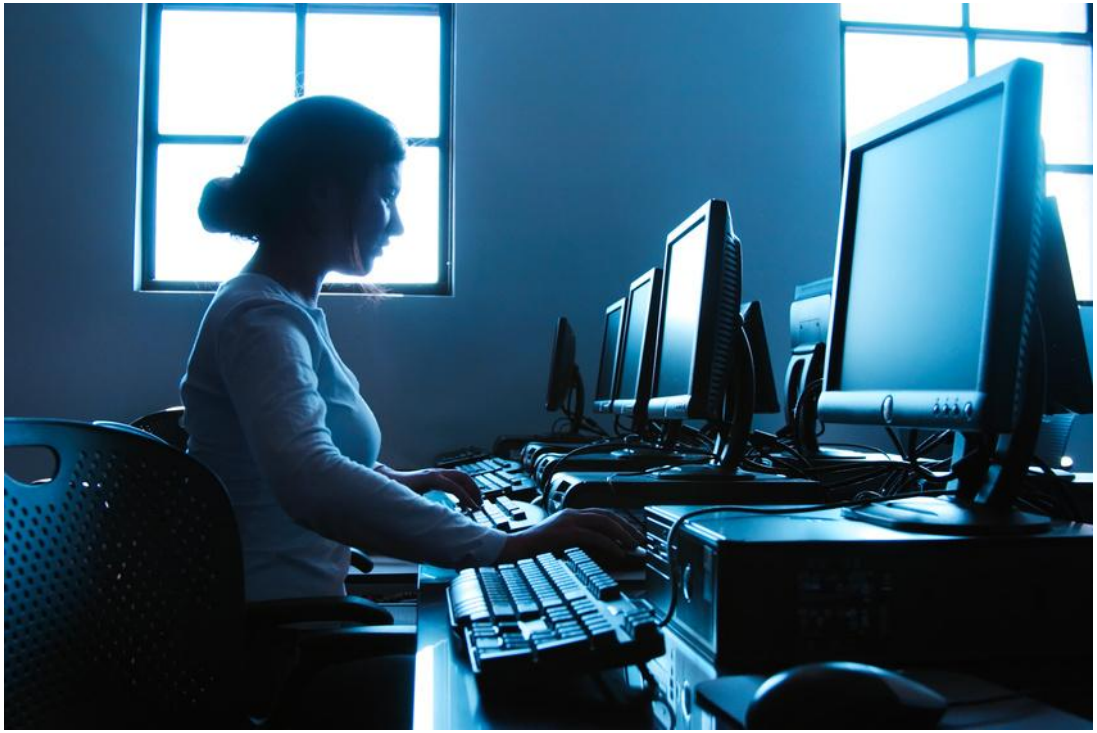
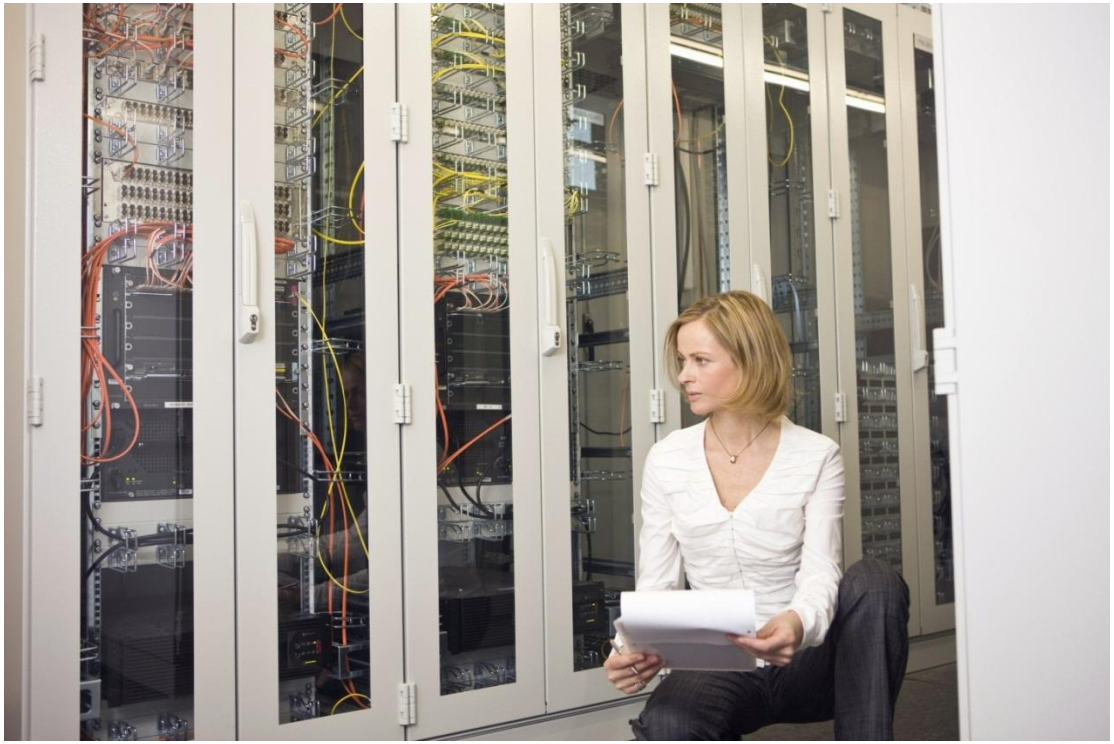
Model projects and programs: Secondary



Model projects and programs: Postsecondary



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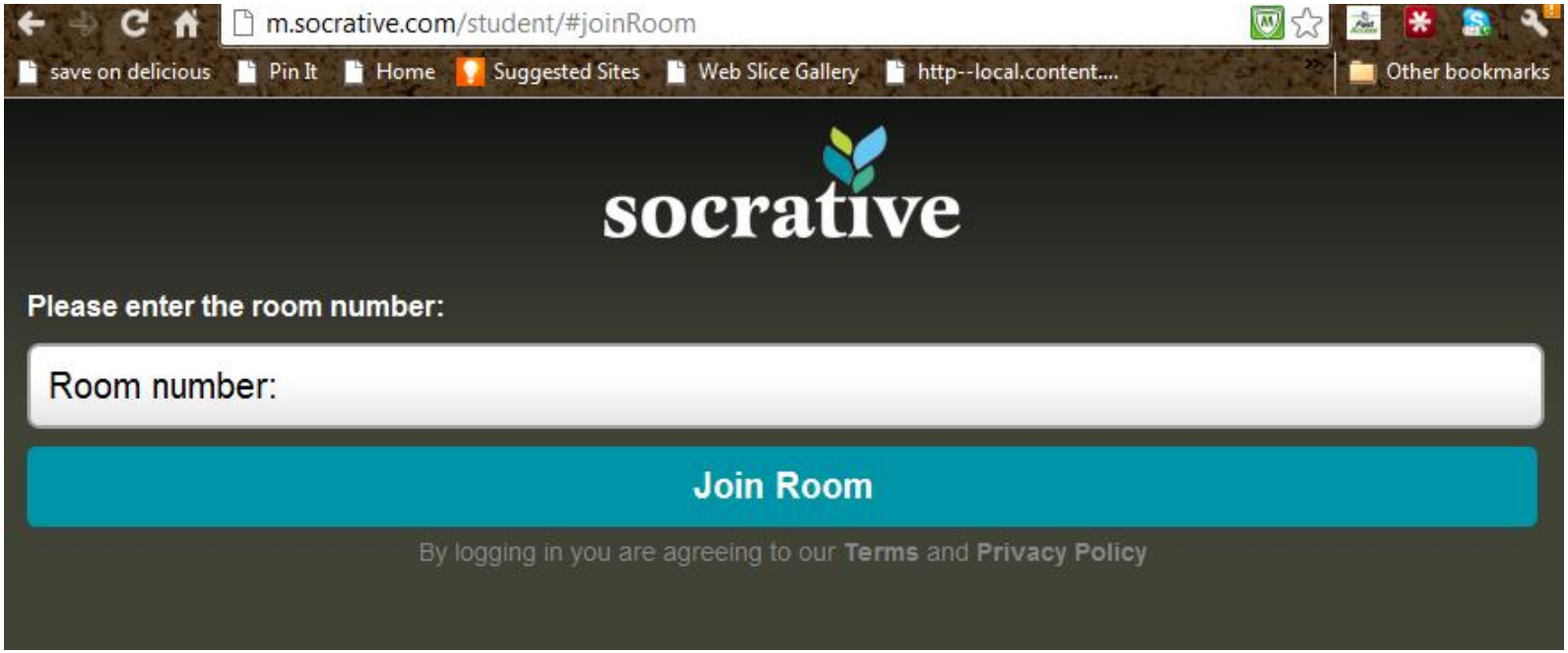
Activity 8

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



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Professional Development Institute (DC), April 16-18

http://www.napequity.org

Questions and Comments?

Courtney Reed Jenkins

Director, Professional Development

National Alliance for Partnerships in Equity

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