



# Achieving Gender Fair Teaching: Teacher Checklist

As an instructor, you serve as a model for your students. You significantly affect students' attitudes and behavior. Use the following checklist to assess the model you are to your students.

<b>In teaching, I:</b>	<b>Always</b>	<b>Usually</b>	<b>Do Not</b>
1. Provide the same course content for both genders.	_____	_____	_____
2. Provide the same learning activities and projects for students (rather than different ones such as more labs for males, more seat work for females).	_____	_____	_____
3. Set the same standards of behavior for all students in my classroom (i.e., attention, quiet, visiting, etc.)	_____	_____	_____
4. Allow all students equal access to tools and equipment with the same standards for use.	_____	_____	_____
5. Encourage all students to be equally considerate and courteous of others.	_____	_____	_____
6. Administer the same reprimands of disciplinary actions to students for misbehavior.	_____	_____	_____
7. Avoid comparing men with women or vice versa in respect to behaviors, attitudes, and accomplishments (i.e., The women in the class are setting an excellent example.)	_____	_____	_____
8. Use gender free terms and occupational titles rather than gender-specific ones.	_____	_____	_____
9. Give equivalent attention to both genders (rather than more criticism for men, support for women, or vice versa).	_____	_____	_____
10. Establish a classroom environment so that harassment on basis of gender, race, or disability is unacceptable and does not exist.	_____	_____	_____
11. De-emphasize competition on the basis of gender.	_____	_____	_____
12. Expect a variety of academic preferences for both males and females.	_____	_____	_____
13. Establish the same safety and/or sanitation and dress requirements for all students.	_____	_____	_____

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### In teaching, I:

Always

Usually

Do Not

14. Establish and apply the same grading system to both genders.

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15. Incorporate the topic of gender discrimination, stereotyping, and bias into regular course content and discussions whenever possible.

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16. Provide information about expanding occupational and/or family activities for both genders in areas that have been traditionally considered appropriate for only one gender.

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17. Assist both genders in recognizing that their adult roles will probably include work, parenting, and homemaking.

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18. Involve students in identifying examples of gender discrimination, stereotyping, and bias in textbooks, curriculum materials, media, and other course-related materials.

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19. Make an effort to change or supplement gender stereotyped instructional materials.

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20. Use resource people in the classroom who show changes in sex stereotyped roles (female auto mechanic, male child care worker, male nurse, female electrician, father who stays home with kids etc.)

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Source: Promoting Non-Traditional Career Options and Opportunities, Kansas Competency-Based Curriculum Center, Washburn University, Topeka, KS 1999.