



Checking Your Schools for Sexism

Description: Use the checklists that follow to determine if sexism exists in your schools, and if so, the degree to which it exists.

Hidden Curriculum Checklist

Almost Always Present				Almost Never Present	Un-known	Not Applicable	
1	2	3	4	5	U	NA	
							1. Competition between male and female students—for example, spelling bees, lining up quickly, sports—is discouraged. Neither group is ever held up as an example for the other.
							2. Teachers have similar expectations for male and female students in these areas.
							a. Reading
							b. Mathematics
							c. Science
							d. Athletics
							e. Family and Consumer Education
							f. Technology Education
							g. Other
							3. a. There are the same standards for males and females with regard to swearing.
							b. There are the same standards for males and females with regard to taking risks and showing emotion.
							c. There are the same standards for males and females with regard to fighting, aggressiveness, and hitting.
							4. Punishment is fair and unbiased.
							a. It is the same for males and females for the same offenses.
							b. Contact with or proximity to the other sex is not used as a form of punishment.
							5. The teacher intervenes to reduce derogatory comments about behaviors toward students of one sex by students of the other.
							6. Dress and appearance standards are the same for male and female students (for example, boys and girls may wear their hair as they choose.)
							7. Both male and female students are encouraged to consider a broad range of choices for jobs and careers
							a. by teachers.
							b. by counselors.
							c. by other students.
							8. Tests for vocational interests are
							a. reviewed annually for bias
							b. administered fairly, and
							c. interpreted without gender bias.
							9. Similar roles for and relations with male and female parents are maintained (for example, both mothers and fathers are invited to attend conferences, be room parents, attend PTA, go on field trips.)

Hidden Curriculum Checklist (continued)

Almost Always Present				Almost Never Present	Un-known	Not Applicable	
1	2	3	4	5	U	NA	
							10. a. Students who are pregnant are treated the same as other students.
							b. Students who have children are treated the same as other students.
							c. Students who are married are treated the same as other students.
							11. All classrooms and school jobs or honors are distributed evenly among male and female students.
							a. Patrol
							b. Guides
							c. Students of the week
							d. Other
							12. a. Leadership positions (for example, class and school officers) are evenly distributed among male and female students.
							b. If positions to which students are elected are sex stereotyped, school personnel are attempting to change this.
							13. Extracurricular activities are free from sex stereotyping and bias, for example:
							a. cheerleading, pompon squads
							b. computer club
							c. debate team
							d. future career clubs
							e. interscholastic sports
							f. others
							14. a. Males and females have comparable opportunities to take part in interscholastic sports.
							b. The school provides girls and boys interscholastic sports with equitable resources, such as coaching time, equipment, facilities, and money for travel.
							15. Female and male students have equal access to facilities.
							a. playground
							b. gym
							c. restrooms
							16. Teachers present good models to students in that they work and socialize at school in sex-integrated groups.
							17. Male and female teachers have the same extra responsibilities or job, such as hall or playground duty.
							18. Personnel policies and practices do not discriminate on the basis of
							a. pregnancy;
							b. the need for family leave; or
							c. marital status and family unit.
							19. a. There are fair, objective criteria for employment practices.
							b. The district has an affirmative action policy for promotion fair employment practices.

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Overt Curriculum Checklist

Almost Always Present				Almost Never Present	Un-known	Not Applicable	
1	2	3	4	5	U	NA	
							1. Instructional materials show female and male main characters in literature with equal frequency.
							2. Instructional materials are free from stereotyped personality characteristics and activities. Girls are sometimes active, showing initiative, independent, solving problems, earning money, receiving recognition, being inventive, participating in sports; while boys are sometimes passive, fearful, helpless, receiving help, engaged in quiet play.
							3. Instructional materials reinforce nontraditional career patterns. For example, both men and women share housework and child rearing, both are engaged in a variety of careers, men are shown in traditionally female occupations, women are shown in traditionally male occupations.
							4. a. Instructional materials recognize the contributions of women in many fields (for example, politics, science, law, social services, the arts).
							b. Women and men from many racial/ethnic groups are shown in instructional materials.
							5. Instructional materials are free from specific derogatory stereotyped sex roles (for example: the sissy boy, the dominant mother, the wicked step-mother, the tomboy who should and does turn "feminine").
							6. Instructional materials are realistic in that they show the nature and extent of sex discrimination in society as an explanation for differences in role and career choices and personal characteristics.
							7. Instructional materials emphasize diverse standards of physical appearance for both men and women.
							8. Instructional materials use language free from sex bias. For example he/she us used instead of he, humans instead of men, ancestors instead of forefathers, letter carrier instead of mailman, chairperson instead of chairman.
							9. When instructional materials contain sex bias, teachers compensate by introducing supplementary materials or by discussing the bias in the materials with students.
							10. There is a written policy for selecting bias-free instructional materials.
							11. Personnel responsible for the selection of instructional materials receive training to make bias-free decisions.
							12. a. All courses are open to males and females. No course carries the implications that it is specifically for one gender.
							b. Faculty members encourage both male and female enrollment in courses that traditionally have been taken by student of only one gender.
							13. Activities <i>within</i> courses are open to both males and female and both are encouraged to become proficient.
							14. Gender is not used as a criterion to separate students.

Source: Bitters, Barbara and Susan Foxwell. *Wisconsin Model for Sex Equity in Career and Vocational Education*. Madison, WI: Department of Public Instruction, 1993..