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Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources

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by

Vocational Education Council
Department of Home Economics
Education
College of Home Economics
Iowa State University

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FINAL REPORT

Strategies and Guidelines for the Elimination of
Sexism in Vocational and Technical Education
Curriculum Materials and Resources

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This project report--Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources--represents contributions of many individuals. Procedures outlined for the project purposely included involvement of administrators of vocational technical education programs, business and industry representatives, area education agency personnel, teacher educators, secondary and post-secondary school teachers as well as students.

Persons from each of these groups except students served as members of the Advisory Committee. This committee was helpful in providing advice, suggestions, and criticisms. These individuals were generous with their time and willing to participate in meetings that sometimes conflicted with regularly scheduled duties. We appreciate their support and guidance; names of the Advisory Committee members are listed elsewhere in this report.

Many teachers were contributors to this project. Secondary and postsecondary level instructors of vocational technical education subjects suggested creative strategies included in the set of instructional modules--the heart of the project. Enthusiasm exhibited by teachers who field tested the preliminary module provided encouragement and stamina to the project staff near the end of the school year, at a time when our morale was about to falter. We appreciate the invaluable contributions of all who participated in various ways to the project. Their names are listed in this report.

At various times several Iowa Department of Public Instruction staff members provided suggestions and advice. However, throughout the project period we worked closely with Dorothy Brown, who at that time was Consultant, Support Services Section of the Career Education Division. Her personal interest in the project helped us immeasurably. Steve Boal's assistance during the concluding stages of the project was a valued contribution.

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We gratefully acknowledge the services of Marlys Phipps who typed this manuscript and the 12 instructional modules which accompany the report, Debby Akridge who typed various materials and correspondence associated with preparation for and follow-up communications required for the Advisory Committee meetings plus the workshops, and Betty Morey who often assisted with processing certain project expenses and other related details.

In addition, the project staff expresses appreciation to publishers who provided copies of guidelines for evaluating manuscripts along with permission to duplicate these materials for use as needed for the workshop participants.

In essence this report not only summarizes the procedures and material outcomes of a year of hard work, but also represents valuable learning experiences for the nearly 100 participants. To those persons unknown to us who had a part in the decision to grant funds to support the project we thank you for the opportunity to grow professionally and contribute to an important challenge.

Project Staff, September 1979

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DOCUMENT RESUME

Author Torrie, Margaret M.; and Others

Title Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources

Institution Iowa State University of Science and Technology
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Sponsoring Agency Career Education Division
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Contract FCS-79-10

Abstract Documentation of instructional guidelines and strategies to promote sex equity in the vocational technical education classroom was the major emphasis of this curriculum development project. Procedures used to accomplish the task, the final outcomes of the project, and recommendations for further activities are described. Individuals representing the seven USOE vocational education disciplines participated in a series of workshops to develop the curriculum guidelines and strategies. Teachers and students from the seven vocational disciplines in both secondary and postsecondary settings, advisory committee members, and project monitors provided process evaluation reactions for materials revision and final compilation. The major outcome of the project was a package of 12 modules entitled: "Promoting Sex Equity in the Classroom: A Resource for Teachers - Vocational and Technical Education." Contained in the series are: (2) an introductory module, (b) "Sex Equity Guidelines" for instructional media evaluation and curriculum development, (c) instructional strategies to be adapted for use by all vocational teachers and students to impact

guidelines in art, language, and content, and (d) discipline specific strategies and lesson plans for each of the seven vocational technical education service areas. Statewide dissemination procedures began at a third major workshop. It was concluded that the resultant sex equity guidelines and numerous sex equity strategies held a common pedagogical base for all seven vocational disciplines. Instructional adaptability is the key to promoting sex equity by the teacher and/or student.

Recommendations include testing the resultant products using an experimental research design and further curriculum development for specified areas within vocational technical education. These may include: (a) special needs populations, (b) limiting geographic residence, (c) multicultural programs, and (d) career education.

STATEMENT OF THE PROBLEM

The importance and need for this project, "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources", has been highlighted in recent educational legislation, federal and state vocational and technical education priorities, and numerous research studies. The fact that sexism in federally supported educational operations is clearly illegal follows from the Education Amendments of 1972, Title IX provisions, and the Education Amendments of 1976. Federally supported grants for research and development in the areas of curriculum development and inservice training that will eliminate sexism in vocational and technical education are designated in the 1976 Act (P.L. 94-482, Title II, Sec. 132(b), 134(a-4) . These provisions were based on the evidence of sexism in vocational programs and the lack of innovative operations to eliminate sexist practices (Subcommittee Hearings, 1975, ED 116 090; Shelton and Berndt, 1974).

In accordance with federal regulations and the State of Iowa's educational needs, the Iowa State Board of Public Instruction identified as an immediate priority, the elimination of sexism in all federally supported educational programs, including vocational and career education (State Plan Part II, 1978-1982). Vocational educators within the State were surveyed by the Department of Public Instruction to ascertain areas of felt need and/or priorities in research, exemplary, and curriculum projects. Evidence of need for the development of guidelines and strategies to reduce sexism in vocational curricula was indicated and subsequently outlined in the "Proposals Requested" section of the Career Education, Research, and Exemplary Activities Newsletter (Iowa Department of Public Instruction, 1978).

It has been noted that ongoing projects in the State to reduce sexism in vocational programs have focused primarily on awareness of the problems associated with sexism (U.S. Office of Education, Ames Community School District, G007701990, 1978; U.S. Office of Education, Des Moines Community College, 13 504, EPD 553, 1978). The primary emphasis described in the

Department of Public Instruction "Guide to Implementing Multi-cultural Non-sexist Curriculum Programs in Iowa Schools", (1976) was to provide positive leadership in administering a multicultural nonsexist total school environment. Specific guidelines and strategies to reduce sexism in vocational education curriculum materials and resources had not been distinctly identified by the State. The challenge was to establish needed curriculum guidelines and strategies designed to reduce sexism in vocational programs, hence making possible improved educational opportunities for vocational enrollees.

Evidence of need for this project was further supported by a United States Office of Education (USOE) funded study conducted by Steiger (1974) on sexism in vocational education which calls for immediate development of nonsexist instructional aids in view of the preponderance of existing sexist curriculum materials. The Steiger study states that vocational curriculum materials have not only reflected traditional sex stereotypes in our culture but in fact, have exaggerated them. Further, Steiger found the sexist approach evident in instructional and illustrative materials, i.e., text, pictures, language. A study conducted by Stefonek (Wisconsin Department of Public Instruction, 1977) indicated negative effects of stereotyping on learners, and on educators, and all others who perpetuate stereotyping.

The question of who should provide the leadership for developing a nonsexist pedagogical approach has been discussed by Hilliard (1975). He presented the fact that teacher educators hold a positive position to effect preservice as well as inservice training. This position was maintained for all areas of education including vocational and career education.

Indications of the development of nonsexist curriculum guidelines and strategies in educational fields outside of vocational education were noted ("Equal Rights: An Intergroup Education Curriculum", Pennsylvania Department of Education, 1974; "Freedom for Individual Development: An Implementation Model for Reducing Minority and Sex Role Stereotyping", Wisconsin Department of Public Instruction, 1977; "Undoing Sex Stereotypes", Guttentag, 1976; "Guide to Implementing Multi-cultural Non-sexist

Curriculum Programs in Iowa Schools", Iowa Department of Public Instruction, 1976). The predominant approach has been to involve teachers, administrators, counselors, and advisory groups in the development of guidelines and curriculum materials. The interaction mode has been workshops and inservice training sessions. The success of "training trainers" in methods and strategies to eliminate sex bias in occupational education was noted in the North Carolina Department of Public Instruction's report on the "New Pioneers Project" (1977). In essence those individuals who were involved in training sessions were better able to train others at the local site. The "ripple effect" was indicated as a positive approach to eliminating sexism in occupational programs. Rationale for this proposal was highly dependent upon theoretical components of the ripple effect.

It was noted that the relationship of "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources" to the overall goals of career education is strong. The preparation or vocational education phase of the career education model is charged with preparing people for entry level employment of either a paid or unpaid nature. Labor force activity by age and by sex is directly affected by: (a) the nature of marketable skills of the individuals, and (b) the acquisition of individual and dual homemaking skills accomplished within the limits of an educational program. If students are to have equal opportunities in education and equal opportunities in employment, an initial step is to develop nonsexist curriculum materials and resources for vocational education.

DESIGN AND PROCEDURE

Overview

The major objective of this curriculum development project was to develop, field test, and disseminate strategies and guidelines for the elimination of sexism in curriculum materials and resources for the seven vocational education disciplines. Specific subobjectives which led to the accomplishment of this broad goal included:

1. to identify project participants' knowledge of sexism in vocational and technical education materials to provide an information base to assist in developing curriculum guidelines and strategies to reduce sexism,
2. to develop a model set of nonsexist curriculum guidelines that can be applied to print and nonprint new or developmental products as well as existing materials,
3. to identify and document creative strategies to eliminate sexism in existing sexist instructional materials and resources,
4. to identify and document model instructional strategies, i.e., written plans which describe nonsexist teaching methods,
5. to compile model materials, field test in appropriate secondary and postsecondary vocational and technical education programs, and make revisions of model materials based on field test information and advisory committee recommendations, and
6. to disseminate model materials to designated representatives of Area Education Agencies and Merged Area Schools.

Based upon these objectives and the suggested procedures contained in the original proposal, project staff developed a flow chart to guide the implementation of the project. The flow chart contained three major sections:

1. process to be followed to achieve objectives with time line, e.g., a series of advisory committee meeting and workshops,
2. products to be developed as results of each phase, e.g., guidelines and strategies to promote sex equity in the vocational

technical education classrooms, and

3. evaluation to be assessed as process evolved, e.g., knowledge, products, and attainment of project objectives.

These three sections and the interrelationships among them are illustrated in the flow chart, Figure 1, pp. 8-9. The flow chart was approved by the Advisory Committee, including ex-officio consultants from the Iowa Department of Public Instruction (IDPI) and Iowa State University (ISU) project consultants. Project was completed as delineated in this flow chart with minor adaptations.

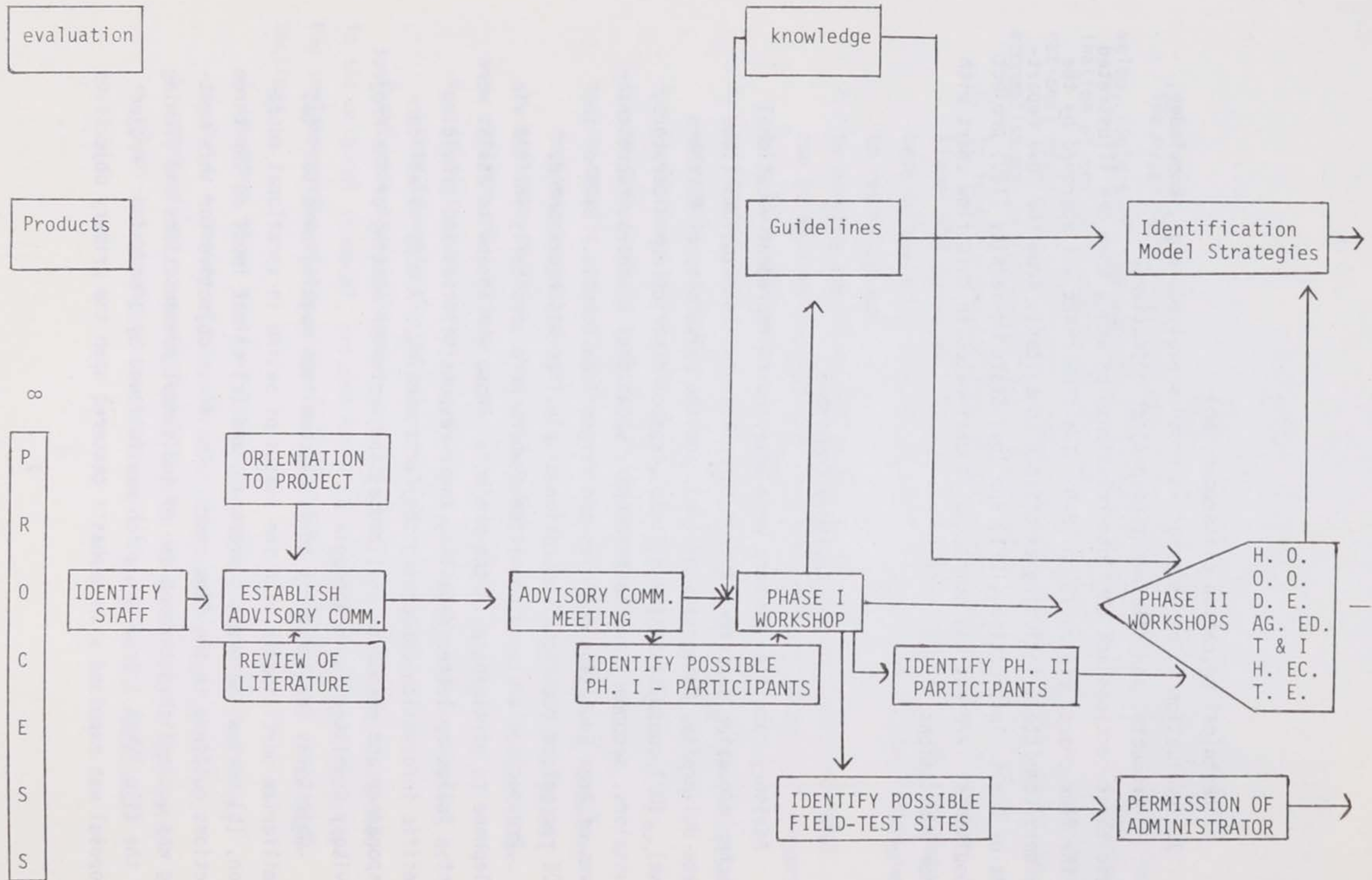
Advisory Committee

Advisory committee members were selected to represent vocational teacher education departments from three Regents' institutions (Iowa State University, University of Iowa, and the University of Northern Iowa), IDPI consultants (ex-officio), school district administrators, counselors, secondary and postsecondary vocational teachers, representatives of Area Education Agencies and Merged Area Schools. Each of the USOE recognized vocational education disciplines was represented.

Prospective advisory committee members were personally invited via telephone to participate in the project. Those who agreed to assist were sent a follow-up letter detailing their responsibilities and providing specific information concerning the first meeting. A copy of all correspondence and resources utilized at the September meeting of the Project Advisory Committee is in Appendix A.

Objectives for the first advisory committee meeting were to: (a) familiarize participants with the status of sexism in vocational education, (b) review the project proposal, and (c) elicit input on the three sections outlined in the flow chart. The first objective for this meeting was accomplished through use of individual presentations and viewing of the film "When I Grow Up", which was followed by discussion. Project proposal was examined with emphasis centered upon the primary objectives

ELIMINATION OF SEXISM IN VOCATIONAL AND TECHNICAL



Project: Sex Bias
Working Material
9/28/78

SEPTEMBER

OCTOBER

NOVEMBER
DECEMBER

Figure 1. Flow chart

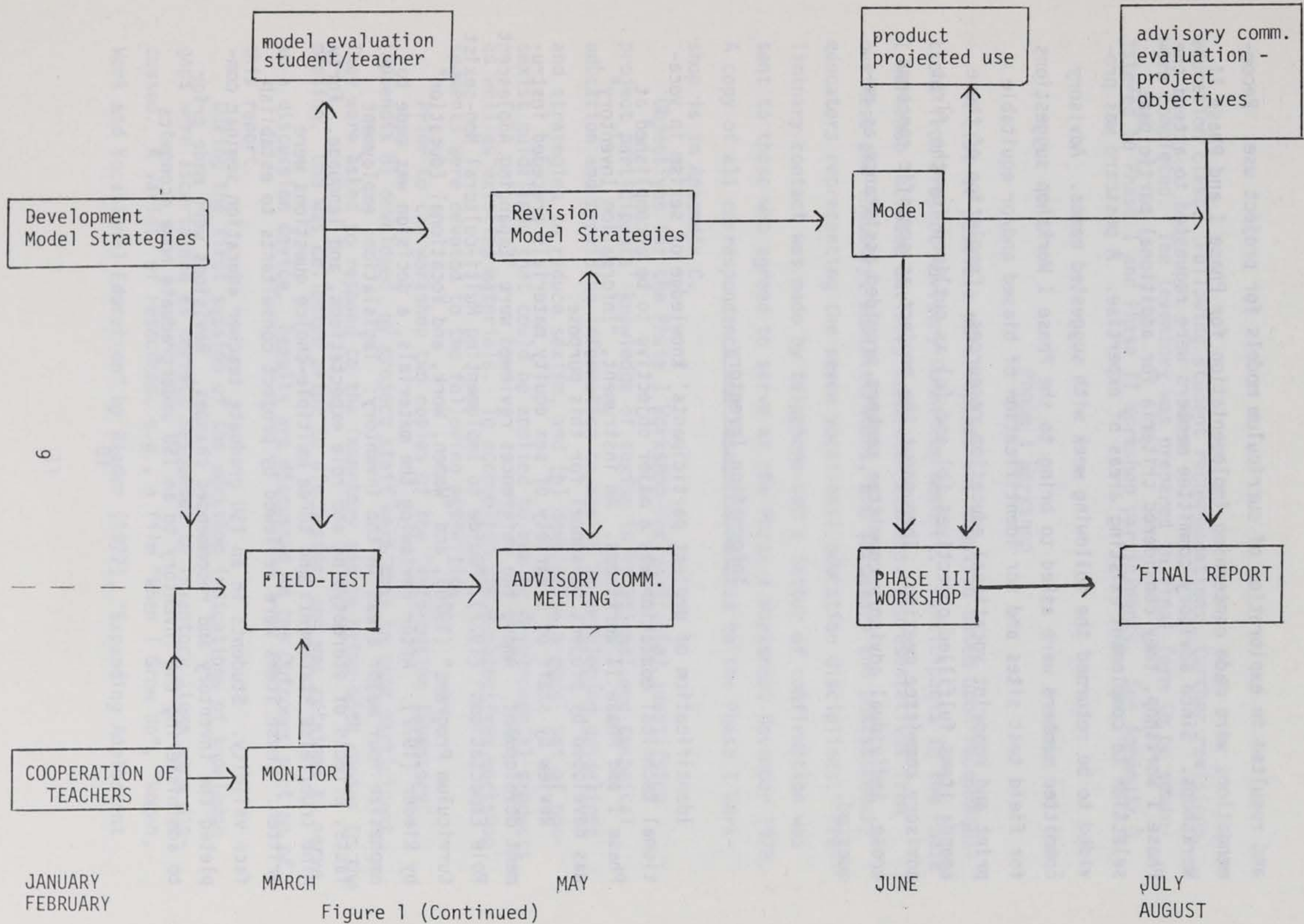


Figure 1 (Continued)

and resulted in exploration of curriculum models for project use. Recommendations were made concerning implementation for Phase I and Phase II Workshops. Since advisory committee members were requested to attend the Phase I Workshop, they considered criteria for additional participant selection to complement existing areas of expertise. A postcard was provided to be returned the following week with suggested names. Advisory committee members were asked to bring to the Phase I Workshop suggestions for field test sites and for identification of biased and/or equitable print and nonprint vocational education resources. Completion of these agenda items fulfilled objectives (b) and (c) as outlined for the first advisory committee meeting. Throughout the project as specific concerns arose, individual advisory committee members provided assistance as requested.

Information Inventory

Identification of project participants' knowledge of sexism in vocational technical education was a major objective to be accomplished at Phase I and Phase II Workshops. An instrument, "Information Inventory", was developed by project personnel for this purpose.

Review by staff of a variety of sex equity materials preceded instrument development. Among the references reviewed were "Expanding Adolescent Role Expectations" (1977), "Guide to Implementing Multi-cultural Non-sexist Curriculum Programs" (1976), and "Women, Work, and Vocational Education" by Rieder (1977). After reviewing the materials, a decision was made to emphasize four major areas in the inventory: legislation, employment facts, effects of stereotyping and role expectations, and language. Forty-nine true/false statements and three multiple-choice questions were written. These items were reviewed by project consultants to establish face validity. Students in an ISU graduate teacher education seminar completed the inventory and recommended changes. Revisions were made prior to administering the inventory to an ISU undergraduate home economics

education class. Following student recommendations, further revisions were completed. The inventory was prepared in final form to be administered to Phase I and Phase II Workshop participants. See Appendix B.

Phase I Workshop

A list of possible participants was compiled based upon recommendations from Project Advisory Committee members. Participants in the Phase I Workshop included advisory committee members, representatives from business and industry, administrators, and secondary and postsecondary educators representing the seven vocational education disciplines. Preliminary contact was made by telephone and a letter of confirmation was sent to those who agreed to serve at the Phase I Workshop, November 1978. A copy of all correspondence and resources related to the Phase I Workshop is in Appendix C.

Objectives for the Phase I Workshop included: (a) identifying project participants' knowledge of sexism in vocational and technical education and providing information to assist in developing guidelines and strategies to reduce sexism, and (b) developing a model set of non-sexist guidelines that could be applied to new or developmental products as well as existing materials. To accomplish these objectives workshop segments were devoted to the following activities.

Prior to the workshop two copies of the "Information Inventory" (Appendix B) developed by project staff were sent to each participant. They were asked to respond to the inventory and to bring both copies to the meeting. One was collected prior to discussion; one was retained to serve as a discussion device. Results are discussed in the Outcomes section of this report.

During the first session of the workshop indications of knowledge gaps were ascertained as correct responses to inventory items were discussed. A variety of resources, e.g., a film "When I Grow Up", "Women, Work and Vocational Education" by Rieder (1977), "Expanding Adolescent

Role Expectations" from Cornell University, Ithaca, New York (1977), and "Guide to Implementing Multi-cultural Non-sexist Curriculum Program in Iowa Schools" from IDPI (1976) were utilized to establish a common information base and to further communication. This common knowledge base was believed to be essential for educators participating in curriculum development involving sex equity. Additional resources included a selection of publishers' manuscript guidelines for participant perusal during free periods throughout the workshop. For those participants wishing an opportunity for further study, loan copies of resources were made available following the workshop.

To accomplish the second objective participants were divided into three work groups, each to address the three categories identified in the literature review as pertinent for curriculum material assessment. These three categories were art, language, and content. Participants were directed to indicate possible guidelines on the "Guidelines Development and Evaluation Form" (Appendix C) developed by project staff. A direction sheet was attached. Subsequent activity included ranking of proposed guidelines and assessment of selected print and nonprint curriculum materials. Using this form, participants were able to indicate the effectiveness of the proposed guidelines and their usability in evaluation for sex equity in vocational education resources.

The proposed sex equity guidelines documented at this workshop were edited by project staff and supplemented by the inclusion of examples which illustrated subject matter content typically included in vocational technical curricula. These edited sex equity guidelines were prepared for use at the seven Phase II Workshops. Final draft of the "Sex Equity Guidelines" is in Appendix C.

Phase II Workshops

Participant recommendations were solicited from Project Advisory Committee members, vocational discipline consultants from the IDPI, the three

Regents' institutions departments of teacher education, and project staff. Target groups included vocational secondary and postsecondary instructors, teacher educators, and administrators. From those suggested, selected possible participants were contacted by telephone; follow-up letters were mailed to those who indicated a willingness to assist and whose administrators sanctioned a one day leave. Seven Phase II Workshops were conducted during November-December 1978, one for each vocational education discipline, i.e., Agricultural Education (Ag. Ed.), Distributive Education (D.E.), Health Occupations (H.O.), Home Economics (H.E.), Office Occupations (O.O.), Technical Education (T. Ed.), and Trade and Industry (T & I). A copy of all correspondence and resources utilized for Phase II Workshops is in Appendix D.

Objectives for all Phase II Workshops included to: (a) identify workshop participants' knowledge of sexism in vocational technical education, (b) identify and document model instructional strategies describing nonsexist teaching methods, and (c) identify and document creative strategies to promote sex equity when using instructional materials which may or may not be sex equitable. To accomplish these objectives workshop segments were devoted to activities described as follows.

To achieve the first objective, the same procedure was followed as described under Phase I Workshop Objective a, i.e., use of "Information Inventory" and attainment of a common information base. See page(s) 11-12.

Prior to the seven Phase II Workshops, project staff developed work forms for strategy documentation to correspond with guideline categories. Separate forms were provided for four teaching techniques, i.e., demonstration, discussion, group work, and laboratory. Definitions for these techniques are on the work forms. See Appendix D. These four techniques were identified as common pedagogical procedures by vocational educators. Participants were directed to dichotomize strategies indicating those most appropriate for use with expanded or biased print or nonprint instructional media.

Workshop participants were divided into three groups, each addressing

one of the guidelines categories - art, language, and content. Activities for each group included strategy documentation for each technique when using biased and/or expanded instructional media. To facilitate group activity, project staff distributed "Examples - Creative Classroom Techniques." See Appendix D. This supplement illustrated strategies by each guideline category for selected teaching techniques. Project staff provided consultative services for clarification purposes to the groups as needed.

At the conclusion of each workshop individuals were asked to respond to a reaction sheet. See Appendix D. Responses are summarized in the Outcomes section of this report.

Phase II teachers were asked to indicate if they were interested in cooperating in the field testing phase of the project. Project staff considered these replies when selecting field test sites.

Field Test

Field testing procedures included preparation of the field test prototype (module), formulation of field test design, and implementation of the field test. A description of each of these steps follows.

Preparation of field test prototype

Following the seven Phase II Workshops, project staff revised the "Sex Equity Guidelines" incorporating suggestions from project participants, advisory committee members, and consultants. A device, "Sex Equity Guidelines Check Sheet", for evaluating print and nonprint instructional media based on these "Sex Equity Guidelines" was developed. See Appendix E. Selected vocational education instructional media were evaluated through the use of this device and judged by the user to be equitable or biased. Face validity of the check sheet was substantiated through the assessment of consultants, project staff, and ISU Home Economics graduate and undergraduate students. Materials evaluation was viewed as an initial step to strategy identification and adaptation.

Project staff analyzed over seven hundred strategies that were documented at the Phase II Workshops by participating vocational educators. It became apparent that commonalties in strategies existed among the seven vocational disciplines. Strategies common to all disciplines were combined and then grouped by the three guidelines categories - art, language, and content, and subgrouped by suggested teaching techniques. These strategies were labeled for use by all vocational educators. Discipline specific strategies, those applicable to only one area, were grouped by individual discipline. All strategies were explained as appropriate for the teacher to use, the student to use, or both.

Based upon suggestions and reactions of Phase II participants and staff analysis of strategies, the teaching techniques were regrouped as follows:

1. discussion, e.g., panel, group, question and answer,
2. show, tell, try out, e.g., laboratory, demonstration,
3. audio/visual, e.g., bulletin boards, films, slides, transparencies,
4. experiences outside the classroom, e.g., field trip, on the job training, and
5. management/organization, e.g., advisory committees, recruitment.

The field test prototype, also referred to as the module, entitled "Sex Equity Guidelines and Strategies for Vocational and Technical Education" consisted of five sections as follows:

1. charge to participants,
2. introduction to the module,
3. sex equity guidelines and sex equity check sheets,
4. creative strategies - Part I: to promote sex equity if instructional media are sex biased, Part II: to maintain sex equity if instructional media are sex equitable, and
5. lesson plan form and evaluation devices.

All sections were assembled into three ring notebooks for field testers and project staff who served as monitors.

Since teachers were asked to document strategy adaptation, project

staff developed a lesson plan form to be used by all participants. After consulting teacher educators representing the seven vocational disciplines, adaptations were made. See Appendix E.

Three evaluation instruments were developed to quantify participants' reactions. See Appendix E. The first, "Teacher Evaluation of Strategy", was prepared to record teacher reactions to strategies adapted and documented on lesson plan forms. After implementation in the classroom this form was completed by the teacher. The second instrument was "We Need Your Help!" a reaction sheet for students. This form was administered by the teacher following the lesson the field test monitor observed. A third form, "Field Test Module Evaluation", was developed for teachers to react to the usefulness of all materials contained in the module. A tabulation of responses to these three devices is in the Outcomes section.

Formulation of field test design

Field test site identification and selection was facilitated through use of the list of teachers who were willing to assist, generated at the Phase II Workshops. Project directors invited two teachers from each vocational discipline to participate, one in a secondary program and one in a postsecondary program. An attempt was made to include teachers from diverse geographical areas within the state. After initial communication was made by telephone, a letter of confirmation was sent to each teacher who accepted and to his/her administrator. A list of those teachers participating and a map indicating the location of the sites are in Appendix E.

A written explanation of the field test design was incorporated in the first and second section of the field test module, in the "Charge to Field Test Participants" and the "Introduction to the Module". To describe and clarify the field test design, these materials are reproduced on the following pages.

It was envisioned that project monitoring procedures would include at least one visit to each field test site and telephone consultations as needed. Field testers were to notify project staff of the dates strategies would be implemented in the classroom. Appointments for staff visits

CHARGE TO FIELD TEST PARTICIPANTS

(Section I Field Test Module)

- I. Write and submit four complete lesson plans.
 - Record on lesson plan form provided.
 - Use this module, guidelines, and check sheets as your resources.
 - Base two plans on the teaching techniques and categories you have selected - one biased, one equitable.
 - Base two plans on the teaching techniques and strategies of your choice.
- II. Schedule the teaching of your four lessons and let us know the dates.

Record this information on the postcard provided.
- III. Teach and evaluate the lesson.
 - React to the effectiveness of the strategy. Record on the form provided.
 - Write suggestions for clarifying or improving the strategy(ies) you used.
- IV. Review specific strategies for your discipline.
 - React to the strategies indicating potential usability.
 - Suggest in writing additional strategies for your discipline. Record on the form provided.
- V. Evaluate four commercial media resources used in your discipline.
 - Use the guidelines and check sheets for two print and two nonprint resources. These may be or may not be the resources used in your lesson plans. Make additional copies of the check sheet if needed.
- VI. When the above points have been completed, return all materials in the envelope provided.

INTRODUCTION TO THE MODULE
(Section II Field Test Module)

WHY WAS THE MODULE CREATED?

- To increase awareness of the sex bias existing in instructional media used in vocational and technical education.
- To provide resources for teachers and students to aid in evaluating print and nonprint instructional media for sex bias or sex equity.
- To suggest creative teaching/learning strategies to promote and maintain sex equity in the vo-tech classroom.

WHAT RESOURCES ARE CONTAINED IN THE MODULE?

- Sex Equity Guidelines to evaluate print and nonprint instructional media for sex bias or sex equity.
- Sex Equity Check Sheet
- Creative Strategies - Part I: to promote sex equity if instructional media are sex biased.
to give examples in various vocational disciplines.
- Creative Strategies - Part II: to maintain sex equity if instructional media are sex equitable.
to give examples in various vocational disciplines.

HOW ARE THESE RESOURCES ORGANIZED?

- Guidelines and companion check sheet
 - ...Both are divided into three major categories: (a) Art Work - illustrations and/or pictures, (b) Language - written or spoken, and (c) Content - explicit and/or subtle.
 - ...Examples are included with each guideline for clarification purposes.
 - ...Check sheet items, in the form of questions, are numbered to correspond with guideline items.
 - ...Responses to check sheet questions are recorded in one of the three columns: yes, no, or not applicable.
 - ...Noting number of checks in each column provides an indication of sex equity or sex bias for each media category being evaluated.

--Creative strategies

- ...The strategies are divided into two sections: Part I contains strategies to use with sex biased materials; Part II with similar content is for use with sex equitable materials.
- ...The strategies described within each part are designated as appropriate to use with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) showing, telling, and trying out, and (4) experiences outside the classroom.
- ...The four teaching techniques are grouped with each of three categories in the guidelines: art, language, and content.
- ...Suggestions for teacher organization/management are included in each of the three guidelines categories: art, language, and content.
- ...A separate section is included in each guidelines category suggesting strategies specifically related to one or more vocational education disciplines.

HOW IS THE MODULE USED?

--Scan the layout of Part I and Part II of the module; a four column format has been used. The columns are read from left to right and are identified as follows:

1. Guidelines
2. Teaching technique
3. Creative strategies - teacher oriented
4. Creative strategies - student oriented

--Proceed through the following steps in order:

1. Evaluate instructional media and determine for each of the guideline categories whether the materials are biased or equitable.
2. Turn to the appropriate section: Strategies Part I - Biased, or Strategies Part II - Equitable; then to appropriate category (art, language, or content).
3. Review management suggestions for the appropriate categories.
4. Select desired teaching technique (discussion; audio/visual; show, tell, and try; or experiences outside the classroom).
5. Review strategies for the teaching technique selected.

HOW CAN A STRATEGY BE ADAPTED FOR A SPECIFIC CLASS?

- Complete review of possible strategies; select one or more.
- Adapt the strategy to subject matter and class.
- Prepare lesson plan using the adapted strategy.
- Teach the lesson.
- Evaluate the effectiveness.

were to be made on these dates.

To document the observation, project monitors were to photograph the class sessions observed and/or obtain copies of any materials developed for use during the class period. A detailed "Field Test Monitor Information Sheet" was developed to be completed by the staff observer during the on site visitation. See Appendix E.

Field test orientation

Although not included in the original proposal, as the project products evolved, consultants recommended an orientation meeting be scheduled for the teachers participating in the field testing. Orientation was believed necessary in order to clarify the expectations for field testers and to interpret use of the field test module.

Activities for a one day meeting were organized to include: (a) instruction in the use of the "Sex Equity Guidelines" and accompanying check sheet, (b) suggestions for strategy adaptation, (c) individual selection of sex equity strategies to be implemented, (d) explanation of evaluation forms, and (e) communication with assigned staff monitor.

A "Sex Equity Strategy Grid" (Appendix E) was designed to illustrate strategy selection possibilities. To insure that a maximum number of varied strategies would be field tested, participants were requested to select two specific cells on the grid to implement in their classrooms.

Field testers were requested by letter to attend this orientation meeting held in mid-March. Visits to field test sites were scheduled in April permitting field testers three weeks to familiarize themselves with the materials before implementing strategies in their classrooms. Workshop reference sheets are in Appendix E.

Final Advisory Committee Meeting

To obtain suggestions for revision of model materials based on field test information was an objective of the April advisory committee

meeting. Additionally, suggestions for packaging and disseminating the curriculum modules were elicited. An advisory committee project evaluation was completed. All materials utilized at this meeting are in Appendix F.

Advisory committee orientation to the field test module by the project director was accomplished through use of an illustrated presentation. Project staff reports, which described their visits to field test sites, further explained how the module materials were adapted to the seven vocational disciplines. Summaries of teachers' reactions to module and strategies, students' knowledge and reactions, and project staffs' field test observations were presented.

Modules returned from field testers that contained written suggestions, recommendations, and supplemental strategies were reviewed by committee members according to discipline. Small group discussion provided suggestions for module alteration. Information submitted on the "Field Test Module Evaluation", Appendix E, provided additional insights for module revisions.

During large group discussion suggestions for final packaging were given. These recommendations are included in the Outcomes section of this report.

Written comments were obtained on the "Advisory Committee Project Evaluation" form, Appendix F. The form was administered in accompaniment with transparencies which listed objectives outlined in the original proposal.

Compilation and Packaging of Final Product

Preparation of the final product was completed incorporating the suggestions made at the last Project Advisory Committee meeting and those of others involved in the project since its inception. The materials were condensed. Strategies initially designated as biased and equitable were combined as both types serve to promote sex equity in the classroom. A series of 12 modules was created from the original

field test materials. This resulted in separate units that were easy to read in a short time period. These modules are packaged in a center-fold portfolio.

Promoting Sex Equity in the Classroom: A Resource for Teachers - Vocational and Technical Education is the title for the module series.

Titles of the individual modules in the series are as follows:

- Module #1 - An Introduction
- Module #2 - Sex Equity Guidelines
- Module #3 - Strategies - Art
- Module #4 - Strategies - Language
- Module #5 - Strategies - Content

- Module #6 - Agriculture
- Module #7 - Distributive Education
- Module #8 - Health Occupations Education
- Module #9 - Home Economics
- Module #10 - Office Occupations
- Module #11 - Technical Education
- Module #12 - Trade and Industrial Education

Phase III Workshop

Following the recommendations made at the final Project Advisory Committee meeting in May, participants invited to attend the Phase III Workshop included representatives from the Area Education Agencies, Merged Area Schools, vocational discipline consultants from IDPI, and others charged with the responsibility of implementing nonsexist curriculum in the State of Iowa. Project staff envisioned that these agencies represented the first stage of the ripple effect for product dissemination. In turn these participants would initiate further activities to involve other educators in the state as illustrated in Figure 2. A letter explaining the purpose of the Phase III Workshop and requesting a representative to attend was mailed to the educational institutions and/or individual consultants who were recommended to attend by the Project Advisory Committee.

Objectives for this dissemination workshop were to: (a) orient

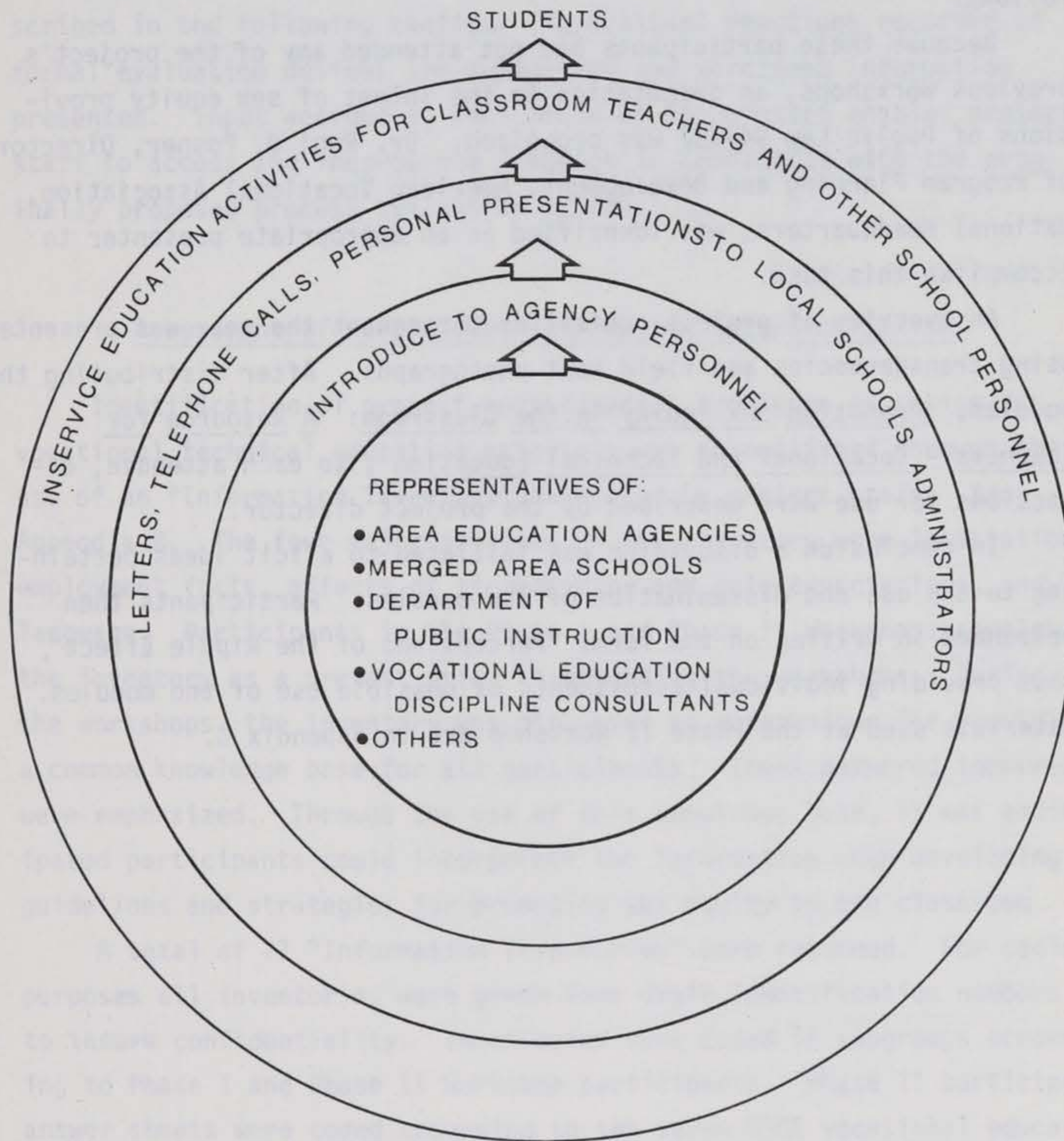


Figure 2. The ripple effect--dissemination of final product

participants to use of the materials, (b) disseminate the sex equity portfolios to designated representatives, and (c) estimate representatives' intentions toward the use of the materials. To accomplish these objectives workshop segments were devoted to activities described as follows.

Because these participants had not attended any of the project's previous workshops, an orientation to the intent of sex equity provisions of Public Law 94-482 was organized. Dr. Roni D. Posner, Director of Program Planning and Development, American Vocational Association, National Headquarters, was identified as an appropriate presenter to accomplish this task.

An overview of project activities throughout the year was presented using transparencies and field test photographs. After distributing the modules, Promoting Sex Equity in the Classroom: A Resource for Teachers - Vocational and Technical Education, to each attendee, directions for use were described by the project director.

In conclusion a discussion was initiated to elicit ideas pertaining to the use and dissemination of the modules. Participants then responded in writing on the form, "Perceptions of the Ripple Effect", thus providing individual assessments of possible use of the modules. Materials used at the Phase II Workshop are in Appendix G.

OUTCOMES

Accomplishment of project objectives (stated on page 6) is described in the following section. Participant reactions recorded on formal evaluation devices are summarized and pertinent information presented. Input accrued at each phase of the project enabled project staff to access and incorporate feedback in accordance with the originally proposed process evaluation scheme.

Assessment of Participant Information Regarding Sexism

Identification of project participants' knowledge of sexism in vocational technical education materials was accomplished through the use of an "Information Inventory" developed by project staff. See Appendix B. The four major sections of the inventory were legislation, employment facts, effects of stereotyping and role expectations, and language. Participants in the Phase I and Phase II Workshops completed the inventory as a pretest prior to attending the workshops. During the workshops, the inventory was discussed as a technique for providing a common knowledge base for all participants. Items answered incorrectly were emphasized. Through the use of this knowledge base, it was anticipated participants could incorporate the information when developing guidelines and strategies for promoting sex equity in the classroom.

A total of 77 "Information Inventories" were returned. For coding purposes all inventories were given four digit identification numbers to insure confidentiality. Inventories were coded in subgroups according to Phase I and Phase II Workshop participants. Phase II participant answer sheets were coded according to the seven USOE vocational education disciplines. Groups were compared using mean scores, error variance, and standard error of measurement in raw scores. Reliability computed using Kuder-Richardson 20 was .86.

When making percentage comparisons of correct answers by subgroups, a range of 73 percent to 82 percent was noted. Phase I participants'

mean score was 80 percent. Mean score for Phase II participants was 76 percent. Combined inventory mean score of total respondents was 76 percent. All mean scores are presented in Figure 3.

Items answered incorrectly most often included topics related to: (a) illegality of requiring that sexism be eliminated from textbooks, (b) number of men in the labor force and enrolled as students in federally funded programs, (c) number of children in one parent homes, (d) characteristics describing a mentally healthy adult female and male, and (e) research regarding use of sexist language in secondary and college textbooks. Illustrated in Table 1 are items answered incorrectly by 50 percent or more of the participants.

Table 1
Items Incorrectly Answered on Information Inventory
by More Than 50% of the Respondents

Item Number	Question Content	Percent Incorrect
4	requirement regarding sex bias in textbooks	63
15	number of men over 16 in labor force	64
16	percentage of children in one parent families	58
25	men in federally funded vocational education programs	83
30	characteristics of mentally healthy females and males	57
43	influence of test norms on occupational selection	62
46	influence of sexist language on college students	61
47	sex stereotyping in secondary textbooks	49
51	legality of exclusionary/demeaning language	86

Note. N=77.

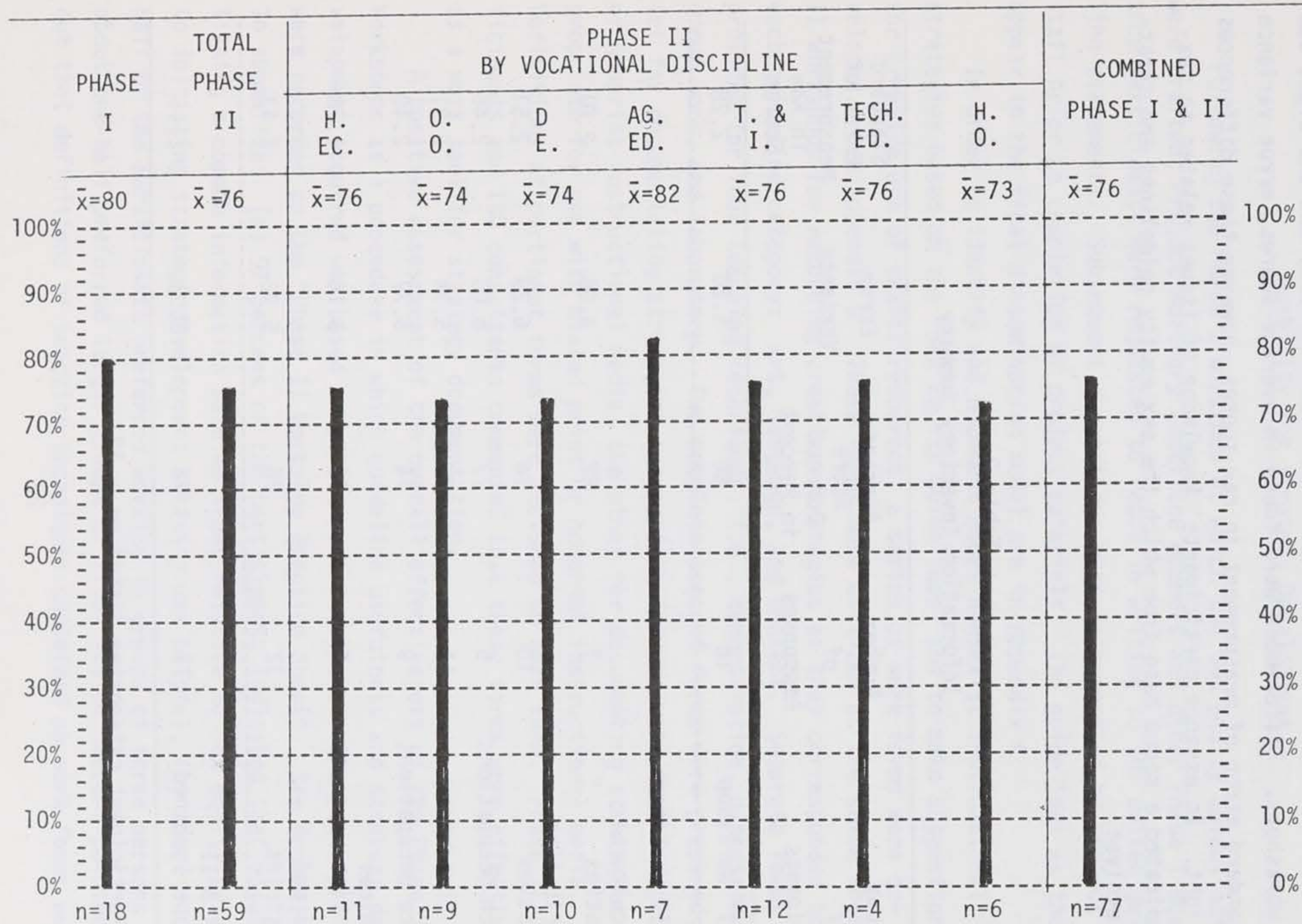


Figure 3. Percentage comparisons of correct responses on information inventories by Phase I and Phase II Workshops and by vocational discipline

Table 2, "Information Inventory Summary", is an analysis of Phase I and Phase II participants' performance on the Information Inventory. The data on this table are presented for each individual workshop and the eight combined workshops. Differences were found in average scores, error variance and standard error of measurement in raw scores, however these differences are slight. In essence participants' knowledge of issues related to sexism indicated a sound base from which the sex equity guidelines and strategies evolved.

Table 2
Information Inventory Summary

Groups of Participants	Number of Responses	Average Score Correct in Percent	Error Variance	Standard Error of Measurement in Raw Scores
Phase I ^a Workshop	18	80	5.20	2.28

Phase II Workshops				
- Agricultural Education	7	82	4.05	2.01
- Distributive Education	10	74	6.29	2.51
- Health Occupations	6	73	6.03	2.46
- Home Economics	11	76	5.34	2.31
- Office Occupations	9	74	5.77	2.40
- Technical Education	4	76	3.18	1.78
- Trade and Industries	12	76	5.92	2.43

Phase I & II Workshops Combined	77	76	6.03	2.46

^aParticipant categories listed on p. 12.

Assessment of Sex Equity Guidelines and Usability for Strategy Development

Following the Phase I Workshop at which the "Sex Equity Guidelines" were drafted, Project Advisory Committee members and other Phase I Workshop participants were requested to react in writing to the edited guideline statements. Subsequent suggestions were incorporated by project staff prior to completion of project materials. The guidelines as they appear in the final dissemination model are in Appendix C.

In order to identify and document model nonsexist instructional strategies based on the "Sex Equity Guidelines" and to make suggestions for creative use of sexist resources, a series of work forms were developed. See Appendix D. These forms were utilized at the seven Phase II Workshops for recording creative strategies as they corresponded to each guideline category: art, language, and content. Separate forms were provided for four teaching techniques, i.e., demonstration, discussion, group work, and laboratory. Two complete sets of forms were prepared; one set for documenting strategies appropriate for use with expanded print or nonprint instructional media, the other for documenting strategies appropriate for use with biased print or nonprint instructional media. Definitions of pertinent terms were included on each form. Phase II participants and ISU consultants commented that these forms were effective as a work tool for strategy documentation.

A positive assessment of the overall effectiveness of the Phase II Workshops as a procedure in which guideline usefulness and strategy development occurred was based on participant reactions. The reactions were recorded on the "Phase II Workshop Reaction Sheet". See Appendix D. To summarize: (a) 97 percent of the participants indicated that establishing a common information base on items relative to sex equity prior to initiating strategy development activity was helpful, (b) about one-half of the participants preferred working in groups of three persons and about one-half preferred larger groups of five, (c) 94 percent pointed out that definitions of teaching techniques contained on work forms were

helpful, and (d) 94 percent indicated that a provocative film can be used to foster introspection and awareness of sexist teaching methods.

Suggestions for conducting future workshops on sex equity strategy development were varied. Those most often cited included: (a) provide more time - creativity is not spontaneous, (b) document strategies for each course taught within each discipline, and (c) provide examples for each guideline category and teaching technique rather than only selected examples.

Effectiveness of the Phase II Workshops was evidenced by the documentation of approximately 700 instructional strategies developed to promote sex equity in the classroom when print or nonprint instructional materials are used to complement the lesson. Project staff analyzed the products of these workshops for usability with expanded and biased instructional media.

Assessment of Field Testing

In order to facilitate the accomplishment of the objectives for field testing project materials and the revision of materials based on field test participants' and project monitors' reactions, four instruments were devised by project staff. See Appendix E. Teachers were asked to respond to various items to evaluate the effectiveness of the overall module on the "Field Test Module Evaluation" form. In addition they were asked to evaluate in writing the sex equity strategies used in their classroom on the "Teacher Evaluation of Strategy" form. The secondary and postsecondary students involved in the field testing of project materials were asked to respond on the "We Need Your Help" form. Project field test monitors completed the "Field Test Monitor Information Sheet" following the observance of the lesson taught on the day of the on-site visit. Summary information compiled from these four devices follow.

Table 3, "Teacher Evaluation of the Field Test Module", presents summary comments related to: (a) preparation for module use, (b) sex equity

Table 3
Teacher Evaluation of Field Test Module
by Frequency and Percentage

Item Number	A Agree		? Undecided		D Disagree		No Response	
	f ^a	% ^b	f	%	f	%	f	%
<u>Preparation for Module Use</u>								
1. module use without inservice education	5	38	2	15	6	46	0	0
2. directions clear	10	77	3	23	0	0	0	0
3. flow chart needed	10	77	2	15	1	8	0	0
4. charge clearly stated	12	92	0	0	1	8	0	0
5. introduction complete	9	69	1	8	3	23	0	0
<u>Sex Equity Guidelines</u>								
1. guidelines clearly stated	13	100	0	0	0	0	0	0
2. appropriate guideline examples	11	85	0	0	2	15	0	0
3. guidelines apply to disciplines	10	77	1	8	2	15	0	0
4. guidelines evaluated media	13	100	0	0	0	0	0	0
<u>Sex Equity Check Sheet</u>								
1. clarity of directions	13	100	0	0	0	0	0	0
2. intuitive assessment for art	11	85	2	15	0	0	0	0
3. intuitive assessment for language	12	92	0	0	0	0	1	8
4. intuitive assessment for content	13	100	0	0	0	0	0	0
<u>Strategies</u>								
1. inclusion of table of contents	10	77	1	8	2	15	0	0
2. color coding saved time	12	92	0	0	1	8	0	0
3. four column ease of use	11	85	1	8	1	8	0	0
4. 50% were applicable to discipline	10	77	0	0	2	15	1	8
<u>Lesson Plans</u>								
1. ease of use	11	85	1	8	0	0	1	8
2. enough space for comments	12	92	0	0	0	0	1	8
3. completed in reasonable time	10	77	1	8	1	8	1	8

^aFrequency

^bPercentages are rounded to nearest whole number.

guidelines, (c) sex equity check sheet, (d) strategies, and (e) lesson plans. Although fourteen teachers participated in field testing, completed forms were received from thirteen as one set of materials was lost in mailing. By use of a five point scale ranging from strongly agree to strongly disagree, respondents indicated extent of agreement with items on the "Field Test Module Evaluation" form. Combined responses for strongly agree and agree and strongly disagree and disagree are reported by frequency and percentage in Table 3. See Appendix E, Table A, for all frequencies and percentages delineated according to the five point scale.

Over two-thirds of the field test teachers reacted positively to all but one statement concerning preparation for module use. They indicated that the module contained enough information for materials to be adequately field tested, but that inservice education regarding module use was important.

Positive responses of 83 percent or more to items evaluating the "Sex Equity Guidelines" and the "Sex Equity Check Sheet" were reported. This would seem to indicate that teachers found the guideline statements and companion check sheet evaluation device useful and effective. All items dealing with strategies and lesson plans were responded to positively by three-fourths or more of the field testers.

Table 4, "Teacher Evaluation of Strategies Implemented in Field Testing", indicates by frequency and percentage the collective yes and no responses from field testers to items regarding strategy implementation. Each participant had the opportunity to implement and evaluate four strategies. Thirty-five strategy evaluation forms were completed and returned.

Items one through three provided demographic information and are not recorded on Table 4. Of the strategies evaluated 85 percent received a positive response to items emphasizing: ease of use, enthusiasm, appropriateness, support of media, clarity, adaptability, and informal evaluation. In 91 percent of the strategies evaluated, forcing the strategy into the lesson was not necessary. Formal evaluation of student learning resulting from use of a strategy occurred in 26 percent of the cases.

Table 4
Teacher Evaluation of Strategies
Implemented in Field Testing

Strategy Implementation	Yes		No		No Response	
	f	%	f	%	f	%
4. at ease using strategy	33	94	1	3	1	3
5. integrated into lesson	29	83	5	14	1	3
6. forced strategy into lesson	3	9	32	91		
7. enthused about strategy	30	86	4	12	1	3
8. appropriate for grade	33	94	2	6	0	0
9. strategy supported media	31	88	2	6	2	6
10. strategy clearly stated	30	86	3	9	2	6
11. strategy adaptable	30	86	3	9	2	6
12. informally evaluated learning results	30	86	4	12	1	3
13. formally evaluated learning results	9	26	23	65	3	9

Note. Percentages are rounded to nearest whole number.
f represents frequency.

Table 5 presents student responses indicating an immediate reaction after a lesson containing one or more sex equity strategies adapted by the teacher from the field test module. These responses were recorded on the student device, "We Need Your Help", in Appendix E. Items related to the specific lesson as well as general classroom procedures. Collective yes and no responses are reported by frequency and percentage for 178 secondary and postsecondary vocational education students.

The students' positive response rate was 70 percent or greater to all but one item. This exception indicated that 36 percent of the students were not necessarily aware that they had learned about sex equity as a result of the specific strategy being field tested. These results may be interpreted as positive since a majority of teachers had indicated, Table 4, that the sex equity strategies were not forced into the lesson

Table 5
Student Reaction Following Sex Equity Strategy
Lesson by Frequency and Percentage

Item Number	Yes		No		No Response	
	f	%	f	%	f	%
1. did learn about sex equity	113	63	64	36	1	1
2. talked about sex equity	136	76	41	23	1	1
3. comfortable with ideas presented	136	76	30	17	12	7
4. equal opportunities in class to:						
a. be group leader	131	76	16	9	31	17
b. be group recorder	132	74	12	7	34	19
c. do clean up	133	75	10	6	35	20
d. give demonstrations	133	75	12	7	33	18
e. suggest projects	129	73	16	9	33	18

Note. Percentages based upon 178 responses.
f represents frequency.

nor was a formal evaluation of student learning used. Item number four, which asked if males and females have equal opportunities in class to perform tasks, was not responded to by 17 to 20 percent of the students. It is likely these students were in classes containing either all males or all females.

The instrument, "We Need Your Help", posed possible student awareness actions that might occur following the lesson. Each student was asked to check any of the nine statements he/she believed might describe her/his possible future actions. Student responses are reported by frequency and percentage in Table 6.

Over two-thirds of the students indicated that they would be more likely to accept a female in a nontraditional role as a result of the lesson. Only one-half, however, would be more likely to accept a male in a nontraditional role. Although 62 percent responded that they would

Table 6
 Potential Student Actions Resulting from Sex Equity
 Lesson by Frequency and Percentage

Potential Student Actions	Yes	
	f ^a	% ^b
Because of lesson more apt to:		
a. notice biased words	111	62
b. accept males in nontraditional roles	99	56
c. accept females in nontraditional roles	126	71
d. talk about effects of sex bias	67	37
e. interest in activities for both sexes	112	63
f. learn more about sex equity	36	20
g. show concern when sex bias occurs	90	51
h. use bias free language	68	38
i. aid friend who encounters sex biased treatment	102	58

^af represents frequency.

^bColumn totals more than 100% as respondents could mark more than one response.

be more apt to notice biased words, only 38 percent indicated they might use bias free language. More than one-half of the students checked that they would probably aid a friend who encountered biased treatment because of his/her sex.

Students were asked to rate "today's lesson" in part four of the device. Responses were placed on a continuum representing a range of opinion from negative (e.g., dull, worthless) to positive (e.g., interesting, important). A summary of their responses shows that 85 percent found the lesson interesting, 55 percent found the lesson useful, and 65 percent judged the lesson as important and presenting new information.

Four items to assess student sex equity knowledge were included on the "We Need Your Help", the student reaction to strategy form. The collective mean score representing correct responses on these items was

88 percent. Items assessed understanding of nontraditional societal roles, sex bias, sex equity, and nontraditional occupations. This score indicates that students possessed some knowledge about sex equity.

Table 7, "Field Test Monitor Information", represents collective reactions recorded by five project staff members after observing a sex equity lesson taught by participating field test teachers. Items were categorized to assess observers' opinions regarding student interaction and reaction to the strategy, general observations, and teachers' use of the strategy. Respondents indicated extent of agreement with items on the monitor information form by using a five point scale ranging from strongly agree to strongly disagree. Combined responses for strongly agree and agree and strongly disagree and disagree are reported by frequency and percentage in Table 7. See Appendix E, Table B, for all frequencies and percentages delineated according to the five point scale.

Positive reactions were reported for all items related to classroom interaction. The range of agreement of various items is 46 to 100 percent. Items most difficult to evaluate were clarity and identification of the strategy and the students' enthusiasm about the activity. Items related to general observations included use of nonsexist language and unbiased student interaction. Monitors indicated that nonsexist language was predominantly used in over 38 percent of the cases and that unbiased interaction occurred in one-fourth of the cases.

Monitors' reaction to the teachers' use of the strategy was reported according to items related to methodology, adaptation, choice of complementary media, and evaluation of learning. Responses are interpreted as positive to teachers' methodology. Strategies were integrated into the lesson in 100 percent of the cases. It was observed that teachers did not force the strategy with the exception of one case, and teachers appeared to be at ease with the strategy in 92 percent of the cases. The fact that teachers did not explain the sex equity strategy to students in 77 percent of the cases is not interpreted as an uncommon teaching technique. Observers indicated that all teachers adapted the strategy in an attempt to meet the grade level and learning needs of students. In 77

Table 7
Field Test Monitor Information
by Frequency and Percentage

Item Number	A		?		D		No	
	Agree		Undecided		Disagree		Response	
	f	%	f	%	f	%	f	%
<u>Student Reaction to Strategy</u>								
<u>Classroom</u>								
1. attentive during strategy	13	100	0	0	0	0	0	0
2. attentive during other activities	11	84	0	0	0	0	2	15
3. participated in strategy	10	77	0	0	1	8	2	15
4. strategy was clear	6	46	5	38	1	8	1	8
5. identification of strategy	9	69	4	31	0	0	0	0
6. willingly did activity	11	84	0	0	1	8	1	8
7. enthusiastic about activity	9	69	4	31	0	0	0	0
8. aware of reason	6	46	3	23	4	31	0	0
<u>General</u>								
9. avoided sexist language	5	38	6	46	1	8	1	8
10. avoided sexist comments	5	38	4	31	2	15	2	15
11. interaction unbiased	3	23	5	38	1	8	4	31
<u>Teacher Use of Strategy</u>								
1. explanation of strategy	3	23	0	0	10	77	0	0
2. at ease with strategy	12	92	0	0	1	8	0	0
3. integration of strategy	12	92	0	0	0	0	1	8
4. forced into lesson	1	8	0	0	12	92	0	0
5. teacher enthused about strategy	10	77	3	23	0	0	0	0
6. adaptation appropriate for grade	13	100	0	0	0	0	0	0
7. supported instructional media	10	77	1	8	2	15	0	0
8. learning informally evaluated	7	53	2	15	3	23	1	8
9. learning formally evaluated	1	8	2	15	9	69	1	8

Note. Based on monitor visits to 13 field test sites. Percentages rounded to nearest whole number. f represents frequency.

percent of the cases monitors believed that the choice and use of instructional media complemented the sex equity strategy. Monitors reported that student learning was informally evaluated in a majority of the cases (53 percent) and formally evaluated in only one case.

Assessment of Project Objectives

Project Advisory Committee members were asked during their final meeting in April to assess the accomplishment of project objectives. "Advisory Committee Project Evaluation" form (Appendix F) was utilized to record their assessment of major project objectives and group discussion provided suggestions for the attainment of the subobjectives not concluded, i.e., revising and disseminating the final product.

During the group discussion several recommendations were given for revising and packaging the final product. Committee members indicated the field test prototype was too voluminous. Suggestions were made to condense materials, combine strategies initially specified for biased or equitable materials, and place materials in a series of modules. These recommendations were followed. (See Compilation and Packaging of Final Product in the procedures section of this report, pp. 21-22.)

The original project proposal dissemination scheme was limited to distribution of project products to Area Education Agencies and Merged Area Schools to be accomplished at the Phase III Workshop. Advisory committee members indicated need for wider distribution and promotion of the materials. Resultants of this discussion were for project staff to: (a) develop a promotional brochure, (b) contact related professional organizations, (c) contact regional curriculum coordination centers, and (3) contact IDPI vocational education consultants. To further accomplish the goal of wider distribution, advisory committee members suggested inviting to the Phase III Workshop IDPI vocational education consultants and others charged with the responsibility of implementing nonsexist curriculum in the State of Iowa.

Based upon the advisory committee's recommendations regarding

dissemination, two steps were taken. A brochure explaining the module and how to obtain a copy was prepared. See Appendix F. Brochures will be distributed at the vocational education summer and fall teachers' conferences.

Advisory committee members responded in writing to the "Advisory Committee Project Evaluation" form. Items on this form included an assessment of objectives relative to the major objective, the Phase I Workshop, the Phase II Workshops, compilation of workshop and field test contributions, revision of materials based on field testing, and the Phase III Workshop. Objectives as stated in the project proposal were used as item entries. Respondents reported agreement on a five point scale ranging from strongly agree to strongly disagree. An analysis of these responses indicates that Project Advisory Committee members unanimously agreed the major objective (to develop, field test, and disseminate strategies and guidelines for the elimination of sexism in curriculum materials and resources for the seven vocational education disciplines) had been accomplished.

All subobjectives with the exception of those related to the Phase III Workshop were evaluated as satisfactorily accomplished by 75 percent or more of the committee members. A majority of the Project Advisory Committee members did not attempt to evaluate the accomplishment of objectives for the Phase III Workshop which was scheduled to be held in June.

Assessment of Dissemination Model

Representation of Educational Agencies

Project materials were disseminated as planned in the original proposal to Area Education Agency and Merged Area Schools representatives at the Phase III Workshop held in late June. In accordance with suggestions made by the Project Advisory Committee at their final meeting, IDPI vocational technical education consultants and others concerned with sex equity were invited to the dissemination meeting.

Table 8
Agency Representation at Phase III Workshop

Educational Institution Group	Number Invited	Number Attended	Percentage Attended
Area Education Agency	15	6	40
Merged Area School	17	8	47
Iowa Department of Public Instruction	18	6	33
Other	9	4	44
Total	59	24	

Note. Other category refers to project consultants and administrators from Regents' institutions.

Information relative to the attendance of these individuals is in Table 8. The number of persons invited from each institution and the number and percentage attending from each group is shown.

An inspection of Table 8 indicates that about two-fifths of the Area Education Agencies and one-half of the Merged Area Schools in the State were represented at the Phase III Workshop. One-third of the invited IDPI personnel attended. Thus, less than one-half of the selected dissemination agencies in the State received the materials as planned. Reasons for poor attendance were not given. It is suspected, however, that summer vacations and prior commitments may have been contributing factors.

Estimate of Intentions Toward Use of the Materials

Phase III Workshop participants were asked to estimate intentions toward the use of the materials Promoting Sex Equity in the Classroom. Their responses were recorded on the instrument "Perceptions of the Ripple Effect". See Appendix G. Tables 9 through 12 summarize the responses to items related to perceptions of: (a) methods of promotion; (b) types of inservice models; (c) procedures to increase teacher awareness and interest, and facilitate teacher evaluation; and (d) scope of

sex equity materials for varied subject areas and populations.

Participants perceived that the promotion of new materials would be the responsibility of various individuals. The three most frequently listed were: (a) director of educational services, (b) IDPI consultants, and (c) multicultural nonsexist coordinators.

The need for inservice education to encourage utilization of the materials was assessed by three instrument items. An inspection of Table 9 shows that over 45 percent of the respondents indicated inservice education might be desirable and about one-half believed the nature of the inservice education should be formal. Approximately one-half favored conducting inservice education through informal discussion. A majority of the respondents suggested there was no need for project staff to encourage inservice activity at the local level before August 31, 1979.

Table 9
Perceptions of Methods to Promote Sex Equity
Materials by Frequency and Percentage

Perceived Promotional Strategies	Frequency	Percentage ^a
Estimate(d) need for inservice education		
yes	7	29
no	8	33
maybe	4	17
Introduce to agency personnel by:		
formal staff inservice education	12	50
informal discussion	13	54
no discussion	0	0
Follow-up telephone calls by project staff		
yes	6	25
no	13	54

Note. n=24.

^aColumn totals more than 100% as respondents could mark more than one response.

Educational agency representatives' perception of techniques to explain sex equity materials to specified groups are summarized in Table 10. Participants were directed to check any of the items considered an effective technique.

Table 10
Perceived Techniques for Educational Agencies
to Explain Sex Equity Materials
to Specified Groups by Frequency and Percentage

Perceived technique	Frequency	Percentage ^a
Letter to:		
local school administrators	11	46
multicultural nonsexist advisory committee	1	4
multicultural nonsexist coordinator	4	17
other	2	8
Personal presentation to:		
local school administrators	9	38
multicultural nonsexist advisory committee	2	8
multicultural nonsexist coordinator	5	21
other	7	29
Telephone call to:		
local school administrators	3	13
multicultural nonsexist advisory committee	1	4
multicultural nonsexist coordinator	1	4
other	2	8

Note. N=24.

^aColumn totals more than 100% as respondents could mark more than one response.

Over three-fourths of the agency representatives indicated that letters to the local education agency would probably be the explanation form utilized. The largest proportion, which totaled over 90 percent, selected personal presentation as the preferred technique. A telephone

call was suggested by only a few participants.

Procedures to increase teacher awareness, interest, and facilitate evaluation of the sex equity materials were addressed in three items on the instrument. Responses are recorded in Table 11. Over one-third of the respondents indicated that personal contact visits to local schools and letters to vocational teachers would be an appropriate way to increase teacher awareness. Newsletters to administrators, brochure mailings, and telephone calls were believed to be appropriate means by one-fourth or less of the participants. Increasing teacher interest in the materials was seen as a viable activity for the educational agencies.

Table 11
Perceived Procedures for Educational Agencies to Increase
Teacher Awareness, Interest, and Evaluation of Sex Equity Materials
by Frequency and Percentage

Objective	Perceived procedure	Frequency	Percentage ^a
Increase teacher awareness	Brochure mailings	6	25
	Letters to vocational teachers	11	46
	Newsletters to administrators	7	29
	Newspaper articles	3	13
	Personal contact--telephone calls	4	17
	Personal contact--visits to schools	11	46
Increase teacher interest	Conduct inservice training	15	63
	Interpretation from DPI consultants	7	29
	Monthly articles mailed to teachers	3	13
	Modules distributed to all vocational teachers	10	42
Facilitate teacher evaluation	Usability questionnaire	13	54
	Verbal feedback--telephone call	2	8

Note. N=24.

^aColumn totals more than 100% as respondents could mark more than one response.

Over 60 percent of the respondents recommended this could be accomplished best by conducting inservice education sessions. Twenty-nine percent favored interpretation from IDPI consultants, and 42 percent indicated materials should be disseminated to all vocational teachers.

Product evaluation by the local teachers was recommended by over 50 percent of the respondents to be facilitated by the educational agency through the administration of a usability questionnaire. Twenty-five percent favored personal contact while 8 percent indicated a telephone call was a potential method.

Phase III Workshop participants were asked to consider the appropriateness of the materials for use with subject areas outside of vocational education and various population groups selected from the general secondary and postsecondary educational groups. Responses are reported in Table 12. Subject areas identified by 40 percent or more were career education, psychology, and sociology. Population groups identified by 30 percent or more were adult learners, disadvantaged, displaced homemakers, handicapped persons, and senior citizens.

Additional comments were made by a substantial number of respondents. Suggestions included making materials available to: (a) teacher educators for "New Instructor Workshops" and (b) instructors of the "Human Relations" courses approved by IDPI.

Table 12

Perceived Scope of Appropriateness of Sex Equity Materials for Subject Areas and Population Groups by Frequency and Percentage

Subject areas and populations	Frequency	Percentage ^a
Appropriate subject areas:		
anthropology	6	25
art	8	33
career education	15	63
history	8	33
language arts	8	33
mathematics	8	33
psychology	10	42
science	8	33
sociology	10	42
no responses	3	13
Appropriate populations:		
adult learners	15	63
bilingual	7	29
disadvantaged	9	38
displaced homemakers	13	54
handicapped	8	33
senior citizens	8	33
others	2	8
no responses	2	8

Note. N=24.

^aColumn totals more than 100% as respondents could mark more than one response.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions are drawn from several elements involved in this developmental project--"Strategies and Guidelines for Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources". However, to encompass judgments about related elements, two broad areas are designated to describe the major conclusions. They are focused on (1) the process and/or procedures employed to facilitate desired outcomes as outlined in the original proposal, and (2) the product, its use and dissemination.

Recommendations are proposed. They are concerned with alternative procedures that may improve the process required to accomplish project objectives. In addition, suggestions for further testing and evaluating the product (modules) are included.

Process--conclusions and recommendations

1. Scheduling an appropriate time for the various procedures required to conduct developmental projects is a crucial element, particularly for those projects which involve classroom teacher participation. Therefore, it is recommended that for any project to be conducted during the regular secondary school year, preliminary organizational steps need to occur prior to the beginning of the fall school term.
2. Involvement of individuals with varying types and degrees of expertise is needed for different phases of curriculum development projects. Project staff believed it was important in this project for participants involved in all phases to achieve a common knowledge base relative to sex equity. The "Information Inventory" device and the film "When I Grow Up" were used to achieve this goal. The fact that over 90 percent of workshop participants indicated these resources contributed to an increase of knowledge and awareness of sex equity, suggests this procedure was effective. It is recommended, therefore, that these materials be employed at inservice education sessions directed toward orientation to the use of the sex equity modules.

3. Attendance at the Phase III dissemination workshop was less than anticipated. Inviting representatives from educational agencies throughout the State to a one day meeting during the summer does not appear to be a satisfactory procedure. Alternative means of disseminating project materials might include: (a) presentation at regularly scheduled educational agency meetings, (b) use of videotape cassettes sent to educational agencies, (c) presentation at specific discipline state teachers' meetings, or (d) presentation at local education agency (LEA) inservice education workshops. Most of these alternatives would occur during the following school year necessitating a change in project funding procedures.

Product--conclusions and recommendations

1. The original plan for dissemination was judged to be inadequate by Project Advisory Committee members. It is recommended that modules be made available to audiences including: (a) teacher educators, (b) all secondary and postsecondary vocational education classroom teachers, (c) other individuals involved in career education, (d) guidance personnel, and (e) extension service staff members.
2. Although not included in the original method of procedure, project staff decided that field testing would be implemented more effectively if field test teachers attended a workshop designed to familiarize them with the field test design, procedures, and the prototype module. After field testing was completed teachers recommended that inservice education activities be conducted for those teachers who are encouraged to use the modules. It can be concluded that the decision to include a special training workshop was a valuable addition to the accomplishment of total project objectives.

Recommendations for future study and research

1. Explore the use of the modules, "Promoting Sex Equity in the Classroom", in classes designed to meet the human relations requirement for teacher education and certification (670-13.18 through 670-13.22, Iowa Administrative Code 1976).
2. Test the materials using an experimental research design within specific vocational disciplines and across vocational disciplines.
3. Validate further the "Information Inventory" for use with specified groups.
4. Initiate further sex equity curriculum development projects within vocational education for specified programs including: (a) multicultural, (b) bilingual, and (c) career education.
5. Revise the sex equity modules, "Strategies-Art", and "Strategies-Language" for use in career exploration programs at the elementary level and test these materials in selected classrooms.
6. Evaluate the usability of the "Sex Equity Guidelines" and companion check sheet through studies conducted in cooperation with media resource personnel at the AEA s in Iowa.

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Department of
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Iowa State University
Ames, Iowa 50011

IOWA STATE
UNIVERSITY

IOWA STATE
UNIVERSITY

October 15, 1978

Dear

I am pleased that you have agreed to serve on the advisory committee for the project on "Teacher and Student Attitudes for the Elimination of Sexism in Vocational and Technical Education." The project is a joint effort of the Iowa State University and the Iowa State Technical College. The project is a joint effort of the Iowa State University and the Iowa State Technical College. The project is a joint effort of the Iowa State University and the Iowa State Technical College.

APPENDIX A

FIRST PROJECT ADVISORY COMMITTEE MEETING

The first meeting of the Project Advisory Committee was held on October 15, 1978, at the Iowa State University. The meeting was held in the Ball Room of the Iowa State University. The meeting was held in the Ball Room of the Iowa State University. The meeting was held in the Ball Room of the Iowa State University.

The project is a joint effort of the Iowa State University and the Iowa State Technical College. The project is a joint effort of the Iowa State University and the Iowa State Technical College. The project is a joint effort of the Iowa State University and the Iowa State Technical College.

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Sincerely,

Margaret M. Torrie
Margaret M. Torrie
Assistant Professor

Virginia Jones
Virginia Jones
Associate Professor

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

September 15, 1978

Dear

We are pleased that you have agreed to serve on the advisory committee for the project, "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources." This commitment is a valued contribution from both you and your local educational agency.

As a member of the advisory committee it is anticipated that you will be able to attend three one-day meetings all on the ISU campus. The preliminary planning meeting will be held on Friday, September 29, 1978. A late fall date is tentatively scheduled for the Phase I Workshop which includes advisory committee members and representatives from each discipline in vocational education. Recommendations for revision of the curriculum models, based upon the field testing data, will be the goal of the third meeting to be held in early spring.

For all meetings transportation expenses will be paid as follows: 15¢ per mile and parking fees at the Memorial Union ramp. Lunch will be provided in the Cardinal Room at the Memorial Union.

At the organizational meeting, Friday, September 29, the primary objective will be to formalize procedures and provide input to project planning and implementation. A sheet is attached for your information, listing items to be discussed and tasks we hope to accomplish. A formal agenda and details concerning time and location will be sent to you shortly before this date.

The project staff at ISU is anticipating working with you during the duration of the project. We appreciate your commitment of time and expertise to enhance the development of sex-free curriculum for vocational education.

Very Truly Yours,

Margaret M. Torrie

Margaret M. Torrie
Assistant Professor

Virginia Thomas

Virginia Thomas
Associate Professor

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

IOWA STATE
UNIVERSITY

Telephone 515-294-6444

September 15, 1978

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For all meetings transportation expenses will be paid as follows: 15¢/mile and parking fees at the Memorial Union ramp. Lunch will be provided in the Cardinal Room at the Memorial Union. As you have approximately a two-hour drive to reach Ames, we will reserve a room for you at our expense at the Memorial Union the night preceding the meetings if you wish. In this case your expenses for dinner and breakfast would be reimbursed. Please return the postcard enclosed at your earliest convenience if you would like to have a reservation for Thursday night, September 28.

At the organizational meeting, Friday, September 29, the primary objective will be to formalize procedures and provide input to project planning and implementation. A sheet is attached for your information listing items to be discussed and tasks we hope to accomplish. A formal agenda and details concerning time and location will be sent to you shortly before this date.

The project staff at ISU is anticipating working with you during the duration of the project. We appreciate your commitment of time and expertise to enhance the development of sex-free curriculum for vocational education.

Sincerely,

Margaret M. Torrie
Margaret M. Torrie
Assistant Professor

Virginia Thomas
Virginia Thomas
Associate Professor

POST CARD

IOWA STATE
UNIVERSITY
September 18, 1978

September , 1978

Please reserve a room for me at the Memorial Union
for Thursday night, September 28, 1978.

Signed _____

Assistant Professor
Glenwood H. Davis
J. Edgar Hoover

W.H. Wilson

Encl.

Preliminary Advisory Committee Meeting
September 29, 1978

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Topics

- Review of project proposal
- Suggest procedures for implementing total project
- Identify possible project participants (or criteria for selecting) representatives from each area of vocational education for:
 - Phase I Workshop--development of curriculum guidelines
 - Phase II Workshop--development of curriculum models
- Identify possible field test sites for developed curriculum materials:
one secondary, one post secondary for each of seven vocational areas.
- Discuss appropriate strategies to be developed for each discipline
- Set date for late fall--Phase I Workshop
- Consider date for advisory committee meeting in spring

JUST A REMINDER

WHO: ADVISORY COMMITTEE MEETING

WHAT: (for) ELIMINATION OF SEXISM IN VOCATIONAL AND TECHNICAL
EDUCATION CURRICULUM MATERIALS AND RESOURCES

WHEN: FRIDAY, SEPTEMBER 29, 9 A.M. - 4 P.M.

WHERE: 385 CARVER HALL, ISU CAMPUS (map enclosed)

WHY: CREATING A PLAN OF ACTION

We are looking forward to working with you.

The Project Staff

ELIMINATION OF SEXISM
IN
VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM MATERIALS AND RESOURCES

September 29, 1978

385 Carver

Agenda

A. M.

- 9:00 Welcome and Introduction
- 9:30 The Status of Sexism in Vocational Education
"When I Grow Up"
National and State Enrollment Data
Current Research
- 10:00 Review of Project Proposal
Flow Chart
- 11:30 Luncheon Cardinal Room Memorial Union

P. M.

- 1:00 Identification of Phase I Workshop Participants
- 1:15 Exploring Curriculum Models for Project Use
Large Group Orientation
Small Group Discussion
- 2:15 Break
Group Reports and Summary
- 3:30 Wrap-Up
Date for October Meeting (Phase I Workshop)
Reimbursement Forms
Evaluation of Meeting
Charge to Committee

CLOSING

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Advisory Committee

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Area represented: Industrial
Education

GROUP WORK SHEET

1. Which instructional strategies or teaching methods do you see as the most appropriate model components for this project?
2. Should the focus for the evaluation and documentation of instructional resources be based on one or more instructional topics common to all vocational and technical areas? If so, which one(s)?

What are other ways of evaluating resources with cross discipline consistency?

3. How can creative strategies to eliminate sexism in curriculum materials be identified?

Do you feel creative strategies will be different for each vocational and technical education discipline? If so, how can they be presented in a useful manner?

If not, how can commonalities be identified?

SAMPLE TEACHING TECHNIQUES

- I. CASE STUDY: Case Study, Case Problem, Case Situation
Anecdote, Anecdotal Record, Observation Case Study
- II. Discussion Techniques: Class discussion, Large Group, or General discussion
Circular response or circle discussion
Buzzing, Discussion 66, or Small group discussion
Panel or round table
Symposium
Forum
Colloquium
Question and answer
Opposing Panel
Brainstorming
Group Work - Learning Centers
- III. Dramatized Experiences: Sociodrama or role playing
Skit or playlet
Pantomime
- IV. Experiences outside the classroom: Field trip
Interviewing
On-the-job training
- V. Individual Study: Supervised study
Programmed learning
- VI. Showing, Telling, Trying out: Exhibit
Laboratory
Demonstration
Report
Resource person
- VII. Fun, Imagination, Creativity: Games
Jingle writing
Projective technique
- VIII. Projection Techniques: Filmstrip, slide, and opaque projection
Motion picture

Adapted from: Techniques for Effective Teaching, Department of Home Economics,
National Education Association - April 1963

SAMPLE TEACHING TECHNIQUES
AND
LEARNING ACTIVITIES

Audiotape	Large-group/small-group instruction
Brainstorming	Library research
Bulletin board	Listing
Buzz Groups	Listing or diagramming
Chalkboard	Models
Committees	Oral recitation
Community study	Panels/symposiums
Computer	Problem-solving
Debates	Programmed materials
Demonstration	Projects
Discovery	Question and answer
Discussion	Reading out loud
Displays	Real objects
Dramatizations	Resource persons
Drill and practice	Review
Exhibits	Role-playing
Field trips/research	Simulation
Film loops	Slides
Films	Speaking
Filmstrips	Step-by-step procedure panels
Flannel boards	Supervised study
Flipchart	Team teaching
Games	Television
Graphics	Transparencies
Homework assignment	Verbal illustrations
Illustrated talk	Videotape
Independent study	Visual illustration
Information sheets	Work-study
Investigation/reporting	Writing
Laboratory work	

Charge to Advisory Committee Members

We are most appreciative of your willingness to serve on the project advisory committee and recognize that your time is limited. Any assistance you can give us in the following areas will be very helpful.

1. Try to identify three people who might be willing to participate in the Phase I workshop. Since the major purpose of the workshop is to establish guidelines for nonsexist vocational and technical curriculum, people who are presently serving on public and/or private local vocational advisory committees will be most helpful. Enter your suggestions on the enclosed post card and mail to us by Tuesday, October 3, 1978.
2. Bring to the Phase I workshop suggestions for field test sites. We will need to test the materials in both secondary and post-secondary schools. Suggestions for either or both levels will be appreciated. It would also be more manageable if we could test more than one subject matter area in the same location. Administrative approval for field testing must be initiated in early October.
3. Prior to the Phase I workshop let us know of resources that might be helpful in establishing guidelines. We will do our best to have them available for workshop participant use.

If you are familiar with other resources that might be helpful in implementing the project, let us know about them.

In addition we welcome your ideas and suggestions at any time.

Thank you,

The Project Staff

PHASE I - PARTICIPANTS

REQUIRED CRITERIA:

1. IS NOW (OR HAS BEEN) A MEMBER OF LOCAL OR AREA SCHOOL VOCATIONAL ADVISORY COMMITTEE.

OR

EXPERIENCE IN ONE OF THE SEVEN VO-TECH DISCIPLINES

A. SECONDARY LEVEL

B. POST-SECONDARY LEVEL

2. WILLINGNESS TO CONTRIBUTE ONE DAY TO THE PROJECT

SUGGESTED CRITERIA:

1. BACKGROUND IN CURRICULUM DEVELOPMENT AND USE
2. EXPERIENCE IN WORKING WITH MORE THAN ONE VO-TECH DISCIPLINE
3. FAMILIARITY WITH RECENT EDUCATIONAL LEGISLATION, I. E., TITLE IX, VOC-ED AMENDMENT OF 1976
4. AWARENESS OF NON-SEXIST EDUCATION
5. EXPERIENCE IN IMPLEMENTATION OF SEX FAIR PROGRAMS
6. EXPERIENCE IN NONTRADITIONAL ROLE

Project: Tax Bias
Working Material
9/28/78

IOWA STATE
UNIVERSITY

POST CARD

The project staff will find it very valuable to have your response to the following questions about our meeting.

October 2, 1978

I. List part(s) of the project needs further clarification for you.

SUGGESTIONS FOR PHASE I PARTICIPANTS	
Please indicate: yes/no local/AEA Advisory Comm. Member Vo-Tech discipline (if known)	
Advisory Committee Member	Vo-Tech Discipline
	Name: _____ Ph. _____ Address: _____
	Name: _____ Ph. _____ Address: _____
	Name: _____ Ph. _____ Address: _____
	(signed) _____

A week prior to the meeting we will notify you of any additional information and include an agenda for the Phase I workshop for your approval. Thank you again for your active participation.

Staff Committee of suggestions?

The Project Staff

Margaret Jones
Virginia Thomas

Your Reactions and Suggestions

The project staff will find it very valuable to have your response to the following questions about our meeting.

1. What part(s) of the project needs further clarification for you?

--	--	--

2. What one thing would have improved the meeting today?

--	--	--

3. For your comfort and convenience, what kinds of arrangements would be more satisfactory?

--	--	--

4. Other comments or suggestions?

--	--	--

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

OWA STATE
UNIVERSITY

Telephone 515-294-6444

October 2, 1978

TO: Advisory Committee
 Sex Equity in Vo-Tech Education

FROM: Project Staff

We would like to thank each of you for attending the first Advisory Committee meeting on September 29. Your discussion and recommendations during the meeting were appreciated, and will provide direction as the Phase I Workshop is being planned. The suggestions on the reaction sheets were positive and we will strive to implement as many as possible.

November 7, Tuesday, has been selected as the date for the Phase I Workshop. This meeting will be held in the Scheman Continuing Education building, Room 171, from 9 a. m. to 4 p. m.

We hope you have had time to consider persons you would like to suggest as participants in the Phase I Workshop and will return your postcard as soon as possible. For those who had to depart early last Friday, the meeting reaction and suggestion sheet provided in the folders may also be returned if you care to react.

A week prior to the meeting we will notify you of any updated information and include an Agenda for the Phase I Workshop for your perusal. Thank you again for your active participation.

The Project Staff

Margaret Torrie
Virginia E. Thomas

INFORMATION INVENTORY

Directions: For items 1-10, indicate whether the statement is true or false by circling the T or F.

Section 1 - Legislation

1. F 1. Any educational institution that offers instruction in a field of study is required to file an information inventory with the State Board of Education.

2. F 2. Any institution of higher learning that offers instruction in a field of study is required to file an information inventory with the State Board of Education.

APPENDIX B

INFORMATION INVENTORY

3. F 3. The information inventory is a list of all the information resources available to the institution.

4. F 4. The information inventory is a list of all the information resources available to the institution.

5. F 5. The information inventory is a list of all the information resources available to the institution.

6. F 6. The information inventory is a list of all the information resources available to the institution.

7. F 7. The information inventory is a list of all the information resources available to the institution.

8. F 8. The information inventory is a list of all the information resources available to the institution.

November 6, 1978

TO: Project Participants
Elimination of Sexism in Vo-Tech Education

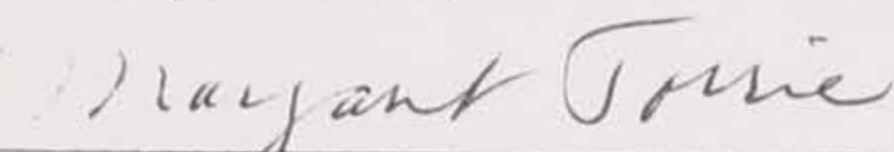
FROM: Project Staff

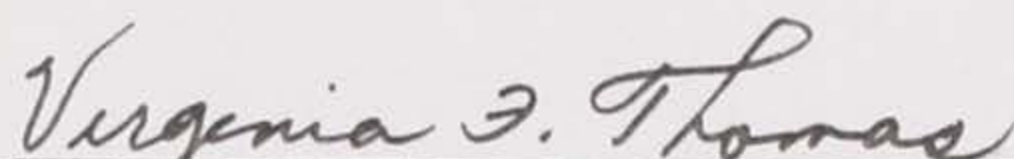
As a result of recent legislation, specifically Title IX of the Education Amendments of 1976, Public Law 94-482, it has become necessary to focus attention on the effect of sex stereotyping in education. Stereotyping not only limits the education and career choices of students but ultimately their entire lives. A statewide project has been initiated to develop strategies and guidelines for the elimination of sexism in vocational-technical education curriculum materials and resources.

An Information Inventory has been designed to determine participants' knowledge of sexism in vocational and technical materials. Your voluntary completion of the inventory will (1) provide indications of areas where further information may be useful in assessing instructional resources, (2) assist in the development of guidelines and strategies and (3) provide bases for selection of print and non-print materials.

Approximately 20 minutes is required to respond. We hope that you will complete the inventory; however, we recognize your right to omit any items you may not wish to answer. Instruments will remain anonymous - No Names Please.

The Project Staff


Margaret Torrie


Virginia F. Thomas

WORKSHOPS: Phase I II

AG DE HO HE OO TEd T&I

INFORMATION INVENTORY

Directions: For items 1-49, indicate whether the statement is true by circling the T or false by circle the F.

Section I - Legislation

- T F 1. Any educational institution, public or private, which receives federal monies is required to comply with Title IX, contained in Education Amendments of 1972. (Expanding Adolescent Role Expectations, p. 19).
- T F 2. Admission to an educational program may be based upon certain considerations such as: quotas for either sex, preference for one sex, ranking applicants separately by sex, marital or family status. (Expanding Adolescent Role Expectations, p. 20 and p. 25).
- T F 3. According to Executive Order 11246, as amended by Executive Order 11375, it is unnecessary for contractors with contracts of \$50,000 or more and 50 or more employees to have affirmative action plans. (Expanding Adolescent Role Expectations, p. 23).
- T F 4. Title IX regulations, which became effective July 1975, require that textbooks containing sex bias be eliminated from the classroom. (Expanding Adolescent Role Expectations, p. 27).
- T F 5. An educational institution may not use tests or other appraisal and counseling materials which use different materials for each sex. (Expanding Adolescent Role Expectations, p. 20 and 26).
- T F 6. Educational institutions are required to have records available demonstrating that they are complying with the requirements of the law. (Expanding Adolescent Role Expectations, p. 20 and p.28).
- T F 7. A vocational school or class may restrict enrollment to one sex because of limited job opportunities for members of that sex. (Expanding Adolescent Role Expectations, p. 25).
- T F 8. Both females and males are to be encouraged to prepare for the dual role of homemaker and wage earner under Title II, Education Amendments of 1976. (A Challenge to Change, p. 13).
- T F 9. According to Title II vocational education curricula and materials must be reviewed and revised to eliminate sex stereotyping. (Expanding Adolescent Role Expectations, p. 22).
- T F 10. House File 254 requires that a multi-cultural, non-sexist teaching approach shall be used in Iowa school districts. (Guide to Implementing Multi-cultural Non-sexist Curriculum Programs in Iowa, p.66).

(over)

Part II - Employment Facts

From: Expanding Adolescent Role Expectations, pp. 7-10)

- T F 11. Although some women work for pay all their lives, most women marry at a young age and never join the labor force.
- T F 12. Out of every 10 workers in the early 1970's, 6 were male and 4 were female.
- T F 13. Very few women with children under the age of 18 are in the labor force.
- T F 14. Out of every 10 women with children under the age of 6, three are in the labor force.
- T F 15. Nine out of 10 men over the age of 16 are in the labor force.
- T F 16. Only 20 percent of American children live in families in which only one parent is present.
- T F 17. In families in which the husband and wife are both present, the wife rarely works outside the home.
- T F 18. Nearly half of all females over the age of 16 are in the labor force.
- T F 19. The average yearly wage for men workers is about \$13,000.
- T F 20. The average yearly wage for women workers is about \$8,000.

From: The Center for Vocational Education, Occasional Paper No. 26. Corinne H. Rieder

- T F 21. More than 40 percent of all women in the work force are employed in ten occupational clusters. (p. 2)
- T F 22. Ninety-nine percent of secondary principals are men. (p. 3)
- T F 23. The median income for female college graduates who work full-time, according to 1974 figures, is approximately \$15,000. (p. 3)
- T F 24. Approximately 2/3's of working women are either single, divorced, widowed, separated, or have husbands who earn less than \$7,000 per year. (p. 3)
- T F 25. Men comprise over half the students enrolled in federally funded vocational education programs. (p. 4)
- T F 26. Over 80 percent of national and state vocational education advisory council members are men. (p. 7)
- T F 27. Male vocational teachers predominate in trades and industry, agriculture and distributive education; females predominate in office occupations, home economics and health occupations. (p. 7)

From: (Ellis Associates, Approaches to Expanding Nontraditional Opportunities for Vocational Education Students, pp. 6-10, 67)

- T F 28. The percentage of women's earnings when compared to men's earnings has decreased in the past two decades.

Part III - Effects of Stereotyping and Role Expectations

- T F 29. Sex stereotyping creates a situation void of equal opportunity for a majority of human beings. (Expanding Adolescent Role Expectations, p.3).
- T F 30. When mental health factors are considered as a basis for research, findings suggest that the same characteristics are applied to both males and females. (Expanding Adolescent Role Expectations, p. 3).
- T F 31. When ranking is used as a means of classification, these procedures closely parallel stereotyping. (Expanding Adolescent Role Expectations, p. 4).
- T F 32. Males are frequently provided more educational opportunities than females to learn about human reproduction and sexuality. (Expanding Adolescent Role Expectations, p. 5).
- T F 33. Males are provided fewer opportunities to participate in activities that would help them learn parenting and homemaking skills. (Expanding Adolescent Role Expectations, p. 5).
- T F 34. Females are more apt to show "learned helplessness" than males. (Expanding Adolescent Role Expectations, p. 5).
- T F 35. Elementary school teachers tend to have more negative attitudes toward boys and underestimate boy's intelligence. (Expanding Adolescent Role Expectations, p. 36).
- T F 36. Teachers' expectations and behaviors can expand or limit their students' emotional, intellectual and social development. (Expanding Adolescent Role Expectations, p. 38).
- T F 37. Men and women teachers treat students the same regardless of sex. (Expanding Adolescent Role Expectations, p. 40).
- T F 38. Research indicates males wish they would have been born female. (Expanding Adolescent Role Expectations, p. 5).
- T F 39. It appears to be more difficult for females than males to unlearn stereotyped behavior. (Expanding Adolescent Role Expectations, p. 5).
- T F 40. Girls are socialized to expect to have a serious career. (Expanding Adolescent Role Expectations, p. 67).
- T F 41. To be sex-fair, vocational information and recruitment materials should use sex-neutral occupational titles. (Expanding Adolescent Role Expectations, p. 68).

- T F 42. Measurement devices containing subtle sex stereotyping for research purposes have reinforced sex-role stereotypes. (Expanding Adolescent Role Expectations, p. 70).
- T F 43. Use of different test norms has encouraged one sex to consider interests and occupations common to the other sex. (Expanding Adolescent Role Expectations, p. 71).

Part IV - Language

- T F 44. Providing the same number of females and males in a textbook illustration means that the book is no longer sex stereotyped. (Expanding Adolescent Role Expectations, pp. 57-58).
- T F 45. Young children, when using the word man, tend to interpret it to mean males and not females. (Expanding Adolescent Role Expectations, p. 52).
- T F 46. Research regarding the use of sexist language indicates college students interpret the masculine pronoun as including both females and males. (Expanding Adolescent Role Expectations, p. 54).
- T F 47. Studies indicate that secondary textbooks are less stereotyped than elementary textbooks. (Expanding Adolescent Role Expectations, p. 56).
- T F 48. Science and industrial arts textbooks published prior to 1970 illustrate boys doing experiments or handling equipment 90 percent of the time. (Expanding Adolescent Role Expectations, p. 59).
- T F 49. In a study of 100 secondary home economics textbooks published from 1964-1974 females were shown in the home four times as often as males. (Expanding Adolescent Role Expectations, p. 59).

Circle the letter(s) accompanying the statement which best completes the phrase or answers the questions.

- 50. An example of neutral language is (adopted from Expanding Adolescent Role Expectations p. 50).
 - a. The boys in the office
 - b. the consumer should buy her
 - c. the lady electrician delivered
 - d. the public accountant spoke about(Expanding Adolescent Role Expectations, p. 50).
- 51. In the world of government, business, and education, the use of exclusionary and demeaning language is:
 - a. a matter of personal choice
 - b. illegal under certain circumstances
 - c. totally illegal(Expanding Adolescent Role Expectations, p. 53).
- 52. Which of the following are examples of negative language:
 - a. Al will help Judy lift the heavy bales.
 - b. His nurse does her job well.
 - c. I'll have my girl check that notation.
 - d. Jim shares the housework.
 - e. The boys in the shop won the trophy,(Adapted from Adolescent Role Expectations, p. 50)

Answer Key - Information Inventory

Part I - Legislature

- 1. True
- 2. False
- 3. False
- 4. False
- 5. True
- 6. True
- 7. False
- 8. True
- 9. True
- 10. True

Part IV - Language

- 44. False
- 45. True
- 46. False
- 47. False
- 48. True
- 49. True

- 50. d
- 51. a
- 52. a, b, c, e,

Part II - Employment Facts

- 11. False
- 12. True
- 13. False
- 14. True
- 15. False
- 16. True
- 17. False
- 18. True
- 19. True
- 20. True
- 21. True
- 22. True
- 23. False
- 24. True
- 25. False
- 26. True
- 27. True
- 28. True

Part III - Affects of Stereotyping - Role Expectations

- 29. True
- 30. False
- 31. True
- 32. False
- 33. True
- 34. True
- 35. True
- 36. True
- 37. False
- 38. False
- 39. False
- 40. False
- 41. True
- 42. True
- 43. False

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

October 24, 1978

Dear

We are pleased that you have agreed to participate in the workshop to develop guidelines for eliminating sexism in vocational technical education curriculum materials and resources. This workshop is a vital component of the curriculum project "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources." Your commitment is a valued contribution to the total endeavor.

The one day meeting will be held on Room 240 in the Scheman Continuing Education Building at the Iowa State University campus on Tuesday, November 7, from 9 a. m. to 4 p. m. A map has been enclosed in the event you are not familiar with the campus. There is ample parking on the north side of the building in front of the main entrance.

You will be reimbursed for travel at the rate of 15¢/mile; please record your mileage driving to Ames. If you have more than a two hour drive to Ames, perhaps you would like a motel reservation (at our expense) for Monday night, November 6. Please return the enclosed post card if you would like us to make a reservation for you. Luncheon will be provided at Scheman the day of the meeting at our expense.

Included with this letter is an Information Inventory. It was developed to help establish a common information base and further communication. The inventory will probably require fifteen minutes of your time. Please bring the completed instrument with you to the workshop. Instruments will be collected but remain anonymous--No Names Please. We will review the information sources cited at the beginning of the meeting to clarify any questions you may have.

We are looking forward to meeting you and working with you on November 7th. Thank you for your cooperation.

Very truly yours,

Margaret Torrie

Margaret Torrie, Ed. D.
Project Director

Virginia E. Thomas

Virginia Thomas, Ph. D.
Project Co-Director

Enclosures: 3

OWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

October 25, 1978

TO: Advisory Committee
Sex Equity in Vo-Tech Education

FROM: Project Staff *Margaret*

RE: Phase I Workshop, November 7, 1978, 9 a. m. to 4 p. m.
Room 240 (A CHANGE FROM OUR LAST LETTER)
Scheman Continuing Education Building

Thank you for your suggestions of persons to contact to participate in the Phase I Workshop. The response from those we telephoned was quite positive and there will be at least two representatives attending from each vocational technical discipline.

The Scheman Continuing Education Building can be located on the map which was included in the letter you received prior to our first meeting. There is ample parking on the north side of the building. Again please record your mileage driving to Ames; luncheon will be provided at Scheman. For those who have more than a two hour drive to Ames, a post card is included to be returned if you would like a motel reservation for Monday night, November 6.

Included with this letter is an Information Inventory. It was developed to help establish a common information base and to further communication. The inventory will probably require fifteen minutes of your time. Please bring the completed instrument with you to the workshop. Instruments will be collected but remain anonymous - NO NAMES PLEASE. We will review the information sources cited at the beginning of the meeting to clarify any questions.

In addition please bring to the Phase I Workshop:

1. Suggestions for possible field-test sites, secondary and/or post secondary programs, where the developed materials could be implemented.
2. Names of teachers in secondary or post secondary vocational technical programs whom you would recommend for the Phase II Workshop. (See description in the proposal, page 11, included in the packet distributed at the first meeting).
3. Any resources (print or non-print) available for use or being used in any of the seven vo-tech areas, secondary or post secondary levels, which illustrate sex bias or sex equity.
4. The information packet from our first meeting.

We are looking forward to working with you again.

The Project Staff

3 enclosures

Recommendations for Field Test Sites

School (site)/ Geographic location	Administrator	Teacher	Discipline/programs
1.			
2.			
3.			

Suggestions for Phase II Participants
 Secondary/Postsecondary Teachers

Name	Discipline	Address (phone no. if known)
1.		
2.		
3.		

Phase II Consultant suggestions:

November 1, 1978
 1978-79
 1978-79

Mr. Lloyd Baker
 215 2nd Street
 Furniture Division
 215 2nd Street
 Des Moines, IA 50319
 Ph. (515) 281-1112, ex. 557
 Area Represented: Occupations
 Education

Mr. Jerry Cook
 East High School
 214 High Street
 Waterloo, IA 50702
 Ph. (319) 235-2151
 Area Represented: Office
 Occupations

Mr. Patricia Gardner
 400 9th St., N. W.
 Atlanta, IA 50301
 Ph. (515) 264-0087
 Area Represented: Business
 Occupations

Mrs. Lavonia Gannon
 R. R. 1
 Ames, IA 50010
 Ph. (515) 232-1082 or 232-2265
 Area Represented: Occupations
 Home Economics

Mrs. Gloria Goddard
 In Service Coordinator
 St. K. Community Hospital
 4300 East Franklin
 Des Moines, IA 50314
 Ph. (515) 277-6111
 Area Represented: Health Occupations

Mr. Jeff Jones
 1601 27th Street
 Suite 209
 West Des Moines, IA 50305
 Ph. (515) 225-2091
 Area Represented: Trades and
 Industry

Mr. Dave Palmer
 1022 50th Place
 Des Moines, IA 50310
 Ph. (515) 271-2762 or 274-0264
 Area Represented: Technical
 Education

Mr. Dennis Martin
 2000 Liberty Blvd.
 Des Moines Area Comm. College
 2000 Liberty Blvd.
 Des Moines, IA 50319
 Ph. (515) 281-1112, ex. 557
 Area Represented: Occupations
 Inventory Review

Mr. James E. Peterson
 1111 1st Street
 1111 1st Street
 Des Moines, IA 50319
 Ph. (515) 281-1112, ex. 557
 Area Represented: Business
 Occupations

Mr. Charles Townsend
 1300 Curving Parkway
 Des Moines, IA 50317
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 Area Represented: Business
 Occupations

Mr. Joe Townsend
 215 2nd Street
 Des Moines, IA 50319
 Ph. (515) 281-1112, ex. 557
 Area Represented: Business
 Occupations

Mr. Robert Van Arkel
 Tech High School
 1300 Grand Avenue
 Des Moines, IA 50319
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 Area Represented: Trades and
 Industry

Mr. Betty Vandenberg
 2000 Liberty Blvd.
 Des Moines Area Comm. College
 2000 Liberty Blvd.
 Des Moines, IA 50319
 Ph. (515) 281-1112, ex. 557
 Area Represented: Health Occupations

ELIMINATION OF SEXISM
IN
VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM MATERIALS AND RESOURCES
PHASE I WORKSHOP

November 7, 1978

240 Scheman

AGENDA

a. m.

- 9:00 Welcome and Introduction
- 9:15 Inventory Review
- 9:45 Film: "When I Grow Up"
Advisory Committee meeting
- 10:15 Introduction to Task
- 10:45 BREAK
- 11:00 Group Work - guideline development
- 12:00 Luncheon Room 262 Scheman

p. m.

- 1:00 A Floor Show with Purpose
- 1:30 Group Work - guideline refinement
- 2:15 Group Presentations
- 2:45 BREAK
- 3:00 Evaluation of guidelines
- 3:45 Wrap-Up

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Phase I Workshop Directory

Mr. Isyador Kolmen
Ass't Mgr. Younkers
Furniture Division
216 SW First
Des Moines, IA 50306
Ph. (515) 244-1112 Ex. 567
Area Represented: Distributive
Education

Ms. Joyce Cook
East High School
214 High Street
Waterloo, IA 50703
Ph. (319) 235-7111
Area Represented: Office
Occupations

Ms. Delores Fortner
400 9th St., N. W.
Altoona, IA 50009
Ph. (515) 964-6481
Area Represented: Office
Occupations

Mrs. Lavonne Gammon
R. R. 1
Ames, IA 50010
Ph. (515) 232-1542 or 232-2996
Area Represented: Occupational
Home Economics

Mrs. Roberta Goodman
In Service Coordinator
N. W. Community Hospital
48th and Franklin
Des Moines, IA 50314
Ph. (515) 277-6111
Area Represented: Health Occupations

Mr. Kent Jerome
1601 22nd Street
Suite 209
West Des Moines, IA 50265
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Area Represented: Trades and
Industry

Mr. Dave Malone
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Des Moines, IA 50310
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Area Represented: Technical
Education

Mr. Dennis Marten
Chairperson, Office Occ.
Des Moines Area Comm. College
2006 Ankeny Blvd.
Ankeny, IA 50021
Ph. (515) 964-6200
Area Represented: Office Occupations

Mr. Joseph McCright
1007 South First Street
Marshalltown, IA 50158
Ph. (515) 753-7876
Area Represented: Health Occupations

Ms. Susan Moore
315 Curtiss Hall
ISU, Ames, IA 50011
Ph. (515) 294-8453
Area Represented: Agriculture
Education

Mr. Charles Townsend
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Des Moines, IA 50311
Ph. (515) 255-6152
Area Represented: Technical Education

Mr. Joe Townsend
315 Curtiss Hall
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Area Represented: Agriculture
Education

Mr. Robert Van Arkel
Tech High School
1800 Grand Avenue
Des Moines, IA 50307
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Area Represented: Trades and
Industry

Ms. Betty Vanderberg
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Des Moines Area Comm. College
2006 Ankeny Blvd.
Ankeny, IA 50021
Ph. (515) 964-6200

83 Area Represented: Health Occupations

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Advisory Committee

Ms. Sheryl Barta
Ames Senior High school
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Area represented: Multi-occupations

Dr. Carroll Bennett, Dean
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Ankeny, IA 50021
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Postsecondary

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Dr. Lu Kiser
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Ames Community Schools
120 S. Kellogg
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Ph. (515) 232-3400
Area represented: Administration
Secondary

Mr. Norm Luiken
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Ph. (515) 964-6408
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Postsecondary

Dr. Phyllis Miller
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3rd Floor Student Health
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Ms. Linda Neil
Marshalltown Community College
3700 S. Center Street
Marshalltown, IA 50158
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Area represented: DE/Co-op

Mr. Dale Peterson
Assoc. Director, Health Occupations Ed.
135 Melrose
SUI, Iowa City, IA 52240
Ph. (319) 353-3536
Area represented: Health Occupations

Ms. Elaine Peterson
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Area represented: Office Education

Department of Public Instruction
Ex-Officio

Dr. Lenola Allen
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Ms. Julia Slick
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Iowa State University Consultants

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106 Industrial Ed. II
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Project Staff

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294-3924

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Graduate Assistants:

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Roger Wichman
919 Pammel Court
Ames, IA 50010
Ph. (515) 292-1719
Area represented: Industrial
Education

TO: Advisory Committee

We solicit your comments in writing by November 14.

Thank you.

Curriculum

SEX EQUITY PROJECT MODEL

PHASE I WORKSHOP

Charge

The identification and development of Guidelines, i. e., rules for selection and/or purchase of vocational education materials and resources, (1) print and (2) non-print.

The workshop participants will be divided into two groups.

Group One

The first group will be charged to identify and develop guidelines (rules) for selection and/or purchase of print materials and resources.

Group Two

The second group will be charged to identify and develop guidelines (rules) for selection and/or purchase of non-print materials and resources.

PHASE II WORKSHOPS

Charge

The interpretation of "Guidelines" for each discipline (Ag., D. E., H. O., H. E., O. O., T. Ed., T & I) focusing on the adaptation or creative use of selected common teaching strategies and/or methods.

There will be ten teacher participants at each workshop representing both secondary and post-secondary instructional levels. Effort will be made to obtain field testing commitment from at least one secondary and one post-secondary participant.

The workshop participants will be divided into groups to document interpretations for strategies involving lessons using various instructional vehicles. At least four selected strategies will be analyzed: (1) expanding role models, (2) group work, (3) laboratory and (4) lecture-discussion. Suggested procedures including alternatives and creative adaptation will be documented for each of the selected strategies. Individual disciplines may choose to analyze additional teaching strategies not included in the aforementioned list.

FIELD TESTING

Charge

Volunteering secondary and post-secondary schools will test (use and react to) Phase I and II workshops products, Guidelines and Strategies, and document example lessons that have been developed based on the project products.

Sites:

Field test sites will be given Guidelines for materials selection and purchase and interpretations of selected strategies for the appropriate discipline. Each field test site will be asked to implement the products within the existing curriculum for a specified period of time, e. g., two weeks. Evidence of implementation will be assessed by project staff monitoring. Participants will be asked to write up lesson plans indicating resources and strategies used.

Monitoring:

Project Staff will (1) edit lesson plans for style consistency, (2) index use of strategies and adaptations and (3) document sex equity resources assessment.

FINAL PRODUCT

The final product will include at least three separate sections:

1. Guidelines
2. Strategies with specific examples for each discipline
3. Resource assessment

PHASE III WORKSHOP

Charge

Representatives from each of the 15 AEA's will be oriented to the use of the products and an estimate of products use will be assessed.

Guideline Development and Evaluation Form

Directions for use:

- I. Write guidelines on evaluation form.
- II. Rank them in order of importance in the pre-ranking column.
- III. Select print or non-print material to evaluate.
- IV. Using the guidelines you have developed, evaluate the material's art work, language, and content checking the appropriate column on the right. You may wish to do these separately or concurrently.
- V. Total and compute percentages. In the upper right corner indicate if material is expanded, mixed, or biased.
- VI. When you have completed your evaluation, analyze the guidelines for their clarity and ease of use as a tool for determining the presence of sexism in the material. Use the columns on the left of the sheet for this purpose.
- VII. Total and compute percentages.
- VIII. If you wish to change guideline ranking, indicate your new ordering in the post-ranking column.
- IX. Did your guidelines work effectively?

Working Material
 November 1978
 Project No. DPI 400-27-02

GUIDELINE DEVELOPMENT AND EVALUATION FORM

Check one. print material non-print material expanded mixed biased

To evaluate for effectiveness place a check in the appropriate column			Place check in appropriate column		To evaluate print or non-print material for sex bias place a check in the appropriate column to the right.			Degree material meets guidelines.				
Guideline Effectiveness			Ranking		Guidelines			good expanded		neutral mixed	poor biased	
Right on!	Mediocre	Needs help!	Pre	Post	I. Art work - illustrations and/or pictures			A	B	C	D	E
69												
Total	Total	Total			Evaluation results: By noting all guidelines in an area, i. e. (art work, language, or content) total the number of checks per column. Compute percentages for each column to determine if material is expanded, mixed, or biased. Indicate your decision by placing check in upper right corner.			Total				
%	%	%						%				

Working Material
 November 1978
 Project No. DPI 400-27-02

GUIDELINE DEVELOPMENT AND EVALUATION FORM

Check one. print material expanded
 non-print material mixed
 biased

To evaluate for effectiveness place a check in the appropriate column			Place check in appropriate column		To evaluate print or non-print material for sex bias place a check in the appropriate column to the right.					Degree material meets guidelines.					
Guideline Effectiveness			Ranking		Guidelines					good expanded		neutral mixed		poor biased	
Right on!	Mediocre	Needs help!	Pre	Post	III. Content - explicit and/or subtle					A	B	C	D	E	
16															
Total	Total	Total			Evaluation results: By noting all guidelines in an area, i. e. (art work, language, or content) total the number of checks per column. Compute percentages for each column to determine if material is expanded, mixed, or biased. Indicate your decision by placing check in upper right corner.					Total					
%	%	%								%					

November 15, 1978

TO: Participants - Phase I Sex Equity Workshop
FROM: Project Staff

Our thanks to each of you for your contribution to a most productive workshop! The guidelines you worked so diligently to develop are now being edited and a final copy will be sent to you when this task is completed. These guidelines will serve as an integral factor in the designing of classroom strategies at the Phase II Workshops in December.

A special word of appreciation to those who brought print and non-print materials from vocational and technical education discipline to share with the group. We felt these were a valuable asset in expanding the awareness of the need to evaluate materials for sex equity.

Our best wishes for a Happy Thanksgiving!

OWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

January 31, 1979

TO: Phase I Workshop Participants
Sex Equity Project
Vocational and Technical Education

FROM: Project Staff

M. Torrie

Enclosed is a revised copy of the "Guidelines for Eliminating Sexism in Print and Non-Print Materials" developed at the Phase I Workshop held November 7, 1978. You indicated at the close of the workshop that you would like to receive a copy after all items were compiled and edited.

The first draft of the "Guidelines" was used in seven subsequent workshops attended by vocational and technical educators representing secondary and post-secondary schools in Iowa. Based upon the recommendations and suggestions of these educators, the "Guidelines" were re-edited to improve clarity and facilitate utilization.

After you have had an opportunity to read this second draft, we would appreciate receiving any comments or suggestions you may wish to make. Thank you again for your contribution to improving vocational and technical education programs in the State.

Enclosure

SEX EQUITY GUIDELINES

for Evaluating Print and Nonprint

Instructional Media: Vocational and Technical Education

The following Sex Equity Guidelines for Evaluating Print and Nonprint Instructional Media: Vocational and Technical Education are separated into three categories: (1) art work - illustrations and/or pictures, (2) language - written and/or spoken, and (3) content - explicit and/or subtle. The specific guidelines included within each category have been illustrated using examples from various vocational education disciplines. For further clarification expressions and situations to be avoided have been included in some instances.

Intended use of the "Guidelines" includes but is not limited to:

1. evaluation of existing print and nonprint instructional media in the vocational and technical education classroom,
2. selection of new materials to be purchased or acquired,
3. development of instructional materials,
4. PROMOTION of sex equity teaching strategies.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

1. Art work maintains a numerical balance between the sexes.
ex. Females and males are equally represented in pictures and illustrations both in color and in black and white.
2. Art work depicts alternately both males and females in dominance.
es. If a male is the center of interest in a picture, a female is similarly illustrated.
3. Females and males are depicted in nontraditional occupations.
ex. A male is shown as a dental hygienist.
A female is shown as a large equipment operator.
4. Art work depicts males and females equally in varied levels of occupational status and responsibility.
ex. If a female is illustrated as a law enforcement officer, a male might be illustrated as a fire fighter.
5. Males and females are depicted using vocationally acquired skills in expanded societal roles.
ex. A female is pictured demonstrating automobile maintenance for a Senior Citizen's Club.
A male is pictured in the neighborhood cooperative center caring for children.
6. People are depicted in appropriate attire for their occupational role.
ex. Both a female and a male are pictured in coveralls, wearing industrial eye protection, working on a small engine project.
7. Illustrations of people include many body types and occasional evidence of handicaps.
ex. A buxom woman is illustrated wearing a garment made from a half-size pattern.
A bookkeeper is illustrated as having only one arm.

LANGUAGE - WRITTEN OR SPOKEN

1. Titles of address indicating gender are omitted.
ex. Sue Jones and Bill Jones are interviewing for a job.
2. Gender-free plural pronouns or an equal balance of gender specific singular pronouns are used.
ex. They are studying safety procedures. She is checking the equipment while he reads from the operating manual.
3. Gender-free nouns are substituted for gender pronouns.
ex. The groundskeeper will aerate the golf course greens.
(Avoid: He will aerate the golf course greens.)
4. Gender-free nouns are used to denote all human beings.
ex. People benefited from the discovery of a new wheat strain.
(Avoid: Mankind benefited from the discovery of a new wheat strain.)
5. Indefinite pronouns; anyone, anybody, everyone, everybody; may have a plural pronoun referant in all but strictly formal usage.*
ex. Anyone going to the welding shop during school hours must file their permission slip in the office.
(Avoid: Anyone going to the welding shop during school hours must file his permission slip in the office.)
6. Sex-free occupational titles are used, as indicated in the 1977 Dictionary of Occupational Titles, fourth edition.

1977 Edition	(contrast)	1965 Edition
ex. Infant's Nurse-DOT#301.677-010		Nurse Maid-DOT#307.878
Airplane Flight Attendant-DOT#352.467-101		Airplane Stewardess-DOT#352.878
Repairer-DOT#630.281-022		Repairman-DOT#630.281
7. Reference is made to physical appearance only when there is a purpose.
ex. James Miller received the million dollar real estate sales award.
(Avoid: When James Miller received the million dollar real estate sales award, he wore a shocking blue blazer with a creamy white turtleneck and spiderweb turquoise pendant.
Avoid: Blond, blue-eyed Hazel Spillers won the livestock judging award.)

* National Council of Teachers of English. Guidelines for nonsexist use of language in NCTE publications. 1111 Kenyon Road, Urbana, IL. 1975.

Language - Written or Spoken (continued)

8. An occupation is described as being performed by both sexes.
ex. Either Harold O'Brien or Beth Alden, community health aides, is qualified to present a series of nutrition lessons.
Sharon Johnson and Homer Horton, supervisors for the tool and die department, checked the die for a horizontal screw extruder.
9. Nondemeaning descriptions of people are used.
ex. The women were discussing safety procedures for using a microwave oven.
(Avoid: The girls were chattering about safety procedures for using a microwave oven.)
The clerk will check the shipping list.
(Avoid: I'll have my boy (or girl) check the shipping list.)

LANGUAGE - SPOKEN

10. A range of emotions is expressed by the speaker(s).
ex. Both males and females can express affection, anger, happiness, assertiveness, passiveness, silence, frustration, and sadness.
11. Vocal presentation communicates the intended message avoiding sex-biased connotations.
ex. A female speaks in a firm voice rather than a whining voice.
A male speaks in a soft voice rather than a gruff voice.
12. Titles of address indicating gender are used only when preferences are stated.
ex. Ms. Jones (because she prefers Ms. rather than Mrs.) presented a slide program for the sales meeting.
Bill James (who prefers not to be referred to as Mr.) sponsored a school trip.

CONTENT - EXPLICIT AND/OR SUBTLE

1. Both sexes are portrayed in a variety of occupations.
ex. A male and a female are described as interior decorators.
A female and a male are described as people who fish commercially.
2. Both females and males are portrayed in a range of societal roles.
ex. Bob Crawford, an auto mechanic, is described helping his YMCA little brother motorize a bicycle.
Ellen Cross coordinated the United Way drive for her county.
3. Males and females portray a range of emotions, values, interests, and abilities.
ex. emotions
Both females and males are described as affectionate, angry, happy, assertive, passive, silent, frustrated, and sad.
ex. values
Both males and females are described as valuing knowledge, love, power, prestige, family, and beauty.
ex. interests
Both females and males are described as being interested in needlework, carpentry, gardening, painting, stamp collecting, car care, gourmet cooking, and sports.
ex. abilities
Both males and females are described as being skilled in math, language, science, social studies, building, sewing, drawing, and dancing.
4. People are presented in nontraditional occupations to illustrate diversity of abilities.
ex. A female's mortuary business is described.
A male's job as a correspondence clerk is described.
5. Preparation for an occupation is described as available to individuals regardless of sex.
ex. A recruitment brochure for a fashion merchandising program discusses courses available to all students regardless of sex.

PHASE II WORKSHOPS - PARTICIPANT SCHEDULE

OWA STATE UNIVERSITY

November 17, 1978

November 17, 1978

Teacher's Name:

School Address:

Dear _____

We are pleased to inform you that you have been selected to participate in the Phase II Workshops...

APPENDIX D

PHASE II WORKSHOPS

The one day workshop will be held at the University of Iowa... Administration's support...

You will be reimbursed for travel... If you have any questions, please contact the workshop coordinator...

Included with this letter are two copies of an information inventory... The workshop is designed primarily to provide a forum for discussion and facilitate a common knowledge base.

We are looking forward to working with you on November 20. Thank you for your cooperation.

Very truly yours,

Margaret Terrell

Virginia G. Thomas

Project Staff's Initials _____

PHASE II WORKSHOP - PARTICIPANT Suggestion

Submitted by _____

Area: HO AG TED T&I DE OO HEC

Date of Workshop _____

Level: Sec. PSec.

Teacher's Name: _____

Co-op: yes no

School Address:

Phone: school _____

home _____

Free period (best time to call):

Wants Administrator called: yes no

Administrator's name: _____ title: _____

Phone number: _____

Will participate: yes no

Conditions/comments:

Might field test: yes no

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

November 17, 1978

Dear

We are pleased that you have agreed to participate in the workshop to develop creative strategies for eliminating sexism in the home economics classroom. This workshop is a vital component of the curriculum project "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources." Your commitment is a valued contribution to the total endeavor.

The one day meeting will be held in Room 164 LeBaron Hall on the Iowa State University campus on Tuesday, November 28, from 9:00 a. m. to 4:00 p. m. A map has been enclosed in the event you are unfamiliar with the campus. We recommend parking at the Memorial Union parking ramp.

You will be reimbursed for travel at the rate of 15¢ per mile; please record your mileage driving to Ames as expense vouchers will be filled out at the end of the meeting. Luncheon will be provided in the Cardinal Room in the Memorial Union. If you have more than a two hour drive to Ames, perhaps you would like a room reservation (at our expense) at the Memorial Union for Monday night, November 27. If so, please call Margaret Torrie at (515) 294-3924 or Barbara Rougvie at (515) 294-3250, and a reservation will be made for you.

Included with this letter are two copies of an Information Inventory. Please read the letter of explanation attached to the inventories and record your responses on both copies. Please bring the completed inventories with you to the workshop. One will be handed in and the other is yours to keep. An answer key will be provided, and we will review the information sources cited at the beginning of the meeting to clarify any questions you may have. We would like to emphasize the instrument is designed primarily to initiate discussion and facilitate a common knowledge base.

We are looking forward to working with you on November 28. Thank you for your cooperation.

Very truly yours,

Margaret Torrie

Margaret Torrie

Virginia B. Thomas

Virginia Thomas

PHASE II WORKSHOP - HOME ECONOMICS
Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Tuesday, November 28, 1978

164 LeBaron

AGENDA

9:00 - 9:15 Welcome and Introduction
9:15 - 9:45 Interest Inventory Review
9:45 - 10:15 "When I Grow Up"

BREAK

10:30 - 11:00 Introduction to Task
11:00 - 12:00 Group Work I
Demonstration
Laboratory

12:00 - 1:00 Luncheon
Cardinal Room Memorial Union

1:00 - 1:30 Sharing Resources
1:30 - 1:45 Group Work I - completion
1:45 - 2:45 Group Work II
Group Work
Discussion

BREAK

3:00 - 3:15 Group Work II - completion
3:15 - 3:45 Group Sharing
3:45 - 4:00 Wrap-up

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

DIRECTORY
Phase II Workshop - Home Economics

Ms. Kathy Giest
Mason City High School
1700 Fourth SE
Mason City, IA 50401
Phone: 515-423-6512

Ms. Marlene Lobberecht
Clarke Junior High
800 North Jackson
Osceola, IA 50213
Phone: 515-342-4221

Ms. Erma Grabill
East Senior High School
815 East 13th Street
Des Moines, IA 50316
Phone: 515-265-0335

Ms. Kate McElligatt
909 Grand Boulevard
Cedar Falls, IA 50613
Hawkeye Institute of Technology

Ms. Pat Growth
Leeds Junior High
3919 Jefferson Street
Sioux City, IA 51108
Phone: 712-279-6807

Ms. Dorothy Riddle
Amos Hiatt Junior High
1214 East 15th Street
Des Moines, IA 50316
Phone: 515-266-3129

Ms. Rowena Hardinger
Albia Middle School
222 North Second
Albia, IA 52531
Phone: 515-932-2116

Ms. Valerie Schmidt
Corning High School
904 Ninth Street
Corning, IA 50841
Phone: 515-322-4245

Ms. Joyce Harter
Pella High School
East 212 University
Pella, IA 50219
Phone: 515-628-3870

Ms. Karen Simonson
Teaching Assistant
173 LeBaron
Ames, IA 50011
Phone: 515-294-6611

Ms. Diane Webb
214 SE Parkview
Ankeny, IA 50021
Phone: 515-964-5241
Des Moines Area Community College

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear

We are pleased that you have agreed to participate in the workshop to develop creative strategies for eliminating sexism in the T&I and Tech. Ed. classroom. This workshop is a vital component of the curriculum project "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources." Your commitment is a valued contribution to the total endeavor.

The one day meeting will be held in Room 179 Scheman Continuing Education Building on the Iowa State University campus on Thursday, December 7, from 9:00 a. m. to 4:00 p. m. A map has been enclosed in the event you are unfamiliar with the campus. There is ample parking on the north side of Scheman in front of the main entrance.

You will be reimbursed for travel at the rate of 15¢ per mile; please record your mileage driving to Ames as expense vouchers will be filled out at the end of the meeting. Luncheon will be provided at Scheman. If you have more than a two hour drive to Ames, perhaps you would like a room reservation (at our expense) at the Memorial Union for Wednesday night, December 6. If so, please call Margaret Torrie at (515) 294-3924 or Barbara Rougvie at (515) 294-3250, and a reservation will be made for you.

Included with this letter are two copies of an Information Inventory. Please read the letter of explanation attached to the inventories and record your responses on both copies. Please bring the completed inventories with you to the workshop. One will be handed in and the other is yours to keep. An answer key will be provided, and we will review the information sources cited at the beginning of the meeting to clarify any questions you may have. We would like to emphasize the instrument is designed primarily to initiate discussion and facilitate a common knowledge base.

We are looking forward to working with you on December 7. Thank you for your cooperation.

Very truly yours,

Margaret Torrie

Margaret Torrie

Virginia Thomas

Virginia Thomas

PHASE II WORKSHOP - T & I, TECHNICAL EDUCATION

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Thursday, December 7, 1978

179 Scheman

AGENDA

9:00 - 9:15 Welcome and Introduction
9:15 - 9:45 Information Inventory Review
9:45 - 10:15 "When I Grow Up"

BREAK

10:30 - 11:00 Introduction to Task
11:00 - 12:00 Group Work I
Group Work
Discussion

12:00 - 1:00 Luncheon

1:00 - 1:30 Process Check
1:30 - 1:45 Group Work I - completion
1:45 - 2:45 Group Work II
Demonstration
Laboratory

BREAK

3:00 - 3:15 Group Work II - completion
3:15 - 3:45 Group Sharing
3:45 - 4:00 Wrap-up

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

DIRECTORY

Phase II Workshop - T & I, Technical Education

Mr. Mike Bartlett
Ballard Community High School
Box 307
Huxley, IA 50124
Phone: 515-597-2971
Area Represented:

Mr. Bob Carney
Mason City High School
1700 Fourth S. E.
Mason City, IA 50401
Phone: 515 423-6512
Area Represented:

Ms. Linda Beine
Hawkeye Institute of Tech
1501 E. Orange Road, Box 8015
Waterloo, IA 50704
Phone: 319-296-2320
Area Represented:

Mr. Jack Druart
Des Moines Tech High School
1800 Grand Avenue
Des Moines, IA 50307
Phone: 515-284-7846
Area Represented:

Mr. Dan Benitz
Jefferson High School
100 Sunset
Jefferson, IA 50129
Phone: 515-386-2188
Area Represented:

Mr. Thomas Dunsmore
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021
Phone: 515-964-6277
Area Represented:

Mr. John Boland
North Iowa Area Community College
500 College Drive
Mason City, IA 50401
Phone: 515-423-1264
Area Represented:

Mr. Gary Hoppes
Kirkwood Community College
6301 Kirkwood Blvd., SW
P. O. Box 2068
Cedar Rapids, IA 52406
Phone: 319-398-5411
Area Represented:

Mr. Brian Campbel
Iowa Lakes Community College
South Center
3200 College Drive
Emmetsburg, IA 50536
Phone: 712-852-3554
Area Represented:

Ms. Dolores Johnson
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021
Phone: 515-964-6328
Area Represented:

Mr. James Nelson
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501
Phone: 515-576-7201, ext. 157
Area Represented:

Mr. Kenneth Johnson
Fort Dodge High School
819 North 25th Street
Fort Dodge, IA 50501
Phone: 515-576-7164
Area Represented:

Mr. Curtis Netcott
Gilbert Junior-Senior High School
103 Mathews Drive
Gilbert, IA 50105
Phone: 515-232-3738
Area Represented:

Mr. Max Keith
Southwestern Community College
1501 West Townline Street
Box 458
Cheston, IA 50801
Phone: 515-782-7081
Area Represented:

Mr. Russ Odegaard
Tech High School
1800 Grand Avenue
Des Moines, IA 50307
Phone: 515-284-7846
Area Represented:

Mr. Norman Lang
LeMars High School
921 Third Avenue, SW
LeMars, IA 51031
Phone: 712-546-4153 or 712-546-5706
Area Represented:

Mr. Robert Vrbicek
Thomas Jefferson High School
1243 20th Street, SW
Cedar Rapids, IA 52404
Phone: 319-398-2435
Area Represented:

Mr. Bill Mueller
Perry High School
18th and Lucinda
Perry, IA 50220
Phone: 515-465-3503
Area Represented:

Mr. Bob Worington
Anamosa Junior High School
S. Garnavillo
Anamosa, IA 52205
Phone: 319-462-3553
Area Represented:

Dr. Robert Gelina
Industrial Education - ISU
Building "0"
Phone: 294-7082
Area Represented:

Dr. Denise Keller
Industrial Education - ISU
Building "0"
Area Represented:

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear

We are pleased that you have agreed to participate in the workshop to develop creative strategies for eliminating sexism in the ag. education classroom. This workshop is a vital component of the curriculum project "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources." Your commitment is a valued contribution to the total endeavor.

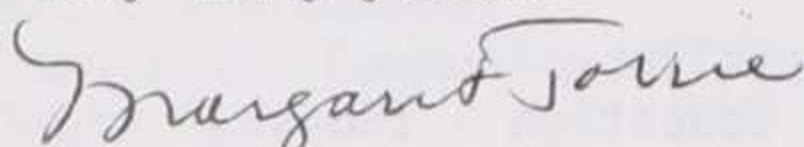
The one day meeting will be held in Room 150-154 Scheman Continuing Education Building on the Iowa State University campus on Tuesday, December 12, from 9:00 a. m. to 4:00 p. m. A map has been enclosed in the event you are unfamiliar with the campus. There is ample parking on the north side of Scheman in front of the main entrance.

You will be reimbursed for travel at the rate of 15¢ per mile; please record your mileage driving to Ames as expense vouchers will be filled out at the end of the meeting. Luncheon will be provided at Scheman. If you have more than a two hour drive to Ames, perhaps you would like a room reservation (at our expense) at the Memorial Union for Monday night, December 11. If so, please call Margaret Torrie at (515) 294-3924 or Barbara Rougvie at (515) 294-3250, and a reservation will be made for you.

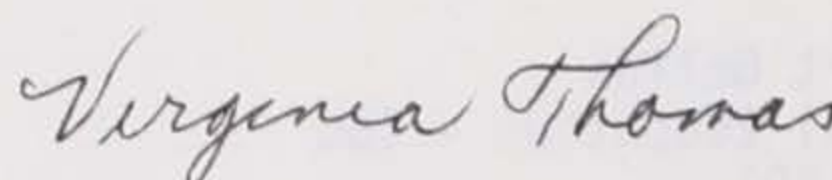
Included with this letter are two copies of an Information Inventory. Please read the letter of explanation attached to the inventories and record your responses on both copies. Please bring the completed inventories with you to the workshop. One will be handed in and the other is yours to keep. An answer key will be provided, and we will review the information sources cited at the beginning of the meeting to clarify any questions you may have. We would like to emphasize the instrument is designed primarily to initiate discussion and facilitate a common knowledge base.

We are looking forward to working with you on December 12. Thank you for your cooperation.

Very truly yours,



Margaret Torrie



Virginia Thomas

PHASE II WORKSHOP - Agriculture Education & Health Occupations
Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Tuesday, December 12, 1978

150-154 Scheman

AGENDA

9:00 - 9:15 Welcome and Introduction
9:15 - 9:45 Information Inventory Review
9:45 - 10:15 "When I Grow Up"

BREAK

10:30 - 11:00 Introduction to Task
11:00 - 12:00 Group Work I
Group Work
Discussion

12:00 - 1:00 Luncheon

1:00 - 1:30 Process Check
1:30 - 1:45 Group Work I - completion
1:45 - 2:45 Group Work II
Demonstration
Laboratory

BREAK

3:00 - 3:15 Group Work II - completion
3:15 - 3:45 Group Sharing
3:45 - 4:00 Wrap-up

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

DIRECTORY

Phase II Workshop - Agriculture Education
Health Occupations

Duane Anderson
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021
Phone: 964-6542

Carter Heitmeyer
Seymour High School
Seymour, IA 52590
Phone: 898-2291

Jane Bishop
West Delaware County Community
Manchester, IA
Phone: 319-927-3515

Glen V. Heitritter
Vo-Ag Instructor
Sioux City Community Schools
19th and Casselman
Sioux City, IA 51105

Dan W. Brown
Ellsworth Community College
1100 College Street
Iowa Falls, IA 50126
Phone: 648-4611, extension 32

Douglas D. Hofbauer
Nevada Community
Nevada, IA
Phone: 382-2685

Elvin E. Hasselman
North Iowa Area Community College
500 College Drive
Mason City, IA 50401
Phone: 423-1264, extension 332

Julie Lewis
Rural Route
Greenville, IA 51343

G. Edwin Hall
Des Moines Tech High School
1800 Grand Avenue
Des Moines, IA 50307
Phone: 287-4386

Leo Martin
Research Assistant
Agricultural Education Department
215 Curtiss Hall
Iowa State University
Ames, IA 50011

Continued - Health Occupations

Marylee Dickson
Southeastern Iowa Community College
Drawer F, Highway 406
West Burlington, IA 52655
Phone: 312-752-2731, extension 64

Shirley Mulenthaler
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021
Phone: 964-6297

Bob Doubut
Kirkwood Community College
6301 Kirkwood Blvd, SW
Cedar Rapids, IA
Phone: 319-398-5566

Judy Sheets
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501
Phone: 576-7201

Kerry George
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021
Phone: 964-6200

Karen Sjoyka, Supervisor
2700 College Road
Iowa Western Community College
Council Bluffs, IA 51501
Phone: 712-328-3831

Sharon Moore
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021
Phone: 964-6308

Lois Skinner
Des Moines Tech High School
1800 Grand
Des Moines, IA 50307
Phone: 284-7846

Doris Gregory
Southwestern Community College
1501 Townline Street
Creston, IA 50801
Phone: 782-7081

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

Dear

We are pleased that you have agreed to participate in the workshop to develop creative strategies for eliminating sexism in the distributive education classroom. This workshop is a vital component of the curriculum project "Strategies and Guidelines for Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources." Your commitment is a valued contribution to the total endeavor.

The one day meeting will be held in Room 150-154 Scheman Continuing Education Building on the Iowa State University campus on Thursday, December 14, from 9:00 a. m. to 4:00 p. m. A map has been enclosed in the event you are unfamiliar with the campus. There is ample parking on the north side of Scheman in front of the main entrance.

You will be reimbursed for travel at the rate of 15¢ per mile; please record your mileage driving to Ames as expense vouchers will be filled out at the end of the meeting. Luncheon will be provided at Scheman. If you have more than a two hour drive to Ames, perhaps you would like a room reservation (at our expense) at the Memorial Union for Wednesday night, December 13. If so, please call Margaret Torrie at (515) 294-3924 or Barbara Rougvie at (515) 294-3250, and a reservation will be made for you.

Included with this letter are two copies of an Information Inventory. Please read the letter of explanation attached to the inventories and record your responses on both copies. Please bring the completed inventories with you to the workshop. One will be handed in and the other is yours to keep. An answer key will be provided, and we will review the information sources cited at the beginning of the meeting to clarify any questions you may have. We would like to emphasize the instrument is designed primarily to initiate discussion and facilitate a common knowledge base.

We are looking forward to working with you on December 14. Thank you for your cooperation.

Very truly yours,

Virginia Thomas
Virginia Thomas

Margaret Torrie

PHASE II WORKSHOP - Distributive Education &
Office Occupations

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Thursday, December 14, 1978

150-154 Scheman

AGENDA

9:00 - 9:15	Welcome and Introduction
9:15 - 9:45	Information Inventory Review
9:45 - 10:15	"When I Grow Up"
BREAK	
10:30 - 11:00	Introduction to Task
11:00 - 12:00	Group Work I Group Work Discussion
12:00 - 1:00	LUNCHEON
1:00 - 1:30	Process Check
1:30 - 1:45	Group Work I - completion
1:45 - 2:45	Demonstration Laboratory
BREAK	
3:00 - 3:15	Group Work II - completion
3:15 - 3:45	Group Sharing
3:45 - 4:00	Wrap-up

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

DIRECTORY

Phase II Workshop - Office Occupations
Distributive Education

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Thomas Haight
Marshalltown High School
1602 South Second Avenue
Marshalltown, IA 50158
Phone: 752-4535

Examples - Creative Classroom Techniques

Guideline	Example Strategies
<p>C. Content</p> <p>1. Males and females are portrayed in a full range of occupational roles.</p>	<p>GROUP WORK</p> <p>A. Using BIASED material have students reverse roles and discuss implications of the reversals, i. e. acceptance, barriers.</p> <p>B. Using EXPANDED material assign alternately male and female group recorders/group leaders.</p>
<p>A. Art Work</p> <p>5. People are depicted in appropriate attire for occupational roles.</p>	<p>LABORATORY</p> <p>A. Using BIASED material require same protective garments for both males and females. Coveralls and goggles. Chef's apron and caps.</p> <p>B. Using EXPANDED material check to see if all bulletin boards, posters, and illustrative materials visible in the laboratory depict females and males in appropriate attire for the job.</p>

Guideline	Example Strategy
<p>B. Language</p> <p>3. Gender free nouns are substituted for gender pronouns.</p>	<p>DISCUSSION</p> <p>A. Using BIASED material prior to the discussion make a list of the gender pronouns in the biased-print materials assigned. At the beginning of discussions have students brainstorm to substitute gender free nouns for pronouns listed.</p> <p>B. Using EXPANDED material during a discussion give students name tags. Each time a student(s) uses a gender pronoun, cross off one letter in their name. At end of period see which students have maintained their entire name using sex free language.</p>
<p>C. Content</p> <p>4. Non-traditional occupations are represented by people with a broad range of abilities.</p>	<p>DEMONSTRATION</p> <p>A. Using BIASED material for the demonstration as a biased filmstrip or movie, at conclusion determine what differences might be observed, if the main character had been of other sex.</p> <p>B. Using EXPANDED material when demonstrating, alternately assign females, males as assistants.</p>

GUIDELINES
to evaluate print or non-print material
for sex bias

A. Art work - illustrations and/or pictures

1. Art work depicts an equal balance between the sexes being maintained numerically and in predominance.
2. Art work depicts females and males equally in all levels of occupational status and responsibility.
3. Females and males are depicted in expanded occupation roles.
4. Males and females are depicted in expanded societal roles.
5. People are depicted in appropriate attire for their occupational role.
6. Illustrations of people include all body types and occasional evidence of handicaps.
7. Illustrations include male, female and non-gender style.

Expanded: When teaching materials portray both males and females as free to embrace roles which have traditionally been prescribed to one sex.

Phase II Workshop

Working Material
I. S. U., 11/28/78

TECHNIQUE - DISCUSSION

An activity directed by teachers, students and/or both, designed to provide an opportunity for interaction and exchange of various points of view concerning a topic, question, or problem.

Using EXPANDED print or non-print materials:

Item
No.

CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

GUIDELINES
to evaluate print or non-print material
for sex bias

Phase II Workshop

Working Material
I. S. U. 11/28/78

8. Language - written and/or spoken

1. Titles indicating gender or marital status are omitted.
2. Gender free pronouns are used; however, use of plural pronouns is permissible.
3. Gender free nouns are substituted for gender pronouns.
4. Sex free occupational titles as indicated in the 1977 Dictionary of Occupational Titles, fourth edition, are used.
5. The uses of gender nouns to denote all human beings is avoided.
6. Unnecessary reference to physical appearance is avoided.
7. Non-traditional occupational areas are emphasized through inclusions of expanded sex roles.
8. Demeaning and/or limiting descriptions are avoided.

119

Non-print materials

1. A full range of emotions is expressed by the speaker(s).
2. Vocal projection volume, intonation communicate the intended message avoiding stereotypic connotations.

Expanded: When teaching materials portray both males and females as free to embrace roles which have traditionally been prescribed to one sex.

TECHNIQUE - DISCUSSION

An activity directed by teachers, students, and/or both, designed to provide an opportunity for interaction and exchange of various points of view concerning a topic, question, or problem.

Using EXPANDED print or non-print materials:

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CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

Phase II Workshop

GUIDELINES
to evaluate print or non-print material
for sex bias

TECHNIQUE - DISCUSSION

An activity directed by teachers, students and/or both, designed to provide an opportunity for interaction and exchange of various points of view concerning a topic, question, or problem.

Using EXPANDED print or non-print materials:

- C. Content - explicit and/or subtle
 - 1. Males and females are portrayed in a full range of occupational roles.
 - 2. Females and males are portrayed in a full range of societal roles.
 - 3. Male and female behavior portrays a full range of
 - a. emotions
 - b. values
 - c. interests
 - d. abilities
 - 4. Non-traditional occupations are represented by people with a broad range of abilities.
 - 5. An individual's sexual orientation is not viewed as an occupational limitation.

Item
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CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

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GUIDELINES
to evaluate print or non-print material
for sex bias

Phase II Workshop

Working Material
I. S. U. 11/28/78

A. Art work - illustrations and/or pictures

1. Art work depicts an equal balance between the sexes being maintained numerically and in predominance.
2. Art work depicts females and males equally in all levels of occupational status and responsibility.
3. Females and males are depicted in expanded occupation roles.
4. Males and females are depicted in expanded societal roles.
5. People are depicted in appropriate attire for their occupational role.
- 121 6. Illustrations of people include all body types and occasional evidence of handicaps.
7. Illustrations include male, female and non-gender style.

TECHNIQUE - LABORATORY

An educational approach allowing students the opportunity for "hands-on" experiences to apply theoretical understanding in problem solving situations and skill development.

Using EXPANDED print or non-print materials:

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CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

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GUIDELINES
to evaluate print or non-print material
for sex bias

B. Language - written and/or spoken

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Non-print materials

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Phase II Workshop

Working Material
I. S. U. 11/28/78

TECHNIQUE - LABORATORY

An educational approach allowing students the opportunity for "hands-on" experiences to apply theoretical understanding in problem solving situations and skill development.

Using EXPANDED print or non-print materials:

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CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

GUIDELINES
to evaluate print or non-print material
for sex bias

Phase II Workshop

Working Material
I. S. U. 11/28/78

TECHNIQUE - LABORATORY

An educational approach allowing students the opportunity for "hands-on" experiences to apply theoretical understanding in problem solving situations and skill development.

Using EXPANDED print or non-print materials:

C. Content - explicit and/or subtle

1. Males and females are portrayed in a full range of occupational roles.
2. Females and males are portrayed in a full range of societal roles.
3. Male and female behavior portrays a full range of
 - a. emotions
 - b. values
 - c. interests
 - d. abilities
4. Non-traditional occupations are represented by people with a broad range of abilities.
5. An individual's sexual orientation is not viewed as an occupational limitation.

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Item
No.

CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

Expanded: When teaching materials portray both males and females as free to embrace roles which have traditionally been prescribed to one sex.

GUIDELINES
to evaluate print or non-print material
for sex bias

Phase II Workshop

Working Material
I. S. U. 11/28/78

A. Art work - illustrations and/or pictures

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2. Art work depicts females and males equally in all levels of occupational status and responsibility.
3. Females and males are depicted in expanded occupation roles.
4. Males and females are depicted in expanded societal roles.
5. People are depicted in appropriate attire for their occupational role.
6. Illustrations of people include all body types and occasional evidence of handicaps.
7. Illustrations include male, female and non-gender style.

TECHNIQUE - DEMONSTRATION

An activity in which the teacher or another person uses examples, experiments and/or other actual performance to illustrate a principle or show others how to do something.

Using EXPANDED print or non-print materials:

Item
No.

CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

124

Expanded: When teaching materials portray both males and females as free to embrace roles which have traditionally been prescribed to one sex.

GUIDELINES
to evaluate print or non-print material
for sex bias

Phase II Workshop

Working Material
I. S. U. 11/28/78

TECHNIQUE - DEMONSTRATION

An activity in which the teacher or another person uses examples, experiments, and/or other actual performance to illustrate a principle or show others how to do something.

B. Language - written and/or spoken

Using EXPANDED print or non-print materials:

1. Titles indicating gender or marital status are omitted.
2. Gender free pronouns are used; however, use of plural pronouns is permissible.
3. Gender free nouns are substituted for gender pronouns.
4. Sex free occupational titles as indicated in the 1977 Dictionary of Occupational Titles, fourth edition, are used.
5. The uses of gender nouns to denote all human beings is avoided.
6. Unnecessary reference to physical appearance is avoided.
- 125 7. Non-traditional occupational areas are emphasized through inclusions of expanded sex roles.
8. Demeaning and/or limiting descriptions are avoided.

Item
No.

CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

Non-print materials

1. A full range of emotions is expressed by the speaker(s).
2. Vocal projection volume, intonation communicate the intended message avoiding stereotypic connotations.

Expanded: When teaching materials portray both males and females as free to embrace roles which have traditionally been prescribed to one sex.

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - DEMONSTRATION

An activity in which the teacher or another person uses examples, experiments, and/or other actual performance to illustrate a principle or show others how to do something.

C. Content - explicit and/or subtle

1. Males and females are portrayed in a full range of occupational roles.
2. Females and males are portrayed in a full range of societal roles.
3. Male and female behavior portrays a full range of
 - a. emotions
 - b. values
 - c. interests
 - d. abilities
4. Non-traditional occupations are represented by people with a broad range of abilities.
5. An individual's sexual orientation is not viewed as an occupational limitation.

Using EXPANDED print or non-print materials:

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CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

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GUIDELINES
to evaluate print or non-print material
for sex bias

Phase II Workshop

Working Material
I. S. U. 11/28/78

TECHNIQUE - GROUP WORK

A process of learning cooperatively rather than individually through participation in experiences, which are guided by the teacher, but under the leadership charge of peers.

Using EXPANDED print or non-print materials:

A. Art work - illustrations and/or pictures

1. Art work depicts an equal balance between the sexes being maintained numerically and in predominance.
2. Art work depicts females and males equally in all levels of occupational status and responsibility.
3. Females and males are depicted in expanded occupation roles.
4. Males and females are depicted in expanded societal roles.
5. People are depicted in appropriate attire for their occupational role.
- 127 6. Illustrations of people include all body types and occasional evidence of handicaps.
7. Illustrations include male, female and non-gender style.

Item
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CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

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GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - GROUP WORK

A process of learning cooperatively rather than individually through participation in experiences, which are guided by the teacher, but under the leadership charge of peers.

Using EXPANDED print or non-print materials:

CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

Item
No.

B. Language - written and/or spoken

1. Titles indicating gender or marital status are omitted.
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4. Sex free occupational titles as indicated in the 1977 Dictionary of Occupational Titles, fourth edition, are used.
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6. Unnecessary reference to physical appearance is avoided.
7. Non-traditional occupational areas are emphasized through inclusions of expanded sex roles.
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Non-print materials

1. A full range of emotions is expressed by the speaker(s).
2. Vocal projection volume, intonation communicate the intended message avoiding stereotypic connotations.

Expanded: When teaching materials portray both males and females as free to embrace roles which have traditionally been prescribed to one sex.

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - GROUP WORK

A process of learning cooperatively rather than individually through participation in experiences, which are guided by the teacher, but under the leadership charge of peers.

Using EXPANDED print or non-print materials:

C. Content - explicit and/or subtle

1. Males and females are portrayed in a full range of occupational roles.
2. Females and males are portrayed in a full range of societal roles.
3. Male and female behavior portrays a full range of
 - a. emotions
 - b. values
 - c. interests
 - d. abilities
4. Non-traditional occupations are represented by people with a broad range of abilities.
5. An individual's sexual orientation is not viewed as an occupational limitation.

Item
No.

CREATIVE STRATEGIES TO AVOID INTRODUCING SEX BIAS

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Expanded: When teaching materials portray both males and females as free to embrace roles which have traditionally been prescribed to one sex.

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - GROUP WORK

A process of learning cooperatively rather than individually through participation in experiences, which are guided by the teacher, but under the leadership charge of peers.

Using BIASED print or non-print materials:

- A. Art work - illustrations and/or pictures
- 1. Art work depicts an equal balance between the sexes being maintained numerically and in predominance.
- 2. Art work depicts females and males equally in all levels of occupational status and responsibility.
- 3. Females and males are depicted in expanded occupation roles.
- 4. Males and females are depicted in expanded societal roles.
- 5. People are depicted in appropriate attire for their occupational role.
- 6. Illustrations of people include all body types and occasional evidence of handicaps.
- 7. Illustrations include male, female and non-gender style.

Item
No.

CREATIVE STRATEGIES TO COUNTERACT BIAS

130

Biased: When teaching materials deal exclusively with either males or females.

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - GROUP WORK

A process of learning cooperatively rather than individually through participation in experiences, which are guided by the teacher, but under the leadership charge of peers.

B. Language - written and/or spoken

Using BIASED print or non-print materials:

1. Titles indicating gender or marital status are omitted.
2. Gender free pronouns are used; however, use of plural pronouns is permissible.
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5. The uses of gender nouns to denote all human beings is avoided.
6. Unnecessary reference to physical appearance is avoided.
7. Non-traditional occupational areas are emphasized through inclusions of expanded sex roles.
8. Demeaning and/or limiting descriptions are avoided.

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Non-print materials

1. A full range of emotions is expressed by the speaker(s).
2. Vocal projection volume, intonation communicate the intended message avoiding stereotypic connotations.

Biased: When teaching materials deal exclusively with either males or females.

Item
No.

CREATIVE STRATEGIES TO COUNTERACT BIAS

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - DEMONSTRATION

An activity in which the teacher or another person uses examples, experiments, and/or other actual performance to illustrate a principle or show others how to do something.

Using BIASED print or non-print materials:

B. Language - written and/or spoken

1. Titles indicating gender or marital status are omitted.
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Non-print materials

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GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - DEMONSTRATION

An activity in which the teacher or another person uses examples, experiments, and/or other actual performance to illustrate a principle or show others how to do something.

C. Content - explicit and/or subtle

Using BIASED print or non-print materials:

1. Males and females are portrayed in a full range of occupational roles.
2. Females and males are portrayed in a full range of societal roles.
3. Males and female behavior portrays a full range of
 - a. emotions
 - b. values
 - c. interests
 - d. abilities
4. Non-traditional occupations are represented by people with a broad range of abilities.
5. An individual's sexual orientation is not viewed as an occupational limitation.

Item
No.

CREATIVE STRATEGIES TO COUNTERACT BIAS

Biased: When teaching materials deal exclusively with either males or females.

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - DISCUSSION

An activity directed by teachers, students, and/or both, designed to provide an opportunity for interaction and exchange of various points of view concerning a topic, question, or problem.

Using BIASED print or non-print materials:

A. Art work - illustrations and/or pictures

1. Art work depicts an equal balance between the sexes being maintained numerically and in predominance.
2. Art work depicts females and males equally in all levels of occupational status and responsibility.
3. Females and males are depicted in expanded occupation roles.
4. Males and females are depicted in expanded societal roles.
5. People are depicted in appropriate attire for their occupational role.
6. Illustrations of people include all body types and occasional evidence of handicaps.
7. Illustrations include male, female and non-gender style.

Item
No.

CREATIVE STRATEGIES TO COUNTERACT BIAS

136

Biased: When teaching materials deal exclusively with either males or females.

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - DISCUSSION

An activity directed by teachers, students, and/or both, designed to provide an opportunity for interaction and exchange of various points of view concerning a topic, question, or problem.

B. Language - written and/or spoken

1. Titles indicating gender or marital status are omitted.
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Using BIASED print or non-print materials:

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CREATIVE STRATEGIES TO COUNTERACT BIAS

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GUIDELINES
to evaluate print or non-print material
for sex bias

Phase II Workshop

Working Material
Project 400-27-02

TECHNIQUE - DISCUSSION

An activity directed by teachers, students, and/or both, designed to provide an opportunity for interaction and exchange of various points of view concerning a topic, question, or problem.

Using BIASED print or non-print materials:

C. Content - explicit and/or subtle

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2. Females and males are portrayed in a full range of societal roles.
3. Males and female behavior portrays a full range of
 - a. emotions
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CREATIVE STRATEGIES TO COUNTERACT BIAS

Biased: When teaching materials deal exclusively with either males or females.

Phase II Workshop

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - LABORATORY

An educational approach allowing students the opportunity
for "hands-on" experiences to apply theoretical understanding
in problem solving situations and skill development.

A. Art work - illustrations and/or pictures

Using BIASED print or non-print materials:

1. Art work depicts an equal balance between the sexes being maintained numerically and in predominance.
2. Art work depicts females and males equally in all levels of occupational status and responsibility.
3. Females and males are depicted in expanded occupation roles.
4. Males and females are depicted in expanded societal roles.
5. People are depicted in appropriate attire for their occupational role.
6. Illustrations of people include all body types and occasional evidence of handicaps.
7. Illustrations include male, female and non-gender style.

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Biased: When teaching materials deal exclusively with either males or females.

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CREATIVE STRATEGIES TO COUNTERACT BIAS

Phase II Workshop

GUIDELINES

to evaluate print or non-print material
for sex bias

TECHNIQUE - LABORATORY

An educational approach allowing students the opportunity
for "hands-on" experiences to apply theoretical understanding
in problem solving situations and skill development.

B. Language - written and/or spoken

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Phase II Workshop

GUIDELINES
to evaluate print or non-print material
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TECHNIQUE - LABORATORY

An educational approach allowing students the opportunity for "hands-on" experiences to apply theoretical understanding in problem solving situations and skill development.

C. Content - explicit and/or subtle

Using BIASED print or non-print materials:

1. Males and females are portrayed in a full range of occupational roles.
2. Females and males are portrayed in a full range of societal roles.
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 - a. emotions
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 - c. interests
 - d. abilities
4. Non-traditional occupations are represented by people with a broad range of abilities.
- 141 5. An individual's sexual orientation is not viewed as an occupational limitation.

Item
No.

CREATIVE STRATEGIES TO COUNTERACT BIAS

Biased: When teaching materials deal exclusively with either males or females.

PHASE II WORKSHOP REACTION SHEET

Your comments and suggestions can serve as a valuable guide to plan similar workshops that involve teachers of other vocational education subjects.

Please jot down your reactions in regard to today's workshop activities.

1. For me the Information Inventory: (check as many as apply)

_____ Clarified legislative information that previously was vague.

_____ Pointed out some unknown employment facts.

_____ Created awareness of ways stereotyping may limit role expectations.

_____ Used time that could have been better spent for such matters as:

2. The grouping procedure I would prefer is:

_____ Three persons per group.

_____ Five persons per group.

Reason for this choice:

3. The definitions of techniques were helpful _____ Yes? _____ No?

4. Ways the film "When I Grow Up" illustrated that I may innocently treat male and female individuals differently were:

5. Suggested changes I recommend for conducting other workshops that will involve vocational education teachers are:

FIELD TEST SITES

If you would like more information concerning participation in field testing,
please sign your name below.

IOVA
UNIVERSITY

December 11, 1975

December 11, 1975

For Participants - Please fill in the following information
Name _____
Address _____
City _____
State _____
Zip _____

Would you like a copy of the edited strategies? Sign below.

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

December 21, 1978

TO: Participants - Phase II Sex Equity Workshops
FROM: Project Staff

Our thanks to each of you for your contributions to a series of productive and creative workshops! The strategies for each of the seven disciplines in vocational and technical education you worked so diligently to develop and document are now being edited. A copy will be sent to you when this task is completed.

Those of you who indicated an interest in field testing the completed modules will be contacted some time in January. We are looking forward to working with you again on this phase of the project.

A letter expressing our appreciation for your participation has been sent to your principal or administrator. We are grateful for the cooperation of so many secondary and post-secondary schools in Iowa.

Our best wishes for a Happy Holiday Season!

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

IOWA STATE
UNIVERSITY

Telephone 515-294-6444

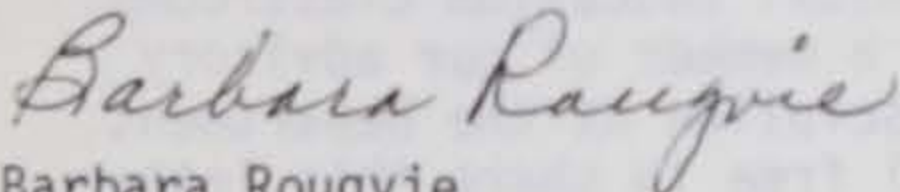
December 21, 1978

Dear

We regret that you were unable to attend the Phase II - Sex Equity Curriculum Workshop last week. The group met as planned and accomplished the task, so we did feel things went well.

We hope to have the opportunity of working with you at some future date. The best to you during the holiday season.

Very truly yours,



Barbara Rougvie
Administrative Assistant
Sex Equity Project

BR:da

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

December , 1978

Participant(s):

Dear

During the past two months over seventy secondary and post-secondary teachers from all disciplines within vocational and technical education have participated in a series of workshops on the Iowa State campus. These workshops provided essential input to the project "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Curriculum Materials and Resources," sponsored by the Vocational and Technical Education Council at Iowa State and funded by the Iowa State Department of Public Instruction.

The participation of a member(s) of your staff, listed above, is a valued contribution from your education agency. We sincerely appreciate the professional leave granted to these teachers so they could share their knowledge of and experience in vocational and technical education classrooms. Your staff member(s) was personally recommended by a member of our advisory committee or the consultant in his/her specific discipline at the Department of Public Instruction. If appropriate, please feel free to share this letter with other concerned staff members.

After pilot testing the materials produced at the workshops, it is anticipated that the edited modules containing guidelines and creative strategies to eliminate sexism will be available from each AEA in the State of Iowa. All vocational and technical teachers in the state will thus have access to the products developed during the project.

Again thank you for your interest in the advancement of vocational and technical education in the State. As a result of your cooperation improved programs and student services will be encouraged.

Very truly yours,

Margaret Torrie

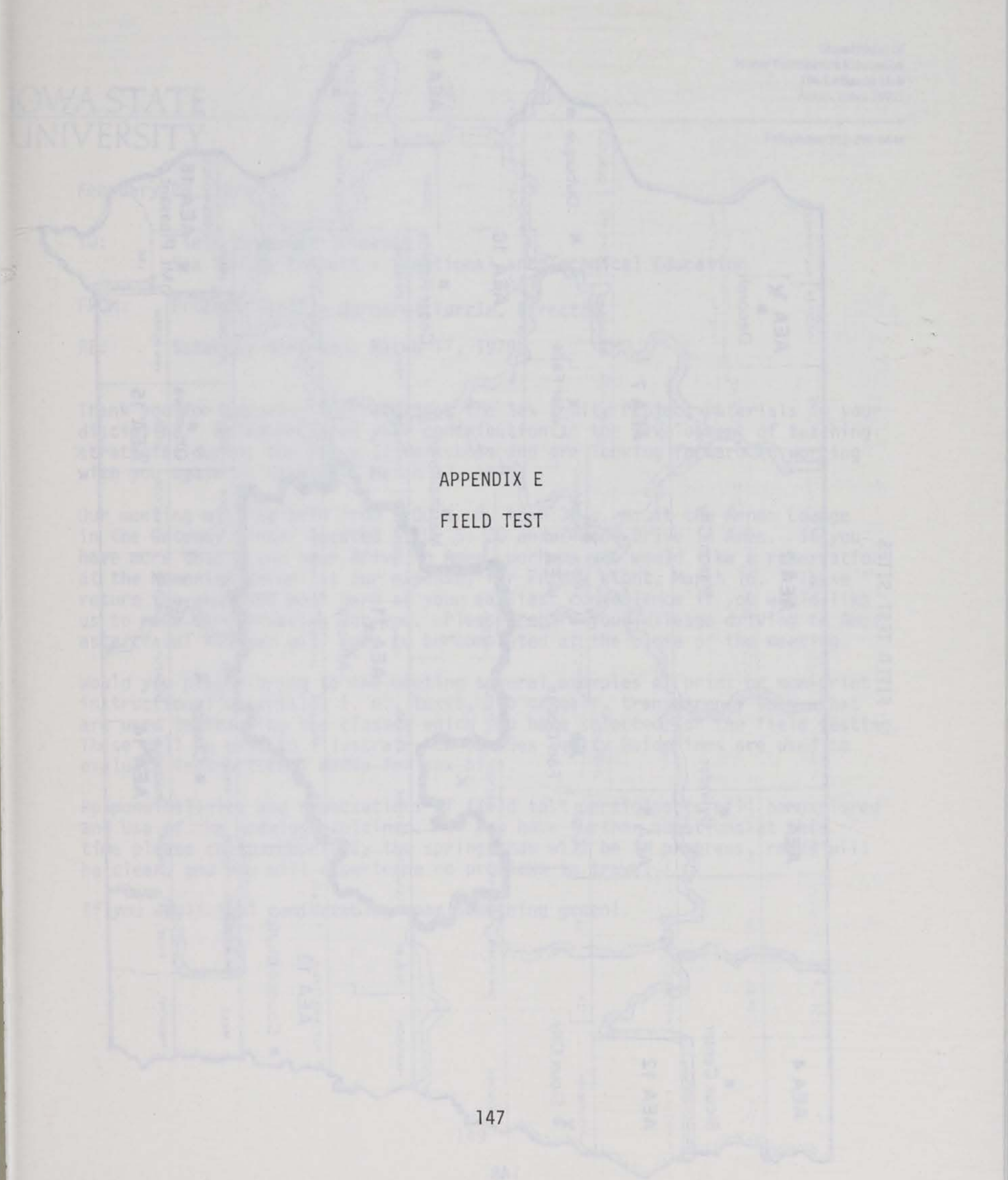
Margaret Torrie

Virginia Thomas

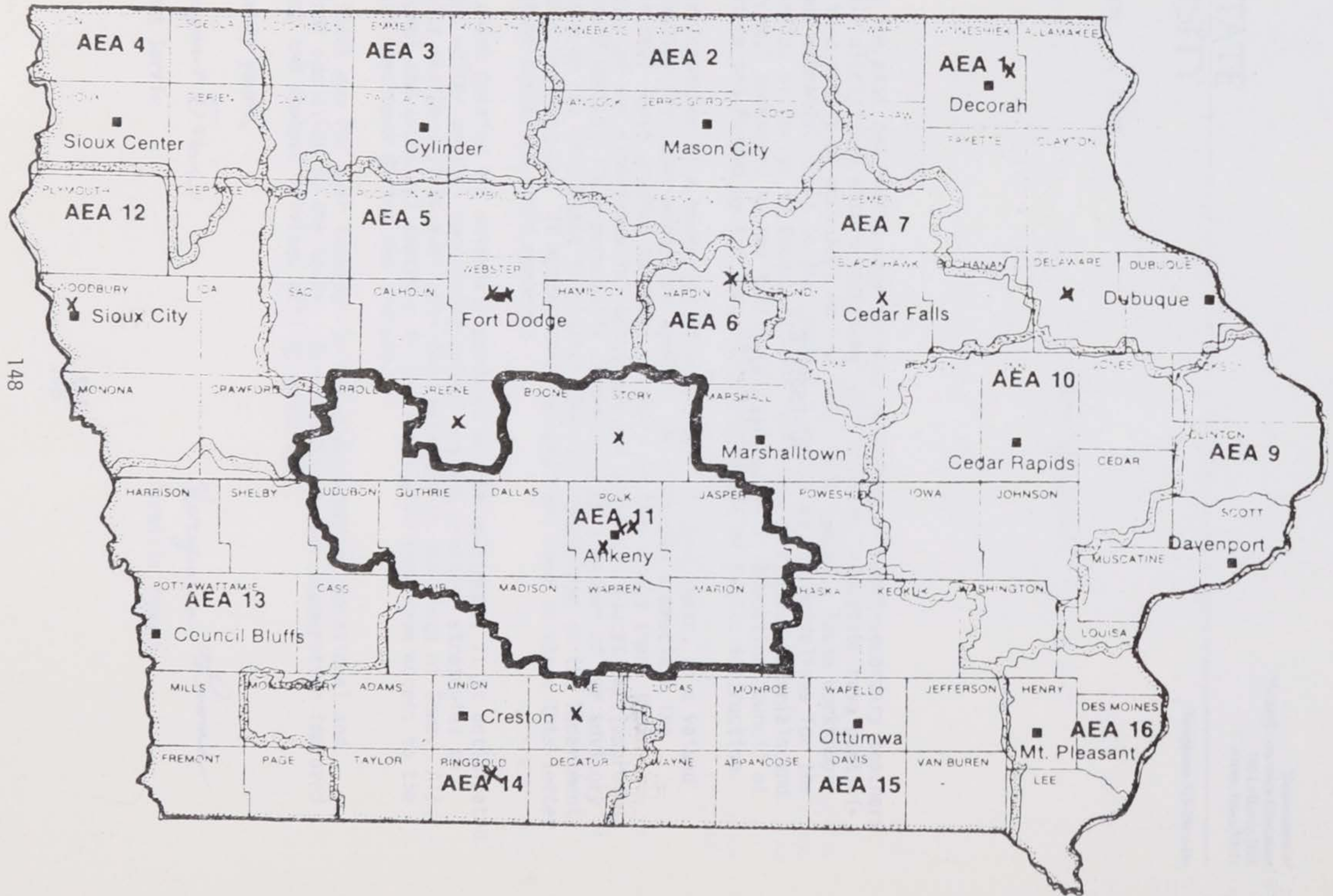
Virginia Thomas

da

APPENDIX E
FIELD TEST



FIELD TEST SITES



IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

February 28, 1979

TO: Field Test Participants
Sex Equity Project - Vocational and Technical Education

FROM: Project Staff - Margaret Torrie, Director ^{hvt.}

RE: Saturday Workshop, March 17, 1979

Thank you for agreeing to field test the Sex Equity Project materials in your discipline. We appreciated your contribution to the development of teaching strategies during the Phase II Workshops and are looking forward to working with you again on Saturday, March 17, 1979.

Our meeting will be held from 9:00 a. m. to 3:30 p. m. at the Annex Lounge in the Gateway Center located at U. S. 30 and Elwood Drive in Ames. If you have more than a two hour drive to Ames, perhaps you would like a reservation at the Memorial Union (at our expense) for Friday night, March 16. Please return the enclosed post card at your earliest convenience if you would like us to make a reservation for you. Please record your mileage driving to Ames as a travel voucher will need to be completed at the close of the meeting.

Would you please bring to the meeting several examples of print or non-print instructional materials, i. e., texts, lab manuals, transparency sets, that are used in teaching the classes which you have selected for the field testing. These will be used to illustrate how our Sex Equity Guidelines are used to evaluate instructional media for sex bias.

Responsibilities and expectations of field test participants will be explored and use of the modules explained. If you have further questions at this time please call. Hopefully the spring thaw will be in progress, roads will be clear, and you will experience no problems in travel.

If you would feel comfortable, wear something green!

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

February 28, 1979

Educator/teacher:

Dear

We would like to express our appreciation for your continued support of the project, "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources." As you recall this project is being sponsored by the Vocational and Technical Education Council at Iowa State and funded by the Iowa State Department of Public Instruction. Your commitment to the field testing phase and permission for the teacher named above to participate is a valued contribution to sex equity in vocational programs.

The teacher from your school has agreed to field test project materials and has been informed of all responsibilities. If you wish a more detailed explanation of these responsibilities, please contact the teacher. If you would like a more comprehensive overview, we would be most happy to explore with you the various components of this project and will try to answer any questions. Please feel free to contact us.

On one day during the field testing phase, March 26 through April 20, a project staff member will visit your school to work with the participating teacher. Arrangements for the visit will be made with him/her.

Following the field test phase the project materials will be edited and refined for statewide distribution through the AEAs and the Department of Public Instruction. Thank you for your cooperation and understanding of our need to have teachers in the field try out and contribute to project materials.

Very truly yours,

Margaret Torrie

Margaret Torrie, Ed. D.
Project Director

Virginia Thomas

Virginia Thomas, Ph. D.
Project Co-Director

FIELD TEST PARTICIPANTS WORKSHOP

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Saturday, March 17, 1979

Gateway Center
Lounge Annex

AGENDA

9:00 - 9:30	Coffee and Welcome
9:30 - 9:45	Introduction to Task
9:45 - 11:45	Introduction to Module Evaluation of Instructional Media Selection of Teaching Technique and Strategy
11:45 - 1:15	Lunch State Dining Room
1:15 - 1:45	Media Break
1:45 - 2:30	Using the Module
2:30 - 3:15	Charge
3:15 - 3:30	Wrap-Up

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Directory
Field Test Participants Workshop

Post Secondary

Agriculture:

Dan W. Brown
Ellsworth Community College
1100 College Street
Iowa Falls, IA 50126
Ph. 515-648-4611, Ex. 32

Distributive Education:

Loren Langford
Ellsworth Community College
1100 College Street
Iowa Falls, IA 50126
Ph. 515-648-4611

Home Economics:

Doreen Stolze
DMACC #19
2007 Ankeny Blvd.
Ankeny, IA 50021

Secondary

Glen Heitritter
West High School
2001 Casselman
Sioux City, IA 51103
Ph. 712-279-6878

Darrill Abel
Ames High School
20th and Ridgewood
Ames, IA 50010
Ph. 515-232-8490

Marlene Lobberecht
Clarke Junior High
800 N. Jackson
Osceola, IA 50213
Ph. 515-342-4221

Post Secondary

Secondary

Health Occupations:

Judy Sheets
Coordinator of Dental Assistants
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501
Ph. 515-576-7201

Berla Hansel
West Delaware High School
701 New Street
Manchester, IA 52057
Ph. 319-927-3515

Office Occupations:

Larry Pagel
Northeast Iowa Area Vo-Tech School
Box 400
Calmar, IA 52132
Ph. 319-562-3263

Jean Yearous
Mount Ayr High School
204 North Lincoln
Mount Ayr, IA 50854
Ph. 515-464-2234

Technical Education:

Louis Cutwright
DMAAC, Bldg. #14
2006 SW Ankeny Blvd.
Ankeny, IA 50021
Ph. 515-964-6200

Jack Druart
Des Moines Tech High School
1800 Grand Avenue
Des Moines, IA 50307
Ph. 515-284-7846

Trade and Industrial:

Kenny Bienfang
Hawkeye Institute of Technology
1501 E. Orange Road
Waterloo, IA 50704
Ph. 319-296-2320

Dan Benitz
Jefferson High School
100 Sunset
Jefferson, IA 50129
Ph. 515-386-2188

FIELD TEST PARTICIPANT INFORMATION

Name:

School Address:

Best time to call at School:

Home telephone number:

Directions to School (from Ames):

Class Schedule:

Time

Class

SEX EQUITY STRATEGIES GRID

TEACHING TECHNIQUE	PRINT AND NONPRINT INSTRUCTIONAL MEDIA					
	BIASED			EQUITABLE		
	ART	LANGUAGE	CONTENT	ART	LANGUAGE	CONTENT
DISCUSSION	JEAN YEAROUS	GLEN HEITRITTER	MARLENE LOBBERECHT	MARLENE LOBBERECHT	JUDY SHEETS	V. HANSEL
AUDIO/VISUAL	JUDY SHEETS	V. HANSEL		LARRY PAGEL	LOREN LANGFORD	DAN BROWN
SHOWING TELLING TRYING OUT	LARRY PAGEL	DARRILL ABEL	KENNETH BIENFANG	LOUIS CUTWRIGHT	DARRILL ABEL	JEAN YEAROUS GLEN HEITRITTER
EXPERIENCES OUTSIDE THE CLASSROOM	LOUIS CUTWRIGHT	DAN BENITZ	DAN BROWN	KEN BIENFANG	DOREEN STOLZE	JACK DRUART
MANAGEMENT/ ORGANIZATION	DOREEN STOLZE	JACK DRUART	LOREN LANGFORD	DAN BENITZ		

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SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint Instructional Media: Vocational and Technical Education

DIRECTIONS: Identify instructional media to be evaluated by checking appropriate box and indicating title and author.

Print
(lab manual, text, etc.)

(or)

Nonprint
(movie, slides, etc.)

TITLE:

AUTHOR (producer):

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Media - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been traditionally prescribed to the other sex.

Print Instructional Media - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?			
2. Does art work depict alternately both females and males in dominance?			
3a. Are females depicted in nontraditional occupations?			
3b. Are males depicted in nontraditional occupations?			
4a. Does art work depict males and females equally in varied levels of occupational status?			
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			
6a. Are females depicted in appropriate attire for their occupational role?			
6b. Are males depicted in appropriate attire for their occupational role?			
7a. Do illustrations of people include many body types?			
7b. Do illustrations of people include occasional evidence of handicaps?			

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

	Yes	No	N/A
1. Are titles of address indicating gender omitted?			
2a. Are gender-free plural pronouns used?			
2b. Is there an equal balance of gender specific singular pronouns?			
3. Are gender-free nouns substituted for gender pronouns?			
4. Are gender-free nouns used to denote all human beings?			
5. Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?			
6. Are sex-free occupational titles used as indicated in the 1977 <u>Dictionary of Occupational Titles</u> , fourth edition?			
7. Is reference made to physical appearance only when there is a purpose?			
8. Is each occupation described as being performed by both sexes?			
9. Are nondemeaning descriptions of people used?			

LANGUAGE - SPOKEN

10a. Is a range of emotions expressed by a female speaker(s)?			
10b. Is a range of emotions expressed by a male speaker(s)?			
11a. Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			
11b. Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			
12a. Are titles of address indicating feminine gender used only if speaker prefers?			
12b. Are titles of address indicating masculine gender used only if speaker prefers?			

CONTENT - EXPLICIT AND/OR SUBTLE

Yes No N/A

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?			
1b. Are males portrayed in a variety of occupations?			
2a. Are males portrayed in a range of societal roles?			
2b. Are females portrayed in a range of societal roles?			
3a. Do females portray a range of emotions?			
3b. Do males portray a range of emotions?			
3c. Do males portray a range of values?			
3d. Do females portray a range of values?			
3e. Do females portray a range of interests?			
3f. Do males portray a range of interests?			
3g. Do females portray a range of abilities?			
3h. Do males portray a range of abilities?			
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?			
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?			
5. Is preparation for an occupation described as available to individuals regardless of sex?			

Sex Equity Project
400-27-02
ISU

Field Test Site _____
Teacher _____
Course Title _____
No. of Students (M) _____
(F) _____

LESSON PLAN NO. _____

UNIT:

LESSON TOPIC:

OBJECTIVES: (State what the student will learn.)

INSTRUCTIONAL MEDIA: (Title, Author, Publisher, Source, etc.) Check:

PRINT:

SEX
EQUITABLE SEX
BIASED

NONPRINT:

ART
LANGUAGE
CONTENT

(attach check sheet)

TEACHING TECHNIQUE:

CREATIVE STRATEGY: (Indicate page number in module.)

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
	<u>IN CLASS</u>
	<u>OUT OF CLASS</u>

MANAGEMENT TECHNIQUES IF USED: (Indicate page number in module and adaptations made.)

Name _____

Field Test Module Evaluation

You have used the Sex Equity Project Module. We would like your reaction toward the module. Please indicate the extent to which you agree or disagree with the following statements by circling the appropriate letter.

- SA - Strongly Agree
 A - Agree
 ? - Undecided
 D - Disagree
 SD - Strongly Disagree

Please feel free to write any comments in the space provided or on the back of these pages.

I. Preparation for module use.

- | | | | | | |
|---|----|---|---|---|----|
| 1. The module could be used without an inservice session. | SA | A | ? | D | SD |
| 2. The written directions were clear. If you disagree, please indicate places where changes should be made. | SA | A | ? | D | SD |
| 3. A pictorial representation (i. e., flow chart, graph) of the media evaluation categories and teaching techniques included with the directions portion of the module would be beneficial. | SA | A | ? | D | SD |
| 4. The charge was clearly stated. If you disagree, please write below your suggestions for improvement. | SA | A | ? | D | SD |
| 5. No other questions and/or answers need to be included in Part II, "Introduction to the Module." If you disagree, please write below your suggestions for improvement. | SA | A | ? | D | SD |

II. Sex Equity Guidelines

- | | | | | | |
|---|----|---|---|---|----|
| 1. The guidelines are clearly stated. If you disagree, what changes would you make? | SA | A | ? | D | SD |
|---|----|---|---|---|----|

2. The guidelines examples are appropriate. If you disagree, what changes would you make? SA A ? D SD
3. The guidelines adequately apply to all seven vocational education disciplines. If you disagree, please cite examples. SA A ? D SD
4. The guidelines were appropriate for the media you evaluated. If you disagree, please indicate guidelines that were inappropriate and your comments for changing them. SA A ? D SD

III. Sex Equity Check Sheet

1. The directions were clear. If you disagree, please suggest changes. SA A ? D SD
2. The check sheet results for "art" agreed with your intuitive assessment of the art work. If you disagree, please comment on possible reasons for the disparity. SA A ? D SD
3. The check sheet results for "language" agreed with your intuitive assessment of the language. If you disagree, please comment on possible reasons for the disparity. SA A ? D SD
4. The check sheet results for "content" agreed with your intuitive assessment of the content. If you disagree, please comment on possible reasons for the disparity. SA A ? D SD

IV. Strategies

1. A table of contents indicating page numbers for each strategy section should be included. SA A ? D SD

2. The color coding for each strategy section saved time. SA A ? D SD
3. The four column format was easy to use.
If you disagree, please indicate your suggestions
for change. SA A ? D SD
4. At least half of the strategies were applicable
to your discipline. If you disagree, indicate
what proportion you believe might apply. SA A ? D SD

V. Lesson Plans

1. The lesson plan form was easy to use. SA A ? D SD
2. Enough space was allowed for comments. If you
disagree, what changes would you suggest? SA A ? D SD
3. The lesson plan form could be completed in a
reasonable amount of time. If you disagree,
what changes do you suggest. SA A ? D SD

VI. Adaptability of Teaching Method

1. Please indicate which strategy categories appear
most adaptable to your vocational area. Check as they apply.
_____ art
_____ language
_____ content
2. Please rank the strategy categories as they adapt
to your vocational area. Consider 1, most useful;
3, the least useful. Check as they apply.
_____ art
_____ language
_____ content
3. Please rank the teaching techniques as they
adapt to your vocational area. Consider 1,
most useful; 5, the least useful. Check as they apply.
_____ discussion
_____ audio-visual
_____ show, tell, try
_____ experiences out-
side the classroom
_____ management

Table A
Teacher Evaluation Of Field Test Module
by Frequency and Percentage

Item Number	SA Strongly Agree		A Agree		? Undecided		D Disagree		SD Strongly Disagree		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
<u>Preparation for Module Use</u>												
1. use module without inservice education	1	8	4	31	2	15	3	23	3	23	0	0
2. directions clear	2	15	8	62	3	23	0	0	0	0	0	0
3. flow chart needed	2	15	8	62	2	15	1	8	0	0	0	0
4. charge clearly stated	4	31	8	62	0	0	0	0	1	8	0	0
5. introduction complete	0	0	9	69	1	8	2	15	1	8	0	0
<u>Sex Equity Guidelines</u>												
1. guidelines clearly stated	2	15	11	85	0	0	0	0	0	0	0	0
2. appropriate guideline examples	1	8	10	77	0	0	0	0	2	15	0	0
3. guidelines apply to discipline	1	8	9	69	1	8	0	0	2	15	0	0
4. guidelines evaluated media	1	8	12	92	0	0	0	0	0	0	0	0
<u>Sex Equity Check Sheet</u>												
1. clarity of directions	2	15	11	85	0	0	0	0	0	0	0	0
2. intuitive assessment for art	4	31	7	54	2	15	0	0	0	0	0	0
3. intuitive assessment for language	3	23	9	69	0	0	0	0	0	0	1	8
4. intuitive assessment for content	1	8	12	92	0	0	0	0	0	0	0	0
<u>Strategies</u>												
1. inclusion of table of contents	1	8	9	69	1	8	2	15	0	0	0	0
2. color coding saved time	8	62	4	31	0	0	1	8	0	0	0	0
3. four column ease of use	5	38	6	46	1	8	1	8	0	0	0	0
4. 50% were applicable to discipline	1	8	9	69	0	0	1	8	1	8	1	8
<u>Lesson Plans</u>												
1. ease of use	4	31	7	54	1	8	0	0	0	0	1	8
2. enough space for comments	4	31	8	62	0	0	0	0	0	0	1	8
3. completed in reasonable time	5	38	5	38	1	8	1	8	0	0	1	8

Note. Percentages are rounded to nearest whole number.

Name _____

School _____

Teacher Evaluation of Strategy
(Field Test Prototype)

Directions to Teacher: Please respond to the following items by completing as indicated below. We desire your response whether you used the strategy directly from the module or whether you adapted it to fit your particular subject area and class.

Please complete these sentences.

1. This strategy was used in lesson plan number _____.
2. The number of minutes I spent preparing for teaching the strategy prior to class was _____.
3. The number of minutes I spent using the strategy in class was _____.

Please check a yes or no as appropriate for the following statements:

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 4. I was at ease using the strategy. | _____ | _____ |
| 5. I was able to integrate the strategy into the lesson without difficulty. | _____ | _____ |
| 6. I forced the strategy into the lesson. | _____ | _____ |
| 7. I was enthused about the strategy. | _____ | _____ |
| 8. I believe the strategy was appropriate for this grade level. | _____ | _____ |
| 9. I believe the strategy supported the media I used whether it was biased or equitable. | _____ | _____ |
| 10. I believe the strategy in the module was clearly stated. | _____ | _____ |
| 11. I believe the strategy is adaptable for a variety of classes in my discipline. | _____ | _____ |
| 12. I informally evaluated student learning resulting from use of the strategy. | _____ | _____ |
| 13. I formally evaluated student learning resulting from use of the strategy. | _____ | _____ |

Please write additional comments you may have here.



WE NEED YOUR HELP!

Sex _____

Grade _____

Class _____

School _____

Teacher _____

Date _____

I. Please circle the letter of the answer you believe is best.

1. An example of a nontraditional societal role is

- a. a woman who coaches a football team.
- b. a woman girl scout leader.
- c. a man boy scout leader.
- d. a man who coaches a softball team.

2. Sex bias is a

- a. denial of individual opportunity.
- b. feeling that males and females are equal.
- c. prejudice based solely on sex.
- d. belief that people of the same sex have the same abilities.

3. If media is sex equitable, it presents

- a. fair treatment of roles for females and males.
- b. females in nontraditional roles.
- c. only males in nontraditional roles.
- d. more females than males in nontraditional roles.

4. An example of a person in a nontraditional occupation is a

- a. female cattle buyer.
- b. female dental hygienist.
- c. male brick layer.
- d. male gas appliance servicer.

II. Check a yes or no for the following statements.

	<u>Yes</u>	<u>No</u>
1. Did you learn about equality between the sexes in this class today?	_____	_____
2. Have you ever talked about equality between the sexes in this class?	_____	_____

Yes

No

3. Have you felt comfortable with the ideas presented? Please explain reason for your answer.

4. Do females and males have equal opportunities in this class to:

- a. be the group leader
- b. be the group recorder
- c. do clean-up jobs
- d. give class demonstrations
- e. suggest individual projects

III. Read all of the choices below, then check those that describe you.

1. Because of the lesson today I might be more apt to:

- ___ a. notice when biased words are used.
- ___ b. accept males in nontraditional roles.
- ___ c. accept females in nontraditional roles.
- ___ d. talk to others about the effects of sex bias.
- ___ e. show an interest in activities for both sexes.
- ___ f. use resources to learn more about sex equity.
- ___ g. show concern for others when sex bias occurs.
- ___ h. use bias-free language.
- ___ g. aid a friend who has received biased treatment because of his/her sex.

2. The main thing that I learned from this lesson was:

IV. I would rate today's lesson (Make an "X" on each line):

Interesting					Dull
Exciting					Blah
Worthless					Useful
Important					Unimportant
Same Old Stuff					New to Me

TO: Sex Equity Project Staff

RE: Field Test Site Visits

Take the following materials on your visit.

For teacher:

1. Student forms - Enough for all students in the largest class (one/student). These will be done only once.
2. Teacher Evaluation of Strategy - 4 copies. Ask teacher to put behind each individual lesson plan.
3. Stamped, addressed manila envelope for participant to use for returning module and students forms.
4. Camera and film - ask permission to take pictures.

For staff:

1. Observer packet - Take, fill out, and bring back. Do only for one class.

Staff Responsibilities:

1. You may need to check in at the office. Leave this up to the teacher to determine if it is necessary.
2. Remind participant of deadline for returning materials - April 23, 1979.
3. Record mileage - 15¢/mile, meals, and retain receipt for motel.

Field Test Monitor Information Sheet

Observer's name _____

Teacher's name _____

Discipline _____ Class title _____

Grade level _____ Date _____

Class setting (lab, lecture room, etc.) _____

Major topic emphasized _____

Number of students in class _____ females _____ males

Lesson plan no. _____

Instructional Media: (circle) biased _____ equitable _____

art _____ language _____ content _____

Technique: (circle) discussion _____ audio/visual _____

experiences outside classroom _____ show/tell/try out _____ management _____

Time spent on strategy in class was _____ minutes.

Total class period was _____ minutes.

Table B
Field Test Monitor Information
by Frequency and Percentage

Item Number	SA Strongly Agree		A Agree		? Undecided		D Disagree		DS Strongly Disagree		No Response	
	f	%	f	%	f	%	f	%	f	%	f	%
<u>Student Reaction to Strategy</u>												
<u>Classroom</u>												
1. attentive during strategy	8	61	5	38	0	0	0	0	0	0	0	0
2. attentive during other activities	5	38	6	46	0	0	0	0	0	0	2	15
3. participated in strategy	5	38	5	38	0	0	0	0	1	8	2	15
4. strategy was clear	3	23	3	23	5	38	0	0	1	8	1	8
5. identification of strategy	4	31	5	38	4	31	0	0	0	0	0	0
6. willingly did activity	8	61	3	23	0	0	0	0	1	8	1	8
7. enthusiastic about activity	4	31	5	38	4	31	0	0	0	0	0	0
8. aware of reason	2	15	4	31	3	23	2	15	2	15	0	0
<u>General observations</u>												
9. avoid sexist language	2	15	3	23	6	46	1	8	0	0	1	8
10. avoid sexist comments	1	8	4	31	4	31	2	15	0	0	2	15
11. interaction unbiased	1	8	2	15	5	38	1	8	0	0	4	31
<u>Teacher Use of Strategy</u>												
1. explanation of strategy	1	8	2	15	0	0	4	31	6	46	0	0
2. at ease with strategy	9	69	3	23	0	0	1	8	0	0	0	0
3. integration of strategy	8	61	4	31	0	0	0	0	0	0	1	8
4. forced into lesson	0	0	1	8	0	0	2	15	10	77	0	0
5. teacher enthused about strategy	3	23	7	54	3	23	0	0	0	0	0	0
6. adaptation appropriate for grade	10	77	3	23	0	0	0	0	0	0	0	0
7. supported instructional media	9	69	1	8	1	8	1	8	1	8	0	0
8. learning informally evaluated	5	38	2	15	2	15	2	15	1	8	1	8
9. learning formally evaluated	1	8	0	0	2	15	3	23	6	46	1	8

Note. Based on monitor visits to 13 field test sites. Percentages rounded to nearest whole number.

Observer _____

School _____

Classroom

Student Reaction to Strategy

- | | | | | | |
|--|----|---|---|---|----|
| 1. Students were attentive during strategy activity. | SA | A | ? | D | SD |
| 2. Students were attentive during other class activity(ies). | SA | A | ? | D | SD |
| 3. Students participated in strategy activity. | SA | A | ? | D | SD |
| 4. Strategy was clear to students. | SA | A | ? | D | SD |
| 5. Students could identify with strategy. | SA | A | ? | D | SD |
| 6. Students willingly did the activity. | SA | A | ? | D | SD |
| 7. Students were enthusiastic about doing the activity. | SA | A | ? | D | SD |
| 8. Students were aware of reason this activity was included. | SA | A | ? | D | SD |

General observations

- | | | | | | |
|--|----|---|---|---|----|
| 9. Students appeared to avoid use of sexist language. | SA | A | ? | D | SD |
| 10. Students appeared to avoid making sexist comments. | SA | A | ? | D | SD |
| 11. Student interaction between sexes appeared to be unbiased. | SA | A | ? | D | SD |

Observer _____

School _____

Use of Strategy

- | | | | | | |
|---|----|---|---|---|----|
| 1. Teacher explained to students that a specific strategy was being used. | SA | A | ? | D | SD |
| 2. Teacher seemed at ease with the strategy. | SA | A | ? | D | SD |
| 3. Strategy was integrated into the lesson. | SA | A | ? | D | SD |
| 4. Strategy was forced into the lesson. | SA | A | ? | D | SD |
| 5. Teacher was enthused about strategy. | SA | A | ? | D | SD |
| 6. Adaptation of strategy was appropriate for this grade level. | SA | A | ? | D | SD |
| 7. The strategy supported the instructional media whether it was biased or equitable. | SA | A | ? | D | SD |
| 8. Student learning from strategy was informally evaluated by teacher. | SA | A | ? | D | SD |
| 9. Student learning from the strategy was formally evaluated by the teacher. | SA | A | ? | D | SD |

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

July 13, 1979

TO: Advisory Committee
Field Testers
Sex Equity in Vocational and Technical Education

FROM: Project Staff
Iowa State University

We are pleased to forward to you a portfolio - "Promoting Sex Equity in the Classroom: A Resource for Teachers in Vocational and Technical Education." Without your valued contributions of time and knowledge the project objectives would not have been reached. It is our hope that you, too, will feel a sense of accomplishment and satisfaction with the final product.

Thank you for your concern for and assistance in promoting sex equity in the vocational and technical classrooms in the State of Iowa. We appreciated and enjoyed working with each of you.

Margaret Tossie
Virginia E. Thomas
Barbara A. Rougrie
Rogge Decker
Jan Van Buren
Leo Martin

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

April 11, 1979

TO: Advisory Committee
Sex Equity in Vocational/Technical Education

FROM: Project Staff *M. Torrie
Virginia Thomas*

The final advisory committee meeting for the project "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Education Curriculum Materials and Resources" will be held Monday, April 30, from 9:00 a. m. to 3:30 p. m. in Room 150-154 in the Scheman Building at Iowa State University. We hope our telephone call last month has enabled you to keep the date open for the meeting.

The modules containing the guidelines and strategies compiled at the Phase I and Phase II Workshops are now being field tested by our participating teachers. On April 30 the evaluation from students and teachers, as well as data collected by the project staff during classroom observations, will be available for your use. It is anticipated that your committee will make recommendations for revising and packaging the curriculum modules, based upon the field testing data. In addition we seek your suggestions for presenting the materials to representatives of the AEAs and merged area schools after revisions are completed.

Please record your mileage driving to Ames as travel vouchers will be completed before you leave. Luncheon will be provided at Scheman. For those who would like to arrive Sunday evening, please call Barbara Rougvie, 515-294-3250, by April 24 and a room reservation will be made for you.

We are looking forward to the opportunity of working with you once more.

Sex Equity Project

Final Advisory Meeting

Monday, April 30, 1979

150-154 Scheman

9:00 - 9:30	Coffee and Welcome
9:30 - 10:15	Orientation to Guidelines and Module
10:15 - 11:00	Field Test Reports
11:00 - 12:00	Field Test Data Review
12:00 - 1:00	Lunch
1:00 - 1:30	Small Group Interaction Discipline Input
1:30 - 2:30	Large Group Discussion Packaging Dissemination
2:30 - 2:45	Break
2:45 - 3:15	Advisory Committee Project Evaluation
3:15 - 3:30	Wrap-Up.

Advisory Committee Project Evaluation

Please indicate the extent to which you agree or disagree that the following project objectives have been met.

- SA - Strong Agree
- A - Agree
- ? - Undecided
- D - Disagree
- SD - Strong Disagree

Please write any additional comments on the back of this sheet. If you would like to discuss these further; please sign your name.

Turn to page 11 of the proposal.

Major Objective SA A ? D SD

First Phase Workshop

A. SA A ? D SD

B. SA A ? D SD

Second Phase Workshops

A. SA A ? D SD

B. SA A ? D SD

C. SA A ? D SD

Compile workshop contributions and field test

SA A ? D SD

Revise based on field test data

SA A ? D SD

Third Phase Workshop

A. SA A ? D SD

B. SA A ? D SD

C. SA A ? D SD

Name _____

Field Test Module Evaluation

You have used the Sex Equity Project Module. We would like your reaction toward the module. Please indicate the extent to which you agree or disagree with the following statements by circling the appropriate letter.

- SA - Strongly Agree
- A - Agree
- ? - Undecided
- D - Disagree
- SD - Strongly Disagree

Please feel free to write any comments in the space provided or on the back of these pages.

I. Preparation for module use.

1. The module could be used without an inservice session. SA A ? D SD
2. The written directions were clear. If you disagree, please indicate places where changes should be made. SA A ? D SD
3. A pictorial representation (i. e., flow chart, graph) of the media evaluation categories and teaching techniques included with the directions portion of the module would be beneficial. SA A ? D SD
4. The charge was clearly stated. If you disagree, please write below your suggestions for improvement. SA A ? D SD
5. No other questions and/or answers need to be included in Part II, "Introduction to the Module." If you disagree, please write below your suggestions for improvement. SA A ? D SD

II. Sex Equity Guidelines

1. The guidelines are clearly stated. If you disagree, what changes would you make? SA A ? D SD

2. The guidelines examples are appropriate. If you disagree, what changes would you make? SA A ? D SD
3. The guidelines adequately apply to all seven vocational education disciplines. If you disagree, please cite examples. SA 'A ? D SD
4. The guidelines were appropriate for the media you evaluated. If you disagree, please indicate guidelines that were inappropriate and your comments for changing them. SA A ? D SD

III. Sex Equity Check Sheet

1. The directions were clear. If you disagree, please suggest changes. SA A ? D SD
2. The check sheet results for "art" agreed with your intuitive assessment of the art work. If you disagree, please comment on possible reasons for the disparity. SA A ? D SD
3. The check sheet results for "language" agreed with your intuitive assessment of the language. If you disagree, please comment on possible reasons for the disparity. SA A ? D SD
4. The check sheet results for "content" agreed with your intuitive assessment of the content. If you disagree, please comment on possible reasons for the disparity. SA A ? D SD

IV. Strategies

1. A table of contents indicating page numbers for each strategy section should be included. SA A ? D SD

2. The color coding for each strategy section saved time. SA A ? D SD
3. The four column format was easy to use.
If you disagree, please indicate your suggestions
for change. SA A ? D SD
4. At least half of the strategies were applicable
to your discipline. If you disagree, indicate
what proportion you believe might apply. SA A ? D SD

V. Lesson Plans

1. The lesson plan form was easy to use. SA A ? D SD
2. Enough space was allowed for comments. If you
disagree, what changes would you suggest? SA A ? D SD
3. The lesson plan form could be completed in a
reasonable amount of time. If you disagree,
what changes do you suggest. SA A ? D SD

VI. Adaptability of Teaching Method

1. Please indicate which strategy categories appear
most adaptable to your vocational area. Check as they apply.
 art
 language
 content
2. Please rank the strategy categories as they adapt
to your vocational area. Consider 1, most useful;
3, the least useful. Check as they apply.
 art
 language
 content
3. Please rank the teaching techniques as they
adapt to your vocational area. Consider 1,
most useful; 5, the least useful. Check as they apply.
 discussion
 audio-visual
 show, tell, try
 experiences out-
side the classroom
 management

Order Form

Sex Equity Strategies & Guidelines

Particulars

Development of the modules

Many individuals have contributed to the development of these resource materials. Members of an Advisory committee were chosen on the basis of expertise in vocational and technical education and represented a cross section of agencies involved in vocational education. The committee conferred with staff at intervals, recommended project procedures, and provided guidance in the product development.

Workshops were held to develop guidelines and specific strategies for each of the seven vocational-technical education disciplines. These workshops were attended by more than 80 Iowa secondary and postsecondary classroom teachers. In addition, representatives from business and industry participated. Both secondary and postsecondary teachers field tested the materials. These were teachers who had attended one of the workshops. Project staff organized and edited the suggested guidelines and strategies and supervised the printing of the modules.

Project staff

Director - Margaret Torrie, Ed.D.
Co-Director - Virginia Thomas, Ph.D.
Administrative Assistant - Barbara Rougvie
Graduate Assistants -
Leo Martin
Janis Van Buren
Roger Wichman

Project initiator

Vocational Education Council
Under direction of the Department of
Home Economics Education
Iowa State University
Ames, Iowa 50011

Published under Exemplary Grant
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Promote It

SEX EQUITY IN
THE CLASSROOM—
Vocational and
Technical Education

Cut at Fold

To: Educational Services Director

City

State

Zip Code

Why and How

It's the law!

One purpose specified in Public Law 94-482 Education Amendments of 1976, Title II is "to carry out programs of vocational education in each state to overcome sex discrimination and sex stereotyping. ..."

Print and nonprint instructional materials can perpetuate sex discrimination. This presents a challenge. Help can be on the way to you by ordering all or any part of the newly created materials described in this brochure.

What kind of help?

Guideline statements to determine sex equity in instructional materials have been developed. They are limited to three categories: art, language, and content. Also, an easy to use Sex Equity Guideline Check Sheet has been created for use in evaluating existing print and nonprint media, for selecting new materials to be purchased or acquired and for developing original instructional materials.

Many strategies to involve students have been compiled; several were tested in Iowa vocational and technical education classes. Strategies are organized according to customary teaching techniques and were effective in creating awareness of sexism in media being used. In addition, ways were discovered to compensate for or remove the sex bias.

Strategy examples

Art guideline #7 is "Illustrations of people include many body types and occasional evidence of handicaps". If sex bias exists in materials, a teacher could ask students to supplement these resources by observing TV commercials and tabulating body type characteristics of both male and female performers. Discuss the results.

Language guideline #3 is "Gender-free nouns are substituted for gender pronouns". Students could be asked to rewrite items such as job descriptions so it isn't evident the job is for a female or male.

Twelve Modules

Purposes of this series

To increase awareness of the sex bias existing in instructional media used in vocational and technical education.

To provide resources for teachers and students which will aid in evaluating print and nonprint instructional media for sex bias or sex equity.

To suggest creative teaching/learning strategies to promote and maintain sex equity in the voc-tech classroom.

Description

Title of the series is Promoting Sex Equity in the Classroom--A resource for Teachers--Vocational and Technical Education. The information in Modules 1,2,3,4, and 5 is applicable to many subjects generally offered in secondary and postsecondary schools. A compilation of teaching strategies is included and they are linked to four commonly used teaching techniques.

Modules 5 through 11 focus on use of the Sex Equity Guidelines and the strategies that are appropriate for specific vocational and technical education subjects. There is a sample lesson plan in each of these modules which incorporates strategies to promote sex equity. The lesson plan is based on a topic generally taught, using a customary teaching technique. If print or nonprint media was used in the lesson a sex equity guideline checksheet is included.

PROMOTING SEX EQUITY IN THE CLASSROOM

- Module #1 An Introduction
- Module #2 Sex Equity in the Classroom
- Module #3 Strategies - Art
- Module #4 Strategies - Language
- Module #5 Strategies - Content

- Module #6 Agriculture
- Module #7 Distributive Education
- Module #8 Health Occupations Education
- Module #9 Home Economics
- Module #10 Office Occupations
- Module #11 Technical Education
- Module #12 Trade and Industrial Education

How to Order

Iowa's 15 Area Education Agencies provide instructional resources for K-12 teachers. Materials are sent only to those who ask for them. To receive any of the modules in the series, Promoting Sex Equity in the Classroom A Resource for Teachers--Vocational and Technical Education, secondary teachers, direct your requests to the Area Education Agency associated with your school. Postsecondary teachers contact the Merged Area School closest to your location.

Cut Here

Cut at fold
Date

To: Education Services Director
Local AEA or Merged Area School

Dear Director:

I would like to receive a copy of Promoting Sex Equity in the Classroom:
A Resource for Teachers--Vocational and Technical Education, Module
Number(s)

Address Modules to:

Your name

Street address

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

July 13, 1979

TO: Advisory Committee
Field Testers
Sex Equity in Vocational and Technical Education

FROM: Project Staff
Iowa State University

We are pleased to forward to you a portfolio - "Promoting Sex Equity in the Classroom: A Resource for Teachers in Vocational and Technical Education." Without your valued contributions of time and knowledge the project objectives would not have been reached. It is our hope that you, too, will feel a sense of accomplishment and satisfaction with the final product.

Thank you for your concern for and assistance in promoting sex equity in the vocational and technical classrooms in the State of Iowa. We appreciated and enjoyed working with each of you.

Margaret Tossie
Virginia E. Thomas
Barbara S. Raugvie
Rogge Decker
Jan Van Buren
Leo Martin

Department of
Educational Services
100 East
Des Moines, Iowa 50319

Division of Vocational and Technical
Education
100 East Des Moines, Iowa 50319

IOWA STATE
UNIVERSITY

Des Moines, Iowa
June 12, 1977

South Room, East Hall
June 12, 1977

Appendix

10:00 - 10:15

Registration and Welcome

10:15 - 10:30

During the past several months over 80 secondary and postsecondary teachers from all vocational disciplines, administrators, counselors, and other educational personnel have participated in a series of workshops on the Iowa State Center. These workshops provided essential input to the project "Strategies and Substrategies for the Utilization of Vocational and Technical Curriculum Materials" sponsored by the Vocational Education Council at Iowa State University and funded by the Iowa State Department of Public Instruction.

APPENDIX G
PHASE III WORKSHOP

10:30 - 11:00

Project Overview

After field testing the materials produced at the various workshops, a portfolio containing a series of studies "Projecting the Study in the Classroom: A Resource for Teachers in Vocational Technical Education" was developed. These materials are now ready for dissemination.

An orientation session is planned as an introduction to the available uses of these materials. You, or a designated representative from your institution, are requested to attend a one day meeting in South Room, East Hall, June 29. The meeting will be held at the Gateway Center Hotel located at the intersection of US 30 and I-205 from 8:00 a. m. to 5:30 p. m. in the South Room. (Enter building with second floor 200 - 2000 a. m.)

You will be reimbursed for travel at the rate of 14¢ per mile. Please record your mileage driving to and from. If you have more than a two hour drive to and from you would like a reimbursement of the Iowa State University (IOWA STATE) expense for lodging and meals. Reimbursement of your earliest contact with the project will be made. If you have questions, please call Margaret Torrie at 515-281-1533 or 515-281-4444.

11:00 - 11:15

Project Overview

We are looking forward to meeting you and working with you on June 29th. Thank you for your contribution to the project.

11:15 - 11:30

[Signature]
Virginia Torrie, Ph.D.
Project Co-Director

[Signature]
Margaret Torrie, Ed.D.
Project Director

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
166 LeBaron Hall
Ames, Iowa 50011

Telephone 515-294-6444

June 13, 1979

Dear

During the past several months over 80 secondary and postsecondary teachers from all vocational disciplines, administrators, counselors, and other educational personnel have participated in a series of workshops on the Iowa State campus. These workshops provided essential input to the project "Strategies and Guidelines for the Elimination of Sexism in Vocational and Technical Curriculum Materials and Resources," sponsored by the Vocational Education Council at Iowa State University and funded by the Iowa State Department of Public Instruction.

After field testing the materials produced at the various workshops, a portfolio containing a series of modules "Promoting Sex Equity in the Classroom: A Resource for Teachers in Vocational and Technical Education," was developed. These materials are now ready for dissemination.

An orientation session is planned as an introduction to the possible uses of these materials. You, or a designated representative from your educational institution, are requested to attend a one day meeting in Ames on Friday, June 29. The meeting will be held at the Gateway Center Motor Hotel located at the intersection of US 30 and Elwood Drive from 9:00 a. m. to 3:30 p. m. in the South Room. Coffee and rolls will be served from 9:00 - 9:30 a. m.

You will be reimbursed for travel at the rate of 15¢/mile; please record your mileage driving to Ames. If you have more than a two hour drive to Ames, perhaps you would like a reservation at the Iowa State Memorial Union (our expense) for Thursday night, June 28th. Please return at your earliest convenience the enclosed post card informing us of the decisions of your agency's representative. If you have questions, please call Margaret Torrie at 515-294-1733 or 515-294-6444.

We are looking forward to meeting you and working with you on June 29th. Thank you for your cooperation.

Margaret Torrie

Margaret Torrie, Ed. D.
Project Director

Virginia Thomas

Virginia Thomas, Ph. D.
Project Co-director

PHASE III - SEX EQUITY WORKSHOP

Elimination of Sexism in Vocational and Technical
Education Curriculum Materials and Resources

Friday, June 29, 1979

South Room, Gateway Center

Agenda

- | | |
|---------------|--|
| 9:00 - 9:30 | Coffee and Welcome |
| 9:30 - 9:45 | Introduction |
| 9:45 - 10:30 | AVA Perspectives
Dr. Roni D. Posner |
| 10:30 - 11:45 | Project Overview |
| 11:45 - 12:15 | R and R |
| 12:15 - 1:15 | Lunch |
| 1:15 - 1:45 | Film: "When I Grow Up"
Discussion |
| 1:45 - 2:45 | Promoting Sex Equity in the Classroom:
A Resource for Teachers: Vocational and
Technical Education |
| 2:45 - 3:15 | Projections of Intended Use
Perceptions of the Ripple Effect |
| 3:15 - 3:30 | Closing |

Perceptions of the Ripple Effect

Intentions toward using the materials: "Promoting Sex Equity in the Classroom:
A Resource for Teachers - Vocational Technical Education."

Directions: Please check (✓) items as they relate to your perceptions of
what your educational agency will do to promote these materials.

Type of agency represented:

- AEA
 Community College
 DPI
 Other

1. The promotion of these new materials will be the responsibility of the
person in the position titled _____.
2. Is additional interpretation of materials necessary for optimum promotion?
 yes
 no
 maybe

If yes, or maybe, what kinds of information would be useful?

3. Materials will be introduced to agency personnel by
 formal staff inservice.
 informal discussion.
 no discussion.

4. Would a follow-up telephone call before September, 1979, from project staff be helpful in encouraging dissemination and use of materials?

_____ yes

_____ no

If yes, whom shall we call?

5. Educational agency explanation of sex equity materials is most likely to be accomplished by:

Technique

Group

_____ a. letter to

_____ a. local school administrators

_____ b. multicultural nonsexist advisory committee

_____ c. multicultural nonsexist coordinator

_____ d. other (please specify)

_____ b. personal presentation to

_____ a. local school administrators

_____ b. multicultural nonsexist advisory committee

_____ c. multicultural nonsexist coordinator

_____ d. other (please specify)

_____ c. telephone call to

_____ a. local school administrators

_____ b. multicultural nonsexist advisory committee

_____ c. multicultural nonsexist coordinator

_____ d. other (please specify)

_____ d. none of the techniques above, but possibly _____

6. The educational agency could increase teacher awareness of the sex equity materials by:

_____ brochure mailings,
 _____ letters to vocational teachers.
 _____ newsletters to administrators.
 _____ newspaper articles,
 _____ personal contact-telephone calls.
 _____ personal contact-visits to schools.

Please indicate other methods your educational agency might use to create awareness.

7. The educational agency could increase teacher interest in materials by

_____ conducting inservice training.
 _____ interpretation from DPI consultants.
 _____ preparation of a series of monthly articles that are mailed to teachers.
 _____ reproduction and distribution of Modules #1-5 and specific discipline modules for all vocational teachers in your area.

Please indicate other methods your educational agency might use to increase interest.

8. Your educational agency may facilitate teacher evaluation of materials by

_____ a usability questionnaire,
 _____ verbal feedback - personal contact.
 _____ verbal feedback - telephone call.
 _____ other (please specify)

9. For which subject area(s) and/or target population(s) other than vocationally related might these materials be appropriate?

<u>Subject(s)</u>	<u>Population(s)</u>
_____ anthropology	_____ adult learners
_____ art	_____ bilingual
_____ career education	_____ disadvantaged
_____ history	_____ displaced homemakers
_____ language arts	_____ handicapped
_____ math	_____ senior citizens
_____ psychology	
_____ science	
_____ sociology	

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