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ABSTRACT

A staff development program on gender equity was conducted for personnel in Wisconsin's technical colleges using the train-the-trainer method. The training took two approaches: a class for college personnel and career challenge training for project directors of single parent and displaced homemaker grants. The inservice class resulted in increased sensitivity to diversity and raised awareness of staff responsibility for an equitable environment. The model used mentoring, peer coaching, and classroom observation to develop strategies that create a supportive, more equitable learning environment for all students. Participants included 166 people involved in research to improve interaction within the technical colleges. Career challenge facilitators work with single parents and displaced homemakers to help them develop appropriate skills to enter and complete nontraditional courses leading to higher wage occupations. The 1-week course for these trainers consisted of problem solving, trust building, and risk taking to help women develop self-confidence and make decisions regarding future training and work. Four persons now have facilitator training credentials that enable them to train others to conduct career challenge courses. Recommendations were made to continue the staff development efforts and to enhance the training efforts for those who have already completed training by providing continuing support workshops. (Appendixes making up more than half the document include materials from the workshops, materials for facilitating an inclusive college environment, and materials from the career challenge facilitators' workshop.) (KC)

FINAL REPORT

**Wisconsin Technical College System Board
Equity Staff Development Workshops
and Services - Phase IV**

by

**Lorayne Baldus
Project Director**

Dr. Orville Nelson, Director

**Center for Vocational, Technical
and Adult Education
218 Applied Arts Building
UW-Stout
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**Wisconsin Technical College System Board
Equity Staff Development Workshops
and Services - Phase IV**

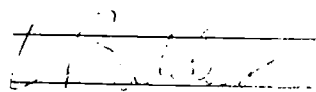
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Acknowledgments

A sincere expression of appreciation is extended to the many people throughout the Wisconsin Technical College System who participated in the activities conducted through this grant-funded project. Thanks go to Frances Johnson, Educational Equity Consultant, and the Sex Equity Advisory Committee who supported and guided the objectives of this project.

An expression of thanks is given to Dr. Orville Nelson, Director, Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. His assistance and suggestions throughout various phases of the project were extremely helpful.

Finally, a sincere thank you to the staff at the Center for Vocational, Technical and Adult Education: Mary Weber and Jackie Berg for their interest, cooperation and capable assistance during this project.

Wisconsin Technical College System Board Equity Staff Development Workshops and Services Phase IV

Introduction

The Wisconsin Technical College System Board (WTCSB) Phase IV Equity Staff Development project purpose was to continue staff development efforts to eliminate sex bias and sex role stereotyping throughout a statewide WTCS district training program. This strategy is designed to infuse equity concepts in curriculum instructional materials, teacher-student interactions and the learning environment. The ultimate goal is to provide a model of structural reform where the structure of courses, pedagogical techniques, institutional climate and system for recruitment and retention will co-exist with a supportive administrative structure; that is, where the regular support of departments and programs provide mechanisms to support the achievement of all students.

The previous sex equity staff development recommendations are:

1. Continue the Wisconsin Technical College System Board (WTCSB) Sex Equity Advisory Committee to provide long-term focus and continuity to staff development efforts within the state.
2. Provide support workshops to enhance the past training efforts. Collaborative, sharing-type workshops for both the GESA facilitators and the Career Challenge facilitators will help strengthen the current district program activities.
 - GESA support workshops to include;
 - sharing of curriculum revisions
 - sharing of materials developed
 - work groups to revise and develop postsecondary components for GESA
 - Career Challenge workshops to include;
 - sharing of curriculum revisions and activities included
 - work groups to strengthen facilitator role
 - sharing of recruiting strategies
3. Offer one UW-Stout credit to WTCS instructors participating in the GESA training.
4. Use a modified DACUM to determine equity competencies for the Wisconsin Technical College System. Incorporate equity competencies in the GESA training program.

The WTCSB Sex Equity Advisory Committee met three times in 1994-95. Statewide equity issues and methods to achieve equity were addressed. The committee emphasized that gender equity needs to be a very visible part of district strategic planning. Staff development objectives will include:

- Ongoing gender equity professional development activities to include, but not be limited to, ethnic, racial, disadvantaged, disabled and seniors;
- Statewide and/or regional equity inservice on sensitivity to diversity, use of gender fair language, methods to eliminate gender bias, gender fair curriculum units, and raised awareness of staff responsibility for an equitable environment.

The advisory committee staff development training objective, "Help districts develop a community of persons to address gender equity issues over time," resulted in Gender/Ethnic Expectations and Student Achievement (GESA) facilitator training workshops. GESA activities included the preceding objectives. Postsecondary facilitators conducted training in technical colleges and plans have been made to implement training in other districts. The strength of the GESA program is that it provides a mechanism for using educators to integrate equity into existing educational programs. Through this approach local capability is developed to sustain equity beyond special funding through preparing district staff to serve as trainers. The goal is to help teachers become better teachers through team work, collaboration and incorporation of equity principles into the classroom and curriculum.

Whereas, GESA is designed for K-12 programs, the use in postsecondary programs requires revision and adaptation. The GESA activities and classroom coding use higher level questioning teaching techniques within a typical classroom setting. The activities appeal to academic teachers but requires adaptations in directions and coding for the one-on-one and laboratory teaching predominant in the technical college system.

A second consideration is that college deans, supervisors, counselors, support staff and other administrators take this class which is designed specifically for classroom teachers. Their manner of observations and coding are different from a classroom setting requiring other means to observe disparities. The challenge for this project year was to provide work sessions for facilitators to share materials, adaptations, and strategies they have developed to make GESA a valuable postsecondary training opportunity.

A Career Challenge workshop was also conducted. This model of experiential learning, outdoor education, and group counseling techniques has been developed for use in re-entry programs that focus on recruiting women into nontraditional, technical, and trade occupations. The model has been incorporated by past participants into existing equity projects. Current facilitators met to share strategies used within the individual districts, discuss effectiveness of activities utilized, and explore ways to strengthen individual programs.

A project revision, eliminating the project director's responsibility of planning, arranging and conducting WTCSB Sex Equity Advisory Committee meetings, incorporated an objective to begin the process for a two-year development of an Equity Competency DACUM. Subsequent lack of funding to complete the DACUM required a different focus for project activities. A project activity change, focusing on district GESA training, materials, and format adaptations was made at the request of the WTCSB Educational Equity Consultant and district GESA facilitators.

The project director at UW-Stout coordinates training, serves as technical assistant to campus coordinators, registers district workshop participants, evaluates students and administers grades.

The format for this report includes the project objectives, a description of how each objective was developed and met, summary, recommendations and appendices. Equity Staff Development Workshops and Service's curriculum guide books and action plans for GESA and Career Challenge are on file at the Center for Vocational, Technical and Adult Education (CVTAE), 218 Applied Arts Building, UW-Stout, Menomonie, WI 54751.

The major objectives are to:

1. Provide technical support and training for GESA trained facilitators and offer one UW-Stout credit to district workshop participants.
2. Provide technical support for Career Challenge facilitators through additional training and networking opportunities.

3. Work with the advisory committee to further refine the development of a long-range equity plan designing a systematic approach to infuse equity concepts into existing staff development and curriculum development activity.
4. Begin the process for a two-year development of an Equity Competency DACUM in the Wisconsin College System and a curriculum integrated model, or process, linking the GESA content with the curriculum model.

Project Objectives

Objective 1: Provide technical support and training for GESA trained facilitators and offer one UW-Stout credit to district workshop participants.

GESA is designed as a self-actualizing program centering on voluntary participation, experimentation, and collaboration; taught by trained local district facilitators. This staff development effort helps teachers make constructive changes in the way they interact with students and frees them from stereotypical expectations about race and gender. A total of 166 persons have been trained through the technical college system in Wisconsin.

District coordinators met with administrators in their respective colleges to gain support for the training and to offer instructors recertification credits for their completion of GESA training. Participants were trained in equity concepts and specific techniques to make changes within their individual classrooms resulting in an institutional climate conducive to the retention and placement of special populations. Fox Valley Technical college educators continue to meet to discuss equity classroom strategies and will serve as mentors to those taking the class in 1995-96. Blackhawk Technical College and Milwaukee Area Technical College have been trained as facilitators. These two colleges, along with Southwest Technical College, will offer classes during the 1995-96 school year. Other colleges will continue to offer the class for one UW-Stout credit.

Topics included in the training are:

- Curriculum issues for equitable classroom climates;
- Pedagogical skills that address differing learning styles and cultural backgrounds to aid in retention of nontraditional and minority students in technology and vocational programs;
- An understanding of cultural differences that have impact upon the recruiting, retention and placement of women and minority populations.

GESA coordinator evaluations indicated that they would like updated information on application of the GESA activities for postsecondary institutions. The current curriculum is designed for elementary and secondary education and needs revision for use at the college level. Meetings were requested to discuss revisions and supplemental materials developed by individual teams for district training. GESA coordinators, at a session held in Madison, September 23, 1994, discussed the format and workbooks as used in the postsecondary system. Many valid points were made about the model and the usefulness for the technical colleges. The following areas were discussed:

- K-12 focus of the GESA workbook;
- Adaptations to fit the postsecondary institutions;
- Differences that exist between traditional teaching; laboratories, or one-on-one;
- Adaptations for persons taking the course who are not instructors;

- Differences that exist between divisions, i.e. technology and nursing;
- Use of resources and the need for resource suggestions;
- Recommendations for further exploration:
 - Documentation - anecdotal information;
 - Organization into different courses;
 - Videotape for use in the system;
 - Development of annotated resource list for use in the course;
 - Development of a course evaluation;
 - List of alternative activities to classroom observation;
 - Incorporation of motivation, management and harassment.

All GESA facilitators, trained at the January, 1994 workshop were invited to a sharing workshop November 7, 1994, at Mid-State Technical College, Stevens Point, WI. Eighteen persons from ten technical colleges attended. Each facilitator shared strategies developed, supplementary materials used, and adaptations to the GESA model. A brain-storming session was held to determine the direction and focus of the district training. The conclusions are as follows:

- Continue to offer the class with one UW-Stout credit;
- Collaboration with DPI:
 - Equity component within Tech-Prep or School-To-Work;
 - Combine GESA training for K-12 and WTCS personnel;
- Develop a vision statement;
- Staff development in action research;
- Incorporate peer coaching and mentoring in the second year following training.

A decision was made to combine the GESA Coordinator meeting with The WTCSB Sex Equity Advisory Committee meeting, Feb. 3, 1995. The purpose was to explore the possibility of developing a training model more appropriate to the postsecondary technical system in Wisconsin.

The joint meeting of the Advisory Committee and the GESA coordinators was held at the WTCSB office, Feb. 1, 1995. The project director reviewed a summary of district GESA evaluations and GESA coordinator recommendations. District participant evaluations were positive and indicated that most persons gained practical strategies for application of gender equity issues and teaching strategies in the classroom setting. The opportunity to interact with a diverse group of WTCS personnel was also appreciated. The main concern was that material and content were primarily for persons in the K-12 system, while the participants were all postsecondary personnel. All participants developed action plans to incorporate strategies learned. Evaluation questions, responses and comments are included in Appendix A.

A planning session to determine the vision, content and activities needed to develop a Wisconsin Technical Model of equity training concluded that many of the activities and content were contained in the current GESA model. Subsequent to that meeting, a decision was made to develop a supplement to the model addressing the postsecondary concerns. The supplementary adaptations to be developed are:

- Research articles on equity in college classrooms;
- Pedagogical techniques appropriate to the adult learner;
- Teaching aids depicting adult learners;

- Use of postsecondary institution terminology;
- Activities to illustrate inequities in college classrooms;
- Alternate activities for personnel not in the classroom;
- Observation forms for laboratory or one-on-one teaching;
- Role-playing situations of adult learners.

Four GESA coordinators met with the project director at Madison Area Technical College, May 26, 1995, in Portage, WI. The group consensus was that the GESA workbook did not fit the technical college participants. Discussion centered around the fact that an inclusive college environment includes all college staff from administrators to support staff. The result was the development of a vision statement and four mission statements. Another meeting will be held July 24, 1995, in Stevens Point to determine appropriate activities and resources. (Appendix B)

District coordinators requested support in the form of future workshops to include further training to develop the postsecondary component, assistance in continuing the training within districts, and the opportunity to share materials and strategies from the individual training experiences. Training will be incorporated as an ongoing integral component of the district staff training for instructors.

The project director assisted Linda Riley, Associate Researcher, CVTAE, UW-Stout, in conducting a GESA facilitator training session for Department of Public Instruction teachers and Wisconsin Technical College instructors. Postsecondary concerns were discussed. There remains a question of developing a separate format or simply a supplement. The pedagogy of higher order questioning is the same at any level and many of the identified disparities are relevant, but the audience is different. Whereas, the K-12 participants are all classroom teachers, WTCS participants include lab instructors, counselors, administrators and support staff as well as academic teachers. The GESA model is primarily for classroom teachers causing the difficulty in adapting the model to such a varied group. A decision must be made at the technical college level; whether we limit attendance to instructors only, adapt the current GESA model with a supplement, or develop a separate training model.

Objective 2: Provide technical support for Career Challenge facilitators through additional training and networking opportunities.

A Career Challenge workshop was held in Milwaukee, May 10, 1995, with 15 participants. These retraining workshops for facilitators provide an opportunity for project directors to share training ideas. Facilitators shared activities they have developed and incorporated into their individual programs. Regular opportunities for group networking help improve the quality of individual district programming through the sharing of successful strategies. More experienced facilitators help the beginning facilitators to plan and execute successful programs that benefit clients in single parent, displaced homemaker, and sex equity projects.

Session evaluations termed the workshop a success in that all participants were able to share the adaptations and strategies used in their individual programs. Participants unanimously agreed that subsequent workshops would be beneficial for strengthening the program through shared experiences. (Appendix C)

Objective 3: Continue WTCSB Sex Equity Advisory Committee Meetings.

The WTCSB Sex Equity Advisory Committee, comprised of eighteen members, (WTCS district staff, WTCS personnel and others with expertise in sex equity and multicultural programs) continued to define long-range goals, objectives, and strategies to effectively infuse equity into individual district strategic planning. Their goal is to continue to identify the best program approaches to facilitate a long-range staff development plan for the training and development of skills to assess and improve the classroom climate for WTCS special populations (cultural, racial, gender, disadvantaged, and disabled). The project director assisted the WTCSB Education Equity Consultant by presenting at meetings and funding meals.

Objective 4: Begin the process for a two-year development of an Equity Competency DACUM in the Wisconsin College System and a curriculum integrated model or process, linking the GESA content with the curriculum model.

A project revision was requested to begin a DACUM process with funds to be provided in a subsequent project revision. A meeting was held at the Madison Area Technical College, September 26, 1994, to discuss the design and use of a DACUM process in developing equity competencies for use in the GESA training. Participants disagreed as to the nature of the process and a decision was made to use a modified DACUM to identify competencies in the affective domain. Subsequent discussion focused on the need for assistance in developing a postsecondary component for GESA training. A decision was made to hold a workshop, November 7, 1994, to share materials and strategies used to supplement the training.

The project director was notified in November that additional funds for the DACUM objective would not be available. Due to lack of funding, the DACUM process and focus groups could not be completed. A review of competencies was begun, but was not compiled for validation when it became evident a focus group would not be formed and the DACUM process would not be used.

This project objective was changed through requests from the WTCSB Consultant and district GESA facilitators to help identify strategies and resources to make the GESA training more responsive to postsecondary curriculum and pedagogy. These activities are included under Objectives one and three.

Summary

The WTCSB Equity Staff Development project used a train-the-trainer method to inservice technical college personnel. The training has taken two approaches; a GESA class for college personnel and a Career Challenge training for project directors of single parent and displaced homemaker grants.

GESA inservice resulted in a sensitivity to diversity and raised awareness of staff responsibility for an equitable environment. The model uses mentoring, peer coaching, and classroom observation to develop strategies that create a supportive, more equitable learning environment for all students. One hundred and sixty-six persons have participated in classroom and institution research to improve interaction within the college. Current plans are to develop additional teaching aids and resources appropriate to postsecondary institutions. UW-Stout will continue to offer one credit to people who want to use this form of staff development to create environments more equitable for all students.

Career Challenge facilitators work with single parents and displaced homemakers to help them develop appropriate skills to enter and complete nontraditional courses leading to higher wage occupations. The one-week course consists of problem solving, trust building, and risk taking to help women develop self-confidence and make decisions regarding future training and work. This program has been highly successful and is now being tested in programs for single teen parents. Four persons have facilitator training credentials which enable them to train others to conduct Career Challenge courses.

The project activities are directed at working toward achieving the WTCSB Sex Equity Advisory goal; help districts develop a community of persons to address equity issues over time. The ultimate goal is to provide a model of structural reform where the structure of courses, pedagogical techniques, institutional climate and system for recruitment and retention co-exist with a supportive administrative structure, that is, where the regular support of departments and programs provide mechanisms to support the achievement of all students. The project will continue to provide support and training for local district staff.

Recommendations

1. Continue to cooperate with the WTCSB Sex Equity Advisory Committee and the Department of Instruction Equity Cadre to provide a long-term focus and continuity to staff development efforts within the state.
2. Provide support workshops to enhance the past training efforts. Collaborative, sharing-type workshops for both the GESA facilitators and the Career Challenge facilitators help strengthen the current district program activities. Offer one UW-Stout credit to WTCS instructors participating in the technical college district GESA training. To strengthen the district programs, provide:
 - GESA support workshops to include;
 - sharing of curriculum revisions
 - sharing of materials developed
 - work groups to revise and develop postsecondary components for GESA
 - Career Challenge workshops to include;
 - sharing of curriculum revisions and activities included
 - work groups to strengthen facilitator role
 - sharing of recruiting strategies.

Appendix A

Wisconsin Technical College System Board
310 Price Place, P. O. Box 7874
Madison, Wisconsin 53707-7874

SEX EQUITY ADVISORY COMMITTEE MEMBERS MEETING

October 27, 1994
at
State Board Office

A G E N D A

- 9:30 - 9:45 AM Introductions and Announcements of local activities
- 9:45 - 10:45 AM School to Work - What is Happening in Wisconsin?
What are the Equity Components?
Gabrielle Banick Wacker, WTCSB
- 10:45 - 11:00 AM **BREAK**
- 11:00 - 12:00 NOON Update on Grant Activities and Past Committee Work
A - GESA Training - Lorayne Baldus, UW-Stout
B - Certification - Fran Johnson, WTCSB
C - Sexual Harassment Survey - Fran Johnson, WTCSB
D - Sex Equity Request for Proposals - Fran Johnson, WTCSB
- 12:00 - 12:45 PM **LUNCH**
- 12:45 - 2:30 PM Indicators of Effectiveness for Equity
A - Current Applications of Performance Indicators
B - Review of Sex Equity Goals as Standards
C - Development of Indicators to Meet Standards

FJ:SP
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DATE: AUGUST 25, 1994
TO: GESA FACILITATORS
FROM: LORAYNE BALDUS
RE: GESA FACILITATOR WORKSHOP
NOV. 7, STEVENS POINT, WISCONSIN
MID-STATE TECHNICAL COLLEGE, ROOM 123

I have heard from some of you regarding dates for the one-day workshop. The November 7th date was the first choice of many and this coincides with the Statewide Equity Conference in Stevens Point, Wisconsin, Nov. 8-10. If you have not received that agenda and registration materials, they will be coming to you soon. I do not know how many of you intend to come to this conference or if you would be coming for the pre-conference which is Tuesday, Nov. 8. Our thought is to have the workshop in Stevens Point on Nov. 7, to accomodate those who would be attending the State Conference.

The GESA meeting will be a working meeting to share materials and to help facilitators in their planning and presentation of GESA materials for postsecondary teachers. It will be a practical, sharing work session including such topics as what you have found useful or not useful, what is missing, what successes/problems have occurred, materials needed, changing format or subject matter, where to find materials to strengthen the teaching/planning process, or how to work with administration for certification, plus brainstorming about how best to proceed with the GESA training. This discussion and brainstorming session will form the basis or structure to modify or change the GESA model to better fit the technical college system. This meeting will also form the foundation for additional facilitator training to support equity efforts in the technical colleges. Although some of you did not take the course to teach it in your districts, you may want to come to hear how it is being implemented within technical colleges.

If any of you have questions you would like answered by others, such as how colleges are handling this course for certification, please let me know and I will pass the word. If some have had really good success with a particular aspect, this would be great to share. Please bring any materials you have developed or used to share with others. You will hear from me in the near future with more more details on the GESA session.

In order for me to make plans, I need to hear from you. Please complete this survey and return it to me as soon as possible.

Return to Lorayne Baldus, Fax (715) 232-1985, by Sept. 19.

Name(s) _____

I (we) will attend the Nov. 7, Stevens Point meeting _____ (# of persons)

Suggestions for meeting agenda:

**GESA Swap-Meet
November 7, 1994**

**Mid-State Technical College
933 Michigan Avenue
Conference Center, Room 133
Stevens Point, Wisconsin**

Tentative Agenda

- 10:00 Coffee and Rolls
- 10:15 Goals 2000: Educate America Act provisions and implications for teacher training and improvement - Lorayne Baldus
- 10:30 GESA: Strategies that have worked - Discussion, Facilitators
- Post-secondary content changes
 - Activities for participants that are not instructors
 - Incorporation of equity issues
 - Successful use of role-playing
 - Recording or coding response interactions at the secondary level for situations other than traditional classroom situations
 - Other creative adaptations for post-secondary institutions
- 12:00 Lunch
- 12:45 Resources: Discussion of resources used, adaptations and sources: Barb Dougherty, Lorayne Baldus, GESA Facilitators
- 2:00 Break
- 2:15 Evaluation: Brainstorming and development of evaluation instrument for GESA and procedures for turning in grades for Stout credit
- 3:45 Future plans for teacher training in equity issues - Fran Johnson
- 4:30 Adjourn

Date: October 19, 1994
To: GESA Participants
From: Lorayne Baldus
Subject: November 7 meeting

Enclosed is an agenda for the meeting November 7, and maps of the Stevens Point campus. The responses indicate that most colleges are sending only one person each to this meeting. So far, I have received 9 confirmations plus Fran, Barb and me. I have not heard from Northeast, Lakeshore, Milwaukee, or Indianhead. Because of the small group, this will truly be a working and sharing session - no long speeches!

You will note that items on the agenda reflect what you have indicated as needs on your responses. It is meant to be a support type meeting, but we also need to develop criteria for evaluation of this type of training and make some decisions about how best to continue staff development in equity issues.

Please bring materials to share such as:

- Videos with complete bibliography for ordering
- Handouts developed
- Videos of coding or other classroom interactions
- Anecdotal reports of successful discussions or role-playing
- Successful strategies used or adaptations developed.

I look forward working with you in a very productive session. I also want to remind you of the Statewide Equity and Multicultural Education Convention in Stevens Point, November 8-10. If you do not have the registration information, please give me a call at 715-232-1395.

Remember to vote absentee if you are going to be gone November 8! We must do our civic duty!

Enclosures

GESA Coordinator Meeting
MATC-Madison
September 26, 1994
2:00 - 4:30 p.m.

Agenda

Discussion: Current Status of GESA Training; What is the best way to proceed with the GESA Model?

Questions to explore the effectiveness of the GESA model within the postsecondary system.

- GESA in the technical college system:

How useful are the five areas of disparities as presented in the model?

How much of the model did you use?

What adaptations did you have to make?

Are areas of disparity missing that are vital in the postsecondary setting?

How useful is the workbook?

- Should the GESA model continue to be used in the technical college system or should we be doing something different?

- What barriers exist for the continued use of this form of staff development?

- What needs exist:

Changed format or subject matter?

Source of materials to strengthen teaching/learning process?

Support for ongoing equity staff development within the individual colleges?

Recommendations

Adjourn

Post-Training Questionnaire Results

	<u>Most Important</u>	<u>Important</u>	<u>Not Needed</u>	<u>Undesirable Omit</u>
Response Opportunities.....	38	9	2	0
Wait Time.....	31	17	1	0
Touching.....	3	20	16	10
Probing	21	24	2	1
Higher Level Questions.....	18	29	2	0
Acknowledgement/ Feedback.....	28	18	3	0
Physical Closeness.....	5	27	12	5
Reproof	2	19	21	3
Listening.....	29	17	3	0
Analytical Feedback.....	16	32	1	0

TOTAL RESPONSES: 49

2. What are the three most helpful things you learned about yourself as a result of GESA?

Frightened by attitudes especially my own.

I need to wait giving my students the chance to think and answer positive feedback.

My students need to know that I am willing to accept and respect their wishes, especially about these issues.

To be patient and allow response time.

That lecture type classes can be done from anywhere in the room and I enjoy moving all around.

That I need to really use the GESA techniques with quieter students to bring them out and participate to their fullest.

Need to include all students.

Need to move and be close to students.

Keep up group focus.

Wait time

Info on minorities

The amount of response time I had to hear to use

Listening learned to use this more

Probing pick their brains

My use of group activities is proper

My wait time is appropriate

The amount of movement, i use in the classroom is adequate.

What was happening in the classroom vs. perception.

Opportunity to evaluate my point of view.

Use more higher level questions

Positive feedback

Provide all with response opportunities.

Need to increase waiting time.

Monitor

I became more aware of my shortcomings.

Try harder to provide higher level questions.

Listen to the students answers; clarify or expand if appropriate.

Be more aware of the need for wait time.

That I usually treat my students in a responsible manner and with respect.

I try to given them time to answer.

I always give feedback if needed.

I treat my students no differently.

That I do not provide enough wait time.

That I do a great job at probing.

That I'm sensitive to the needs of the students.

Need to take more time for answers from students be a better listener.

I have the same concerns, frustrations as other instructors.

I'm doing a great job of getting my messages, facts, and ideas across.

I need to move around the class more (I'm re-arranging the room next semester).

I have to watch myself in not getting to "casual" in my what of standing/sitting.

I am not gender bias.

I already use specifics brought out in the class.

I am not racially bias.

I try to involve all students.

At times I need to try to involve quieter students.

I am doing something right.

I need work on other items such as higher level questioning.

Affirmation of teaching style.

Have been always coquizant of gender bias in printed material and education. This showed me that what I feel about bias does exist and shouldn't.

Wait time is so important.

Be aware of response opportunities.

Use wait time.

Gender bias not a problem in my class.

I use most techniques well.

All I need are reminders occasionally.

I'm doing a good job. I have excellent control of my classes. I find much of this a review of other education classes I have attended.

Everyone can learn.

Students are import in answering.

Role playing very helpful.

That I lack ethnic understanding.

That I use gender slurs unintentionally.

That I use most of the techniques consistently in my teaching style.

I help the students too much/should let them search more.

Need to give the student more time to answer.

Need to give more feedback.

My wait time seems appropriate.

I haven't experienced very diverse situations.

I should identify a gender/ethnic situation and evaluate my performance.

I'm more curious about what male/female part I may exhibit in class, but I've been in a class so long it's difficult to know.

Ethnicity plays little role.

Race may be more critical than I thought - too much compensating by me.

Analytical feedback is beneficial and I'd like to use it even more; however, it can be very time consuming.

I really do have a hightened awareness of these issues and want to use them in the classroom.

I'm comfortable talking about these things in the classroom.

I learned to be aware of my speech patterns and teaching habits - some good and some to be improved.

That I am doing the right thing, but these is always room for improvement. I need to do more delving/probing. I need to do more wait time and I need to do more acknowledgement-feedback.

3. What are the three most helpful things you learned about your students as a result of GESA?

Observed behaviors in them discussed in class

Discussed the class with some of them and realized an appreciation of equity issues.

Students respond well to interactions discussed above and do better when techniques are employed.

That they respond to wait time.

That they respond to closeness.

The feelings and preferences of several ethnic groups.

Do not let them be discriminated against.

Each has special value and needs encouragement.

Various techniques encourage different students.

Minority of lifestyle.

Much of the same as question 2 (The amount of response time I had to learn to use, listing learned to use this more, probing pick their brains) and how it effected them and be heard the class as a whole.

Wait time is important

Feedback is crucial

Proper response opportunities are critical to student development.

Reinforced my understanding of their individuality.

New insight from guest speakers they brought in which showed their values and role models.

They look for and need positive reinforcement.

They respond or hear you do things correct.

Students learn better in an environment that provides them with the opportunity to develop self esteem.

Students enjoy praise.

Some students don't like to wait to answer questions.

Some need more attention on the little things.

Students need to know that you care how they do their work.

That the adult learner rarely needs to be reproofed.

They're able to work at higher levels if coached.

That they appreciate you noticing their individual differences.

If you let them be more involved they will be better students in the subject you teach.

Like to be recognized.

Are not prepared and trained to answer high level questions.

Students love (crave) positive feedback.

Students are not very tolerant of other students "hogging" the discussion.

Students were very calm and natural when an "outsider" was observing.

They fit the descriptions of typical student types.

They need more responsive time than I had been giving them.

Some can handle analytical questions and some can't.

Multicultural realities.

Why people react as they do.

I am more aware of my students needs.

Diversity in a group is the best way to gain lots of ideas and input.

Different people respond differently.

Start to lose people in higher order questioning.

Need to stay on track technically but need to make interesting and relative.

They follow the research - the research is pretty accurate.

They want to learn. They learn in many different ways. They don't mind experimenting with alternative teaching strategies.

Some need a lot of help.

Some listen poorly.

Some students answer better by prodding.

To view each student as an individual with potential.

That teaching is more than context--probe student interests - acknowledge.

Expect student performance/standards and if student is unable or unprepared evaluate the problem.

Students may feel different then you think.

Students will try to give better answers if you give them time.

Students will respond better if things from the GESA workshop are used.

Reminded me that the students come from varying backgrounds and experience.

Students don't seem too affected in classroom.

In a comfortable environment students can be very involved.

Students are interested in these topics.

Most students respond well to equity strategies.

Students want to know why, how we know etc., about these issues.

My students respond favorably to actions I took as a result of GESA.

I find that my students benefit from acknowledgement/feedback. By this positive or negative it gives them immediate feedback and let them know where they stand academically (clerical area).

Everyone is an individual and every class is different.

7

I need to pay attention to all of my students.

They can do better if praised.

Will respond better when given the proper time.

They can be drawn into the class flow.

4. Would you recommend that other colleagues participate in GESA?

Strongly Recommend = 1

Strongly Discourage = 5

Mean = 2.58

Instructors were excellent, observations useful, but I think the book and format of it pulls the overall way down.

If format is changed to the postsecondary level.

Especially if they've not been through the ER & D courses.

Most of us felt we were doing a good job already. Class was geared to K-12.

Needs to be made applicable to college level.

Depends on the teacher who would be taking the course.

It seems to apply less to an already segregated student work force.

It seems to me that classroom technique (aka inst. methods) are the focus. Purely instructed as gender/ethnic/racial I don't think there is sufficient content.

5. What, if any, curriculum resources to which you were exposed at GESA workshops did you use?

Response opportunities

Acknowledgement/feedback

Wait time

Physical closeness

Probing

Video (2)

Handouts - especially on minorities

Professional Development Staff - Jerry

Counselors

Margo

Text

Book

Articles

Questionnaire

Chuck Long's lecture

Bits and pieces of most of it

Handouts

Workbook - ways to practice

Have access to videos mentioned

Ideas present by speakers - Charlie, Annie

Most of them.

The evaluation sheets for our observation of other instructors. I haven't used any other resources yet.

The acknowledgement/feedback area was very good.

None (5)

Comics

None at this time - I'll probably use specifics when I have the time to work them in.

I used extra articles and the awareness of what I was studying made me search them out.

The book

Interacting with other instructors was good

Group activities were good.

Bloom's taxonomy

The observation sheets (could be used by the teacher to evaluate self)

Read the text.

Tried using them all.

The wait time on questioning students

Probing to help the students

Don't always time the better students all time for answers.

Almost all

Response time

Testing

None other than text and handouts. Recalled techniques from classroom tech courses.

Many videos I'd like to use for comm class (oral interpersonal communication). Also the 9-5 book - I've read "You Just Don't Understand" but understand now want to get 90-5 by Tannen. Sole Reversal One, 20-20 on how men and women speak and others.

I've had an opportunity to utilize most of the different types of interactions suggested in the syllabus except for "textproof."

6. Please share any other comments you have about GESA which may be useful in evaluation.

These classes and classmates were an interesting mix. Pre-record classes (short @ 20 minutes or less) for observation and let the students view them together and evaluate.

I think I would not get too much into GESA at the college level until they re-do the book. The book just seems aimed at lower levels and I feel like it didn't approach college needs. Have some other options instead of the 20 hours of observation - like watching select videos - Sadkers, McCune, Hmong and ethnic tapes. Getting that much time in even two semesters can be difficult, almost impossible.

Enlightening - wonderful to enhance teaching skills. Highly sensitizing - very valuable.

Could be one or two classes longer.

The instructors did a fine job. Keep up the good work.

I felt some activities were forced and I as uncomfortable being forced to participate in something that would affect by physical well being.

Suggestions need to be incorporated into life - not just classroom. Enthusiasm of instructors was catching. Sharing and observing classmates provided me with some more insight into NWTC programs. Great need to know more about other cultures in order to understand students.

It was slanted K-12. Many didn't apply. I got out of it what I put into it. It took as a pleasure course and I enjoyed it.

I feel that GESA is a good concept, however, some of the research needs to be updated, and the materials written for the postsecondary level.

This should be brought up to a higher level of education. What was here was mostly for elementary - 12th. Especially the discipline and some of the other curriculum.

Despised the role playing.

Observing other instructors is helpful for my teaching styles, show show I may improve.

None

Loved the role playing situations. More discussion on the videotapes. Lose the hand-raising to get attention (too juvenile).

How does this training relate to the "X Generation" characteristics. Sharing experiences was very enlightening.

The course should be altered to reflect the postsecondary students if you are going to offer again at WWTC. Example touching and physical closeness are not really in postsecondary schools. Too many evaluations.

Materials need to be more current. We know bias exists but what about current literature? Not the 70's study. Some exercises hard to adapt to college level work. Teachers and Administrators who need to hear the message weren't in attendance. Much of the material was repetitious from previous ER & D classes.

Much more aware of the importance of stereotyping and biases can have on student/teacher interacting and its relationship to qualitative learning.

Most in the class are excellent teachers who have been using valuable techniques for years. Take advantage of their knowledge!

Would be nice to view more video tapes on the various units. Would be good to critique with colleagues. This course could be two credits.

Discussion of times on the classes your situation. Maybe the good things you see. Put in positive way. Listen to other instructors, some of the teaching skills that may trigger some adding to help you become much better.

I heard on my car radio several weeks ago that GESA is a buzz word on campuses. However, grant money is available so is currently being used to promote, gender/ethnic recognition through courses for faculty but that ducks are not in order, i.e., thoroughly trained faculty to teach, books and texts current., etc. I thing a statewide force could develop current materials taught via interactive with adverse faculty involvement.

I think focus on teacher behavior toward students is very important. However, they focus on objectives of gender and ethnicity seems restrictive and excluded other disparities that shouldn't/can't be separated. More open "free wheeling" discussion.

I liked GESA - it made me think of issues I hadn't delved into recently. "Awareness" always helps.

I was in the second group. Because of our schedules and different duties, etc. we did not get to prepare for this presentation. You may recommend to the next group taking this course that they prepare ahead of time. Thank you Mary Lynn and Kathy.

I feel that I personally need more time to work on GESA course. The hand book and resources it provides were useful.

Workshop Evaluation Form

1. What were the most beneficial aspects of the workshop for you?

It taught me to pay more attention to the things I say and how it's interpreted.

More feedback (from the large amount I already give)

I enjoyed the observation times when I visited the classrooms of other instructors. The sharing and feedback sessions in class were interesting.

Learn how others teach and how the students react to their teaching styles.

I appreciated spending time with other instructors and sharing our experiences.

The working with stereotyping and bias. I seldom have to deal with mixed groups. I did however find that this workshop gave me a good chance to look at some of the areas of inequity that I have developed over the years. These were _____ in areas of physical and perceived abilities.

Interacting with other instructors.

Understanding that we must have better participation with the students, working together and showing leadership.

Most interesting was learning among various ethnic/cultures. Enjoyed young men who spoke. They divulged a lot about themselves. Enjoyed talking with peers and observing.

It gave me an appreciation of bias and a realization of pit falls not to get into.

I find that being in a class/workshop with fellow instructors and hearing what does and does not work for them in their classrooms is most beneficial. We can all mentor each other.

Watching other instructors teaching methods.

The diverse of the cultural backgrounds of our students, which I fully understand now that I have taken the course. You don't fully understand or realize the makeup of classes and how you handle it, until you take a class like this. Instructors fall into habits or biases without really knowing why. The socialization with my fellow teachers and seeing how they handle their classes and what they are doing. The visitation of instructor classes help a lot. The interview with the different ethnic people we had one night opened my eyes and a lot of other people in the room.

Observing my colleagues classes was interesting and beneficial. I was impressed with the teaching styles. I also benefitted from reviewing techniques which were important to conducting classes.

Bloom's Taxonomy. Getting to know faculty in other divisions. It was refreshing to get away from faculty in my division and to meet other faculty and interact with other faculty. Nice group of folks.

Sharing with other instructors. Hearing the students side that one night.

To learn to identify a gender/ethnic situation (which doesn't happen very often for me) and evaluate my performance.

The opportunity to discuss the issue of gender bias with other teaching professionals.

Open discussion. Role play.

Handouts, discussions with instructors and journal.

Discussion and activities.

Sharing ideas. Identifying subtle ways that discrimination against people.

Class discussion and input from others perspectives. Supplemental readings were great.

I enjoyed the activity on homophobia. I enjoyed listening to what others had to offer because their background/job experience was different from mine.

Role plays and discussions as well as the reading.

Presentations of biases that I was not aware of in the past. The discussion sessions were very informative and provided a lot of exchange of.....

The opportunities to discuss all of the topics with class peers; the reports on individual's projects/papers.

The discussion and the role playing.

Heightened awareness of gender and ethnic equity issues. Excellent resources and suggestions for resources.

Availability of the workshop from Stout. Availability to all interested participants and not just to a predetermined group. Chances for sharing and self awareness. Text, handouts, discussions, etc.

Generated more empathy on my part. Made me very aware that as a white, over 50 male that I'm actually discriminated AGAINST more than I thought. Thank you as I now know I don't have to take some of the harassment (reverse) that I've been getting.

Awareness

Interaction with other instructors from throughout the school on a more intimate level than a large group.

Increased awareness of the issues studied. I found listening and response opportunities especially helpful.

It was very educational to meet with other professionals and learn about their teaching techniques--what works and what doesn't work. It verified the fact that women tend to take things personally and tend to make courtesy comments. My students benefitted the most because I became a more effective instructor.

The interaction with co-workers and the reaffirmation of things we've been doing well on for some time.

Video and discussions afterwards. Recognizing the various types of disparity there exists beyond gender and race. Dialoguing among my colleagues.

Listening to faculty peers as they describe their concerns and solutions. Learning to provide quality "wait time" in class. Learning new skills that help improve the learning environment.

When I actually "tried" what we were talking about, I found the most benefit. I like to be given new ideas, research based, that work. It helps me grow in my teaching presentation style.

The teacher/student interactions were, by far, the most important part of the workshop. They made me aware of how important they are and to be sure I make use of them.

Being with my peers and sharing classroom experiences.

Discussion teaching awareness with other faculty.

Discussions, VT, panel groups.

Readings, bibliography

2. What suggestions do you have for improvement in the workshop?

A room in which we could bring in soda, coffee, etc. Break up the observing teams - It would be great to have been able to "see" other instructors and the monetary wouldn't occur.

Change format for classes and update the GESA Teacher Handbook.

Make it more for college level.

Get rid of role-playing. The workshop was more of an affirmation for me. The material was not new to me because I took all of the ER & D courses. The text provided no relevant info for the postsecondary level. Too many hours for just one credit.

The usual too much to do in class any too little time to spend on it!

Keep it as it is.

Less hours involved for one credit.

It is geared K-12. Needs to be brought to our level.

Develop or obtain video tapes demonstrating the different concepts presented. Role playing was OK, but it wasted too much time in class getting ready to demo it.

I would have gotten more from the class had the instructors had done more role playing to demonstrate the activities. Possibly the instructors could have met with a group that was going to demonstrate in advance of their performance.

The context should be adjusted to postsecondary. Some of it was more for elementary/secondary schools.

The classes sent drag out over too long a period of time. Cut the time down so its once a week. Maybe use of on-site visits by other instructors in half. Sometimes it becomes hard to get them because of schedule problems. More instruction input into classes, at least one some of them.

Consider that the workbook is not designed for college level. Consider that many of our classes are all male or all female. Consider that we have a small population of ethnic minorities. Consider this campus, this group, our problems. Consider most have taught for years.

More videos to describe content and observe technique. This is only one credit class. I enjoyed observing other faculty but because I went to see their style and realize I do ok.

Less paperwork More examples.

None

The course could have been longer. It seems we were always pushed for time. To additional sessions would be good. Your instructors and your peers brought in additional resources and articles to supplement the text. Were the additional resources beneficial? Yes, I found several to be of particular benefit.

Prepare a form/abstract, one side of one page, showing requirements.

Stick to time limits for presentations unless class clamors(?) for more.

Make it a two credit course. We needed more time for discussion.

Perhaps longer time - every session crammed full and end with a hurry up.

Possibly more time on observation techniques for the interactions in the units.

More discussion time for sharing from our experiences. A statement at the first class about what we will learn (objective) when the class is over. I think there was too much awareness and not enough new knowledge.

Yes, but somewhat overwhelming because there were so many.

Allow for more discussion of topics, but have instructors keep moving things along,

Gear more toward other situations where equity can be addressed besides teaching.

Maybe you should ask the people in the class to "order" copies of the resources, so you don't have to xeroxing everything for some people who will not use them.

The workshop was handled/presented very well.

None

More class experiences. Sharing of classroom experiences. Suggestions from and how others do things.

I liked it!

I think it is very well conducted. The applied activities, skits especially, are helpful.

Role playing is a good learning tool. However, I thought it was overdone. (Usually we had poor instructions so role playing wasn't effective.) The classes need to be held more often (weekly??) so there is more continuity. (A two day workshop would be best.) I would have enjoyed more student participation. More videos and handouts would have been helpful, too.

More discussion of current literature.

Allow there to be more flexibility in time schedule; when the group appeared to be going in a direction or had not put closure to an issue, let the discussion continue even if the entire evenings content didn't get completed as extensively as planned.

Gear it toward postsecondary education. Course should begin and end within a semester. Role playing should be performed by the facilitators not the students who barely know what is going on.

Have the workshop every two weeks. Complete workshop in one semester. Relax, as you did in the last sessions and let discussions keep going (when justified).

The examples seemed aimed at K-12 classes. Examples on the postsecondary level would be helpful.

Make it more applicable to the adult learner. I felt much of info and class was for elementary level. Please do not force the role plays. Frequently I felt we did not accomplish the goal. More flexibility - there was a wealth of knowledge in the participants that was never shared because of the rigid structure.

It got better as it went along. Some of the skits that you did were good, however, the pace was a bit slow and I felt the effort was made to use all three hours. Stopping early wouldn't hurt. I know that all your students were dead by 5:00 at night. Watching the video gave me an idea of how to get students (us) thinking of what GESA is to look for. Have a video tape of someone teaching a class (take clips) and have us asses it for the different units.

Too drawn out - lack of continuity and therefore interest dwindles.

Shorten each session by half.

3. What is your overall reaction to the workshop?

Positive!! Karen, Shari and Judy were great.

The teachers were very well prepared and tried to modify materials to make them ore relevant to us. With more modifications it could be a very effective class at the postsecondary level.

Enjoyed learning about different ways to interact with the students.

I had a hard time keeping motivated!

Enjoyed the class and would like to see more classes like this!

Created an awareness of a variety of teaching techniques.

Very good, will make me a better instructor.

Ok. Most of this is not new. It was taught and discussed in ER & D I and II.

Observations/evaluations were very difficult to do. I think use of video examples would be a better approach since some of the course content was not applicable to all classroom situations.

Instead of improv/spontaneous acting the activities should be planned in advance. If they would volunteer - video tape the instructors in their classroom and critique at class meetings. This class could easily become a two credit activity.

Average

The workshop was great - enjoyed it and learned a lot. I guess you realize how some of the bias and things happen and you know why or how you fall into the mode by looking back and into your teaching methods. Good eye opener.

Having gone through ERD I and II (which were in-depth courses in teaching techniques and innovations) I found this course to cover a few of the same techniques, but much more superficially.

Would not take now that realize its a burden of time demands. Materials are old for references listed for material and therefore ?validity. Need to redo for postsecondary level. So relevant. I feel video's should be used during class for class to view as a class and then work in groups as faculty to discuss issues we watched for each other. Would benefit more from discussion with faculty over these issues, and realm means of handing.

A lot of time. Waiting time in class.

It seems to apply less to an area of instruction that is segregated. IN ten years I have had only two females and less than 10 minority (ethnic) students - zero Blacks, zero Mexican/American, a few American Indian and one Hmong student out of 250 total.

I was pleased with the workshop. Jean Kapinsky handled the presentations, discussions, and materials very well.

OK, decency is never out of fashion. I do not resent the POLITICAL CORRECTNESS implications especially the "when charged, assumed guilty unless and until you can prove your innocence. Also it seems accusers don't have to justify their accusations and carry NO BURDEN OF PROOF except they "perceived" they were the victim of some injustice.

Very interesting - food for thought!

Great!

Time well spent!

I have a positive reaction to the workshop. I have passed on many hints and suggestions that I learned to my co-workers. Many of the topics discussed at GESA became good discussions over break time.

Good

Pretty structured. Experienced faculty needed more dialogue with content, less "instruction." As presented this course would be great for the new faculty members.

The workshop offered several good/important techniques to improve the learning environment. Too much emphasis placed on the gender issue alone, I would like to see more concern for the learners who consciously takes a passive role as a student.

I liked the concept and the activities. I thought the presenters were earnest and well prepared.

Very good, the items discussed would be helpful for any person interacting with students at NTC.

I enjoyed meeting other instructors in the tech and sharing info. I enjoyed the discussions. I was very frustrated with the role plays. The last three sessions were far more applicable to adult learners. Thank you for your time.

Some of your audio visuals were very thought provoking. I liked the classroom interaction - the skits were ok once in a while. Use the ones on the video from this class for the next one and things will go faster and smoother.

Good for a self-awareness of teaching styles and interaction with students.

Beneficial/facilitators were very good.

Additional Comments:

Enjoyed the class and would like to see more classes like this!

Observations/evaluations were very difficult to do. I think use of video examples would be a better approach since some of the course content was not applicable to all classroom situations.

Instead of improv/spontaneous acting the activities should be planned in advance. If they would volunteer - video tape the instructors in their classroom and critique at class meetings. This class could easily become a two credit activity.

Get classroom where you can have a cup of coffee or a pop without worrying about it. Maybe outside speaker on this might help.

Please schedule class in room where food and drinks can be consumed. 5:00 - 8:00 p.m. comes at end of work day when one is hungry and thirsty. This room was very user unfriendly.

It would be great to have other classes/workshops offered. I can always interested in course offerings for my personal educational development.

Stay on time and on task. A little discussion is fine but needs to be kept focused.

Thanks for all of our time and effort!

The ethnic panel was enlightening. (Maybe a panel of males and females would be helpful.) I recently attended a workshop entitled, Super Teaching by Eric Jensen. It was extremely motivating. Eric stressed many of the issues emphasized in the GESA class.

Thanks.

My greatest obstacle in this course was distance from home. Living in Medford and being gone from 5:30 a.m. until 9:00 p.m. was difficult. This is my problem however - not yours. What about ITV? I would have found it much easier/less exhausting. I missed the last class but will be viewing the tape December 2nd. I heard I missed a good class.

This letter (reminder) for the last session was much warmer than the others. One of the reminders - when we were threatened if we missed - made me a bit mad. This was a nice letter.

DATE: November 21, 1994
TO: GESA Coordinators
FROM: Lorayne Baldus
218 Applied Arts Building
UW-Stout
Menomonie, WI 54751
Re: Evaluation Procedures

Attached is the GESA Evaluation Sheet from Graymill and an Action Planning Form from Stout. You may use whichever form you choose, but I would like each person taking the class to fill out one of the forms. You may keep the original for your files, but please send me a copy.

As the coordinator, you will need to send me a list of persons taking the course, a copy of their GESA Evaluation or Action Sheet, and the grade you would give them. If you have someone who has not attended classes or done the work, we will need to speak to that person and determine what other activity they might want to use as a substitute. Incompletes may be given.

Grades must be turned in before December 23, 1994. If I do not hear from you by December 21, participants from your college will be given an incomplete. I believe the only college not finishing by December is MATC-Madison.

I will be leaving November 30, for a vacation in Germany and will be returning Sunday, December 18. I will be in the office three days prior to Christmas, December 19-21. If you have questions, please call me then.

Have a nice Thanksgiving and I look forward to hearing from you in December.

GRAYMILL FOUNDATION
ACTION PLANNING SHEET

Consider the information presented and how it can be utilized in your job/assignment/responsibilities.

As a result of this session,

1. Activities/ideas I want to accomplish are:

0

0

0

2. During the next two weeks, I will:

0

0

0

3. During the next year, I will:

0

0

0

4. Specific assistance/help/resources I need are:

0

0

Name: _____ Title: _____

District _____ Phone No. _____

GESA ACTION PLAN

Participants may register for one course credit for the workshop for the cost of the student activity fee. In order to acquire one credit, the participants need to complete GESA activities and an action plan. The objective is to develop a short, valid action plan for implementing selected equity planning techniques within your classroom.

Identify how you plan to incorporate GESA activities into your classes.

- 1. What is your main goal for adding this component to your existing program?**
- 2. How do you plan to accomplish the goal?**

Objective(s)

Action

Timeline

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Leah Osborn
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TO: GESA FACILITATORS
FROM: LORAYNE BALDUS
DATE: JANUARY 5, 1995
SUBJECT: GESA FACILITATOR MEETING
FEBRUARY 1, 1995; 9:30 AM-3:00 PM
WTCSB CONFERENCE ROOM
310 PRICE PLACE
MADISON, WI

Happy New Year and welcome back to the start of the second semester! This is just a note to remind you of the meeting planned for Wednesday, February 1. As you will remember from the November meeting at Mid-State, we discussed the need for a subsequent meeting to plan strategies and develop an appropriate curriculum for training college staff and faculty in gender/ethnic issues. This meeting will be in conjunction with the WTCSB Sex Equity Advisory Committee. I have enclosed Fran's letter to the Sex Equity Committee and the agenda for your information. Please let me know if you can attend that meeting. Send a note to me via Fax Number (715) 232-1985, or call me at (715) 232-1395.

I would appreciate a written, condensed evaluation (less than one page) of the GESA training conducted in your district to be shared with those present. We may have a total of 25 persons at that meeting. You may want to include recommendations made by participants and facilitator observations or recommendations for improving the content of the GESA course that would make it more appropriate for the postsecondary system. The evaluation could also include suggestions for units that should have been addressed. I will re-read the evaluations sent to me and try to form a consensus of opinions across the districts. Our objective is to take the experience we have had with the GESA format and develop one that is more appropriate and usable within the postsecondary system.

Also enclosed are materials from Fran regarding the availability of mini-grants from Sex Equity funding. One type of grant is available for those who have completed the GESA training. The other mini-grant is to fund a presentation at the July NCSEE Conference in Boise, Idaho. I have included all the forms in the event you are interested.

If you are interested in conducting another GESA session this semester, you may begin the process of registration at any time. I will either send registration materials at your request, or I will bring them to the Feb. 1 meeting. Let me know if you plan to offer the class. I look forward to seeing you in Madison.

Enclosures

Joint Meeting
Sex Equity Advisory Committee
and
GESA Coordinators

WI Technical College System Board Room
Madison, WI
February 1, 1995

AGENDA

- | | |
|-------------|---|
| 8:30- 9:00 | Coffee, Rolls, Fruit |
| 9:00- 9:30 | Introduction |
| 9:30-12:00 | Brief overview of GESA Training and how it has worked to date-Lorayne Baldus and College Facilitators |
| | Review of the process to be used in the identification of curriculum units |
| | Identification of curriculum units and unit components |
| | Definition of unit components |
| 12:00-12:45 | Lunch |
| 12:45- 2:30 | Discussion of priority of units-Which would be required and which would be optional |
| 2:30- 2:45 | Break |
| 2:45- 3:30 | Development of a timeline for finishing the course |
| 3:30 | Adjourn |

An equity course on teacher expectations and student achievement will create a classroom environment that is conducive to more effective teaching, and therefore, more effective learning on the part of all students.

The purposes of this course are to:

- create staff awareness about differential classroom treatment of students and how this affects student learning and achievement
- provide information on techniques that are successful in improving equity and interaction in the classroom
- create a process to:
 - document and assess teacher/student interaction
 - use peer coaching, mentoring and classroom observation to assess behavior
 - change classroom strategies for more equitable and effective classrooms.

The one credit course is arranged in units to provide specific strategies for improving equity and effectiveness in classroom teaching.

The GESA course developed by Dee Grayson includes the following units or "areas of disparity":

- Instructional Contact
- Grouping and Organization
- Discipline/Classroom Control
- Self Concept
- Evaluation of Performance

"Breaking The Silence"

STUDY GUIDE

- I. Look for the following points in this film about equity in college classrooms.
 1. Teaching effectiveness for all students.
 2. Questioning techniques.
 - Pattern of questioning; male/female
 - Wait time
 - Instructor responses
 - Acceptance
 - Praise/encouragement
 - Criticism/helpful comments
 - Remediation
 3. Expectations and Student Achievement Theory.
 4. How instructor's expectations are translated into student behaviors.
- II. Discussion: Classroom strategies and student learning.
 - Lectures
 - Discussion
 - Cooperative Learning
 - Laboratory

Appendix B

Date: April 13, 1995
To: Jean Kapinski
Pat Cartwright
Connie Swift
Carol Craig
From: Lorayne Baldus
Subject: Revision of GESA training model - A Call for Help!!

Each of you have shared the successes you have had in conducting the GESA training in your respective colleges. The issue still remains, how can we more effectively teach awareness of gender and race stereotypes present in our college classes? I would like to convene a small, select :-) group (in other words, YOU!) to discuss, plot, and come up with a strategy to help facilitators in their teaching of classes next fall. In looking at the map, it appears the best place to meet would be at a restaurant in Wisconsin Rapids. Each of us could get there and back without spending too much time on the road. I have enough money in my budget for food and travel, if mileage is needed.

I have included a copy of my "thoughts" following the last WTCS Gender Equity Advisory Committee. I was quite frustrated as everything we suggested seemed to be in the model already, but at the K-12 level. I am also concerned about questioning as the primary pedagogy addressed. Whereas, the higher level questioning is important, other forms of inquiry and methods of working with students are also important. What is the best way to get teachers to really look at their own ways of teaching; confronting their own biases and stereotypes? What is our most important goal or goals in conducting this training? Then, how do we go about accomplishing this? Willing to work with me? Then please respond to the following short survey: Thanks for considering this.

Return to: Lorayne Baldus, 218 Applied Arts Building, UW-Stout, Menomonie, WI 54751 or fax to (715) 2321985.

Name _____

I will be happy to help plan strategies _____ Sorry, I can't _____

The following dates are good for me:

June 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ Other _____

Comments:

WTCSB Equity Advisory Committee and GESA Coordinator Joint Meeting
Madison, WI
Feb. 1, 1995

Inclusive College Environment

Supplement to the GESA Train-the Trainer Model

Vision Statement

Promote strategies to effectively interact with people of diverse backgrounds to create an inclusive college background.

In the GESA workbook the following statement is made: "The GESA program is based on the premise that in order to ensure quality and excellence on an equitable basis, school districts need to directly confront the issue of gender, race and ethnic bias in teachers' interactions with students. Once teachers have examined their own biases, as demonstrated by their own behavior toward all male and female students, necessary curricular and other changes can be accepted more easily."

The vision as stated in the *Wisconsin's Educational Goals* document reads, "Wisconsin's public schools exist for all students so they have an equal opportunity to attain their highest level of academic achievement, growth, and development. The document divides goals into three major categories; learner goals, institutional support goals, and societal support goals.

The first goal identified refers to our expectations for students; what should students know and be able to do as a result of their time in the educational system? It reads, "Schools exist for students to learn and reach their full potential." The second goal is institutional and addresses academic achievement, setting high expectations, meeting student needs, establishing a climate of respect, and providing an active learning environment.

These goals are the same for all educational levels and are addressed in the GESA model. Whereas GESA is written for K-12 schools, the research, teaching strategies, and equity issues are appropriate to the postsecondary institutions, but the examples and suggested activities are not all appropriate and must be adapted or supplemented.

After much thinking, discussion, and reading, the conclusion has been reached that time, money, and interests will best be served by using the current GESA model but develop a postsecondary supplement . This supplement would be complete with additional content, activities, reading materials, teaching aids and observation forms for differing classroom and laboratory presentations as well as other methods of recording biased and stereotypical behavior. Postsecondary GESA coordinators have already developed adaptations that can be shared.

GESA coordinators who, at the beginning of their sessions stated that materials were K-12, were able to get past that criticism by participants and look at behaviors in the postsecondary classrooms. The research, although old, is still true today and not much has changed in the current educational environment. The strength of this model is that it uses awareness raising discussions, peer coaching, mentoring, and observation to change the classroom environment. The weakness is that it does not address different forms of classroom instruction, institutional environment, and the adult learner.

The model needs adaptations to make it more appropriate and useful in the postsecondary system. The following supplemental materials need to be developed:

- Research articles about equity in technical college classrooms
- Pedagogical techniques appropriate to the adult learner
- Teaching aids depicting adult learners
- Use of postsecondary institution terminology
- Activities to illustrate inequities in college classrooms
- Alternate activities for personnel not in the classroom
- Observation forms for laboratory or one-on-one teaching
- Role-playing situations of adult learners

The adaptations would be tested in the Wisconsin Technical College System and could be shared with Dee Grayson for her postsecondary adaptation to the GESA model.

Time and money are constraints to developing a different model. GESA has been tested nationally and proven to be successful in changing behavior in the classroom. The format presently being used in Wisconsin has been successful, but would be more acceptable to participants if the proposed adaptations could be used as a supplement to the current model.

Inclusive College Environment

Vision Statement

An inclusive college environment encourages respect of unique personal attributes, recognizes and responds to the changing, diverse populations and promotes effective interaction within the Wisconsin Technical College System Board (WTCSB). The inclusive environment provides opportunity for all students to be successful.

Mission Statement

1. Develop interactive strategies to promote optimal productivity.
2. Respond to diverse populations of the local college, community and global workforce.
3. Investigate ethical and legal implications and traditional college environments.
4. Promote behavioral change through self-evaluation of bias within college environment.

Appendix C



University of Wisconsin-Stout

Menomonie, Wisconsin 54751-0790

DATE: MARCH 20, 1995
TO: CAREER CHALLENGE FACILITATORS
FROM: FRAN JOHNSON AND LORAYNE BALDUS
SUBJECT: CAREER CHALLENGE SWAP-MEET
GRAND HOTEL, MILWAUKEE, MAY 10, 1995

Thank you for returning the meeting survey. We had a good response of people interested in attending another Career Challenge sharing session, although seven indicated May 10 was not a good date. An alternative suggested was in conjunction with the state-called meeting at Fond du Lac, April 17. This presented a problem in that the 17th is the day after Easter. Persons having to drive a distance would have to leave home on Easter Sunday and this didn't seem like a very good option! Therefore, we will have a meeting at Milwaukee on May 10, 1995.

The meeting will be held in Milwaukee at the Grand Hotel in conjunction with the Wisconsin Employment and Training Association (WETA) meeting, May 11-12. I have made arrangements for a WETA continuation of a block of rooms at State rates, May 9. The telephone number is (414) 481-8000. Please ask for a WETA reservation. The meeting will begin promptly at 10:00 a.m. and end at 4:30 to allow people to drive. Lunch and breaks will be furnished, but other costs such as lodging, travel and other meals will be the responsibility of your district.

The agenda will be focused on activities in your districts. Please bring materials you have developed to share with others. Time will be given for discussion of new and innovative adaptations to career challenge. Barb Bendlin will be sharing adaptations for persons with disabilities. Please indicate what you would like to share and approximately how long it will take. If you have questions you would like answered, please include those in your response. Included is a reservation form and questionnaire. Please return by March 31. We look forward to working with you.

Registration Form

Career Challenge Swap-Meet
May 10, 1995
10:00 a.m. - 4:30 p.m.
Grand Hotel
Milwaukee, Wisconsin
(414) 481-8000

Name _____

Technical College District _____

Fax Number _____ Telephone Number _____

I cannot attend. Please keep me informed _____

I will attend the meeting, May 10 _____

Please request a vegetarian lunch for me _____

I will be arriving the evening of May 9 and would like to meet for dinner. _____

I would like to share the following information:

I would like these activities or questions discussed:

Return this form by March 31, to Lorayne Baldus, 218 Applied Arts Building UW-Stout,
Menomonie, WI 54751 or FAX (715) 232-1985.

DATE: APRIL 10, 1995
TO: CAREER CHALLENGE FACILITATORS
FROM: LORAYNE BALDUS
218 APPLIED ARTS BUILDING
UW-STOUT, MENOMONIE WI 54751
FAX (715) 232-1985
SUBJECT: AGENDA AND A CALL TO PRESENT

Enclosed is a very tentative agenda. Several people have volunteered to share the information listed as "Stop and Swap". The discussion topics were requested. If you have knowledge about any of these topics please let me know and I will list you as the resource person. Please bring any written materials, directions to activities, or information that you may want to share. Currently, there are 20 persons registered and 14 have asked to be kept informed, therefore, you may want to bring 40 copies of materials to be shared.

Some of you cannot attend, but have materials to share. If you will send them to me I will duplicate and distribute copies for everyone. This is simply a sharing meeting and is designed to help you with your Career Challenge activities. Feel free to make any suggestions to make the agenda more helpful to you.

A few reminders:

Grand Hotel Reservations: UW-Stout / WETA Meeting, Tuesday evening, May 9 for the May 10 meeting - (414) 481-8000

Plan to share a new activity you use in Career Challenge or an adaptation that you have made in the curriculum.

Send materials to me that you want duplicated for the participants.

Indicate expertise in any of the discussion topics and willingness to share with the group.

I look forward to hearing from you. Thank you for preparing materials and presenting.

Agenda
Career Challenge Swap-Meet
May 10, 9:30 a.m. - 4:30 p.m.
Milwaukee, Wisconsin

- 9:30 Coffee and rolls
- 10:00 Getting to Know You-Connie Swift
- 10:15 Stop and Swap
- Using an indoor, low elements course - Mary Jo Coffee
 - Career Challenge - Disabled Students - Barb Bendlin
 - Career Challenge modification for Tradeswomen's Leadership Team Building/
 Program Progress - Nancy Nakkoul and Linda Schamberger
 - National Experiential Education Conference, Lake Geneva - Karen Showers
 - City Search-Jackie Newman and Nancy Homstad
- 12:00 Lunch
- 12:45 Discussion and Free-For All or "Button, Button, Who Has The Answer?"
- Conflict resolution strategies
 - Modifications to Career Challenge Curriculum
 - Good processing questions
 - Psychological safety nets
 - Ropes Course only - pros and cons
 - Liability insurance
 - Continuing staff training
 - Locating sponsors /funding sources
 - Adaptations - Technical College classes / business and industry / staff inservices
 / quality initiative
- 2:15 Break
- 2:30 Share a New Activity- Everyone!

...

**Results of Participant Reaction Form
Career Challenge Workshop
March 10, 1995**

QUESTION	Results	
	MEAN	STD
1. How relevant or useful was the workshop to your work- did it address areas of concern for you?	4.8 [#]	0.4
2. How effective were the work sessions in generating ideas for you?	4.6	0.5
3. Do you feel the ideas presented can be integrated into your work?	4.2	0.8
Were the following sessions useful to you?		
4. Session 1: Stop and Swap	4.8	0.4
5. Session 2: Discussion	4.7	0.5
6. Session 3: New Activities	4.6	0.7
TOTAL NUMBER RESPONDING=13		

#Responses were based on the following scale:

1	2	3	4	5
Not Very Useful		Somewhat		Of High Value

7. Was there enough opportunity for questions and discussion?	2.2 [@]	0.4
---	------------------	-----

@Responses were based on the following scale:

1	2	3
Too Much	All That Was Needed	Should Have Been More

Results of Participant Reaction Form (Continued)
Career Challenge Workshop
March 10, 1995

8. What was the most helpful information for you?
- Discussion.
 - All of it! The ideas, the time to discuss the topics requested.
 - Discussion of new activities.
 - Information on city search.
 - Modifications to activities stimulate my creativity.
 - Information-experiences of other groups.
 - Ideas for new activities-networking with others.
 - Examples of programs and experiences. Sharing of activities.
 - Showing new activities.
 - Activity, discussion and how people are using career challenge ideas.
 - Hearing what other people are doing and what works.
 - Discussion/sharing-nice to do a few activities.
 - Stop/swap.
9. What areas of Career Challenge still concern you?
- More training-initiative ideas.
 - Funding.
 - It's uses in staff development.
 - Getting into dangerous issues (abuse, etc.) and being able to deal with it!
 - Having enough time to run groups to get more experienced.
 - Staying fresh after doing it many times.
 - Techniques of processing.
 - Scheduling this opportunity so we have enough people to participate.
 - Hope to recruit enough to do it in June.
 - Implementing without a co-facilitator.
10. Comments:
- It is very motivating to get together with peers to support each other and share ideas. These meetings give me energy when I am just about out.
 - Nice information on city search. I want to try.
 - Great look for me.
 - Another training with new activities demonstrated would be great.
 - It was great to see everyone I knew and to meet new people with interests in common.
 - Thanks for offering this day-it is timely for me since we plan to teach CC in June. Great lunch.
 - Presently I incorporate some of the activities into my regular workshop.