



GENDER EQUITY OBSERVATION FORM

OBSERVATION INSTRUCTIONS

Complete the information in the upper left-hand corner.

Each row of the grid corresponds to one student/teacher interaction.

Please note in the comment column, any events that occur during an interaction that is indicative of the interaction quality. For example, an unusually long interaction time.

Student Type – gender and ethnicity – circle in the first column; there should be two circles in each box one for gender and the other for ethnicity

Gender - F = Female

M = Male

Ethnic Group -

T = Tagalog

B = Bisaya

W = Waray

Bi = Bicolano

P = Pangasinan

H = Hiligaynon

I = Ilokano

O = Students that do not fall into any of the listed ethnic groups

Frequency -

1 – The first time a student is called on during the observation period

R – Circled each time the same student is called on after the 1st interaction.

Part II is an open response related to cultural gaps observed in the classroom.

DEFINITION OF RESPONSES

Verbal Teacher Responses – include the following:

Acceptance – is recorded when a teacher explicitly or implicitly accepts a student answer as appropriate or correct. Examples include comments such as “ok”, “uh huh”, “right” and “yes”. These reactions imply approval. Also mark acceptance when a student offers a response and the teacher does not make an explicit answer but instead continues with further comments or questions that imply the response was appropriate.

Praise – is recorded each time the teacher makes a comment clearly intended as praise or positive reinforcement. Examples include “Good job”, “That’s exactly right”, “This paper shows improvement”. Praise involves both the content of the teacher’s comment and the intonation of the teacher’s voice.

Higher Level Questioning – is recorded each time the teacher moves the learning along and challenges the student to think. It requires more complex mental processes than simple recall. For example, the teacher requires the student to use original thought, recall related facts from several sources, express an opinion and give reasons, predict the consequences of certain actions or organize and evaluate information in a new way.

Criticism – is recorded each time the teacher’s comments go beyond making corrections on a student’s work, appearance or conduct to clear, strong disapproval. It may involve a warning or penalty. Make + for positive criticisms and a – for negative criticisms.

Nonverbal Teacher Responses – include the following:

Wait Time – is recorded each time the teacher and students allow at least five seconds for thinking, ie the teacher waits five seconds before terminating the response opportunity (usually by asking another student the same question), assisting or providing additional information.

Physical Closeness - is recorded each time the teacher stands or sits within an arm’s length in a stationary position. Do not code if the teacher merely walks by a student. Record physical closeness if a student approaches the teacher and stands close by, if the teacher remains close to one or more students during an entire observation or if the teacher leaves those students and later returns.



GENDER EQUITY OBSERVATION FORM

Teacher: _____

Observer: _____

Observation Time: _____

Subject Area: _____

Total # Female: _____

Total # Male: _____

T = Tagalog

Bi = Bicolano

I = Ilokano

of the listed ethnic groups

B = Bisaya

P = Pangasinan

O = Students that do not fall into any

W = Waray

H = Hiligaynon

Student Type	Verbal Response				Nonverbal Response		Comments
	Acceptance	Praise	Higher Level Questioning	Criticism + -	Wait Time	Physical Closeness	
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							
F M T W P I B Bi H O 1 R							

Adapted from Cranbrook Institute of Science and Oakland University (1996)



Part II.

1. What is the common ethnicity of the students in the class?
2. Are there minorities or ethnicities other than the common group?
3. Does the teacher show through verbal response(s) any indication of unequal treatment among student's culture or ethnicity?
4. During class discussion, does the teacher promote a particular belief contrary to the common beliefs and practices of the students?
5. Does the teacher use any of the different practices, beliefs or traditions of the ethnic group in the discussion or lesson development?

FOR CITATION: Morales, M. & Espinosa, A. (2014). Development and validation of observation protocol for gender equity in classroom: Towards achieving gender equality in education. *Research Journal of Social Sciences*, 8(2), 1-12.