



Philippine Normal University
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GENDER EQUITY IN CLASSROOM OBSERVATION PROTOCOL

Philippine Normal University's Vision of Gender Equity in Science Classrooms

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One of the six **Education for All** goals is to eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. The Philippines as a country has been identified to score relatively high on global gender equality indices indicating an overall improvement in recent decades in the situation of women (Philippine Social Science Council, 2007). However, as pointed out by Mesa (2007), most studies on gender disparities were focused on income and economic growth of the Philippines as a country compared to other countries and that education quality is beyond the scope of Mesa's paper.

In connection to establishing distinct image of the Philippines to practice gender equity in the field of education quality, the Philippine Normal University, as the Center for Teacher Education would want to be the pioneer in:

- Developing increased awareness of gender sensitivity in the teacher education curriculum;
- Helping the basic education sector promote gender sensitivity to eliminate within the regional and provincial level gender and cultural disparities.
- Implementing curricular reforms and teacher education policies advocating gender sensitivity.

The **Gender Equity in Classroom Observation Protocol** is a tool designed to help educators and researchers understand what gender gap free classroom would look like among students and to gather data to determine the degree to which students are engaged in experiences as a result of the gender equity instructional practices within a school.

The Protocol contains the following instruments:

Gender Equity in Classroom Observation Protocol—This worksheet is designed for use by researchers who would want to collect quantitative data about gender and culture sensitive instructional practices relating to the gender and culture equity in science and mathematics education for research or evaluation purposes. It is not recommended that this worksheet be used by teachers to rate classroom practice of their peers or for use by administrators to evaluate teacher performance. The worksheet is intended to be used in conjunction with the other instruments and protocol included in this set.



Gender and Culture Equity Observation Protocol—This worksheet is designed for use by researchers who would want to collect quantitative data specifically frequency of occurrences of gender and culture gaps during instruction. It is not recommended that this worksheet be used by teachers to rate classroom practice of their peers or for use by administrators to evaluate teacher performance.

Teacher & Student Interview Protocol—These are sets of questions intended to guide the researcher or evaluator in the collection of qualitative observations and extrapolation of meanings and explanations that will be used to augment all areas of concern not completely provided by the two other instruments.

Possible Uses

The table below describes several possible uses of this tool. It also identifies which forms are most appropriate for each use.

Possible Use	Gender Equity in Classroom Observation Protocol	Gender and Culture Equity Observation Protocol	Teacher & Student Interview Protocol
In-service Professional Development: In this case the tools are used by teachers or administrators to collect data on the knowledge and practice of in-service teachers regarding gender and culture disparity inside their classroom. Data collected can serve as baseline for analysis and development of framework leading to In-service trainings on Gender and Culture Equity.	/	/	
Pre-service Professional Development: Teacher preparation programs would find the tool useful to help pre-service teachers understand how to develop gender and culture equity classroom. What different traits and aspects of classroom such as pedagogy, assessment and classroom management are needed to practice gender and culture equity classrooms?	/	/	
Data Collection for Research of Evaluation: Researchers or evaluators would use the tool to formally collect data. In this case the tool would need to be used under more rigorous standards by observers who have been trained on the use of the tool and who have a deep understanding of science instructional practice.	/	/	/



Some Tips in Classroom Observation

Below are several tips to take into consideration when collecting classroom observation data.

- Stick on to all normal protocol when observing classes that relate to your role. This may include obtaining permission from the administrator and teacher, signing in when you visit the school, obtaining certificate of appearance if you are from a government school.
- Meet briefly with the teacher of the class you plan to observe prior to observation and ask the pre-observation questions provided on the worksheet in order to gather information about the lesson and the classroom context.
- It is important that the lesson observed be a typical lesson. Therefore, do not indicate to the teacher what it is that you are looking for because then the teacher will feel obligated to show you that and will adjust their lesson accordingly. Do not share any of the worksheets or protocols with the teacher.
- You must be able to observe at least several classes of the teacher to get a feel of the lesson and the education quality particularly on pedagogy.
- During each observation take notes on separate paper. Avoid interactions with students and do not become a teaching assistant by helping students with the activity. It may be necessary to quietly ask a few students a question or two to check their understanding. Focus your observation on what the students are doing and saying looking and on the teacher.
- After the lesson is finished, ask the teacher the post-observations questions on the worksheet to get a better understanding of the lesson from the teacher's perspective.
- Ask also for some students for the student interview or focus-group-discussion.
- In using the ***Gender Equity in Classroom Observation Protocol***, encircle the number which you think is the appropriate rating during observation. The "don't know" is usually intended for items which you are not really familiar with regards the teacher concern or have no way of finding out. The "N/A" is chosen for items not connected or related to the class being observed.



GENDER EQUITY IN CLASSROOM OBSERVATION PROTOCOL

Observation Date: _____ Time: Start: _____ End: _____

School: _____ Address: _____

Teacher: _____

PART ONE: THE LESSON

SECTION A. BASIC DESCRIPTIVE INFORMATION

1. Teacher Gender: _____ :Male _____ :Female
2. Subject Observed: _____ :Mathematics _____ :Science
3. Grade Level(s): _____
4. Course Title (if applicable): _____
5. Class Period (if applicable): _____
6. Students: _____ :Number of Males _____ :Number of Females



SECTION B. PRE-INSTRUCTION- TEACHER'S CLASSROOM BEHAVIOR

Key Indicators	NA	Don't know	Not at all					To a great Extent
THE TEACHER...								
1. Encourages cooperative learning in cross-gender groupings by mixing the seating arrangement among males and females and by avoiding dividing students into a single-gender activity groups.	0	1	2	3	4	5	6	
2. Positions himself/herself in different areas in the classroom to encourage students to play and work in non-traditional ways.	0	1	2	3	4	5	6	
3. Balances questions between males and females during class discussions and observes wait-time.	0	1	2	3	4	5	6	
4. Gives equal help and in-depth guidance to females as well as with males.	0	1	2	3	4	5	6	
5. Expect equal academic achievement between males and females.	0	1	2	3	4	5	6	
6. Invites both male and female visitors with non-traditional occupations into the classroom.	0	1	2	3	4	5	6	
7. Disciplines male and female students in the same manner and frequency.	0	1	2	3	4	5	6	
8. Initiates or discusses gender concerns with students when gender issues arise.	0	1	2	3	4	5	6	
9. Encourages physical activity in non-traditional gender roles (e.g. encourages females to play football or males to do handclapping games.)	0	1	2	3	4	5	6	
10. Constructs test questions in a gender-neutral fashion.	0	1	2	3	4	5	6	
11. Balances or assigns leadership roles and support positions for both males and females.	0	1	2	3	4	5	6	
12. Balances other assigned classroom jobs (e.g. lifting or moving chairs and desks, cleanup, running errands) between both genders.	0	1	2	3	4	5	6	
13. Ensures that books, computer programs, and other curriculum materials are free from stereotyped gender-role behavior.	0	1	2	3	4	5	6	
14. Exposes stereotyped gender-role behavior when encountered in curriculum materials.	0	1	2	3	4	5	6	
15. Allows adequate wait-time for problem-solving activities.	0	1	2	3	4	5	6	



SECTION C. INSTRUCTION

Key Indicators

THE TEACHER...

1. Uses "effort-appreciation" statements more often with male than female students.	0	1	2	3	4	5	6
2. Provides more consideration, acclamation, and constructive feedback to males than with females.	0	1	2	3	4	5	6
3. Calls male students by name and ask them more often with complex and abstract questions than female students. In the end, males receive more attention (e.g. positive as well as negative), thus enhancing their performance.	0	1	2	3	4	5	6
4. Shows that female students are prone to becoming the invisible and losing members of the classroom.	0	1	2	3	4	5	6
5. Provides academically specific remediation, as well as praises and criticisms to male students.	0	1	2	3	4	5	6
6. Provides less academically valuable and more superficial feedback to female students.	0	1	2	3	4	5	6
7. Keeps a tone of neutrality when commenting on student s' performance (e.g., "Yes," "uh-huh," or "fine") rather than calling attention in a way that may perpetuate gender stereotypes.	0	1	2	3	4	5	6
8. Gives everyone an equal opportunity in all activities.	0	1	2	3	4	5	6
9. Is conscious of the amount of attention given to specific situation may it be negative or positive.	0	1	2	3	4	5	6
10. Stereotypes in the language being used.	0	1	2	3	4	5	6
11. Uses degendering terms as "police officer" and "fire fighter" rather than "policeman" and "fireman."	0	1	2	3	4	5	6
12. Demonstrates appropriate behavior in word and indeed such as equal treatment of males and females	0	1	2	3	4	5	6
13. Practices gender-neutral reading of, and writing on, students' work.	0	1	2	3	4	5	6
14. Does not praise females only for the physical appearance or neatness of work; commends both males and females for their ability.	0	1	2	3	4	5	6
15. Doesn't ignore sexist remarks made by the students, but challenges them to be gender sensitive instead.	0	1	2	3	4	5	6
16. Discusses fair and unfair gender-related treatments with students and help them analyze and think about their own behavior.	0	1	2	3	4	5	6
17. Exhibits instructional styles that match the male and female students' learning styles.	0	1	2	3	4	5	6
18. Gives ample opportunities to students to participate in both methods of learning (collaborative and peer challenge).	0	1	2	3	4	5	6
19. Modifies activity settings and physical layout of class in order to promote gender equity.	0	1	2	3	4	5	6
20. Designs instruments with equal representation of gender roles.	0	1	2	3	4	5	6
21. Judges academic achievement of students not based on gender expectations, but rather with the result of equal treatment and evaluation using the same benchmarks or evaluation tools.	0	1	2	3	4	5	6
22. Sets equal goals and try to have all students meet similar achievements. (e.g. males should not be expected to do	0	1	2	3	4	5	6



	better on science experiments or projects that require hands-on construction and girls should not be expected to do better on written assignments and art projects).							
23.	Expects that graphical skills and computations are attributed to males.	0	1	2	3	4	5	6
24.	Expects that essays and oral discourse are attributed to females.	0	1	2	3	4	5	6
25.	Avoids separating males and females by desk groupings or by pitting the males against the females when forming teams for classroom contests and projects.	0	1	2	3	4	5	6
26.	Allows students to form their own mixed groups.	0	1	2	3	4	5	6
27.	Practices increased mobility in the classroom by walking around the classroom and monitors male and female students' behavior.	0	1	2	3	4	5	6
28.	Holds the same behavioral expectations for male and female students.	0	1	2	3	4	5	6

SECTION D. INSTRUCTIONAL MATERIALS AND CLASSROOM ENVIRONMENT

Key Indicators

THE TEACHER...

	NA	Don't know	Not at all					To a great Extent
1. Selects resources which shows non-traditional characters engaged in non-stereotypical behaviors, such as females being brave and adventurous and males being sensitive and nurturing.	0	1	2	3	4	5	6	
2. Points out biases or encourages students to critically examine materials for gender bias in cases where there are stereotyping in books,	0	1	2	3	4	5	6	
3. Avoids selecting sexist software that is typically "masculine" or "combative,"	0	1	2	3	4	5	6	
4. Encourages females to learn computer skills by not allowing males to dominate the time spent in front of the computer terminals.	0	1	2	3	4	5	6	



GENDER EQUITY IN CLASSROOM INTERVIEW PROTOCOL FOR TEACHERS

Interview Date: _____

Time Start: _____ End: _____

School: _____

Address: _____

Teacher: _____

Interview Questions

1. What is your concept of gender equity?
2. Do you think gender equity should be practiced inside the classroom? Why or Why not?
3. In what way gender equity should be practiced?
4. How can you promote gender equity in terms of
 - a. pedagogical practices
 - b. classroom management
 - c. assessment
 - d. media and tools used in teaching
5. In what other ways can gender equity be observed inside the classroom?
6. How can you promote cultural equity in terms of
 - a. pedagogical practices
 - b. classroom management
 - c. assessment
 - d. media and tools used in teaching



GENDER EQUITY IN CLASSROOM INTERVIEW PROTOCOL FOR STUDENTS

Interview Date: _____
School: _____
Student: _____

Time Start: _____ End: _____
Address: _____

Interview Questions

1. What is your idea about gender? What about culture?
2. As a girl/boy, what classroom activities do you like and do best? Why?
3. Do you think your classmates (girl/boy) can also perform those activities like you do? Why? Or Why not?
4. Does your teacher give your classmates (girl/boy) the same classroom activities of the same degree of difficulty? In what way?
5. Do you talk among your classmates about activities performed by your male and/or female classmates? Do you think they are given equal chances to these activities? Why or why not?
6. If you were to choose, do you like a male or female teacher? Why?
7. Do you know about cultural groups or ethnic groups?
8. Are these cultural groups given equal opportunities inside the classroom? In what way?
9. Did you encounter any statement made by your teacher or classmate regarding your culture compared to other cultures of your classmates during
 - a. class discussion
 - b. examination
 - c. during consultation with the teacher