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Boy Student/Girl Student: Exploring Early Childhood Teacher Perceptions of Gender and Their Influence on Children's Learning

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BOY STUDENT/ GIRL STUDENT:

EXPLORING EARLY CHILDHOOD TEACHER PERCEPTIONS OF GENDER
AND THEIR INFLUENCE ON CHILDREN'S LEARNING

by

ELIZABETH OLIVER

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Early Childhood Education
in the College of Education and Human Performance
and in The Burnett Honors College
at the University of Central Florida
Orlando, Florida

Fall Term 2013

Thesis Chair: Dr. Judith Levin

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ABSTRACT

Brain development in children has always been fascinating to me; it was the reason I chose to major in Early Childhood Education. I have often wondered how the expectations and behavior of parents and teachers affect young children academically. Specifically, how do early gender messages from adults, peers, and the popular media have a powerful impact on the development of young brains? The professional responsibility of all educators is to help every child reach their full potential. This thesis explored the potential impact early childhood educators have in developing and reinforcing stereotypes that can affect children academically by surveying teachers about their own backgrounds, thoughts and feelings about their male and female students. Confirming my belief that most teachers had similar backgrounds I was able to find that among the 59 respondents surveyed; 98% were female, 81% attended mixed gender public schools, 85% grew up in a two-parent home and 90% had a father working full-time outside of the home. While looking for similarities in descriptive language I was able to find that given a choice of 14 words from a word bank teachers used the same terms over and over to describe their male and female students. Teachers chose words that described physical characteristics when recalling their male students and chose emotional words when they were asked to describe their female students. When teachers were asked to recall which students they believed to be the most challenging in their classrooms and to identify the gender of these students, they identified male students three times more than their female students. I was left wondering if the mostly female teachers who all shared similar backgrounds were transferring unconscious bias onto their students. Why was the descriptive language they used so similar? Why were males students identified as challenging so much more than female students?

DEDICATION

In loving memory of

Mary C. Oliver

1938-2013

ACKNOWLEDGEMENTS

I wish to thank my committee members Dr. Judith Levin, Dr. Sherron Roberts and Dr. Rex Culp whose support, guidance and cheerleading helped me believe that I could take on and finish such a large project. To my family, friends and teachers thank you for all of your love and support throughout my entire writing process. To my sister in-law Rita Moore thank you so much for all of your help with my reports, your love and guidance made my work shine. I would like to express my deepest appreciation to my thesis chair Dr. Judith Levin, without your help I would not have had the courage to take on this project. Your kindness, humor and thoughtfulness have been such a gift to me. Your love of children and commitment to education is truly an inspiration. You have shown myself and countless others what it really means to be a teacher.

Thank you.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION	1
Research Questions	2
Significance of study	2
Purpose of Paper	3
CHAPTER 2: REVIEW OF LITERATURE	4
History	4
Teacher language	5
Genderless Society	6
Consequences	10
CHAPTER 3: METHODOLOGY	12
Sample	11
Procedures	11
Target Population of the Study	12
Survey	13
CHAPTER 4: RESULTS	21
Research Questions	20
Participants	21
Expectations	21
Data Analysis	22
CHAPTER 5: CONCLUSIONS & RECOMMENDATIONS	30
Conclusions	29
Limitations	31
Recommendations	31
APPENDIX A: SURVEY QUESTIONS	35
APPENDIX B – COMPLETE REPORT OF SURVEY ANSWERS	40

Everyone and everything around you is your teacher.

– Ken Keyes Jr.

Chapter 1: Introduction

Most American public schools today can be considered a direct reflection of the communities they serve; they are diverse multicultural and multiethnic places to learn. Students benefit from this early exposure to diversity as it will certainly prepare them for the world in which they will work and raise their own families. TESOL courses (teaching English to Speakers of Other Languages) have been infused into the degree programs for Early Childhood, Elementary Education, Exceptional Education, and English Language Arts teachers at the University of Central Florida since the 2000-2001 catalog year (UCF College of Education, 2009).

Teachers are prepared on how to handle sensitive cultural issues in their classrooms. They focus on ways to build classroom communities and celebrate diversity. At least 79% of US public schools have adopted zero tolerance policies for bullying; states like New Jersey have even adopted a law named the “Anti-Bullying Bill of Rights” effective September 1, 2011 (Here&Now 2011). With all of the focus on bringing students, faculty and parents together I am left wondering if any attention is given to gender bias. In January of 2005 comments were made by the president of Harvard, Dr. Lawrence Summers, stating that boys having a “genetic difference” allowing them to outperform girls in high school mathematics and science. His statements suggest that gender bias is alive and well today (The Guardian, 2005). Where do

teachers fit in regards to developing secure happy children who are not limited by gender stereotypes? How can we be sure that we reach every child boy or girl?

Research Questions

1. Do preservice teachers receive any training on awareness of their own personal bias conscious or unconscious?
2. What perceptions of genders do seasoned experienced teachers (those who have taught young children for five or more years) have about their male and female students?
3. Have seasoned experienced teachers' opinions changed since they began their teaching careers?
4. How have these teachers' own experiences in school shaped their belief systems in regards to gender?
5. What were the messages regarding gender roles teachers and preservice teachers receive from their own parents?
6. Do teachers and preervice teacher believe that boys and girls require different strategies in a classroom setting?

Significance of study

This thesis explored the thoughts and feelings of current teachers and those about to enter the field of teaching regarding the treatment and education of their students based on gender. Additionally, this thesis identified the impact teachers perceive they have on their young students with regards to gender stereotypes, ability, and the power of language used in the classroom.

An essential part of becoming a great teacher is self-awareness and reflection (Cruickshank 1983; Dewey, 1933). Teachers are expected to reflect on lesson plans and activities and to stay informed of the latest brain development research in order to provide students with the best possible learning environments. How often are teachers asked to reflect on their personal thoughts and feelings? Unless we can become aware of a personal bias, we cannot expect to work against those biases in order to achieve a fair classroom. Even the most well-meaning teacher wakes up every day and experiences the world in relation to his or her own experiences. The National Center for Educational Statistics states; “Among full-time and part-time public school teachers in 2007–08, some 76 percent of public school teachers were female, 44 percent were under age 40.” “In addition, among males and females, 83 percent of public school teachers were White, 7 percent each were Black or Hispanic, 1 percent each were Asian or of two or more races, and less than one percent each were Pacific Islander or American Indian/Alaska Native in 2007–08.” According to the information from the NCES (2008) it can be concluded that approximately 70% of teachers in the United States are female and come from white middle-class backgrounds.

Purpose of Paper

Gender bias has always been a controversial topic and many of us have a hard time believing that we may have picked up underlying beliefs about male and female roles, careers and appropriate behavior. This thesis is in no way intended to villainize teachers or students in any way, but rather to provide a means for further self-awareness that may only benefit the students we serve.

Chapter 2: Review of Literature

History

Throughout history, there have been a wide variety of models for schools. Separation based on gender has been going on for a long time. The earliest schools in America circa 1600 were intended solely for the education of white Christian males. It was not until the 1700's that boys and girls began to be enrolled together in school. It is believed that this happened first in sparsely populated areas where more students were needed to support the schools (2012, *History of the Coeducation of Youth in the US*). According to a 2012 article in the Associated Press by the National Association for Single Sex Public Education in 2002, only about a dozen schools were separating the sexes. Recently the United States has seen a surge of more than 500 single-sex public's schools open across the country (Huffington Post Education 2012). Proponents argue that single-sex schools help children perform better and lessen distractions in schools. Critics argue that single-sex schools heightened perceived differences in ability between male and female students with no evidence to support claims of better performance among students (Lewin, 2011). *Gender and Early Learning Environments* (Irby & Brown, 2011) examines Waldorf schools; although not officially single-sex environments, Waldorf reports a 9:1 ratio of female to male enrollment. Waldorf schools were first formed in 1919 by the Austrian scientist and philosopher Rudolf Steiner. Opened in Stuttgart, Germany to teach the children of the Waldorf-Astoria cigarette factory, the movement quickly spread to the United States in 1928. The focus of all Waldorf schools is on "protecting childhood from the influences of the broader society" (Irby & Brown, 2011, p.3). Based on the information gathered by Irby and Brown (2011) regarding the overwhelming female to male enrollment and the main focus on protecting

children I must ask; do parents believe their little girls need protection more than their little boys?

In this chapter I will examine what I believe to be examples of unconscious gender bias among teachers by exploring their use of language in the classroom. I will also explore beliefs among professionals in the medical community regarding their concerns about how our modern society is harming and confusing for today's children to understand. Finally I will investigate the thoughts and feelings of young children themselves, more specifically their knowledge of their own gender and what they deem appropriate behavior based on an individual's gender.

Teacher language

In Irby and Brown (2011), authors Paula P. Guerra and Andrea S. Foster reflect on interviews taken over the course of two months with first grade teacher Mrs. Sanders (Guerra & Foster, 2008, p.86). Mrs. Sanders is a white, middle-aged, first grade teacher. She is described by her co-workers as enthusiastic and friendly. She teaches in a large metropolitan city in the southwestern United States. Her school population consists of mostly low socioeconomic status families, two-thirds of which are considered English language learners (ELL). When interviewed about her class she describes the boys as "rough and tough" and the girls as having "a lot of drama." She explained that the boys tended to overpower the girls a great deal and that her girls were much quieter because of the boy's behavior. Mrs. Sanders was perplexed when asked how she handled power situations in her classroom. Gender equity problems had never seemed to occur to her prior to her interview. The girls in Mrs. Sander's class received less praise because they were usually on task and when the boys did not follow the classroom rules, they were simply ignored. The girls were expected to follow the rules and stay on task (Irby & Brown, 2011). Mrs. Sanders,

though a well-meaning and kind teacher, fails to provide the girls and boys in her room with an equal set of rules, guidelines or consequences. By labeling the boys as “rough and tough” and the girls as “quiet,” she created a self-fulfilling prophecy. She also failed to realize that her use of language makes her a powerless bystander to the behavior in her classroom. Many people believe that idioms like “boys will be boys” are harmless phrases often taken too seriously in our age of political correctness. Some teachers may fail to realize just how damaging these kinds of stereotypes can be in a mixed gender classroom. Teachers must strive to provide equal learning opportunities for all of their students. Rules and consequences need to be consistently applied to all students throughout the school year. Ignoring disruptive behavior based on underlying beliefs about gender appropriateness sends a strong message of prejudice to young students. In addition to the fairness teachers should work for in their classrooms, Dr. Leonard Sax cautions against ignoring what he believes to be the innate nature of children and their need to belong to a group.

Genderless Society

Dr. Leonard Sax (2005) suggests that today’s genderless society hurts our children in many ways, the biggest of which being psychologically. Though Sax acknowledges the benefits of today’s modern society such as; today’s girls having many more opportunities than the girls growing up in the 1950s, the percentage of women earning medical , law school and graduate degrees up close to 50 percent from less than 5 percent in the 1960s he argues that the “news is not all good.” Sax along with psychologist Jean Twenge found that the children of today when compared to records of children from the 1950s are significantly more depressed and anxious. Dr. Sax is convinced that this is due to boys and girls being less gender-comfortable. He claims that today’s children have no clear idea about what it means to be a boy or a girl. He is careful to

suggest that parents do not seek to change their children , “this doesn’t mean that you should force a tomboy daughter to play with Barbies is she prefers trucks, instead work with your child’s nature, work with your child’s innate gender-based propensities, rather than trying to reshape them according to the dictates of late-twentieth-century political correctness.”(Sax, 2005, p.237) Dr. Sax also points the finger at modern pop culture as a huge damaging factor for our children, he says while the girl of the 1950s was concerned with character and the development of her mind, the girl of today is concerned with her appearance. The boys of the 1950s were much more likely to engage in community service and respected their peers, while today’s boy learn how to be men from video games that ironically objectify women and show violent acts committed against their virtual neighbors. Looking beyond some of these frightening trends I wonder how early in a child’s life do they begin to identify with their male or female counterparts?

Development of gender-awareness

The questions surrounding gender-awareness and nature versus nurture have been around for hundreds of years. So how early are children aware of their gender? The Nemours Children’s Hospital’s website writes “By age 2 or 3, a child starts to develop a sense of being a male or female. This awareness is called **gender identity**. Kids this age start to understand the difference between boys and girls, and can identify themselves as one or the other. Some people think gender identity is biologically determined and some say it's a product of a child's environment; “most likely, it is a combination of both” (Dowshen, 2011). Children begin examining and identifying with their parents from birth. They develop strong beliefs about gender appropriate behavior based on the examples they see around them. These feelings can be seen all over the

world in different countries, ethnicities and cultures. A recent article in Early Childhood Australia titled (Freeburn, 2008) “Girls can’t be Batman!” highlights the perceived rules of gender that one three-year old aboriginal boy learned. In an Aboriginal preschool three-year old Kye approaches his teacher and tells her to take off her Batman cape worn for dress up day. The conversation went as follows:

I was sitting at the computer in the classroom wearing a Batman cape when Kye spoke to me:

Kye: *Take that off Aunty* (pointing to the cape).

Tracey: *Why?*

Kye: *You can't be Batman.*

Tracey: *Why not?*

Kye: *'cause you a girl.*

Tracey: *But I like Batman.*

Kye: *You can't, you have to do girl things.*

Tracey: *What are girl things?*

Kye: *You know Aunty.*

Tracey: *No I don't, what are girl things?*

Kye: *Aunty, girls look after babies.*

(And he ran off, arms spread out flying around the room.) (Freeburn, 2008, p. 32-33).

This vignette shows how young children have a deep knowledge of the perceived rules about gender in society. It also indicates the way that popular culture can influence children's understandings of gender (MacNaughton, 2000). Though gender identity begins to form at birth and is most likely a combination of biology and the environment, recent research acknowledges

that these differences are far from “hard-wired.” Research published in a *Scientific American* article titled, “Girl Brain, Boy Brain” argues that neither social learning nor the Y chromosome can fully explain the difference in male and female behavior.

Teacher-Student interaction

So does the teacher’s gender itself influence his or her treatment of their students? Teacher-student interactions based on gender have long been of great interest to the research community. These interactions are usually separated into three categories such as; questioning, praising and criticizing. According to investigations collated and analyzed by Alison Kelly (1988) she was able to confirm studies showed girls consistently received less attention than boys (Brophy & Good, 1970). The only form of interaction where girls were found to score higher than boys was how often they offered to answer a question. Girls attempted to participate more often, while teachers tended to not respond fully to their attempts.

Merret and Wheldall (1992) found that:

At the primary stage, no significant difference in levels of praise and criticism was found between primary and secondary school, however, boys were given both more praise and more criticism. Women teachers were particularly likely to give more criticism to boys for misbehavior than to girls, while men teachers tended to give more praise to boys for their schoolwork (p.77).

Perhaps the most significant finding of these case studies was that the girls were found to be aware that the teachers paid more attention to the boys. In the book *Gender Matters in Schools*

(Darling & Glendinning 1996) found that “where an identifiable group has its work criticized more often (i.e. boys) the message is conveyed that a higher standard of achievement is expected” (Darling, & Glendinning, 1996, p.78). Children are aware early on that different things are expected of them in school based on their gender.

Consequences

Claims of sex differences have real world consequences according to the *Newsweek* article “Pink brain, Blue brain”, Sharon Begley (2009) states that “these beliefs encourage parents to treat their children in ways that make the claims come true, denying boys and girls their full potential.” “Kids rise or fall according to what we believe about them” (p.1-3). We know that stereotypes harm children and create self-fulfilling prophecies. Teachers must be encouraged to ask themselves questions about our personal beliefs regarding gender and to explore and challenge their behavior in the classroom. The ideal situation is one where each child is held to the same set of rules and expectations. “Specific curriculum goals of anti-bias curriculum are to foster each child.” (Hohensee & Derman-Sparks 1992, p.1).

I believe that when we examine the language that teachers use when describing their students and teacher-student interactions in the classroom, we can begin to uncover some of the injustices that teachers place on young students. When teachers have a set of pre-determined rules and expectations for boy students and girl students it confirms and much larger set of expectations from parents and the rest of society. Children believe about themselves what we tell them to and this in turn limits the potential of all children. I asked teachers to reflect on their classrooms, to be honest and to recall their own experiences as young children. In chapter 3, I begin collecting the answers to my questions among preservice and inservice teachers. I analyzed the results of

my data and look for parents among the responses. Finally in chapter 4, I offer my conclusions and recommendations.

Chapter 3: Methodology

In this chapter I will explain my sample, procedures and target population of my survey. This thesis seeks to explore the thoughts and feelings of preservice and inservice teachers through a survey designed to reveal unconscious bias. This chapter provides the framework for how, when and where my data was collected.

Sample

During the spring semester of 2013, I was in my senior year of internship in an Early Childhood Kindergarten classroom in a major metropolitan city in Florida. I was also attending nightly methods courses at the local University. The participants in my study included my fellow classmates who were also preservice teachers as well as teachers currently working in my area. My participants ranged in age and classroom experience with small children.

Procedures

I used one method to gather my data. I used Qualtrics, an online survey creator to make and distribute my survey. I surveyed preervice teachers (students currently training to become certified Pre-K-5 teachers) and inservice elementary school teachers (grade Pre-K – 5) to investigate their feelings and perceptions about the students they teach (See Appendix A). I asked questions such as; Are there active ways they seek to break down stereotypes? Are they trained in how to resolve power play situations? What kind of school did they attend during their

elementary years? What roles did their parents play in the home? How old are they? How would they describe their male/female students? What are some challenging behaviors they have faced in the classroom and how did they resolve these issues?

Target Population of the Study

Before approaching preservice teachers or inservice teachers, I had already completed training and received my IRB certification. I then made application to conduct research with human subjects and was given approval. Preservice teachers and inservice elementary school teachers were asked to complete my survey through Qualtrics online.

I was given access to my classmates during a classroom management course in the Spring of 2013. I was able to send advanced notice of my survey through email where I asked my classmates to bring their own laptops to complete my online survey. I also rented laptops from our curriculum resources for students who did not have personal laptops. Before the class began, I made a short announcement thanking them for their participation. I also informed them that this survey was completely anonymous and they should feel free to be as candid in their responses as they would like to be, because not even I would be able to identify the respondent. I sent the link to my survey through email after my announcement and most respondents finished the surveying under 15 minutes. This is where all most half of my respondents were acquired 27 respondents out of a later total of 59. The following semester I was in my junior internship at a local public elementary school. While there I approached my teacher and asked her if she could help my gather more participants for my survey. She was very helpful and emailed the link to my survey to all of her teacher contacts in and out of her school. It was through the contact with my

supervising teacher that I was able to add an additional 32 participants bringing my final total to 59 respondents.

My sample population is one of convenience using my status as a university student and connections with teachers in my area to gather participants. I relied on volunteers to complete this survey. To provide answers to my research questions put forth, I administered an anonymous and confidential survey to current public school teachers and preservice teachers attending a local university.

Survey

My survey was first administered to my class on March 27, 2013. Then my survey was sent via email to my supervising teacher and from there she distributed it among her colleagues. The survey remained open from March 27, 2013 through May 20, 2013. The only way to take the survey was through a direct link invitation via email. The following are the actual questions that participants answered.

1. What is your gender?
 - Male
 - Female
2. What is your age range?
 - Under 18
 - 19-24
 - 25-31
 - 32-37

- 38-43
- 44-49
- 50-55
- 56-61
- 62-67
- 68-73
- 74 or older

3. Select five words from the following list that most accurately describes your male students.

- Talkative
- Needy
- Friendly
- Shy
- Dramatic
- Aggressive
- Independent
- Brave
- Quiet
- Active
- Sensitive
- Outgoing
- Loud

- Funny

4. Select five words from the following list that most accurately describes you female students.

- Talkative
- Needy
- Friendly
- Shy
- Dramatic
- Aggressive
- Independent
- Brave
- Quiet
- Active
- Sensitive
- Outgoing
- Loud
- Funny

5. Do you believe in unconscious bias?

- Yes
- No

6. Do you believe that girls and boys learn differently?

- Yes
- No

7. Which of the following best describes the elementary school setting you attended as a child?

- Home school
- Single gender private school
- Single gender public school
- Mixed gender private school
- Mixed gender public school
- Other

8. Describe your most recent challenging behavior in the classroom. Please identify whether the student was male or female.

- Male
- Female

9. How many boy and how many girls are in your classroom?

Boys: _____ Girls: _____

10. Do the majority of your students share your gender? How many boy and how many girls are in your classroom?

- Yes
- No

11. Briefly describe how you handle power struggles in your classroom.

12. What is the academic grade and age range of your students?

Grade: _____ Ages: _____

13. As part of your pre-professional training, did you receive any training on gender bias awareness?

14. As part of your in-service training, did you receive any training on bias awareness?

- Yes
- No

15. Have your opinion changed about your male students since your teaching career began?

- Yes
- No

If so, briefly explain how:

16. Have your opinion changed about your female students since your teaching career began?

- Yes
- No

If so briefly explain how:

17. Were you raised in a:

- Single-parent home
- Two-parent home
- Extended Family Home
- Other – not listed

18. What roles did each adult in your childhood home play?

19. Did you feel that certain behaviors were expected from you as a child based solely on your gender?

- Yes
- No

I developed the survey questions after I received training about the Qualtrics online survey creator. Working closely with my thesis chair, I developed my list of questions. I wanted to focus on answering some key questions that I had about teachers. Did we share similar backgrounds? If so, how many of us were alike? Did we in fact use the same language when we described male and female students? Who were the students that we thought of as a challenge in our classrooms?

Could any patterns regarding background, language and challenging student identification be established? From the Qualtrics data reports, I learned that 92% of the surveys were completed in less than 10 minutes. I thought this was a good sign because I believed it to be indicative of teachers who were not censoring themselves within their short answer responses. In hindsight, I realized that a short response time could also mean a limited reply and little meaningful reflection. Looking back I wished that I had asked my participants to identify how long they had been teaching. I would have like to have been able to look for more patterns within preservice and inservice teachers as separate categories.

Chapter 4: Results

I used the Qualtrics survey program to collect the answers to my research questions. Qualtrics is an online survey tool originally developed by Brigham Young University. The University of Central Florida acquired a license for Qualtrics in the Fall of 2012 and made it the official College-wide survey software for professors and students to use. Qualtrics allows the user to build and distribute surveys, as well as perform basic statistical analysis on accumulated data (UCF College of Education 2012). Data was collected using my survey from March 2013 to May 2013. All results from the survey were anonymous and confidential. The data was stored on my Qualtrics password-protected account until they could be analyzed and used in this report. See Appendix B for a full reporting of survey results. My goal was to determine patterns among preservice and inservice teachers in regards to their own background and training regarding gender bias. I wanted to know what their beliefs were and did most of them share the same beliefs about their students. My survey was developed from my original six research questions.

Research Questions

1. Do preservice teachers receive any training on awareness of their own personal bias conscious or unconscious?
2. What perceptions of genders do seasoned experienced teachers (those who have taught young children for five or more years) have about their male and female students?
3. Have seasoned experienced teachers' opinions changed since they began their teaching careers?

4. How have these teachers' own experiences in school shaped their belief systems in regards to gender?
5. What were the messages regarding gender roles teachers and preservice teachers receive from their own parents?
6. Do teachers and preervice teacher believe that boys and girls require different strategies in a classroom setting?

Participants

Survey participants ranged in age from 19 years of age to 61 years of age. A total number of 59 respondents answered questions regarding gender issues and early development within my survey; included within that number were 27 preservice teachers currently studying for Early Childhood Education certification in traditional classroom teaching positions and 32 certified, seasoned or experienced teachers.

Expectations

I used a mixture of yes or no, multiple answer, and short answer questions in order to provide a more comprehensive look at the participant's perceptions regarding his or her students. I also wanted to know if most teachers could be shown to have come from similar backgrounds (i.e. gender, family structure and school model) and if so, could those similar backgrounds have possibly shaped their teaching styles and beliefs regarding gender expectations in the classroom. I expected both preservice and inservice teacher to use the same words to describe their male and female students. I anticipated that teachers would report male students more often being

disruptive, not following directions and rules more than their female students when they were asked to reflect on challenging behavior in their classrooms.

Data Analysis

I chose to focus on the findings from specific questions within my survey in order to answer the following questions;

Did teachers share similar backgrounds?

Did teachers use the same terms to describe their students?

Did teachers identify male or female students as more of a challenge in the classroom?

A full report of the survey results can be found in Appendix B.

Word bank questions are questions that ask a participant to select their answers from a predetermined list of words. These questions helped me establish patterns more easily than asking participants to use their own words or provide a short answer response. Both questions included the same word bank. My survey included the following 2 word bank questions;

1. Select five words from the following list that most accurately describes your male students.

- Talkative
- Needy
- Friendly
- Shy
- Dramatic

- Aggressive
- Independent
- Brave
- Quiet
- Active
- Sensitive
- Outgoing
- Loud
- Funny

2. Select five words from the following list that most accurately describes you female students.

- Talkative
- Needy
- Friendly
- Shy
- Dramatic
- Aggressive
- Independent
- Brave
- Quiet
- Active
- Sensitive
- Outgoing

- Loud
- Funny

Also included in my survey were 7 yes or no questions and 10 short answer and mixed response questions. As seen in Figures 1.1, 1.2, and 1.3, 98% of teachers who participated in my survey were female, 85% grew up in a two-parent home, and 81% attend mixed-gender public schools.

What is your gender?

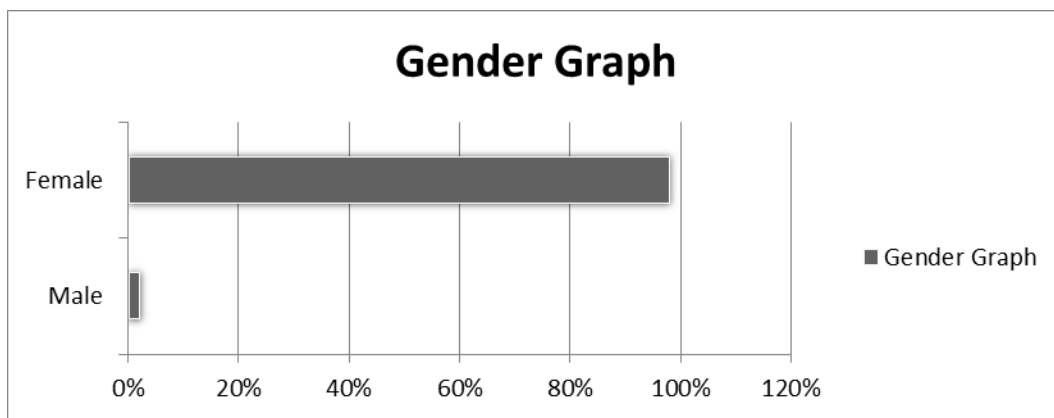


Figure 1.1

Were you raised in a:

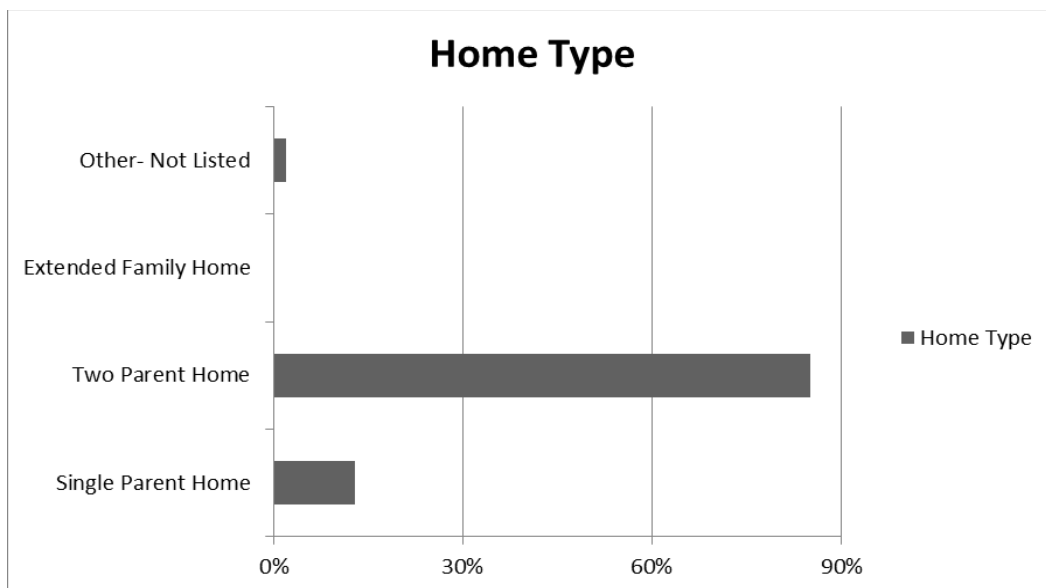


Figure 1.2

Which of the following best describes the elementary school setting you attended as a child?

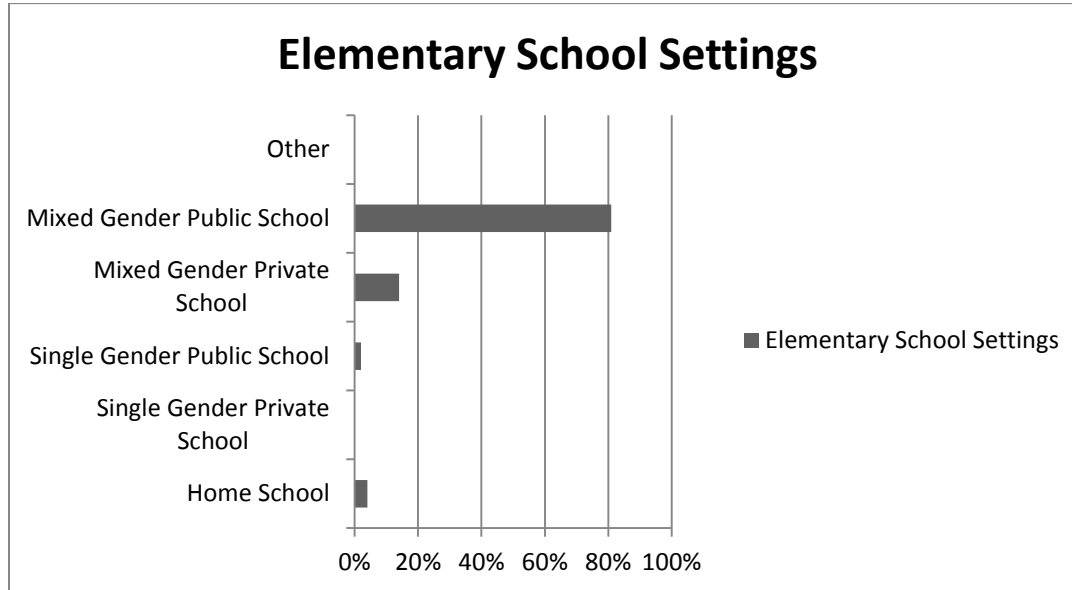


Figure 1.3

As expected, most teachers also shared similar primary educational backgrounds. A large number of participants (90%) had a father who worked full-time outside the home. More than half of participants (54%) had a mother working full-time outside the home. The remainder of the contributors to the survey had mothers who worked part-time outside the home (19%) or mothers who did not work outside the home (25%).

Teachers used similar language to describe the characteristics of their male and female students. The questions of the survey were shuffled randomly for each participant. The terms selected for the word bank were the same for both questions. The original questions were;

Select five words from the following list that most accurately describes you **female** students.

Select five words from the following list that most accurately describes you **male** students.

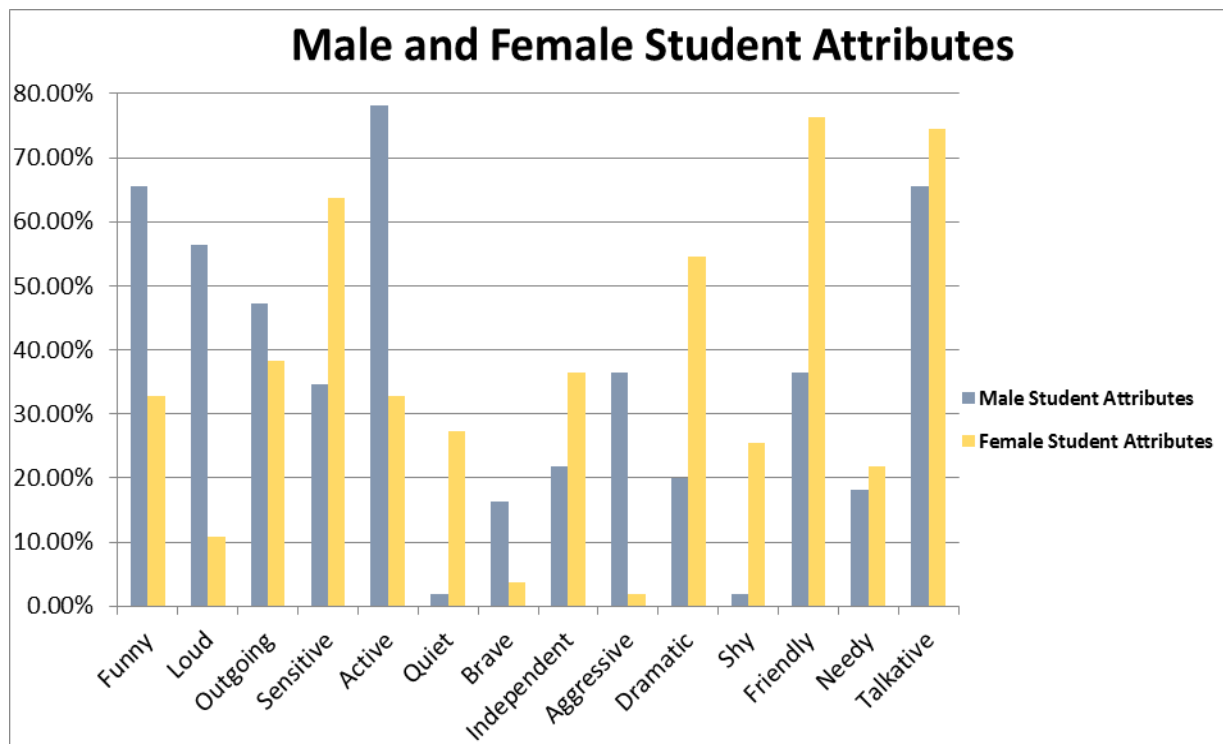


Figure 2.1

Figure 2.1 shows the similarities in word choice when teachers answered these questions. The five words selected the most to describe male students were active, funny, talkative, loud and outgoing. The five words used the most to describe female students were friendly, talkative, sensitive, dramatic, and outgoing. While both male and female students were described as being talkative and outgoing it is interesting to note that male students were viewed as being active, funny and loud, whereas female students were seen as sensitive and dramatic. Although none of the descriptive words in the word bank were given a positive or negative connotation it is interesting to note that words chosen to describe girls recalled emotional characteristics and the words chosen to describe boys recalled physical characteristics. This showed that girls were thought of more regularly in terms of feelings and boys were regarded as more physically active.

Perhaps the most interesting information gathered for the survey was the amount of times male students were mentioned versus female students when teachers were asked to reflect on challenging behavior in their classrooms. In Figure 2.3 displayed below are number of times male students were mentioned compared alongside number of times female students were mentioned by the participants surveyed. See Appendix B for a complete list of short answer responses. The original survey question was;

Describe the most recent challenging behavior in the classroom. Please identify whether the student was male or female.

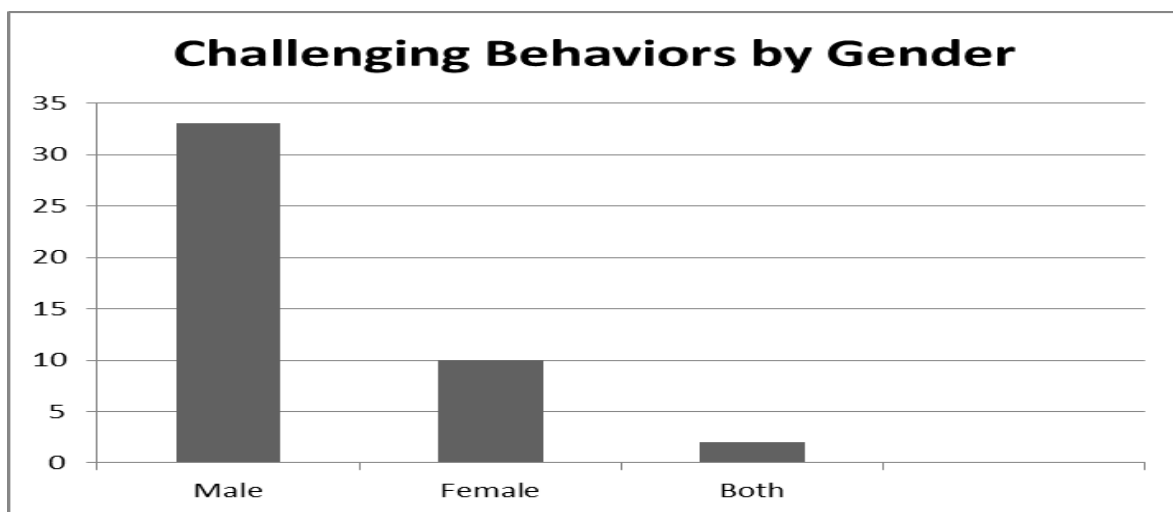


Figure 2.3

In this short answer question, teachers were asked to briefly describe a recent experience in their classrooms and to identify whether the challenging behavior they had experienced was from a male or female student; 45 participants answered this question. Included within the 45 responses, 33 identified male students, 10 identified female students and 2 respondents recalled that the behavior was from both male and female students. This meant that for every 3.3 times a

teacher identified a male student as a challenge in the classroom, female students were only identified once. I was able to show that among my participants teachers both inservice and preservice did in fact share similar backgrounds, use similar language to describe male and female students and identified more male students than female students as a challenge in the classroom.

Chapter 5:

Conclusions & Recommendations

Conclusions

It has been established that most teachers share similar backgrounds and that the majority of teachers are female ("U.S. department of education," 2012). When surveyed, teachers choose the same words to describe their students. I believe this is indicative of an unconscious bias among teachers that causes them to label certain characteristics as typical male or female behavior. Male student behavior was often viewed as challenging and difficult to control in the classroom and female students were described using emotional terms by the participants to my survey. What is not entirely clear is why these similarities exist among teachers who have never met and between experienced teachers and preservice teachers who have not yet had their own class. The use of similar language leads me to conclude that some of these findings can be partially explained as stemming from an unconscious bias on behalf of the teacher. Possibly, female teachers have trouble relating to and building connections with the boys in their classroom. Respectively, teachers in an effort to correct and guide the boys in their classroom may overlook girls who stay on task and have few behavioral issues. In order to provide the best learning environment for all students teachers need to reflect upon their personal perceptions and feelings, lesson plans, classroom management, choice of language, and daily interactions with their students.

Teachers should do their best to avoid getting stuck in a rut. It can be easy in any career to develop an “I know what’s best and I have nothing new to learn” attitude. Teacher cannot let themselves fall into this trap. When they do they overlook the unique needs of each of their students. No doubt great wisdom and wonderful tricks of the trade are gained from the years of work that teachers have with young children, we must remain vigilant and mindful of generalized language and our behavior in order to provide our students with every opportunity to succeed in mixed gender classrooms.

As a future early childhood educator I realize the importance of reflection and self-awareness. Everything I say and do or do not do in the classroom is being absorbed by vulnerable and impressionable minds. My job is to provide a safe place to make mistakes, to learn and grow, and to minimize the negative influences of the outside world. I also realize that no child can exist in a bubble and one of the earliest ways we learn is when our brain can make patterns from new information. For example, a baby will recognize the pattern that Daddy has a beard, Beard = Daddy and Daddy = Beard so when Daddy decides to shave off his beard his baby will not recognize him and become frightened. The brain wants desperately for things to become familiar, patterned and permanent, it is what makes us feel safe and secure. This thesis has helped me to acknowledgement and be aware of my own possible bias and the tendency for educators to give more attention to the male students in their classrooms. This thesis will help me monitor and correct my behavior to create a safe environment for all of my students. I hope to learn better ways to connect with my male students and to encourage and recognize the efforts of female students in my classroom. I will be careful with the language I use when describing behavior to parents, students and other educators. I will strive to inspire my students and provide them with a wide array of examples regarding male and female career choices, roles in the home

and characters in stories for children to identify with. Children are complex and multi-faceted and often the behavior that the adults around them interpret is viewed through our own biased lens. Every child deserves the praise, encouragement and opportunities afforded by a thoughtful and reflective teacher who believes in their full and uninhibited potential regardless of gender.

Limitations

I tried hard to keep my research as inclusive as possible, however some limitations were unavoidable. Due to time constraints and a higher percentage of female elementary school teachers, I was unable to seek out an equal number of female and male participants. A lack of funding prevented me from using Project Implicit's Implicit Association Test for gender-career, a test designed to expose unconscious bias among participants. According to their website (Project Implicit, 2001) "Project Implicit was founded as a multi-university research collaboration in 1998 by three scientists: Tony Greenwald (University of Washington), Mahzarin Banaji (Harvard University), and Brian Nosek (University of Virginia), and was incorporated as a non-profit in 2001 to foster dissemination and application of implicit social cognition. Project Implicit supports a collaborative network of researchers interested in basic and applied research concerning thoughts and feelings that occur outside of conscious awareness or control." Lastly, I would have liked to have had a minimum of 100 participants to gather more information and to better highlight the possible patterns.

Recommendations

Although the teachers in my survey shared similarities in terms of language, background and how they viewed their students; one should note that I believe all of them love their students.

Teaching is not a career that any should enter into lightly, we should always remain mindful of the influence we have. Those who choose this career path do so with a clear sense of devotion and commitment to their students. What matters the most to me is that we strive to remain as objective as possible in our daily interactions with our students. That we reflect on our behavior and continuously seek to improve ourselves as educators. I would like to see Universities provide more learning workshops, guest speakers and infused assignments regarding gender-bias awareness. School districts would benefit from the same workshops for current teachers regarding bias prevention and the power of language in the classroom. Books like *Sexism in the Classroom* by Hall & Sandler (1982) highlight the patterns in teacher-student interactions. They also explain different linguistic patterns that exist between male and female students as a means of explaining why girls are often overshadowed in the classroom. The implications suggest that the lack of confidence and early reinforcement might explain why fewer girls enter the fields of science and math later in life. My recommendations for my future research include, but are not limited to , a survey of young children's perceptions of their treatment in the classroom based on gender, at what age can children be shown to have stereotypical gender driven opinions of their classmates and what are students' opinions of male and female educators. In addition to the survey of children I would like to develop a workshop for preservice and inservice teachers. I would like teachers to participate in programs such as "Teaching Tolerance" a professional development project developed by the Southern Poverty Law Center. Their programs are free to educators and Teaching Tolerance is considered to be the top resource in the United States for anti-bias curriculum. I would incorporate their "Gender Doesn't Limit You "lesson plans as a model for teachers to follow in their classrooms. Finally I would recommend that all teachers who attend my workshop view Dr. Pat Hiem's video regarding gender issues and her

explanations of “boy culture” and “girl culture in order to gain more insight about their students peer relations. Dr. Hiem is a best-selling author who is internationally recognized as an expert in gender relations. Her website the Heim Group features a GENDER IQ TEST where participants can discover how many gender related issues we all face on a daily basis (Heim, 2013). I believe her research is a wonderful asset to the field of education because so acknowledges and explain the different ways that boys and girls are nurtured and affected by the adults around them. Dr.Hiem goes a step further in her research to explain how these early messages from adults have shaped the ways boys and girls communicate and understand fairness, success and power later in life.

APPENDIX A: SURVEY QUESTIONS

1. What is your gender
 - Male
 - Female
2. What is your age range?
 - Under 18
 - 19-24
 - 25-31
 - 32-37
 - 38-43
 - 44-49
 - 50-55
 - 56-61
 - 62-67
 - 68-73
 - 74 or older
3. Select five words from the following list that most accurately describes your male students.
 - Talkative
 - Needy
 - Friendly
 - Shy
 - Dramatic
 - Aggressive
 - Independent
 - Brave
 - Quiet
 - Active
 - Sensitive
 - Outgoing
 - Loud
 - Funny
4. Select five words from the following list that most accurately describes you female students.

- Talkative
- Needy
- Friendly
- Shy
- Dramatic
- Aggressive
- Independent
- Brave
- Quiet
- Active
- Sensitive
- Outgoing
- Loud
- Funny

5. Do you believe in unconscious bias?

- Yes
- No

6. Do you believe that girls and boys learn differently?

- Yes
- No

7. Which of the following best describes the elementary school setting you attended as a child?

- Home school
- Single gender private school
- Single gender public school
- Mixed gender private school
- Mixed gender public school
- Other

8. Describe your most recent challenging behavior in the classroom. Please identify whether the student was male or female.

- Male
- Female

9. How many boy and how many girls are in your classroom?

Boys: _____ Girls: _____

10. Do the majority of your students share your gender? How many boy and how many girls are in your classroom?

- Yes
- No

11. Briefly describe how you handle power struggles in your classroom.

12. What is the academic grade and age range of your students?

Grade: _____ Ages: _____

13. As part of your pre-professional training, did you receive any training on gender bias awareness?

14. As part of your in-service training, did you receive any training on bias awareness?

- Yes
- No

15. Have your opinion changed about your male students since your teaching career began?

- Yes
- No

If so briefly explain how:

16. Have your opinion changed about your female students since your teaching career began?

- Yes
- No

If so briefly explain how:

17. Were you raised in a:

- Single-parent home
- Two-parent home
- Extended Family Home
- Other – not listed



18. What roles did each adult in your childhood home play?_____

19. Did you feel that certain behaviors were expected from you as a child based solely on your gender?

- Yes
- No






APPENDIX B – COMPLETE REPORT OF SURVEY ANSWERS







1. What is your gender?

#	Answer		Response	%
1	Male		1	2%
2	Female		58	98%
	Total		59	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.98
Variance	0.02
Standard Deviation	0.13
Total Responses	59




2. What is your age range?

#	Answer		Response	%
1	Under 18		0	0%
2	19-24		33	57%
3	25-31		7	12%
4	32-37		7	12%
5	38-43		5	9%

6	44-49		3	5%
7	50-55		0	0%
8	56-61		3	5%
9	62-67		0	0%
10	68-73		0	0%
11	74 or older		0	0%
	Total		58	100%

Statistic	Value
Min Value	2
Max Value	8
Mean	3.14
Variance	2.82
Standard Deviation	1.68
Total Responses	58

3. Select five words from the following list that most accurately describe your male students.













#	Answer		Response	%
1	Funny		38	67%
2	Loud		33	58%
3	Outgoing		27	47%

4	Sensitive		20	35%
5	Active		45	79%
6	Quiet		1	2%
7	Brave		10	18%
8	Independent		12	21%
9	Aggressive		21	37%
10	Dramatic		11	19%
11	Shy		1	2%
12	Friendly		20	35%
13	Needy		10	18%
14	Talkative		36	63%

Statistic	Value
Min Value	1
Max Value	14
Total Responses	57

4. Select five words from the following list that most accurately describe your female students.


#	Answer		Response	%
1	Funny		20	35%
2	Loud		7	12%

3	Outgoing		22	39%
4	Sensitive		37	65%
5	Active		19	33%
6	Quiet		15	26%
7	Brave		2	4%
8	Independent		20	35%
9	Aggressive		1	2%
10	Dramatic		30	53%
11	Shy		15	26%
12	Friendly		43	75%
13	Needy		12	21%
14	Talkative		42	74%

Statistic	Value
Min Value	1
Max Value	14
Total Responses	57



5. Do you believe in unconscious bias?

#	Answer		Response	%
1	Yes		52	93%

2	No		4	7%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.07
Variance	0.07
Standard Deviation	0.26
Total Responses	56

6. Do you believe that girls and boys learn differently?

#	Answer		Response	%
1	Yes		46	82%
2	No		10	18%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.18

Variance	0.15
Standard Deviation	0.39
Total Responses	56

7. Which of the following best describes the elementary school setting you attended as a child?

#	Answer		Response	%
1	Home school		2	4%
2	Single gender private school		0	0%
3	Single gender public school		1	2%
4	Mixed gender private school		8	14%
5	Mixed gender public school		46	81%
6	Other		0	0%
	Total		57	100%

Statistic	Value
Min Value	1
Max Value	5

Mean	4.68
Variance	0.68
Standard Deviation	0.83
Total Responses	57

8. Briefly describe your most recent experience with challenging behavior in the classroom.

*** Please identify whether the student was male or female.**

Text Response
xxxxxxx
classroom management , sharing * Male
Male student wasn't following directions. Used conscious discipline to solve problem
Male student became so frustrated that he did not understand that he began crying and would not listen to the teacher.
The classroom I used to work in had a three year old boy who was biting his classmates. I could not get him to listen to me and he did not like authority.
This little boy threatened a little girl that he would cut her throat is she did not give him cash, she came up to the teacher and I and quietly reported to us what he had said, she did not cry, she did not yell.
Being ignored by both a male and female student.
There is a young boy who refuses to listen to me and see me as an authoritative figure. My teacher constantly has to call him over and have him apologize for disrespecting me (in the way of not listening). He is sweet but sees me as a friend.
A male student meowed like a cat for a whole day. The child did this for two days.
Female student who is aggressive toward peers. She is willful and defiant to authority. When

spoken to she will scream and refuse to move.

Recently, my teacher was given a very active student. He needs a lot of redirecting. It takes him some time to complete assignments. When I taught with math centers in the classroom, there was less misbehavior. He participated well.

There is a female student in my class that is defiant on purpose. Any time she is told to do something on her own or that she has to fix something she throws her things on the floor and crawls under the table and cries and throws a tantrum.

The student is a male. He has a behavior plan and often receives referrals. He has a behavior chart that is completed daily for each rotation and transition throughout the day. His behavior is challenging because he gets upset easy.

A male student in my second grade classroom disrupted a lesson by distracting other students and talking inappropriately.

One female student was defiant and where have a temper tantrum every time she didn't have her way. One male student I had was defiant and questioned my authority and did whatever he wanted to do regardless of consequence.

Verbal outbursts when teacher is giving instructions. - Male

The challenging behavior I have experienced was from a female student who interrupts repeatedly. She responds quickly and irrationally at times. The best way we have found to deal with her is through immediate correction and self-reflection.

The student in my first grade class that had the most behavior problems was a 7-year-old boy. His typical behavior problems included not listening/following directions, distraction other students, or acting inappropriately.

It is a female student and she is very emotional. I was reading a book aloud and she began crying because she missed her mom so I called her to sit next to me. She will not stop unless she is hugged and consoled but I cannot stop the class every time.

A male student was refusing to complete the task he was asked to do. The teacher had to re-engage the student into the activity.

There is a female student in my classroom who is usually a good listener but when she does get off task it is very difficult to get her back on task. When I try to tell her that she needs to pay

attention, she starts to shut down emotionally.
The student is female and she refuses to follow directions and leaves other students out often.
A male student told me that I was smaller than the other teachers so he didn't need to really listen to me. I just told him that I am a little shorter, but I am still a teacher in the classroom so he needs to listen to me when I ask him to do things
There is this young girl who has attitude with me in particular. I know that her home situation is challenging and impacts her greatly. I wonder if it is because I am younger. Like most kids they will test their boundaries.
Male student. Constantly talking, acting out, disrupting others, talks to anyone and everyone. Space didn't help. Discipline didn't help. Parents didn't help.
Male student-age 10...very sensitive. ..talks out...aggressive towards other students...need a lot of attention. ..comes from a homeless family...smart but not doing his personal best...caught up in drama...stirs up trouble
While lining up my children for our class picture, two boys began teasing another boy for being "small" and being placed at the end of the line. The boy teased became upset and cried.
Female sixth grader bullying. Very sneaky and does when back is turned. Mother supports her and is living vicariously through her daughter's popularity. Sixth grade girls can be very mean.
Male student, refusing to sit in his seat properly and was overly distracted with wanting to do what he wanted to do rather than what I was instructing him to do.
I have a male student that has trouble focusing and staying on task. He is always off task and tends to get into things at the wrong time
My most recent challenging behavior is with a boy in my class. He is very argumentative with both my students and me. He has trouble making and keeping friends due to the fact that he is very intense and doesn't accept responsibility for wrong.
Two students got into a verbal argument that quickly got physical. Both students were male.
A male child did not listen to what I said
White male student talking aggressively and loudly to teacher

Male student had difficulty following directions during reading block.
A male student was very angry upon arrival to school and decided to be aggressive with the other children at breakfast.
A special need Kindergarten male becomes angry when he does not get his way and becomes very physically aggressive. He is significantly larger than any of the other students in the class, so this is a very serious concern.
The most recent experience with challenging behavior is dealing with students who act out because they do not get their way. Both male and female students have done this in my classroom.
A male student refused to do work all day. He wanted to play with blocks instead. When asked and told to join the class, he refused. He ran out of the class through the back door several times today. He did not run away though; he stayed nearby.
We have a student who is always off task and talking about various things. When you bring them back to task they can at times be rude about that they already know that info. But, the student is failing. He is a male student
My most recent experience with behavior was with a male student. He was not doing what he was supposed to and was being disrespectful to the point that I had to call the office. the assistant principal had to come and get him.
Bringing order and refocusing attention as instructions are being giving during crating a relief map for a geography segment
I worked with a 4 year old little boy who was later diagnosed with ADHD and Bipolar disorder. He was very active, loud, and aggressive. He required a lot of one on one attention, but was very intelligent and could be sweet and loving.
Male Child. He was very aggressive to the other children. Constantly walked around to different centers and took toys, bullied, and argued with the other students. He never had interest in the objects he was taking, he focused on the reactions.
Male student did not want to complete reading work, which was difficult for him, so he tried to engage teacher in conversation about other topics. Also spinning in chair.
Male student - Very disrespectful, He has a hard time following the classroom rules and is

disrespectful towards adults.



I teach an after-school art class to kindergarten and first grade students. This past week a female student's artwork did not come out the way she wanted. She said it looked "terrible" and became reserved and quiet, opposite of her normal behavior.

Statistic	Value
Total Responses	47

9. How many boy and how many girls are in your classroom?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Girls	2.00	22.00	8.75	3.45	52
2	Boys	3.00	16.00	9.08	2.98	52

10. Do the majority of your students share your gender?

#	Answer		Response	%
1	Yes		27	50%
2	No		27	50%
	Total		54	100%

Statistic	Value
Min Value	1
Max Value	2

Mean	1.50
Variance	0.25
Standard Deviation	0.50
Total Responses	54

11. Briefly describe how you handle power struggles in your classroom.

Text Response
Conscious discipline
I follow positive intent and try to see their point of view in the matter. Compromise!
Students are asked to work equally on paired assignments and when students are trying to disagree with teacher the teacher will either wait for the students to be quiet and gather their attention or reassure them that what she is saying is correct.
I usually tell students that both, boys and girls are capable of achieving anything.
I diffuse the situation but redirecting the situation, or I will not engage the negative behavior until I have time to quiet talk to the student myself, I will ask the children to remember they are leaders and we shall continue
I explain that I am the teacher and the rules are very clear. The children can either do one thing or another but those choices are given by me.
Do not engage. Students respect the teacher and I haven't seen a power struggle get very far in the classroom.
I separate anyone who is becoming bossy or trying to be in charge. As far as students overtaking my authority, if they are not listening which is not often, they sit in the thinking chair for 3-5 minutes.
The boys always want to do game boys against girls, but we only have two girls in our class and it is never fare.
I try to give students a couple of choices. When a student wants to be in control and I give them

a few choices that I approve of we both win. If the child refuses to choose, I remove them from the situation until they are stable enough to choose.

It is hard to get them to listen to me the first time I speak. I often have to do two or three attention grabbers. Children test me when I ask them to move their clip down. They listen when they see that I have made a firm decision.

There are not many power struggles except with the one female student I already described. But if after 5 minutes we cannot get her out from other the table the office is called.

I use many classroom management strategies learnt at UCF. I set expectations and clear guidelines for the students as well as clear consequences for misbehavior.

I discuss the importance of equality and sharing with my students and to listen to adults in authority.

I use a stern voice to let students know they will do what I am talking them to do regardless of if they want to or not. If that doesn't work, I separate the child from the group and ignore their behavior.

I have to remember to breathe and not engage in a power struggle. It is NOT easy. I have found myself telling students that what I asked them to do was not up for discussion. I prefer to offer choices for their behavior within my desired options.

I give choices when possible. Also, we set a reminder to be in charge of yourself.

I stay firm on my position and assert my authority as an adult and a teacher.

I do not have this issue in my classroom.

My cooperating teacher uses a point system where the students can either earn or lose points based off their behavior.

I try to remain calm and regain the students attention. I try not to raise my voice because I know that does not usually help.

I do not back down and calmly but firmly remind the student that I am in charge and looking out for their best interest

We breathe with them and talk them through why they are so upset.








I try not to get into a power struggle with children. I avoid power struggles by coming down to the students level and asking them how they feel and what caused them to feel this way. I want to understand where the child is coming from.
Private meetings. Lunch stays. Parents conference.
glances. ..quiet side talks...incentives. ..catch other students bring good...giving them positive attention. ..
I try not to engage and give acknowledgment of the intent behind the behavior/struggle and two positive choices for a solution.
No power struggles. Established very clear expectations at beginning of year. Consistent in classroom and the kids know that there are consequences for inappropriate behavior.
Respect the student but also give a firm redirection. I really don't have a whole lot of power struggles.
Love and Logic Program. Put the choose back to the child, and they have consequences if not followed. I could say something like "All students that are lined up quietly, can play the whole playground time."
I have two students that are constant power struggles, one boy and one girl. I am very consistent in my discipline. Time out, think sheets, guidance counselor/assistant principle, a great deal of communication with the parents, etc.
I remain in control and follow through with consistent and communicative action.
I use words such as should when giving direction. Being firm but direct
Generally, I take the students aside and talk to them.
I talk with the student in question and explain to him or her that I am the authoritative figure and will not put up with the challenging behavior. I will give clear expectations and consequences as needed.
Conscious discipline is used in my classroom.
Becky Baileys' Conscious Discipline: assertiveness not aggressiveness.
I am the teacher and they must do what I say. If they do not cooperate, then they are usually

asked to leave the classroom.
I take big bucks from them. Big bucks are given to the students for good behavior, staying on task, being kind, following directions etc.
I give two choices that the child can choose from without being manipulative. For instance, if a student is playing with a toy when s/he not supposed to, s/he has the option of putting the toy on the bookcase or at the kidney table.
Depending on the struggle if it needs to be a personal conversation then I take the student aside and discuss with them how we could work together to resolve it. IF it is with several members of the class I approach it as a group
I think that there are no power struggles in the classroom since it is evenly divided between boys and girls.
Separation, one on one consultation
I do not have a classroom but the teacher handles them calmly and rationally by getting on the students level and talking the situation over with them.
Firm limits, redirection and cueing as needed, waiting child out.
Offering 2 choices that are both acceptable
I give two appropriate choices, i.e. You can choose to draw quietly or read a book. You cannot run around the room.

Statistic	Value
Total Responses	47

12. What is the academic grade and age range of your students?



#	Answer	Response	%
1	Preschool : Ages 3 and	2	4%

	under			
2	Pre- Kindergarten : Ages 4 and under		6	11%
3	Kindergarten: Ages 5-6		16	30%
4	1st Grade: Ages 6-7		11	20%
5	2nd Grade: Ages 7-8		8	15%
6	3rd Grade: Ages 8-9		5	9%
7	4th Grade: Ages 9-10		2	4%
8	5th Grade: Ages 10-11		4	7%
	Total		54	100%

Statistic	Value
Min Value	1
Max Value	8
Mean	4.11
Variance	3.16
Standard Deviation	1.78



Total Responses	54
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13. As part of your pre-professional training, did you receive any training on gender bias awareness?

#	Answer		Response	%
1	Yes		25	47%
2	No		28	53%
	Total		53	100%



Statistic	Value
Min Value	1
Max Value	2
Mean	1.53
Variance	0.25
Standard Deviation	0.50
Total Responses	53

14. As part of your in-service training, did you receive any training on bias awareness?

#	Answer		Response	%
1	Yes		22	42%
2	No		30	58%
	Total		52	100%



Statistic	Value
Min Value	1
Max Value	2
Mean	1.58
Variance	0.25
Standard Deviation	0.50
Total Responses	52

15. Have your opinions about your male students changed since your teaching career began?

#	Answer		Response	%
1	Yes		25	48%
2	No		27	52%
	Total		52	100%



Statistic	Value
Min Value	1
Max Value	2
Mean	1.52
Variance	0.25
Standard Deviation	0.50
Total Responses	52


16. Have your opinions about your female students changed since your teaching career began?

#	Answer		Response	%
1	Yes		21	40%
2	No		31	60%
	Total		52	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.25
Standard Deviation	0.50
Total Responses	52



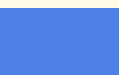
17. Were you raised in a:





#	Answer		Response	%
1	• Single-parent home		7	13%
2	• Two-parent home		45	85%
3	• Extended		0	0%

	Family Home			
4	• Other – not listed		1	2%
	Total		53	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.91
Variance	0.20
Standard Deviation	0.45
Total Responses	53



18. Please select the answers that best describe the roles of adults in your childhood home. Check all that apply.

#	Answer		Response	%
1	Mother working part-time		10	19%
2	Mother working full-time		28	54%
3	Mother not working outside the home		13	25%

4	Father working part-time		2	4%
5	Father working full-time		47	90%
6	Father not working outside the home		1	2%
7	Other guardian working part-time		0	0%
8	Other guardian working full-time		0	0%
9	Other guardian not working outside the home		1	2%

Statistic	Value
Min Value	1
Max Value	9
Total Responses	52

19. Did you feel certain behaviors were expected from you as a child based solely on your gender?

#	Answer		Response	%
1	Yes		41	79%
2	No		11	21%
	Total		52	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.21
Variance	0.17
Standard Deviation	0.41
Total Responses	52

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