

MICROMESSAGING TO REACH AND TEACH EVERY STUDENT™



NAPE
National Alliance for
Partnerships in Equity

National Alliance for Partnerships in Equity

Professional Development

Provide tools and curricula for educators through conferences, presentations, webinars, and formal training

Research and Evaluation

Develop reports. Identify research-based promising practices. Provide input to others' research.

Technical Support

Develop tools and resources for LEAs. Provide consulting services. Offer expertise on access, equity, and diversity issues.

Public Policy and Advocacy

Work with federal agencies. Educate legislators on equity and diversity issues. Develop policy briefs. Alert membership policy issues.

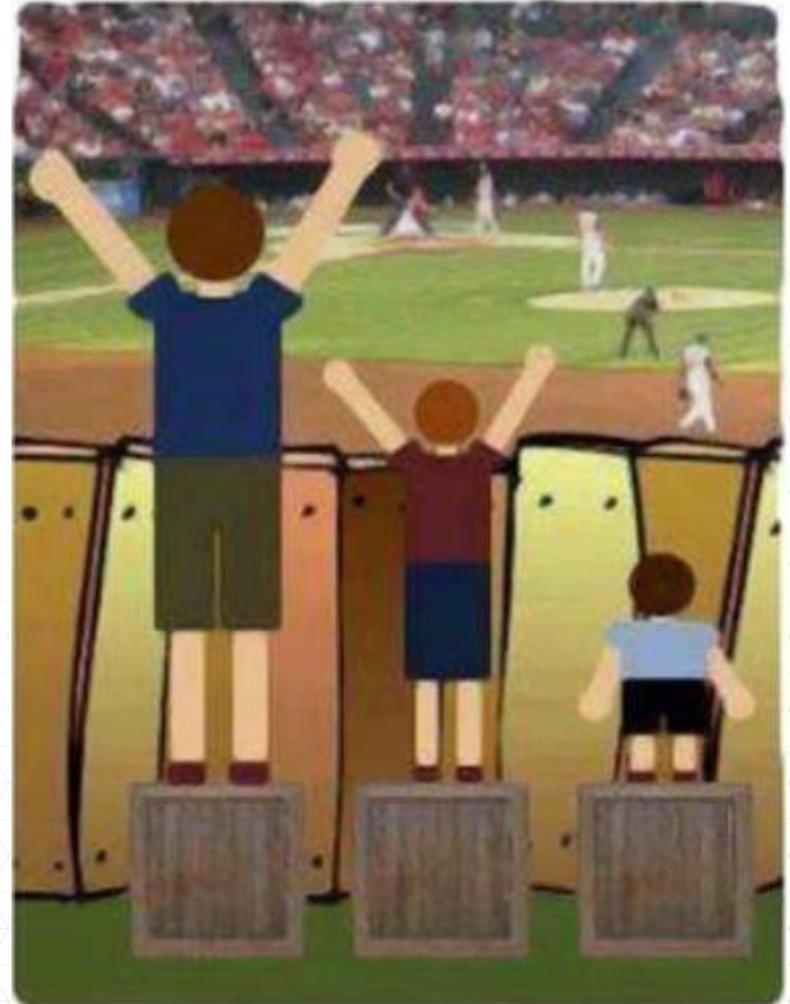
Equity



NAPE

Equality

Equality often means that everybody gets the *same thing*, that everybody hypothetically has access to the same classes or the same opportunities.





The Trouble with Equality



The *trouble* with equality is that, if people are not starting on a level playing field, giving them the same thing maintains the inequality that already exists.

An Equity Approach

An *equity* approach considers disparities that exist and gives individuals what they need to address those disparities.





Starting Assumptions

Every individual deserves access to the inclusive, equitable educational and employment opportunity, regardless of gender, race, class, religion, (dis)ability, sexual orientation, and other factors.





An Illustration: Girls, Equality, and Electronics

- From an equality standpoint, young women have just as much access as young men to electronics classes.
- *However*, this standpoint ignores larger social and educational conditions that might point to the fact that women do not have the same access as men.



An Illustration: Girls, Equality, and Electronics(Cont'd.)

- So, young women might have *equal* access, but they certainly do not have *equitable* access.
- An *equity* approach takes these bigger social and educational conditions into account—it's about closing the gaps in access AND opportunity.





Activity: Inclusion/Exclusion

Begin by discussing briefly in pairs:

1. Describe the dynamics of a classroom where you felt either included or excluded.
2. Do you still feel any pain or frustration from your exclusion experience? Do you still feel any joy from your inclusion experience? If so, this represents the power of these dynamics.



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WHAT ARE CULTURAL STEREOTYPES?



Lands End Catalog 2012

super light, superhero tough

FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability, thanks to strategically placed 420D and 600D pack cloth.

Lighter weight. Same awesome durability.

Guaranteed. Period.®

make it your own!
with a monogram,
embroidery or both!
details, p. 76



3. rich red
(webbing: bright lime)

clip-on
flashlight, p. 77

Lands End Catalog 2012

light as a feather,
tough as long division

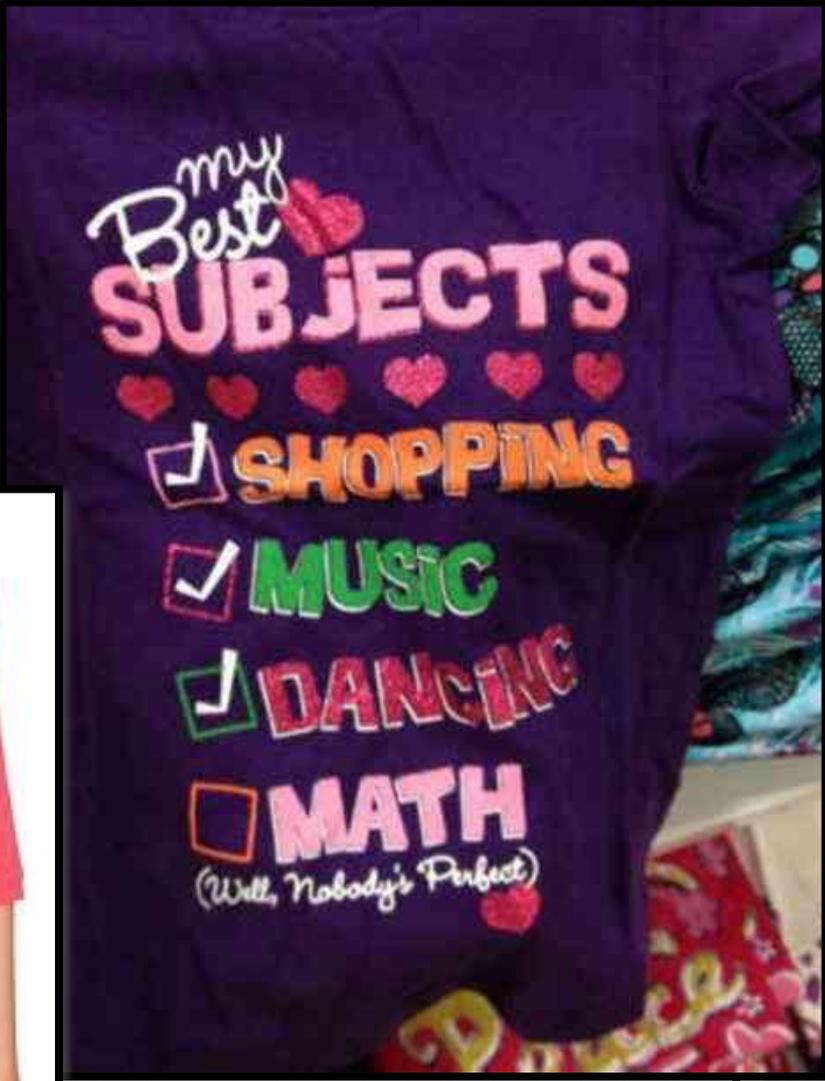
FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability thanks to strategically placed 420D and 600D pack cloth.

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e-reader case, \$15, 419654-B43,
water bottle, \$19, 422617-B44,
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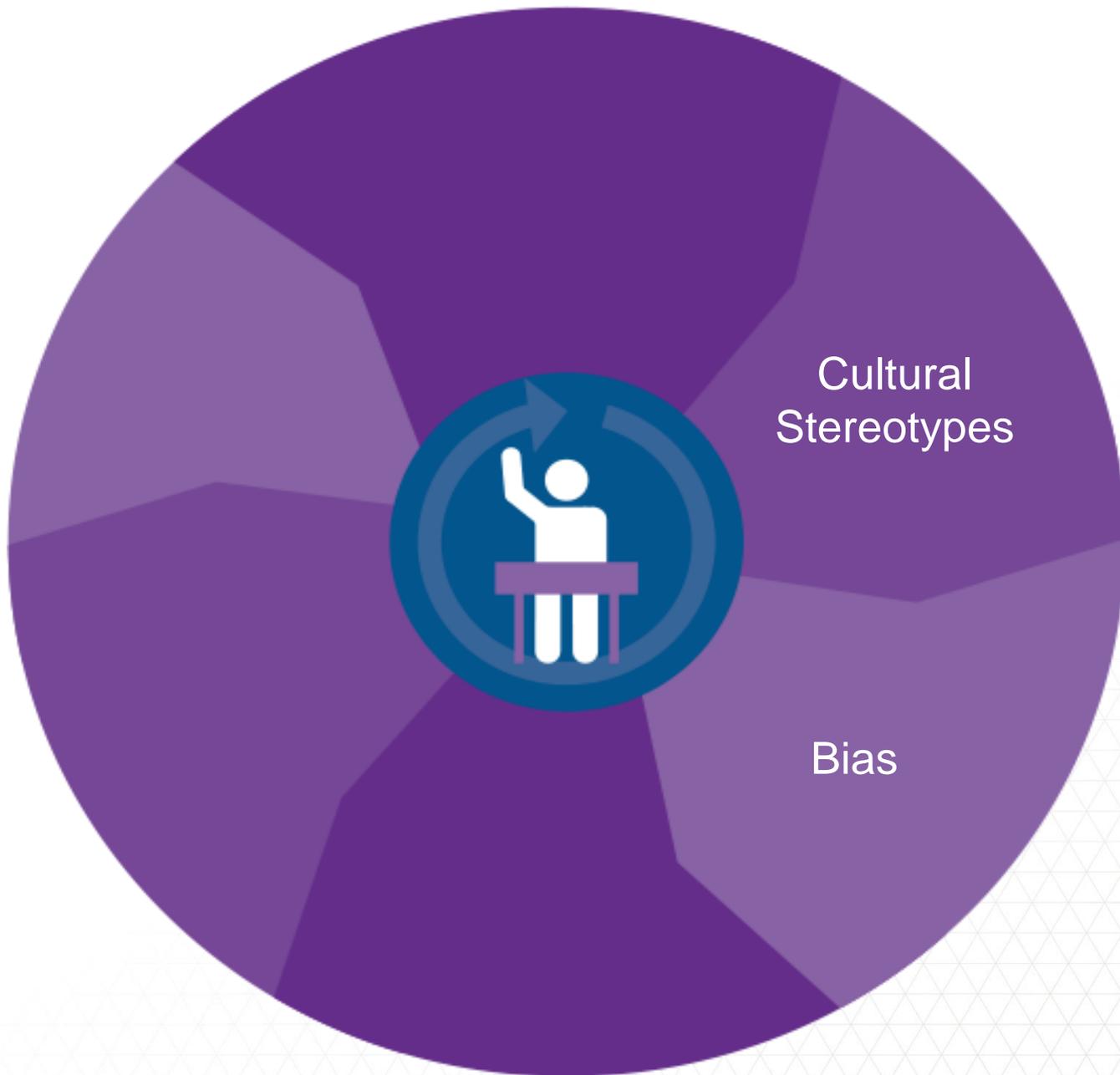




What **cultural stereotypes** are prevalent at your institution?

What is the **impact** of these stereotypes on our **students**?





Subconscious (or Implicit) Bias

Social stereotypes that we form outside of our own consciousness:



Stem from our brain's adaptations



Create unconscious barriers in the classroom



Impact how we relate to people

Subconscious Gender Bias: Power and Impact

National study of a psychology faculty candidate. 238 current faculty members (50:50 ratio) evaluated the same resume with male or female name

Scenario

Question

With identical resumes, should there be any difference in how the faculty vote to hire Ruth vs. Robert?

Result

- 45% voted to hire “Ruth,” but 65% vote to hire “Robert.” Male and female evaluators equally preferred the male candidate.
- Yet another example of bias influencing sex-based hiring.





How can we identify our biases?

We can take Implicit Association Tests to help create personal awareness. Then we can begin to identify how the biases manifest in our lives.



Project Implicit

implicit.harvard.edu



Implicit Association Test



HOMework
!

✓ Explore

- Take an Implicit Association Test
- Visit NAPEquity.org/IAT for instructions

✓ Reflect

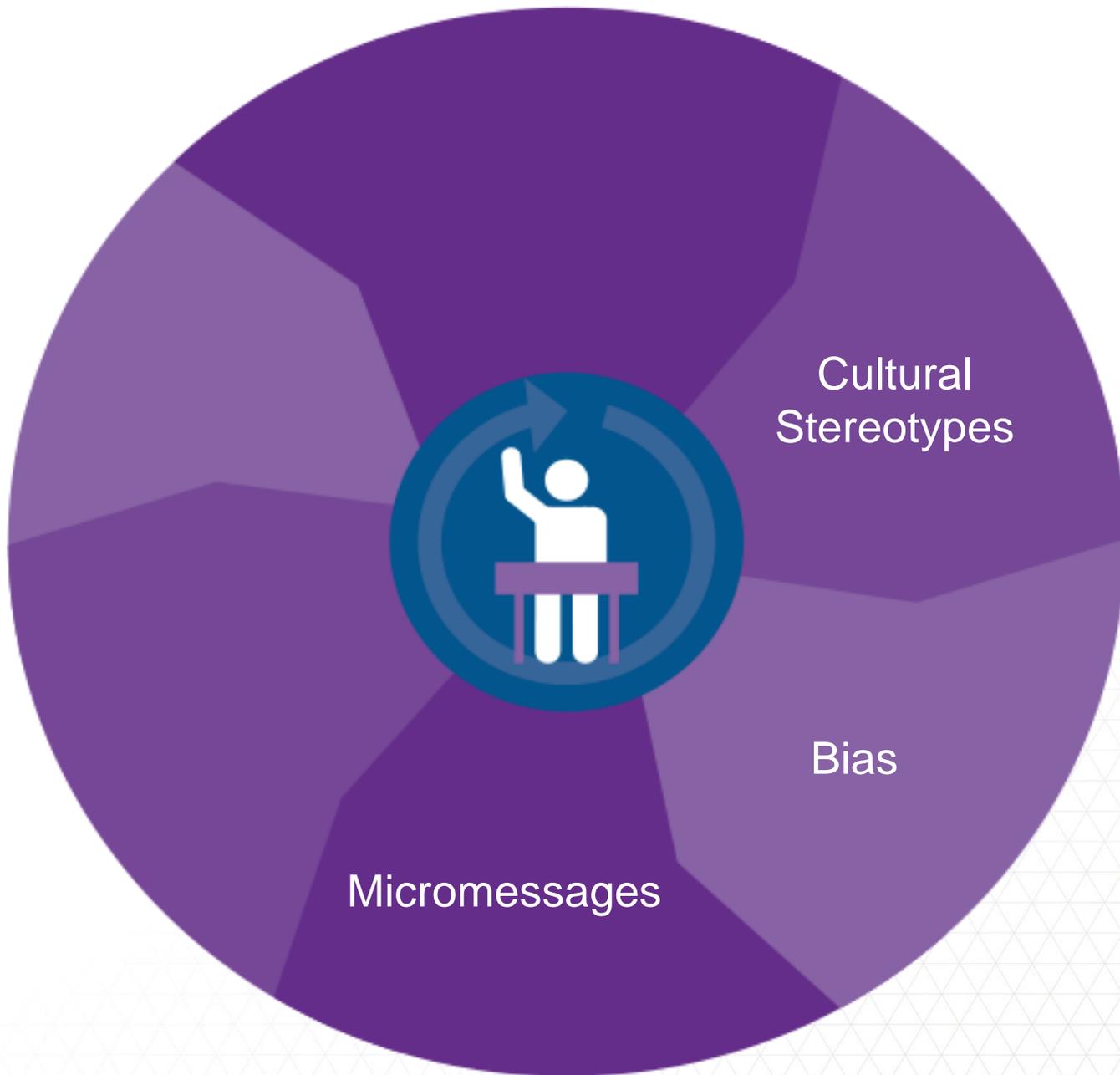
- Are you surprised at your results?
- Ask your self why you are/aren't surprised?

✓ Learn

- YouTube videos on Implicit Bias
- Read *Blind Spot: The Hidden Biases of Good People* (Banaji)



Project Implicit®





*Small, subtle,
unconscious messages*

*sent and received when
we interact with others*

Micromessages

Valued

Micro-
Affirmations

Included

Encouraged

Intentional

Positive



Micro-
Inequities

Unintentional

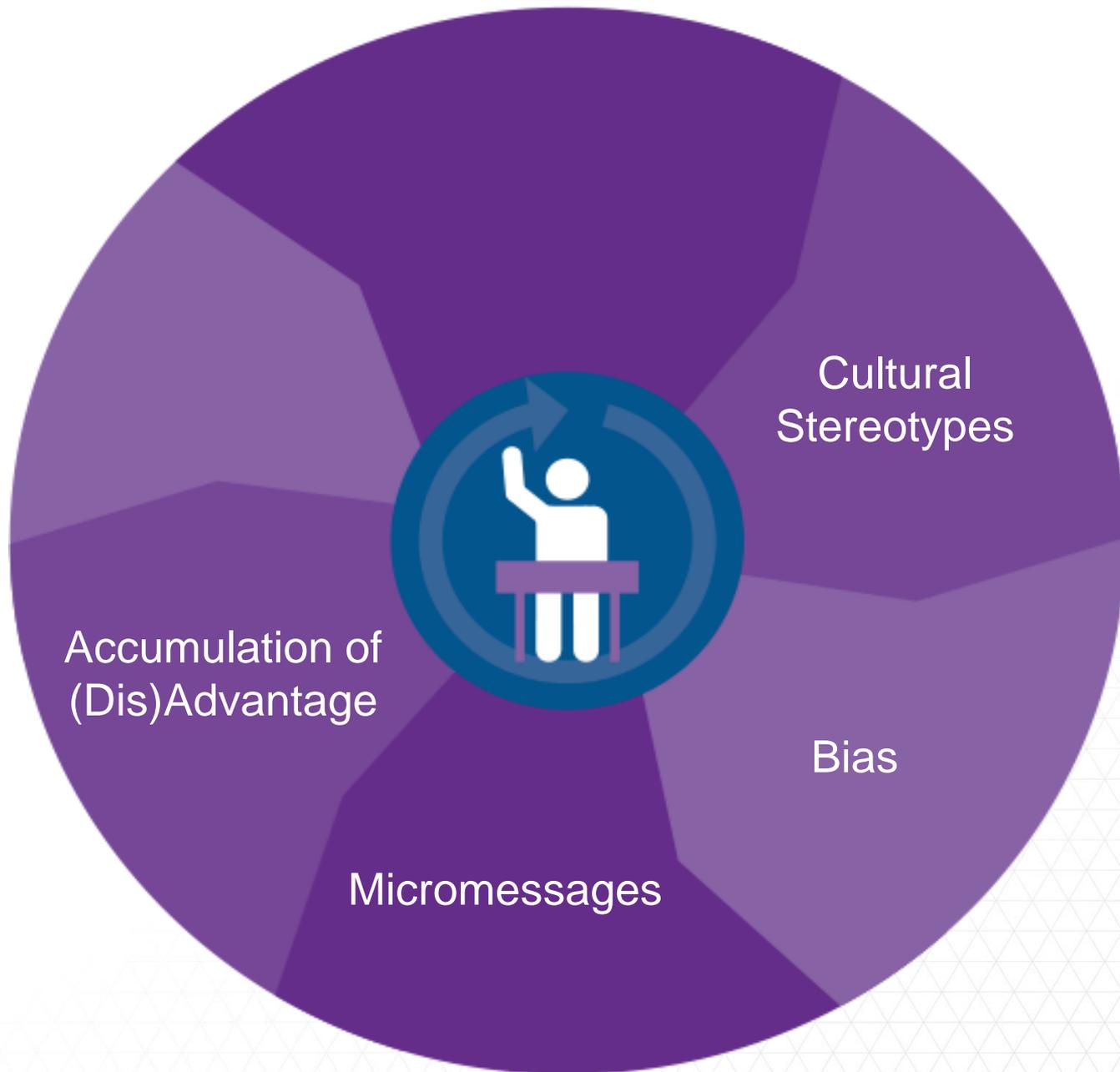
Negative

Excluded

Devalued

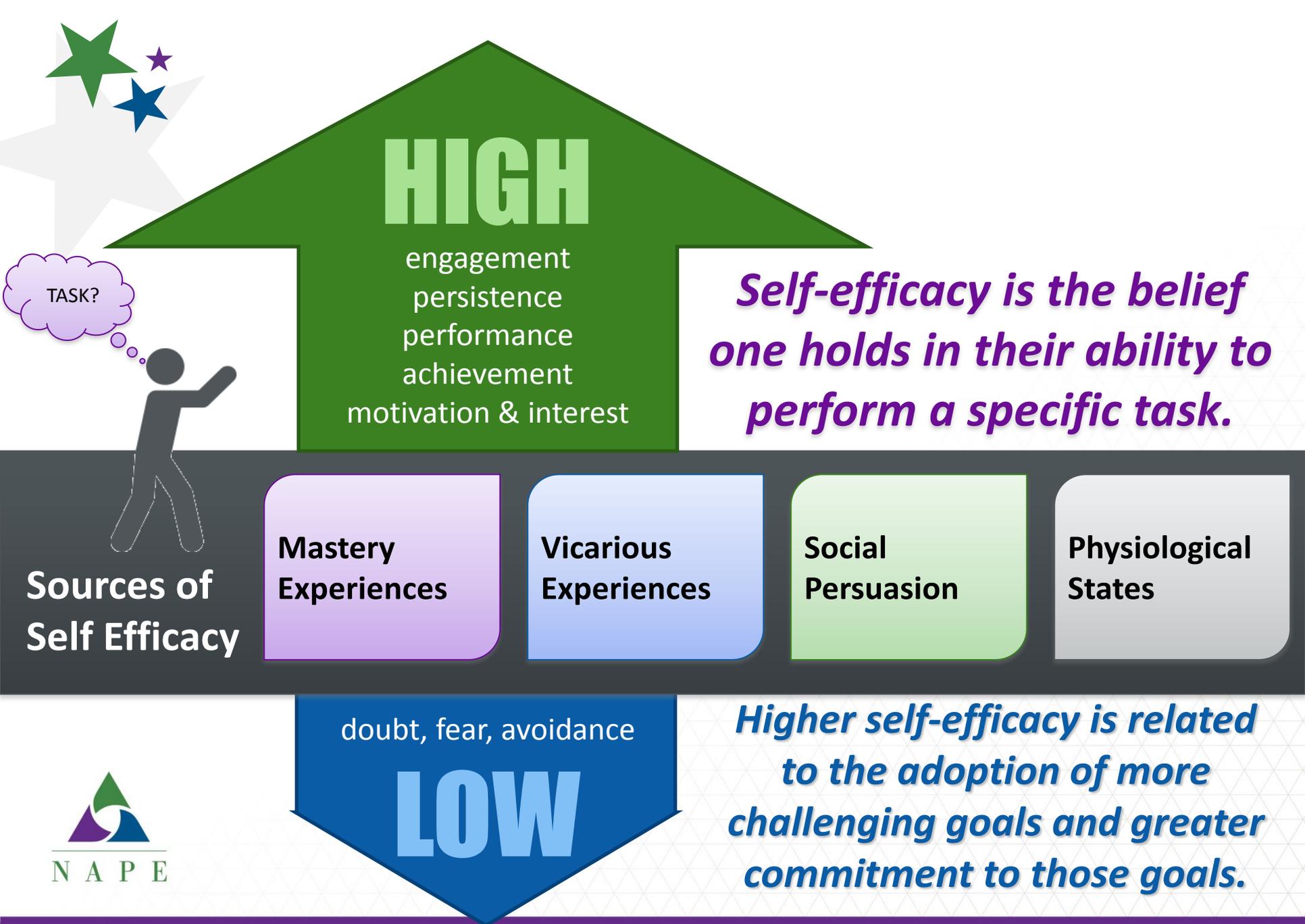
Discouraged











HIGH

engagement
persistence
performance
achievement
motivation & interest

Self-efficacy is the belief one holds in their ability to perform a specific task.

Sources of Self Efficacy

Mastery Experiences

Vicarious Experiences

Social Persuasion

Physiological States

doubt, fear, avoidance

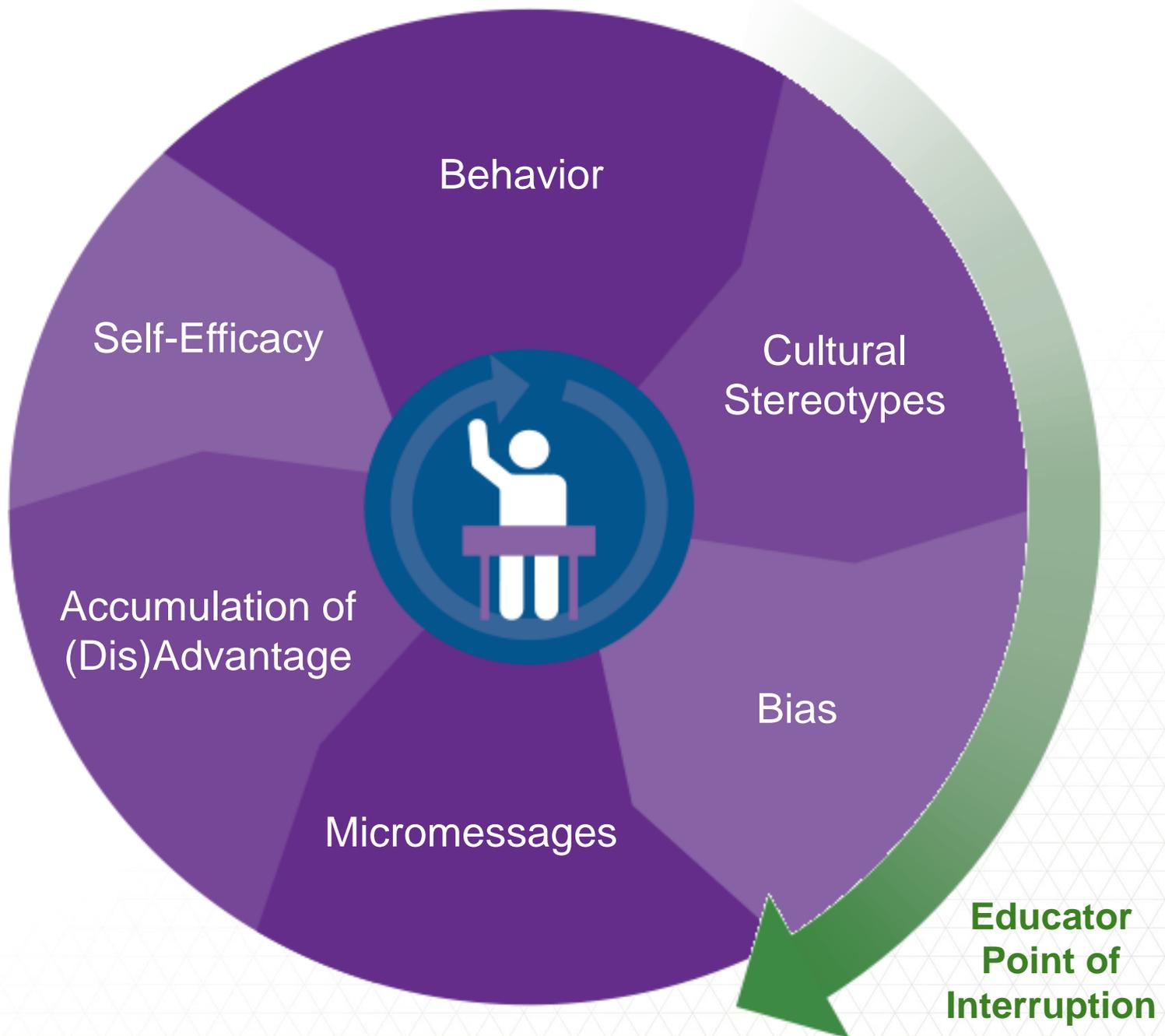
LOW

Higher self-efficacy is related to the adoption of more challenging goals and greater commitment to those goals.

*I am no good at algebra.
No one in my family is good at
math. I don't like math, and let's
face it, girls are stupid at math, so
why should I try?*

What are some **examples** of
things you have heard
students say that may
indicate low self-efficacy
towards **nontraditional** careers?





Why Think About Micromessaging?

Teacher/Advisor

Student

Intent

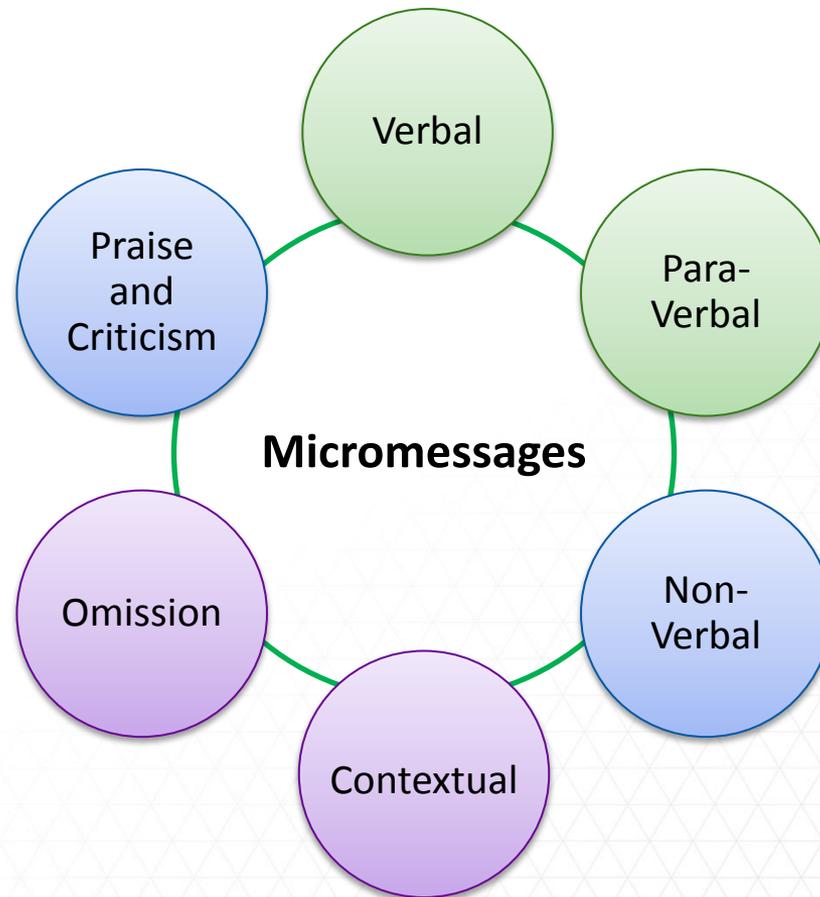
Micromessages

IMPACT

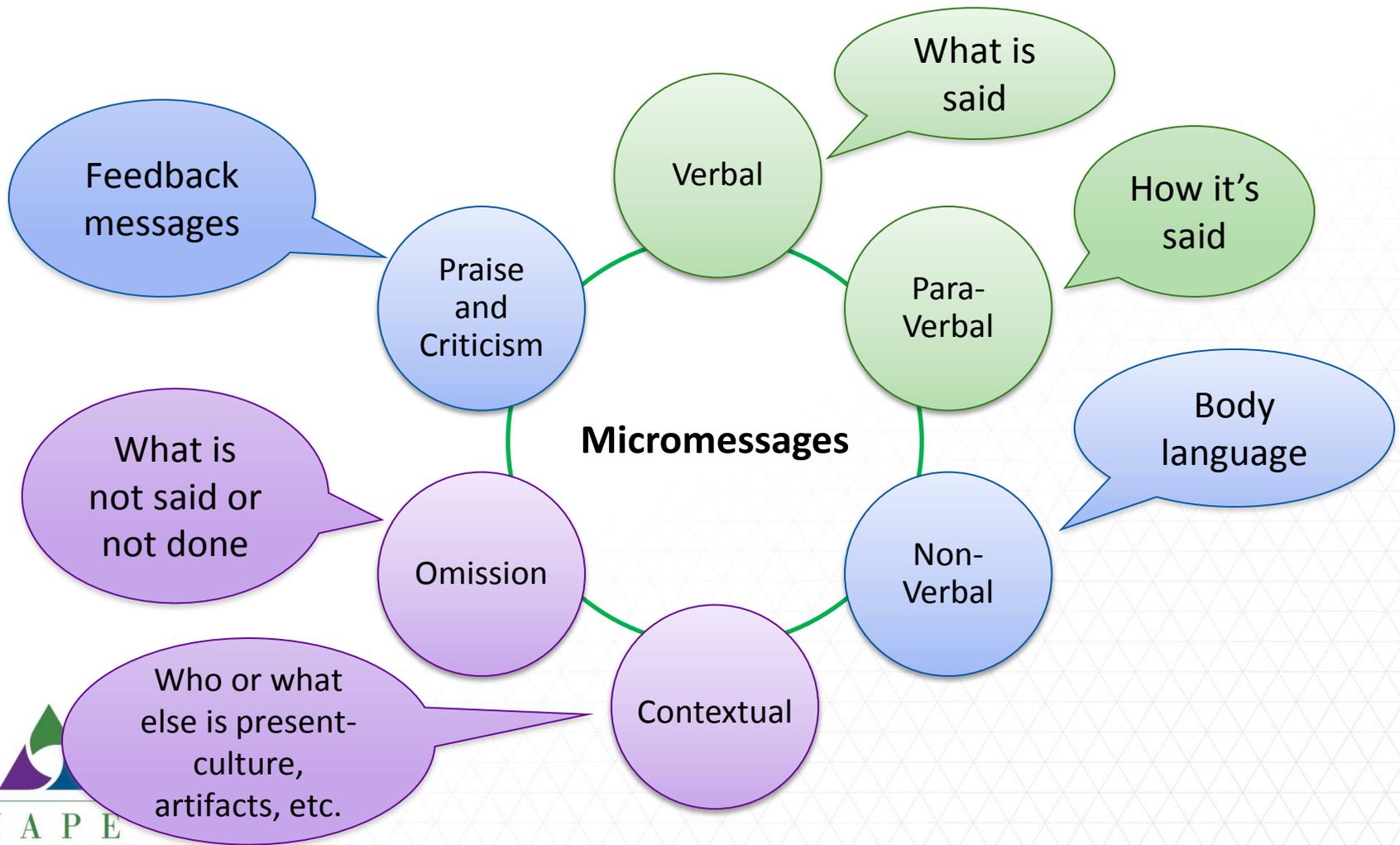
Performance
& Outcomes

Impact is more important than Intent!

Key Micromessaging Elements

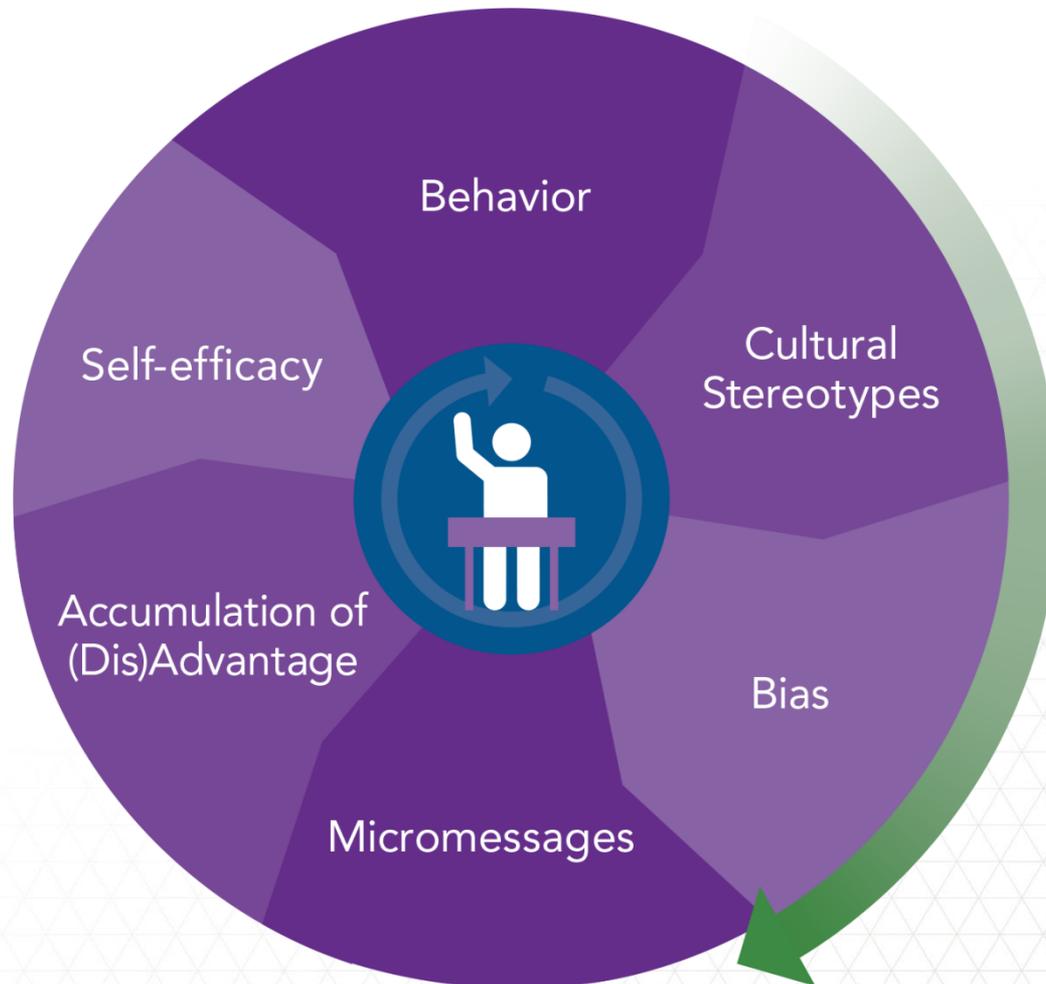


Key Micromessaging Elements





NAPE's Educational Model: The Culture Wheel





Micromessaging Academy

7 modules of research based instructional strategies, about 24 hours over 12-18 months

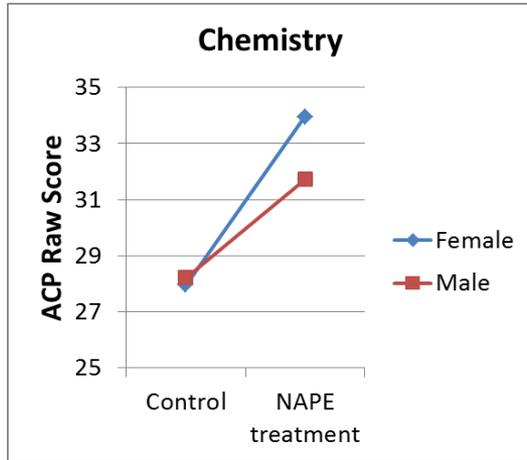
- Setting the Stage
- Micromessaging
- Neuroscience
- Social Learning Theory
- Influence of Culture
- STEM Careers
- The Equitable Classroom



Participants are in ongoing professional learning community and capstone action research project

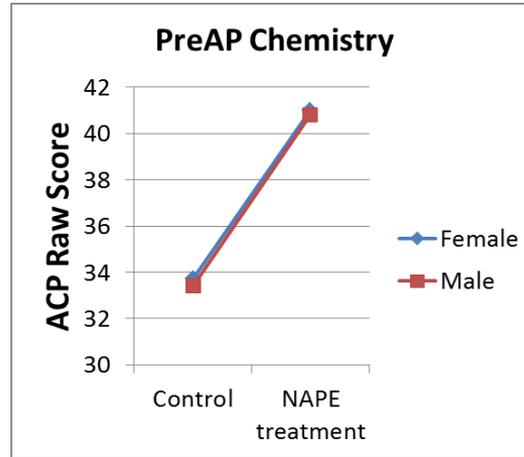


Dallas ISD: Student End-of-Course Performance

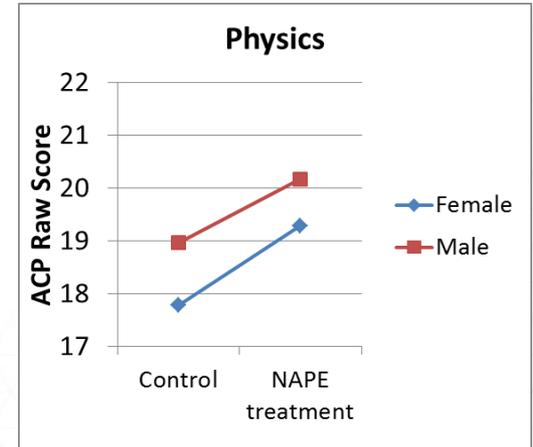


All students of NAPE trained teachers performed significantly better

Girls of NAPE trained teachers performed significantly better than boys.



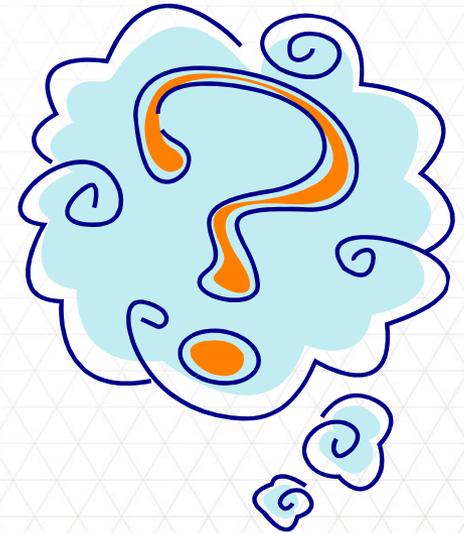
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All students of NAPE trained teachers performed significantly better

Critical Reflection

- The basis for any approach to equity is critical reflection.
- This means that we have to learn to imagine and ask these questions, often against our own socializations.





Questions?

Mimi Lufkin

National Alliance for Partnerships in Equity

www.napequity.org

www.stemequitypipeline.org



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