MICROMESSAGING TO REACH AND TEACH EVERY STUDENT™
Who Is NAPE?
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.

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Equity
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 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.
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.
WHAT ARE CULTURAL STEREOTYPES?
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.
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make it your own!
with a monogram, embroidery or both! Details, p. 76
light as a feather, tough as long division

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e-reader case, $15, 419654-B43, water bottle, $19, 422617-B44, landsend.com
What cultural stereotypes are prevalent at your institution?

What is the impact of these stereotypes on our students?
Cultural Stereotypes
Cultural Stereotypes

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

Scenario

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

Question

• 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.

Result

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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

✓ 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)
Cultural Stereotypes
Bias
Micromessages
Small, subtle, unconscious messages sent and received when we interact with others.

Micromessages

- Valued
- Included
- Encouraged
- Intentional
- Positive

Micro-Affirmations

Micro-Inequities

- Excluded
- Devalued
- Unintentional
- Negative
- Discouraged

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Cultural Stereotypes

Accumulation of (Dis)Advantage

Bias

Micromessages
SELF-EFFICACY is the belief one holds in their ability to perform a specific task. Higher self-efficacy is related to the adoption of more challenging goals and greater commitment to those goals.

**Sources of Self Efficacy**

- **Mastery Experiences**
- **Vicarious Experiences**
- **Social Persuasion**
- **Physiological States**

**HIGH**
- engagement
- persistence
- performance
- achievement
- motivation & interest

**LOW**
- doubt, fear, avoidance

**TASK?**
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 is more important than Intent!

Performance & Outcomes

Impact is more important than Intent!
Key Micromessaging Elements

- Verbal
- Para-Verbal
- Non-Verbal
- Contextual
- Omission
- Praise and Criticism

Micromessages
Key Micromessaging Elements

- Feedback messages
- Praise and Criticism
- Omission
- Contextual
- Verbal
- Para-Verbal
- Non-Verbal
- What is said
- How it’s said
- What is not said or not done
- Who or what else is present-culture, artifacts, etc.
NAPE’s Educational Model: The Culture Wheel

- Behavior
- Cultural Stereotypes
- Bias
- Micromessages
- Accumulation of (Dis)Advantage
- Self-efficacy

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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

**Chemistry**
- ACP Raw Score
- Female vs. Male: 21% vs. 12%
- All students of NAPE trained teachers performed significantly better
- Girls of NAPE trained teachers performed significantly better than boys.

**PreAP Chemistry**
- ACP Raw Score
- Female vs. Male: 22% vs. 22%
- All students of NAPE trained teachers performed significantly better

**Physics**
- ACP Raw Score
- Female vs. Male: 8% vs. 6%
- 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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