MICROMESSAGING TO REACH AND TEACH EVERY STUDENT™

Convergence Technology Center
Collin County Community College
September 25, 2014
Goal

To introduce a new model to improve all student outcomes by increasing access and equity in technician education courses leading to high tech, high wage jobs.
Setting the Stage
How do we increase...?

Performance
Participation
Persistence
Access and Equity
Figure 2. Percentage of Associate’s Degrees Awarded to Women by STEM Field, 2000-2001 and 2008-09

Figure 3. Women’s Receipt of Occupational Certificates in STEM Fields, 2000-2001 and 2008-2009


Student Parent Success Initiative

Institute for Women’s Policy Research
Program Improvement
Process for Equity

See Infographic
Moving from Product to Process: Program Improvement Process for Equity™
QUESTION:

Do you see the value of using a process over a single product for a solution?

Questions?
Micromessages
Micromessages: The Missing Link Between Bias and Behavior

Cultural Stereotypes

Behavior

Self-efficacy

Bias

Micromessages

Accumulation of (Dis)Advantage
Micromessages

Small, subtle, semi-conscious messages we send and receive when we interact with others

Micro-inequities

Negative micro-messages that cause people to feel devalued, slighted, discouraged, or excluded

Micro- affirmations

Positive micro-messages that cause people to feel valued, included, or encouraged
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.


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


e-reader case, $15, 419664-843,
water bottle, $19, 422817-B44,
landsend.com
Micromessages Accumulate
Activity: Examining the Small

Reflect: Raise Your Hand When You are Done.

• unintentionally discouraged or hurt by something SMALL someone said or did
• deeply valued by your colleague or family member in a SMALL yet powerful way

How did you know?
What did that person do to communicate your value?
Why Think About Micromessaging?

Teacher

Student

Intent

Micromessages

Impact is more important than Intent!

Performance & Outcomes
Key Micromessaging Elements

Micromessages

- Verbal
- Para-Verbal
- Non-Verbal
- Omission
- Contextual

Praise and Criticism
Key Micromessaging Elements

- Feedback messages
- What is not said or not done
- Who or what else is present—culture, artifacts, etc.
- Praise and Criticism
- Omission
- Contextual
- Verbal
- Para-Verbal
- Non-Verbal
- Body language
<table>
<thead>
<tr>
<th><strong>Cue</strong></th>
<th><strong>Element</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wait longer for boys’ answers than girls’ answers</td>
<td>Para-verbal</td>
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<tr>
<td>2. Discipline boys more than girls for similar behavior</td>
<td>Criticism</td>
</tr>
<tr>
<td>3. Avoid eye contact with female/male student; only look at male/female students</td>
<td>Non-verbal</td>
</tr>
<tr>
<td>4. Consistent use of generic “he” or “man” to represent both men and women</td>
<td>Verbal</td>
</tr>
<tr>
<td>5. Only use males as examples in CTE texts or posters</td>
<td>Contextual</td>
</tr>
<tr>
<td>6. Does not tolerate one individual’s calling out answers but tolerates that behavior from others</td>
<td>Omission</td>
</tr>
</tbody>
</table>

**WORD BANK**

- Verbal
- Omission
- Para-verbal
- Contextual
- Non-verbal
- Criticism
Unconscious (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
Effects of Unconscious Bias

influence how we reach decisions from our gathering, sorting, and filtering of information

influence our evaluations of people and their value
Activity: Unconscious Gender Bias: Implicit Association Test

Project Implicit
https://implicit.harvard.edu/implicit/
Activity: IAT Results

Percent of web respondents with each score:

- **Strong automatic association of Male with Career and Female with Family**: 24%
- **Moderate automatic association of Male with Career and Female with Family**: 32%
- **Slight automatic association of Male with Career and Female with Family**: 20%
- **Little to no automatic preference between gender and family or career**: 17%
- **Slight automatic association of Male with Family and Female with Career**: 4%
- **Moderate automatic association of Male with Family and Female with Career**: 2%
- **Strong automatic association of Male with Family and Female with Career**: 0.3%

Click for detailed summary
Creating a Culture of Inclusion

Observe
Assess
Intend
You Rock!

Inoculate against micro-inequities

Increase micro-affirmations
• Create a new awareness of micromessages in the classroom and on the campus through informal conversations.
• Evaluate your pedagogy and instructional practices for micromessages using peer observations, student surveys, and climate surveys. (Ask me how.)
• Be intentional at looking at the different ways that the messages in your classroom are conveyed.
• Reflect honestly on the power of micromessages in your life (and how they impact you!)
• Be cognizant of “little issues;” don’t allow them to damage relationships. Speak and spell a person’s name correctly, make eye contact when conversing (if appropriate), and always be friendly and attentive.
• Take the implicit bias test at: https://implicit.harvard.edu/implicit/demo/
• Don’t let micro-inequities go unnoticed. Acknowledge the occurrence, and address it in a positive way.
• Directly address and discuss implicit bias in CTE careers.
• Practice recognizing and interrupting a micro-inequity in class.
• Consider that different populations perceive micro-inequities differently.
• Ward off subconscious micro-inequities by sending micro-affirmations.
## Indicators of Impact

<table>
<thead>
<tr>
<th>Pre-Academy, Post Academy, Post Capstone Perception Ratings – Cohort 1 and 2</th>
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</thead>
<tbody>
<tr>
<td><strong>N= 57</strong></td>
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<td>I am knowledgeable of ways in which I contribute to an environment that encourages all students in my classroom.</td>
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<tr>
<td>I believe that all students can succeed in STEM disciplines.</td>
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<tr>
<td>I would advise my students to take as many STEM courses as they can.</td>
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<tr>
<td>I understand ways in which the classroom environment does or does not encourage all students.</td>
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</tbody>
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Dallas ISD: Student End-of-Course Performance

All students of NAPE trained teachers performed significantly better

Girls of NAPE trained teachers improved significantly more than boys.

All students of NAPE trained teachers performed significantly better

All students of NAPE trained teachers performed significantly better
“All great achievements require time.”—Maya Angelou

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