A Guide to using **What Matters!**
Use What Matters briefs to support professional learning in your school or district!

**Gender Equity Matters!**

Why use What Matters to *extend* Professional Learning?

These brief, easy-to-read resources are a handy tool for evoking meaningful conversation and reflection during short professional learning opportunities. Because What Matters briefs deal with important issues – issues that really matter in school settings – they are ideal for helping educators examine practice, learn new strategies, and develop a plan for taking action.

How can I use it as a professional learning resource?

Use *Gender Equity Matters* to extend professional learning within staff meetings, professional learning communities, study groups, etc. Described in this guide is a *Multiple Perspectives* activity that can be completed at a staff meeting or professional learning day.

**Activity Introduction: 60 minutes total**

This activity is designed to help participants use a process of multiple-perspective taking to discuss gender equity.

**Preparations for the activity**

Gather student performance data disaggregated by gender with, sex, race/ethnicity and language proficiency. Data could include student achievement data, discipline referrals, participation in GATE program etc. Present the data in a chart or table. Prepare 1 or 2 questions to use during the staff discussion based on your school’s disaggregated data and issues regarding gender equity that have surfaced in your school.

**During the staff meeting:**

**SILENT READING 10 minutes**

Present the school disaggregated data and allow participants to review the information shared. Distribute *Gender Equity Matters!* and allow participants time to read.

**GROUP DISCUSSION 50 minutes**

Ask each person to take on the point of view of someone in the school and introduce themselves by the point of view (e.g. “Tim and I am a principal who is committed to all students meeting state standards or I’m Jinni, a 9th grade Latina who is very interested in science.”) Present a discussion question e.g. “What surprises you about gender equity in our school?” Ask each participant to respond to the question, prefaced with their point of view for example: “From the point of view of a female student, I think...” After everyone has shared, start a second round of discussion, with each person giving his or her thinking based upon what they heard from the other participants for example: “Having heard all of the other points of view, I now think...” Lastly, ask participants to reflect on the quality of all of the responses: “I noticed that my/our responses...” You may want note highlights from the discussion. If there is time, follow the same process using the second question you prepared prior to the meeting.

**What’s next?**

Both girls and boys continue to experience disparities in multiple academic and social outcomes. Ensuring that all students receive equitable treatment requires on-going professional learning about culturally responsive and inclusive practice. Use this conversation as an opportunity to advance equity in your school or organization.

**Other suggested Activities**

- K-W-L
- Think, Pair, Share

This Multiple Perspectives activity is adapted from National School Reform Faculty Harmony Education Center Network.