



David Sadker, Washington, DC

David Sadker is a professor at American University (Washington, DC) and, along with his late wife **Myra Sadker**, gained a national reputation for their popular book, *Failing at Fairness: How Our Schools Cheat Girls* and their best selling introductory teacher education textbook, *Teachers, Schools and Society*. David has led workshops in virtually all states and overseas and has appeared on The Today Show, Good Morning America, The Oprah Winfrey Show, Phil Donahue, National Public Radio's All Things Considered, and twice on Dateline: NBC with Jane Pauley. The Sadkers' work has received awards from the American Educational Research Association's (AERA), Friends of Career and Technical Equity Education Council, The American Association of University Women, the American Association of Colleges of Teacher Education, and the US Department of Education. David Sadker has received two honorary doctorates and was selected as a Torchbearer by the US Olympic Committee.

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Workshop Topics:

KEYNOTE - Is Gender Bias Still an Issue? – (And why are we asking this question?)

Where did the word “sexism” come from? Are girls still “victims” of sexism? Is there a “war” on boys? What does subtle classroom bias look like – and why does it persist? Through role play, videos and participant interaction, this keynote pulls together the last three decades of research to help

educators understand the central role gender continues to play in the nation's schools.

Audience: Educators and the public

Format: Interactive lecture

Length: 45 minutes to 1 hour

What Can We Learn from Single Sex Schools and Classrooms? - Some Practical Lessons for Teachers

Single sex schools and classrooms receive much acclaim for their education of girls and women, yet much of what they do is not particularly related to the fact that they are single sex. Using a *Dateline* video on single sex classes done with Myra and David Sadker, participants analyze the "best practices" of single sex schools and develop strategies for more effective and equitable coeducation. Participants develop a list of a dozen strategies and techniques that they can implement to reduce or eliminate gender biased classroom behaviors.

Audience: Educators from all fields

Format: Predominantly small group works with some lecture

Length: 45 minutes to 1 hour and 30 minutes

Professional Communications: The Gender Communications Gap (Quiz)

This quiz offers an enjoyable learning opportunity for participant interaction and discussion of how males and females communicate differently. The implications of these subtle differences, from who talks more to who touches more to who is more animated, allows individuals to understand the pervasive nature of gender differences, the academic and economic implications of these differences, and the connection between their behaviors outside the classroom, and their teaching behaviors within the classroom. The research is brought to life through role-play and small group participation.

Audience: Educators from all fields and the public, including business professionals

Format: Predominantly small group works with some lecture

Length: 45 minutes to 1 hour

Analysis of a "Model" Teacher on Videotape

This inductive process helps participants understand the subtle nature of classroom bias. The video, one of many used in teacher training institutions, portrays a typical teacher, and participants analyze the equity and effectiveness of the teacher. Participants are taught to use a modified version of INTERSECT, the observation instrument developed by the Sadkers during their NIE study. Participants leave the workshop with a usable observation skill, one that can be used to “see” race, class, gender or ethnic bias in teacher-student exchanges.

Audience: Educators from all fields

Length: 1 to 3 hours

Format: Predominantly group work

Role-Play: Gender Bias in the Classroom

In order to emphasize the patterns of bias revealed by the research, a role-play is implemented with four "students" selected from the participants. The brief 10-minute reenactment manifests numerous examples of classroom bias. Participants are asked to identify and discuss salient examples of bias imbedded in the role-play.

Audience: Educators from all fields

Format: Predominantly group work

Length: 30 minutes to 1 hour

Strategies for Change

The participants, along with the training facilitators, develop a list of a dozen strategies and techniques that they can implement to reduce or eliminate gender biased classroom behaviors.

Audience: Educators from all fields

Format: Predominantly small group works with some lecture

Length: 30 minutes

Identifying and Correcting Bias in the Curriculum

Participants learn to identify 7 forms of bias, and then strategies for remediating that bias.

Audience: Educators from all fields

Format: Predominantly group work

Length: 1 hour

Selected Publications:

Here are a few publications. Several other publications are found on the website, as well as a complete list of more than 75 articles, books, and chapters.

FAILING AT FAIRNESS: HOW AMERICA'S SCHOOLS CHEAT GIRLS,
Charles Scribner's, 1994; Touchstone Press, 1995; Reprinted in Japanese, 1996; Revision due in 2009 (co-author).

TEACHERS, SCHOOLS AND SOCIETY,
Eighth edition, McGraw Hill., 2008 (co-author).

"Gender and Educational Equality,"
MULTICULTURAL EDUCATION: ISSUES AND PERSPECTIVES, edited by James and Cherry Banks, Boston: Allyn and Bacon, 1989; 1993; 1997 (co-author).

"Gender Equity: Still Knocking at the Classroom Door,"
ISSUES IN GENDER, LANGUAGE LEARNING, AND PEDAGOGY, E.P. Cochran and M Yopez, editors (New Jersey: NJTESOL and Bastos, 2001); ***TAKING SIDES: CLASHING VIEWS ON CONTROVERSIAL ISSUES IN SEX AND GENDER,*** R. Monk (Sluice Dock, CN: Dushkin, McGraw Hill, 1999).

"Sexism in American Education: The Hidden Curriculum,"
OCCUPATIONAL SEGREGATION AND ITS EDUCATIONAL ROOTS,
Washington, D.C.: Westview Press, 1991 (co-author).

"Strategies for Achieving Gender Equity in the Classroom"
Thoughts and Deeds: Equity in Science and Math Education. N. Kreinberg and E. Wahl, Eds. Washington, DC: American Association for the Advancement of Science, 1977.

"Failing at Fairness"
Women Who Love Mathematics: Why They Count. M. Cooney, Ed.
Washington, DC: The Mathematical Association of America.

Videos:

Tech Savvy Girls, AAUW

“Failing at Fairness”, Dateline, NBC (Subtle Teacher Bias)
“Equal Possibilities”, Dateline, NBC (Single Sex Physics Class)

Contracts:

The Sally Ride Science Conference (Detroit, Michigan)
University of Texas – Arlington, STEM Project
Smith College Science and Math Teachers Conference
Girls Inc.
American Association of Physics Teachers
National Education Association
Numerous state departments of education (e.g. California, Utah, etc)
Numerous universities (Smith, Amherst, UC Davis, etc)

(Most of these workshops and presentations concerned teacher education in gender equitable skills, use of an objective observation form for detecting bias in teaching behavior, supervision and peer coaching of teachers to insure equity, male and female communication patterns, and (my role playing) gender differences and bias in the classroom and the workplace.)

Member:

Editorial Board, ***MULTICULTURAL PERSPECTIVES***

Member, Scholars and Advocates for Gender Equity, **AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**

Member, Advisory Board, ***NEW MOON NETWORK***

Member, *Advisory Board*, ***DADS AND DAUGHTERS***

Member, Advisory Board, ***DAUGHTERS***

Reviewer, ***JOURNAL OF EDUCATIONAL PSYCHOLOGY***

Reviewer, **National Science Foundation**

Reviewer, **Corporation for Public Broadcasting**