This qualitative study explores the intersection of gender and classroom incentive structures. Thirteen elementary school teachers were interviewed and shared how they structure both positive and negative incentives in their classroom. This study assesses the role that gender plays in the incentive structure. Further, it explores how male and female teachers employ positive and negative incentives to encourage/discourage behavior. I found that female teachers indicate that they perceive their students in a gender-blind way and treat boys and girls the same. Male teachers, on the other hand, explicitly recognize gender differences among their students and had different expectations for behavior for boys and girls. Further, male teachers utilized additional mitigation techniques to solve inequity.