

# “What if” Scenarios

Go through each discussion question or scenario below and discuss in your group.

Section II. Teaching Practices				
	1) No evidence/Negative	2) Tried, but poorly	3) Good effort	4) Exemplary
<b>6. Feedback</b> <i>When a student answers incorrectly, the tutor responds with individualized and specific feedback throughout the lesson to facilitate learning, whether:</i> <input type="checkbox"/> Verbally and respectfully correcting students <input type="checkbox"/> Checking copy book <input type="checkbox"/> Writing comments on the students work	When a student makes a mistake, the tutor gives no feedback or just reads the correct answer.	When a student makes a mistake, the tutor does not elaborate in their feedback or has another student solve it	When a student makes a mistake, the tutor gives feedback, but not consistently or individually (more to the whole class).	When a student makes a mistake, the tutor consistently gives individualized feedback or compliments the student's efforts.
<b>6.a. What if:</b> The tutor has students come up to the board and copy the letter “S”—as well as write a word that starts with the letter S. One student has a hard time writing the letter “S” so the tutor takes the student’s hand in theirs and guides them to writing the letter and then has the student sit down and has another student come to the board to practice. <i>What would you score?</i>				
<b>6.b. What if:</b> The tutor is having the students repeat vocabulary words back as a whole group and then asks one student to repeat back the phrase. The student mispronounces the phrase and the tutor states it again and the student repeats it back again. The tutor says “Good job!” and then continues on to the next student. <i>What would you score?</i>				
<b>7. Checking for Understanding</b> <i>The tutor continuously checks understanding of the students. Different methods include:</i> <input type="checkbox"/> Asking questions <input type="checkbox"/> Doing practice questions <input type="checkbox"/> Reviewing work	The tutor does not check the students' understanding (e.g. Chalk and Talk).	The tutor checks students understanding infrequently or only with the whole class (such as asking “Is that clear?” to the whole class)	The tutor checks students understanding frequently and individually by checking work or having them practice, but could do it more.	The tutor uses different techniques to check students' understanding throughout the lesson in order to see if every students is understanding.
<b>7.a. What if:</b> The tutor is teaching a lesson on addition of double-digit numbers. The tutor writes the problem on the board and has students take turns coming up to the board to solve it. Then the tutor writes several problems and has the children write the answers in their notebooks, but only checks a few students notebooks as she walks around. <i>What would you score?</i>				
<b>7.b. What if:</b> The tutor introduces a new concept—how to make a negative sentence in French. The tutor shows how to write it and then write some negative sentences on the board and has students read them out loud all together. <i>What would you score?</i>				

<b>8. Adapting Lesson</b> <i>The tutor adapts the lesson to match the students' understanding. This can be repeating a part or presenting it in a different way, or it can be skipping forward if students have mastered an objective.</i>	The tutor does not adapt the lesson to meet the students' needs or level of understanding.	The tutor attempts to adapt the lesson, but rushes or presents it in an ineffective way (such as having students copy information from the board into their books).	The tutor adapts the lesson, but either elaborated the concept in the same way or did not seem to allocate adequate time for all students to understand.	The tutor adapts the lesson by elaborating a concept in a different way.
<p><b>8.a. What if:</b>  The tutor follows the IRC provided lesson plan exactly, without deviating. However, it seems like most of the students are understanding and following along—but it is hard to tell and the tutor doesn't seem to be gauging their understanding to know if adaptation is necessary.  <i>What would you score?</i></p> <p><b>8.b. What if:</b>  The tutor has students come up to the board and solve some math problems. A few students have trouble solving the problem—so the tutor writes more problems on the board and has them practice more as a group before moving on to the individual work.  <i>What would you score?</i></p>				
<b>9. Supplementary Materials</b> <i>The tutor uses supplementary materials to reinforce the lesson objective. Materials include anything that is not a notebook or a chalkboard, such as:</i> <input type="checkbox"/> Readers <input type="checkbox"/> Props <input type="checkbox"/> Counters (for math)	The tutor uses no supplementary materials.	The tutor uses supplementary materials, but only shows in front of the class without allow students to directly manipulate the materials.	The tutor uses supplementary materials, but only a few students are allowed to use it in front of the class.	The tutor uses supplementary materials that all students, whether individually or in groups, are allowed to use to facilitate their learning.
<p><b>9.a. What if:</b>  The tutor has pictures with key vocabulary on them. The tutor raises the pictures in front of the class and has the students say together what it is.  <i>What would you score?</i></p> <p><b>9.b. What if:</b>  The tutor creates a “Multiplication Table” chart on the blackboard and has students come up to the board and stick papers into the right boxes. Most students get to the board to practice. Then they practice problems in their notebooks by drawing the Multiplication Table.  <i>What would you score?</i></p>				
<b>10. Opportunity to Practice</b> <i>The tutor gives the students adequate opportunities to practice. Practice can be for any activity (individual assignments, group work, presentation). Individual practice means the students can test their knowledge on their own to see if they can succeed (such as writing in their notebooks or solving the problem on their individual chalkboards).</i>	The tutor provides no time to practice outside of repeating back.	The tutor only has tutor-led practice, such as ask-and-answer or a few students go to the board to answer questions.	The tutor allows opportunity to practice, tutor-led and individual, but the time is limited.	The tutor gives all students opportunities to practice the material taught—both individually and tutor-led.

**10.a. What if:**

The tutor is teaching about the letter “A”. The tutor says words that start with the letter “A” and all the students repeat back after the tutor. The tutor then writes the letter “A” on the board and students go to the board and draw the letter A. The tutor randomly selects some students to say the letter “A” back to the whole class.

*What would you score?*

**10.b. What if:**

At the end of the class, the tutor has students copy down problems in their notebooks and each spend time solving them. However, the bell rings and students only had 5 minutes to practice and it seems as if most students only had time to copy the problems in their books and not much opportunity to actually think through or practice solving the problem.

*What would you score?*

**11. Questioning Techniques**

*The tutor uses a variety of questioning techniques to engage all the students, including:*

- ☐ Asking the whole class
- ☐ Calling individual students by name
- ☐ Students ask each other questions
- ☐ Asking questions to groups in group work
- ☐ Asking open-ended questions

The tutor does not engage the students through questioning or only uses close-ended prompts such as “Is that so?” or “Repeat.”

The tutor engages students through questioning by asking the whole class or calling students by name, but the questions have specific answers (such as “What letter is this?” or “What number is this?”)

The tutor asks students questions, including open-ended questions, but none that require critical thinking (such as “Why do you think that is?” or “What would you do?”)

The tutor uses a variety of techniques, including questions that encourage deep reflective thought.

**11.a. What if:**

The tutor is teaching about the letter “A”. The tutor says words that start with the letter “A” and all the students repeat back after the tutor. The tutor then writes the letter “A” on the board and students go to the board and draw the letter A. The tutor randomly selects some students to say the letter “A” back to the whole class.

*What would you score?*

**11.b. What if:**

The tutor is teaching about French words related to the weather. The tutor has flash cards with drawings of different weather and holds it up and asks the whole class “What is this?” The whole class responds. The tutor then asks one student and that student responds. The tutor asks the student “What kind of weather do we have today?” and the student responds “Sunny!”. The tutor then asks several other students the same question.

*What would you score?*

**12. Connecting to Students’ Lives**

*The tutor connects the lesson content and objective to real-life uses and uses examples from the student’s day-to-day lives—showing the relevance of the lesson outside the classroom.*

The tutor never connects material to the students’ real-life.

The tutor may use an example (such as an animal or food) from the book/materials, but not all are relevant or he/she does not elaborate or talk about what is specific to the students.

The tutor uses examples the students understand and are from their lives, but only to explain textbook concepts and misses opportunities to link to outside classroom application (for example, if the lesson is about the letter “B,” stating other things from the community that start with the letter “B”).

The tutor references things from the students’ lives and relates the concepts to real-life applications (for example, if the lesson is about the letter “B,” asking students what things in their homes start with the letter “B”).

**12.a. What if:**

The tutor is teaching about French words related to the weather. The tutor has flash cards with drawings of different weather and holds it up and asks the whole class “What is this?” The whole class responds. The tutor then asks one student and that student responds. The tutor asks the student “What kind of weather do we have today?” and the student responds “Sunny!”. The tutor then asks several other students the same question.

*What would you score?*

**12.b. What if:**

The tutor is teaching about adding. The tutor shows on the board how to complete the decimal problems. The tutor shows an example of adding two decimals and uses the example of money. “You go to the store and buy two pieces of candy that are 50 each. How much does it cost?” The students do the problem. Then the tutor asks the students what a type of candy they like is—the students say and the tutor assigns a “price” to the candy. The tutor then says—your parents give you 1,000 LP and you want to buy 3 pieces of (favorite candy). How much will you have left over to give back to your parents?

*What would you score?*

**13. Engaging Different Learners**

*The tutor teaches the content in different ways to account for different types of learners. Different teaching techniques include:*

- ☐ Discussion    ☐ Group work    ☐ Role Play  
☐ Songs        ☐ Games        ☐ Pair-share  
☐ Writing/Drawing

Tutor uses only talk and explanation to teach.

The tutor only uses one technique from the list, or uses multiple techniques that are poorly executed.

The tutor uses two techniques, but missed opportunities to use more.

The tutor actively uses multiple techniques well—so that a variety of different types of learners understand the lesson.

**13.a. What if:**

The tutor is teaching how to add decimal numbers. The tutor shows the whole class how to complete decimal problems and then has them come to the board to solve the problem. The tutor then puts the problem into a story and has students complete the problem in their notebooks, but the tutor doesn’t check everyone’s work.

*What would you score?*

**13.b. What if:**

The tutor is teaching how to add decimal numbers. The tutor shows pictures of decimals as fractions and explains decimals. The tutor then writes decimal addition on the board and students come up and solve the problem. Lastly, the tutor has students solve a story problem in their notebooks and then share with the student next to them. The tutor goes around and reviews as the pairs share with each other and then shares out the answers to the whole class.

*What would you score?*

## Section III. Classroom Management and Positive Discipline

	1) No evidence/Negative	2) Tried, but poorly	3) Good effort	4) Exemplary
<b>14. Lesson Objective</b> <i>The tutor clearly states the lesson objective of the day and explains how activities contribute to the objective.</i>	The tutor did not state the lesson objective.	The tutor stated the objective, but late in the lesson or not clearly.	The tutor stated the objective, but did not link the activities to the objective.	The tutor clearly stated the lesson objective at the beginning of the class and tied all the activities back to the objective.

**14.a. What if:**

The tutor gives a very well structured lesson on even and odd numbers. All of the activities clearly helped students understand the differences between even and odd numbers and the content was organized with a great balance of explanation and practice. However, she never stated the objective—it was just clear given the activities.  
*What would you score?*

**14.b. What if:**

The tutor starts the class by saying that they will be learning about odd and even numbers. The tutor then explains odd and even numbers and does a set of different activities to let students practice odd and even numbers, however, the tutor never states or explicitly links the activities to the objective of mastering the differences between odd and even numbers.  
*What would you score?*

**15. Classroom Rules**

*The tutor refers to the co-created classroom rules when disciplining students.*

- ☐ Classroom rules are co-created
- ☐ Classroom rules are hung in the classroom
- ☐ Classroom rules have assigned specific positive discipline consequences

There are no classroom rules, they were not co-created, and the tutor does not reference them.

The classroom rules are hung up, but they are never referenced.

The classroom rules are hung up and referenced, but the tutor misses opportunities to reference them or does not reference the consequences.

The tutor has the co-created classroom rules hanging in the classroom and they have clear consequences that the tutor references during the class.

**15.a. What if:**

The classroom has the rules posted on the walls, but the consequences are not written. You are not sure if the tutor co-created the rules or not. The tutor seems to be in control of the classroom and disciplines students once or twice when they are talking out of turn—but doesn't reference the rules at all.  
*What would you score?*

**15.b. What if:**

The tutor does not have the rules up in the classroom, but when a student gets up without asking—the tutor puts a check next to their name on the chalkboard. The tutor obviously has a system for giving students warnings when they break classroom rules.  
*What do you score?*

**16. Discipline Consistency**

*The tutor consistently enforces the classroom rules.*

The classroom rules are not enforced, the consequences are inconsistent, or violence is used.  
*\*Alert supervisor if violence is used.*

The tutor tries to enforce classroom rules, but is consistent only in the beginning or with particular students.

The tutor makes a good effort to consistently enforce the classroom rules, but fails at one point or with a specific student.

The tutor always enforces classroom rules in the same way—regardless of the time or the student involved.

**16.a. What if:**

The tutor is lecturing and a student stands up without permission to use the bathroom. The tutor tells the student to sit down and ask permission. Later, during individual practice work—a different student gets up without permission to use the bathroom, but the tutor is working with another student and no one is disturbed—so the tutor says nothing.  
*What would you score?*

**16.b. What if:**

The tutor calmly tells a student to stop talking as they are disturbing their neighbor. Later, the same student continues to talk to their neighbor and the tutor gets frustrated and raises their voice—asking the student to please stop talking to their neighbor. The third time, the tutor stops the whole class and moves the student to another seat.  
*What would you score?*

<b>17. Use of Classroom Space</b> <i>The tutor makes good use of classroom space and he/she walks around the class regularly.</i>	The tutor just stands in front of the class the whole time—never walking among students or using their presence to control the classroom.	The tutor spends most of the time in front of the class, only walking around once or twice when absolutely necessary (student misbehaving or student calling the tutor over).	The tutor walks around once or twice, but barely uses their presence to control student behavior or engage with students.	The tutor walks and interacts with the students at their desks throughout the lesson.
<p><b>17.a. What if:</b> The tutor walks around checking individual work during the practice time, but it was the only time that the tutor walked around the class. <i>What would you score?</i></p> <p><b>17.b. What if:</b> The tutor is lecturing and a student starts whispering to their neighbor. The tutor walks in the student’s direction and stands behind the student as they continue to talk. The student quiets. The tutor then walks back to the board. The tutor walks around the class several times for other reasons. <i>What would you score?</i></p>				
<b>18. Positive Words</b> <i>The tutor uses positive words to praise the students work, good behavior, and their improvements when they make a good effort.</i>	The tutor uses no positive words, only demands and reprimands.	The tutor uses some positive words, but also demands and reprimands students.	The tutor uses mostly positive words, but they are not specific and just a general “Good job!”	The tutor uses positive words consistently to praise a students work, behavior, improvement, and/or perseverance.
<p><b>18.a. What if:</b> The tutor has students come up to the board to write the letter “S”. Every time a student writes—the tutor says “Good job!” and even claps. <i>What would you score?</i></p> <p><b>18.b. What if:</b> The tutor has students come up to the board to solve an addition problem. Halfway through the problem, the student realizes they made a mistake and erases it to start again. The tutor says “I like how you caught your mistake! Really well done.” Another student tries a problem, but gets it wrong. The tutor shows them how to do it and then gives them another problem to try. The tutor says “You are doing great—keep trying and you will get it!” <i>What would you score?</i></p>				
<b>19. Calm Tone of Voice</b> <i>A calm tone of voice is a gentle, calming, and friendly way of speaking that creates a nurturing environment in the classroom. The opposite would be a strict or intimidating tone of voice (of which yelling is one example).</i>	The tutor yells or uses an intimidating tone to control the classroom and/or discipline students.	The tutor uses an intimidating or yelling tone, but only when things were very out-of-control.	The tutor does not yell, but the tone of voice is not particularly friendly or calming.	The tutor uses a calm tone of voice at all times, even when disciplining students.
<p><b>19.a. What if:</b> The tutor speaks to the students in an even tone of voice, but it isn’t particularly warm or friendly and they do not use friendly language. They are calm and even, but professional and cold. <i>What would you score?</i></p> <p><b>19.b. What if:</b> The tutor uses a calm and friendly tone of voice for most of the lesson, but at one point a child is particularly disruptive and is being loud and distracting. The tutor uses a stern tone of voice to get the child’s attention and warn them that if they do not pay attention—then they will have to move seats. <i>What would you score?</i></p>				

<b>20. Promoting Self-Compassion</b> <i>When a student makes a mistake (academic or behavioral) the tutor makes a point to let them know that mistakes are OK and to help students treat themselves with patience.</i>	The tutor shows no patience with mistakes and/or just reprimands students.	The tutor doesn't reprimand, but doesn't explicitly promote self-compassion (for example, briefly says "it's ok" after a student makes a mistake), or promotes self-compassion infrequently.	The tutor promotes self-compassion by complimenting efforts, but does not elaborate or explicitly say "making mistakes is OK" or "mistakes are good--that is how we learn".	The tutor frequently promotes self-compassion and tells students mistakes are OK and to treat themselves with patience.
<b>20.a. What if:</b> The tutor has students come up to the board to solve an addition problem. Halfway through the problem, the student realizes they made a mistake and erases it to start again. The tutor says "I like how you caught your mistake! Really well done." Another student tries a problem, but gets it wrong. The tutor shows them how to do it and then gives them another problem to try. The tutor says "You are doing great—keep trying and you will get it!" <i>What would you score?</i>				
<b>21. Gender Environmental Scan</b> <i>Read the statements to the right and check all that apply.</i> <i>4 or 5 check marks = 1</i> <i>2 or 3 check marks = 2</i> <i>1 check mark = 3</i> <i>0 check marks = 4</i>	<input type="checkbox"/> The tutor calls on one gender more than the others. <input type="checkbox"/> The tutor gives boys and girls different tasks. <input type="checkbox"/> Girls sit mostly in the back of the class, or are given less comfortable seating than boys. <input type="checkbox"/> The tutor makes negative comments about girls, specifically saying things like "_____!" <input type="checkbox"/> Girls are teased in the classroom or physically pushed in the classroom.			
<b>21.a. What if:</b> The tutor calls on boys and girls the same amount, but for a math lesson when a girl fails to solve a problem—the tutor calls on boys to provide the correct answer. <i>What would you score?</i>				
<b>22. Recognizing Perseverance</b> <i>The tutor recognizes students for trying, even when the task becomes challenging.</i>	The tutor never recognizes the students' efforts.	The tutor recognizes efforts only by saying "good job" but not explicitly or only to 1-2 students.	The tutor recognizes students' efforts, but not consistently.	The tutor recognizes students' efforts consistently and to many different students.
<b>22.a. What if:</b> The tutor has students come up to the board to solve an addition problem. Halfway through the problem, the student realizes they made a mistake and erases it to start again. The tutor says "I like how you caught your mistake! Really well done." Another student tries a problem, but gets it wrong. The tutor shows them how to do it and then gives them another problem to try. The tutor says "You are doing great—keep trying and you will get it!" The tutor only does this once or twice, but doesn't have a lot of opportunities. <i>What would you score?</i>				