

Helping Students Manage Inequity Rubric

Lesson Objectives:

- Recognize when a student is experiencing inequality related to their learning.
- Apply strategies to help students manage inequities related to their learning by assisting students to advocate for themselves.

Comments:

- assisting students in identifying the inequity and advocating for themselves
- don't offer *false hope* that is superficial and does not lead to change
- provides the student with resources to advocate for himself and it develops empowerment, helping the student navigate structural inequality in ways that have the potential to lead to meaningful change

Research Recommended Approach:

Telling a student to just keep working hard and you will be successful in school, may be ineffective if the student does not have access to the tools and resources they need, resulting in *false hope*. Whereas, *critical hope* offers students tools and resources to change their circumstances and address problems, empowering them to advocate for themselves.

PREDICT RESPONSES

Tutor responses need to: tutors should apply the strategy of assisting middle or high school students in encouraging the student to advocate for themselves by talking directly with their teacher or person in charge.

Correct (1): Tutor suggests the student talks directly to the teacher (or adult in charge) and encourages the student to advocate for themselves (Strategy: Suggest students to talk to their teacher + Reason, e.g, did you talk to your teacher letting her know that you do not have internet, or that you cannot hear in the classroom?)

Incorrect (0): Tutor suggests the student find a way to solve the problem on their own, merely asks if the student spoke with their teacher without encouraging advocacy, or makes suggestions that do not directly involve the student advocating for themselves in attending to their needs. (e.g., Strategy: let students to solve issues, e.g., did you consider going to library to get WIFI, or did you consider moving to a different area of the room)

Tutor response:	Rationale
I would ask Alexis if there is any way her seat could be changed. and then i would give her some tips on how to talk to her teacher about the issue at hand.	1

Hi Alexis, have you ever talked this with teacher? You teach might don't know this situation. Let's do this together and talk with her next time.	1
I'm so sorry to hear about that. It is not your problem for not doing quizzes well. Let's work together and think about what we can do.	0, does not encourage the student to act or give guidance on what to do
No worries Jeremiah, let's talk to the teacher.	0, merely suggests speaking with teacher, does not encourage the student to act themselves
I'm sorry to hear about the difficulties you're facing, Jeremiah; let's work together to come up with a solution and find a way to address this issue with your teacher, so you have a fair opportunity to succeed in the class.	1
I would provide him with other possible ways to access internet that helps him do the homework equally. For example, he could do the homework at school.	0
I would tell him that it was unfair of his teacher to do that and that his parents would understand that it was not his fault and not be upset with him.	0

EXPLAIN RESPONSES:

Tutor responses need to: tutors should explain the tutor's rationale for their predict response

Correct (1): The tutor's response demonstrates that the tutor recognizes that the student needs support in advocating for themselves and encourages the student to act.

Incorrect (0): The tutor's response does not recognize that the student needs support in advocating for themselves.

Tutor response:	Danielle	Jionghao
We do not want to create more burden by simply telling students not to worry and that nothing is going to happen or tell them to toughen through.	0	0
I think it will work because there is no harm trying to figure out what the teacher's perspective is, since Jeremiah has a good reason.	0	0

I think it will assist her because not only it will help her face this situation, but also help her in future problems as well	0	0, the tutor did not clearly show the strategy to encourage students to talk to teachers.
It practices critical hope. It encourages her advocate for herself by speaking to the teacher about it, and I offer my own help to assist her.	1	1
The response shows the empathy can the willingness of the tutor to help him out	0	0
The response shows that the tutor really wants to help Alexis, and does not blame it is her fault	0	0
I would need to help Jeremiah first relieve some stress and assure him that everything will be fine. Then I would look for alternative solutions so that Jeremiah's lack of access to internet at home does not distract him from his studies.	0	0
Helping him figure out what to do.	0	0
Help her do it on her own, and get the result she wants	0	0, not clearly say do "what" on her own
It validates his feelings and offers a potential solution to the problem.	0	0
It prepares Alexis to solve the problem herself by practicing in a low stress environment. It would make her more confident to talk to her teacher and do better in class.	1	1
Firstly, it assures that it is not Jeremiah's problem. Second, it comforts him that his parents will stand by his side. Third, it provides a plausible solution to the problem.	0	0
Because it teaches Alexis a possible way to avoid similar problems in the future.	0	0
That would be the right approach because I am helping the student solve his problem rationally .	0	0
It aligns with wat I would have recommended Alexis that she should reach out to her teacher about the problem she is facing .	1	1