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## Exploring Classroom Vignettes Protocol

### Team Tool 6.22 from *Leading for Literacy*

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#### Purpose

When teams explore print and video classroom vignettes, the vignettes serve as a common text that allows team members to observe student and teacher behaviors that contribute to students' academic identity and growth.

#### Procedure

*In Advance:* When using the vignettes from *Reading for Understanding*, choose two or three for team members to read and choose from for further inquiry. Make copies of the vignettes or let team members know to bring their copies of the book.

With the video vignettes, you or the team may want to use the grade and topic indicators as the way to select a clip to explore. Arrange for a way that team members can easily view the video clips online.

1. When using the print vignettes, direct team members to a set of two or three texts. Ask them to read the texts and together decide on one to explore further.
2. When using video vignettes, ask team members to select a video for the team to explore.
3. Provide the following prompts for team members to consider as they explore a vignette:
  - What is this vignette about?
  - What is the teacher doing to support diverse students in this work?
  - What are the students doing?
  - In what ways does the instruction provide a rigorous disciplinary-literacy environment?
  - How does the instruction map onto the interacting Reading Apprenticeship dimensions?
    - Where are the personal and social dimensions in evidence?
    - What are students learning in the cognitive and knowledge-building dimensions?
    - How is metacognitive conversation represented?
  - What can you learn from this inquiry? What seems important to remember?

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4. Encourage team members to Talk to the Text of a print vignette or to make Evidence/ Interpretation notes about a video vignette.
5. Facilitate discussion of team members' ideas about the vignette.
6. Conclude with a discussion of these questions:
  - Which students seem to benefit from ongoing opportunities to learn by using Reading Apprenticeship routines and strategies in their subject areas?
  - Which of the students in our school could benefit from this kind of support?
  - How can we work as a school community to provide that ongoing support to our students?