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**Vignettes: Round 1 – 15 Minutes**

**During Think Time (3 min):**

* Individually and silently review the vignette and the accompanying questions below
* Be prepared to share your responses when we break into small groups

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| **Vignette:** |
| You are teaching a diverse 8th grade language arts class where the majority of the class is White. You have selected a series of books to teach the standards this semester and all grades will come from assignments pertaining to these books. During the introduction to the first book, Blake, a Black student yells out “This book is stupid, and this is not real life.” Furthermore, Blake refuses to read these books because the characters do not look like him or his friends and he says, “We never get to read anything about our people.” |
| How confident are you that you can create a learning environment that includes a curriculum that represents historically marginalized populations? | Very Confident | Confident | Somewhat Confident | Not Confident |
| 1. What issue(s) is/are presented in this vignette?
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| 1. How might you respond? Provide 3-5 examples of the actions you would take to address the situation.
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**During Small Group Time (12 min):**

* Share your responses to the questions accompanying the vignette

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**Vignettes: Round 2 (15 Minutes)**

 **During Think Time (3 min):**

* Individually and silently review the vignette and the accompanying questions below
* Be prepared to share your responses when we break into small groups

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| **Vignette:** |
| A transgender student in your 11th grade classroom is undergoing a social transition—one in which the pronouns “she/her” will be used as well as the name “Shondra.” A male-identifying peer in the class accidentally calls Shondra her old name and apologizes. Shondra responds, “It’s okay. Mistakes happen. Don’t worry.” Another peer who identifies as female, however, says, “You’re weird. You’re not normal. Boys are born boys, and girls are born girls. It’s not right. You have a problem, and your parents need to take you to a doctor to fix your head.” Shondra freezes in shock. Her male peer tries to stand up for her, but the female peer interjects and says, “Shut up, you f\*\*\*\*\*t-lover.” |
| How confident are you that you can address the student’s transphobic comments to ensure that all students are treated with equal dignity and respect? | Very Confident | Confident | Somewhat Confident | Not Confident |
| 1. What issue(s) is/are presented in this vignette?
 |
| 1. How might you respond? Provide 3-5 examples of the actions you would take to address the situation.
 |

**During Small Group Time (12 min):**

* Share your responses to the questions accompanying the vignette

**Debrief Questions:**

1. What was it like to go through this protocol?
2. What did the experience of going through the vignette make you think about teacher preparation?
3. How might you apply vignettes in your program/courses?