

## Reflection on Critical Incidents in Teaching-Standard 1

**Respond to at least one critical incident each week. You may choose to respond more than one time a week. Submit each critical incident to Milestone IV under clinical teaching “extras.” Share your critical incident with your university supervisor at each weekly seminar.**

1. Give a brief description of a teaching/learning incident you experienced recently. This can be something you observed or something you participated in.
2. What were the consequences (effects or outcomes) of this event?
3. Did an educational dilemma exist? If so, describe it.
4. Is this incident significant enough for you to reinforce it? Why/Why not?
5. What, if anything, would you have done differently? Why?
6. What do you expect the students learned from this event?
7. What did you learn from this event?
8. What further thoughts or questions were generated from this event?
9. What in your training helped you respond to the critical incident?

### **What is a critical incident?**

In order to define a critical incident, think of an interaction with a learner in which a significant step in learning occurred. “Critical” in this usage means “significant”, “relevant”, or “salient”. It may also be interpreted to mean clearly effective or ineffective interaction. For example: a learner discovers a new topic for study and adjusts goals accordingly. A learner asserts that certain tasks or materials are not useful to his or her goal; a learner sets a different pace or scope for learning as a result of encountering an unexpected obstacle. These are critical incidents because they clearly contribute to the evolution of an educative experience.

An incident is not intended to tell the whole story of a complex relationship. Rather it is intended to describe a single specific exchange, some particular activity done on a particular occasion, notable or interesting in itself, regardless of the eventual outcome.

The purpose or intent of the described incident should be fairly clear to you. Your description of the incident should include the intention of the response and its apparent effects on

the learner. In other words, what difference did your assistance or the assistance of the person you observed make to the progress of the learner toward the goal? When assessing the significance of the incident, you should trust your own perceptions.

You are encouraged to select critical incidents from current experiences, but any detailed reports of significant past interactions will be useful for this research. The important criterion for a critical incident is that you must find it significant to teaching and learning.

This data may be used in publications or presentations and the collection of information has been approved by the Research Involving Human Subjects Board (IRB).

Student Teachers will blog a minimum of one time per week to reflect on the past week. Other student teachers involved in the blogging will read and support each other with ideas, instructional suggestions and encouragement. Student teachers will be instructed to never name the school, mentor teacher, children or any individuals in the blog.