

George Mason University
College of Education and Human Development
Critical Incident Assessment Task
Instructor's Guide

Over the past several years, teams of faculty members have developed, revised, piloted, and refined five “common assessments” used across all teacher licensure programs associated with the College of Education and Human Development at Mason. The Common Assessments were developed to assess InTASC standards as part of the CAEP accreditation process.

Training modules have been developed for each of the five assessments. This training provides you with the rationale and research-based context, and specific directions for presenting the assessment to students, in addition to a detailed explanation of the scoring rubric for each assessment. This guide was developed to supplement the training modules and serve as a resource for APCs and assessors.

Each common assessment uses a common structure and rubric, though programs may have modified the instructions or added content specific terminology. This guide will use the “template version” of the common assessment as the example. Make certain to check with your program coordinator or course lead if you have questions about your specific assessment.

Getting started with the Common Assessment

Each Common Assessment Task provides information for both instructors and candidates. Prior to reviewing the rubric with candidates, review the assessment task, including the standards to be met, the rationale for the assessment, and the assessment directions.

This guide will provide additional guidance to instructors/assessors that support the information in the training modules.

The Anatomy of a Common Assessment

This assessment requires candidates to provide a description of the classroom context and the lesson taught. Candidates then review the lesson to identify a critical incident that occurred during that lesson. Candidates will analyze the critical incident using critical reflection strategies. Results of the reflection will propose alternative ways of handling the critical incident and summarize what was learned and how it will impact future teaching.

From Assessment Task	<i>Instructor's Guide</i>
<p>Assessment Information This assessment is completed during _____. In the _____ program, the Critical Incident Analysis Assessment Task is assessed by _____. The candidate must achieve a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify gaps the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student</p>	<p>This section places the assessment in a specific course and provides information on the assessor.</p> <p>Programs edit this to reflect when and where the assessment is administered and by whom. This section also introduces the candidates to the TARGET</p>

<p>learning.</p>	<p>score- the candidate must earn to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. Please reinforce this with your candidates. Very few students will “exceed” standards-especially in every rubric row Provide this guidance when you introduce the assessment and review the rubric.</p> <p>The last sentence in this section provides a general statement related to what is being assessed and how the data will be used: <i>In this assessment it reads:</i> The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan to impact individual learning.</p>
<p>Standards addressed in this assessment InTASC Standards: 2 & 9 CAEP Standards: 1.1, 1.2, 1.3, 1.5 VDOE Standards: 2, 3, 4, 5 THEMES: Technology </p>	<p>This section includes all standards being assessed in this task. These standards include the InTASC Standards, CAEP Standards, VDOE Standards, and any specific SPA standards each program wants to include.</p> <p>For this assessment, you should be familiar with the following standards: InTASC Standards: 2 & 9 CAEP Standards: 1.1, 1.2, 1.3, 1.5 VDOE Standards: 2, 3, 4, 5</p> <p>See the Appendix for resources that provide additional information for</p>

	<p>these standards and the crosscutting themes.</p> <p>In this assessment, the Technology crosscutting theme is addressed. The Technology icon from CAEP crosscutting themes is included in the assessment.</p> <p>The CAEP visiting team will need for candidates and instructors/assessors to know and reference both SOLs/ASOLs in any lesson plans, and be able to speak to Career-and-College-Ready skills.</p> <p>The technology cited in this assessment is best aligned to the videotaping aspect of the assessment. If your program does not require videotaping due to program issues or concerns, you can remove this icon.</p>
<p>SPA Standards</p>	<p>SPA Standards Specialized Professional Association (SPA) standards may or may not be assessed in your specific program. Some programs use the common assessment as one of the key assessments needed for their SPA report.</p> <p>Check with the assessment task provided to you by your APC or Course Lead to see if the SPA standards are included.</p> <p>If SPA standards are addressed in your program, please review those specific standards so you can support your candidates to be successful with this assessment task.</p>

	See Appendix for list of SPAs and links to their websites.
<p>Assessment Objective</p> <ul style="list-style-type: none"> • The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing learner progress. • The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events. • The candidate will critically reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to affect future teaching. 	<p>Each assessment identifies the objectives being assessed. The product or critical element for each objective is highlighted here.</p> <ul style="list-style-type: none"> • The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing learner progress. • The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events. • The candidate will critically reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to affect future teaching. <p>Programs might have edited the objectives for more program or SPA related</p>

	<p>language. For example, “learners” may become “exceptional learners” in special education programs.</p> <p>Read the objectives-what might this look like in your program? In a specific clinical setting? What prior knowledge can candidates use to complete this assessment? Will new content be taught to support this assessment? How will this assessment successfully completed-especially if it will take place in a clinical experience?</p> <p>Make certain to align the directions with your program’s expectations.</p>
<p>Rationale</p> <p>According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions based upon a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions.</p> <p>For this assessment, you’ll apply Van Manen’s (1977) three hierarchical levels of reflection to your holistic reflection, as explained in Yost, et.al (2000):</p> <ul style="list-style-type: none"> • Technical reflection – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: “Will using a timer help Susan stay focused on her work?”) • Practical reflection – focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: “Did using a ‘flipped classroom’ design allow my students to learn more, faster-than more traditional instruction?”) • Critical reflection – includes emphases from technical and practical reflection and goes deeper. It focuses on 	<p>Introducing the assessment</p> <p>When introducing the assignment to the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.</p> <p>Resources are included to help instructors place the assessment in context for their course, as well as, provide supports for candidates as they complete the task.</p> <p>Make certain to read the Rationale and review any resources provided to support learning.</p> <p>Make notes for ways you can reinforce or introduce the content necessary for your candidates to be successful. Be prepared to</p>

<p>questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: “I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?”)</p> <p>For this assessment, you will also identify a “critical incident” from your own teaching. Brookfield (1990) noted that a “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated’ (pg. 84). Reflecting upon a critical incident can affect change in your thinking, your practice, your attitudes, and your understanding. A critical incident might be an interaction with a learner; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment. For this assessment, your analysis will focus on what you learn from your reflection on a critical incident identified from the lesson.</p> <p>Please read the directions for each section and review the rubric rows that correspond to that section. When developing your response, make certain to use the rubric to guide your work.</p>	<p>help candidates build a bridge to new content and to understand the standards and criteria necessary to be successful with the rubric.</p> <p>Examples are provided for each of the levels of reflection. Consider adding additional examples that are more specific to your programs.</p> <p>Please review each rubric row with candidates to ensure they understand what is required to successfully complete the assessment.</p>
<p>Directions</p> <p>This assignment requires you to reflect at all three levels of reflection. Please review the reflection resources before beginning this assessment task. During field experience or your internship, you will record yourself teaching a lesson for which you have developed a detailed lesson plan. Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.</p> <p>This assignment consists of two main parts: (1) Reflect Upon the Lesson Using the Three Levels of Reflection (which includes the lesson plan), and (2) Identify, Analyze, and Critically Reflect on a Critical Incident (this section includes a complete and detailed description of the critical incident you selected from the videotape).</p> <p>To complete this assignment you must develop a lesson plan and record the lesson* while teaching it. The lesson and the video will not be scored but will provide context when scoring the assessment. *(A videotape of the lesson will help identify the critical incident. However, if you are unable to videotape, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor so an incident can be identified, is an acceptable option.)</p>	<p>Please read the directions for each section and review the rubric rows that correspond to that section. If your program modifies the directions or embeds this assessment in a key assessment or other assignment, make certain the rubric can still be effective at assessing the assignment.</p> <p>CAEP visiting team will need for our candidates and instructors/assessors to know and reference both SOLs in any lesson plans, and be able to speak to Career-and-College-Ready skills.</p> <p>Resources are included in the Appendix to help</p>

Section 1: Lesson Reflection Using the Three Levels of Reflection

Write a brief description of the classroom, your students, and the lesson. The description should be rich and clear. (Additional information and evidence can be attached.) Following the lesson, write a detailed reflective statement that includes technical, practical, and critical reflections related to your lesson. (See above for additional information.) **Include a copy of the lesson plan in this section to provide context to the reflection.**

Section 2: Identify, Analyze, and Critically Reflect on a Critical Incident

From your recorded lesson, **select a segment (~5-10 minutes in length) that contains a critical incident**, an incident that did not go as you anticipated, causing you to adjust and/or rethink your instruction. **Use the following to guide your description of and reflection on the critical incident that occurred during your lesson.**

- a. **Provide a complete description of the critical incident-describe what is happening in the selected clip.** (A review of a videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor where an incident can be identified, is an acceptable option.)
- b. **Explain why this segment was selected-what made it critical?**
- c. **Analyze the critical incident using critical reflection strategies.**
 - Propose alternative ways** of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support. Consider and address your personal biases.
 - Summarize what was learned and how it will impact your future teaching.**

Submit: (a) the reflection using three levels, (b) the lesson plan for the recorded lesson, and (c) a description of the critical reflection of the critical incident.

References

Brookfield, S.D. (1990). Using critical incidents to explore learners' assumptions. J. Mezirow (Ed). *Fostering critical reflection in adulthood* (pp. 177-193). San Francisco: Jossey-Bass Publishers.

instructors place the assessment in context for their course, as well as, provide supports for candidates as they complete the task.

The directions provide details and steps to complete the assessment successfully.

When reviewing the assignment with the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.

Submission requirements are provided to guide candidates and instructors in the process. If your program's requirements differ, please edit the directions to align with your submission process.

Review each section and the related directions. Make any modifications necessary for your program.

Please review the resources cited to improve your ability to support the candidates in your program.

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6, 205-228.
<http://www.jstor.org/stable/1179579>

Yost, D.S., Sentner, S.M., Forlenza-Bailey, A. (2000). An Examination of the Construct of Critical Reflection: Implications for Teacher Education Programming in the 21st Century, *Journal of Teacher Education*, 51:1, 39-49.
 DOI: <https://doi.org/10.1177/002248710005100105>

**CAEP Common Assessment
 Critical Incident Assessment Task
 Rubric**

This assessment is completed during _____. In the _____ program, the Critical Incident Assessment Task is completed during _____ and is assessed by _____. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify gaps the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

This is the same introductory paragraph from page one of the task. This contextual information was added to the rubric because only the rubric is uploaded by AERO into TK20. Programs will edit this section to reflect when and where the assessment is administered and by whom.

Introducing the assessment When reviewing the assignment with the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.

Initial assessment review strategy
 We suggest that you reread the directions and the rubric including the scoring guidelines, prior to your first read of the assessment.

As you score the assessment, consider if I each section is a 3 (meets

	<p>standard) or a 4 (exceeds standard). Alternatively, if the score is 2 (approaching the standard) or 1 (does not meet the standard), then please go back and review the criteria in the rubric to refine your score.</p> <p>In this training guide rubric, the key components of the criteria are highlighted to help guide scoring.</p>
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CRITERIA	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1 –Lesson Reflection Using the Three Levels of Reflection				
<p>The candidate uses a variety of data to evaluate the outcomes of teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9 VDOE 6 SPA</i></p>	<p>The candidate uses either a single data point to evaluate the outcomes of teaching and/or does not address their analysis and insights to adapt planning and practice for subsequent learning.</p>	<p>The candidate uses limited data points to evaluate the outcomes of the learning experience, and/or provides limited strategies and insights to adapt planning and practice for subsequent learning experiences.</p>	<p>The candidate uses a variety of data points to evaluate the outcomes the learning experience and also a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.</p>	<p>The candidate uses a variety of data points to evaluate the outcomes the learning experience. The candidate selects a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.</p> <p>The candidate provides detailed rationale for the selection of strategies and the adaptation of instructional practice.</p>

<p>The candidate uses multiple points of analysis and reflection to improve planning and practice.</p> <p><i>InTASC 9 VDOE 6 SPA</i></p>	<p>There was no evidence that the candidate used ongoing all three levels of analysis and/or reflection to improve planning and practice.</p>	<p>The candidate used all three levels of analysis. However, the analysis is superficial and reflection is not at a critical level to improve planning and practice.</p>	<p>The candidate uses all three levels of analysis and critical reflection in an in-depth manner, to improve planning and practice.</p>	<p>The candidate effectively used all three levels of analysis and critical reflection to improve planning and practice. Additionally, the candidate analyzed and anticipated/predicted the impact that changes in strategies and practice would have on learners in subsequent experiences.</p>
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Part 2-- Identify, Analyze, and Critically Reflect on a Critical Incident

<p>The candidate critically reflects on a critical incident based on the cause and effect relationship between underlying issues and motivators that impact learning.</p> <p><i>InTASC 9 VDOE 6 SPA</i></p>	<p>The candidate reflects at a technical or practical level.</p>	<p>The candidate makes an inaccurate or incomplete critical reflection of the critical incident by identifying poorly matched underlying issues and motivators impacting learners.</p>	<p>The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators impacting learners.</p>	<p>The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators and includes reflection, and problem-solving strategies to improve instruction.</p>
<p>The candidate provides evidence of professional learning to</p>	<p>There was no evidence that the candidate engages in professional</p>	<p>There was minimal evidence that the candidate engages in</p>	<p>The candidate identifies examples of possible options to</p>	<p>The candidate identifies specific evidence of strategies to</p>

<p>develop knowledge and skills to create engaging curriculum and learning experiences.</p> <p><i>InTASC 9 VDOE 6 SPA</i></p>	<p>learning to plan to improve teaching and learning.</p>	<p>professional learning to plan to improve teaching and learning.</p>	<p>effectively engage in professional learning to plan to improve teaching and learning.</p>	<p>effectively engage in professional learning to plan to improve teaching and learning that directly relate to the critical incident.</p>
<p>The candidate reflects on personal biases.</p> <p><i>InTASC 9 VDOE 6 SPA</i></p>	<p>There is no evidence that the candidate reflects on his/her personal biases.</p>	<p>The candidate provides evidence that he/she reflects at the technical level on his/her personal biases</p>	<p>The candidate provides evidence that he/she critically reflects on personal biases.</p>	<p>The candidate provides evidence that he/she critically reflects on personal biases that impact planning, teaching, and assessment.</p>
<p>The candidate uses knowledge of individual differences to create more relevant learning experiences.</p> <p><i>InTASC 2 VDOE 1 SPA</i></p>	<p>The candidate does not create relevant learning experiences for learners.</p>	<p>The candidate creates relevant learning experiences for some learners.</p>	<p>The candidate creates relevant learning experiences based upon the knowledge of individual learner differences.</p>	<p>The candidate creates relevant and authentic learning experiences based upon the knowledge of specific individual learner differences.</p>

Appendix

Links to

CAEP Standards

InTASC Standards

VDOE Standards

VDOE Tech Standards

Course Resources:

Brookfield, S.D. (1990). Using critical incidents to explore learners' assumptions. J. Mezirow (Ed). *Fostering critical reflection in adulthood* (pp. 177-193). San Francisco: Jossey-Bass Publishers.

Dewey, J. (1933). ***How we think. A restatement of the relation of reflective thinking to the educative process*** (Revised edn.), Boston: D. C. Heath.

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6, 205-228. <http://www.jstor.org/stable/1179579>

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