Marquette University – College of Education
Student Teaching Seminar
Performance Assessment #7 – Reflective Practice: Student Teaching Critical Incident Journal

Standard Addressed:

**Standard 9** – The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Indicators:

- **9.5** The teacher is committed to reflection, assessment, and learning as an ongoing process.
- **9.8** The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
- **9,10** The teacher uses classroom observation, information about students, and critical cultural, social, and political frameworks of social justice as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting and revising practice.
- **9e.** The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.
- **9h.** The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Task Description:

The candidate demonstrates his/her growth in critical reflection on his/her teaching practice by keeping a critical incidents journal. Each week, the candidate will describe a critical incident in his/her classroom that has intrigued, surprised, confused, or posed a problem. After describing the experience factually, the candidate in a second paragraph uses critical readings or theories drawn from teacher education course work to analyze and evaluate the experience with a particular focus on the effects of his/her choices and actions on others (learners, families, other professionals, the community) and a plan for future action(s). The candidate is required to complete one entry per week throughout the student teaching seminar experience, or in consideration of special events and shortened weeks, a minimum of ten entries.

Directions:

1. Date each entry in the journal. Although it is desirable to complete at least one entry per week during the period of your student teaching assignment, you are required to make a minimum of ten entries.
2. For each entry, in one paragraph describe factually and with some detail a critical incident in your classroom or school that has surprised, confused or posed a problem for you. This could be an incident involving you and students, parents, or other professionals.
3. In a second paragraph, analyze and evaluate the experience from the perspective (s) of critical cultural, social, political, and psychological readings or theories drawn from your teacher education course work on multicultural education, the history of education, child and adolescent development, learning and motivation, critical pedagogy, instructional
planning, assessment, and methods of teaching reading, writing, social studies, math, science, languages, and literature.

4. In your analysis, pay particular attention to the effects your own choices and actions are having on others (learners, families, other professionals, the community). Also include an analysis of how your own identity, worldview, and background experiences may be affecting your perceptions and expectations and what you need to do to deepen your understanding of the experience or situation that you have described. Do you have any plan(s) for future action(s)?

5. You may be expected to share some of your journal entries in the student teaching seminar.

Rubric

| 9.5 | Demonstrates the habit of reflection and assessment by regularly recording, interpreting, and evaluating events and incidents. |
| 9.8 | Demonstrates professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues |
| 9.10 | Uses classroom observation and critical cultural, social, and political frameworks of social justice as sources for evaluating outcomes of teaching and learning and as a basis for reflecting and revising practice |
| 9e | Reflects on personal biases around cultural, ethnic, gender, and learning diversity |
| 9h | Understands how personal identity, worldview, and prior experience affect perceptions and expectations and own behavior and interaction with others |

As evidenced by journal entries during the student teaching assignment, the candidate

Comments:

__________________________________________________________________________
Candidate's Name      Student I.D. Number
__________________________________________________________________________
Evaluator's Name      Date