**Supplemental Material A: Professional Noticing Video Analysis Template**

Video Identification:

|  |  |  |  |
| --- | --- | --- | --- |
| Event # andTime Stamp | Attending: What is happening inthe event and why is it important? (Description & Justification) | Interpreting: What is really goingon in terms of student learning?(Interpretation & Support) | Deciding: What other things could have happened? How do we choose?(Analysis & Evidence) |
| 1  |   |   |   |
| 2  |   |   |   |
| 3  |   |   |   |
| 4  |   |   |   |
| 5  |   |   |   |

Your instructor may want you to discuss any or all of the following questions:

1. How do you think the contextual factors in the classroom (e.g. lay-out of room, make-up of students) affected what you noticed in the critical incidents?
2. In what ways may your own beliefs and values have influenced your noticing of the events in this video (e.g. what you attended to and how you interpreted those events?
3. How did the group discussion impact your thinking about teaching and learning?
4. What were the key take-aways from the video analysis in terms of effective instructional practices?

**Supplemental Material B: Critical Incident Reflection Protocol**

***What are Critical Incidents?*** A critical incident is a moment during a teaching episode that you recognize as significant, either in terms of the impact that moment had on the way the episode unfolded or in terms of what that moment showed you in relation to your developing skills as a teacher. You might be able to sense a critical incident ‘in the moment’, or you might only be able to identify it as you watch your videotaped lesson; in fact, it might be something that seemed *in*significant at first. There are no guidelines for choosing a critical incident from a teaching episode – it is just a matter of finding something that you believe needs to be considered more [care]fully.

***Why use Critical Incidents?*** One goal of using critical incidents is to help you look beyond the experience of the incident to the *meaning* of the incident. This is a form of *reflection-on-action*. Another goal is to help you develop your ability to reflect on these incidents as they happen, or *reflection-in-action*. Finally, using critical incidents can help you adjust your lesson and strategies for future teaching cycles, or *reflection-for-action*.

***How do I reflect on the Critical Incidents that I select?*** *Remember*, as is suggested above, there is no “right” or “wrong” way to select an incident. It should be something meaningful to you – but justifiable as an important pedagogical event. After watching your videotaped lesson for a critical incident, use the statements and questions below to guide you as you reflect about the event that you selected.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Before you get started with your Critical Incident Reflection, please describe (in a short paragraph) what, in a broader sense, you saw while watching the video clip of your teaching.**

**Reflection Structure:**

* **What** (Account *of*) - Provide an in-depth description of the event, focusing on *what happened*. Include an explanation of what made you see this as a critical incident (what made you *attend* to it), **but try to write this without any judgment or interpretation**.
* **Emotions -** Describe the feelings you had as you “experienced” the incident.
* **Perspective -** Explain the incident from *the point of view of each participant* (student, teacher, etc.). Use “I” for each participant’s explanation. If you are presenting a student’s point of view on the incident, try to really see the incident through their eyes and **describe it through their voice**.

**Reflection on Incident:**

* **Addressing Diverse Learners -** In what ways did you take into account the needs and backgrounds of your audience? (For example, the type of language you were using; the particular examples that you chose; choice of how to open the presentation; gathering information about students’ interests in and understandings of the topic.) You might begin with “As an educator, I was/was not able to. …”
* **Position** (Account *for*) - Discuss your *interpretation* of this event in terms of its educational significance. Include in this description any personal beliefs that you have that might be influencing this interpretation (statements like, “As an educator, I believe/value. …”).
* **Actions** (*Intra*spective) - After reflecting on this critical incident, what will you do the same and what would you do differently in the next lesson in light of your new understandings? This represents *deciding* what are the most effective practices in a given context.
* **Discussion Outcomes** (*Inter*spective) - Discuss this incident with a peer or mentor. Have her/him give you feedback on the entire reflection, but with a focus on your *interpreting* and *deciding*. Describe insights with statements like, “After discussing this with my partner, I ….”