

## Critical Incident Protocol

A Critical Incident Protocol provides an opportunity for a teacher to reflect on an incident from his or her own perspective. It can be something that was particularly rewarding, puzzling, or devastating and the reflection can help the teacher gain new insights into their practice and student learning.

The process works best with a facilitator who keeps the conversation moving through each step. The learner shares an incident and suggests a professional outcome toward which he/she is working. The “friends” listen carefully, ask clarifying questions, discuss the incident and raise questions. The learner then responds and the group discusses the content and process of the conversation.

Step 1:	Learner presents a critical incident
Step 2:	Friends ask clarifying questions
Step 3:	Friends raise questions, note the significance of the incident in the context of the learner’s work, and discuss as advocates. Learner listens.
Step 4:	Learner responds, then the group engages in general conversation about the content and/or process.
Step 5:	Debrief the process

Additional information about conducting a critical incident analysis is available from the Turning Points school reform project at [www.turningpts.org/pdf/CriticalIncidentProtocol.pdf](http://www.turningpts.org/pdf/CriticalIncidentProtocol.pdf).

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