STAR

Student Teaching Assessment Record
STAR is an assessment tool completed 3 times during the year-long internship.
10 InTASC standards

Standard 1 Learner Development
Standard 2 Learning Differences
Standard 3 Learning Environment
Standard 4 Content Knowledge
Standard 5 Application of Content
Standard 6 Assessment
Standard 7 Planning for Instruction
Standard 8 Instructional Strategies
Standard 9 Professional Learning & Ethical Practice
Standard 10 Leadership and Collaboration
STAR Rating Scale

Each standard indicator has a rubric with four performance columns and a scoring scale of 1 to 4 with 4 being the highest rating.

End of Phase 2 goal is 3 “Accomplished Candidate-Target Level”
Each indicator has a rubric:

InTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<table>
<thead>
<tr>
<th>Learner Development Criteria</th>
<th>Novice (1)</th>
<th>Apprentice-Developing (2)</th>
<th>Accomplished Candidate Practitioner- Target Level (3)</th>
<th>Exemplary (4)</th>
</tr>
</thead>
</table>
| 1.1-Learner growth and development | Candidate demonstrated a minimal understanding of child development. | Candidate demonstrated
  - an understanding of child development
  - but did not apply it to planning for instruction. | Candidate demonstrated
  - learner development through planned developmentally appropriate instruction
  - which addressed many of the individual learners’ strengths, interests, and needs. | Candidate met all expectations in the accomplished practitioner- target level. As well as use
  - appropriate methods to evaluate the vast majority of students’ skill levels of performance and
  - planned instruction accordingly. |
Determining a Score

The score for each indicator is informed by a variety of Forms of Evidence.

Sample of forms of evidence are at the end of the handbook but there can be more.

All virtual learning will bring new forms of evidence that we haven’t used before!

Some Examples:

➔ Google Meet observations,
➔ 2-day lesson plans,
➔ focus lessons,
➔ Emails, calls, meetings with intern, mentor, or other staff
➔ pre/post observation conferences
➔ Lesson plans/plan book
➔ Grade book
➔ Sample student work
➔ Among others!
Nuts and Bolts of \textbf{STAR}

\textbf{WHO completes STAR:}
- Supervisor
- Mentor
- Intern

\textbf{WHEN :}
- End of Phase 1-Visit 1.3
- Middle of Phase 2-Visit 2.2
- End of Phase 2-Visit 2.3
# Forms of Evidence

- **Observations** (by peers or evaluators) which include:
  - a variety of instructional strategies
  - higher level questioning and demonstration of student critical thinking

- **Lesson plans** that include:
  - a variety of instructional strategies and relevant learning experiences based on understanding of students and community
  - resources
  - appropriate assessments for monitoring of student learning/progress
  - cross-curricular connections
  - opportunities for students to extend lesson product

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<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Accomplished Candidate Practitioner—Target Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1-Instructional strategies</strong></td>
<td>Candidate used</td>
</tr>
<tr>
<td>The teacher...</td>
<td>a variety of appropriate instructional strategies and resources to meet the needs of individuals and groups of learners.</td>
</tr>
<tr>
<td><strong>8.2-Assessment and monitoring</strong></td>
<td>Candidate continuously</td>
</tr>
<tr>
<td></td>
<td>monitored student learning, engaged learners in assessing their progress, and adjusted instruction in response to student learning needs.</td>
</tr>
<tr>
<td><strong>8.3-Understanding content</strong></td>
<td>Candidate built</td>
</tr>
<tr>
<td></td>
<td>connections between content areas to support cognitive development of learners and depth of understanding of content areas.</td>
</tr>
<tr>
<td><strong>8.4-Knowledge application</strong></td>
<td>Candidate implemented</td>
</tr>
<tr>
<td></td>
<td>relevant learning experiences, building on learner strengths and community contexts.</td>
</tr>
</tbody>
</table>
Student Teaching Assessment Record
(STAR)
Handbook

University of Maryland, Baltimore County
2020-2021

Click here for the full STAR Handbook
For TK20 login and password help email: education@umbc.edu

For help understanding content or forms of evidence contact your UMBC liaison or email pds@umbc.edu