



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”

1: Novice

2: Apprentice-Developing

**3: Accomplished Candidate
Practitioner-Target Level**

4: Exemplary

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.

<u>Learner Development</u> Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner- Target Level (3)	Exemplary (4)
1.1-Learner growth and development	Candidate demonstrated a minimal understanding of child development.	Candidate demonstrated <ul style="list-style-type: none">• an understanding of child development• but did not apply it to planning for instruction.	Candidate demonstrated <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 STAR

WHO completes STAR:

- Supervisor
- Mentor
- Intern

WHEN :

- End of Phase 1-
Visit 1.3
- Middle of Phase 2-
Visit 2.2
- End of Phase 2-
Visit 2.3

STAR Target Practitioner Snapshot

InTASC Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<u>Instructional Strategies</u> Criteria The teacher...	Accomplished Candidate Practitioner— Target Level (3)
8.1-Instructional strategies	Candidate used <ul style="list-style-type: none"> • a variety of appropriate instructional strategies and • resources to meet the needs of individuals and groups of learners.
8.2-Assessment and monitoring	Candidate continuously <ul style="list-style-type: none"> • monitored student learning, • engaged learners in assessing their progress, and • adjusted instruction in response to student learning needs.
8.3-Understanding content	Candidate built <ul style="list-style-type: none"> • connections between content areas to • support cognitive development of learners and • depth of understanding of content areas.
8.4-Knowledge application	Candidate implemented <ul style="list-style-type: none"> • relevant learning experiences, • building on learner strengths and • community contexts.

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

**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