

## Instructions for STAR online

URL: <https://worker.soe.ku.edu/fmi/webd/STAR>

Please note!

- The Firefox browser does not work with this online form.
- You may be timed-out after 30 minutes of idle time.
- Click outside of the text box or click on any button to save your work as you go.

Login with the 4-digit passcode emailed to you by the Field Experience Coordinator.

The screenshot shows a web browser window with the address bar displaying [worker.soe.ku.edu](https://worker.soe.ku.edu). The page has a blue header for "KU School of Education" and a green header for "STAR - Student Teacher Assessment Rubric". Below the headers, a message states: "Important: The Firefox browser is not compatible with this online form. Safari, Google Chrome, or Internet Explorer work just fine." A text input field is labeled "Please enter your passkey number:". Below the field, a note says "Do not use the Return key. You must click the button below." and there is a brown button labeled "Click here to log in...".

The Candidate(s) tab lists the assigned Teacher Candidate (TC). University supervisors have several, clinical supervisors will (typically) only see one.

To begin an evaluation, click the "Go to Summative" button. You will be taken to the Learner and Learning tab, the first of the Summative sections.

The screenshot shows the "Candidate(s) for Frank Wilson" section of the STAR interface. It includes a table with columns for "Teacher Candidate" and "School", and a "Go to Summative" button for each row. A note at the top right of the table area says: "Not your student(s)? Please check your passcode and [Re-login](#)."

| Teacher Candidate | School              |                   |
|-------------------|---------------------|-------------------|
| Willie Clinton    | Happy Dale          | Go to Summative > |
| Ron Regan         | Johnston Elementary | Go to Summative > |
| Betty White       | Johnston Elementary | Go to Summative > |

Here is a comparison of the instrument original paper form and the new online form.

## STAR Ratings – Learner Development (1.1)

### 1.1 Learner Development – Planned instruction based on learning and development of all students

| 1.1 Learner Development: The intern planned instruction based on the learning and developmental levels of all students.  |   |  |  |  |
|--|---|--|--|--|
| Ineffective - 0  | Developing - 1  | Effective - 2  | Highly Effective - 2   |  |
| <p><b>1.1a Developmentally Appropriate Instruction</b></p> <p>The evidence indicates that the intern planned the same instruction for all students with no consideration given to students' varying developmental levels.</p>  | <p>The evidence indicates that the intern demonstrated a partial understanding of students' developmental levels, planning instruction that aligned to the developmental levels of most (at least 50%) of the students; however, instruction was still inappropriate for specific groups of students.</p> | <p>The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels, planning instruction that aligned with overall subsets of student's developmental levels. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)</p> | <p>The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels and was able to plan and articulate specific strategies for instruction aligned to the developmental learning level of each student and groups of students.</p>                               |  |
| <p><b>1.1b Varied Instructional Approaches &amp; Resources</b></p> <p>The evidence indicates that the intern used instructional approaches and resources not relevant to the lesson or were inappropriate for students.</p>  | <p>The evidence indicates that the intern used appropriate instructional approaches and resources to support learning goals but did not actively engage students in learning.</p>   | <p>The evidence indicates that the intern used varied instructional approaches and resources aligned to the instructional purposes of the lesson and appropriate to support learning goals, actively engaging students in the learning.</p>  | <p>The evidence indicates that the intern used varied instructional approaches and resources aligned to the instructional purposes of the lesson and appropriate to support the learning goals, actively engaging students in the learning and providing varied options for students to demonstrate mastery.</p> |  |
| <p><b>1.1c Appropriate Adaptations</b></p> <p>The evidence indicates that the intern did not recognize the need to and/or did not attempt to provide adaptation of plans and instruction to make the lesson accessible and challenging to meet students' learning needs.</p> | <p>The evidence indicates that the intern recognized the need and attempted to provide adaptation of plans and instruction to make the lesson accessible to and challenging to meet the students' learning needs but the adaptation was inappropriate.</p>  | <p>The evidence indicates that the intern recognized the need and was able to provide for appropriate adaptations of plans and instruction to support student learning needs, making learning accessible and challenging for most but not all students.</p>  | <p>The evidence indicates that the intern recognized the need and was able to select a variety of appropriate adaptations of plans and instruction to support students' individual learning needs to make learning accessible and challenging for all students in the classroom.</p>                             |  |

Figure 1 Screen shot of the first Construct from the STAR training material

STAR (master.soe.ku.edu)

Betty White

Candidates 1. Learner 2. Content 3. Instructional 4. Professional Summary Log Out

Instructions: Click on a subsection title or score box below to display its rubric. Enter a score by clicking the button above the rubric text.

#### 1. Learner and Learning

To ensure that each student learns new knowledge and skills, Interns must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.

#### 1.1 Learner Development: The intern planned instruction based on the learning and developmental levels of all students.

**1.1a Developmentally Appropriate Instruction! Score = N** Not Observed = N

| Ineffective = 0   | Developing = 1   | Effective = 2   | Highly Effective = 2  |
|---|--|---|---|
| The evidence indicates that the intern planned the same instruction for all students with no consideration given to students' varying developmental levels. | The evidence indicates that the intern demonstrated a partial understanding of students' developmental levels, planning instruction that aligned to the developmental levels of most (at least 50%) of the students; however, instruction was still inappropriate for specific groups of students. | The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels, planning instruction that aligned with overall subsets of student's developmental levels. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.) | The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels and was able to plan and articulate specific strategies for instruction aligned to the developmental learning level of each student and groups of students. |

< 1.1a Appropriate Instruction N < 1.2a Learner Background 0 < 1.3a Child Rapport

< 1.1b Varied Approaches < 1.2b Classroom Culture < 1.3b Pacing/Transitions

< 1.1c Appropriate Adaptations < 1.3c Classroom Management

1.1 Suggestions or Comments 1.2 Suggestions or Comments 1.3 Suggestions or Comments

Figure 2 Screen shot of the first Construct from the STAR application

The Learner and Learning tab is typical of all the evaluation tabs.

Teacher Candidate (TC) name is displayed at the top left corner throughout the assessment.

Clicking on attribute will load the associated rubric text into the boxes above. Once scored, the value will appear just to the right of its attribute. A yellow score box indicates that a score has yet to be selected.

1.1a Developmentally Appropriate Instruction: Score = N

Not Observed = N

Ineffective = 0  
The evidence indicates that the intern planned the same instruction for all students with no consideration given to students' varying developmental levels.

Developing = 1  
The evidence indicates that the intern demonstrated a partial understanding of students' developmental levels, planning instruction that aligned to the developmental levels of most (at least 50%) of the students; however, instruction was still inappropriate for specific groups of students.

Effective = 2  
The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels, planning instruction that aligned with overall subsets of student's developmental levels. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)

Highly Effective = 2  
The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels and was able to plan and articulate specific strategies for instruction aligned to the developmental learning level of each student and groups of students.

< 1.1a Appropriate Instruction N

< 1.2a Learner Background 0

< 1.3a Child Rapport

< 1.1b Varied Approaches

< 1.2b Classroom Culture

< 1.3b Pacing/Transitions

< 1.1c Appropriate Adaptations

< 1.3c Classroom Management

1.1 Suggestions or Comments

1.2 Suggestions or Comments

1.3 Suggestions or Comments

Figure 3 Attribute 1.1a has been scored N (Not observed)

To score each of the attributes you must click on one of the buttons at the top of the rubric.

1.1a Developmentally Appropriate Instruction: Score = N

Not Observed = N

Ineffective = 0  
The evidence indicates that the

Developing = 1  
The evidence indicates that the

Effective = 2  
The evidence indicates that the

Highly Effective = 2  
The evidence indicates that the

Figure 4 Buttons representing the 4 rubric levels plus an option for Not Observed

The button will enter a score ranging from “Ineffective = 0” to “Highly Effective = 2.” If the attribute was not witnessed, select “Not Observed = N.” Text boxes are provided below each attribute to enter suggestions or comments.

The Summary tab provides an overview of the scores for the Teacher Candidate (TC). Again, university supervisors will see multiple candidates, clinical supervisors will typically see only one. The yellow boxes indicate that no score has been submitted for that attribute.

You can easily jump back to any attribute rubric, whether the attribute has a score or not, by clicking on its score box. The selected attribute will be active and ready for your input.

When there are multiple students, supervisors can navigate between student assessments by selecting an attribute box from the Summary tab.

| Summary  |      |      |      |      |      |      |      |                      |      | Candidates |      | 1. Learner |      | 2. Content                        |      | 3. Instructional |      | 4. Professional |      | Summary         |      | Log Out                       |      |  |  |  |  |
|--|------|------|------|------|------|------|------|----------------------|------|------------|------|------------|------|-----------------------------------|------|------------------|------|-----------------|------|-----------------|------|-------------------------------|------|--|--|--|--|
| <p><b>Instructions:</b> Clicking on a score box will jump to the rubric. The empty yellow boxes indicate that no score has been entered for that rubric.</p> |      |      |      |      |      |      |      |                      |      |            |      |            |      |                                   |      |                  |      |                 |      |                 |      |                               |      |  |  |  |  |
| 1. Learner & Learning  |      |      |      |      |      |      |      | 2. Content Knowledge |      |            |      |            |      | 3. Instructional Practice         |      |                  |      |                 |      | 4. Professional |      |                               |      | Checking Done indicates that you have completed your evaluation. |  |  |  |
| 1.1a   | 1.1b | 1.1c | 1.2a | 1.2b | 1.3a | 1.3b | 1.3c | 2.1a                 | 2.1b | 2.1c       | 2.2a | 2.2b       | 2.2c | 3.1a                              | 3.1b | 3.2a             | 3.2b | 3.2c            | 3.3a | 3.3b            | 4.1a | 4.1b                          | 4.2a | 4.2b   |  |  |  |
| Abby Rhode   |      |      |      |      |      |      |      |                      |      |            |      |            |      | Recommended grade: <span>▼</span> |      |                  |      |                 |      |                 |      | <input type="checkbox"/> Done |      |  |  |  |  |
|  |      |      |      |      |      |      |      |                      |      |            |      |            |      |                                   |      |                  |      |                 |      |                 |      |                               |      |  |  |  |  |
| Ron Regan  |      |      |      |      |      |      |      |                      |      |            |      |            |      | Recommended grade: <span>▼</span> |      |                  |      |                 |      |                 |      | <input type="checkbox"/> Done |      |  |  |  |  |
| 1  | 0    | N    |      | 1    | 2    |      |      | 0                    | 1    | 2          | 2    | 2          | 2    |                                   | N    |                  | 2    | 2               | N    |                 | 0    | 1                             | 2    |  |  |  |  |
| Betty White  |      |      |      |      |      |      |      |                      |      |            |      |            |      | Recommended grade: <span>▼</span> |      |                  |      |                 |      |                 |      | <input type="checkbox"/> Done |      |  |  |  |  |
| N  | 1    | 0    | 1    |      |      |      |      | N                    | 1    | 1          | 2    |            |      |                                   |      | 1                | N    | N               | 0    |                 | 0    |                               | N    | N  |  |  |  |

The Recommended Grade is a drop down of possible letter grades situated above the array of scores for each attribute. This field is not available for the Early Childhood version of the STAR.

Check Done only when you have completed your evaluation, and entered a Recommended Grade.

The Log Out tab is the last tab before actually logging out. To end your session please remember to Log Out for security. You may return at any time to continue your evaluations by entering your PIN at the Login screen.

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[worker.soe.ku.edu](#)

[STAR \(master.soe.ku.edu\)](#)

[Done for now?](#)
[Candidates](#)
[1. Learner](#)
[2. Content](#)
[3. Instructional](#)
[4. Professional](#)
[Summary](#)
[Log Out](#)

Thank you for evaluating your teacher candidate(s).

You can return to this online resource and continue your evaluations until the deadline on [date].

You must click the "Log Out" button below to end your session.

[Log Out](#)