

## (STAR) Student Teacher Assessment Rubric

ST/Intern: First	Last	Evaluator:		Date of Visit:
Type of Evaluation:	Routine	Midterm	Final	Recommended Grade:
District/School:		Conference with Intern	Conference w/Supervisor	Conference w/both Intern & Supervisor

### University of Kansas Evaluation of Student Teacher/Intern Evaluation Procedures using the Student Teacher Assessment Rubric (STAR)

The indicators used on the University of Kansas Student Teacher Assessment Rubric assess the culminating phase of the pre-service experience. These indicators have been aligned with the School of Education Conceptual Framework and the Kansas state professional standards. Candidates are expected to engage in effective practice, respond to uncertainty and change, apply interdisciplinary knowledge, rely on self-reflection, provide service to society, and belong to professional community.

When marking an indicator, the cooperating/mentor teacher(s) and supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) (2 points) – The student teacher/intern demonstrates implementation of the indicator at the level of a successful beginning teacher or beyond. Marking this level would indicate the student teacher/intern is above the level expected for a student teacher. This would indicate the student teacher/intern is very successful and demonstrates exceptional skill for the indicator. Examples as to how the student teacher/intern has achieved the Highly Effective level should be specified in the “Feedback & Suggestions” section associated with the indicator.
- **Effective** (Target) (2 points) – The student teacher/intern demonstrates implementation of the indicator at a level expected for a student teacher/intern. (This is the expected level of performance for student teachers by the Final Evaluation.)
- **Developing** (1 point) – The student teacher/intern demonstrates a developing level of implementation for the indicator but at a level below that expected of a student teacher. He/she struggles to fully implement the indicator successfully into practice. Suggestions for growth of this indicator should be included in the “Feedback & Suggestions” section associated with the indicator.
- **Ineffective** (0 points) – The student teacher/intern failed to demonstrate knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance for a student teacher. Some remediation may be necessary for the student teacher/intern in this area. Examples of how the student teacher/intern needs to improve with specific suggestions for improvement should be included in the “Feedback & Suggestions” section associated with the indicator.

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### Construct 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.

	Ineffective – 0	Developing – 1	Effective - 2	Highly Effective - 2
1.1a Developmentally Appropriate Instruction	<p><input type="radio"/> The evidence indicates that the intern planned the same instruction for all students with no consideration given to students' varying developmental levels.</p>	<p><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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>
1.1b Varied Instructional Approaches & Resources	<p><input type="radio"/> The evidence indicates that the intern used instructional approaches and resources not relevant to the lesson or were inappropriate for students.</p>	<p><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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>
1.1c Appropriate Adaptions	<p><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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>

#### 1.1 Feedback & Suggestions:

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### 1.2 Learner Differences: The intern recognized and fostered individual differences to encourage a positive classroom culture.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
1.2a Learner Background	<p><input type="radio"/> The evidence indicates that the intern demonstrated a lack of familiarity with students' backgrounds (analysis of students' readiness for learning and prior experiences).</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated only partial familiarity with the students' background (analysis of students' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction.</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated familiarity with groups (but not individuals) of students' background (analysis of students' readiness for learning and prior experiences) and was able to use this information to inform instruction.</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated familiarity with each students' background (analysis of students' readiness for learning and prior experiences) and was able to use this information to inform instruction.</p>
1.2b Classroom Culture	<p><input type="radio"/> The evidence indicates that the intern did not incorporate knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students.</p>	<p><input type="radio"/> The evidence indicates that the intern used partial analysis of students' backgrounds to create a positive culture of respect and rapport in the classroom but tailored to specific populations of students versus meeting the needs of all students.</p>	<p><input type="radio"/> The evidence indicates that the intern accurately analyzed students' backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students.</p>	<p><input type="radio"/> The evidence indicates that the intern accurately analyzed students' backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students and can articulate the connection between specific strategies, content and delivery used to meet the needs of individual students and groups of students in the classroom.</p>

### 1.2 Feedback & Suggestions:

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### 1.3 Learning Environment: The intern encouraged a classroom environment conducive to learning.

	Ineffective – 0	Developing – 1	Effective – 2	Highly Effective – 3
1.3a Child Rapport	<p><input type="radio"/> The evidence indicates that the intern has little or no positive rapport with the students (e.g., the intern may respond disrespectfully to students or ignore their questions or comments).</p>	<p><input type="radio"/> The evidence indicates the intern is fair in the treatment of students and establishes a basic rapport with them (e.g., the intern addresses students' questions or comments but does not inquire about their overall well-being).</p>	<p><input type="radio"/> The evidence indicates the intern has a positive rapport with students and demonstrates respect for and interest in all students (e.g., the intern makes eye contact and connects with individual students).</p>	<p><input type="radio"/> The evidence indicates that the intern has a positive rapport with students and demonstrates respect for and interest in individual student's experiences, thoughts and opinions (e.g., the intern responds quietly, individually, and sensitively to student confusion or distress).</p>
1.3b Pacing & Transitions	<p><input type="radio"/> The evidence indicates that the intern uses transitions that are inefficient with considerable time lost. Students are disengaged.</p>	<p><input type="radio"/> The evidence indicates the intern transitions between learning activities but with some loss in instructional time. Students remain engaged in lesson.</p>	<p><input type="radio"/> The evidence indicates that the intern transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations such as whole class, cooperative learning, small groups and independent learning.</p>	<p><input type="radio"/> The evidence indicates that the intern uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and whole class learning situations.</p>
1.3c Classroom Management	<p><input type="radio"/> The evidence indicates that the intern is often unaware of behavior issues and/or failed to address the behavior issues appropriately or at all.</p>	<p><input type="radio"/> The evidence indicates that the intern monitors for and appropriately responds to behavior (both positive and negative behaviors) but responses to behavior are inconsistent.</p>	<p><input type="radio"/> The evidence indicates that the intern has set clear expectations for student behavior that includes monitoring and responding to student behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual student needs.</p>	<p><input type="radio"/> The evidence indicates that the intern uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors in the classroom. Response to student behavior is consistent, appropriate and effective for meeting the individual needs of all students.</p>

### 1.3 Feedback & Suggestions:

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### Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues.

#### 2.1 Content Knowledge: The intern demonstrated a thorough knowledge of content.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
2.1a Content Representations	<input type="radio"/> The evidence indicates that the intern demonstrated limited knowledge of the important content in the discipline.	<input type="radio"/> The evidence indicates that the intern demonstrated knowledge of the important content using explanations that were accurate and clear but limited in scope, leading to student confusion.	<input type="radio"/> The evidence indicates that the intern displayed knowledge of the important content in the discipline by using multiple representations and explanations, clearly identifying how concepts related to one another.	<input type="radio"/> The evidence indicates that the intern displayed extensive knowledge of the important content in the discipline by using multiple representations, explanations, and a wide variety of experiences and opportunities to allow learners to tie concepts together.
2.1b Content Clarity	<input type="radio"/> The evidence indicates that the intern was unable to identify possible student misconceptions/confusion or provided explanations that were illogical or inaccurate.	<input type="radio"/> The evidence indicates that the intern was able to identify possible student misconceptions/confusion but is not always able to provide an effective alternate explanation.	<input type="radio"/> The evidence indicates that the intern was able to identify possible student misconceptions/confusion and re-explain topics to ensure understanding.	<input type="radio"/> The evidence indicates that the intern anticipated possible student confusion by presenting content information in multiple formats and clarifying content before students ask questions.
2.1c Instructional Strategies for Content	<input type="radio"/> The evidence indicates that the intern used inappropriate content-related strategies, including ineffective question and discussion techniques.	<input type="radio"/> The evidence indicates that the intern used appropriate content-related strategies, including beginning level questioning and discussion inappropriate terminology/language to build an understanding of content for all students.	<input type="radio"/> The evidence indicates that the intern used appropriate content-related strategies, including effective questioning and discussion techniques, and developmentally appropriate terminology/language to build an understanding of content for all students.	<input type="radio"/> The evidence indicates that the intern effectively used appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning and discussion techniques, to build a higher level of understanding of content for all students.

#### 2.1 Feedback & Suggestions:

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### 2.2 Innovative Applications of Development and Content Knowledge: The intern provided a variety of innovative applications of knowledge.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
2.2a Problem Solving	<p><input type="radio"/> The evidence indicates that the intern did not or inappropriately used problem solving as a way to explore content.</p>	<p><input type="radio"/> The evidence indicates that the intern used problem solving as a way to explore content; however, the lesson was almost entirely teacher-directed, limiting independent, creative and critical thinking by the students.</p>	<p><input type="radio"/> The evidence indicates that the intern used problem solving as a way to explore content with a balance between teacher-directed and student-led learning activities in such a way that it encouraged independent, creative and critical thinking by the students.</p>	<p><input type="radio"/> The evidence indicates that the intern used problem solving as a way to explore content in a student-led (teacher as facilitator) learning format, encouraging independent, creative and critical thinking by the students.</p>
2.2b Real-World Application	<p><input type="radio"/> The evidence indicates that the intern could not provide meaningful connections between lesson content and real world application of content.</p>	<p><input type="radio"/> The evidence indicates that the intern provided meaningful connections between the lesson content and real-world experiences.</p>	<p><input type="radio"/> The evidence indicates that the intern provided meaningful connections between the lesson content and real-world experiences by providing an opportunity for students to apply learning using real-world application of content.</p>	<p><input type="radio"/> The evidence indicates that the intern provided opportunities to students to apply learning using real world application of content through varied experiences, leading students to make meaningful and relevant connections between the lesson content and real-world application of content.</p>
2.2c Cross-Curricular	<p><input type="radio"/> The evidence indicates that the intern focused on specific content only with no cross-curricular learning opportunities.</p>	<p><input type="radio"/> The evidence indicates that the intern provided cross-curricular learning opportunities; however, the connections between content and other disciplines were not clear and/or left students confused.</p>	<p><input type="radio"/> The evidence indicates that the intern provided meaningful and purposeful cross-curricular learning opportunities, with clear connections between content and other disciplines.</p>	<p><input type="radio"/> The evidence indicates that the intern provided varied, meaningful and purposeful cross-curricular learning opportunities, with clear connections between content and other disciplines, leading to a higher level of student understanding of content.</p>

### 2.2 Feedback & Suggestions:

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### Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways.

#### 3.1 Planning for Instruction: The intern used methods and techniques that are effective in meeting student needs.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
3.1a Activity Objectives	<p><input type="radio"/> The evidence indicates that the intern developed lesson objectives that were inappropriate or too general to guide lesson planning and/or were not aligned with district, state, and/or national standards, including College and Career Readiness Standards (CCRS).</p>	<p><input type="radio"/> The evidence indicates that the intern planned activities using student appropriate objectives that were aligned with district, state and/or national standards, including CCRS, but did not include measureable goals.</p>	<p><input type="radio"/> The evidence indicates that the intern planned challenging activities using student-appropriate and measurable objectives that aligned with district, state and/or national standards, including CCRS.</p>	<p><input type="radio"/> The evidence indicates that the intern planned challenging activities using student appropriate and measureable objectives that aligned with district, state and/or national standards, including CCRS, to meet a range of student needs.</p>
3.1b Build on Prior Learning	<p><input type="radio"/> The evidence indicates that the intern sequenced instruction with no consideration given to students' prior knowledge of the content or how the content connects to previous or future learning.</p>	<p><input type="radio"/> The evidence indicates that the intern attempts to build on students' prior knowledge and identify how the content connects to previous and future learning but is not completely successful.</p>	<p><input type="radio"/> The evidence indicates that the intern appropriately plans and sequences instruction to build on students' prior learning and clearly identifies how the content connects to previous and future learning.</p>	<p><input type="radio"/> The evidence indicates that the intern appropriately plans and sequences instruction providing multiple pathways for student learning, building upon students' prior learning and unique learning needs. The connection between how content connects to previous and future learning is clear.</p>

#### 3.1 Feedback & Suggestions:

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### 3.2 Assessment: The intern used varied assessments to measure learner progress.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
3.2a Varied Assessments	<p><input type="radio"/> The evidence indicates that the intern did not provide opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.</p>	<p><input type="radio"/> The evidence indicates that the intern provided a single opportunity for students to demonstrate learning by using a formative, summative, informal and/or formal assessment and/or only used informal assessments to check student understanding.</p>	<p><input type="radio"/> The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.</p> <p>(*Must demonstrate use of more than just informal &amp; summative assessments.)</p>	<p><input type="radio"/> The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated choices to match a full range of student needs and abilities.</p> <p>(*Must demonstrate use of more than just informal &amp; summative assessments.)</p>
3.2b Data Analysis	<p><input type="radio"/> The evidence indicates that the intern did not analyze student learning data to inform future instruction.</p>	<p><input type="radio"/> The evidence indicates that the intern attempted to analyze student learning data but struggled to effectively utilize the data to inform future instruction.</p>	<p><input type="radio"/> The evidence indicates that the intern analyzed student learning data identifying student strengths and areas for growth to inform future instruction to meet the learning needs of the student group as a whole.</p>	<p><input type="radio"/> The evidence indicates that the intern analyzed student learning data to identify student strengths and areas for growth to inform future instruction to meet the specific, individualized learning needs of all students.</p>
3.2c Feedback	<p><input type="radio"/> The evidence indicates that the intern did not provide or provided inappropriate feedback to students about their performance.</p>	<p><input type="radio"/> The evidence indicates that the intern provided general feedback to students about their performance.</p>	<p><input type="radio"/> The evidence indicates that the intern provided substantive, specific and timely feedback to students about their performance.</p>	<p><input type="radio"/> The evidence indicates that the intern provided substantive, specific and timely feedback to students about their performance and encouraged students to engage in self-assessment, demonstrating awareness of their own strengths and weaknesses</p>

### 3.2 Feedback & Suggestions:



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### 3.3 Instructional Strategies: The intern delivered comprehensive instruction for students.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
3.3a Varied Instructional Strategies & Technology	<p><input type="radio"/> The evidence indicates that the intern did not use available technologies as an instructional strategy.</p>	<p><input type="radio"/> The evidence indicates that the intern used appropriate instructional strategies, including use of at least one available technology, to engage and challenge students.</p>	<p><input type="radio"/> The evidence indicates that the intern used a variety of instructional strategies, including available technologies, to engage and challenge students in a variety of learning situations.</p>	<p><input type="radio"/> The evidence indicates that the intern used a variety of instructional strategies, including available technologies, to engage and challenge students in a variety of learning situations allowing students to take ownership of their learning.</p>
3.3b Differentiation	<p><input type="radio"/> The evidence indicates that the intern taught the lesson using the same strategies for all students with little thought given to differentiating instruction.</p>	<p><input type="radio"/> The evidence indicates that the intern differentiated instruction for a small subset of students (only a few students) but most strategies were targeted to the group as a whole.</p>	<p><input type="radio"/> The evidence indicates that the intern used multiple strategies to differentiate and scaffold information to meet the needs of groups of students. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)</p>	<p><input type="radio"/> The evidence indicates that the intern used multiple strategies to differentiate and scaffold information so it is accessible to all students.</p>

### 3.3 Feedback & Suggestions:

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### Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is an intern’s primary responsibility. To do this well, interns must engage in professional self-renewal, which means they regularly examine their own practice through self-reflection and collaboration and accept support and feedback from mentor teachers/supervisors that assures a continuous cycle of self-improvement.

#### 4.1 Reflection and Continuous Growth: The intern engaged in reflection and continuous growth.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
4.1a Professional Development	<input type="radio"/> The evidence indicates that the intern did not participate in professional development.	<input type="radio"/> The evidence indicates that the intern actively participated in professional development opportunities relevant to student learning but did not attempt to apply the professional development in their teaching.	<input type="radio"/> The evidence indicates that the intern engaged in professional development opportunities relevant to student learning and attempted application of activities in their teaching.	<input type="radio"/> The evidence indicates that the intern engaged in professional development opportunities relevant to student learning and successfully made application of activities in their teaching.
4.1b Self-Reflection	<input type="radio"/> The evidence indicates that the intern did not reflect on her/his practices or was unable to accurately self-assess her/his performance.	<input type="radio"/> The evidence indicates that the intern demonstrated the ability to reflect on practices and could identify strengths and opportunities for improvement.	<input type="radio"/> The evidence indicates intern demonstrated the ability to reflect on her/his practice, identify strengths and opportunities for improvement and took action on this information, leading to self-improvement.	<input type="radio"/> The evidence indicates that the intern demonstrated the ability to reflect on her/his practice, identify strengths and opportunities for improvement and take action, understanding the connection between self-assessment to improve practice and improved student learning in the classroom.

#### 4.1 Feedback & Suggestions:

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### 4.2 Collaboration and Leadership: The intern participated in collaboration and leadership opportunities.

	Ineffective - 0	Developing - 1	Effective - 2	Highly Effective - 2
4.2a Collaboration	<input type="radio"/> The evidence indicates that the intern did not collaborate with colleagues* about school issues.	<input type="radio"/> The evidence indicates that the intern met with and discussed school/program activities with colleagues* and other stakeholders.	<input type="radio"/> The evidence indicates that the intern collaborated on multiple occasions with colleagues* and stakeholders in leadership, school, and professional activities.	<input type="radio"/> The evidence indicates that the intern collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.
4.2b Leadership	<input type="radio"/> The evidence indicates that the intern did not demonstrate leadership skills by initiating, advocating, and/or leading activities in the classroom.	<input type="radio"/> The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading at least one activity in the classroom.	<input type="radio"/> The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading multiple activities in the classroom to improve and support student learning.	<input type="radio"/> The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading multiple activities with multiple stakeholders to improve and support student learning.

\*Mentor/Cooperative Teacher/Clinical Supervisors

### 4.2 Feedback & Suggestions: