

(STAR) Student Teacher Assessment Rubric

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Student Teacher/Intern: First

Last

Evaluator:

Date:

Type of Evaluation:

Midterm

Summative

School/Program:

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) (**H**) – 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) (**E**) – 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** (**D**) – 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** (**I**) – 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 child learns new knowledge and skills, student teachers/interns must understand that learning and developmental patterns vary individually, that children bring unique individual differences to the learning process, and that children need supportive and safe learning environments to thrive.

1.1 Learner Development: The student teacher/intern planned instruction based on the learning and developmental levels of all children.

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
1.1a Developmentally Appropriate Instruction	<p><input type="radio"/> The evidence indicates that the intern planned the same instruction for all children with no consideration given to children’s varying developmental levels.</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated a partial understanding of children’s developmental levels and planning instruction that aligned to the developmental levels of most (at least 50%) of the children; however, instruction was still inappropriate for specific groups of children.</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated an accurate understanding of children’s developmental levels and the need to address planning instruction that aligned with overall subsets of children’s developmental levels.</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated an accurate understanding of children’s developmental levels and was able to plan and articulate specific strategies for instruction aligned to the developmental learning level of each child and groups of children.</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 activity, were inappropriate for children and/or did not provide for provision of multiple methods of representation, engagement, and expression (i.e. UDL principles).</p>	<p><input type="radio"/> The evidence indicates that the intern used appropriate instructional approaches and resources to support learning goals/outcomes but did not fully provide for UDL principles resulting in meaningful access and active engagement for children in learning.</p>	<p><input type="radio"/> The evidence indicates that the intern used varied instructional approaches that fully addressed UDL principles and aligned to the instructional purposes of the activity and supported learning goals/outcomes resulting in meaningful access and active engagement of children in the learning.</p>	<p><input type="radio"/> The evidence indicates that the intern used varied instructional approaches that fully addressed UDL principles and aligned to the instructional purposes of the activity, supported learning goals/outcomes resulting in meaningful access and active engagement of children in the learning and in addition allowed for varied options for children to demonstrate mastery.</p>
1.1c Appropriate Adaptions	<p><input type="radio"/> The evidence indicates that the intern did not recognize the need and/or did not attempt to provide adaptation of plans and instruction to make the activity accessible and challenging to support all children’s success.</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 activity accessible and challenging to meet the children’s learning needs but the adaptations were 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 children’s learning needs, making learning accessible and challenging for all children.</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 children’s individual learning needs to make learning accessible and challenging for all children in the classroom and support all children’s learning.</p>

1.1 Feedback & Suggestions:

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

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
1.2a Learner Background	<p><input type="radio"/> The evidence indicates that the intern demonstrated a lack of familiarity with children’s backgrounds (analysis of children’s readiness for learning and prior experiences).</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated only partial familiarity with children’s backgrounds (analysis of children’s 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 children’s backgrounds (analysis of children’s 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 children’s backgrounds (analysis of children’ 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 children to create a classroom culture of respect and rapport that meets the strengths and needs of all children.</p>	<p><input type="radio"/> The evidence indicates that the intern used partial analysis of children’s backgrounds to create a positive culture of respect and rapport in the classroom but tailored to specific populations of children versus meeting the needs of all children.</p>	<p><input type="radio"/> The evidence indicates that the intern accurately analyzed children’s backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all children.</p>	<p><input type="radio"/> The evidence indicates that the intern accurately analyzed children’s backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all children and can articulate the connection between specific strategies, content and delivery used to meet the needs of individual children and groups of children in the classroom.</p>

1.2 Feedback & Suggestions:

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1.3 Learning Environment: The student teacher/intern encouraged a classroom environment conducive to learning.

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
1.3a Child Rapport	<p><input type="radio"/> The evidence indicates that the intern has little or no positive rapport with the children (e.g., the intern may respond disrespectfully to children or ignore their questions or comments).</p>	<p><input type="radio"/> The evidence indicates the intern is fair in the treatment of children and establishes a basic rapport with them (e.g., the intern addresses children’s 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 children and demonstrates respect for and interest in all children (e.g., the intern makes eye contact and connects with individual children).</p>	<p><input type="radio"/> The evidence indicates that the intern has a positive rapport with children and demonstrates respect for and interest in individual children’s experiences, thoughts and opinions (e.g., the intern responds quietly, individually, and sensitively to child 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. Children are disengaged.</p>	<p><input type="radio"/> The evidence indicates the intern facilitates transitions between activities with some loss in instructional time. Children remain engaged in activity.</p>	<p><input type="radio"/> The evidence indicates that the intern facilitates transitions efficiently and smoothly between 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 learning, 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 child behavior that includes monitoring and responding to child behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual child needs.</p>	<p><input type="radio"/> The evidence indicates that the intern uses research-based strategies to prevent disruptive behaviors and reinforce positive behaviors in the classroom. Response to child behavior is consistent, appropriate and effective for meeting the individual needs of all children.</p>

1.3 Feedback & Suggestions:

Construct 2: Construct Knowledge

Student teachers/interns must have a deep and flexible understanding of the developmental sequence of learning for children across the developmental areas (e.g., social emotional, physical, communication and literacy, math, science and the arts) as presented in early learning standards and be able to draw upon it as they work with children to access information and apply knowledge in real world settings.

2.1 Content Knowledge: The student teacher/intern demonstrated a thorough knowledge of content.

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
2.1a Content Representations	○ The evidence indicates that the intern demonstrated limited knowledge of the developmental sequence and critical age appropriate learning across the developmental areas.	○ The evidence indicates that the intern demonstrated knowledge of the critical content across the developmental areas but does not always address in age/developmentally appropriate ways, leading to developmentally inappropriate expectations (i.e., too high or too low).	○ The evidence indicates that the intern displayed knowledge of critical content and sequences of learning across the developmental areas by planning for appropriate learning outcomes and providing scaffolding to support children’s attainment of developmentally appropriate outcomes.	○ The evidence indicates that the intern displayed extensive knowledge of critical content and sequences of learning across the developmental areas by using multiple representations, explanations, and a wide variety of experiences and opportunities to scaffold children’s learning and meaningful attainment of new knowledge and skills.
2.1b Content Clarity	○ The evidence indicates that the intern was unable to identify possible child misconceptions/confusion or provided explanations that were illogical or inaccurate.	○ The evidence indicates that the intern was able to identify possible child misconceptions/confusion but is not always able to provide an effective alternate explanation.	○ The evidence indicates that the intern was able to identify possible child misconceptions/confusion and re-explain topics to ensure understanding.	○ The evidence indicates that the intern anticipated possible child confusion by presenting content information in multiple formats and clarifying content before children ask questions.
2.1c Instructional Strategies for Content	○ The evidence indicates that the intern used inappropriate content-related strategies, including ineffective question and discussion techniques and hands-on experiences.	○ The evidence indicates that the intern used appropriate content-related strategies, including hands-on experiences and beginning level questioning and discussion techniques, but developmentally inappropriate terminology/language to build an understanding of content for all children.	○ The evidence indicates that the intern used appropriate content-related strategies, including effective questioning and discussion techniques, hands-on experiences and developmentally appropriate terminology/language to build an understanding of content for all children.	○ 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 children.

2.1 Feedback & Suggestions:

2.2 Innovative Applications of Development and Content Knowledge: The student teacher/intern provided a variety of innovative applications of knowledge to support development and content.

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
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 activity was almost entirely teacher-directed, limiting independent, creative and critical thinking by the children.</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 child-led learning activities in such a way that it encouraged independent, creative and critical thinking by the children.</p>	<p><input type="radio"/> The evidence indicates that the intern used problem solving as a way to explore content in a child-led (teacher as facilitator) learning format, encouraging independent, creative and critical thinking by the children.</p>
2.2b Real-World Application	<p><input type="radio"/> The evidence indicates that the intern could not provide meaningful connections between activities and real-world application.</p>	<p><input type="radio"/> The evidence indicates that the intern provided meaningful connections between activities and the children’s real-world experiences.</p>	<p><input type="radio"/> The evidence indicates that the intern provided meaningful connections between activities and the children’s real-world experiences by providing an opportunity for children to apply learning using real-world application.</p>	<p><input type="radio"/> The evidence indicates that the intern provided opportunities to children to apply learning using real-world application through varied experiences, leading children to make meaningful and relevant connections between activities and their real-world experiences.</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 content or developmental areas were not clear.</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 content or developmental areas.</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 or developmental areas, leading to a higher level of child understanding.</p>

2.2 Feedback & Suggestions:

Construct 3: Instructional Practice

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

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

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
3.1a Activity Objectives	<p><input type="radio"/> The evidence indicates that the intern developed activity objectives that were inappropriate or too general to guide activity planning and/or were not aligned with district, state, and/or national standards, including Kansas Early Learning Standards (KELS).</p>	<p><input type="radio"/> The evidence indicates that the intern planned activities using child-appropriate objectives that were aligned with district, state and/or national standards, including KELS.</p>	<p><input type="radio"/> The evidence indicates that the intern planned challenging activities using child-appropriate and measurable objectives that aligned with district, state and/or national standards including KELS. Standards).</p>	<p><input type="radio"/> The evidence indicates that the intern planned challenging activities using child appropriate and measurable objectives that aligned with district, state and/or national standards, including KELS, to meet a range of child 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 children’s 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 children’s 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 children’s 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 child learning, building upon children’s 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 student teacher/intern used varied assessments to measure learner children's progress.

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
3.2a Varied Assessments	<p><input type="radio"/> The evidence indicates that the intern did not provide opportunities for children to demonstrate learning by using informal and/or formal assessment approaches to monitor children's progress toward attainment of learning outcomes and individual goals.</p>	<p><input type="radio"/> The evidence indicates that the intern inconsistently planned for and implemented opportunities for children to demonstrate learning by using informal and/or formal assessment approaches to monitor children's progress toward attainment of learning outcomes and individual goals.</p>	<p><input type="radio"/> The evidence indicates that the intern consistently planned for and implemented opportunities for children to demonstrate learning by using informal and/or formal assessment approaches to monitor children's progress toward attainment of learning outcomes and individual goals.</p>	<p><input type="radio"/> The evidence indicates that the intern consistently planned for and implemented opportunities for children to demonstrate learning by using informal and/or formal assessment approaches to monitor children's progress toward attainment of learning outcomes and individual goals.</p> <p>Assessment procedures were individualized to match a full range of child needs and abilities and modified as needed.</p>
3.2b Data Analysis	<p><input type="radio"/> The evidence indicates that the intern did not analyze child learning data to inform future instruction.</p>	<p><input type="radio"/> The evidence indicates that the intern attempted to analyze child 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 child learning data identifying child strengths and areas for growth to inform future instruction to meet the learning needs of groups of children.</p>	<p><input type="radio"/> The evidence indicates that the intern analyzed child learning data to identify child strengths and areas for growth to inform future instruction to meet the specific, individualized learning needs of all children.</p>
3.2c Feedback	<p><input type="radio"/> The evidence indicates that the intern did not provide or provided inappropriate feedback to children about their performance.</p>	<p><input type="radio"/> The evidence indicates that the intern provided general feedback to children about their performance.</p>	<p><input type="radio"/> The evidence indicates that the intern provided specific, positive, and timely feedback to children about their performance.</p>	<p><input type="radio"/> The evidence indicates that the intern provided specific and timely feedback to children about their performance and planned for the feedback to occur as a natural consequence of the performance as much as possible rather than as an external reinforcement.</p>

3.2 Feedback & Suggestions:

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3.3 Instructional Strategies: The student teacher/intern delivered comprehensive instruction for children.

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

3.3 Feedback & Suggestions:

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Construct 4: Professional Responsibility

Creating and supporting learning environments that result in children achieving at the highest levels is an intern’s primary responsibility. To do this well, student teachers/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 student teacher/intern engaged in reflection and continuous growth.

	Ineffective – I	Developing – D	Effective - E	Highly Effective - H
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 child learning but was unable to make application of the professional development in her/his teaching.	<input type="radio"/> The evidence indicates that the intern engaged in professional development opportunities relevant to child learning and attempted application of activities/strategies in her/his teaching.	<input type="radio"/> The evidence indicates that the intern engaged in professional development opportunities relevant to child learning and successfully made application of activities/strategies in her/his 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 that the 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 child learning in the classroom.

4.1 Feedback & Suggestions:

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4.2 Collaboration and Leadership: The student teacher/intern participated in collaboration and leadership opportunities.

	Ineffective - I	Developing - D	Effective - E	Highly Effective - H
4.2a Collaboration	<p><input type="radio"/> The evidence indicates that the intern did not collaborate with colleagues* to plan for and implement school/program activities.</p>	<p><input type="radio"/> The evidence indicates that the intern met with and discussed school/program activities with colleagues*, families, and other stakeholders.</p>	<p><input type="radio"/> The evidence indicates that the intern collaborated on multiple occasions with colleagues*, families, and stakeholders in leadership, school, and professional activities.</p>	<p><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.</p>
4.2b Leadership	<p><input type="radio"/> The evidence indicates that the intern did not demonstrate leadership skills by initiating, advocating, and/or leading the planning of and/or implementation of learning activities.</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading at least one activity.</p>	<p><input type="radio"/> The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading multiple activities to improve and support child learning.</p>	<p><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 child learning.</p>

*Mentor/Cooperative Teacher/Clinical Supervisors and other members of the program team

4.2 Feedback & Suggestions:

5.0 Overall

Provide overall feedback to the student teacher on the following areas:

5.1 Successes	5.2 Challenges	5.3 Goals for the Future