

**TEACHER EDUCATION INSTITUTE
 GRADUATE SCHOOL OF EDUCATION**

 Student Teacher (*print*): _____

STAR is intended to be a prompt for communication with your student teacher. The interim STAR is intended to be a formative assessment near the midpoint of the placement, whereas the **FINAL** STAR is intended to be a summative assessment at the end of the placement. For each item, select a rating (proficient, competent, developing, or emerging) that best represents your student teacher's skill/quality (if you require additional information in order to respond to an item, have conversation with your student teacher; please do not indicate 'not applicable' for any item). On the final page, indicate your overall rating and include a narrative.

	Proficient	Competent	Developing	Emerging	Rating
Content Knowledge					
Content Knowledge	<ul style="list-style-type: none"> Demonstrates thorough content knowledge through the ability to draw meaningful connections between particular lessons and the overall content curriculum. 	<ul style="list-style-type: none"> Demonstrates sound content knowledge through the ability to coherently represent the content for particular lessons. 	<ul style="list-style-type: none"> Demonstrates modest content knowledge through a surface understanding of the discrete content for particular lessons without thorough understanding of the foundational concepts. 	<ul style="list-style-type: none"> Demonstrates weak content knowledge through substantial errors and/or incoherence in the representation of concepts. 	
State Standards	<ul style="list-style-type: none"> Demonstrates complete understanding of the relationship between content and the performance indicators of the state learning standards and shows understanding of connections across grade levels and/or content areas. 	<ul style="list-style-type: none"> Demonstrates complete understanding of the relationship between content and the performance indicators of the state learning standards. 	<ul style="list-style-type: none"> Demonstrates an increasing, but still incomplete, understanding of the relationship between content and the performance indicators of the state learning standards. 	<ul style="list-style-type: none"> Demonstrates minimal to no understanding of the relationship between content and the performance indicators of the state learning standards. 	
Pedagogical Knowledge					
Planning for Lessons	<ul style="list-style-type: none"> Develops lesson plans that are well-structured and coherent, and contain details necessary to support instruction focused on student learning; Requires minimal reliance on the cooperating teacher. 	<ul style="list-style-type: none"> Develops lesson plans that are well-structured and coherent, and contain details necessary to support instruction focused on student learning; Requires and acts on support from the cooperating teacher. 	<ul style="list-style-type: none"> Develops lesson plans that contain the basic structural elements, but lack coherence and/or details to support instruction focused on student learning; Requires significant support and/or incompletely acts on the guidance from the cooperating teacher. 	<ul style="list-style-type: none"> Develops lesson plans that lack structure, coherence, and/or details to support instruction focused on student learning; Relies on the cooperating teacher for all planning and/or does not fully incorporate the guidance that is provided. 	
Presentation of Lessons	<ul style="list-style-type: none"> Skillfully paces lessons such that all time is effectively used; Adjusts as needed to support student learning; Transitions seamlessly between the various parts of a lesson; Instructional activities fully match the objectives. 	<ul style="list-style-type: none"> Paces lessons such that most of the time is effectively used; Demonstrates attempts to adjust as needed to support student learning; Transitions well between the various parts of a lesson such that students are able to successfully navigate the transitions with only minimal reinforcement; Instructional activities mostly match the objectives. 	<ul style="list-style-type: none"> Paces lessons such that there exist noticeable gaps with no instructional activity; Demonstrates limited attempts to adjust as needed to support student learning; Transitions tentatively between the various parts of a lesson such that students require extensive reinforcement in order to successfully navigate the transitions; Instructional activities stray from the objectives. 	<ul style="list-style-type: none"> Poorly paces lessons such that there exist substantial gaps with no instructional activity; Demonstrates minimal or no attempts to adjust as needed to support student learning; Transitions ineffectively between the various parts of a lesson such that students are unable to successfully navigate the transitions; Instructional activities do not support the objectives. 	

Classroom Management	<ul style="list-style-type: none"> ▪ Establishes classroom routines and employs a productive behavior management plan that regularly work together to facilitate student learning; ▪ Appropriately prepares and makes readily accessible all necessary instructional materials; ▪ Organizes the classroom space exceptionally well such that instructional activities flow seamlessly; ▪ Requires minimal support from the cooperating teacher. 	<ul style="list-style-type: none"> ▪ Establishes classroom routines and employs a productive behavior management plan that, with minimal reinforcement, work together to facilitate student learning; ▪ Appropriately prepares and makes accessible all necessary instructional materials; ▪ Organizes the classroom space well such that instructional activities flow; ▪ Requires support from the cooperating teacher. 	<ul style="list-style-type: none"> ▪ Establishes an incomplete set of classroom routines and/or inconsistently employs a productive behavior management that do not fully work together to facilitate student learning; ▪ Prepares all necessary instructional materials, but they are not readily accessible; ▪ Organizes the classroom space insufficiently such that instruction is interrupted by the need to reorganize; ▪ Requires significant support from the cooperating teacher. 	<ul style="list-style-type: none"> ▪ Does not establish classroom routines and/or does not employ a productive behavior management plan; ▪ Necessary instructional materials are unavailable; ▪ Organizes the classroom space poorly such that instructional objectives cannot be met; ▪ Minimally incorporates guidance from the cooperating teacher. 	
Pedagogical Content Knowledge					
Teaching Methods and Instructional Strategies	<ul style="list-style-type: none"> ▪ Uses an extensive array of teaching methods and instructional strategies, including those that integrate technology, that demonstrate significant attention to key content ideas and students' various learning modes; ▪ Actively and independently seeks alternative approaches. 	<ul style="list-style-type: none"> ▪ Uses multiple teaching methods and instructional strategies, including some that use technology, that demonstrate attempts to attend to key content ideas and students' various learning modes; ▪ Incorporates new approaches that are suggested. 	<ul style="list-style-type: none"> ▪ Relies on a select few teaching methods and instructional strategies that demonstrate limited attention to key content ideas and students' various learning modes; ▪ Adopts new approaches only after substantial prompting. 	<ul style="list-style-type: none"> ▪ Relies strictly on a single teaching method and/or instructional strategy that are/is limitedly attentive to key ideas and students' various learning modes; ▪ Unaware of and/or resistant to considering alternative approaches. 	
Materials	<ul style="list-style-type: none"> ▪ Uses a wide variety of materials, including digital tools and resources, that support and develop key content ideas and guide students' conceptualization of the content; ▪ Actively and independently seeks alternative materials. 	<ul style="list-style-type: none"> ▪ Uses multiple materials, including some use of digital tools and resources, that support and develop key content ideas and guide students' conceptualization of the content; ▪ Incorporates new materials that are suggested. 	<ul style="list-style-type: none"> ▪ Relies on a select few materials that limitedly support and develop key content ideas and nominally guide students' conceptualization of the content; ▪ Adopts new materials only with substantial prompting. 	<ul style="list-style-type: none"> ▪ Relies strictly on a single resource that limitedly supports and develops key content ideas and does not guide students' conceptualization of the content; ▪ Unaware of and/or resistant to considering alternative materials. 	
Assessments	<ul style="list-style-type: none"> ▪ Uses a broad range of formative and summative assessments that attend to key content ideas and students' learning; ▪ Thoughtfully reflects on students' assessment outcomes and in response adjusts instruction; ▪ Actively and independently seeks alternative assessments. 	<ul style="list-style-type: none"> ▪ Uses multiple formative and summative assessments that attend to key content ideas and students' learning; ▪ Requires support to reflect on students' assessment outcomes and/or to adjust instruction in response; ▪ Incorporates new forms of assessment that are suggested. 	<ul style="list-style-type: none"> ▪ Relies on a select few forms of assessment that limitedly attend to key content ideas and students' learning; ▪ Requires significant support to reflect on students' assessment outcomes and to adjust instruction in response; ▪ Adopts new forms of assessment only with substantial prompting. 	<ul style="list-style-type: none"> ▪ Relies strictly on a single form of assessment that limitedly attends to key content ideas and students' learning; ▪ Unable and/or unwilling to reflect on students' assessment outcomes; ▪ Unaware of and/or resistant to considering alternative forms of assessment. 	

Professional Qualities					
Relationships with Mentors	<ul style="list-style-type: none"> Collaborates with the cooperating teacher; Reflects on the collaboration and in response appropriately and independently adjusts instructional plan and practice. 	<ul style="list-style-type: none"> Seeks feedback from the cooperating teacher; Reflects on the feedback and in response develops a plan to adjust instructional plan and practice, but requires support to implement the plan. 	<ul style="list-style-type: none"> Seeks feedback from the cooperating teacher only when prompted; Reflects on the feedback, but requires significant support to plan and implement adjustments to instructional plan and practice. 	<ul style="list-style-type: none"> Rarely and/or resistantly seeks feedback from the cooperating teacher. 	
Relationships with the School's Professional Community	<ul style="list-style-type: none"> Seeks opportunities for connections with other members of the school's professional community; Incorporates gained knowledge into instructional plan and practice. 	<ul style="list-style-type: none"> Connects with other members of the school's professional community as required; Incorporates gained knowledge into instructional plan and practice. 	<ul style="list-style-type: none"> Connects with other members of the school's professional community as required; Minimally incorporates gained knowledge into instructional plan and/or practice. 	<ul style="list-style-type: none"> Rarely connects with other members of the school's professional community. 	
Relationships with Students	<ul style="list-style-type: none"> Consistently communicates effectively and fairly with students as individuals and whole groups in a manner that demonstrates respect for students' various cultural identities. 	<ul style="list-style-type: none"> Consistently communicates effectively and fairly with students as individuals or whole groups in a manner that demonstrates respect for students' various cultural identities; Has a plan for how to improve communication with whole groups or individuals. 	<ul style="list-style-type: none"> Inconsistently communicates effectively and fairly with students as individuals and/or whole groups; Has a limited plan for how to improve communication with whole groups and/or individuals and requires significant support from the cooperating teacher to develop and/or implement this plan. 	<ul style="list-style-type: none"> Rarely communicates effectively and/or fairly with students. 	
Responsiveness to Students	<ul style="list-style-type: none"> Consistently responds effectively to students' questions and/or concerns; Anticipates possible questions and/or concerns. 	<ul style="list-style-type: none"> Responds effectively to students' questions and/or concerns; Requires support to anticipate possible questions and/or concerns. 	<ul style="list-style-type: none"> Requires support to respond effectively to students' questions and/or concerns; Requires significant support to anticipate possible questions and/or concerns. 	<ul style="list-style-type: none"> Struggles with and is distracted by students' questions and/or concerns and requires significant support to respond effectively to students' questions and/or concerns; Unable to anticipate possible questions and/or concerns. 	
Flexibility	<ul style="list-style-type: none"> Consistently responds effectively to interruptions and implements appropriate alternative plans; Anticipates possible interruptions. 	<ul style="list-style-type: none"> Responds effectively to interruptions and implements appropriate alternative plans; Requires support to anticipate possible interruptions. 	<ul style="list-style-type: none"> Requires support to respond effectively to interruptions and to implement appropriate alternative plans; Requires significant support to anticipate possible interruptions. 	<ul style="list-style-type: none"> Struggles with and is distracted by interruptions and requires significant support to respond effectively to interruptions and implement appropriate alternative plans; Unable to anticipate possible interruptions. 	

Reflective Practice	<ul style="list-style-type: none"> ▪ Demonstrates thorough reflection on how instruction impacts students' learning; ▪ Modifies future instruction in response to reflection; ▪ Instructional plan and practice is guided by research. 	<ul style="list-style-type: none"> ▪ Identifies strengths and weaknesses in own instruction as related to students' learning; ▪ Has a plan for how to modify future instruction in response to reflection; ▪ Instructional plan and practice is informed by research. 	<ul style="list-style-type: none"> ▪ Requires significant support to identify strengths and weaknesses in own instruction and how this relates to students' learning; ▪ Requires significant support to plan for how to modify future instruction in response to reflection; ▪ Instructional plan and practice is limitedly informed by research. 	<ul style="list-style-type: none"> ▪ Rarely reflects on how instruction impacts students' learning; ▪ Rarely modifies instruction; ▪ Instructional plan and practice is not informed by research. 	
Professional Development	<ul style="list-style-type: none"> ▪ Seeks out and participates in elective professional development opportunities offered through and beyond the school; ▪ Applies knowledge obtained through participation in professional development opportunities. 	<ul style="list-style-type: none"> ▪ Seeks out and participates in elective professional development opportunities offered through and beyond the school; ▪ Develops a plan to apply knowledge obtained through participation in professional development opportunities. 	<ul style="list-style-type: none"> ▪ Participates in required professional development opportunities offered through the school; ▪ Develops a limited plan to apply knowledge obtained through participation in professional development opportunities. 	<ul style="list-style-type: none"> ▪ Rarely participates in professional development opportunities offered through the school; ▪ Does not develop plans to apply knowledge obtained through participation in professional development opportunities. 	

OVERALL RATING (*select one*):

Proficient Competent Developing Emerging Unsatisfactory (*if selecting unsatisfactory, please call TEI at 716-645-2461 to be sure we are immediately aware*)

NARRATIVE (*attach additional pages as necessary*):

Cooperating Teacher (*print*): _____ **Date:** _____

District: _____ **School:** _____

Before submitting this assessment to the Teacher Education Institute (TEI), please be sure to discuss it with your student teacher and, as appropriate and when possible, also with the Teacher Education Associate (TEA). Save a copy for your records and provide a copy to your student teacher. This assessment may be submitted to TEI in the following ways: 1. attach to an e-mail sent from your school account (send to ubtei@buffalo.edu); 2. send a hardcopy (University at Buffalo, Teacher Education Institute, 375 Baldy Hall, Buffalo, NY 14260-1000); or 3. fax (716-645-3631).

Alternatively, you may complete and submit this assessment via the online survey format available at <http://gse.buffalo.edu/tei/ct>.