

STAR-CT | QUICK GUIDE | SPRING 2016

This document is for cooperating teachers and serves as a quick guide to STAR-CT (Student Teacher Assessment Record – Cooperating Teacher) to be used to support and assess student teachers. Please read through this quick guide in preparation for using STAR-CT. If you have any questions about STAR-CT, please consult with your student teacher’s Teacher Education Associate or contact the Teacher Education Institute (716-645-2461 and/or ubtei@buffalo.edu).

▪ **Introduction**

- The assessment recorded in STAR-CT is your assessment based on your observations of and interactions with your student teacher (ST). There is a separate STAR (referred to as STAR-TEA) completed by your ST’s Teacher Education Associate (TEA).
- STAR-CT is intended to be a prompt for communication between you and your ST, as well as a means for you to provide information to the Teacher Education Institute (TEI) about your ST’s progress.
- STAR-CT is to be completed at two points during the placement. The Interim is intended to be a formative assessment near the midpoint of the placement, whereas the Final is intended to be a summative assessment at the end of the placement. For the spring 2016 semester, the submission dates are as follows:
 - **First Placement**
 - Interim due week of February 1st
 - Final due March 11th
 - **Second Placement**
 - Interim due week of April 11th
 - Final due May 11th
- The final represents an important factor in the ST’s continuation in the program, therefore it is vital that it be thoroughly and accurately completed, as well as submitted according to the above schedule.
- To the extent possible, you should take notes about your ST (especially as related to areas contained within STAR-CT) and then use these notes to provide feedback to your ST. This feedback is intended to guide your ST’s beginning professional development and to contribute to the continuation of an effective teaching and learning context for your students. Generally, it is best to provide informal feedback as needed throughout each teaching day, with more formalized feedback provided at regularly-scheduled intervals (from daily to weekly) depending on the needs of the student teaching situation.
- STAR-CT should not contain any surprises. That is, if the CT and ST have been engaged in an ongoing feedback process, the information contained in STAR-CT should represent the content of previous feedback.

▪ Document Format and Use

- There are two different formats for STAR-CT
 1. Online Survey (available at <http://gse.buffalo.edu/tei/ct>)
 - The online survey allows you to complete the assessment fully online and is setup as a series of survey pages. In this format, you are prompted to provide a rating for each item, plus you have the opportunity to include narrative comments for each item in addition to the overall narrative included at the end of the assessment.
 2. Hardcopy or interactive pdf (the latter is available at <http://gse.buffalo.edu/tei/ct> and requires Adobe Reader, which is available for free download at <https://acrobat.adobe.com/us/en/products/pdf-reader.html>; please note: we have found that there have been some compatibility issues for those using a Mac instead of a PC).
- In both formats, there are 15 items, which are organized into one of four possible sub-areas: content knowledge, pedagogical knowledge, pedagogical content knowledge, and professional qualities. The rubric is organized into four rating terms: proficient, competent, developing, and emerging.
- For each item, select a rating (proficient, competent, developing, or emerging) that best describes your ST's skill/quality.
 - If you require more information in order to respond to an item, conduct additional observations focused on the particular item and/or have conversation with your ST and/or others who will be able to provide such information about the particular item; please do not indicate 'not applicable' for any item.
 - Competent is considered the 'target' rating. Developing and emerging should be used when appropriate to indicate areas that require sustained attention. Proficient should be used sparingly and only for truly outstanding work that meets the description.
 - STAR-CT is not intended to be punitive, but instead it is an assessment instrument that is intended to focus your ST's learning.
 - STAR-CT does not directly lead to a grade for student teaching. In other words, proficient ≠ A, competent ≠ B, developing ≠ C, emerging ≠ D. However, STAR-CT is an important document/record if you are led to the conclusion that your ST is not successfully progressing through student teaching.
 - Because each rating description for each item contains multiple components, it may be difficult to cleanly select a particular rating; therefore, at times your selection will reflect that which best aligns, rather than a perfect match.
- After selecting ratings for all of the individual items, indicate your overall rating by selecting one of the choices and then write an overall narrative to expand your assessment and offer particulars not captured within the rubric or within the individual narrative comments if you have selected to complete and submit STAR-CT via the online survey format that allows for the inclusion of such comments.
- Before submitting STAR-CT to TEI, discuss it with your ST and, as appropriate and when possible, also with the TEA. Provide a copy to your ST and the TEA.