University at Buffalo
Office of Educator Preparation
Graduate School of Education

STAR-MT | QUICK GUIDE | SPRING 2023

This document is for mentor teachers and serves as a quick guide to STAR-MT (Student Teacher Assessment Record – Mentor Teacher) to be used to support and assess teacher candidates. Please read through this quick guide in preparation for using STAR-MT. If you have any questions about STAR-MT, please consult with your teacher candidate's Clinical Coach or contact the Office of Educator Preparation (716-645-2461 and/or ubedprep@buffalo.edu).

- **Introduction**

    o The assessment recorded in STAR-MT is your assessment based on your observations of and interactions with your teacher candidate (TC). There is a separate STAR (referred to as STAR-CC) completed by your TC's Clinical Coach.

    o STAR-MT is intended to be a prompt for communication between you and your TC, as well as a means for you to provide information to the Office of Educator Preparation about your TC's progress.

    o **STAR-MT 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. The submission dates do vary based upon the start and the end of the particular placement.

    o *The final represents an important factor in the TC'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.*

    o To the extent possible, you should take notes about your TC (especially as related to areas contained within STAR-MT) and then use these notes to provide feedback to your TC. This feedback is intended to guide your TC'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 supervised teaching situation.

    o STAR-MT should not contain any surprises. That is, if the MT and TC have been engaged in an ongoing feedback process, the information contained in STAR-MT should represent the content of previous feedback.

- **Document Format and Use**

    o **There are two different formats for STAR-MT**

        1. **Online Form**

- 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.

- Mentor teachers will receive an email with a link to the online survey. If you are a mentor teacher and you have not received this link, please call our office at 716-645-2461.

2. **Hardcopy or interactive pdf** (the latter is available at http://ed.buffalo.edu/edprep/field-experience/mentor-teachers.html 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).

o 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.

o For each item, select a rating (proficient, competent, developing, or emerging) that best describes your TC'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 TC 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-MT is not intended to be punitive, but instead it is an assessment instrument that is intended to focus your TC's learning.

- STAR-MT does not directly lead to a grade for student teaching. In other words, proficient ≠ A, competent ≠ B, developing ≠ C, emerging ≠ D. However, STAR-MT is an important document/ record if you are led to the conclusion that your TC 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.

o 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-MT via the online survey format that allows for the inclusion of such comments.

o Before submitting STAR-MT to the Office of Educator Preparation, discuss it with your TC and, as appropriate and when possible, also with the Clinical Coach. Provide a copy to your TC and the Clinical Coach.