

STAR Vignettes for Cooperating Teacher Training

Explanation of Purpose:

In the previous slide presentation you were introduced to the INTASC Standards that make up the rubric used by University Supervisors and Cooperating Teachers to evaluate Student Teachers, the STAR. The 10 Standards as you can see in your downloadable PDF version of the STAR combine to assess student teaching candidates on 32 total elements.

In a moment you will read three vignettes of student teaching experiences. In those vignettes we have directly identified specific Standards present in each vignette. We identify for you the Standard BUT not the individual elements. We will ask you, the CT, to identify ONLY those elements from the identified Standards that are described as Proficient or a Level 2 in the STAR. None of the vignettes contain elements that were purposely written to be any other score (0, 1, or 3). We only ask that you determine which proficient elements are being described.

Use the downloadable easy to follow score sheet to identify the Elements you believe to be described as proficient in each vignette here is an example:

Example of Standard C2: Leadership and Collaboration—read the following sentence:

“The student teaching candidate updates student grades in the parent viewable online gradebook and adds notes both with concerns and positive comments. The candidate lists dates and times as well for parents to meet and discuss student progress.”

Score Sheet—Standard and Element identified

STAR INTASC Standard	Elements within the Standard	Element Identified
C2: Leadership and Collaboration	C2a: Exhibits leadership and collaboration in professional settings	No
	C2b: Communicates with families	Yes

Proficient Justification—the sentence above describes a candidate that is readily accessible to parents and uses school/district based standards to communicate with families about students.

Scoring—on your score sheet you need ONLY identify elements you believe to be present with an “X” or YES. You will NOT need to give a justification like the one above. After you have read and scored all three vignettes you may continue the Screencast to see each vignette broken down with justifications for the elements that were purposefully described.

We hope this gives you a better picture of how to identify these Standards and Elements so critical in the evaluation process of our candidates.

Continue to Vignette #1 on the next page.....

Materials Needed:

- 1--PDF version of the STAR
- 2--Score Sheet to Identify Elements from the Standards by Vignette

Vignette #1**The standards from the STAR used in this vignette are as follows:**

- K1--Learner Development and Learner Differences (2 possible elements)
- K2--Content Knowledge (4 possible elements)
- E2--Application of Content (4 possible elements)
- E3--Assessment (4 possible elements)

Directions:**1--Read the Vignette**

After the daily vocabulary warm up, the ST divides the class into predetermined groups based on the results of a learning style inventory. Each group receives a different rubric and different options for presentations of their assigned topic that they will be assessed on. Written/oral directions include the explanation of the different roles. Each group member has an assigned role based on their strengths. Soft music is heard in the background. Students begin working in their assigned groups and examining their roles. Each group has an article to read about their topic. One group is creating a PowerPoint. Another group of students is creating brochures. Before students begin, the ST emphasizes that students connect the articles and apply what they have learned about the topic so far in class.

The ST circulates and stops at each group reviewing the directions and answering questions. Each group is monitored to check for understanding. One group of students has asked to go to the media center to find books or other research materials related to their topic. The ST writes a pass for the group to go to the media center. As the ST observes a group getting off task, the ST stands near that group to see if all tasks have been completed. Students are directed to explain what they have done so far.

After thirty minutes a timer is heard, and the ST asks the groups to put their work in their folders and return to their desks. About that time, the group returns from the media center. The ST briefly summarizes what will happen the next day for the group presentations and checks to see if there are any additional questions from the class. The class is dismissed by groups.

2--Reference your STAR (PDF version) for Standards

3--On your Score Sheet record only Elements from Identified Standards you believe to be Proficient (Level 2).

Vignette #2

The standards from the STAR used in this vignette are as follows:

- E1--Learning Environments (4 possible elements)
- E5--Instructional Strategies (5 possible elements)

Directions:

1--Read the Vignette

The student teacher (ST) has developed an engaging and challenging WebQuest for the students to complete. All students will be provided with school issued Chromebooks to complete the assignment. One of the biggest concerns for this activity is that the students will need nearly the entire class period to complete the activity.

In order to maximize time on task, the ST has provided detailed step-by-step instructions and time checks for each section of the activity. During the activity, the ST circulates the room, redirects students, and answers questions. Webquests are often self-directed activities but here the ST uses the time checks to stop students and discuss individual parts of the WebQuest as they are completed. At each checkpoint, the ST asks student volunteers to clarify the main point of individual sections. The ST asks both building block type questions to lead students as well as procedural questions to keep them on point. More analytical questions will follow the completion of the assignment.

The ST determines there is only enough time to complete the WebQuest today. The ST asks students to save work and shut down the Chromebooks before the bell. The ST informs students that a full discussion of the activity will take place in the next class period. Necessary materials are collected, and students are dismissed in a safe and orderly fashion previously determined by ST and CT in the discussion of class expectations for entering and exiting the classroom.

2--Reference your STAR (PDF version) for Standards

3--On your Score Sheet record only Elements from Identified Standards you believe to be Proficient (Level 2).

Vignette #3

The standards from the STAR used in this vignette are as follows:

- E4--Planning for Instruction (3 possible elements)
- C1--Professional Learning and Ethical Practice (4 possible elements)
- C2--Leadership and Collaboration (2 possible elements)

Directions:

1--Read the Vignette

The student teacher (ST) is planning a lesson with a grade level Professional Learning Community (PLC) (grade level teachers, special educators, curriculum specialist). The ST has Common Core Standards/NC Essential Standards and considerations regarding individual strengths and needs (including IEP goals) from the class. While working in the group, the ST listens to suggestions and offers ideas from methods courses and from a conference recently attended. The PLC members consider the ST's suggestions as well as individual student strengths and needs specific to their own classrooms. Then the team (including the ST) designs lesson plans that contain assessment criteria, teaching methods, and special learner accommodations. The ST places the lesson plans in the lesson planning notebook and the substitute folder along with assessment recording sheets.

During the lesson the ST paid close attention to student cues and realized that the students were lacking some prerequisite knowledge. The ST adjusted the planned lesson to re-teach previously taught concepts. Part of the confusion was that the students did not see a connection to the new information because the ST had not shared that with them. Both the ST and Cooperating Teacher (CT) talked about the lesson and came up with a plan to improve. The plan was implemented the next day, and they compared performance data from the two days. Later during parent-teacher conferences, the ST shared work samples and assessment data with parents.

Back on campus at the support seminar, the ST shared experiences and solutions that the ST and CT discussed that could benefit others in the program. The ST asked fellow candidates if they had experienced similar situations and if they had, could they offer any suggestions to share at the ST's next PLC meeting. To increase collaboration, the ST set up a Google Hangout where fellow candidates could exchange ideas and support each other.

2--Reference your STAR (PDF version) for Standards

3--On your Score Sheet record only Elements from Identified Standards you believe to be Proficient (Level 2).