

From the Haberman Educational Foundation's Star Teacher Pre-screener

The Star Teacher Pre-screener was developed by Dr. Martin Haberman as a research-based model for evaluating teachers' dispositions, knowledge, and skills necessary to work successfully with students, particularly those in diverse, low-income communities. It assesses the following dimensions:

- 1) Persistence – the propensity to work consistently with children who present learning and behavioral problems without giving up on them.
- 2) Organization and planning – how and why star teachers are able to manage complex classroom organizations and subject matters.
- 3) Values student learning – the degree to which teachers reflect a willingness to make student learning the teacher's highest priority.
- 4) Theory to practice – the ability of teachers to see the practical implications of generalizations as well as concepts reflected in specific teaching practices.
- 5) At-risk students – the likelihood that teachers will be able to connect with and teach students of all backgrounds and performance levels.
- 6) Approach to students – how teachers attempt to relate to students and the likelihood their approaches will be effective.
- 7) Survives in a bureaucracy – how teachers likely will function in a large, depersonalizing organization.
- 8) Explains teacher success – what criteria teachers use to determine successful instruction in a particular context.
- 9) Explains student success – what criteria teachers use to determine effective learning in a particular context.
- 10) Fallibility – how teachers plan to deal with dilemmas and mistakes in the classroom.

Sample questions:

Why did you decide to become a teacher?

What makes students at-risk?

What would you do if a student consistently is not doing his/her homework? If that works for a time, then they revert back to not doing their homework, what do you do then?

Is it possible to teach children you don't love?

Is it possible for children to learn from teachers they don't love?

You have incorporated an activity into your teaching that hooks students, and from your assessments, you can tell that they clearly are learning the concepts and enjoying your teaching. One day, the principal stops in and observes what is going on in the classroom. That afternoon, s/he tells you to discontinue using the activity. What would you do?

A student is not turning in his/her assignments, and you speak to him/her about your concerns. The next day, you receive a call from her parent, indicating that you're being too demanding. How do you handle this situation?

If I was your principal, and we were working together to set goals for next year, what would they be? How would you approach our discussion?