HABERMAN STAR TEACHER PRESCREENER

• **The Haberman Star Teacher Prescreener** was developed by Dr. Martin Haberman, founder of the Haberman Educational Foundation, Inc. The goal of the Haberman Educational Foundation is to teach and implement research-based models for identifying teachers and principals, particularly educators who serve students at risk and in poverty.

• **Purpose** - Haberman Star Teacher Prescreener consists of 50 questions and evaluates teachers’ dispositions, knowledge and skills necessary to successfully teach diverse and lower income students.

• **Dimensions Assessed**

1. **Persistence** predicts the propensity to work with children who present learning and behavioral problems on a daily basis without giving up on them for the full 180 day work year.
2. **Organization and Planning** refers to how and why star teachers plan as well as their ability to manage complex classroom organizations.
3. **Values student learning** predicts the degree to which the responses reflect a willingness to make student learning the teacher's highest priority.
4. **Theory to Practice** predicts the respondent's ability to see the practical implications of generalizations as well as the concepts reflected by specific practices.
5. **At-Risk Students** predicts the likelihood that the respondent will be able to connect with and teach students of all backgrounds and levels.
6. **Approach to Students** predicts the way the respondent will attempt to relate to students and the likelihood this approach will be effective.
7. **Survive in Bureaucracy** predicts the likelihood that the respondent will be able to function as a teacher in large, depersonalized organization.
8. **Explains Teacher Success** deals with the criteria the respondent uses to determine teaching success and whether these are relevant to teachers in poverty schools.
9. **Explains Student Success** deals with the criteria the respondent uses to determine students' success and whether these are relevant to students in poverty schools.
10. **Fallibility** refers to how the teacher plans to deal with mistakes in the classroom.

• **Scoring Procedures** – Based on normative research the scores fall into the following Quartiles:

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Scoring</th>
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</thead>
<tbody>
<tr>
<td>Q1 (Highest)</td>
<td>39-50</td>
</tr>
<tr>
<td>Q2</td>
<td>33-38</td>
</tr>
<tr>
<td>Q3</td>
<td>27-32</td>
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<tr>
<td>Q4 (Lowest)</td>
<td>0-26</td>
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</tbody>
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Students who score in Quartile 4 (scores 0-26) receive individualized programming based on the performance level on the ten dimensions.

• **Completion Transition Points**
Admission to Teacher Education (Entry) for Initial Certification (Undergraduate & Graduate)

Admission to Advanced Programs (Entry - Graduate Students)

• **Data Collection, Reporting, & Analysis**

Aggregated and individual student data are provided to each program after the completion of each semester and/or upon request. At the program level, students to receive individualized intervention are identified by the depa