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>
</tr>
</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>
</tr>
<tr>
<td>Q4 (Lowest)</td>
<td>0-26</td>
</tr>
</tbody>
</table>

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