

"To understand how Stars function, it is necessary to understand how they think and what they believe, as well as the tasks they perform. Stars practice a craft derived from their ideology... To appreciate the finesse and commitment they demonstrate, it is very necessary to first understand how the culture lived out in poverty schools actively works against what stars are seeking to accomplish- and actually do achieve" (pg. 11)

From "Star Teachers of Children of Poverty" by Martin Haberman



Martin Haberman studies the practice of successful urban teachers. His work has been used to inform the selection of successful teacher candidates. The "Haberman's pre-screening questionnaire," serves to inform employers whether the candidate possesses "Star-teacher" characteristics. The questionnaire is composed of 50 questions with three possible answers per question. Generally, it is seeking to find whether the teacher will be successful in teaching children of urban communities.

Haberman, M. (1995). Star teachers of children of poverty. Indianapolis, IN In: Kappa Delta Pi.

The Star Teacher Screener Looks for the Following:

(from habermanfoundation.org)

1. **Persistence** predicts the propensity to work with children who present learning and behavioral problems on a daily basis without giving up on them
2. **Organization and Planning** refers how well they plan and how they manage their classroom
3. **Values student learning** predicts willingness to make student learning the teacher's highest priority.
4. **Theory to Practice**
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 candidate 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** 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
10. **Fallibility** refers to how the teacher plans to deal with mistakes in the classroom.

“Star Teachers” Generally...

Are Proactive in Classroom Management

- Do not Focus on discipline, but rather develop engaging and meaningful activities
- Do not punish, but focus on logical consequences.
- Know the potential issues their students may face (environmental, health, etc.)
- engage in individual interactions with students,
- Are proactive in dealing with problems by knowing your students before problems arise not after.

Engage Students in Learning

- Motivate students by doing meaningful work and give tasks that are achievable
- Include student personal interests
- Homework is assigned as a result of a well- thought out activity, not simply for the sake of assignment.
- Use collaborative learning
- Develop tasks that are part of larger projects
- Make it a goal to move away from external rewards and reinforcement and develop a love of learning

Emphasize effort over static notions of ability

- Spend minimal time testing and grading
- Star teachers are interested in effort, not ability
- Think in specific tasks and accomplishments of their students
- Evaluate themselves when assessing student performance and accept responsibility for increasing student interests
- Constantly examine methods and attribute failing grades to themselves
- Teachers stress effort, rather than teach to a “static notion of ability.” Thus keeping students engaged in the system.

Believe that parents do care

Understand their shared responsibility in student’s interests, especially those who may be neglected by parents. Star teachers show willingness to call and make home visits. They use what they know about the student and background to help the student learn and avoid “blaming the parent.” They utilize the strengths of parents/families as a foundation for cooperation and involvement (as opposed to focusing on what they cannot do)

General Interview Questions

1. Describe a routine you would establish to aid your classroom management?
2. Describe an effective assessment and a less effective assessment.
3. What makes a strong objective? (3-5 characteristics)
4. How do you assess what students are learning?
5. How do you monitor student learning? Give specific tools.
6. What do you think about students' abilities to learn?
7. What are you most proud of in your teaching experience? What kind of data do you have to support that?
8. How do you use data to guide your teaching?
9. What would your ideal principal be like?
10. What would you do if you disagreed with a decision made by your principal?
11. What does your classroom management look like?
12. What is your teaching philosophy?
13. Describe one teaching philosophy or principle that you follow
14. In what ways do you encourage creativity in your classroom?
15. Describe a lesson in which you’ve used differentiated instruction.
16. How do you teach kids to utilize higher-order thinking skills in your classroom? How do you add rigor?
17. What do you do to prepare your students for state or standardized tests?
18. What mistakes do you see yourself making in the future as a teacher?
19. How often do you ask yourself "what's next" after a lesson: weekly, daily, multiple times a day?
20. Do you think students need to love you in order to learn from you? Do you think you need to love students in order for them to learn from you?