

Candidate's Name: Rebecca Kachmar

Mount Saint Mary College
Newburgh, New York 12550

Course: _____

Grade Level: _____

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Teaching Strategy Used: Direct Instruction

If applicable, circle relevant student population in the assigned field experience: disabilities high need ELL

Circle predominant NYS Standard observed: ELA1 ELA2 **ELA3** ELA4 MST1 MST2 MST3 MST4 MST5 MST6 MST7 SSI SS2 SS3 SS4 SSS LOE1 LOE2 Other _____

Instructional Delivery and Implementation Rubric

Element	Not Met 0	Partially Met* 1	Met 2	Exceeds* 3
1. Content Knowledge Score <u>2</u>	Candidate makes content errors or does not recognize content errors pupils make.	Candidate displays accurate but restricted content knowledge, using limited or redundant wording or examples to explain, guide, or question. Candidate occasionally responds to pupils' errors or questions.	Candidate displays accurate content knowledge and shows the ability to restate, elaborate on, and offer different examples for the material as needed. The candidate frequently responds constructively to student errors or inquiries.	Candidate displays extensive content knowledge and shows the ability to restate, elaborate on, and offer or elicit different examples for the material as needed. The candidate always responds to student errors or to inquiries about material the candidate doesn't know.
2. Unifying Concepts or "big ideas" Score <u>2</u>	Candidate does not demonstrate understanding or use of unifying concepts or "big ideas."	Candidate identifies unifying concepts or "big ideas" accurately but only occasionally shows application.	Candidate explains unifying concepts or "big ideas" and gives plentiful examples and applications.	Candidate makes connections between the content and other parts of the discipline and other disciplines using unifying concepts or "big ideas."
3. Building on Pupils' Prior Knowledge Score <u>2</u>	Candidate makes no link to students' prior knowledge	Candidate makes some effort to assess and use students' prior knowledge, but doesn't make effective links.	Candidate assesses and uses students' prior knowledge effectively at times.	Candidate assesses and uses students' prior knowledge consistently throughout the lesson.
4. Delivery of Content and Use of Clarifying examples Score <u>2</u>	Delivery of content is not appropriate or uses poor examples.	Delivery of content is of inconsistent quality. Some content is presented with clarity and good examples, while other portions are difficult to follow.	Delivery of content is appropriate and links well with pupils' prior knowledge and experience. Examples are usually appropriate and clearly linked to content, but candidate does not consistently recognize or anticipate pupils' misconceptions.	Delivery of content is appropriate, reflects best practice, and links well with pupils' prior knowledge and experience. Examples are consistently appropriate and clearly linked to content. Pupils contribute to examples and explanations. Candidate consistently anticipates and acts to prevent pupils' misconceptions.
5. Instructional Strategy Score <u>2</u>	No identifiable strategy was used.	A specific strategy was attempted but some essential elements were missing or used incorrectly.	A specific strategy was attempted and was used essentially correctly with minor errors or omissions.	A specific strategy was used correctly with no errors or omissions.
6. Directions, Transitions, and Procedures Score <u>2</u>	Candidate's directions and procedures are incomplete and/or confusing.	Candidate's directions and procedures often need clarification or repetition but eventually provide sufficient guidance.	Candidate directions and procedures are clear to students and contain an appropriate level of detail.	Candidate gives clear directions and procedures, anticipates possible pupil misunderstanding, and proactively includes clarification and modeling to avoid misunderstanding.