**Unpacking the Rubric of Effective Teaching**

**Name of Element:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brainstorming:** When you think of effective instruction around the element we are unpacking, what do you think of?

**Reading:** Read over the description of proficient practice for the element you’re unpacking below. Feel free to highlight or annotate the description, and use the space below to note key ideas.

**Defining:** What classroom behaviors would serve as evidence for effective instructional practice in…

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Evidence of Non-Proficient Practice** | **Evidence of Proficient Practice** | **Evidence of Exemplary Practice** |
| Teacher Behaviors |  |  |  |
| Student Behaviors |  |  |  |

**Reflecting:** Take a minute to assess how you, the team you’re a part of, and/or your school is doing, based on the proficiency description above.

**Takeaways:** Thinking about the specific the students and content that you work with, what work do you do before, during and after class to produce the behaviors identified?

|  |  |  |
| --- | --- | --- |
| **Prior to Class** | **During Class** | **After Class** |
|  |  |  |

**Identifying Artifacts:** What artifacts could you collect to illustrate the work you do that reflects the behaviors listed under proficient or exemplary practice?