

## Matrix of Teacher Standards and Dr. Marzano's Design Questions; Teacher Behaviours

STANDARDS	The Quality of Teaching	The Quality of Relationships between the Teachers and their Students	The Quality of a Family Connection with Each Student's Learning	The continuous Improvement of Professional Knowledge and Practice
QUESTIONS				
What will I do to establish and communicate learning goals, track student progress and celebrate success?	Assess point of need; Provide individual feedback of need and learning progress; Use a variety of assessment approaches;	Set achievable learning goals;	Incorporate student led reporting; Use individual learning plans with family input; Conduct exhibition evenings to celebrate the completion of work units;	Study & implement a variety of assessment techniques;
What will I do to help students effectively interact with new knowledge?	Teach research skills; Provide practical resources to support goal achievement;	Ensure relevance of subject matter to need;	Use authentic tasks for problem solving;	Use student feedback on degrees of success with different approaches; Plan in teams;
What will I do to help students practise and deepen their understanding of new knowledge?	Require a variety of tasks for problem solving; Focus resources on a well defined learning path;	Teach organisation skills;	Design homework assignments that require family involvement; Use homework diaries requesting a parent signature;	Explore possible activities that require the application of new knowledge;
What will I do to help students generate and test hypotheses about new knowledge?	Provide thinking tools; Use scientific methodology to apply new knowledge; Present challenges that require creative thinking;	Assign teacher mentors to identified students;	Engage parent experts as guest speakers & mentors;	Study recent research on brain development and function;
What will I do to engage students?	Vary activities to cater for the range of learning styles; Ensure the relevance of the curriculum; Organise Learning Teams;	Gain a knowledge of current student interests; Negotiate Units of Work; Provide encouragement and acknowledgement;	Establish a class parent program; Ensure adequate time for family input at reporting sessions;	Gain a knowledge of current student interests;
What will I do to establish or maintain classroom rules and procedures?	Establish routines and expectations of compliance; Apply consistent strategies to ensure students remain on task;	Involve students in the formation of rules and procedures; Systematically revisit & review class expectations of behaviour;	Communicate rules and procedures to families;	Learn more about the role of social competencies in classrooms; Use class meetings to provide feedback on effectiveness of rules & procedures;
What will I do to recognise and acknowledge adherence to and lack of adherence to classroom rules and procedures?	Implement a restorative justice approach to managing unsatisfactory behaviour;	Separate student behaviour from personal worth; Hold class meetings to identify & address issues of concern;	Use communication books between home & school;	Demonstrate self as a learner;
What will I do to communicate high expectations for all students?	Model standards of expected behaviour in all transactions; Reject mediocrity; Teach skills and knowledge about effective teams; Use rubrics for assessment;	Adapt expectations with growth of class maturity; Be explicit, consistent & predictable with transactions; Encourage, support & reward risk taking;	Communicate assignments & assessment criteria to families; Publish class newsletters;	Develop a bank of challenging but achievable activity based tasks;
What will I do to develop effective lessons organised into a cohesive unit?	Use an integrated curriculum approach; Use outcomes based backward planning for Units of Work; Ensure compliance with Scope & Sequence charts;	Explain the design & content of Units of Work before implementing them; Plan in Teams; Reflect on performance and set goals accordingly;	Communicate curriculum Scope & Sequence charts to families;	Explore the connections between learning goals & learning pathways;