

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

Student 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?	Articulate learning objectives & a plan for success; Communicate needs, interests, strengths and challenges to teachers	Maintain work based dialogue; Provide peer feedback & support;	Communicate needs, interests, strengths and challenges to family; Actively participate in student led reporting of academic progress;	Complete assessment tasks to demonstrate effectiveness;
What will I do to help students effectively interact with new knowledge?	Engage in activities to apply new learning; Engage with materials to explore and try ideas; Use multi-media;	Work in teams to solve problems and achieve tasks;	Work with family members to explore and clarify new knowledge;	Provide feedback on teacher effectiveness through presentations;
What will I do to help students practise and deepen their understanding of new knowledge?	Apply new learning to a variety of problems; Use multiple research sources;	Confidently take risks with applying new learning;	Engage family members in targeted aspects of homework assignments;	Indicate the degree of success with applying learning to new situations;
What will I do to help students generate and test hypotheses about new knowledge?	Effectively use thinking tools;	Listen to and act upon teacher & peer guidance on progress; Apply learning to interest based project	Use family members as credibility sieves for new ideas;	Provide feedback on degrees of success with different teaching approaches;
What will I do to engage students?	Be involved in setting learning objectives; Explore hypotheses with teachers; Appropriately request teacher clarification, advice & support; Work in different groups for different purposes;	Use respectful language with teachers; Appropriately involve teacher in activities; Use issue based dialogue with teachers; Have a sense of the teacher as a complete person;	Present learning goals to family and request input and advice;	Communicate needs, interests, strengths and challenges to teachers;
What will I do to establish or maintain classroom rules and procedures?	Be involved with designing behavioural & transactional expectations;	Articulate expectations; Negotiate standards within a class framework of guidelines & accountabilities; Work independently with minimal supervision;	Discuss and clarify classroom rules & procedures with family members;	Provide feedback on the effectiveness of a framework of guidelines & accountabilities to improve standards;
What will I do to recognise and acknowledge adherence to and lack of adherence to classroom rules and procedures?	Accept and comply with consequences for acceptable & unacceptable behaviours;	Participate well in class meetings; Readily engage in care based restorative justice; Be able to safely contest injustice; Grant dignity in all situations;	Positively participate in parent/teacher meetings about behavioural concerns;	Reflect on performance and set goals accordingly;
What will I do to communicate high expectations for all students?	Consistently use effective study skills; Be well organised; Challenge mediocrity;	Praise, encourage & support the success of colleagues; Accept challenges that require creative thinking;	Seek family advice on issues of moral concern;	Adapt to higher expectations with the growth in class maturity;
What will I do to develop effective lessons organised into a cohesive unit?	Be excited and enthusiastic about learning; Stay on task;	Progress at an optimal rate; Appropriately access material resources as needed;	Communicate learning achievements and challenges to family members;	Engage in assessment and reflection tasks to guide improvement;