

Teaching Backwards checklist Chapter 1

Setting high expectations (macro – course/academic year)	This is always part of my practice	I sometimes do this	I never do this
I demonstrate my high expectations for my learners by regarding target grades as a minimum expectation.			
I back myself to significantly raise the progress levels of my learners.			
I expect learners to give their best for every topic.			
I train learners how to become more resilient (e.g. how to behave when they are stuck or confused).			
I train learners to care about the quality of their work.			
I train learners to have growth mindsets about their potential.			
I model high expectations around quality of work in various ways for learners.			
I induct my classes and share my expectations from the outset.			
I seek feedback from many sources to check whether my expectations are as high as I think they are.			