

Teaching Backwards checklist Chapter 4

Looking for proof of learning (micro – module of learning)	This is always part of my practice	I sometimes do this	I never do this
When I design modules of learning I think about how and when I will get proof that learners are on track.			
I have clarity about what learners need to be able to do or say that proves they have reached their destination.			
My ways of seeking proof of progress are robust. I don't just assume that learners are making progress.			
I plan my questions to seek proof that learners are progressing towards their destination.			
I make time to gather evidence of progress from every learner.			
I use a variety of different learning performances to gather evidence that learners are making progress.			
Looking for proof of learning (macro –course/academic year)	This is always part of my practice	I sometimes do this	I never do this
I use a low ego approach in my teaching – inviting feedback on my teaching from learners.			
I don't make assumptions about whether learners have made progress and consistently seek strong evidence.			