

SELF-ASSESSMENT: ARE YOU A HIGH EXPECTATION TEACHER?



Directions: Use the following self-assessment checklist to identify the frequency of the high expectation practices that you use.

HOW OFTEN DO YOU USE THE FOLLOWING HIGH EXPECTATION PRACTICES IN YOUR TEACHING?	RARELY	SOMETIMES	OFTEN
Ask open questions.			
Praise effort rather than correct answers.			
Use regular formative assessment.			
Rephrase questions when answers are incorrect.			
Use mixed ability groupings.			
Change groupings regularly.			
Encourage students to work with a range of their peers.			
Provide a range of activities.			
Allow students to choose their own activities from a range of options.			
Make explicit learning intentions and success criteria.			
Allow students to contribute to success criteria.			
Give students responsibility for their learning.			
Get to know each student personally.			
Incorporate students' interests into activities.			
Establish routines and procedures at the beginning of the school year.			
Work with students to set individual goals.			
Teach students about SMART (specific, measurable, achievable, relevant, and time-bound) goals.			
Regularly review goals with students.			
Link achievement to motivation, effort, and goal setting.			
Minimize differentiation in activities between high and low achievers.			
Allow all learners to engage in advanced activities.			
Give specific instructional feedback about students' achievement in relation to learning goals.			
Take a facilitative role and support students to make choices about their learning.			
Manage behavior positively and proactively.			
Work with all students equally.			

Source: Hargreaves (2018, <https://theeducationhub.org.nz/high-expectations-self-assessment-checklist>). Developed from Rubie-Davies (2014). Retrieved from the companion website for *The Restorative Practices Playbook: Tools for Transforming Discipline in Schools* by Dominique Smith, Douglas Fisher, and Nancy Frey. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.