

Review Checklist: Establishing Expectations: A Growth Mindset Approach

1. Does your approach include all of the key ingredients?	Yes	No
<p><i>A Growth Mindset Approach to Establishing Expectations that is missing one or more of the key ingredients is likely to be ineffective, and could backfire. Review the key ingredients below to ensure that your approach checks all the boxes for success.</i></p>		
a. Acknowledge that it is common to be challenged by course material at some point in the term, and that this is an important part of the learning process.		
b. Communicate that the intent of course materials and assignments is to help students grow their skills and abilities		
c. Normalize the use of academic resources, reflecting on feedback, and seeking help when needed as learning strategies that are key to success		
d. Provide specific feedback and access to resources that allow students the opportunity to enact successful learning strategies		
2. Is your approach in alignment with the other aspects of your course?	Yes	No
<p><i>A Growth Mindset Approach to Establishing Expectations, in a course that is otherwise designed so that many students do not have opportunities to learn and grow their skills, is likely to be ineffective or may backfire. Your approach may also be ineffective if students are hearing conflicting messages coming from different members of the learning team.</i></p>		
a. Does the course format and design provide students with opportunities for learning and growth and access to support resources ?		
b. Do all members of the learning team (e.g., TAs) understand the core principles for using a growth mindset approach to establishing expectations?		
3. Do you have a plan for using your Growth Mindset Approach to Establishing Expectations in your course?	Yes	No
a. I have a plan for how and when I will use this strategy in my course.		
b. I have a plan to check-in with myself, reflect, and adjust my approach based on my experiences with this practice throughout the term.		
c. Are there campus resources available that I can refer to if students are in need of more academic support than I am able to provide?		
4. Do your practices avoid common pitfalls?	Yes	No
a. Expectations are developed and communicated in a way that is cognizant of students' lived experiences .		