Key for Effective Practice ID's for BSI 2011-2012 Action Plans (for MPC readers)

Planned Action	Effective Practice ID
A. Provide Dialogue and Discussion opportunities for new and continuing English and Math Basic Skills faculty	A.7.2 Faculty new to the developmental program receive an orientation to convey to them the goals and expectations for the program. A.7.4 Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students. A.7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs. C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.2 Developmental education staff development activities address both educational theory and practice. C.2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement. C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment. C.2.6 Staff development activities promote interactions among instructors. C.3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather, staff devlopmetn activities are comprehensive and ongoing. C.4.1 Peer Mentoring C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g. praise, support, or peer recognition) is promoted. D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).
B. Develop a plan for institutionalization and possible expansion of Basic Skills Learning Communities	D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning. D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum D.1.3 Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g, contextual learning, metacognitive skill development, and constructivism.) D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. D.3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills. D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).
C. Counseling services for basic skills students integrated into counseling department	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. B.3.2 Counseling and instruction are integrated into the developmental education program. B.3.4 Counseling of developmental education students occurs early in the semester/quarter D.3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills. D.3.3 Timely interventions occur with students to address emotional social or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances. D.3.5 College programs promote basic skills students' social integration into and identification with the college environment. D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties. D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).

D. Provide math tutoring for basic skills math students.	D.2.2 Developmental courses programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning small group instruction, contextual learning, appropriate use of technology, and learning labs). D.3.3 Timely interventions occur with students to address emotional social or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances. D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation. D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups). D.10.5 Tutoring is available and accessible in response to student needs/desires.
E. Provide Kurzweil Smartxt to more faculty and students	C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. C.3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather, staff devlopmetn activities are comprehensive and ongoing. D.3.3 Timely interventions occur with students to address emotional social or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances. D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties. D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups)