# Foundations—6 Best Practices

1. **Directed**
   1. Scaffolding - Def. Breaking any learning process into smaller steps or parts so that students can internalize and adopt processes and feel successful and fosters efficacy. Establishes **intention** and **connection** between parts of the process.
   2. What might it look like?
      1. Creating tasks for success (supports achievement and feeling of success)
      2. Staging work so that students can feel successful, **become independent, and develop their own scaffolds.**
      3. Scaffolding content
      4. Scaffolding the beliefs and behaviors for student success
         1. What does it feel like to learn?
         2. What does it mean to be a college student...what does it take?
         3. What are my goals? (long-term and short-term)
         4. Who am I as a college student (identity...and academic identity)?
2. **Focused**
   1. Metacognition- Def. Awareness and understanding of one’s own thought processes which offers the opportunity to register, monitor, respond, and control thought.
      1. Content--body of knowledge
      2. Knowledge--capabilities and understanding, ability to apply knowledge
      3. Strategy--understanding of how to apply knowledge
   2. What might this look like?
      1. Metacognition offers an opportunity to connect and acknowledge cognition and emotion, learning and the feeling about learning.
         1. Introduce a metacognitive process as it relates to the affective domain.
            1. Prepare--goal setting (What is my attitude about learning/this content?)
            2. Assess--assess prior knowledge (How do I feel about this assignment? Do I know where to start? Do I feel prepared to start? What are the actions you can take towards your goal?)
            3. Design--monitoring the iterative process of learning (Learn how to move forward and self correct when off track. How do you manage anxieties when you’re off track?)
            4. Summarize, reflect and evaluate.
      2. Mindsets- Def. As a set of an established set of attitudes, mindset is one of many factors that influence learning and teaching.
      3. What might this look like?
         1. Student and instructor mindsets can interfere. Bianca’s diagram: growth+growth, growth+fixed, fixed+growth, fixed+fixed
         2. Growth mindset
         3. Fixed mindset
3. **Nurtured**
   1. Nurtured- Def. Students and teachers feel that somebody wants to and helps them to succeed, provides opportunity for accountability to care, and creating an environment for high expectations with high support.
   2. What does this look like?
      1. Belief that everyone has the capability to succeed
      2. Early intervention (missing assignments, attendance)
      3. Honest and heartfelt 1:1 conversations about progress in class
      4. Regularly checking ins regarding grades and creating concrete steps for improvement (Could be done 1:1 and for the entire class)
      5. Looking at students holistically (teacher/ student guidance/ support)
      6. Addressing fears and concerns (stereotype threat) - anxieties and challenges
      7. Allowing space for acknowledgement of emotionsthat come regarding class subject.
4. **Engaged**
   1. Engaged Def. Students actively participate in class and extracurricular activities so that students can feel more connected and involved in their educational experiences.
   2. What does look like?
      1. Project Based Learning: work students do in class is connected to goals and to their experiences within the community
      2. Classroom Interactions: (teacher to student, student to teacher) developing opportunities for students to discuss and talk about values and relevancy, and an awareness of different modalities of teaching
      3. Engaged/Meaningful Work (active learning): ensuring/ creating autonomous thinking through activities that allow students to be more involved assessment
         1. Democratic/ co-creating classroom
         2. An awareness of current events (application and discussion of current events)
      4. Collaboration: allowing for dialogue and opportunities to work together between students and students to teachers to facilitate deeper engagement and shared learning
5. **Connected:** 
   1. Connected, Def. Students feel they are valuable and belong as members of their college community (in and outside of class)
   2. What this looks like?
      1. Community/belonging: students and teachers see themselves within the curriculum/ course content
      2. Connection: integration of student services and instruction, classroom visits from various student support systems, clubs, and programs
      3. Classroom interactions: establishing norms, community building within the classroom, promoting perceptions of equity and respect
      4. Online networks/ Social Media: establish direct connections and networks using social media to increase classroom interactions for both on/ offline courses
      5. Safe sharing systems
         1. Open forums (instructor facilitates to ensure ALL student voices are heard)
         2. Anonymous feedback for students between students and to teachers
      6. Collaboration:
         1. Allowing space for Intentional groups within the classroom to establish mutual accountability, shared values, and support networks
      7. Diversity building: an appreciation for individual thought, values, beliefs, and experiences
6. **Valued**
   1. Valued, Def.Students report feeling important, beneficial, and cherished and have the opportunity to contribute and that their contributions are appreciated.
   2. What does this look like?
      1. Autonomy/ownership over choice in course content and structure and over their own direction in their educational journey
      2. Students have spaces to feel heard
      3. Intentional recognition of student efforts and achievements inside and outside of class
      4. Instructors take time to know each student as a whole person (Knowing and using a student’s name, knowing their circumstances inside and outside the classroom)