

**BSI Primary Priorities with related Practices**

**Based on Steering Workshop: 1/10/08**

Primary Practice	Related Practice	Description of Practice	Ranking	Comments
C3		<b>Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</b>	1.1	all Ds
	D3	The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.	1.3	
	C1	Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission	1.5	
	C4	Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	1.5	
	C2	The faculty plays a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.	1.6	
	D4	Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.	1.7	
	D1	Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	2.0	
	D6	Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	2.3	
	All Ds	All instructional practices are directly related to staff development		

Primary Practice	Related Practice	Description of Practice	Ranking	Comments
A5		<b>A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.</b>	1.3	
	A3	The developmental education program is centralized or highly coordinated.	1.3	
	D3	The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.	1.3	
	B3	Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	1.4	
	A4	Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.	1.8	
	D10	Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	1.9	
	D9	Faculty and advisors closely monitor student performance.	2.2	
	B4	Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	2.3	
D3		<b>The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</b>	1.3	
	D4	Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.	1.7	
	D7	Programs align entry/exit skills among levels and link course content to college-level performance requirements.	2.0	
	A7	Institutions manage faculty and student expectations regarding developmental education.	2.2	
	D9	Faculty and advisors closely monitor student performance.	2.2	

Primary Practice	Related Practice	Description of Practice		Ranking	Comments
	D6		Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	2.3	

Primary Practice	Related Practice	Description of Practice	Ranking	Comments
A3		<b>The developmental education program is centralized or highly coordinated.</b>	1.3	everything else
	A4	Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.	1.8	
B3		<b>Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</b>	1.4	
	D3	The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.	1.3	
	D4	Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.	1.7	
	D10	Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	1.9	
	B4	Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	2.3	
	B2	Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	2.4	
	B1	Orientation, assessment, and placement are mandatory for all new students.	2.5	
C.4		<b>Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</b>	1.5	
C.1		<b>Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</b>	1.5	
C.2		<b>The faculty plays a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.</b>	1.6	

Primary Practice	Related Practice	Description of Practice	Ranking	Comments
D.4		<b>Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</b>	1.7	
A.4		<b>Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.</b>	1.8	
D.10		<b>Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</b>	1.9	
D.7		Programs align entry/exit skills among levels and link course content to college-level performance requirements.	2.0	
D.1		Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	2.0	
C.5		Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.	2.1	
D.9		Faculty and advisors closely monitor student performance.	2.2	
D.8		Developmental education faculty routinely share instructional strategies.	2.2	
A.7		Institutions manage faculty and student expectations regarding developmental education.	2.2	
D.6		Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	2.3	
D.5		A high degree of structure is provided in developmental education courses.	2.3	
B.4		Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	2.3	
D.2		Curricula and practices that have proven to be effective within specific disciplines are employed	2.4	
B.2		Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	2.4	
A.6		Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.	2.5	

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B.1		Orientation, assessment, and placement are mandatory for all new students.	2.5	
A.2		A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.	2.6	
A.1		Developmental education is a clearly stated institutional priority.	3.6	