

## Appendix C: Best Practices Checklist

We recommend that you go through this checklist with your linking team during your pre-semester conversations, at the beginning of the semester, as a part of your within-semester conversations, and again during your post-semester conversations.

We've done this, and it works well for us!	We've done this, but it needs some development.	We haven't done this yet.	
<b>Pre-Semester Conversations</b>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Discuss logistics of collaboration, perspectives, and approaches to teaching and learning, and classroom management policies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schedule regular communication among the linking team members using e-mail, the telephone, or, ideally, face-to-face meetings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Coordinate with all members of your team and supporting staff (e.g. librarians).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify a real-world problem or issue for your learning community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop an integrative assignment that will further the SLOs of the learning community, incorporate a library component to promote information literacy, and be read and graded by at least two professors in the LC.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agree upon shared resources (including readings, web sites, films, etc.) that will speak to your real-world problem or issue and foster integration.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the skills and knowledge required to complete the integrative assignment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Design scaffolding activities (including collaborative student work, low-stakes writing assignments, etc.) that will support the students' process of developing and completing a successful integrative assignment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Synchronize the topics in linked courses to maximize opportunities for students to make connections.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Design a shared syllabus for your learning community that includes a common welcome message, your real-world problem or issue, and your shared policies, resources, and assignments.

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### Within-Semester Conversations

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|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Discuss the learning community with your students and refer to it in writing, such as on the syllabus, assignments, course web site, etc.                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Visit each other's classrooms to reinforce the link in the students' minds.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Check in with your linking partners about what is happening in their courses: "What have you covered? What are you planning to cover next?"              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Discuss student progress and problems. When appropriate, consult with student support services and make appropriate referrals to other college services. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Plan out-of-class experiences, if possible, to support integration and build stronger bonds between your team and your students.                         |

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### Post-Semester Conversations

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Select a few samples of student work to assess for evidence of integrative thinking.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Revise your shared assignments and activities in light of your assessment.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Document your findings in an Ongoing Assessment Narrative   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Update and archive your Ongoing Assessment Narrative and supporting documents.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reflect on the most and least successful aspects of your learning community.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Close the loop by revisiting pre-semester planning to incorporate the findings of your assessment and reflection. |