Overarching theme: Good teaching practices will help all students, but particularly students who are (or perceive themselves to be) different or outsiders

These students are also the ones most likely in need of reassurance and feeling that there is a place for them in law school.

Important things a professor can do:

1. Showing students that you care about your them and their learning
   
   Tell them
   
   Student names

2. Being transparent, especially about your expectations for the graded exams
   
   Wayfinding and signaling along the way, including review, preview, and situating material

3. Giving feedback during the semester, in time for students to incorporate it into their approach
   
   At least sometimes aligning practice with your assessment method
   
   The Unified Field Theory of Legal Analysis (handout or on my ssrn page)

4. Using multiple methods
   
   Portfolio theory

5. Remembering that your students aren’t you (and that your professor self isn’t you as a student)
   
   Putting yourself in the position of someone learning for the first time
   
   Introducing non-litigation aspects, and more generally, showing students there is more than one kind of “normal” in law school
   
   More instruction in negotiation, a foundational skill

6. Thinking about whether to meet your students where they are, where you are, or somewhere in between

“To give anything less than your best, is to sacrifice the gift”

– Steve Prefontaine (1951-1975)