

Supplemental Instruction Faculty Handbook



Ashland Community & Technical College

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Brief History of Supplemental Instruction

The Supplemental Instruction (SI) model was first developed at the University of Missouri, Kansas City, in 1973 with the goal of identifying and supporting the most challenging courses for students. Because of its proven success, the SI model has become popular in many universities and in a wide range of courses. The goal of SI is to help students master course content while developing effective learning, critical thinking, and study strategies.

Supplemental Instruction has extended to over 1,500 colleges and universities in 29 countries. Studies show that students who attend SI sessions earn statistically higher final course grades than those students who do not attend—even among students who are under-prepared when they enter the course (Congos, Langsam, and Schoeps, 1997).

The Essential Elements of Supplemental Instruction

SI Targets Subjects Rather Than Students

While education has historically created academic improvement programs that follow the medical model of attempting to diagnose students who may have academic difficulty, the SI program serves classes where a large portion of students will experience academic difficulty. SI avoids a remedial stigma by focusing on classes rather than individual students. The SI program provides systemic change in the learning environment for all students enrolled in the targeted subject. While all students may not take advantage of the voluntary service, it attracts an equal proportion of students from differing ability and cultural groups. Participating students receive higher measures of academic achievement in comparison to their nonparticipation counterparts.

SI Sessions Are Peer Facilitated

The ideal SI leader is a student who has recently taken the class from the same instructor and received a high final subject grade. SI leaders are recommended to the SI specialist by the class professor. The final decision for hiring rests with the SI specialist. The SI leader neither re-lectures nor introduces new material, instead the SI leader's responsibility is to organize and add structure to the SI sessions. The responsibility for processing class

material and answering questions generated by the students remains with the students. The primary function of the SI leader is to determine the most difficult information from the course lecture and to facilitate discussion among SI participants and model successful learning strategies at key moments in the SI sessions.

The SI Leader Serves as a Model Student

The SI leader functions as a “model student” of the discipline rather than an authority figure. SI leaders help students to formulate and answer their own questions. This process helps students develop a more sophisticated approach to learning while maintaining the focus on content mastery.

SI Sessions Integrate Content and Learning Skills

The SI sessions integrate the review of lecture notes, textbook readings, outside supplemental readings along with appropriate modeling of learning strategies. “How to learn” is embedded into SI sessions along with “what to learn.” Through practice and mastery of effective learning strategies, students can adopt and transfer these strategies to other subjects and content areas. Collaborative learning strategies are used in SI sessions as a means of creating a more active learning environment for student participants.

The SI Leader Attends the Targeted Class Lectures

When the SI leader attends lecture sessions, the SI leader is knowledgeable about what is occurring in the class sessions and has an opportunity to model “good student” behavior in the subject. The SI leader’s presence in the classroom also serves to market the SI program to students. The SI leader may also meet with the faculty member to discuss lecture content and homework assignments.

SI Leader Receives Training

The SI leader receives training prior to the beginning of the term. Weekly in-service training continues throughout the academic term. These training sessions include specific teaching/learning theory and strategies. (See Job Description for SI Leaders)

Top Ten Positive Outcomes and Benefits of Supplemental Instruction

- ❖ Students earn higher subject grades while they learn effective study skills.
- ❖ SI provides an opportunity for students to develop relationships with other students and staff, an important factor in retention.
- ❖ SI places the responsibility of learning with the students.
- ❖ SI helps to develop self confidence and independence in students.
- ❖ SI is proactive and participatory rather than reactive and passive.
- ❖ SI provides peer collaborative learning experiences which promote assimilation into the campus culture.
- ❖ SI improves communication skills.
- ❖ SI accommodates various learning styles.
- ❖ SI provides students with team work experiences.
- ❖ SI enjoys a non-remedial image while offering academic support to all students enrolled in historically difficult subjects.

Semester Schedule

- ❖ WEEK before classes-SI Leader training

First Week of Classes SI Leader

- ❖ Attends class and meets with instructor
- ❖ Gives introductory speech and invites class to SI group

Second through Fourteenth Week of Class

- ❖ 3 Regularly scheduled SI sessions
- ❖ Meet with instructor
- ❖ Attend classes
- ❖ Attend weekly SI Training session

Fifteenth Week of Classes

- ❖ Last week of regularly scheduled SI groups
- ❖ Review sessions for final exam

Sixteenth Week of Classes

- ❖ No sessions during finals week

Adapted from:

Aube, Susan: Supplemental Instruction Faculty Handbook. Supplemental Instruction Discussion List. saube@occ,cced.edu, November 16, 2009

The Supplemental Instruction Supervisor Manual, The Center for Academic Development, The University of Missouri-Kansas City

KEYS TO SUCCESS



- ✓ SI Leader successfully completed class
- ✓ Instructor meets with SI leader before the semester
 - *Review course syllabus
 - *Review textbook
 - *Review expectations for SI leader
- ✓ SI leader attends classes
- ✓ Regular communication with SI leader
- ✓ Encourage students to attend SI group

FAQ's From Faculty About SI

Supplemental Instruction (SI) is an academic success and retention program that focuses on high-risk courses and not high-risk students. No one is singled out and made to feel conspicuous or treated differently. A high-risk course is one where approximately 1/3 or more of those enrolled typically earn a D, F or withdraw. High-risk courses are frequently introductory science and math courses such as biology, chemistry, calculus, physics, and psychology through many other courses may qualify. The goal of SI is to help students learn how to learn the course content, earn higher grades, become independent learners, and remain enrolled until graduation.

1. Why is my course called a high-risk course?

This has little to do with the instructor. The emphasis in SI is on historically difficult courses rather than high-risk students. A high-risk course is one that is considered traditionally difficult since it has a D, F, and withdrawal rate of 30% or greater for several academic terms. Across the country, these are commonly introductory courses in biology, chemistry, economics, mathematics, and physics, to name a few. In addition, many of the targeted courses are gatekeeper courses (students must pass in order to pursue a particular major) that are large and serve the freshman population. In general, any course may be high-risk when there is a gap between the rigors of mastering course content and the skills for learning that students bring to learn that content.

The Title III Grant at ACTC has designated specific classes that will pilot Supplemental Instruction. These courses were designated by the grant as being academically difficult for our students. The pilot schedule is as follows:

- Year 2: Developmental Writing and Developmental Math
- Year 3: Writing 1 & 2
- Year 4: MT 150, Biology and Chemistry
- Year 5: Psychology, Political Science, U.S. History

Title III SI faculty have the opportunity to attend SI training at the University Missouri Kansas City. This training is paid for by the Title III grant. For more information contact the SI Specialist.

2. Can I come to SI sessions?

Unfortunately, when instructors attend SI sessions for their course, the dynamics of the group generally change. Students tend not to deliberate over course content with each other because they are tempted to ask the professor for information or answers to questions. Students who attend SI sessions are guaranteed anonymity so that they will feel free to ask any question and reveal any weakness in understanding course material or in learning skills. The presence of instructors may inhibit students from revealing weaknesses and risking attempts at answers. If a course instructor wants to attend an SI session, it is best to arrange with the SI specialist to attend an SI session from another class.

3. Who trains the SI leaders and who runs the SI program?

An integral part of an SI program is the SI specialist, an on-site professional, who recruits, trains, observes, and supervises SI leaders. The specialist meets regularly with the SI leaders individually and in a small group. The SI specialist attends SI sessions and provides feedback on what is observed, helps with the development of handouts, and provides information on group dynamics, learning skills, and leadership skills. The SI specialist also acts as a liaison between the SI program and the campus community.

4. Am I selected because I am a bad instructor?

No. Some of the strongest instructors find additional academic support for their students beneficial. Courses become designated as high-risk because of the mismatch between the study skills that students possess and the difficulty of the material to be learned. SI helps students meet or exceed the expectations of the courses and instructors. Instructors may see that they are able to increase their expectations in the class because of SI assistance.

5. How much do I have to do?

SI is only attached to courses where instructors welcome and support SI. Since SI leaders attend the class, instructors do not need to provide lecture notes or a content review. It is recommended that instructors and

SI leaders meet once a week. During that meeting, SI leaders often show instructors the handouts they've designed, review possible test questions they or the SI group have made up, or provide insight about materials students find difficult. Instructors may provide SI leaders with ancillary workbooks, old tests, or problem sets to use in SI sessions. Some general duties of instructors with SI components are:

1. Allow up to 20 minutes during the 1st or 2nd week of class for the SI specialist or SI leader to introduce SI to the class.
2. At the minimum of once per week, verbally encourages all students to attend SI sessions.
3. Provide test grades to the SI specialist as soon as possible after each exam or as requested.
4. Allow a 15-minute, end-of-semester SI survey of the class.
5. Announce differences in test scores between SI and non-SI attendees from a form provided by the SI specialist. Sometimes the SI leader will announce this information but the best results in SI attendance seem to come from instructors reading these results to the class.
6. Avoid suggesting that SI is for only those doing poorly. SI is open to any student in the class and any student may benefit from a greater understanding of the course content and the study skills needed to learn it.
7. Do not call on SI leaders in class to answer content questions. SI leaders are focused on building a model of well-organized lecture notes and are thinking of ways to help students learn this material. Because of this, SI leaders have a different focus than students enrolled in the class and may not be prepared to answer content questions.
8. Please secure a desk copy of any texts and related materials for the SI leader.

Many instructors find that having SI attached to their course decreases the workload because SI is a resource for questions on subject matter and study skills for learning that subject matter. SI leaders can aid instructors by encouraging the students to attend office hours but with specific questions. SI students are better able to identify areas of difficulty and to demonstrate to the instructor the effort exerted in attempts to understand and learn the material. SI instructors commonly find that SI attendees are more active participants in class with better questions and are more ready to venture answers to classroom questions.

Instructors have also noticed that SI students acquire better mastery of the subject as these students refine and upgrade their skills for learning in SI sessions.

6. What are the qualifications to become an SI leader?

SI leaders are students who have taken and successfully completed the targeted high-risk course. In general, SI programs commonly define success as achieving an A or high B in the course and have a 2.0 or better GPA overall. However, when choosing a leader, the SI specialist also looks at a potential SI leader's educational background, interpersonal skills, academic references, receptivity to learning a new leadership style, capacity for accepting feedback and training, and compatibility with the SI model.

7. Why do colleges and universities have SI programs?

A major reason institutions choose SI is because it is a cost effective and educationally effective program designed to retain and graduate students while protecting academic integrity. SI provides opportunities for all students in a traditionally difficult course to participate in a peer led, active learning experience that integrates how-to-learn with what-to-learn. Furthermore, as validated by the U.S. Dept. of Education, students participating in SI persist at the institution (reenrolling and graduating) at higher rates than students who do not participate in SI. SI participants also graduate with higher GPA's. This latter fact is likely to facilitate entry into medical, law and graduate school. Claims of SI effectiveness as validated by the USDE are:

Claim 1. Students who participate in SI earn higher mean final course grade averages than students who do not participate. This remains true even when differences in ethnicity and prior academic achievement are considered.

Claim 2. Students who participate in SI succeed at a higher rate (have lower withdrawal rates and receive lower percentages of D and F final course grades) than those who do not participate.

Claim 3. Students participating in SI persist, reenroll, and graduate at higher rates than students who do not participate.

National and international dissemination continues. SI has expanded to over 800 colleges and universities around the world. For the past 35 years, faculty and staff from over 1,500 institutions across the United States have received training to implement their own SI program. SI is active in 29 countries.

8. What is the theory behind this program?

Educational theorists such as Dewey, Piaget, and Bruner advocate learning in peer groups (collaborative learning). SI brings students together to collaborate to study and learn common subject matter. Under the leadership of peer SI leaders, students exchange information in notes, build possible exam questions and answers, build problems and solutions, and exchange information on ways to understand, learn, and remember the subject matter. Many of these SI activities are consistent with Piaget's concept of constructivism wherein students must construct their own knowledge and use it to gain an understanding of material to be learned.

Educational research of Dimon and Keimig finds that it is difficult to teach transferable study skills apart from content. Therefore, SI's effectiveness comes from applying how to learn course content directly to the content in historically difficult courses. The 37-year-old SI Model was developed by Dr. Deanna Martin at the University of Missouri at Kansas City and focuses on refining the skills for learning as applied to specific course content. Study strategies are integrated into course content in SI sessions. Students are, therefore, able to master course content while developing, refining, and integrating effective study skills.

9. Can the SI leader substitute for me in class when I am out of town?

It is best not to. SI leaders do not function as teachers but are expected to serve as models of successful academic behaviors and skills and how to apply these skills to specific coursework. SI leaders risk losing credibility as peers if they conduct class. SI leaders are instructed to let the students in their session know that they do not have all the answers but are present to facilitate discussion of the material and guide the students through the study-learning process for the course. The basis for

these skills is having taken the class previously and done well and having received extensive collaborative learning and non-directive leadership training.

10. Why should I consent to having SI with my class?

SI should be offered as an additional benefit to the students: not necessarily to increase test scores, but as a model of good study behaviors. Through SI sessions, students are exposed to effective college level study habits. SI students learn to discuss the course material to increase and to check understanding. They have opportunities to mentally manipulate information to understand ideas, concepts, and problem solving techniques rather than just memorizing facts. SI also offers an enrichment experience for SI leaders. It allows them to improve the study skills and leadership skills that will benefit them in future courses and in the work world. Finally, SI leaders provide an important communication link between the instructor and students.

11. Isn't it just the motivated students who attend SI? (Or occasionally we hear "Isn't it just the weakest student who attends SI?")

Incoming variable have been repeatedly examined and compared in the research between SI and non-SI attendees. When incoming high school grade point averages are examined, there is no consistent difference between the two groups. The same is true of high school class rank and size. If SAT and ACT scores are any indication of industriousness and motivation, SI attendees' scores are consistently the same or statistically significantly lower than the non-SI attendees. In this light, it does not appear that only the most motivated or most academically prepared students are the ones who attend SI sessions. In addition, one could expect that students with lower incoming SAT and ACT scores to earn lower grades. The opposite has been true on a consistent basis since research on SI began in 1973. SI attendees typically earn the same or statistically significantly higher on final course grades in spite on the same or lower incoming SAT or ACT scores.

12. Does the Family Education Rights & Privacy Act (FERPA) or UCF permit me to provide exam grades to the SI program? How is this

confidential information handled?

Supplemental Instruction is an integral part of any course and, in a sense; an SI leader is a teaching assistant who focuses on study skills. The Family Education Rights and Privacy Act (FERPA) disclosure provisions 99.31 allow those with a legitimate educational interest to handle student records without prior consent provided that SI leaders sign a confidentiality agreement (FERPA, 1988). SI has been permitted access to exam scores nationwide subject to permission from existing campus committees for using student's records in research. Considering that many SI coordinators are also counselors and advisors and have access to student records anyway, there appears to be no legal reason why SI administrative staff should be denied access to test scores. Once test score differences have been computed between SI and non-SI attendees, there is no need to keep individual exam scores and are discarded appropriately. There appear to be no issues related to the FERPA that limit SI's access to properly handled test scores.

13. Can I choose my own SI leader?

Since SI is an integral part of a class, all instructors must approve of the finalist to be an SI leader before a candidate is hired. Commonly, instructors are asked to recommend students who have done well in their classes and who meet basic qualifications. Since the specialist of an SI program has been trained in the elements that make for a successful SI program, it is this person's responsibility to set the criteria for qualifications, recruitment, and screening, interviewing, hiring, and training SI leaders. SI leaders are screened for content competence, effective and efficient study skills, and the potential and receptiveness to refine skills to properly lead SI sessions. It is doubtful that many faculty members have interest or time to perform such time-consuming activities.

14. Why shouldn't I know who is attending SI?

Many institutions require an SI program to prove, using inferential statistical methods, that SI participants exhibit benefits from the program over non-participants. To prevent the appearance of bias in grading and jeopardize the validity of research, instructors are asked not to track who

attends SI sessions during the semester. Technically, since SI is part of a class, instructors certainly have the right to know what happens in SI sessions. Unfortunately, when instructors attend SI sessions a result is that the data used for researching the impact of SI on students is potentially compromised. This is so because data are considered biased when instructors in charge of grading know who is attending SI sessions. In other words, who is to say that instructors do or do not favor SI attendees in grading in this case?

15. Can I give the SI students extra credit?

Yes. This is a successful strategy for increasing SI attendance that does allow an instructor to know who attends SI sessions. In many, cases, attendance at SI sessions and differences, in final grades increase when extra credit is given for SI attendance. In order to give extra credit, instructors must know who attends. To reduce accusations of tainted data, instructors should agree to compute final course averages before receiving a list of SI attendees for extra credit. Instructors should create alternative means for earning an equal amount of extra credit for students whose schedules preclude attendance at any SI sessions. This prevents a self-fulfilling prophecy of SI participants earning higher final course score averages because of the extra credit. Even about 10 or 15 points of extra credit out of a semester total of 500 to 1000 possible points has a significant impact on increasing attendance at SI sessions. It is interesting that students will make time in their schedules to attend 10 or more SI sessions to earn the extra credit but many will not study the same amount of time that could earn them considerably more points than extra credit for SI. Since this is the reality of it, SI may use this perception to get students to attend SI sessions. Once students are there, they can benefit from: collaboration to build complete and accurate textbook and lecture notes; building solutions to problems and organizing main ideas and related details; revealing weaknesses in content and learning skills knowledge in a non-evaluated, non-graded setting; seeing models of effective thinking, reasoning, analyzing, application, and understanding skill; and formulate potential exam questions and answers as a model for self-testing before an exam is given.

16. Where do SI leaders come from?

This is where an SI specialist can use much creativity. Below are some of the ways SI leaders are recruited:

- ❖ Recommendations from instructors
- ❖ Recommendations from current or former SI leaders
- ❖ Recommendations from counselors and academic advisors
- ❖ Recruiting posters around campus
- ❖ Announcements in the student newspaper
- ❖ Announcements in the current classes with an SI component
- ❖ Campus peer tutoring program
- ❖ Recommendations from current peer tutors
- ❖ Announcements on the ACTC Website

17. Won't announcing the differences in test scores between SI and non-SI students make some students feel bad?

The sole purpose of announcing differences in test scores between SI and non-SI attendees is to encourage attendance at SI sessions. No individuals are singled out and no names are used. Averages are computed, compared, and announced to the class in general to demonstrate the differences in exam scores (where SI attendees nearly always score higher). Hopefully, students who hear that SI attendees usually do much better on test scores will be motivated to attend SI sessions and benefit from the organization of text and lecture content and the interweaving of relevant study skills. Since attendance at SI sessions is voluntary, all students in the class may choose to attend. No one enrolled in the class is excluded.

18. What do students say about SI?

Below are quotes from students on several end-of-semester surveys over the years:

Quotes from Biology students:

- "The more time I spent in bio SI, the less time I spent studying bio at home. I didn't think it would help much at first. Was I wrong!"
- "SI helped me understand the concepts that confused me and the other students there helped me get answers to my questions. SI also 'nailed' many of these questions on the exams."

- "In SI, I learned more about the material and SI helped us organize the material into possible test questions and answers. This was an easy way to set-up my notes and to test myself. I learned and remembered the material better."
- "SI gave me a chance to practice my knowledge of the material and hear the information from students with another view."
- "In SI, I could ask questions and get more details than were given in class."
- "SI was a chance to test my knowledge of the material before I took the real test. "

Quotes from Psychology students:

- "I didn't think it would help much at first. I got a B on the 1st exam. I started going to SI and got A's on the rest of the exams."
- "I understood the material better. Students (in SI sessions) asked most of the questions in SI that turned up on the tests. That gave us a chance to build complete and accurate answers to study."
- "SI helped me get better grades than I got before, thanks to better study skills."
- "I learned a much better system of studying psychology. I am thinking of changing my major to psychology now."

Quotes from Math students:

- "SI provided more details and a more clear explanation of the material in class."
- "SI broke solutions down into steps which are easier for me to understand and remember. I liked the mnemonics we came up with to remember solutions."
- "SI provided more examples of problems and that helped me understand and made sure that I knew the material."
- "The study skills in SI helped me get higher grades in math than ever before. I understood it for the first time in my life."
- "SI sorted out the professor's confusing lectures. The professor went too fast. SI explained difficult concepts not thoroughly covered in class."
- "The practice tests in SI were the most helpful. They let me know if I really knew how to solve a problem or not before I took

the test.”

19. Won't SI sessions compete with my review (help) sessions?

Not at all. SI focuses on how to learn course content. Consequently, SI leaders are trained in fast, effective skills for college level learning based on the current research in the field of learning skills. Because SI focuses on how to learn the course content and review sessions typically focus on re-lecturing and rehashing course content, there is no competition between the two forms of assistance. In fact, SI leaders are expected to urge attendance at all review sessions. Much of the content in review sessions can then be used as fodder to help students acquire and refine the skills for learning the content of those review sessions. SI attendees are also encouraged to take advantage of tutoring if that fits their learning style better.

Adapted from: The Supplemental Instruction Discussion list by Dennis Congos (dcibgis@mail.ucf.edu) October 7, 2009

Congos, D.H. & Stout, Barbara (2001). 20FAQ's from faculty about Supplemental Instruction. Research & Teaching in Developmental Education, 18 (1), 41-49.

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Ashland Community and Technical College

Job Description for SI Leaders

SI Leader Qualifications

1. First semester sophomore is preferred. A student must have **completed** one full semester before applying to be an SI leader
2. An overall GPA of 2.0 or above (on a 4.0 scale) is required.
3. A grade of 3.0 or above (on a 4.0 scale) in the selected course is preferred; prior enrollment with the professor who is to teach the selected course is preferred.
4. Content-competency is required.
5. Good interpersonal and communication skills (to be determined by the SI specialist are required.
6. May begin as a leader in training. Leaders in training may shadow SI leaders for on the job training. Leader's in training may assist and or facilitate SI sessions.
7. A first time SI leader must attend two day training prior to the beginning of the semester. All returning SI leaders must attend one day of training prior to the beginning of the semester.
8. The final decision for hiring rests with the SI specialist

Primary Activities

1. Attend all class meetings of the selected course, take notes, do homework and read all assigned materials including text(s) and supplemental readings.
2. Conduct at least three to five 50 minute study sessions per week throughout the term using strategies learned through the SI leader training workshop.
3. Regularly meet with the SI specialist for debriefing sessions.
 - a. Discuss observations of the SI session
 - b. Discuss the creation and use of SI session handouts.
 - c. Discuss the planning of SI sessions and use of a wide variety of learning strategies.
 - d. Notify supervisor about problems or potential problems
4. Attend weekly training sessions (1 hour) with other SI leaders
5. Assist SI specialist in training other SI leaders.

Secondary Activities

1. Provide extra SI sessions and or marathon sessions as necessary (e.g. prior to examinations and final exams)
2. Provide handouts for use during SI sessions.
3. Ascertain course requirements and maintain contact throughout the term with course professor.
4. Other duties as assigned by the SI specialist.

Maintenance Activities

1. Complete necessary personnel paperwork in a timely manner.
2. Attend SI leader training workshop prior to the beginning of each term.
3. Work with the SI leader to select appropriate times and scheduling of SI sessions.
4. Make periodic announcements about the availability of the SI sessions to the students.
5. Ensure that initial SI survey, midterm SI Feedback Survey and End of Term surveys are distributed and assist with data analysis.
6. Collect attendance data for every SI sessions, including student names, course title, date and time of the sessions. SI leaders will keep an excel sheet logging attendance from the sign in sheets.
7. Assist the SI specialist in the preparation of end of term reports and other reports as requested.
8. Maintain a professional attitude about matters such as class standards, grades, and student's complaints. SI leaders must maintain confidentiality in all matters related to student progress.
9. Provide the SI specialist with an up-to-date schedule of your SI sessions.
10. Notify the SI specialist **in advance** if you cannot conduct an SI session as scheduled.
11. Maintain regular working hours. Fill out time sheets on a timely basis.
12. Model appropriate professional attitude and behaviors to staff, students, and others.
13. Remember that as an SI leader you are a leader on the ACTC campus that other students look to for help and information.

ACTC Supplemental Instruction Etiquette

Etiquette for SI Leaders Example:

It is really important to remember that SI leaders represent the SI program. An SI leader needs to behave professionally and maintain open channels of communication with the SI faculty, the SI staff, and the SI specialist. You have been chosen because you were recognized as a leader by your teacher. You will act as a role model in the classroom and in the SI sessions. Therefore, it is important that you model the characteristics of an excellent student.

SI Room Etiquette:

Etiquette extends to the location in which the SI leader holds his/her sessions. The room should always be left neat and tidy, with clean blackboards/whiteboards, and with the tables and chairs neatly put in order. SI sessions are technically 50 minutes in length allowing 10 minutes for your group to exit and the next class to come in.

Email Etiquette:

We will communicate quite a bit by e-mail. I do not make phone calls to individual leaders about every general announcement (I would never be done!), so it is important that you check your e-mail at least every other day. Make sure your email box is not so full that it will not accept new messages. You are responsible for any information that I send via e-mail, so please confirm that I have your correct email address.

Attendance Etiquette:

Etiquette also extends to attendance in all lectures for the appointed SI class. Attendance is required for all lectures for the class in which the SI Leaders are conducting SI. Additionally, attendance is required for all SI sessions, team meetings, office hours, and scheduled appointments. In the unlikely event that an SI leader is unable to attend any of the above, it is imperative that the appropriate people be notified prior to the absence:

- Unable to attend lecture- Call the SI faculty and the SI specialist
- Unable to attend sessions or meetings- **Talk to a live person!!!** Call the SI specialist first. My number is 326-2023. If you cannot reach me call the Title III Administrative Assistant, or the SI faculty member. If you don't reach a live person, the

students will arrive with no clue as to where you are or why you are not there. This significantly lowers student morale and overall attendance patterns.

- Unable to attend office hours: Notify SI specialist **and** the Title III Admin Assistant.
- Scheduled appointments: Notify the person with whom your appointment is scheduled.

Regular or Extra Sessions/Time or Location Changes:

- Keep your SI faculty and the SI specialist informed of any and all changes to your SI times or locations, including review sessions. It is also a good idea to inform the Title III Administrative Assistant.
- Schedule all sessions/changes by emailing Diana.Opell@kctcs.edu. Room scheduling is a complicated process. I will schedule the rooms for regular sessions; however, if you need to add sessions or make a change, Diana can give you a list of available rooms. Make sure you do this well in advance. Give her your name, the course you are scheduling the session for and an alternate way to contact you in addition to your e-mail. Do not tell students about additional sessions or session changes until you have a room confirmation.
- Stay the entire 50 minutes of the SI session, even if no one shows up. Often students will come part way through the session time expecting help. Take along something to study just in case no one shows up. Fill out a **Participation Log with "No Show"** when appropriate.
- Make sure you schedule review sessions before all exams, including the final. SI sessions will not meet during finals week.

Ashland Community and Technical College Supplemental Instruction

Confidentiality Statement

As an employee of the Supplemental Instruction program, you may have access to confidential information such as grades, student records, test results, student progress in class and similar data. You may also have verbal or written communication with staff, faculty, academic advisors, and the Supplemental Instruction Specialist which should be kept confidential. This information can **ONLY** be discussed with the Supplemental Instruction Specialist or the SI faculty. Employment with the SI program means that you must accept responsibility to preserve the confidentiality of this information.

By signing below I attest that I have read and understand the above SI Leader Confidentiality Statement. Furthermore, I accept the responsibilities and agree to the expectations associated with being an SI Leader at Ashland Community and Technical College as outlined in this document. I understand that failure to adhere to these guidelines may result in immediate termination of employment.

SI Leader
Signature _____ Date _____

SI Specialist
Signature _____ Date _____

Initials _____

Supplemental Instruction Leader Contract Fall 2010

I, _____, agree to be a Supplemental Instruction Leader
for _____ taught by _____.
(Course and number) (Faculty member name)

I also agree to:

- Attend pre-service trainings to prepare for the semester
- Participate in SI meetings when scheduled
- Attend all classes and act as a model student
- Promote my SI sessions through announcements in class and other types of Public Relations
- Prepare for my SI sessions by incorporating SI meeting activities/training into my plans
- Facilitate three 50 minute sessions each week
- Arrive on time for all SI sessions
- Take attendance at every session and report that attendance to the Supplemental Instruction Specialist
- Notify my class, the SI faculty, and the Title III Administrative Assistant as soon as a session time or location changes
- Meet with the SI Specialist for observation feedback on the SI sessions
- Be in contact with the SI faculty on a weekly basis
- Complete one observation of other SI leaders in order to learn new skills and provide feedback
- Check ACTC student e-mail account for SI updates at least every other day
- Any other duties as assigned by the SI Specialist

I also understand that if I do not fulfill the requirements of this contract, my position as an SI leader may be terminated, and I will forfeit any benefits derived from the experience such as payment and or letters of reference.

Becky Gehringer Date
Supplemental Instruction Specialist

SI Leader Signature Date