

# Supplemental Instruction Leaders

The role of a Supplemental Instruction (SI) leader is to assist the instructor of the parent class in guiding the students towards successful completion of the student learning outcomes of the course. To this end, the SI leader will attend the parent class 2-3 hours per week to see first hand the content, delivery, and emphases of the class, and may extend as well to assisting the instructor during group activities.

Outside of this class time, the SI leader will lead a 1 hour per week class with the students. The SI leader will consult with the instructor to plan activities for the SI class time that will best meet the individual needs of the students. The instructor and SI leader will base this plan on student concerns, what has gone on in the parent class, as well as how well the students have been progressing during the week.

In the beginning of the semester, the SI leader will begin the SI leader training to learn about different learning strategies and how to facilitate the learning of study skills. Then, the SI leader will communicate weekly with the instructor to go over general philosophies of the course, as well as how specifically they will be used during the in-class hours.

Stages of Supplemental Instruction:

1. Assessment:

Within the first few SI sessions, SI leaders should choose a day to have students brainstorm what they want to gain from the SI sessions (what they hope to take from the sessions specifically). Then, leaders can ask students to brainstorm some behaviors and attitudes they've seen in their classes that keep them from being able to pay attention, work, or have a good discussion. Leaders can type these student expectations and guidelines, and post them if possible or hand them out to all students at the next session for the benefit of all students. This list will also be shared with the parent class instructor.

2. Plan and Goal-setting:

SI leaders will identify approaches for different cohorts of students within the SI group. Students who need strong guidance with time management and study skills will get specific follow-through attention to help them move at the pace of the class. Students who are self-starters and able to operate at a faster pace can be encouraged to participate in discussion groups. The goal is to impart ALL of these skills to ALL students at the level at which they are able to receive it.

3. Follow-through:

SI leaders, with input and support of the instructor, will track student progress on assignments and follow through with students to keep them on track throughout the course. The SI leader should present him/herself as a collaborator and colleague rather than the authority figure.

4. Feedback:

SI leaders should always feel free to ask students to write a brief response (anonymously) to how well the SI sessions are going and any suggestions they have at the beginning or end of a session. The feedback of each session should help to guide the path of future sessions.

What an SI leader is:	What an SI leader is not:
A group work facilitator	A one-on-one tutor
Someone who reinforces concepts	A second teacher introducing new concepts
Someone who facilitates students' ability to solve problems	Someone who solves problems for students
A student group leader	An assistant who grades or evaluates student work, or lesson plans for the parent class
Someone working with students to improve learning	A "quick fix"

Some specific tasks for the SI leader are as follows:

- Complete SI Training
- With instructor, discuss philosophies and approaches of SI at beginning of semester
- Meet with students and instructor to schedule time for SI class (Fall '08 only)
- Understand outcomes for parent course
- Participate in ongoing collaboration and discussion with instructor
- Help assess students' strengths and weaknesses
- Design approaches to enhance learning in different students
- Compile response/report of student attendance, participation and progress with instructor at end of semester
- Note successful SI practices from the semester to be used in future semesters
- Sit in on parent class 2-3 hours per week, and using agreed upon strategies, co-facilitate with the instructor
- Lead group discussions on what's working and what's not working in the parent class, and facilitate students finding ways to make it work for them