SI LEADER Manual

[Material for this manual has been adapted with permission from the University of Missouri-Kansas City]
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TABLE OF CONTENTS

SUPPLEMENTAL INSTRUCTION AT OKLAHOMA STATE UNIVERSITY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LETTER TO THE SI LEADER</td>
<td>5</td>
</tr>
<tr>
<td>SI MISSION STATEMENT &amp; THE SI PROGRAM</td>
<td>6</td>
</tr>
<tr>
<td>YOUR JOB AS AN SI LEADER</td>
<td>8</td>
</tr>
<tr>
<td>SI LEADER RESPONSIBILITIES</td>
<td>9</td>
</tr>
<tr>
<td>OVERVIEW</td>
<td></td>
</tr>
<tr>
<td>SESSIONS</td>
<td></td>
</tr>
<tr>
<td>OFFICE HOURS</td>
<td></td>
</tr>
<tr>
<td>MEETING WITH PROFESSORS</td>
<td></td>
</tr>
<tr>
<td>TIME SHEETS &amp; ATTENDANCE</td>
<td></td>
</tr>
<tr>
<td>COLLABORATIVE CREW MEETING</td>
<td></td>
</tr>
<tr>
<td>BI-WEEKLY MEETINGS</td>
<td></td>
</tr>
<tr>
<td>PRE-SEMESTER TRAINING</td>
<td></td>
</tr>
<tr>
<td>MONTHLY TRAINING</td>
<td></td>
</tr>
<tr>
<td>PEER OBSERVATIONS AND REFLECTIONS</td>
<td></td>
</tr>
<tr>
<td>OBSERVATION FOLLOW-UP MEETINGS</td>
<td></td>
</tr>
<tr>
<td>END OF THE SEMESTER REFLECTION MEETING</td>
<td></td>
</tr>
<tr>
<td>SNOW DAY POLICY</td>
<td></td>
</tr>
<tr>
<td>APPROPRIATE DRESS</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONALISM</td>
<td></td>
</tr>
<tr>
<td>THINGS SI LEADERS DO NOT DO FOR PROFESSORS</td>
<td></td>
</tr>
<tr>
<td>THE SUPPLY CLOSET</td>
<td></td>
</tr>
<tr>
<td>SOCIAL MEDIA CONDUCT</td>
<td></td>
</tr>
<tr>
<td>EXCUSABLE CIRCUMSTANCES TO MOVE OR CANCEL A SESSION</td>
<td></td>
</tr>
<tr>
<td>REQUESTING EXCUSED ABSENCE</td>
<td></td>
</tr>
<tr>
<td>UNEXCUSED ABSENCES</td>
<td></td>
</tr>
<tr>
<td>SI DISCIPLINARY POLICY</td>
<td>21</td>
</tr>
<tr>
<td>TITLE IX</td>
<td>23</td>
</tr>
</tbody>
</table>
ADDITIONAL RESOURCES

SI LEADER'S FIRST WEEK OF SESSIONS 29

MARKETING STRATEGIES & TIPS 30

LEARNING STYLES 34

VISUAL LEARNING

AUDITORY LEARNING

READ/WRITE LEARNING

KINESTHETIC LEARNING

CONDUCTING SI SESSIONS 35

WAIT-TIME

REDIRECTING QUESTIONS

CHECKING FOR UNDERSTANDING

FAQS ABOUT SUPPLEMENTAL INSTRUCTION 41

SAFETY IN SESSIONS

TORNADO SAFETY 43

EARTHQUAKE SAFETY 44

LOCKDOWN PROCEDURE 45
Dear Supplemental Instruction (SI) Leader,

It is with much excitement that I welcome you to the SI team and to your position as a Supplemental Instruction (SI) Leader. It is without doubt that I believe you will have a tremendous impact on students you work with this semester, and I am eager to witness how you are able to assist them in achieving academic success!

This manual will serve as a resource, providing you with information you will need throughout the semester. However, please remember my door is always open to answer any questions or work with you through any concerns.

Please keep in mind, your position as a SI Leader is contingent upon your enrollment as a student here at Oklahoma State University. Your employment also begins and ends with the traditional semester class schedule.

As peer leaders on campus, we would like to remind you about the high standards both the LASSO Center and Oklahoma State University have for you. Especially in the SI setting where you hold a leadership role. It is crucial that you keep the Academic Integrity Policy in mind.

We are delighted to welcome you to the LASSO Center Supplemental Instruction team and look forward to working with you!

Sincerely,

Tashia Cheves  
Coordinator, Supplemental Instruction (SI)  
LASSO Center  
(405) 744-2394  
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035 Classroom Building
SI MISSION STATEMENT
The mission of the Supplemental Instruction (SI) program is to provide peer-facilitated study sessions led by qualified and trained undergraduate SI leaders who attend classes with students and encourage students to practice and discuss course concepts in sessions.

THE SI PROGRAM
1. SI does not identify high-risk students but rather identifies historically difficult classes.

2. The SI program targets traditionally difficult academic courses—those that have a high rate of D or F grades and withdrawals—and provides regularly scheduled, out-of-class, peer-facilitated sessions.

3. SI sessions are comprised of students of varying abilities, and no effort is made to separate students based on academic ability.

4. Sessions begin the second or third week of the term.

5. Since SI is introduced the first week of classes and is open to all students in the course, SI is not viewed as remedial.

6. SI sessions are open to all students in the course section and are attended on a voluntary basis, free of charge.

7. SI sessions occur in classrooms across campus. The program itself has its headquarters in the basement of the Classroom Building.

8. SI participants earn higher course grades and withdraw less often than non-SI participants. In addition, data demonstrates higher re-enrollment and graduation rates for students who regularly participate in SI.

9. Students who attend SI sessions discover appropriate application of learning strategies, (e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, problem solving, and test preparation) as they review difficult course content. SI sessions integrate how-to-learn with what-to-learn.

10. Students have the opportunity to become actively involved in the course material as the SI Leaders use the text, lecture notes, and supplementary readings as vehicles for refining learning skills.
11. SI Leaders are key people in the program. They are students who have demonstrated competence in the course and have great facilitation skills. They must have a 3.0 GPA, and they must have a recommendation letter from a professor in the department for which they are an SI.

12. SI Leaders must complete a 16 hour nationally certified pre-semester training before they can begin work as an SI Leader. This training covers topics such as learning strategies, data collection, session management, and marketing.

13. SI Leaders also receive ongoing monthly training. The purpose of these trainings is to provide ongoing professional development for the SI Leaders, helping them to become well rounded individuals.

14. SI Leaders attend all class lectures, take notes in lectures, read all assigned material for the lectures, meet with their professors weekly or biweekly, conduct three fifty-minute SI Sessions, and hold two one-hour Offices Hours in the basement of CLB each week.

15. SI Leaders must also complete one “Collaborative Crew” meeting per month. At this meeting, they are to coordinate and collaborate with other SI Leaders. This helps the SI Leaders to share session management and session planning tips and techniques. Moreover, it creates a sense of community throughout the program.

16. The SI Leader is also responsible for marketing to their class and tracking the attendance of all students who attend sessions.

17. Each SI Leader will be assigned to an SI Mentor. This SI Mentor will observe the SI Leader’s session and provide constructive feedback to the SI Leader. The role of the Mentor is to support and to facilitate the growth of SI Leaders.

18. The SI Coordinator is responsible for identifying the targeted courses and gaining faculty support, while also being responsible for selecting and training SI Leaders, monitoring the quality of SI sessions, and evaluating the program.

19. The SI Leaders meet in small groups bi-weekly throughout the semester with the SI Coordinator for follow-up, problem solving, further development, and mastery of learning strategies.
YOUR JOB AS AN SI LEADER

The goal of Supplemental Instruction is to facilitate group activities where students learn from one another to further understand topics discussed in lecture. A SI leader is not responsible nor encouraged to teach or re-lecture during their session. To successfully facilitate group work an SI leader should:

a. Create an environment where all students feel included:
   i. Use icebreakers so students get to know each other. This way they become comfortable and are encouraged to join discussions during sessions.
   ii. Be clear on the role as an SI Leader. Students will be more willing to participate if the pace is set for the session. Make sure students have realistic expectations for the program so they feel more satisfied with the experience.
   iii. Be aware of any possible learning barriers. Recognize that some students may feel different barriers that they are not comfortable mentioning. Barriers could include language, skill, knowledge, etc.
   iv. Allow time for students to process their own thoughts. Some students may need more time to think through things. Be sure to not leave students behind or rush their thinking.
   v. Never assume that all students have previous knowledge of a topic. Avoid saying phrases like “I know you all already know....” or “we are going to skip this since you should have learned it in another class”. Students all come from different backgrounds and experiences, and while some information may seem obvious to the SI leader, it doesn’t mean everyone already knows it. Using these phrases can make students feel even more behind.
   vi. Keep the discussion constructive and positive.

b. Keep the group on task. As a facilitator the job is to reel the group back in when they get distracted. This includes educational topics that are not a part of your session.
   i. Ask students to explain their answers or train of thought. To make sure all students can follow along, have students explain the thought process leading to their answer. This will give them the opportunity to learn at a deeper level and understand new ways of thinking.

c. Encourage participation:
   i. Ask follow up questions. To extend the conversation and encourage more students to include their input, direct questions towards students not involved in the discussion of the original answer.
   ii. Ask more timid students if they agree or disagree. To include unconfident students ask simpler questions they are more likely to know and understand.

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SI RESPONSIBILITIES

Overview

Weekly:
- Three 50 minute SI Sessions
- 2 Office Hours
- Attend ALL classes for your assigned lecture
- Meet with professor for your assigned course
- Turn in any Paper Attendance Sheets (every Friday at noon) and time sheets (every other Friday at noon) on time

Monthly:
- Attend Collaborative Crew Meetings
- Attend Bi-Weekly Meetings with SI Coordinator and/or SI Specialist
- Attend Monthly Trainings
- End of the semester reflection meeting

Other:
- Pre-semester training
- Observations
- Peer Reflections
- End of the semester reflection meeting

The SI Responsibilities are a required part of the SI Leader position. The SI Coordinator, must pre-approve any change or absence. It is then the responsibility of the SI Leader to inform Mentors, Assistant Mentors, professors, and students of any scheduling changes for sessions or office hours.
Sessions

SI Leaders are required to hold 3 - 50 minute sessions each week. While SI Leaders have the freedom to design sessions how they see fit for the class, sessions must include key concepts discussed during lecture and faculty meetings. SI Leaders are strongly encouraged to incorporate different strategies from the provided Strategy Cards to incorporate all Learning Styles.

*Note: SI Leaders are not permitted to leave early if students do not attend their session. “Down time” should be utilized efficiently for SI-related tasks such as session planning, researching best practices, etc.

- **Time and location**: Sessions will be at the same times and locations each week unless pre-approved by SI Coordinator. If approved changes are made for any reason, it is the responsibility of the SI Leader to inform students, the professor, and the Leadership Team.
- Each class will be polled at the beginning of the semester to find the times that work best for the students and leaders. Once the poll is closed, each leader should list the options in the order the students ranked them along with their personal availability. The SI Coordinator will schedule rooms and times. Once finalized, all room assignments will be sent to leaders during the second week of classes.
  ○ (Note: This is not required, but it is strongly encouraged.)
- **Room Change Request**: Room Changes will only be considered if the room assigned is not large enough or is lacking in necessary equipment. To request a change, contact the SI Coordinator immediately. (*Please note that preferring a whiteboard to a chalkboard will not be considered a necessary equipment change.*)
- **Attendance**: During a session, the SI Leader is to have students sign in through the STAR System using their CWID (ex. A20014365) or their Student ID. If a student cannot sign in on STAR, they must sign in on a paper attendance sheet.
  ○ The SI Leader must have (and turn in) a paper attendance sheet for every session regardless of whether or not any students sign in using the paper attendance sheet. (Ex. If everyone successfully signs in using STAR, the SI Leader still needs to turn in a paper attendance sheet for that session).
  ○ *If no one shows up*: The SI Leader should indicate “no students” on the paper attendance sheet. They must not leave an attendance sheet blank or it will look like they have not completed attendance and their pay may be delayed. They must also still turn in a paper attendance sheet, even if no students attend the session.
○ Paper attendance sheets must be turned into the SI Coordinator by noon every Friday. Failure to submit the paper attendance sheets may result in a delay of pay.
○ More detailed instruction for “attendance” can be found later in the manual
○ Why do SIL’s have to turn in paper attendance sheets, regardless of whether they’ve been used or not?
  ■ Accountability. By turning in three paper attendance sheets, you are having to show an extra level of accountability in completing menial tasks.
  ■ Data is important to the SI program! It is important to note when the STAR system is working and when it is not. Furthermore, logging attendance is critical because attendance information can greatly influence funding and other things.

● **Session Plan**: SI leaders are required to submit a session plan to Canvas **24 hours prior to their first session of the week**, each week. Session Planning Forms must be uploaded prior to time sheets being approved. **Failing to submit a session plan on time will cause pay to be delayed.**
  ○ If you need help session planning or thinking of new ideas, please contact a Mentor, and they will gladly help you!

● **Leadership Team Observations**: An SI Mentor or Assistant Mentor will observe each leader at least three times a semester. The purpose of Leadership Team Observations is to ensure proper preparation of sessions and to provide constructive feedback with efforts to support the continued development of the SI Leaders as well as the continual improvement and growth of the SI program as a whole. For that reason, the observing Mentor/Assistant Mentor will schedule a one-on-one Observation Review/Development Meeting with the SI Leader following the observation. If the SI Leader has any questions or comments, this is a great opportunity for them to ask one of the members of the SI Leadership Team. They are there to help!
  ○ After the SI Leader is observed, they must fill out a “Self-Assessment” form to reflect upon their session. The SI Leader must complete and submit this form to Canvas within 24 hours of being observed.
  ○ The SI Leader must also schedule a follow up meeting with their Mentor within one week of being observed. The Mentor will email the SI Leader with scheduling details. All observation follow-up meetings will take place in the Mentor office in 033 CLB.
Office Hours

Each leader is required to attend two scheduled office hours each week. Office hours also double as walk in tutoring for any courses the SI Leader has made an A in and are comfortable with. If no students attend, leaders are expected to work on SI related tasks such as planning for sessions. If all SI tasks are up to date, and no students are present, SILs may work on their own homework and/or use that time for their own studying. Earbuds, headphones, can be worn during office hours in only one ear provided the SIL is still alert and approachable by students who may visit. Sleeping in Office Hours is prohibited. Leaders are never allowed to leave early without prior approval from the SI Coordinator. If office hours need to be canceled or rescheduled for an excusable reason, absence/change must be pre-approved by the SI Coordinator one week in advance. Upon approval, the leader is responsible for emailing the class, professor, and any other relevant persons. It is the SI Leader’s job to communicate with their students. In case of emergency, e-mail the SI Coordinator, the class, the professor, and the mentors immediately. Keep in mind, SI is your job, so prioritize accordingly to avoid conflicts! (Contact information found in front cover of manual). Office hours will be held in 030 and 032 of Classroom Building.

Meeting with Professors

Each leader is responsible for setting up an initial meeting with his or her assigned professor. During that initial meeting, a weekly (or biweekly) meeting time and place should be set. For courses that utilize more than one leader, the meeting should be agreed upon between the professor and all leaders. (Note: Not all leaders must meet with the professor at the same time, but all leaders must meet with the professor at some time). It is expected that leaders prepare questions to discuss with the professor in this meeting. The topics and any other relevant information discussed in the meeting should be included in the session plan.

***If a professor is unwilling to meet with an SI Leader, it is okay. The SI Leader with this professor will not be penalized for not meeting with their professor. However, the SI Coordinator should be notified if this happens.
TIME SHEET INSTRUCTIONS

Time sheets are due every other Friday by 12:00 PM. In order for your time sheet to be processed, your attendance for the past two weeks as well as your session plan submissions must be up to date. If you have any questions about time sheets, please contact one of your mentors, Christine Giles (LASSO Administrative Support Specialist), or Tashia Cheves.

1. Go to my.okstate.edu and log in with your OSU e-mail and password.
2. Click on the employee button in the top left.
3. Click on Employee Self Service
4. Click on Time sheet
5. Select the correct position (more than one will show up if you have or have had other campus positions). Also be sure that you are selecting the correct time frame for the current time sheet. (Your information may be slightly different)
6. If you are clocking in while doing an activity, you can click on the clock icon that is in the top left corner. If you are entering hours from a previous or future time, select the day of your entry.
7. Enter each of the activities you did for that day. You must include a description for each activity (lecture, bi-weekly meeting, office hours, etc). You can only enter times in increments of 15 minutes (:00, :15, :30, :45). Be sure you click the SAVE button after editing each day. If an error message appears, check to make sure you have selected AM and PM correctly. (Noon is PM)
8. When you have completed all entries for both weeks (you can switch between the two weeks by selecting the next and previous button), click on submit for approval.
9. If you realize that you made a mistake or forgot to add something after you have already submitted your time sheet, click on the Return Time button. You will then be able to edit your time sheet and resubmit.
ATTENDANCE INSTRUCTIONS

Attendance must be logged through STAR at the beginning of **EVERY SESSION**. Paper Sheets should be filled out and utilized in every session to log students who cannot check-in to STAR. You should turn in 3 Paper Attendance Sheets to the SI Coordinator by **Friday at 12:00 PM (noon)**.

1. Go to star.okstate.edu
2. Click Orange Button “Click Here to Log In”
3. Log in using osusi@okstate.edu service account
   a. **Password given separately from SI Coordinator**
4. Click Blue Button “Start Advising Kiosk”
5. Once logged in, your kiosk will open in a new window. **Maximize the kiosk window**.
6. To open the proper location, click Dark Blue Location Button titled “LASSO Supplemental Instruction (SI)”
7. On the next screen, click “Single Purpose Mode”
8. Select your SI Course from the list.
   a. **Note: If you select the wrong course, you MUST close (X) out of the entire window, re-login, and restart the process.**
9. You are now at the Student Check-in Screen. You should see your course in the welcome message.
   a. **Note: If you do not see your course, you MUST close (X) out of the entire window, re-login, and restart the process.**
10. Students must check-in at EACH session:
    a. Type in Student ID# (CWID with 'A')
11. Once Student clicks "Submit", you will see a yellow bar across the top that says one of two things:
    a. "Visit Logged" -- Check-in is successful and the next student can check-in.
    b. "Student id was not found" -- Check-in was not successful & student will need to sign-in on the Paper Attendance Sheet.
12. When your session is complete and all students have checked-in, close the browser.

**Paper Attendance Sheets MUST be provided in EVERY session and turned in no later than 12:00pm (noon) on Fridays to CLB 035. (If all students successfully check-in using STAR, you DO NOT need to turn in a Paper Attendance Sheet.)**
Collaborative Crew Meetings

"Collaborative Crews" are assigned at the beginning of the semester, and each group will meet once per month at the end of each Monthly Training. The purpose of collaborative crew meetings is to provide SI Leaders with the opportunity to work together and learn from one another. A collaborative crew meeting is a time and place to discuss ways leaders can improve their sessions, common issues faced by leaders, possible improvements for SI in general, and any other SI-related topics. Each leader is responsible for contributing to the collaborative efforts of the group. This is not a waste of time, but rather an intentional effort to give SI Leaders “face time.” Due to the autonomous nature of the SI position, SI Leaders do not get this “face time,” on a regular basis outside of Collaborative Crews. While the content of these meetings will not be dictated or micromanaged, it is expected that meeting minutes be submitted to Canvas at the conclusion of the meeting.
*There is a form attached to the end of this manual for reference.*

Bi-weekly Meetings

Bi-weekly meetings are designed to establish a consistent form of communication between the LASSO SI Professional Staff and SI Leaders. All SI Leaders are expected to attend their meetings. If there is a scheduling conflict, SI Leaders must promptly contact the SI Coordinator. In these meetings, SI Leaders should be prepared to be engaged contributors. This is a time to have face-time with the SI Coordinator and/or SI Specialist to discuss common issues and concerns and anything related to SI. If an SI Leader has any questions or comments on how to improve SI, this would be a good place to discuss them.

Pre-Semester Training

All leaders are required to attend a pre-semester training. New leaders will attend a two-day training while returning leaders will only attend the second day of training. There will be a mandatory pre-semester training prior to each semester.
**Monthly Training**

It is mandatory for all leaders to attend monthly trainings offered each month (3 total monthly trainings per semester). **All leaders have until 5:00pm on the Friday the week the dates and times are set to respond with any schedule conflicts. Any conflicts brought to the SI Coordinator after the deadline to submit conflicts, will not be considered.**

**Peer Observations and Reflections**

Twice a semester, SI leaders are expected to observe another SI Leader. A schedule listing of all leaders’ sessions and locations is available on the SI website. The observing leader is expected to attend the entire session. At least one observation must be completed and reflections submitted to the designated location on Canvas no later than **5:00pm on the Friday of the eighth week** of the semester. *(Deadline Date posted in Canvas.)*

**New Leaders:** Must complete **two** “New Leader Reflection” forms posted on Canvas. At least one reflection should be a Veteran Leader *(any discipline).* In both cases, you will sit in and observe their entire session. This is meant to help the new SI Leader to see how SI sessions are run and to help them think of new ideas to incorporate into their own sessions. New SI Leaders may feel free to ask the leader their observing any questions after the session.

**Returning Leaders:** Must complete **two** “Veteran Peer Reflection” forms found on Canvas. The Veteran Peer Reflections can be for a new or returning leader in any discipline and is meant to provide you with new ideas to utilize in your sessions or serve as an observation of a new leader’s session.

*Before completing Observations and Reflections, sign up with the Leadership Team for the day, time, and leader you plan to observe so that only one observation is conducted at a time, allowing for all leaders are observed effectively and to prevent duplicates. Your assigned SI Mentor will give you detailed instructions.*
End of the semester reflection meeting

Each leader will have an end of semester meeting with the SI Coordinator and/or SI Specialist. Meetings are scheduled toward the end of the semester. The purpose of this meeting is to discuss options for the following semester as well as reflect on the past semester. Leaders should bring up any suggestions to better the program and any concerns or issues that they experienced throughout the past semester.

Snow Day Policy

In the case that the university closes due to snow or otherwise severe weather, all SI sessions are to be canceled. SI leaders are strongly encouraged to email their classes and inform them of the cancelation ASAP.

Appropriate Dress

Casual dress is acceptable in most cases, so long as your clothing is free of profanity and is not too revealing. Rule of thumb: dress with the same level of professionalism that you’d expect of someone in your position.

Some “hard rules” to follow:

- No fishnets
- No see-through clothing
- Shirt should not cover shorts
  - We should not wonder whether or not you’re wearing pants.
- No nudity
- No curse words on clothing
- No nude people on clothing
- No crop tops
- No swimsuits

Professionalism

As an SI Leader, you will most likely encounter students that talk negatively about the professor. Please refrain from joining in on the discussion, as we promote positive relationships between professors and SI Leaders. It is not professional for you to speak negatively about the professor, so please redirect the topic if it comes up. Additionally, please refrain from using foul language, as this reflects negatively on both you and the SI program. Be attentive to when you can be informal around students and when you need to be more serious. For example, during lecture, you may try to be serious in order to model a “good student,” but during SI sessions or office hours, you can act more personable.
Peer Observations
Every SI leader is required to observe 2 sessions other than their own. New leaders must attend 1 new leader’s session and 1 veteran’s session. Veteran leaders may attend 2 of their choosing. Peer observations are a way for SI leaders to observe different styles of sessions and take notes on strategies that they may incorporate into their own sessions. Leaders may attend sessions of any subject, but may be recommended certain sessions at the discretion of their respective SI mentors. SI Leaders can schedule their peer observation by looking on the Google sheet for the session they want to attend and then putting their initials in the space for that session.

Observation Follow-Ups
During the semester, and SI Leader will be observed 3 times by his/her mentor. After you are observed, your mentor will email you with a link where you can schedule your follow-up meeting. Please do this within 24 hours of the session that was observed.

Things a Professor Can’t Make You Do
All professor problems can be reported to Tashia if needed, so when in doubt, contact her.
- As an SI Leader, you may not grade papers for your professor. This is because it is not in your job description and it is a FERPA violation.
- You also may not proctor exams for the class because that is not your job, and because you are not supposed to be present in class on exam days.
- Your professor may not ask you to teach the lecture because you are not a professor that has been hired for that position, so you cannot do that.
*If your professor asks you to do any of these things, kindly provide them with materials that distinguish your role from the role of a TA or Professor, or go to Tashia with any questions about difficult situations.

The Supply Closet
The supply closet is located in 025 CLB. You are free to use any of the supplies in it for your sessions, but please make sure to check it out when you do. There is a clipboard by the door for you to write down the items you took and what day you took them. When you are finished with the supplies, please return them where you found them and check them in on the clipboard. Please return every *nonperishable item you use.
*If you use chalk or glue or markers and they run down or run out, you do not have to return the chalk dust or the marker shell.
Social Media Conduct
As an SI Leader, you are responsible for keeping your social media accounts appropriate. Do not post anything that you wouldn’t want Tashia or a future boss to see. Please be professional online, as what you do reflects back on the SI program and the LASSO Center as a whole. Blatant drug use, alcohol use, or profanity is unacceptable. Failure to uphold social media conduct will result in disciplinary action.

Excusable Circumstances to Move or Cancel a Session
Note: Cancelling or moving a session should be seen as a LAST resort option and will only be considered for the following reasons:

- If you have pre-scheduled academic obligations (i.e. common exam).
  - (*Contact the SI Coordinator the first week of the semester to discuss a solution.)*
- Sick with a doctor’s note (Contact the SI Coordinator and Leadership Team as soon as possible. Doctor’s note should be turned in to the SI Coordinator within 48 hours of canceled session.)
- Death in the family (Contact SI Coordinator; SI Coordinator will inform others.)
- Other circumstances will be determined on a case-by-case basis (i.e. unforeseen emergency, etc.). (Contact SI Coordinator)

The following are examples of non-excusable circumstances:

- Sorority, fraternity, or club meetings or functions (If you need a letter excusing you from Greek-related activities, contact the SI Coordinator.)
- Having your own exam the following day/ needing to study/ homework
- Being tired
- Canceling because you don’t think anyone is going to show up

Requesting Excused Absence
To request an excused absence from attending an SI job related requirement (i.e. lectures, sessions, office hours, meetings, etc.), the following steps should be taken.

1. Construct and send detailed email to SI Coordinator, Tashia Cheves, explaining the circumstances requiring you to be absent as well as potential solutions to be considered.
   a. If circumstances are urgent, follow email with a call to the SI Coordinator.

2. Upon approval, construct email to your assigned SI Mentor informing them of your excused absence. Give all details of solution(s) reached between you and SI
Coordinator (i.e. who is covering your session; make-up information; etc.). Copy the SI Coordinator on this email.

3. Email the professor and students to inform them of changes. Copy the SI Coordinator and your SI Mentor on this email.

**Unexcused Absences**
Simply put, unexcused absences (i.e. missing lectures, cancelling sessions without approval, missing office hours without prior approval, or missing any other scheduled responsibilities without prior approval) are **grounds for immediate termination.**
SI DISCIPLINARY POLICY:

Grounds to Begin Disciplinary Chain (“Habitual” > 2x)

- Habitual failure to submit a session plan prior to 24 hours of the first session of the week (without prior approval from Mentor)
- Habitual failure to submit your timesheet by noon on Friday without prior approval from the SI Coordinator
- Habitual failure to arrive to a session on time (approx 10 minutes early)
- Habitual failure to complete a self-assessment form within 24 hours of being observed
- Failure to schedule an observation follow up meeting with your mentor within one week of your observation (without prior approval from Mentor)
- Failure to return card swipers, nameplates, or orange SI Supply sacks at the end of the semester
- Disrespect towards other SI Leaders, Mentors, Professors, or Students
- Lack of engagement with professor/class
  - Failure to schedule or attend weekly/biweekly meetings with the professor
  - Failure to demonstrate “model student” behavior in lecture
  - Failure to engage with students/ market to students in lecture
- Failure to complete peer-observation form and turn in by the deadline
- Bringing a live-animal to your session
  - Excluding university approved service animals
- Posting pictures of students online without their permission
- Advertising/ selling commercial products in sessions or lecture without permission from the SI Coordinator
- Any breach of contract not listed here

Disciplinary Chain
1. Verbal Warning:
   a. The SI Leader will schedule a meeting with the SI Coordinator to discuss the infraction. This discussion will entail the violation and the plan for modifying the behavior in the future. During this discussion, the SI Leader will have an opportunity to present insight into any extenuating circumstances that may have contributed to their performance or conduct issues. A plan for counseling, coaching, and support will be implemented if necessary. Supervisory staff will document the incident, but the documentation will not go in the SI Leader’s permanent file. This will serve primarily as a “verbal warning,” for the SI Leader.
2. Letter of Performance Reprimand
   Upon second infraction, a letter of reprimand will be issued to the employee, and the employee once again must meet with the SI Coordinator. This letter will be issued when the SI Coordinator or the SI’s Mentor sees no improvement or progress even after receiving encouragement, coaching, and support over time. The letter will contain documentation of incident(s) and will be explicit with clear examples regarding the violations. This letter will also state the implications of the incident and how actions/behavior will change for the future. This letter will be issued to the employee and will be put into the SI Leader’s permanent file.
3. Termination**
   If an SI Leader has received a verbal warning and a letter of reprimand, and still shows no improvement over time, their employment will be terminated. With this termination will
come a detailed list of infraction(s) that took place between issue of the letter of performance reprimand and the day of termination.

**Grounds for Immediate Termination:**
- Title IX or VII Infractions
- Violence/Threatened Violence
- Falsifying records (timesheets, attendance records, etc)
- Alcohol or drug use on the job
- Using company computers for illicit activities or to visit profane websites
- Possession of firearms in sessions/on campus
- Gross Insubordination
- Expulsion from the university
- Violation of FERPA policies
  - Publicizing or sharing confidential student information

**Warrants Investigation**
*May be grounds for immediate termination OR grounds to begin disciplinary chain (SI Coordinator’s Discretion)*
- Unexcused absences (i.e. missing lectures, cancelling sessions without approval, missing office hours without prior approval, or missing any other scheduled responsibilities without prior approval) are grounds for immediate termination
- Third Party Reports
  - Negative Professor Reports
  - Negative Student Reports

**Warrants Probation**
*This is not grounds for the traditional disciplinary procedures. Generally, an SI Leader has one semester where they can stay on staff with a GPA lower than 3.0. If they cannot get their GPA above a 3.0 by the end of the semester, they may be terminated.*
- Academic “underperformance” (GPA drops below 3.0)
Title IX: You are a MANDATORY REPORTER

Complete this form to formally submit information about Title IX allegations: Title IX Reporting Form

As an OSU employee, when an incident of sexual violence, sexual misconduct; sexual harassment, domestic violence, dating violence, stalking or any other Clery crime (listed below) is reported to you, there are four simple steps that you should follow to ensure that you have fulfilled your obligations. If a crime is currently ongoing or if you feel that there is an emergency, call 911.

1. Inform the individual you must report the incident.

2. Get the facts.

3. Provide the individual with resources.

4. Report the incident to the appropriate individuals.

1. Inform the individual you must report the incident

Please ensure that you tell the person reporting the incident to you that you must report what happened. An example of what to say:

“I need to let you know that I am required to report what you have shared with me to the OSU police department for the purpose of crime statistics. I will not be reporting your name to OSU PD unless you provide consent for me to do so. However, OSU policy and federal laws require that I report all of what you have shared with me to the appropriate university officials [Title IX Coordinator, Student Conduct].”

There is a distinct difference between what the Clery Act requires university officials to report to OSUPD and what Title IX requires university officials to report internally.

When reporting to the police, the Clery Act does not require the victim’s name unless the victim consents. If more information is needed after you report, you might be asked to follow up with the victim or ask to share their name so the police can follow up. Know that the data compiled at the end of the year in the annual security report contains no names.
When reporting to the Title IX Coordinator or Student Conduct, Title IX requires that you provide both the victim and alleged individual’s names and details of what you know. The university is required to take immediate and appropriate steps to investigate what occurred and take prompt and effective action to:

- End the harassment,
- Prevent any recurrence, and
- Remedy the effects.

The university will not be able to fulfill its federal requirements and maintain a safe living and learning environment if you do not share all the information.

2. Get the facts

Assuming that there is not an ongoing emergency, you must first get the facts of the incident. Key facts include:

- the date and time the incident occurred,
- where the incident occurred,
- the details of what occurred, and
- the date it was reported to you.

This information is critically important to determine if this incident has been previously reported by others.

DO NOT INVESTIGATE. You do not have to prove what happened or who was at fault, the appropriate and appointed individuals will investigate. In addition, do not try to apprehend the alleged individual of a crime.

3. Provide Resources

There are a number of campus and community resources available to victims of crimes. Please inform the individual about their option to report directly to law enforcement themselves; however, you do not need to convince the person reporting the incident to you to speak to the police if they are unwilling to do so. Please review information provided at [http://1is2many.okstate.edu](http://1is2many.okstate.edu) with the individual. Information to cover could include victim advocates, interim measures, reporting and resources.
4. Report the incident to the appropriate individuals.

After the facts have been collected and the individual has been informed of the report and provided resources, you now must report the incident to the appropriate officials.

<table>
<thead>
<tr>
<th>Who to Contact about Sexual Violence</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Involved</strong></td>
</tr>
<tr>
<td><strong>No Student Involved</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Who to Contact about Sexual Harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Involved</strong></td>
</tr>
<tr>
<td><strong>No Student Involved</strong></td>
</tr>
</tbody>
</table>

Clery Reporting

University employees’ obligations to report criminal activity extend beyond the obligation to report sexual violence. Under the Clery Act, university employees are also **required to report** the following crimes to the OSU Police Department:

- Sex offenses
- Stalking
- Dating violence
- Domestic violence
- Aggravated assaults
- Hate crimes
- Burglary
- Motor vehicle theft
- Robbery
- Arson
- Criminal homicide
- Arrests and disciplinary referrals for violations of liquor, drug and weapon laws
Definitions of these crimes are provided online at [http://safety.okstate.edu](http://safety.okstate.edu). The reporter does not need to make a determination on the specific crime; they just need to report it.

Generally speaking, the Clery Act has exhaustive guidance regarding locations of crimes and what must be reported. In order to simplify this guidance, if you become aware of one of these crimes on campus (or off campus but closely related to the university) err on the side of caution and report it.

Under normal circumstances when a crime is reported, the police are called and speak to all involved parties. Once the police are called your reporting requirements are met. But there are times when victims simply are not ready to speak to the police. This is not uncommon; do not coerce individuals to report.

The Clery Act also includes requirements regarding reporting of missing students. Any employee who receives a report of a missing student should call OSUPD immediately.

**Victim Interaction**

If approached by a victim of sexual violence it is important to be aware that the individual is choosing to tell you about a very traumatic incident. Active listening will be a key skill as well as emotional support, guidance and direction. The following is recommended when interacting with a victim of sexual violence:

- Address the victim by name
- Introduce yourself by name and position and explain your role at the university. This is also the time to tell the victim of your reporting obligations and whether or not you can maintain confidentiality. Victims of sexual harassment or sexual violence need clear boundaries and role definitions from those professionals who offer help because their personal boundaries have been violated.
- Be non-judgmental. Do not blame the victim in any way for his or her experience.
- Be mindful that the victim may be emotionally distraught or even in shock.
- Share with the victim available resources both on-campus and off-campus. Resources can include reporting to the police or filing a formal complaint with Student Conduct. Other resources include the university Victim Advocates, Counseling Services, and interim safety measures provided by Student Conduct. Inform the victim of resources that are confidential and those that are not.
- Be patient, and if necessary, repeat what options are available. A victim may be in shock therefore may not hear everything the first time you say it.
- Provide the victim with a Sexual Violence Resource Booklet that outlines all of the resources and information you have shared with them.
- Follow your specific reporting obligations if you have them.
Faculty and Staff Complaint Process

If an OSU employee believes that they have been the victim of discrimination, discriminatory harassment, or has information about discrimination/harassment in the university community, they may promptly report, without fear of reprisal, the facts of the incident and the name(s) of the individual(s) involved to the Title IX Coordinator in the Office of Equal Opportunity, located in 408 Whitehurst, or at 405-744-9154. This report initiates a complaint.

Alternatively, an employee may report the situation to their immediate supervisor, department head or Dean, who will immediately notify the Title IX Coordinator of the report. This report initiates a complaint. Supervisors must immediately report any complaints they receive of incidents of alleged harassment or discrimination they witness to the Title IX Coordinator.

The Title IX Coordinator (or an alternate investigator, where appropriate) will promptly, fairly and thoroughly investigate all claims of harassment and discrimination, regardless of whether such complaints are reduced to writing. All complaints of discrimination and harassment will be treated in the strictest confidence possible under the particular circumstances.

Upon receipt of a complaint, the Title IX Coordinator (or alternate investigator) will make every effort, within thirty calendar days, to complete a thorough investigation of the circumstances of the allegations. However, if additional time is needed to conduct a thorough investigation, the Title IX Coordinator may, in their discretion, extend the time for completing the investigation as reasonably necessary. In this case, the complainant and the respondent will be notified of the estimated time needed to complete the investigation.

The investigation will include interviews with the complaining party, the respondent and any material witnesses identified, as well as a review of any documents or other evidence. The complaining party and the respondent will be kept apprised of the conduct of the investigation and will be given the opportunity to provide any additional relevant information to the investigator, including the names of additional witnesses to contact and/or additional documents to review before the investigation is closed. The complainant and respondent will be promptly notified of the final determination. The Title IX Coordinator has no independent authority to impose sanctions.

If the Title IX Coordinator finds that there has been a violation and if the Dean or division head seeks advice regarding the appropriate penalty, the Title IX Coordinator
may provide a recommendation as to the appropriate sanction. The Dean or division head will then be responsible for deciding upon and imposing disciplinary action as soon as reasonably possible.

Sanctions imposed on those individuals who have been found to be in violation of the university’s nondiscrimination policy shall be commensurate with the severity and/or frequency of the conduct, and shall be adequate and sufficient to prevent such conduct in the future. Staff members who receive disciplinary penalties under this policy may consult Human Resources for information about the grievance process, which may be used to challenge alleged violations, misinterpretations, or inequitable application of policies or procedures. Faculty members who receive disciplinary penalties under OSU’s nondiscrimination policies may contact the Provost for information about the grievance process.

Please refer to OSU’s Gender Discrimination/Sexual Harassment Policy and Title IX Grievance Procedure 1-0702 for more detailed information.

Citation: https://1is2many.okstate.edu/employeeguidelines
SI LEADER’S FIRST WEEK OF SESSIONS

The first week of SI Sessions helps provide a foundation to build on throughout the rest of the semester. There are a few components we want you to be sure to incorporate into your first week of sessions.

Break the Ice
Give a little background information about yourself and ask each student to do the same.

- Students can seek SI because they feel uncomfortable asking questions in class.
- Students may not have the opportunity to ask questions in large lectures.
- Sessions should provide students with a safe, welcoming, and relaxed learning environment. Be friendly, but remain professional.

Set Goals and Define Roles
The first session is the ideal time to make sure that everyone is on the same page.

- Ask the students what they want to get out of SI.
- Explain what SI is and describe your role as an SI Leader.
- If there are inconsistencies between what the student expects and what SI is truly about, work to align everyone’s expectations.
- Set expectations for student conduct, timeliness, attendance, etc.
  - Students should arrive on time for sessions
  - Students should notify the SI Leader before the session if they are going to need to leave early
  - Students should participate fully in SI Sessions

Get the syllabus
Prior to the first session, make sure you have a copy of the syllabus. The syllabus is your map.

- You should utilize it to keep the students on track, progressing through the course material step-by-step. It may be helpful to highlight important dates/policies from the syllabus in your first week of SI Sessions.
- You may need to be a step behind to help clarify understanding of the course content. You may also need to be a step ahead to help them prepare to make connections to upcoming material. [Working ahead is not always okay with your professor. Make sure to discuss this possibility with your professor before addressing future topics in your SI Sessions.]

[Adapted from https://www.asc.dso.iastate.edu/tutoring/currenttutor/firstsession]
MARKETING STRATEGIES FOR LEADERS

1. **First Day Speech:** On the first day of class, the SI Leader should make a first day speech to the students about what SI is. This speech can include important instructions about SI, information about what SI is, and other things the Leader deems important on the first day of class.

2. **Handouts:** The first day SI handout should include a comparison of final course grades for SI and non-SI participants from previous academic terms for this or similar courses. This handout could be updated throughout the academic term with comparisons of the groups on unit exams. You can also make your own handouts! *Handout is available upon request.*

3. **SI-lyabus:** A fantastic way to bring your students a handout on the first day of class and give them something tactile to take home. An SI-lyabus is what it sounds like: a syllabus for SI. You can include session times, office hours, what SI is, who you are, what you might do in sessions, memes, pictures, quotes, or whatever you want. Use your personality to make your SI-lyabus fun!

4. **Remind101:** A great way to send out regular text reminders to students. Completely free and easy to use. Go to remind.com or get the phone app. Takes only a few minutes to set up. Give students the information and they can sign up voluntarily. You can then mass-message those who signed up with reminders for sessions, what’s going on, etc.

5. **Weekly Emails:** A great way to keep students informed is through a weekly email to the class. In your email, you could include things such as session times, activities for the week, key terms/concepts to be covered in your sessions, or what you’ll be doing in your sessions. Other ideas of things to include would be study tips, reasons to attend SI (statistics, graph, etc.), a meme, joke, or inspirational quote, depending on your taste and personality. Lastly, at the beginning of the semester, you could create an email sign-up list for students and create an email list yourself. **NOTE:** this method will most likely require professor approval/cooperation, as sometimes emails need to be forwarded by the professor.

6. **Reiteration:** In SI sessions, especially during the first two weeks, the SI leader should reiterate how SI sessions work, the role of the students, and the role of the SI Leader. As the number of attendees increase, the announcements may be briefer. If new SI participants attend, the SI Leader should share this information briefly again.
This helps to reduce unrealistic expectations about SI sessions that might lead to some discontinuing attendance at further sessions.

7. **Take-Home Materials:** SI Leaders frequently create a worksheet for SI sessions. It could be an empty matrix box, sample problems, etc. The students in the SI sessions would create the information to put in the worksheet. This is especially helpful in problem-solving courses (e.g., math, science). SI participants report that they like to have a tangible “take-away” from the SI sessions. The students could also show their friends in the class what they made in the SI session, and perhaps the friends will start attending the sessions after seeing how helpful they are. This helps to fulfill that perceived need.

8. Write the SI schedule on a corner of the blackboard at before every class session.

9. At the end of each SI session, remind participants of the next SI session time and location.

10. SI leaders could announce in class that relevant study strategies will be emphasized at strategic times during the academic term, for example, test-taking skills before a major examination.

11. When permissible, use old unit tests in SI sessions to help students formulate possible test questions for upcoming exams.

12. SI Leaders could sit in different places in the classroom to meet new students and be more accessible for questions about the SI program. This also allows the SI leader to model good lecture note taking strategies for more students in the class who may observe him or her during the class.

13. With the professor’s permission, the SI Leader could place a difficult problem or concept on the blackboard and announce to the class that it will be discussed during the next SI session. The SI participants would then work to provide an accurate and complete answer to the question in their session.

14. Periodically, copies of example handouts and/or mock exams could be made available during class. The SI Leader could explain that these were samples of the types of activities that are completed during SI sessions.

15. Create large posters to put on bulletin boards in the classroom and place some in the hallways outside the classroom that remind students of SI benefits, SI session times, and SI session locations.

16. Remain active on the Online Classroom (Canvas).
FIRST DAY SPEECH

Example:

Good afternoon everybody! My name is John Smith, and I am one of your SI Leaders for this class, MATH 1234. SI is a peer-based learning program in classes with high D, F, and withdrawal rates; it’s designed to help you succeed. Students that attend SI earn half a letter grade higher in their classes than students that do not.

As your SI Leader, I have taken this class before and made an A, but I will be sitting in lecture with you again this semester to stay up to date on the content. I will be holding three individual hour long sessions a week that you can attend to get help, and I will also be holding two office hours a week in the basement of CLB. We will be sending out a doodle poll shortly to see what session times best suit you, so please respond! I can’t wait to spend this semester with you.

What do you need in a First Day Speech?
- Positive attitude and projected voice!
- Your Name
- What is SI?
- When will SI be available?
- Doodle Poll
  - The Doodle Poll is not required to send out, but you can send it out to gauge student availability.

*If a class has more than one SIL, then they should present their first day speech as a group.
MARKETING TIPS

1. **Compelling description**: Clearly indicate the topic, time, place and who should attend. The description should include specific benefits for each type of attendee. Make it brief and scan-able. Use third-party endorsements when possible, such as a quote from a previous participant.

2. **Subject line**: Subject lines that inspire awe, anger, or anxiety lead to higher open rates. Studies have shown that subject lines with lukewarm emotional content are less likely to be opened. Try a subject line such as “10 things you miss if you aren’t at this event”

3. **Send during the weekend**: Consider sending an email on the weekend. Since few companies do it, open and click-through rates may be higher. And when possible attendees see it on a weekend, they may feel less stressed for time and more willing to commit a few hours to your event. They may be in a social mood and even invite a friend.

4. **Social proof**: If you have positive feedback from previous events or credentials for the speakers, use them as a quotes in your emails.

5. **The hashtag**: Pick an event hashtag that’s short, and ideally, unique to your event. You’re going to always, always use this hashtag in every tweet and post*. (see note for pre-approval process for social media strategies)

6. **Follow people**: After these tweets, follow a few people who may be interested in your topic. When you follow someone, you might get their attention and they may notice the event. It’s best to follow people when you have a compelling event promotion tweet at the top of your stream.

7. **First Day Speech**: One of the most important marketing strategies is your first day speech. On the first day of class, if your professor allows you to, get up in front of the class and introduce yourself and the SI program. Tell the students what you will be doing throughout the semester and how they can contact you if they need anything. If you are unable to do this, send an email to your class, or introduce yourself to students before and after the lecture.

*Note: All Social Media strategies must be pre-approved by the SI Coordinator and Leadership Team prior to posting. To discuss thoughts on strategies, contact SI Coordinator.
LEARNING STYLES

**Visual Learning:**

A visual learner is a student that learns based off of images as well as body language, facial expressions, and other visual cues. To engage this type of learner, include things like diagrams, PowerPoints, and handouts. This type of learner typically takes detailed notes to focus their mind when absorbing information. Utilize the white board in the room or the white boards you can get from the Lasso Materials. To emphasize main points, highlight or underline words or terms.

**Auditory Learning:**

An auditory learner is a student that learns and retains information based on what he or she hears from lectures and discussion. Their learning process includes picking up on tone, pitch, and speed of the information being given. To engage this student, include activities where notes are being read aloud and information is discussed in groups. You can also have students repeat back or summarize information that has been discussed so that the students are able to hear the information.

**Kinesthetic (Tactile) Learning:**

A kinesthetic learner is a student that retains information best when he or she has the ability to move around and be physically involved. To engage this type of learner, add activities that engage movement such as interactive note-taking, coming up to the board, or having stations set up around the room. Try to think of creative ways to present information in a hands on way. This type of learner also does well with applications and real life examples to learn material and concepts.

For your session to be most successful, try to incorporate all different learning styles. Allow for alterations or options on how to do the same activity. Encourage students to learn their own learning style so that he or she is able to maximize activities. Consider converting the same information into different forms. Have students draw pictures or charts from written information and translate pictures into words so that all learning styles are accommodated for.

To figure out your learning style or to help students figure out their own you can go to [www.vark-learn.com](http://www.vark-learn.com)
THE INSIDE SCOOP ON CONDUCTING SI SESSIONS

1. Running a successful session requires careful planning. Never go into a group intending to "play it by ear" or "answer questions." Prepare a written session plan to share with your Supervisor and instructor for feedback before the session.

2. Personally invite students to the sessions. Don't act insulted if they offer an excuse for not coming.

3. Maintain eye contact.

4. Build flexibility into the organization of the SI session.

5. Don't feel tied to keeping up with the content. You don't have to "do something" with every bit of content provided by the instructor and the text.

6. It is more effective to "model" how successful students learn a particular subject than it is to "tell" students what they need to know.

7. Make use of the language of the particular discipline, course, and instructor.

8. Waiting for students to volunteer a well-developed answer takes time. If you are uncomfortable waiting for several seconds, join students in looking through notes or text.

9. If students are unable to answer the question, ask for the source of information. For example, ask for the date of the lecture that contained the information and search for the answer together. Avoid taking on the responsibility of providing answers.

10. Encourage students to summarize the major concepts of the lectures. Let other students fine-tune the responses. If information is incorrect, ask students to find specific references in the text or notes that will clarify the correct answers.

11. Avoid interrupting student answers. SI Leaders should provide a comfortable environment for students to ask questions or attempt answers. Protect students from interruptions, laughter, or from those with louder voices.

12. Refer to the syllabus regularly. Check that students understand the requirements and dates of reading assignments, projects, and tests.

13. If your group has more than 12 students, divide into subgroups. Provide discussion topics that the groups can explore. Move from group to group, participating from time to time, reassuring the group that you are still there for them.

14. Be sure your session includes the Elements of SI: Wait Time, Redirecting Questions, and Checking for Understanding. Students will get more from the session, and collaborative learning will happen naturally without as much effort from you.
**WAIT TIME**

**Definition:** Wait Time is the time that elapses between an SI Leader-initiated question and the next behavior (student response or the Leader talking again).

There are two kinds of wait time:

**Wait time 1:** The time the Leader waits after asking a question

**Wait time 2:** The time the Leader waits after a response is provided, regardless of the accuracy

**Rationale:**

Wait Time is an important factor in successful SI sessions. Extensive research has demonstrated that the quality and quantity of students’ verbal responses increases significantly if SI Leaders regularly utilize at least 15-20 seconds of wait-time. **Wait time 2** seems to be even more significant than **Wait time 1**. So, once again, if SI Leaders resist the natural temptation to jump in too quickly to answer or rephrase, student learning improves. Increased wait-time allows the brain more opportunity to consolidate information, which allows for deeper processing of information. According to de Jong and Ferguson-Hessler², deep-level knowledge is associated with comprehension, abstraction, critical judgment, and evaluation. Deep-level knowledge “has been thoroughly processed, structured, and stored in memory in a way that makes it useful for application and task performance.”

**Research findings³:**

**For Students:**

1. More students answer
2. More accurate answers
3. Answers are more elaborate, reasoned, and supported
4. Students listen to each other more
5. More speculative responses
6. More questions asked
7. More participation by poorer students
8. Increase in use of logical consistency in responses

**For SI Leader:**

1. Asks fewer questions
2. Connects questions better
3. Asks more higher-order questions
4. Demonstrates greater flexibility
5. Expects more from poorer students

---

WAIT-TIME TIPS

When Students Don’t Respond:
SI Leaders may worry about what to do if no one responds. After waiting 15-20 seconds with no responses, they may want to try one of the following:

- Repeat the question
- Rephrase the question
- Simplify the question
- Ask a student to attempt to rephrase the question
- Break down the question into its component parts
- Make the question more specific
- Ask students what it is about the question they do not understand
REDIRECTING QUESTIONS

Description:
Redirecting questions is central to Supplemental Instruction Program, as it allows students to gain a deeper understanding of the subject material. The concept is simple, but implication can be difficult. The goal of this process is to encourage more and better student-to-student interactions in the sessions. It is based on the concept that we all learn better when we have to explain something to someone else. The natural tendency for anyone is to answer questions asked; this process requires the Leader to suppress that tendency and redirect questions back to the group. Perhaps it is easier to illustrate this process with a few examples:

Sample Interactions:

Student to Leader: What is the derivative of a constant?
Leader: Can anyone find an answer to that in your notes/text?

[Use the resources that students have. Makes students think for themselves and process the material in a way that will be helpful for them.]

Student to Leader: I don’t understand how temperature affects a chemical reaction.
Leader: I’m glad you brought that up! Why don’t we analyze #5 on the handout to see if we can understand how temperature affects different reactions? Let’s see if we can come up with the reasons by the end of the session.

[Remember to use responses that offer positive reinforcement. A useful handout may structure the answers and list steps.]

Student to Leader: I don’t know how to do this problem.
Leader: What part(s) of the problem do you understand?

[This will help narrow the question and divide it up in more useful parts.]

Student to Leader: I understand how to get the derivative, but I don’t know what to do next.
Leader: Would someone please go to the board and scribe as we work it together?
Or: Would someone please put what you have for this problem on the board?

[Note: This interaction demonstrates that there may be a two- or three-phase process. SILs get questions redirected back to them, for example. In that case, help the students to structure the problem, redirecting as you go.]


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THE INSIDE SCOOP ON REDIRECTING QUESTIONS

One of the most important moments of an SI session happens when a member of the study group asks the SI Leader a direct question. If the Leader answers the question for the group member, SI sessions will soon be reduced to the SI Leader answering questions and re-lecturing over the material. It is, therefore, critical to the overall goal of SI that questions be redirected to the group to be answered. This is more difficult than it sounds because it is counterintuitive not to answer a question for which you know the answer.

Additional Sample Phrases:

What is this question asking for?
Why are you thinking of it in that way?
Give an example of that.
Can you summarize the discussion up to this point?
Can you think of another way to think about this?
How is your answer (point of view) different from_____?
Let’s rephrase it on the board and figure out what information we will need to answer it.
Can you be more specific?
How does your response tie into_____?
Let’s look that up in the text.
Let’s write down everything we know about this topic/problem/theory.
How can you relate this to everyday life?
Okay, that’s the book definition, but how do we define that (i.e. in your own words)?
So, how do you think you can redirect questions?

Bloom, B. (1973). Taxonomy of Educational Objectives
CHECKING FOR UNDERSTANDING

Definition:
The learning strategies that SI Leaders use in their sessions are designed to promote student-to-student interactions. We cannot automatically assume, however, that the students are gaining understanding from their interactions. Instead, we must check for understanding by asking the students to confirm that they have learned the content.

Rationale:
The most common method of checking understanding is to ask the students a closed-ended question like, “Do you understand?” This question can be answered with a simple yes or no. This is not effective because students are sometimes uncomfortable admitting that they still do not understand a concept, especially if considerable time has just been spent on it during the session. Instead, questions that check for understanding should be open-ended and require higher-order thinking skills. It is essential that students can explain the discussed topic in their own words so the Leader knows that students understand before proceeding to the next topic. If there is any doubt that the students did not “get” it, the concept should be discussed again. The Leader should make sure that the students get a chance to demonstrate their understanding so that demonstrating understanding becomes part of the SI sessions. This will improve student preparation and learning.

Possible Ways to Check for Understanding:

1. Often make eye contact with the students during the session. By making eye contact, you will likely see when a student is confused.
2. Ask a student to summarize the concept just covered. If s/he struggles, ask the group to help him/her.
3. Ask for a volunteer to write the main points of the discussion on the board.
4. Ask a question that requires the student to understand in order to answer correctly.
   i. For example, if you just covered the difference between the logical rules of inference, disjunctive syllogism and modus ponens, ask the group, “So I can use Disjunctive Syllogism on this argument, right?” when you cannot, based on the discussion. When they reply, “No, of course not;” ask them why not.
5. Once in a while, intentionally make mistakes on the board. The students will catch you if they understand. If no one notices, probe the group about the content on the board until they discover the mistake. (Frequent use of this strategy may confuse students.)
6. Ask the students to rephrase the question you asked originally or the summary another student gave.
7. Ask for real-life examples or applications of the concept.
8. Ask for a similar problem, metaphor, or analogy.
FREQUENTLY ASKED QUESTIONS ABOUT SI

What is SI?
Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students in the course section who want to acquire effective learning strategies and develop an understanding of difficult course material and improve their grades.

Attendance at sessions is usually voluntary. For you, the student, it's a chance to get together with classmates to compare notes, discuss important concepts, develop strategies for studying the subject, and test yourselves before your instructor does, so that you'll be prepared. At each session you will be guided through this material by your SI Leader, a competent student who has already successfully completed the course.

What is an SI Leader?
Have you ever wished you could do something over, knowing what you know now? SI Leaders are students themselves and are prepared to share with you what they have learned over the years about how to study. They have taken this course, have done well in the course, and can be a valuable resource to you. They know the course content and are anxious to help guide you through it. They will be in class with you every day, hearing what you hear, and reading what you read. What they won’t do is re-lecture; their job is to help you think about the lectures you hear and the books you read, and then put it all together during the SI review sessions. SI can help you learn difficult course material more efficiently.

When do SI sessions start?
On the first day of class, you will be surveyed by the SI Leader regarding your class schedule. Each SI Leader will set up three sessions each week at times that are best for the majority of students taking the class. You can attend as many or as few sessions as you'd like; each one will be different because you'll have new material to discuss. SI sessions are informal. Bring your notes; bring your textbook; bring your questions; you may even bring your lunch!

What's in it for me? If you attend SI sessions regularly, chances are you'll earn a better grade. You also will have developed a better understanding of course content as well as more effective ways of learning. This will help you with other classes you are taking, now and in the future.
COLLABORATIVE CREW MEETING

Collaborative Crews are assigned at the beginning of each semester. Each group will have a monthly meeting that will take place after Monthly Trainings. The purpose of these meetings is to discuss any common problems faced throughout the semester and to learn from other leaders. After the meeting is completed, one person should upload minutes of the meeting and submit them to Canvas.

Date:
Time:
Attendees:
Collaborative Group Meeting Number:
What topics were discussed?

What are some common problems leaders are facing?

What suggestions or improvements do you have for the SI administrative staff?
Tornado Safety

In the off chance that the university does not close due to severe weather and an event such as a tornado occurs during a session, SI leaders are to follow standard university procedure.

During a Tornado:
SI Leaders are responsible for finding shelter in the event of a tornado. If an SI Leader is on the main campus during a normal work day, the best places to seek shelter are in buildings with basements. If the building the SI Leader is in does not have a basement, they should go to the ground floor and enter an interior (windowless) room or hallway. SI Leaders should NOT go to another building once the sirens have sounded; it is too risky. SI Leader should...

- Shut off equipment that might be affected by a temporary loss of electricity.
- Close hallway doors as you leave to shield the corridors from flying debris.
- Stay away from windows.
- Use telephones for emergency calls only.
- Stay calm and alert.
- If local radio is available, keep tuned to KOSU-FM (91.7 MHz), KSPI-FM (93.7 MHz), KVRO-FM (98.1 MHz) or KGFY-FM (105.5 MHz) for storm details.
- Crouch as low as possible to the floor, facing down; and cover your head with your hands
- Dial 911 to report injuries and emergencies caused by the storm.
- Call Physical Plant (744-7154) to report all damage.
- There will not be an all clear signal from the alert sirens. Additional blasts indicate a new or renewed alert. Faculty, staff, and/or students should remain at their chosen “Safe Area” location until advised that it is safe to return to their regular work or study area or to leave the building.
- Report locations of trapped persons, making note of persons with injuries and/or disabilities

Persons with Disabilities
Persons with disabilities who are mobility impaired must also make plans. If a power outage occurs during severe weather, elevators may not work. SI Leaders should take persons with disabilities to a small interior room or closet (or a landing in an interior stairwell) and encourage them to stay away from windows and exterior walls. The SI Leader should tell someone where the person will be going and have the person take a cell phone, if possible.

For more storm tips, go to safety.okstate.edu/weather-safety
Earthquake Safety

SI Leaders are to follow standard university procedure in the event of an earthquake.

During an Earthquake:

Drop, Cover and Hold On. SI Leaders should minimize their movements to a few steps to a nearby safe place and if they are indoors, stay there until the shaking has stopped and they are sure exiting is safe.

If Indoors SI Leaders should...

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn’t a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Do NOT use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection.
- Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- Do NOT use the elevators.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

If Outdoors SI Leaders should...

- Stay outside.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If Trapped Under Debris SI Leaders should...

- Not light a match.
- Not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.
**Lockdown Procedure**

In the case of a campus wide alert that would necessitate a lockdown, close any entrances to the classroom and turn off the lights. If the doors cannot be locked from the inside, barricade them with any heavy object(s). If the door opens outward into the hallway, tie some strong material such as a leather belt around the A-frame of the door. Stay as silent as possible and do not use any form of telecommunications. In the case that danger is clear and present, call OSU PD or 911 ONLY.

Phone Numbers:

**OSU-Tulsa University Police**  
Main Hall 1401  
**Emergency Number:** 918-594-8123  
**Non-Emergency Number:** 918-594-8124

**Cowboy Alert**

OSU and OSU-Tulsa use the Cowboy Alert system to notify students, faculty and staff in an emergency. Notifications may be sent for events including:

- Campus closure
- A campus intruder
- Acts of terrorism
- Biohazard threats

In a situation deemed an emergency, OSU-Stillwater officials will send a text message to registered members of the OSU-Stillwater community with information regarding the event and how they should proceed.  
**Log in to your O-Key account to subscribe to this service.**
Choose "Emergency Contacts" on the menu to the left to add your contact information. Please allow one business day for your request to be processed.