**Spring 2024 Supplemental Instruction Leader Schedule**

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| **Week** | **Agenda** |
| 1/22 – 1/26 | SI Supervisor meeting #1 |
| 1/29 – 2/2 | Class introductions. SI scheduling survey  |
| 2/5 – 2/9 | SI Supervisor meeting #2. Schedule supervisor and peer observations First week of SI**Note:** Leaders should bring one session plan to the meeting for discussion. |
| 2/19 – 2/23 | SI Supervisor meeting #3. First supervisor observations, peer observations |
| 3/4 – 3/8 | SI Supervisor meeting #4 |
| 3/18 – 3/22 | SI Supervisor meeting #5. Schedule second supervisor observationsSecond supervisor observations**Note:** bring a copy of a created activity |
| 4/1 – 4/5 | SI Supervisor meeting #6.  |
| 4/15 – 4/19 | SI Supervisor meeting #7 |

First Supervisor Meeting

**Introductions and Fostering a Learning Community**

**Reminder:** the SI scheduling survey goes live the second week of classes

**Reminder:** SI will move online during inclement weather (classes canceled)

1. We will discuss your class introductions.

2. Your first week is an opportunity to create a positive first impression. This can help develop a core of regularly attending students. How can you facilitate a sense of inclusion and interest for new students early in the semester?

3. What activities are you planning to use during your first week?

Second Supervisor Meeting

**Session Planning**

**Reminder:** schedule first supervisor observations and peer observations.

**Reminder:** peer observation forms are located in your packet.

* **Preparation**
	+ How much time did you spend prepping for your SI session?
* **Structure.**
	+ Does your session plan use the basic structure of an Agenda - Opener – Main Activity – Closer - Query?
	+ If not, why did you choose an alternative structure?
		- If you chose not to use an opener, how did you ‘warm up’ your session?
		- If you chose not to use a closer, how did you end your session?
* **Opener/Closer.**
	+ Generally your opener and closer should run 5-10 minutes each. Think of an effective opener and closer that you’ve run this semester. Why do you think it was effective?

* **Cohesion.**
	+ How do the activities of your session plan work together?
	+ Did you base them on the chronological order of the lecture? Why or why not?

Third Supervisor Meeting

**Study Strategies**

1. What study strategies have you discussed with your students?

2. Do you find any study strategies particularly useful when studying for your SI class content, such as mnemonic devices, etymological breakdowns, flash cards, self-testing, homework as assessment, active reading skills, etc.?

2a. What study strategies can/have you recommended for test preparation?

3. Studying is not just memorization. You need to apply information to different contexts and situations. How has an SI activity you’ve run accomplished this?

Fourth Supervisor Meeting

**Relationships & Rapport**

**Reminder:** bring a copy of a created activity to the next meeting (see Fifth Supervisor Meeting below)

* **Students**
	+ What have you done to promote/advertise your SI sessions?
	+ Have you had any problematic students?
	+ What have students expected of SI?
	+ What have their expectations been of you?
		- **What would you do?**
			* If a student who has never come to SI emails you asking for your session plan or practice test?
			* If a student dominates discussion, leaving no space for others (ruins wait time, etc.)?
* **Professors**
	+ Have you met weekly with your professor (even briefly)?
	+ How involved are they in SI?
	+ What have their expectations been of SI?

**Facilitating Discussion**

1. Which facilitation technique do you favor and why?

(ex. redirecting questions, wait time, checking for understanding)

2. Do certain facilitation techniques work better than others online?

Fifth Supervisor Meeting

**Create and Test Your Own Activity**

**Reminder:** schedule second supervisor observations

**Reminder:** bring a copy of your created activity

Creating your own activity is a great way to understand the nuances of Supplemental Instruction. Creation is at the top of Bloom’s Taxonomy (indicating the highest level of learning), so creating your own activity will aid you in understanding SI.

With this in mind, create your own SI activity, following the format of your Supplemental Instruction strategy cards.

* Give it a name.
* Describe the activity in bullet point or enumerated steps.
* Determine what levels of learning it involves (i.e. Bloom’s Taxonomy).
* Imagine how it would run with a specific concept from your class.

After this meeting’s discussion, run your activity in an SI session. Be prepared to discuss it at our next meeting.

Sixth Supervisor Meeting

**Reflections on Your Created Activity**

1. How was the timing of your activity? Did it run too short or too long?

2.How effective was it covering the material?

3. What was your students’ reaction?

4.Would you run this activity again?

Seventh Supervisor Meeting

**Semester Reflections**

* Recall a session that went really well.
	+ How many students attended?
	+ What material did you cover?
	+ How did the activities work with that material and number of students?
	+ Overall, what was great about it?
* Recall your worst session (no shows not allowed).
	+ How many students attended?
	+ What material did you cover?
	+ How did the activities work with that material and number of students?
	+ Overall, what went wrong?
	+ What did you learn from this experience?