

SI Leader Responsibility and Skills Rubrics

Supplemental Instruction
Iowa State University

Introduction

SI Leaders have often asked for feedback about this job performance, or ask for suggestions to improve as a Leader. Great! Glad to know you care!

We do want Leaders who seek to continually improve their skills and abilities; however, supervising SI Leaders is challenging since so much of a Leaders' work is done autonomously. This rubric is designed to help Leaders and Supervisors identify goals for success and identify areas of growth and development.

To make these rubrics most useful, Leaders should **approach this from the perspective of "How can I continually improve?"** Avoid using the single perspective, "What do I need to do to do my job?" Use this rubric as a tool for FEEDBACK and DEVELOPMENT, *not* for evaluation.

Evidence of Performance

Direct evidence of success or areas of improvement come from the following:

- ◆ SI Leader Self Evaluation
- ◆ Observations (by Supervisors and peer staff)
- ◆ Contributions to Resource Files
- ◆ SI Website accuracy
- ◆ Faculty feedback (ex: in-class behaviors and contributions)
- ◆ Student feedback
 - From SI participants regarding sessions
 - From all students regarding in-class behaviors
- ◆ Visual evidence of students using promotions (ex: frequency of website usage by students' use of bookmarks or posters, etc)

Indirect evidence of success or areas of improvement come from the following:

- ◆ GPA differences for students who participate in SI versus students who do not participate
- ◆ GPA differences of categories of SI participation
- ◆ Attendance Reports
- ◆ Other campus organizations and services:
 - Learning Community Coordinators
 - Multicultural Student Affairs
 - Student Support Services Program
- ◆ Faculty and department chair feedback
- ◆ Student feedback
 - From non-participants regarding perceptions of SI

Categories

Various categories are spread out throughout this rubric. These categories are:

Attitude. The attitude of any one Leader reflects on all other Leaders and on the SI Program. A positive attitude is expected of Leaders while a Leader and after being a Leader.

Administrative. Administrative responsibilities of an SI Leader are not the most important responsibilities, but they do impact other individuals, including: peer students, peer Leaders, instructors, SI Supervisors, the Research Assistant, and others who depend upon the timeliness of SI information (ex: data).

First Week. The importance of this category is simple: the stronger your effort to start the semester, the easier it gets the rest of the semester.

Staff Development. SI Leaders complete many responsibilities autonomously; however, the effort of any one Leader has a strong impact on the quality of the overall program. Leaders should expect to have supportive, helpful peer Leaders contribute to positive team and individual experiences. Moreover, Leaders should seek to support other Leaders and contribute to the experience of others.

Developing a team is difficult since we spend so little time together as a group. Therefore, we must take advantage of all the opportunities to develop our team and our individual members when we have staff activities.

Program Evaluation and Assessment. The structure of SI is dominated by continual assessment of the program. SI Leaders are actively involved in data collection, they help review the assessment reports, and they suggest additional uses of the data collected. Moreover, SI Leaders are also the primary individuals responsible for evaluating their own quality of work and level of skill.

Promotions. Our primary promotional goal is to ensure all students know what SI is and know when they can participate. The primary goal for promotion is not to have the most students possible attend SI. If students know about SI, then attendance numbers will meet our expectations.

SI Session Facilitation. This is the toughest section for creating rubrics. Session content can be so variable, making the fit to this format difficult. Your best “evaluative” tool for most SI session content comes from discussion with your students or your supervisors. Self-reflect on these responsibilities, and discuss with your supervisors.

Students who attend sessions have varying expectations, but you can anticipate that all students expect to learn. Leaders should be prepared in advance to keep students engaged in every session, but be flexible enough to adapt to students’ needs.

SI Session Student Involvement. Why is this important? To help students take ownership of the material and prevent Leaders from lecturing and being “the answer.”

In-Class Responsibilities. There are two main reasons why these responsibilities are important:

- ◆ In-class behaviors of a Leader models academic behaviors for students.
- ◆ In-class connections between Leader-Students and Leader-Instructor(s) have a direct, significant impact on perceptions of the SI program.

SI Leaders who are stronger in this category tend to have a greater variety of students attend SI, and have more students who attend on at least a weekly basis.

Skill and Responsibility Levels

The rubrics define 4 levels of performance for each job responsibility. These levels are:

Professional Level: This level identifies characteristics of going above the basic expectations. In many cases, this level of performance identifies skills transferable to numerous post-Leader experiences.

Proficient Level: Regardless of the level of experience, this category is consistent with basic expectations of SI Leaders.

Emerging Level: An “emerging” new Leader has tolerable space to learn and improve; proficiency is not an immediate, universal expectation of new Leaders. The allowable growth time may vary based on the frequency and circumstances of the job responsibility. For experienced Leaders, this category can be descriptive of behaviors that are not acceptable for a Leader who has had time to fully transition into the position.

Intolerable Level: This level is characterized by behavior (or lack of behavior) that does not meet expectations of an SI Leader. In all situations, this rating denotes a change must occur immediately, regardless of level of experience.

Category	Job Responsibility	Professional	Proficient	Emerging	Intolerable
Administrative	Submitting Attendance Sheets	On a weekly basis, Attendance sheets are submitted by Friday, filled out correctly, and recorded on the attendance roster. On a monthly basis, sheets are turned in the day after the end of the month.	On a weekly basis, Attendance sheets are submitted by Friday. Minor infrequent errors with reporting. (No errors with tracking.) On a monthly basis, sheets are turned in the day after the end of the month.	Attendance sheets (weekly or monthly) submitted no more than one day late up to twice per semester, or Minor infrequent errors with reporting. (No errors with tracking.)	Attendance sheets submitted more than one day late more than two times per semester, or Major errors, or Frequent errors, or Knowingly submitting inaccurate information.
Administrative	Timeliness and Promptness (In-Person for scheduled commitments)	Frequently shows up early. Has time to engage in conversation or help others.	Always shows up in advance, with enough time to prepare self for start	Infrequently tardy, or Present on time, but not always ready by the starting time.	Frequently tardy, or Not ready to participate on time.
Administrative	Timeliness and Promptness (for Deadlines)	Always on time or early; no reminders needed.	Work always just on time; no reminders needed.	Misses a deadline up to twice a semester, or Reminders needed to meet deadlines.	Misses more than twice, or Not responding to requests to get items turned in
Administrative	Reviewing Reports	Review and understand all reports. Notices and comments on corrections/changes.	Reviews all reports. May not understand the details, but seeks to understand.	Reviews all reports. Either does not seek to understand the information or does not ask for clarity.	Fails to review all reports, or Ignores errors.
Administrative	Substitutions	Leader needs no substitutions or changes in the SI session schedule. Leader plans more than one week in advance, to make accommodations for a substitute. Informs supervisors of change.	Leader plans more than one week in advance, to make accommodations for a substitute. Informs supervisors of change.	Leader plans less than a week in advance to arrange a substitute. Informs supervisors of change.	Leader does not plan for a substitute, or Cancels the SI session, or Does not inform supervisors of change.
Attitude	Attitude about SI	Leader maintains a constant, positive, public attitude. Addresses all known situations where the program integrity is	Leader maintains a constant, positive, public attitude. Addresses most situations where program is	Up to two situations where Leader is not publicly positive about the program. Addresses some situations	Has a generally negative attitude about SI. Agrees with or allows public, negative

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		questioned.	questioned.	where program is questioned.	comments about SI to go unaddressed.
Attitude	Attitude about Staff Development	Expresses positive perspective of time dedicated to staff development. Engaged in activities. Encourages other leaders' participation and positive attitudes about development activities.	Engaged in staff development activities. Positively interacts with other leaders.	Mentally engaged, but not fully engaged due to comfort (new) or attitude (returner).	Not engaged, or Disruptive behaviors, or Discouraging to others.
Attitude	Honesty and Errors	Leader notices and claims all actions and consequences of job performance.	Leader claims all positive actions and consequences of job performance. May make minor errors without being aware of the error.	Leader makes weekly minor errors and either does not claim them or does not notice them.	Unintentional or intentional major errors, or Intentional minor errors, or Not claiming errors.
Attitude	Confidentiality		Leader respects confidentiality.		Leader does not respect confidentiality.
Evaluation and Assessment	End of Semester Program Evaluation	Promotes at every opportunity to students and groups. Achieves a 50% return rate or higher.	Promotes periodically to students. Achieves a 40-50% return rate.	Makes at least more than one effort to promote to students. Achieves a 25-40% return rate.	Promotes once or not at all. Achieves less than a 25% return rate.
Evaluation and Assessment	Review Reports	Reviews assessment reports, Understands meaning of all the data, and Provides feedback on the reports.	Reviews the reports, and Understands most of the data meaning, and Provides feedback on the reports.	Reviews most reports, Makes an attempt to understand the meaning, and Provides feedback on reports.	Not reviewing reports, or Not making an effort to understand the data, or Not providing feedback.
Evaluation and Assessment	Self-Evaluation	Self-assesses after each session. Able to identify all strengths as a Leader. Able to identify areas of growth, and activity working towards growth.	Self-assesses after most sessions. Able to identify some strengths as a Leader. Able to identify some areas of growth, and actively working towards growth.	Occasionally self-assesses, or Able to identify a few strengths as a Leader, or Able to identify a many areas of growth, and actively working towards growth in some areas.	Rarely self-assesses, or Unable to identify strengths as a Leader, or Unable to identify areas of growth, or Failing to develop known

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					areas growth.
First-Week	Promotion of SI at first lecture of the semester	Presents information with accuracy, excitement, and efficiency.	Presents information with accuracy and excitement.	Presents information; may lack some excitement or miss minor details.	Does not present all information with energy and excitement.
First-Week	Planning the SI Session Schedule	Reviews scheduling surveys and plans the session schedule the same day surveys are administered. Able to immediately confirm the schedule with SI Supervisors.	Reviews scheduling surveys and plans the session schedule by the due date. Is prompt in verifying the schedule with SI Supervisors.	Reviews scheduling surveys and plans the session schedule by the due date; minor errors in scheduling are corrected.	Leader plans schedule of sessions after the due date, or Errors in scheduling, or Planning personal extracurricular activities before setting the SI schedule.
In-Class Responsibilities	Lecture Attendance	No missed lectures.	One missed, excused lecture. Leader initiates make-up of missed information.	Two missed, excused lectures. Leader initiates make-up of missed information.	More than two missed lectures, or Any unexcused lectures, or Leader needs prompting for make-up, or failure to make-up.
In-Class Responsibilities	Connection to Students	Personally meet every student in your class. Initiates contact with students nearly every class. Communicates with students outside of class.	Regularly initiates communication with students in class. Reaches out to a variety of students.	Connects only with students with whom relationships are established, or when communication is initiated by student. Knows a small percentage of students.	Low or no effort to connect with students. Knows very few or no students.
In-Class Responsibilities	Classroom Behavior	Arrive <i>early</i> to class. Sits in various places to meet students. Be attentive and take notes. No talking during lecture, except when prompted by instructor.	Arrive on time for class. Sits only in front of class. Is attentive and takes notes.	Arrives on time for class. Is usually visible to students and instructor. Appears attentive, and appears to take notes.	Any tardiness. Never sits in locations visible to students or instructor. Is not attentive. Does not take notes.
In-Class Responsibilities	Support of Instructor	Assists instructor whenever asked.	Assist instructor whenever asked.	Always attempts to assist instructor when asked, but	Does not offer to help instructor, or

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		Always is available to support the instructor, even is not prompted or asked.	Usually available to support the instructor (ability and visibility).	some room for minor error. Most of the time is available to support the instructor.	Does not make self available in class to be supportive.
In-Class Responsibilities & Promotions	In-Class Promotion <i>(Make sure in-class promotion is accepted by instructor before use.)</i>	Always posts information about SI before class begins and frequently uses at least one other in-class promotion.	Uses at least one promotional method is every lecture.	Misses in-class promotional opportunities no more than 4 times per semester.	Fails to promote in-class in four or more lectures.
Promotions	Promoting During SI Sessions	Promotes regular attendance at every session through creative means. Specifically uses closure to encourage students to attend future sessions. Connects promotions to upcoming course topics and assignments/exams.	Promotes regular attendance at every session. Specifically uses closure to encourage students to attend future sessions.	Promotes regular attendance at most SI sessions.	Never promoting future attendance during SI sessions, or Having a negative attitude about attending future SI sessions.
Promotions	Website Promotions	Review the website before each session (or after each lecture) for accuracy and make updates accordingly. Consistently use all components of the website.	Review and update the website on a weekly basis. Consistently use all components of the website.	Establishes the initial website. Regularly updates the website, but less than once per week.	No use of the website for promotion, or Allowing outdated information to stay online.
SI Session Facilitation	Facilitator Role	Leader is clearly a facilitator, but not perceived as a “teacher.” Leader relies heavily students learning from each other.	Leader is clearly a facilitator, but may occasionally slip into the “teacher” role.	Leader is serving as a facilitator, but has not yet established him/herself in this role.	Leader is not perceived by students/observers as a facilitator.
SI Session Facilitation	Group Formation	Leader uses groups every time it is appropriate.	Leader uses groups most times it is appropriate.	Leader uses groups when it is convenient.	Leader does not use groups.
SI Session Facilitation	Timing/Group Duration	Leader is prepared to use all 50 minutes, and The Leader is flexible with the use of time to accommodate students’ needs, and All 50 minutes are always used.	Leader is prepared to use all 50 minutes, and The Leader usually understands how to flex the schedule to accommodate students’ needs, and All 50 minutes are always used.	Leader is usually prepared to use all 50 minutes, and The Leader usually understands how to flex the schedule to accommodate students’ needs, and All 50 minutes are usually used.	Leader is not prepared for all 50 minutes, or The Leader does not consider students’ needs, or The session(s) do not take all 50 minutes.

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SI Session Facilitation	Use of Attendance Sheets During SI Sessions	Always verbally mentions attendance sheet and importance. All students sign in. Filled out correctly during the session and reviewed for accuracy.	Usually verbally mentions the need to sign in. All students sign in. Filled out correctly during the session and reviewed for accuracy.	Uses the attendance sheet each session, but may forget to verbally mention the form. May use a different form up to twice per semester. May occasionally miss a few students.	Not verbally mentioning the form during a session, or Frequently using the wrong form, or Allowing students to not sign in, or Knowing submitting an inaccurate form.
SI Session Facilitation	Use of Ice Breakers	Uses creative techniques so that students introduce themselves and are familiar with one another at every session. SI leader understands how this affects dynamics of the SI session and the importance of it.	Begins each session with an icebreaker. SI leader experiments with different ice breakers to understand how using of an ice breaker effects the overall SI session.	Of 3 sessions per week, the SI leader uses an ice breaker to begin only 1 or 2 of them. SI leader does not fully understand the use of ice breakers.	SI leader rarely or never uses an ice breaker in the SI session. The SI leader is indifferent to using an ice breaker in the SI session.
SI Session Facilitation	Use of Study Strategies	Provides creative study strategies at least twice per week.	Provides creative study strategies once per week.	Includes study strategies during SI sessions approximately once every other week.	Includes study strategies less than once every two weeks.
SI Session Facilitation	Closing the session	Every session ends with a clear conclusion and summary.	2 sessions per week end with a clear conclusion.	1 session per week ends with a clear conclusion.	Leader fails to end sessions with clear closure or summary.
SI Session Facilitation	Advance Preparation for Sessions	Considers first the needs/desires of students. Always has an agenda prepared in advance, that can include student input. Always has a back-up plan prepared.	Considers first the needs/desires of students. Always has an agenda prepared in advance, that can include student input.	Learning how to listen to students needs, or Using an insufficient agenda, or Learning to adapt to the students' needs that differ from plans.	Ignoring needs expressed by students, or Failing to have an agenda, or Not being able to fill the session time.
SI Session Student Involvement	Facilitate student learning of course material	Uses a specific strategy to help student learning in every session. Plans at least one strategy for every	Uses a specific strategy to help student learning in every session.	Uses a specific strategy to help student learning in at least half the sessions.	Not planning learning strategies, or Dominating session time

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		session and takes advantage of almost every impromptu opportunity.	Plans for this strategy at least 50% of the time and takes advantage of at least 50% of the impromptu opportunities.	Learning to recognize impromptu opportunities and how to use these opportunities.	by lecturing, or Avoiding opportunities to add learning strategies.
SI Session Student Involvement	Redirecting Questions	Always redirects; never answers a question unless absolutely necessary; students understand and appreciate the redirecting; redirecting feels like part of a conversation	Almost always redirects; students notice redirecting, and usually understand why	Attempts to redirect, but not comfortable with it; seems pervasive to students; students do not understand why	Never does it.
Staff Development	Scheduled Staff Meetings	Actively participates in staff meetings. Contributes to meeting content and/or smooth facilitation.	Actively participates in the SI session.	Minor distractions or infrequently does not participate in staff meetings.	Skipping a meeting, or distractive behaviors.
Staff Development	Peer Co-Facilitation	Actively participates in the SI session, offering creative ideas and suggestions. Is able to learn from the experience and transfer new knowledge to their regular SI sessions.	Actively participates in the SI session.	Actively participates in the SI session. Did not contribute to planning/organizing the session.	Not co-facilitating, or Being disrespectful during the con-facilitation.
Staff Development	Peer Observation	Respectfully observes the SI session, provides useful feedback to a peer Leader. I Is able to learn from the experience and transfer new knowledge to their regular SI sessions.	Observes an SI session and provides useful feedback to the SI Leader.	Observes a SI Session but is able to provided limited feedback to the SI Leader.	Not observing a SI session, or Observing but not providing feedback, or Being disrespectful during the observation.
Staff Development	Three additional staff developments	Completes requirements. Is able to articulate usefulness and applicability of staff development to SI Leader responsibilities. Goes beyond requirements by facilitating a staff development or participating in additional staff development.	Completes requirements. Is able to articulate usefulness and applicability of staff development to SI Leader responsibilities.	Completes requirements. May have completed one requirement past the deadline. Not able to fluidly explain usefulness of development, but has some explanation.	Does not complete requirement, or Not able to explain usefulness, or not interested in applying new knowledge.