## SI Program Certification Rubric

<table>
<thead>
<tr>
<th>Data from all courses, including DFW &amp; GPA comparison, and attendance information</th>
<th>Level 1 - Developing</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5 - Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>- At least an average of 15% of the enrolled students are attending 1 or more SI session(s) - Demonstrates sometimes positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 25% of enrolled students are attending 1 or more SI session(s) - Demonstrates positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 35% of enrolled students are attending 1 or more SI session(s) - Demonstrates overall positive results of SI (higher GPA/lower DFW) or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 50% of enrolled students are attending 1 or more SI session(s) - Demonstrates overall positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 60% of enrolled students are attending 1 or more SI session(s) - Demonstrates consistently positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
<td></td>
</tr>
</tbody>
</table>

| Letters of support of SI from 3 separate faculty members, including information regarding class attendance | Leader is attending a minimum of 60% of the lectures | Leader is attending 61%-75% of Lectures | Leader is attending 76%-85% of lectures | Leader is attending 86%-100% of the class lectures | Leader is attending 100% of lectures |
| Observation Schedule and Observation sheets from 5 different SI Leaders | -Three observations of all Leaders are conducted during the beginning, middle and end of the semester. No evidence of feedback exchange.  
-As evidenced by observation sheets, Leaders are occasionally using facilitation techniques and learning strategies. | -Six observations of all Leaders are conducted during the beginning, middle and end of the semester. Debrief with leaders limited to email or other written correspondence.  
-Constructive feedback is provided by the observer in the observation sheet.  
-As evidenced by observation sheets, Leaders are regularly using facilitation techniques and learning strategies. | -Eight observations of all Leaders are conducted during the beginning, middle and end of the semester, with majority of observations occurring early in a semester.  
-As evidenced by observation sheets, leaders are using facilitation techniques, collaborative learning techniques, and learning strategies  
-Constructive feedback is provided by the observer and leader improvement is evidenced in observation sheets provided.  
-Leaders strive for student to student interaction | -10 or more observations are conducted of new Leaders (8 for returning) during the beginning, middle and end of the semester, with majority of observations occurring early in a semester.  
-As evidenced by observation sheets, leaders are have mastered using facilitation techniques, collaborative learning techniques, and learning strategies  
-Constructive feedback is provided by the observer and leader improvement is evidenced in observation sheets provided.  
-Leaders master constant student-to-student interaction  
-Multiple peer observations are required | -10 or more observations are conducted of new Leaders (8 for returning) during the beginning, middle and end of the semester, with majority of observations occurring early in a semester.  
-As evidenced by observation sheets, leaders are have mastered using facilitation techniques, collaborative learning techniques, and learning strategies  
-Constructive feedback is provided by the observer and leader improvement is evidenced in observation sheets provided.  
-Leaders master constant student-to-student interaction  
-Multiple peer observations are required |
### SI Training Agendas from two most recent semesters

- Training includes just new SI Leaders.
  - SI Leaders are exposed to facilitation strategies and learning strategies.
  - A mock SI session is demonstrated, but there is no opportunity for students to plan or run a mock SI session.
- Training includes all SI Leaders.
  - Leaders have multiple opportunities throughout training to practice facilitation techniques and learning strategies.
  - Leaders have an opportunity to plan and run part of a mock SI session.
- Training includes all SI Leaders.
  - Leaders have a few opportunities throughout training to practice facilitation techniques and learning strategies.
  - Leaders have an opportunity to plan and run a mock SI session.
- Training includes all SI Leaders.
  - Leaders consistently have opportunities throughout training to practice facilitation techniques, collaborative learning techniques, and learning strategies.
  - Leaders have an opportunity to plan and run a 50 minute mock SI session.

### Ongoing SI leader meeting agendas

- Three hours of professional development (PD) required throughout the semester and offer opportunities for troubleshooting issues occurring in sessions.
- Four to five hours of PD required throughout the semester and offer opportunities to troubleshoot issues and brainstorm new ideas with other Leaders.
- Learning strategies are reviewed or introduced.
- Eight hours of PD required throughout the semester offering opportunities to troubleshoot, brainstorm with other leaders, and provide SI professional development for Leaders.
- New learning strategies are demonstrated.
- Eight hours of PD required throughout the semester offering opportunities to troubleshoot, brainstorm with other leaders, and provide SI professional development for Leaders.
- Meetings provide opportunities for SI professional development and outside-of-SI professional development for Leaders.
- Campus resources provide training to assist SI Leaders in becoming resources to their students.
- New learning strategies are demonstrated.
- Campus resources provide training to assist SI Leaders in becoming resources to their students.
- New learning strategies are demonstrated.

### Planning sheets (5 different leaders – 3 sessions each)

- Most session plans include activities for opening the session, middle of the session, and closing activities.
- All session plans include opening, middle, and closing activities.
- All session plans include opening, middle, and closing activities.
- All session plans include opening, middle, and closing activities.
- All session plans include evidence of a variety of collaborative activities.
- All session plans include opening, middle, and closing activities.
- All session plans employ a variety of collaborative activities.
session, and closing the session.  
- Most session plans include evidence of the same/similar learning strategies and collaborative learning techniques in use.  

| All session plans include evidence of collaborative learning techniques and learning strategies. | All session plans include evidence of a variety of collaborative learning techniques and learning strategies. | Variety of collaborative learning techniques and learning strategies that appeal to different learning preferences. | All session plans predict timing while allowing for flexibility. | Each activity includes a learning objective and supplemental materials (worked-out problems, completed matrices, completed concept map, etc.) needed to make the plan successful. | Learning techniques and learning strategies that appeal to different learning preferences. | Each activity includes a learning objective and supplemental materials (worked-out problems, completed matrices, completed concept map, etc.) that are complete with questions/problems, step-by-step answers, and built-in checks for understanding. Plan could be successfully implemented by someone other than the SI Leader |

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