## SI Program Accreditation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Level 1 - Developing</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5 - Distinguished</th>
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</thead>
</table>
| **Data from all courses, including DFW & GPA comparison, and attendance information** | - 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 | - 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 | - 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/lowe r DFW) or a trend toward positive results through DFW and GPA comparisons | - At least an average of 50% of enrolled students are attending 1 or more SI session(s)  
- Demonstrates overall positive results (higher GPA/lowe r DFW) of SI or a trend toward positive results through DFW and GPA comparisons | - At least an average of 60% of enrolled students are attending 1 or more SI session(s)  
- Demonstrates consistently positive results (higher GPA/lowe r DFW) of SI or a trend toward positive results through DFW and GPA comparisons |
<p>| <strong>Letters of support of SI from 3 separate faculty members, including information regarding class attendance</strong> | Leader is attending a minimum of 60% of the lectures | Leader is attending a 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 |</p>
<table>
<thead>
<tr>
<th>Observation Schedule and Observation sheets from 5 different SI Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- Ten 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 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.</td>
</tr>
<tr>
<td>- 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 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.</td>
</tr>
<tr>
<td>- Leaders achieve student-to-student interaction. - One peer observation is required.</td>
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### 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 a few 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 have multiple opportunities throughout training to practice facilitation techniques and learning strategies.
- Leaders have an opportunity to plan and run a 20 minute mock SI session.
- Training includes all SI Leaders.
- The entire training is conducted using 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 and brainstorm with other leaders.
- Meetings provide opportunities for SI professional development and outside-of-SI professional development for SI Leaders.
- 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 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 strategies.
- All session plans include opening, middle, and closing 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 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.

- All session plans include evidence of a variety of collaborative learning techniques and learning strategies.
- All session plans predict timing while allowing for flexibility.
- Each activity has a clear learning objective and includes 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.

- All session plans include evidence of a 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.) 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.