**TWU SIT**

**2014 – 2015**

**Guide for**

**Course Assistants**

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**Acknowledgements**

The foundation for the hybrid Supplemental Instruction/Tutoring (SIT) model employed at Texas Woman’s University is from the University of Missouri at Kansas City (UMKC) model for Supplemental Instruction created by Deanna Martin in the early 1970’s. Many of the activities and training materials used at TWU are adapted from the UMKC. For information about the UMKC SI program or the availability of training materials, please visit <http://www.umkc.edu/ASM/si/index.shtml> . They graciously have granted us permission to incorporate and adapt some of their strategies in our training.

A special thanks to Dr. Kimi King for the University of North Texas for sharing her “Training Armies: How-To Be an Effective Teaching Assistant for Dr. King’s NextGen Classes” guide. Her generosity and collaborative spirit saved countless hours of writing and rewriting this guide for Course Assistants working with the Texas Woman’s University SIT Program.

**Introduction**

Congratulations for being selected as a Course Assistant for the TWU SIT program!

Course Assistants for the Texas Woman’s University hybrid Supplemental Instruction/Tutoring program (SIT) have many roles to fill. They create and facilitate supplemental lessons and offer tutoring in small groups as well as act as Peer Mentors for students with a variety of risk factors which may negatively impact their success at TWU. Course Assistants responsibilities include attending the lectures for the course, providing student support during class, monitoring student progress, collecting and reporting information required to the Program Coordinator on a weekly basis, logging student contacts, attending trainings and meetings as requested, and assisting the faculty member teaching the course during class. A Course Assistant reports directly to the faculty member teaching the class as well as the TWU SIT Coordinator.

A Course Assistant is a model TWU student who demonstrates proficiency in the course in which they assist. They must have a minimum of a 3.0 overall GPA and a 3.5 GPA within their major. They must also have earned an A in the SIT course (or its equivalent) to which they are assigned. Course Assistants create Supplemental Lessons which they offer several times per week. They are also expected to be able to demonstrate and mentor good study skills including Cornell note-taking techniques, time management, and organizational and study skills. Each SIT session is about 50 minutes. The supplemental instruction portion is about 40 minutes and tutoring is about 10 minutes. A Course Assistant may also be assigned as a Peer Mentor to students with risk-factors other than academic. CA’s are hired for a semester and must reapply and interview for subsequent semesters.

This manual will help you be better prepared for the upcoming semester and will serve as a resource for you during the semester. Please take the time to read through this information and follow the pre-semester preparations. Following these steps will help get the semester off to a smooth start for all. Any time you have a question about your role or responsibilities, please contact either the faculty member for your course or the SIT Supervisor. You will be working closely with both the course instructor(s) and the SIT Supervisor.

**Texas Woman's University**

**Hybrid Supplemental Instruction and Tutoring Program (SIT)**

What is the TWU SIT Program?

The TWU SIT Program evolved from the TWU CSSP Program. To best serve our students, we developed a hybrid, mandatory version of supplemental instruction.

The TWU Comprehensive Student Success Program (CSSP) was a State of Texas program designed to improve student success in higher education. TWU was one of eight universities to receive grants from the Texas Higher Education Coordinating Board to implement the CSSP on their campuses. The focus at TWU was to increase the success rate in classes which, traditionally, have a high rate of Ds, Fs, and Withdrawals. The primary focus of the grant was academic risk in specific classes. Introduction to Chemistry (CHEM 1013), Microbiology (BACT 1003), Algebra (MATH 1303), and Statistics (MATH 1703) were the courses chosen for this study. The secondary focus of the grant was on persistence and retention.

In the sections of the courses chosen for the grant, we included Course Assistants (CA’s) who provided peer mentoring, supplemental instruction, and tutoring outside the classroom. Course Assistants also attended the classes for which they were CA’s. Through the two years of the CSSP grant, the TWU CSSP was continually evaluated through quantitative and qualitative methods. Revisions were made, as needed, and the SIT program evolved.

What Are SIT Requirements?

* For All Students:
	+ attend 4 SIT sessions with a course assistant – with at least one session prior to each exam
* Students identified as academically at-risk defined by when their grades drop below 70%:
	+ must attend weekly supplemental instructions sessions for the duration of the semester
	+ Once identified as at-risk academically, a student remains at risk until the end of the semester

**SIT TEAM DIRECTORY**

Director of SIT

Don Edwards, PhD

Professor, Chair, Special Assistant to the Provost

Department of Mathematics

Faculty Advisor

Ann Wheeler, PhD

Asst. Professor

Department of Mathematics

SIT Program Coordinator & Supervisor

Bev Carlsen-Landy, PhD

MCL 412

940-898-2177

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Dr. Carlsen-Landy’s research focuses primarily on student success in higher education in both the face-to-face and online setting. She is a TWU graduate and earned both her doctorate and master’s degrees in Sociology. You are always welcome to stop by, but please set up an appointment if you have specific questions or concerns you wish to discuss.

**Pre-Semester Preparation**

If you take the time to read and follow the pre-semester preparation, you will ensure a good start to the semester for you, the course instructor, the students, and the SIT team. You should read this information prior to the pre-semester training session. You will fill out the schedule and contact information during the training.

Contact Information

Your first responsibility as a CA is to contact the faculty member for your course and ask if you need to provide any information for inclusion in the syllabus or for the professor’s use. Ask if you need to meet to discuss your responsibilities to the professor and class prior to the start of the semester. Make sure you give the professor reliable contact information – both email and phone number.

During the pre-semester training, your will provide the SIT Program with your contact information also (forms are included in the manual but will also be passed out during training). Phone numbers will not be shared with students, but they will be given to the other CA’s assigned to your course. You will also share your course schedules and your planned Supplemental Instruction/Tutoring (SIT) times. All Math SIT sessions are held in MCL 308. Science SIT sessions are held in various classrooms throughout campus.

Reliable communication is essential for smooth operations throughout the semester. Please check your TWU email account several times every day for emails from students, staff, and faculty about the SIT Program.

During training, your proposed SIT schedule will be reviewed and, hopefully, finalized. Either the Professor or the CA (Professor’s preference) will post the schedule on Blackboard and make an announcement to class. Make sure you know or bring your own class schedule to training.

**Table 1. SAMPLE: SIT Schedule**

**MATH 1303 SIT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Times** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:00-8:30** | Jim |  | Jim |  |  |
| **8:30-9:00** |  |  |  |
| **9:00-9:30** |  |  |  |  | Sam |
| **9:30-10:00** |  | Sam |  |  |
| **10:00-10:30** |  |  |  | Sam |
| **10:30-11:00** |  |  |  |  |
| **11:00-11:30** | Mary |  | Mary | Betty | Sam |
| **11:30-12:00** |  |
| **12:00-12:30** | Mary  |  | Mary | Betty | Sam |
| **12:30-1:00** |  |
| **1:00-1:30** |  | Jim |  | Jim | Sam |
| **1:30-2:00** |  |  |
| **2:00-2:30** |  |  |  | Mary |  |
| **2:30-3:00** |  |  |  |  |
| **3:00-3:30** | Betty |  | Betty | Mary  |  |
| **3:30-4:00** |  |  |
| **4:00-4:30** | Betty | Jim | Betty |  |  |
| **4:30-5:00** |  |  |
| **5:00-5:30** |  | Jim |  |  |  |
| **5:30-6:00** |  |  |  |  |
| **6:00-6:30** |  |  |  |  |  |
| **6:30-7:00** |  |  |  |  |  |
| **7:00-7:30** |  |  |  |  |  |
| **7:30-8:00** |  |  |  |  |  |
| **8:00-8:30** |  |  |  |  |  |

All tutoring and lessons will be held in MCL Room 308. This schedule is subject to change prior to exams.

Sam (email address)

Betty (email address)

Mary (email address)

Jim (email address)

**Saturday SIT sessions are held weekly and are also noted on the schedule with the location and which CA will be working.**

**Table 2. SAMPLE: SIT Schedule.**

**Chemistry 1013 SIT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Times** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:00-8:30** | Joy | Joy | Joy | Joy |  |
| **8:30-9:00** |  |
| **9:00-9:30** | Chris | Chris | Chris | Chris | Joy |
| **9:30-10:00** |
| **10:00-10:30** | Alex | Alex | Alex | Alex | Chris |
| **10:30-11:00** |
| **11:00-11:30** | Guadalupe | Guadalupe | Guadalupe | Guadalupe | Alex |
| **11:30-12:00** |
| **12:00-12:30** | Guadalupe | Cindy | Chris | Cindy | Max |
| **12:30-1:00** |
| **1:00-1:30PM** | Cindy | Max | Max | Max | Max |
| **1:30-2:00** |
| **2:00-2:30** | Cindy | Dan | Dan | Dan | Cindy |
| **2:30-3:00** |
| **3:00-3:30** | Dan | Dan | Erin | Erin |  |
| **3:30-4:00** |  |
| **4:00-4:30** | Erin | Erin | Erin | Cindy |  |
| **4:30-5:00** |  |

Joy (email address)

Chris (email address)

Alex (email address)

Guadalupe (email address)

Max (email address)

Dan (email address)

Erin (email address)

Cindy (email address)

**Job Description**

Roles of a Course Assistant

As indicated earlier, Course Assistants (CA’s) for the TWU SIT have many roles to fill. CA’s are expected to create supplemental instruction (SI) lessons and offer several sections of hybrid supplemental instruction and tutoring each week. Each Course Assistant will develop one lesson plan every week. The lesson plan will cover the most difficult or challenging content covered in the class that week. Always ask the professor, in advance, if there is a specific topic or topics which need to be covered in SIT sessions.

Lesson Plans will be reviewed with the Supervisor or one of the Course Assistant Mentors (CAM’s) prior to the week the plan is designed to cover. Lesson plans should be consistent with the UMKC lesson plan model and should be designed to take about 40 minutes. All activities should be completely mapped out and turned in with the lesson plans. Incomplete lesson plans will not be accepted and the CA will not be allowed to hold SIT sessions without approved lesson plans. **Lesson plans are due the week before they are used.**

In addition, Course Assistants will be observed throughout the semester by the Supervisor and the CAM’s. Course Assistants are also required to observe at least one of their peers within the first 3 weeks of the semester. A debriefing meeting follows every observation to discuss how the session went. The purpose of the observation and debriefing is to build the skills of the Course Assistant and to ensure the principles of supplemental instruction are followed throughout each SI session.

The final 10 minutes of each session is tutoring. Tutoring is answering individual questions about a variety of content covered in class. Wait-time, redirecting questions, and other SI practices will be utilized during tutoring as well as during supplemental instruction.

Course Assistants also serve as Peer Mentors. In some cases, they may be assigned to students who have been identified as at-risk academically. Course Assistants also may serve as Peer Mentor for students who have other risk-factors which my negatively impact their ability to be successful in college, such as homesickness. Research supports the concept that a variety of risk factors may negatively impact the likelihood of a student’s successful completion of courses and earning a degree. At-risk students are encouraged to use a variety of Student Support Services across campus.

Course Assistants responsibilities include attending the lectures for the course, providing student support during class, and exhibiting exemplary role-model behavior for the class at all times. It is also important to be encouraging and supportive to all students in your classes. In addition to course-related responsibilities, CAs monitor student progress, collect and report information required to the Program Coordinator on a weekly basis, log student contacts, attend trainings and meetings as requested, and assist the faculty member teaching the course. A Course Assistant reports directly to the faculty member teaching the class as well as the TWU SIT Coordinator.

Course Assistants may be asked to attend two or more sections of the course for which they are a CA. The supplemental instruction schedule will be coordinated and cover all times when students are available. The students enrolled in a course are free to attend SIT with any of the CA’s for that course. In addition to SIT sessions Monday-Friday, there will be Saturday SIT sessions in the Guinn or Stark Commons. Electronic attendance sheets will be provided weekly to the CA and must be completed and returned weekly.

Supplemental Instruction and Tutoring Information

All course assistants are required to hold at least 4 SIT sessions per week. All CA’s are also expected to work several Saturday SIT sessions. Saturday SIT is 2 hours. Exam Reviews will be held the Saturday prior to the class exam during Saturday SIT.

All SIT sessions held Monday through Friday should be about 50 minutes. The lesson and interactive activities should take about 40 minutes, and about 10 minutes or so should be devoted to tutoring or answering questions.

Supplemental Instruction time and tutoring time are different. Supplemental instruction is comprised of a mini-lesson and activities designed to reinforce the most challenging concepts covered in the readings and during class lectures. Tutoring is for answering specific questions or clarifying content. Providing answers to homework is not part of either supplemental instruction or tutoring. Explaining how to approach a problem is.

SIT times cannot overlap with your office hours for another professor or working as a tutor in either SLRC or MTSC. Your hours should be spread out throughout the week and should not overlap with other course assistants’ hours. Significant overlaps in tutoring or supplemental instruction hours reduce the amount of time students have access to assistance. You must be in the scheduled room working on class content and related activities during your scheduled hours.

Rooms for SIT for Chemistry and Microbiology will be reserved through University Scheduling by the Coordinator for the program. All Math SIT sessions will be held in MCL 308.

Changes to the schedule are not permitted without prior approval from the Supervisor and the course instructor. If you cannot cover one of your sessions, then you must contact all the other Course Assistants to find someone to cover your hours. You must also contact the course instructor and supervisor about any substitutions for your time. Once the schedule is set for tutoring and supplemental instruction, then you cannot change the time you signed up to cover without permission. For example, you cannot change your scheduled Wednesday at 3PM Supplemental Instruction lesson to Thursday at 9AM. You also must not cancel scheduled sessions without permission from the course instructor and the supervisor. After you have obtained permission to change or cancel a scheduled time, then you are responsible for contacting the class via email to announce the alterations to the schedule.

Peer Mentoring

Course Assistants also act as Peer Mentors for all students who are academically at-risk as well as students with other risk factors, such as social risk. Peer Mentor will contact their mentee a minimum of twice month. Contacts may be face-to-face, email, phone call, or text message.

Expectations

Course Assistants are expected to follow the guidelines for behavior set by TWU for students and staff. Course Assistants who fail to continue to meet the expectations of TWU and the TWU SIT team will be subject to dismissal. Course Assistants are expected to model exemplary behavior at all times. TWU is a drug-free workplace.

CA’s will be trained in Cornell Note-taking and learn strategies for mentoring students. It is important that students learn effective note-taking skills. Course Assistants must not give out their personal notes to students. CA’s should offer word problems, fill-in the blanks, and practice quizzes to the students.

Course Assistants are required to attend all lectures unless previous arrangements have been made with the professor of the class. If you are unable to attend class or a scheduled SIT session, then you must notify both the class professor and the supervisor. All CA’s should try to find a replacement for scheduled tutoring or supplemental lessons. Do not cancel or relocate lessons or tutoring. SIT will be held at the same time and location as indicated on the SIT Schedule. If you have been given permission to cancel or reschedule a lesson or tutoring, then you must email the students and let them know about the change(s).

Please check your TWU email account (or the account you have your TWU email forwarded to) at least twice per day.

All lesson plans and attendance sheets must be turned in weekly. Your hours worked will be turned in monthly. The timesheet you submit to the supervisor must match your electronic timesheet. You get paid for time worked; your hours worked should equal the hours you submit. Course Assistants cannot work more than 12 hours per week.

You are expected to follow through on requests made by faculty. You are expected to be on time to class, SIT sessions, and trainings.

**TWU SIT**

Ideal SIT Sessions\*

The goal of the ideal SIT session is to model good student behavior: this includes modeling good behavior in lecture as well as demonstrating in the sessions what students do if they have a question or gaps in their knowledge. Good sessions also prompt students to develop organizational frameworks to organize the material for more efficient studying, and through the use of well-designed strategies (*Informal Quiz, Note Review*) and techniques like wait-time and question-redirection, encourage students to work with each other, not just ask the course assistant questions. Through these behaviors, the students will become independent learners.

The hybrid TWU SIT model shares the principles of supplemental instruction developed at the University of Missouri at Kansas City. Effective supplemental instruction sessions tend to have the following:

* Course Assistants plan SIT sessions carefully by deciding, with the guidance of the professor, what is the most *difficult* (not necessarily the most important) content and then matches carefully planned strategies and activities to address the difficult content. Instructors help CA’s distinguish difficult from important content, and instructors ensure CA’s understand why the content is difficult for students in the course. Instructors can assist CA’s by having the CA explain the content and ask leading questions until the CA figures out why the concepts are difficult for students.
* CA’s organize the content. One good definition of SIT is “organized peer facilitated study sessions.” Often courses are difficult not because each individual topic is difficult but because there is so much material covered, and students may find it difficult to organize or group content in order to learn it effectively. CA’s help students develop strategies that organize the content and organize the group study time efficiently.
* CA’s learn how effectively use Wait-time, Redirecting Questions, and Checking for Understanding to encourage students to develop study skills and strategies for productive learning in all SIT sessions (See activity cards and *The Leaders Guide to Supplemental Instruction* and *Supplemental Instruction Mentor Manual* for more information). The CA will use good wait time and redirect questions in all SIT sessions.
* CA’s use effective cognitive strategies related to the discipline. SIT is a modified version of Supplemental Instruction which is based on effective learning strategies, such as Informal Quiz, Matrix, One-Minute Papers, Discipline-Specific Writing Strategies, Reciprocal Questioning, Analogies, Vocabulary Clustering Techniques, Advanced Organizers, Paired-Problem Solving, Talk Aloud Procedures, Concept Mapping, Note Processing, or Divide-and-Conquer. (See learning strategies in *The Leaders Guide to Supplemental Instruction* and *Supplemental Instruction Mentor Manual* for more information.)
* Course Assistant pay attention to the group’s interactions. The students sit in a circle or semi-circle in order to see each other. Students talk to each other and ask each other questions rather than the questions being asked and/or answered by the CA. SIT sessions are not Question-Answer sessions.
* Students do most of the processing of the content in SIT sessions. If the Course Assistant brings in handouts that are filled out or questions that are already made out, the CA has done most of the processing rather than the students. In good SIT sessions, the students as a group will predict most of the test questions, for example.
* Content is broken down into component parts.
* The learning strategies employed clarify rather than confuse content.
* The CA is not the SI “instructor” but a leader who facilitates rather than “teaches.” In an ideal SIT session, the group practices peer-to-peer learning, and the CA guides the session. There is very little overt course assistant participation.
* There is humor.
* There is informality. Students feel free to bring food or drinks (if allowed in the classroom).
* Students feel free to come to the sessions even if they have not prepared specific questions ahead of time. Even if students have not prepared for the week (although that is strongly recommended), students are encouraged to come to the sessions, and CA’s need to be prepared for such occasions.
* Course assistants and students know each other’s names.
* An agenda is set (including items suggested by group members), and there is closure to the sessions. There is discussion of future group work.
* There is evidence of a strong, positive relationship between the CA and the professor.
* Nobody expects a quick fix.
* Faculty members are given both quantitative and qualitative feedback.
* There is on-going training in learning strategies based on solid educational research.

\*Adapted from and used with permission from University of Missouri at Kansas City.

Planning For SIT Sessions

Well-planned sessions usually go well; however, sessions that do not go well usually are not well-planned. Please refer to pages 26 & 27 in *The Leader Resource Manual* for more information about SIT planning and pages 33-37 for the complete planning rubric.

The SIT Session Planning Rubric outline is (from page 33 of *The Leader Resource Manual.* Edited and used with permission from UMKC):

1. What is the most difficult content?
2. What strategies will work well with these concepts?
	1. How much time will each activity take?
3. What do you need to prepare to make these strategies successful?
4. How many students do you expect to attend SIT?
	1. What adjustments are needed to accommodate more students or less students than you planned? (Plan for this now)
	2. What plans are needed for the unprepared student(s) (the student who has not read the text, has not attended class or taken notes, or did not bring the necessary materials to SIT? (Plan for this now)
5. Write a summary of these plans on the “Planning the SI Session” sheet.
6. What would you like to remind the students to study on their own?

Planning the SIT Session\*

Week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Assistant\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course & Section \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: What are the one or two most difficult concepts that the students need to work on this week? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Beginning reminders:

1. Arrange seats in a circle
2. Make sure students have signed-in and logged-in
3. Review the agenda with the students
4. Remember to relax and be flexible!

|  |  |  |
| --- | --- | --- |
| Content to Cover: | Processes to Use\*: | Time |
| Opening/Warm-Up/Ice-breaker |  | 5-10 minutes |
|  |  |  |
| Challenging Content 1 |  | 15-20 minutes |
|  |  |  |
| Challenging Content 2 |  | 15-20 minutes |
|  |  |  |
| Closing/Check for Understanding |  | 5-10 minutes |
| Tutoring = Q & A |  | 5-10minutes |

After session comments/thoughts:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\*Adapted from and used with permission from UMKC.

Week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Assistant\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course & Section \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: What are the one or two most difficult concepts that the students need to work on this week? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Beginning reminders:

1. Arrange seats in a circle
2. Make sure students have signed-in and logged-in
3. Review the agenda with the students
4. Remember to relax and be flexible!

|  |  |  |
| --- | --- | --- |
| Content to Cover: | Processes to Use\*: | Time |
| Opening/Warm-Up/Ice-breaker |  | 5-10 minutes |
|  |  |  |
| Challenging Content 1 |  | 15-20 minutes |
|  |  |  |
| Challenging Content 2 |  | 15-20 minutes |
|  |  |  |
| Closing/Check for Understanding |  | 5-10 minutes |
| Tutoring = Q & A |  | 5-10minutes |

After session comments/thoughts:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\*Adapted from and used with permission from UMKC.

Observations and Debriefing

Throughout the semester all course assistants will be observed by the Course Assistant Mentors and the Supervisor. CA’s are also required to observe at least one of their peers within the first 3 weeks of the semester. New CA’s may have additional observation requirements.

After each observation there will be a debriefing meeting to discuss the strengths and weaknesses of the sessions. Please refer to page 113 in *The Leader Resource Manual* for an example of the observation guidelines your observer will use when evaluating your session. The purpose of the observation and debriefing is to build the skills of the Course Assistant and to ensure the principles of supplemental instruction are followed throughout each SIT session.

Self-Evaluation

Self-evaluation forms are found on pages 114-15 in *The Leader Resource Manual*. CA’s are expected to self-evaluate each session and identify their areas of strengths and weaknesses. CA’s are encouraged to discuss self-evaluations with a mentor or the supervisor. A self-evaluation includes self-reflection about everything you do as a course assistant.

Developing skills and techniques to successfully facilitate supplemental instruction take conscious effort and practice. Make sure you evaluate your efforts frequently. Remember to set up the room for group activities, practice “Wait Time,” redirect students’ questions, and guide rather than lead the SIT sessions.

Paperwork

Lesson Plans

All course assistants are required to review their lesson plans with a CAM or the SIT supervisor at least one week before they are used. Lesson plans should be turned in with complete details for all activities included.

Timesheets

Electronic and paper timesheets are due on the 15th of the month. The timesheets must match. CA’s are paid for 4+ SIT sessions per week (4+ hours), attending class (3 hours), some Saturday and Sunday SIT sessions (2 hours each), and developing lesson plans (1 hour). If no one shows up for a SIT session, then the CA is expected to use that time as planning time and will get paid for one less hour worked for that week. CA’s also get paid for meetings, debriefings, and the time it takes to turn in paperwork. CA cannot work more than 12 hours in a week.

Attendance

Some faculty members track class attendance and email it directly to the research assistant, but CA’s track attendance in many classes. CA’s also take attendance at every SIT session and must turn it in weekly. TWU SIT uses BlackBoard to disseminate information to the Course Assistants as well as collect data from the CAs.

Blackboard

Log into Blackboard

Use your regular login information to access BlackBoard for TWU SIT. Once you have logged in locate “My Organizations” and click “TWU CSSP.”

Uploading to Blackboard

Go to the class that you are a CA for on the left side panel. Click the folder of the paperwork for which you are submitting (Attendance for Class, Attendance for SIT). We have templates for attendance SIT posted at the top of each folder. You need to download the file, type in your name, and change the week and dates accordingly.

Fill in the class attendance with absences only and save the file to your desktop. When you save, save the file using the name in which it downloaded with \_ [Your Name]. Follow the instructions attached at the back to upload the file to the correct week. Remember you have to delete the attendance information that is saved from your desktop immediately after upload (please make sure that the upload worked before you delete).

For SIT attendance go to the Supplemental instruction folder within your course. Then download the template at the top. Type in your name and change the week and dates at the top. This list is the same for everyone, so no worries about having the wrong people on the list. Please print it off and use this during the week. This will be the hard copy you turn in later. For the electronic copy, download the template at the top. Type in your name and change the week and dates at the top. Type in the dates attended and the times. Then follow the upload instructions at the end of this paper. Make sure to **delete** the files from your desktop after uploading them to Blackboard.

How to Upload a File to Black Board

You will upload the form at the same page where you found the file for download. Click on Build Content, and then choose File (it is under Create and is the second thing listed).



Now upload the file:



Once you have located the file and attached it, then hit submit. Remember to name the file with the appropriate title.

PLEASE FILL OUT AND RETURN:

Please provide a short introduction about yourself for the students. It should include your name, major, primary contact information, and any other relevant information. This will help the students feel comfortable coming to you for assistance. Please also include your phone number (this will not be given out to the students). It will be used in case we need to contact you immediately.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Short Introduction:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contact Information (provided to students):

Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone Number (for TWU SIT Team use):

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Your office information – if you have one (location, phone number):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other department positions you hold:

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Dates/times for any scheduled conferences, presentations, or other known events:

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**Please list your class/work schedule and indicate which section(s) you will attend.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Times** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:00-8:30** |  |  |  |  |  |
| **8:30-9:00** |  |  |  |  |  |
| **9:00-9:30** |  |  |  |  |  |
| **9:30-10:00** |  |  |  |  |  |
| **10:00-10:30** |  |  |  |  |  |
| **10:30-11:00** |  |  |  |  |  |
| **11:00-11:30** |  |  |  |  |  |
| **11:30-12:00** |  |  |  |  |  |
| **12:00-12:30** |  |  |  |  |  |
| **12:30-1:00** |  |  |  |  |  |
| **1:00-1:30** |  |  |  |  |  |
| **1:30-2:00** |  |  |  |  |  |
| **2:00-2:30** |  |  |  |  |  |
| **2:30-3:00** |  |  |  |  |  |
| **3:00-3:30** |  |  |  |  |  |
| **3:30-4:00** |  |  |  |  |  |
| **4:00-4:30** |  |  |  |  |  |
| **4:30-5:00** |  |  |  |  |  |
| **5:00-5:30** |  |  |  |  |  |
| **5:30-6:00** |  |  |  |  |  |
| **6:00-6:30** |  |  |  |  |  |
| **6:30-7:00** |  |  |  |  |  |
| **7:00-7:30** |  |  |  |  |  |
| **7:30-8:00** |  |  |  |  |  |
| **8:00-8:30** |  |  |  |  |  |
| **8:30-9:00** |  |  |  |  |  |

All SIT for Math classes will be held in MCL Room 308 M-F. This schedule is subject to change prior to exams.

TWU SIT

Course Assistant Contract

I agree to follow the guidelines for Course Assistants as defined in this document, *The TWU SIT Guide for Course Assistants*. Failure to follow these guidelines may result in termination or other appropriate action as deemed necessary by Texas Woman’s University policy.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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