

A Day in the Life of a Residential Site Instructor (7th Grade and Above Program)

(This instructor is assigned to a writing course.)

8:30 After eating breakfast, I stop by the main office to check my mailbox for any messages or memos from the administrative staff. Cassie, the academic dean, has left me a reminder about today's faculty meeting at 3:15, and Jim, the academic counselor, has left me a message about Katy, a student who is having anxiety issues about completing final drafts of her essays. I drop a note in Jim's mailbox telling him that I will stop by his office at the beginning of lunch to discuss Katy's situation.

8:45 Leah, my teaching assistant, and I meet our students and their resident assistants in the hand-off area outside the cafeteria. After accounting for everyone, Leah walks our students to class while I chat with Khaled, a resident assistant, about Hector, a student who has been having some issues adjusting to life away from his family.

9:00 I lead a discussion on the three essays about advertising techniques that students had to read last night during evening session. While I moderate the discussion, Leah watches for students who seem to be struggling with the more complex concepts from the readings. We both jot down some of the students' more noteworthy comments and insights for later use in final student evaluations. Leah also participates in the discussion, helping to clarify a couple of points about specific kinds of rhetorical appeals advertisements often employ, and I let her know that I am impressed by her command of the material.

10:00 In order to have students apply the major ideas from the morning's discussion, Leah and I split the students into five groups of three to work with specific magazine advertisements. As the students work in their groups, Leah and I circulate around the room, making sure that everyone is on task and providing assistance as needed.

10:30 Leah takes the students outside for a 15-minute break while I look over my notes for the rest of the day's activities.

10:45 The students return from break, and after a few minutes to finish up their work, each group presents its finding to the class. I then hand out the second formal essay assignment for the class. After some discussion of the assignment, students begin looking through a selection of magazines to identify advertisements they are interested in writing about for their essays. As students are looking at magazines, Leah and I circulate throughout the room and help students who are having a difficult time finding advertisements about which they want to write.

11:30 Students make their final advertisement selections for their essays and have their choices approved by myself and Leah.

12:00 While Leah walks with the students to lunch, I head to the main CTY office so I can talk to Jim about Katy. According to Jim, Katy really enjoys class, but worries about being able to produce good writing under very fast-paced circumstances. Jim thinks that ultimately Katy will do well in class, and he and I discuss ways to provide her reassurance and to keep her on track. I then drop by the cafeteria to grab a quick bite to eat.

1:00 In order to help students prepare for their advertisement analyses, Leah leads a workshop on how to formulate a strong thesis statement and how to structure a sound critical argument. She uses examples from the students' first essay for our class, showing them both good and bad examples of thesis

statements and essay structure. Leah has students rewrite some of the weaker thesis statements, and she then has them reorganize several entire essays. I observe her teaching for the entire lesson and take more notes about students' participation for later use in final student evaluations.

2:00 Leah and I take the students outside for a quick 10-minute break.

2:10 Students work individually on thesis statements and outlines for their advertisement analyses. While Leah watches the class, I hold mini-conferences with each student to make sure he or she is on target with the assignment and has come up with a viable argument.

3:00 Leah and I walk with students back to the hand-off area outside the cafeteria where the students are met by their RAs before heading back to the residence halls to prepare for activities.

3:15 Leah and I attend the faculty meeting led by Cassie, the academic dean. She reminds us about upcoming deadlines for student evaluations, and I talk with her about the conversation the academic counselor and I had earlier today about Katy.

4:15 I head to the gym to play basketball and take a break from the day's academics.

5:30 I grab a quick nap.

6:15 At dinner, I check in with Lucy, the other resident assistant for our class, to see if she has any additional information about how Katy feels about her work at CTY.

7:00 Although I am only required to be at evening sessions a total of 4 hours per week, I prefer to be on hand whenever students are writing and revising in case questions or concerns arise. Tonight, students spend the entire 2-hour evening session completing first drafts of their advertisement analyses.

8:00 Leah and I take the students outside for a quick 10-minute break.

9:00 Leah and I walk with students back to the hand-off area. After turning them over into the care of their resident assistants, we meet for a half hour to debrief the day's activities. I also take some time to make sure I have everything prepared for tomorrow's lessons and activities.

A Day in the Life of a Residential Site Instructor (5th and 6th Grade Younger Students Program)

(This instructor is assigned to a science course.)

8:00 Jessica, my teaching assistant, and I meet at breakfast to talk about the day and confirm the details for today's lab. After breakfast, I head to the site office for a meeting with Jack, the academic counselor. We meet to talk about Billy, a student who has been struggling with focusing in class. After reading my incident report, Jack wants to share some strategies for helping Billy stay focused.

8:45 Jessica and I meet the students and their resident assistants at hand-off. I walk with the students to class while Jessica checks in with the resident assistants about any student issues that came up last night while the students were on the halls.

9:00 Jessica and I begin class with a review of yesterday's topic of bonding. In going over the students' independent work, Jessica and I discover that the students are confusing non-polar and polar covalent bonding.

9:20 After clarifying students' misconceptions about bonding, Jessica and I move on to the topic of solubility. In small groups, students begin constructing and identifying by type some models of the compounds they will use in the lab today.

9:50 Once Jessica and I confirm that all the groups have correctly completed their models, the class regroups for lab instructions and safety information.

10:10 Students design their own procedures for today's solubility lab. Jessica and I circulate to be certain that the students are on track, asking questions to make sure they are considering the variables to be tested.

10:40 I take the students outside for a 15-minute break while Jessica readies the lab.

11:00 As the students perform the lab, Jessica and I circulate among the groups to ensure they are carefully following the procedures and to answer questions. While students finish and clean up, Jessica makes sure they begin looking for trends in their data.

11:50 The class finishes clean-up and goes to lunch. Jessica and I sit with the students, talk with them about their afternoon activities, and make sure they drink some water to stay hydrated.

1:00 Back in the classroom, we begin to discuss the collected class data. Jessica takes notes on the students' contributions for later use in final student evaluations.

1:30 After drawing conclusions about the solubilities of different compounds, the students settle back into lab groups to work on an application activity. As groups finish, Jessica and I prompt them with more challenging questions about the solubility of compounds.

2:15 Jessica and I take the students to hand-off. While I am with the students, Jessica talks to one of the resident assistants about a student who was homesick during the day.

2:30 Jessica and I attend the faculty meeting.

3:15 After we check in with Jack, the academic counselor, about Billy's progress today, Jessica goes to the office to turn in two incident reports, one about the homesick student and one about a student who was so frustrated during class that she tore up her work. I go to the classroom to look at the students' work from earlier today and to plan for tomorrow.

3:45 Jessica meets the students at hand-off and brings them to the classroom.

4:00 After we have the students recap the topics from earlier in the day, we have them begin to put together lab reports for this morning's lab.

4:30 Jessica leads a lesson on water pollution. I take notes on student contributions.

5:00 Jessica and I hand out a reading about the Salt Flats. The students answer questions about it as an introduction to tomorrow's crystal growth topic.

5:30 I take the students to hand-off. Jessica and I then check in about today's progress with the students and lab preparation for tomorrow.

6:00 I go to dinner and relax with fellow staff members.

7:00 I stop by a student Frisbee game for a few minutes on my way to the gym for a workout.