All staff members are expected to adhere to the CTY Standards of Employee Conduct; to contribute positively to the site’s living and learning community; to ensure students’ physical and emotional safety; to uphold the Honor Code and enforce site rules; and to perform reasonable job duties, even if not part of the job description, as assigned by their supervisors.

Instructors are responsible for teaching an appropriately challenging and rigorous course to approximately 15-18 highly able students (12-14 in Young Students classes). Instructors’ primary responsibilities are to plan and conduct their classes and labs within CTY’s guidelines, to monitor the progress of each of their students, and to supervise their teaching assistants (residential sites) or program assistants (day sites). There is usually one instructional assistant for each instructor.

Supervision
Instructors are directly supervised by the academic dean and indirectly supervised by the site director and site program manager and assistant program manager. Each instructor is the direct supervisor of his or her instructional assistant.

Work Schedule and Physical Requirements
Instructors’ work hours each day will be class and laboratory times, the late afternoon/evening class sessions (residential sites only), and additional class planning and preparation time as needed. Depending upon the site, late afternoon/evening sessions are held Monday-Friday or Sunday-Thursday. Instructors do not have scheduled responsibilities on weekends with the exception of the opening weekend, some of intersession, and the closing weekend, periods when all staff must remain on campus to assist with student arrival and departure. Instructors at day sites do not have scheduled responsibilities on weekends with the exception of student check-in day and some of intersession. Instructors may not leave campus for the weekend before the end of class or lab on Friday, and they must check with their instructional assistants regarding class preparation for Monday before they do so. At residential sites, if evening class sessions are held on Sunday, instructors must return by the beginning of the class period.

Instructors are required to travel and navigate a college/school campus with or without accommodations. This may include traversing some long distances across campus. Some lifting and moving may be required.

Additional job responsibilities of instructors include but are not limited to:

Before Arriving at the Site:

1. Carefully read the Instructor Handbook, the Course Logistics web page, the curriculum guide tailored to your course, and any additional resources on MyCTY. Math Sequence instructors must read the Math Sequence Handbook as well. Review the job responsibilities (available on CTY’s website) of your instructional assistant. Familiarize yourself with any other program materials provided to you so that you are aware of the overall structure of CTY and the rules and regulations for students and staff.

2. Complete any required pre-summer training, including any online training courses, before reporting to the site.
3. If you have never before taught your course for Summer Academic Programs, submit a preliminary syllabus to the assistant program manager for your site.

4. Prepare and submit an appropriate pre- and post-assessment for your course. (See your curriculum guide for details.)

5. Contact the appropriate book publisher to secure a desk copy of your course text(s). Submit your book and supply order via the online ordering system on MyCTY by April 15. If applicable, complete and submit the Field Trip Planning Worksheet to your program manager.

6. Familiarize yourself with course text(s) and any other instructional course materials. Contact your program manager, assistant program manager, or the course mentor if you have questions about structuring your course.

7. (Science Instructors only) Plan laboratory activities. Submit the Request for Science Equipment from Host form to your assistant program manager by April 15. Place a science supply order via the online ordering system on MyCTY by May 1. Costs for laboratory materials may not exceed budgeted amounts. (See your curriculum guide for details.)

8. Contact your instructional assistant to collaborate about your ideas for structuring the course and to discuss his or her role.

Before the Students Arrive:

9. Arrive at the site on the date specified in your employment agreement in order to attend a training/orientation program prior to the arrival of students. Attend all sessions of the training/orientation program.

10. Meet with your instructional assistant to go over the syllabus for your course and to prepare for student arrival day.

11. (Residential Sites only) Establish a working relationship with your students’ RAs.

12. (Science Instructors only) Familiarize yourself with the laboratory safety and waste disposal policies of CTY and the host institution. Prepare to instruct students in laboratory safety. Discuss with your instructional assistant the specific safety instructions for your course.

13. (Science Instructors only) Review laboratory equipment and supplies on hand for your course.

14. (Fast-Paced Science Instructors only) Read all student responses to the Fast-Paced High School Science Student Questionnaires provided by the Academic Dean. Make notes of requirements for students requesting grades, credit, and/or placement. Have any students who did not complete a questionnaire before the summer complete one during student check-in.

Opening Day through Closing Day:

15. Assist with student check-in by staffing check-in tables, helping with the shuttle service, and/or completing other duties assigned by site administrators. Attend opening ceremonies, and be available to speak with parents about your course.

16. Teach your class and supervise your labs according to the schedule set for your site.
17. Be sure that students are supervised at all times. Be an active supervisory presence and address student safety and behavior issues whenever you are in the presence of students, including in the dining hall or any time you are not officially on duty.

18. Ensure that students are supervised during class or laboratory time. Instructors must be present during all science labs. Instructional assistants are not permitted to supervise labs by themselves.

19. Edit an existing course description so that it accurately describes your class and submit this edited document to the academic dean.

20. *(Science instructors only)* Maintain copies of the safety data sheets for all chemicals present in your classroom and lab spaces. Make sure these sheets are readily available in each space.

21. *(Science Instructors only)* Supervise your instructional assistant in maintaining a master list of chemicals and other items purchased for your course from the host’s stockroom and another list of any equipment broken or damaged by students or staff.

22. Take steps to educate students about and to minimize opportunities for cheating, plagiarism, and other forms of academic dishonesty. Have students sign the *CTY Honor Code* from the first day of class, and review the accompanying *Understanding and Avoiding Plagiarism* document with them.

23. If an associate instructor is assigned to your class, involve him or her as fully as possible in class activities, class planning, and the evaluation of students. Associate instructors are practicing elementary or secondary school teachers who participate in Summer Academic Programs in order to learn CTY instructional methods and practices.

24. *(Residential Sites only)* Attend late afternoon/evening class sessions as indicated below.

   **Young Students:** Attend all late afternoon class sessions. All late afternoon sessions are conducted in the classrooms either Monday-Friday or Sunday-Thursday.

   **7th Grade and Above:** Attend evening class sessions for a minimum of four hours per week, and be available by telephone when you do not attend these sessions. Evening class sessions are held in classrooms or other locations depending upon the site.

25. *(Day Sites only)* Help supervise afternoon student pick-up.

26. Schedule time as necessary for individual conferences with students. (These conferences may take place throughout the day.)

27. Attend all meetings called by the site director, academic dean, subject area coordinator, or program manager or assistant program manager for your site, including the weekly instructional staff meetings.

28. Supervise and guide your instructional assistant. Ensure that he or she has an appropriate workload. Offer your instructional assistant the opportunity to participate in lesson design and develop pedagogical skills.

29. Assign class work according to guidelines discussed in the *Instructor Handbook* and orientation
30. Return assignments with appropriate comments to the students within one or two days.

31. By regularly consulting with your instructional assistant and monitoring student progress, ensure that the amount and type of assignments for your students are appropriately challenging. If a student takes significantly more or less time to complete his or her work than you had planned, that student’s assignments must be adjusted accordingly.

32. Keep detailed and accurate records of your students’ performance, including class participation, quiz or test work, skills mastered, insightful questions or comments, and strengths or weaknesses. Keep these records on file for one year so that they may be submitted to the program manager or assistant program manager for your site in the event of a question or concern.

33. Advise the site director and/or appropriate dean of any disciplinary, emotional, or academic problem a student may be having as soon as you are aware of the problem. Complete and submit a Concern/Incident/Medical Report, and handle such issues according to the protocol established by the site director.

34. (Residential Sites only) Consult with your students’ RAs, and schedule times for them to visit class. Invite and encourage each RA to attend class regularly.

35. Assist in ensuring the health and safety of all students by following site medical protocols covered in orientation and written materials. As requested by supervisors, assist not only with health office logistics such as escorting students to/from the office or filing paperwork, but also with urgent medical situations, which may require accompanying students to the ER or to off-campus clinics.

36. Administer and process pre- and post-assessments at the beginning and end of each session as directed. If you have created your own, submit an electronic copy of your pre- and post-assessment to the academic dean. Submit all pre- and post-assessment scores online via MyCTY. (See your curriculum guide for more details.)

37. Cooperate with occasional observers of your class (administrators, RAs, or approved visitors to the program). Every effort will be made to advise you of visitors beforehand and to keep observations from disrupting your class or laboratory sessions.

38. Abide by the Research Policy printed in the Instructor Handbook. Support and participate in research activities as requested.

39. Schedule time for students to complete program and course evaluations and any other questionnaires approved by the program manager or assistant program manager for your site.

40. Make sure that classroom materials, library books, and equipment not purchased by the students are returned in good condition according to the procedures established by the academic dean.

41. Conduct parent-teacher conferences, in person or by telephone, during the last week of the session.

42. (Fast-Paced Science Instructors Only) Send any required assignments (e.g., lab reports, problem sets, etc.) home with students who are requesting credit or placement for your course from their
43. Complete written evaluations of your students’ academic performance according to the guidelines provided in the *Instructor Handbook* and in the *Evaluations Handbook* (distributed at the site). Submit the evaluations for review by administrators. Revise and edit evaluations as requested. Submit signed, final versions of student evaluations and electronic copies of these evaluations to the academic dean.

44. Complete an online evaluation of your instructional assistant’s performance for the session, and complete an online curriculum evaluation.

45. Submit to the academic dean an electronic version of a final course syllabus that follows CTY guidelines and reflects what you actually covered during the course. The syllabus should be sufficiently detailed for outside audiences (such as school administrators) to understand the scope and level of the course.

46. (Fast-Paced Science Instructors only) Complete and turn in the Fast-Paced High School Science Spreadsheet to your academic dean. (More information about this task can be found in your curriculum guide under “Credit and Placement Considerations.”) In addition, return any Fast-Paced High School Science Student Questionnaires to your academic dean.

**After Students Depart:**

47. Supervise your instructional assistant in inventorying, packing, and storing (or returning to the CTY office in Baltimore) all classroom supplies and materials purchased by CTY. Provide your academic dean with an inventory of all supplies and materials.

48. *(Science Instructors only)* Supervise your instructional assistant in inventorying, packing, and storing (or returning to the CTY office in Baltimore) all laboratory equipment and non-chemical supplies purchased by CTY.

49. *(Science Instructors only)* Dispose of all chemicals and specimens, including waste materials, in accordance with CTY and host institution policies.

50. Be available throughout the academic year for discussion of the program or of particular students. Occasionally, instances will arise in which the program manager or assistant program manager needs further details of a student’s work or of conversations (if any) with a student’s parents. Furthermore, the program managers and curricular committees may wish to discuss the course you taught as they plan for future sessions. Be sure that the site program manager has an address, telephone number, and email address where you can be reached during the upcoming academic year.