

**2023 JOB RESPONSIBILITIES
CENTER FOR TALENTED YOUTH
INSTRUCTOR**

All staff members are expected to adhere to the *CTY Standards of Employee Conduct*; contribute positively to the site's living and learning community; ensure students' physical and emotional safety; uphold the [CTY Student Code of Conduct](#) and enforce site rules; and 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 18-20 highly able students (14-16 in Young Students classes). Instructors' primary responsibilities are to plan and conduct their classes and labs within CTY's guidelines, monitor the progress of each of their students, and supervise their teaching assistants (residential sites) or program assistants (in conjunction with the dean of students at day sites). There is 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), instructional staff meetings, and additional class planning and preparation time as needed. Depending on 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 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 (for sites with two sessions). Instructors may not leave campus for the weekend before the end of class/lab on Friday, and they must check with their instructional assistants regarding preparation for the next class session before they do so. To prepare for the following week, instructors may have to take work with them or return to campus early. At residential sites, if evening class sessions are held on Sundays, 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:

- Carefully read the *Instructor Handbook*, the curriculum guide tailored to your course, and any additional resources provided by CTY prior to arriving onsite. Review the job responsibilities 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.

- Complete trainings, background checks, health forms, immunization records, and other items required by JHU, CTY, the host institution, or state/local regulations.
- Submit a preliminary syllabus for your course by May 1 in the manner directed by the Baltimore office. Syllabi are due May 1 for instructors teaching their assigned course for the first time, or teaching it for the first time in person. Syllabi are due June 1 for instructors who have previously taught their assigned course in person.
- Prepare and submit an appropriate pre- and post-assessment for your course by June 1.
- Contact the appropriate book publisher to secure a desk copy of your course text(s).
- Submit your book and supply order by April 15. If applicable, complete and submit the Field Trip Planning Form or Software Request Form in the manner directed by the Baltimore office by May 1.
- Familiarize yourself with your course text(s) and other instructional materials. Contact your program manager or engage with other instructors in the CTY-established digital instructor forum if you have questions about structuring your course.
- *(Science instructors only)* Plan laboratory activities. Submit the *Request for Science Equipment from Host* Form by April 15. Place a science supply order via the online ordering by May 1. Costs for laboratory materials may not exceed budgeted amounts.
- Contact your instructional assistant after you receive their contact information from your site's management team to discuss their role and share ideas for structuring the course.
- Familiarize yourself with CTY's designated communication and digital file storage systems. Links, training, and login information for these systems will be provided

Before the Students Arrive:

- Arrive at the site on the date specified in your employment agreement to attend the orientation program prior to the arrival of students. Bring a cell phone, laptop, etc. to use during your employment. Attend all sessions of the orientation program.
- Meet with your instructional assistant to go over the course syllabus and prepare for students' arrival.
- *(Residential sites only)* Establish a working relationship with your students' RAs.
- *(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 the specific safety instructions for your course with your instructional assistant.

- *(Science instructors only)* Unpack and review laboratory equipment and supplies for your course.
- *(Instructors teaching grades 7+ courses only)* Familiarize yourself with CTY's Bring Your Own Device guidelines and plan on how to utilize technology in your course. Prepare to instruct students in appropriate technology and netiquette. Discuss the specific technology usage for your course with your teaching assistant, and develop a plan for monitoring student use and ensuring appropriate behavior and safety with these devices.

Opening Day through Closing Day:

- Read the *On-Campus Summer Programs Student Evaluations Handbook*.
- Assist with student check-in by staffing check-in tables, helping with shuttle service, and/or completing other duties assigned by site administrators. Attend opening ceremonies and be available to speak with parents/guardians about your course.
- Create a safe, organized, and engaging classroom learning environment. Teach your class and supervise your labs according to the schedule set for your site.
- Document each day's instruction by uploading lessons plans and supporting materials to a designated file location.
- Be sure that students are supervised at all times. Be an active supervisor and address student safety and behavior issues, including in the dining hall or times when you are not officially on duty. Science instructors must be present during all science labs. Instructional assistants are not permitted to supervise labs by themselves.
- *(Science instructors only)* Maintain copies of the safety data sheets for all chemicals present in your classroom and lab spaces. Make sure sheets are available in each space.
- *(Science instructors only)* Supervise your instructional assistant in maintaining a master list of chemicals and other items purchased for your course, and another list of any equipment broken or damaged by students or staff.
- Educate students to minimize opportunities for cheating, plagiarism, and other forms of academic dishonesty. Have students acknowledge the *CTY Student Code of Conduct* and all accompanying policies and guidelines.
- *(Science instructors only)* Review and have students acknowledge *CTY's Laboratory Safety Rules and Guidelines* on the first day of class.
- *(Residential sites only)* Attend late afternoon/evening class sessions as follows:
 - **Young Students sites:** Attend all late-afternoon class sessions, which are conducted in the classrooms either Monday-Friday or Sunday-Thursday.

- **Grades 7+:** Attend evening class sessions, held in classrooms or other locations depending upon the site, for a minimum of four hours per week and be available when you do not attend these sessions.
- *(Day sites only)* Help supervise students during afternoon student pickup.
- Schedule time as necessary for individual conferences with students. These conferences may take place during the day.
- Attend meetings called by the site director, academic dean, subject area coordinator, or program manager or assistant program manager, including weekly instructional staff meetings.
- Supervise and guide your instructional assistant, ensure they have an appropriate workload, and offer them opportunities to participate in lesson design and develop pedagogical skills.
- Assign classwork according to guidelines discussed in the *Instructor Handbook* and orientation meetings.
- Return assignments with appropriate feedback to students within one or two days.
- Implement classroom accommodations for students who have requested them as directed by the academic counselor.
- Regularly consult with your instructional assistant and monitoring student progress, to 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 their work than you had planned, adjust that student's assignments accordingly.
- 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.
- Advise the site director, appropriate dean, and/or academic counselor of any behavioral, 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.
- *(Residential sites only)* Consult regularly with your students' RAs about the academic, social, and emotional welfare of your students. Schedule times for RAs to visit class, and invite and encourage each RA to attend class regularly.
- 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 and assisting in adherence to COVID protocols.

- Administer and process pre- and post-assessments at the beginning and end of each session as directed. Adjust your course based on pre-assessment results. For all non-fast-paced science courses, submit an electronic copy of your pre- and post-assessment to the academic dean. Submit all pre- and post-assessment scores as directed by the CTY's Baltimore office. See your curriculum guide for more details.
- 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.
- Abide by the Research Policy printed in the *Instructor Handbook*. Support and participate in research activities as requested by CTY.
- 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.
- Make sure classroom materials, library books, and equipment not brought in by the students are returned in good condition according to procedures established by the academic dean.
- Conduct parent/guardian-teacher conferences/showcases, in person or by telephone, during the last week of the session.
- (*Fast-paced science instructors only*) Send required assignments such as lab reports or problem sets home with students who are requesting credit or placement for your course from their schools.
- Complete required quantitative and qualitative evaluations of your students' academic performance:
 - **Student Performance Ratings** provide quantitative information used for program evaluation. Answer a set of multiple-choice questions about each student's performance.
 - **Written evaluations** give students qualitative feedback on their coursework. Follow the guidelines provided in the *Instructor Handbook* and *Evaluations Handbook* distributed at the site. Submit evaluations for review by administrators, revise and edit them as requested., and submit final versions as directed by the academic administrators.
- Complete an online evaluation of your instructional assistant's performance for the session, and complete an online curriculum evaluation.
- Submit an electronic version of a final course syllabus that follows CTY guidelines and reflects what you covered during the course to the academic dean. The syllabus should be sufficiently detailed for outside audiences, such as school administrators, to understand the scope and level of the course.
- (*Fast-paced science instructors only*) Complete and turn in the *Fast-Paced Science Student*

Summary Spreadsheet to your academic dean. Find more information about this in your curriculum guide under “Credit and Placement Considerations.”

After Students Depart:

- Inventory, pack, and storing or return 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.
- (*Science instructors only*) Inventory, pack, and store, or return to the CTY office in Baltimore, all laboratory equipment and non-chemical supplies purchased by CTY. Return all science equipment borrowed from the host to the designated location.
- (*Science instructors only*) Dispose of all chemicals and specimens, including waste materials, in accordance with CTY and host institution policies.
- Depart the site with the permission of the academic dean, site director, and/or program manager.
- Be available throughout the academic year for discussion of the program or of students. Provide the site program manager with an address, telephone number, and email address where you can be reached during the upcoming academic year.

Sample Daily Schedule

Here's what a day in the life of an Instructor looks like. Exact schedules will vary from site to site.

DAY SITES

Morning

- Meet with your Program Assistant (PA) for planning and setup before students arrive
- Help with students' arrival
- Teach your course with the assistance of your PA during the morning class/lab session
- Take notes for narrative evaluations

Afternoon

- Lunch (supervise students while the PA has their break)
- Break during student recess
- Teach your course with the assistance of your PA during the afternoon class/lab session
- Attend weekly instructional staff meeting
- Work on grading, planning, and narrative evaluations
- Participate in student activities as time permits
- Assign homework
- Help with student dismissal

RESIDENTIAL SITES

Morning

- Get students from Residential Assistant (RA) staff at morning hand off
- Teach your course with the assistance of your Teaching Assistant (TA) during the morning class/lab session
- Take notes for narrative evaluations

Afternoon

- Lunch
- Teach your course with the assistance of your TA during the afternoon class/lab session
- Hand students back to RAs at afternoon hand off
- Attend weekly instructional staff meeting
- Meet with your assistant for planning, setup, grading, etc.
- Participate in student activities as time permits

Evening

- Dinner
- Supervise evening student session (instructors attend at least two days a week)
- Work on grading, planning, and narrative evaluations

Weekends

- Instructors are off between Friday afternoon and Sunday evening, except for the student arrival weekends