INSTRUCTOR JOB DESCRIPTION

Summer Illinois Math (SIM) Camp is a week-long math day camp for local middle and high school students hosted by the University of Illinois at Urbana-Champaign Department of Mathematics. Campers will see the creative, discovery driven side of mathematics. By showing them some of the ways mathematicians approach problems, SIM Camp hopes to encourage them to continue studying math beyond the high school level.

For summer 2019, there will be two camps. SIM Camp Epsilon will take place June 10-14 and SIM Camp Delta will take place June 17-21. Staff orientation and training begins May 28-31.

Position Summary

Instructors will teach a course that will meet for four days during one week of SIM Camp. They are welcome to choose from the list of past topics:

- Making and breaking codes (8th and 9th grade)
- Topological games (8th and 9th grade)
- Tropical geometry (8th and 9th grade)
- Beyond 1,2,3 (8th and 9th grade)
- Number theory and cryptology (9th-12th grade)
- When straight lines curve (9th-12th grade)
- BioMath (9th-12th grade)

Instructors will also provide assistant instructors with materials and homework to give them the necessary mathematical background. Additionally, assistant instructors should be incorporated into the lesson planning and teaching process.

This is an hourly position at $20 per hour for up to 160 hours total. This roughly 80 hours during the planning periods May 20-June 7 and 40 hours per week during camp. All instructors must be available to work on campus May 20-June 21.

General Duties:

- Abide by policies and procedures set forth by SIM Camp and the University of Illinois
- Support administrative decisions
- Demonstrate exemplary behavior as it relates to being a representative of the University of Illinois, the Department of Mathematics, and SIM Camp
- Attend all designated orientation sessions and scheduled meetings before and during the camp
- Maintain professional relationships with all students and staff members
- Enforce all student rules fairly and consistently

Specific Duties:

Before Staff Training.

- Complete any required pre-summer training, including any online training courses
- Familiarize yourself with assistant instructors job description by May 20
- Put together list of resources or notes for assistant instructors before May 20
- Give appropriate administrator or the business office a supply list at least one week before supplies are needed
- Complete pre-camp instructor survey

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During Staff Training.
- Share preliminary course plan with AIs during May 28-31
- Attend pedagogy training
- Work with assistant instructors to make sure they have the necessary mathematical background
- Be available for communication with your assistant instructors about ideas for structuring the course and their role in the class
- Work with assistant instructors to make sure they understand their role in teaching the course

During Camp.
- Serve as a positive role model for students
- Teach the class along with assistant instructors
- Document noticeable changes in behavior, concerns about students, and issues with discipline
- Attend the entire class period each day. Monitor the class as a whole, and work with individual students as necessary
- Be sure that your 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
- Supervise and guide your assistant instructors. Ensure that they have an appropriate work load and are involved in the lesson planning and teaching process
- Attend all staff and management meetings
- Regularly consult with your assistant instructors and other teaching team to monitoring student progress and 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.
- Record students’ performance, including class participation, skills mastered, insightful questions or comments, and strengths or weaknesses.
- Advise program coordinator and/or director of any disciplinary, emotional, or academic problem a student may be having as soon as you are aware of the problem
- Make sure that classroom materials, books, and equipment not purchased by the students are returned in good condition to director or Illinois Geometry Lab

After Camp:
- Complete post-camp survey
- Provide director and program coordinator with finalized lesson plans
- Provide contact information to director where you can be reached in the next year