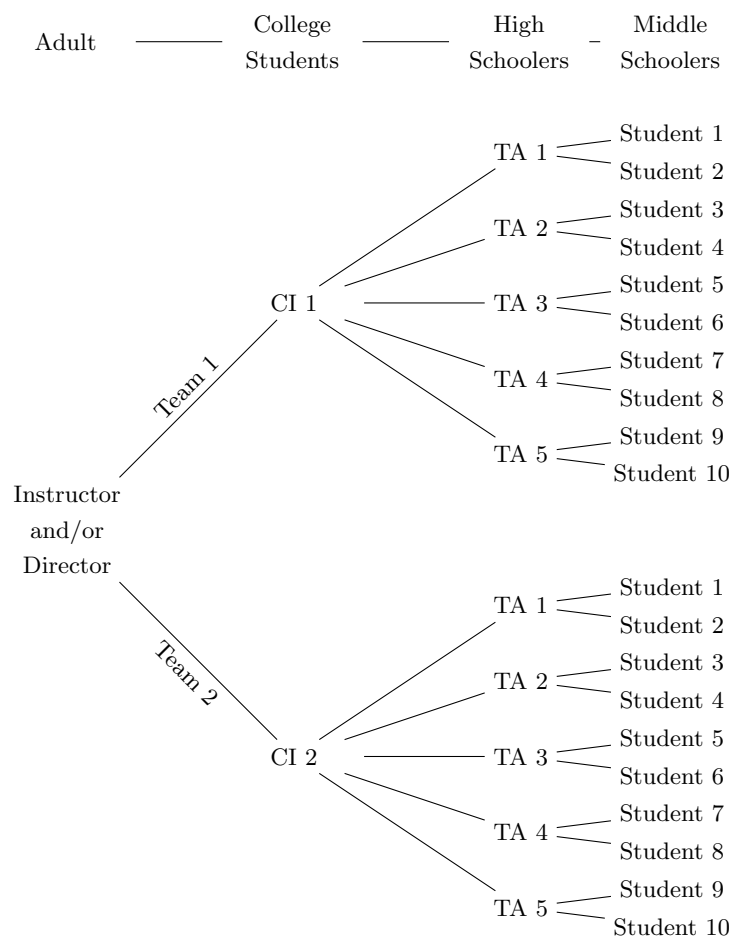


The Math Movement | Job Descriptions

While it is important to remember that everyone is equal in our value as human beings, as part of **The Math Movement** each individual will have a different role to help the group reach its goal of creating a learning community built on caring for kids. The roles in **The Math Movement** lead to an organizational structure and a set of practices that allow us to achieve a balance between living in a world where no one tells anyone else what to do, but where we are still able to run a math camp for middle and high school students. The figure below shows the organizational structure of two teams, and the next pages provide detailed descriptions of these roles.



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This document is constantly evolving. This version is from June 21, 2022, and the most recent version is [here](#). The opinions expressed are those of the author and do not necessarily represent views of the Federal Reserve Bank of Cleveland or the Board of Governors of the Federal Reserve System.

The Math Movement | Job Description

Teaching Assistant (TA)

High school students who serve as Teaching Assistants (TAs) are typically assigned to work directly with two students. A TA's job is to make sure their students are safe (physically and psychologically), learning, and enjoying themselves. To ensure we are creating the kind of environment for students that is our aim, TAs' responsibilities begin with, but are not limited to, the following:

1. A TA's Responsibilities to their Students

- 1.1. Attending pre-camp training sessions.
- 1.2. Participating each morning in a 9:00-9:25 am meeting with the team College Instructor (CI).
 - 1.2.1. Showing up on time and prepared are essential to these meetings functioning properly. During these meetings TAs and CIs create and perfect each student's individualized work plan.
- 1.3. Participating each morning in a 9:30-10:00 am assembly.
 - 1.3.1. Teams sit together during assemblies, and TAs are to be seated next to their students.
 - 1.3.2. TAs are to help their students get to assembly early (at 9:25 am).
 - 1.3.3. TAs are to make sure their students are enjoying themselves and engaged with assemblies in a positive way.
- 1.4. Participating each morning in a student-focused lecture.
 - 1.4.1. TAs are to sit next to their students during this lecture.
 - 1.4.2. TAs are to encourage their students to engage in habits conducive to academic success. This includes paying attention, taking notes, participating through hand signals, participating by asking or answering questions, encouraging their classmates, and having their name cards out for instructors (especially during the first week of camp).
- 1.5. Participating each morning in student-focused team time.
 - 1.5.1. TAs are to work with their students on their individualized work plan during this time.
 - 1.5.2. TAs will be supported by their team's College Instructor (CI) in formulating and implementing this work plan.
- 1.6. Attending their own courses.

- 1.6.1. TAs are to attend their own courses in the afternoon.
- 1.6.2. TAs are to set an example for their students with the hard work and passion for learning they exhibit in their own courses.
- 1.7. Participating in a TA Debriefing with a Director.
 - 1.7.1. TAs are to attend TA Debriefings led by a Director.
 - 1.7.2. TAs are to contribute to the group discussion by adding details, when appropriate, about experiences with their students.

2. A TA's Responsibilities to All Students and Staff in The Math Movement

- 2.1. Prioritizing the safety of our kids.
 - 2.1.1. TAs are to report any safety concern to their team's College Instructor (CI) and/or a Director of the program.
 - 2.1.2. TAs are to ensure that their students are never wondering campus alone. TAs are to escort their students to the restroom and help with dismissal to ensure student safety.
- 2.2. Setting a positive example for all students in The Math Movement.
 - 2.2.1. TAs are to always behave according to The Math Movement ideals, especially when setting an example for students.
- 2.3. Committing to working through any differences with other staff members in The Math Movement.

The Math Movement | Job Description

College Instructor (CI)

College Instructors (CIs) lead teams of 5 TAs and 10 students. A CI's job is to make sure their students are safe (physically and psychologically), learning, and enjoying themselves, which is often exhibited by providing support to the Teaching Assistants (TAs) on their team. To ensure we are creating the kind of environment for students that is our aim, CIs' responsibilities begin with, but are not limited to, the following:

1. A CI's Responsibilities to their Students

- 1.1. Attending pre-camp training sessions.
- 1.2. Crafting Students' Individualized Work Plans
 - 1.2.1. A major responsibility of CIs is to coordinate with Instructors, using information from assessments and TAs on each student's performance, to fashion each student's individualized work plan so as to meet the goals of the Instructor and course in question.
- 1.3. Leading each morning's 9:00-9:25 am meeting with the team's TAs.
 - 1.3.1. Showing up on time and prepared are essential to these meetings functioning properly. During these meetings TAs and CIs create and perfect each student's individualized work plan.
- 1.4. Participating each morning in a 9:30-10:00 am assembly.
 - 1.4.1. Teams sit together during assemblies, and CIs are to be seated next to their students.
 - 1.4.2. CIs are to help their students get to assembly early (at 9:25 am).
 - 1.4.3. CIs are to make sure their students are enjoying themselves and engaged with assemblies in a positive way.
 - 1.4.4. CIs lead the acknowledgement of their team's students in assemblies. This includes introducing their students to camp during the first week's assemblies, as well as acknowledging the students who performed highly on the previous homework assignment.
- 1.5. Participating each morning in a student-focused lecture.
 - 1.5.1. CIs are to encourage their students to engage in habits conducive to academic success. This includes paying attention, taking notes, participating through hand signals, participating by asking or answering questions, encouraging their classmates, and having their name cards out for instructors (especially during the first week of camp).

- 1.5.2. CIs are to ask questions and encourage the lecturer to clarify content when appropriate.
- 1.6. Leading each morning's student-focused team time.
 - 1.6.1. CIs are to support their TAs in working through their students' individualized work plan during this time. CIs' support comes in the form of both formulating and implementing this work plan.
 - 1.6.2. Depending on the circumstances, CIs will sometimes need to serve as a TA or work individually with a student who needs extra support.
 - 1.6.3. In rare cases, CIs may change TA/student assignments to better fit students' needs.
- 1.7. Participating in Roses courses.
 - 1.7.1. CIs attend and participate in their team's Roses course.
 - 1.7.2. Because this course will not have TAs, CIs' active participation is especially important in these classes.
- 1.8. Participating in activities.
 - 1.8.1. CIs attend and participate in their team's activities.
 - 1.8.2. Because activities will not have TAs, CIs' active participation is especially important in activities.
- 1.9. Participating in Senior Staff Dialogues.
 - 1.9.1. CIs attend and contribute to Senior Staff Dialogues.

2. A CI's Responsibilities to All Students and Staff in **The Math Movement**

- 2.1. Prioritizing the safety of our kids.
 - 2.1.1. CIs are often the first point of contact when a student or TA has a safety concern. CIs assess whether the situation requires immediate attention of the Directors, and will raise any relevant safety issues in the Senior Staff Dialogue.
 - 2.1.2. CIs ensure that their students are never wondering campus alone. This means that CIs are responsible for leading their teams to lunch safely and with organizing a safe dismissal from camp. This also means that CIs make sure TAs escort their students to the restroom and help with dismissal.
- 2.2. Setting a positive example for all students in **The Math Movement**.
 - 2.2.1. CIs are to always behave according to **The Math Movement** ideals, especially when setting an example for students.
- 2.3. Committing to working through any differences with other staff members in **The Math Movement**.

The Math Movement | Job Description

Minister of Humor

The Minister of Humor is responsible for making kids smile every day, and coordinates each week's joke of the week skit.

1. Telling the Joke of the Day

1.1. Telling a joke of the day every morning in assembly.

1.1.1. This is typically a cheesy joke, and at some level the role of Minister of Humor is a bit like that of a villain in pro-wrestling: We all know ahead of time that the joke will not be funny, but this, combined with the Minister's confidence in their own humor, makes the joke funny. And on rare occasion the joke will actually be funny! The goal here is to get kids smiling and to create a feeling of playfulness in camp.

1.2. Always on call.

1.2.1. The Minister of Humor should always have material on hand that can be employed in a moment's notice. You will never know when duty will call...

2. Coordinating the Joke of the Week

2.1. Coordinating the joke of the week performed in Thursday's assembly.

2.1.1. During the week, the Minister of Humor is to coordinate a joke of the week with CIs (and potentially TAs and students). On Thursday the group will bring the appropriate costumes or materials for the skit and perform it in front of the entire camp. The Minister of Humor is responsible for writing the joke of the week, especially the punch line.

2.2. Some punch lines to write a story around:

2.2.1. Example 1...

The Math Movement | Job Description

Dean of Students

In many ways the Dean of Students is the most difficult job in **The Math Movement**. This is because the Dean of Students' job is to communicate our standards of behavior to students so that all students are safe, enjoying themselves, and learning. The Dean of Students is always coming from a place of love for our students and is always coming from a place of believing in our students. This basis is how the Dean can communicate effectively to students so they can understand when and how their choices are not up to our standards.

Some Details about Our Practices with Students

- a. Our goal is to help students make better decisions, not for us to make better decisions for them.

This philosophy applies across the board, whether we are talking about how to solve a math problem, what food to eat, or how to handle “discipline” in a given situation. Our program is not about telling kids what to do. We do have strong standards, though, and so we do not accept any behavior from our students. But within very broad boundaries of acceptable behavior, our aim is to improve decision making rather than to impose our will.

- b. We treat our students with the same respect we would grant to any other human being.

As an example, consider a student in class distracted by a cell phone. If such a scenario were playing out during a business meeting, we would never go up to another adult and simply take away their cell phone. We treat our students with the same respect, and so we do not simply take away their phone. Instead, we acknowledge the behavior, note it is not up to our standards, and engage in a dialogue with the student about how they might be able to reach our standards in the future.

As another example, we do not have a dress code. We encourage kids to wear clothing as a means of self expression, as long as their choices stay within “good taste.”

As a final example, we might see our students buying junk food from a vending machine rather than eating the healthy breakfast we provide for them. We would encourage the students to choose the healthier options we have provided, but we would not force the students to make that choice.

- c. We treat “discipline” as something to be developed within our students rather than something we do to our students.

When a student engages in behavior that is not up to our high standards, we enter a dialogue with that student to understand what support they need to meet our standards.

To be clear: This does not mean that we accept any behavior! As an example, if a student were disrupting a class we would not simply allow that behavior to continue. Such behavior would not reflect the student's best effort toward learning, and the behavior would also prevent other students in their class from learning. We would handle the situation as follows:

- If a student were interrupting class, the instructor would encourage the student to change their behavior.
- If the behavior continued, the instructor would ask the student to step out of class and to go see the Dean of Students. Depending on the class, the student would be escorted either by a TA or CI to the senior staff room, where they would wait (with an adult present) until the end of the class.
- At the end of class, the instructor would discuss the incident with the student and the Dean. The Dean would focus the discussion on the student addressing two questions:
 - i) What decisions did I make?
 - ii) Were there any better decisions I could have made?
- After this discussion the Dean might ask the student to sit out a day or a week to reflect on the incident. Depending on the student's state of mind, as revealed in the discussion, the Dean might make the decision right there on the spot. The decision of how to respond to a student's behavior will very often become the topic of a staff dialogue in which we try to examine the situation from all possible angles before making a decision.

It is important to note that while we hold our students to a high standard of behavior, we never react to a failure to reach our standard with anger or try to punish our students. We are on the same team, at all times, and we are trying to work together. Our approach is related to the methods of [Conscious Discipline](#).