

Daily Routine

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Instructor Daily Checklist

- 1.) Clock into your shift using iPad by the laptops
- 2.) Grab a laptop
- 3.) Ask Lead Instructor or ACD where they need you.
- 4.) Sit down & start instructing
 - Grade student pages as they finish
 - Check new students in when they arrive in the Instruction Manager.
 - Count pages & let them spin (if they did >5 pages) to give stars on punch cards.
 - If applicable, mark off 2 spots in their Bingo sheet.
 - When students leave, finalize their DWP & check them out.
 - Remind students to clean their areas before they leave.
- 5.) Put laptop back at end of shift.
- 5a.) If closing, wipe down tables and vacuum (except for Saturday)
- 6.) Clock out using iPad.

Breakdown of a Shift

1. Arrive 10-15 minutes early for your assigned shift.
 2. Clock in throughout the tablet in the back of the center.
 3. Grab a laptop from the shelf.
 4. Ask an administrator on where to begin a new table. If all administrators are busy, ask a Lead Instructor.
 5. Begin instruction as students arrive at your table.
 6. Prepare your pod for instruction
 1. Follow-up Note
 2. Date stamp
 3. A+ stamp
 4. Pencils
 5. Erasers
 6. Calculator
 7. Desk tools
 8. Scratch paper
- If you need to take a break, ask a nearby instructor to look over your table.
 - Prize Cabinet responsibility falls to the instructor closest to the cabinet.
 - If you have more than four students at your table or feel overwhelmed, let an administrator know.
 - If you have a Great Foundations or High School Resource Center student at your table, the maximum number of student you can take is three.

End of Shift

If you are leaving **before the typical center close time**, follow this checklist:

- Wipe down your table
- Clean up any small messes
- Plug in your laptop
- If you still have any students at your table, please let a LI/ACD/CD know so that they can find a new instructor.
- Clock out

If you are leaving **at the center close time**, follow this checklist:

- Wipe down your table
- Clean up any small messes
- Plug in your laptop
- Vacuum - especially the parent area
- Ensure that there are no students remaining in the center
- Clock out

Working with Students:

1. Greet each student by name when he or she arrives at your pod. If this is your first time meeting that student, introduce yourself by name. Make sure student sitting at your pod is scanned in.
2. Have a thorough understanding of the Mathnasium Hour and the emphasis on the Mathnasium curriculum and distributive practice.
3. Start the appropriate logs and ask about school work. Review what the child has for homework, so that you are not surprised at the end of the session. Inform student when they should start their homework (usually at the beginning of the session) and how long they will be able to spend on homework before moving onto Mathnasium content.
 1. Attendance Log: date, your initials, time, did the student bring in homework?
 2. Homework Log: date, your initials, completion, proficiency, spot check, time spent. What specific topics did the homework cover? Is there an upcoming quiz or test? Remember to spot check student work. Do not use pens on student homework.
4. Technology may be used towards productivity. Some homework assignments may require internet connection. Check connectivity at the start of the session. Ask for Admin help in printing paper copy when appropriate.
5. Mathnasium emphasizes direct instruction and guided practice, as well as developing number sense. Make certain each child knows what is expected on each page of Mathnasium work before you allow them to start on a page. Find ways to incorporate number sense whenever possible. Key concepts we like to emphasize are counting, wholes & parts, proportional thinking, quantity & denomination, and the law of sameness.
6. Use appropriate markups. Mark a ✓ when an answer is correct on Mathnasium work. Circle incorrect answers and review them with the student. Add a ✓ next to the circle when the student understands the question. Select a problem that he or she got right and ask “how they got it!” Feel free to offer extra punches in order to keep a student on task and focused.

For example: gives students two punches for long, repetitive pages (2x5 digit long division, decimal computation, etc)

7. As your math session progresses, please date stamp every page of the binder that a child completes. Every child has a punch card clipped to the inside left pocket of the binder. Please stamp that card with the corresponding number of punches, using the A+ stamp. See Punch Card notes in this section.
8. Assign specific goals and check-in with student throughout the session.
 1. Gauge your students’ interest/enthusiasm for their content, give incentives for them to work on material they don’t like. For example, tell them to do 1-2 pages

and then promise to move on, give them bonus punches, switch to a new section and come back later.

2. Feel free to skip students past pages that they are completing with ease, and inform lead instructors of pages that seem way too difficult for the student. If a student is spending too much time on a page that shouldn't take long, it might not be a good fit for them right now.
 3. Some students need specific, concrete goals to motivate them and keep them focused, and others don't. All students are different, and all students' goals will be different. A good rule of thumb is 6-8 pages per session, but this will vary based on the student and their content.
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9. Reward student work with appropriate number of punches, or praise.
 10. If at any point you find yourself overwhelmed or in need of help, feel free to ask a lead instructor for assistance with anything you might need, such as grading or answering questions from students.
 11. Feel free to move any students that are not working well together, or are having behavioral issues. Ask a lead instructor for help if a student refuses to leave.
 12. Student may not have outside food. Water and sugar free lollipops (up to 2) are available.
 13. 5 minutes before the end of the session, if the student has earned a Mathlete score of 4 or higher, ask the student to spin the wheel. Check the mathlete score rubric in your black clipboard if you are not sure of what score a student deserves. Take this time to file back pages in Section 5.
 14. Assign Mathlete score and record in student attendance log.
 15. Direct each departing student to scan out and return the binder to you or the shelf. Make sure the student has all of his or her belongings. If a parent has a question, please direct them to see your lead instructor or Center Director..

School Work

90% or better on a test qualifies students for a Nerds Rope.

You may reward improvements on tests and quizzes with punches.

You may choose to give students punches for their homework, corrections on quizzes and tests.

Supplies

We have two supply stations with scratch paper, lined paper, graph paper. We also have markers and color pencils, protractors, compasses, and scissors. Items used should be return to its original location.

Down Time

Get a drink of water. It's important to stay hydrated. There is always a lot to do at the center. First thing is to take care of yourself!

- Set date stamp: at the start of the day to today's date or at the end of the day to tomorrow's date
- Walk around help check pages and assist students
- Review student binder and familiarize yourself with what students are working on
- Tidy up the center: student book case, game area, parent waiting area, teaching pods, reward cabinet, supply stations, study room, break room, stock room.
- Write math post card to students
- Check who need binder photos
- Clean student binder
- Clean inactive student binder
- Check and refill supplies at each pod
- Check and refill supplies at supply stations: front and back room
- Check and refill preprinted items in horizontal file. Please keep the file cabinet locked to prevent the drawer from opening on its own.
- Sharpen pencils, including back storage
- 3 hole punch colored paper: blue, green, yellow
- Make parent folders
- Continue your Mathnasium curriculum
- Practice areas of math you have done in a while
- Ask your lead instructor on what else you can help with