Summer Learning Toolkit - Domain 2: Personnel
A guide to leading your team in an evidence-based discussion about:

Establishing **roles** and **responsibilities** for instructors and administrators.
Domain 2: Personnel

Design Principles:

2. Academic Instructors
3. Enrichment Instructors
4. Administration
Domain 2: Personnel

**About This Domain:** Academic instructors and enrichment instructors are the backbone for effective summer learning programs. It’s critical to hire the right people for these roles and maintain proper support systems. Domain 2 will examine how to recruit and deploy personnel to maximize program capacity and effectiveness.

Use the discussion questions at the conclusion of this slide deck to generate conversation, ideas, and next steps. Examine the tools provided and see how they can help streamline your planning process.

**Domain 2 Goal:**
Establish roles and responsibilities for instructors and administrators.

**Domain 2 Tools from SCORE and TNTP:**
1. Information Session Guide
2. Sample Interview Questions
3. Teacher Recruitment Plan
4. Staff Preparation Guidance

**Next Steps:**
1. Clarify leadership structure for planning
2. Create a staffing and recruitment plan
3. Determine which programmatic components will be centralized vs. decentralized
Keys for Recruiting Academic Instructors

- Highlight small class sizes and the benefits of the program for students

- Provide clear structures and supports for teachers before and during summer programs

- Target teachers who would be good candidates and have principals support outreach

- Consider ½ day schedules or increased pay to boost teacher recruitment
Maximize the match between teacher grade-level and content experience and their summer teaching assignment.

Summer teachers with subject and grade-level experience better understand content and learning needs.

Place students with prior school year teacher when possible.
An Alternative Model:

If recruiting certified teachers for a summer program is a challenge, consider using non-certified personnel as instructors for high-impact tutoring in small groups. Structured with enrichment activities, a tutoring program can still provide benefits for students during the summer.

- Tutoring is a very different model than a course taught by a certified teacher, but can be a good option.
- Requires substantial preparation to incorporate into summer learning programs (training, curriculum, etc.).
- Non-certified personnel can be trained to deliver effective instruction in groups with 4 or fewer students.
1. Hire instructors with content expertise
2. Train instructors in behavior management
3. Partner with community organizations to increase diversity of enrichment offerings, help with staffing, and reduce costs. Models include:
   A. Issuing an RFP and selecting providers
   B. Co-delivery partnership model designed with a large CBO
   C. Extending school year partnerships
● Start planning in January, if not earlier

● Centralized, district-wide programs need a director with time and authority to convene stakeholders

● Site leaders need access to school building resources

● Engage principals early to inform planning and support recruiting

Administration

Effective summer programs require early and comprehensive planning.
To recruit certified teachers, Woonsocket:

1) Offered teachers $60/hr for planning prior to summer and for instructing during the summer program

2) Allowed teachers to teach for 1, 2, or 3 summer sessions (2, 4, or 6 weeks)

3) Scheduled half-days of academic instruction (9:00 AM - 12:00 PM)

4) Provided critical district-wide support, (transportation, food services, etc.) but empowered schools to plan and develop programming

Teacher buy-in was high since they planned programs and made decisions based on deep knowledge of their students

Partner CBOs provided high-quality enrichment staff for the afternoon to complement academic work and personnel
District leaders brought together school leaders and CBOs to start the planning process.

School planning teams included a teacher coordinator, teachers, behavior specialists, interventionists, social workers, itinerants, and TAs.

Schools planned their programs separately, but regularly reported out across elementary schools.

District leaders designed a template for school planning, and empowered school-level teams to drive the planning process.

Teacher buy in was high..."I planned this...I can’t wait to implement!"
To discuss:

• How do you plan to incentivize staff participation?
• How will you determine the number and type of staff to hire?
• How will district personnel support and coordinate with school-based personnel to streamline planning?
• How will enrichment personnel coordinate and collaborate with academic personnel?
• Who will oversee program planning? A single administrator? A team of personnel?

Next Steps:

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Dive deeper into Domain 2: Personnel with tools from TNTP and TN SCORE.