

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
- ✔ **Target teachers** who would be good candidates and have principals support outreach
- ✔ **Provide** clear **structures** and supports for teachers before and during summer programs
- ✔ **Consider 1/2 day** schedules or **increased pay** to boost teacher recruitment

Academic Instructors

- ▶ **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

Enrichment Instructors

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.

Recruiting Personnel in Woonsocket

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

Woonsocket's Personnel Planning

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

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

District leaders brought together school leaders and CBOs to start the planning process

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

Teacher buy in was high..."I planned this...I can't wait to implement!"

Domain 2: Personnel - Discussion & Reflection

Instructions: Spend time individually, or as a team, thinking through the following questions regarding personnel.

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:

1. Clarify leadership structure for planning
2. Create a staffing and recruitment plan
3. Determine which programmatic components will be centralized vs. decentralized

Dive deeper into *Domain 2: Personnel* with [tools from TNTP and TN SCORE](#).