Texas Education Agency

Summer Learning Framework

Staffing and Professional Development Planning Tool

Texas District Example - East Central ISD Superstar Camp Staffing and PD Plan

Introduction

A strong body of education research shows that the quality of instruction has the largest impact of any school feature on student outcomes. The same holds true for summer programs. Students benefit the most from experienced and capable instructors who are familiar with students' backgrounds and well prepared for their roles. In their study of the National Summer Learning Project, RAND found that instructors with relevant grade-level experience were associated with better student outcomes in reading. Beyond instructors, a number of campus support staff make programs run safely and effectively. A successful summer program requires a thoughtful plan for a staffing structure that covers all aspects of the program as well as a strategic approach to recruiting, hiring, and training all staff.[1]

Preview: Components of this Plan

The steps and process outlined in this template are designed to help summer program planning teams answer key questions about criteria for specific roles, essential job functions and other critical elements that will secure the staff needed for a successful summer program. The Staffing and Professional Development Plan Template is specifically focused on campus-level staffing plans, not on central office functions. The process includes five steps:



In Chapter 3 of Getting to Work on Summer Learning, 2nd Edition, RAND offers recommendations for teacher selection and professional development based on their study of the National Summer Learning Project. focuses on teacher selection and professional development. This report offers recommendations based on RAND's evaluations of summer programs in five urban school districts, known as the National Summer Learning Project:

Recruit and Hire the District's Most Highly Effective Teachers

- Advertise attractive program features and encourage promising teachers to apply
    - Access to new curricular materials
    - Timely, organized delivery of materials
    - Small class sizes
    - Departmentalization
    - Supportive adults

[1] TEA expects districts will follow their internal DEI protocols in staff recruitment, hiring, and retention, including exploring opportunities to hire staff with similar cultural backgrounds as students, in alignment with evidence-based practices.

    - Half-day schedules
- Hire teachers with relevant content knowledge and grade-level experience
- If possible, hire based on motivation and performance rather than seniority
- Hire experts to support students with special needs

Provide Teachers Sufficient Professional Development Prior to the Program Start Date

- Familiarize teachers with the summer curriculum and how to teach it
- Train teachers to avoid common culprits for classroom instruction time loss
- Emphasize to teachers that engaging academic work is a part of summer fun
- Train teachers to effectively check for student understanding
- Engage all instructional support staff in academic training sessions

Step 1: Document Underlying Assumptions about Student Attendance

The table below prompts planning teams to answer key questions that underlie the development of the staffing plan. To avoid over- or under-hiring, the staffing plan should be driven by key data points and goals, including actual projected attendance, not just enrollment figures. Planning teams should use historical data to the degree possible to answer questions about summer 2021. While examples are provided, we expect that projected no-show and attrition rates will vary among districts.

The projections for student attendance have obvious budgetary implications. *Be sure to include your finance team in discussions to make sure your figures align with expectations.*

Student Attendance	
Number of Campuses: Total number of campuses where summer learning will take place.	1 centralized summer learning program drawing from 7 ECISD elementary campuses
Enrollment Capacity: Maximum number of students the program can serve across all campuses.	440
Expected rate of no-shows: Percentage of enrolled students expected not to show up at the program at all.	20% (average from NSLP to be updated with actual data for summer 2022)
Expected rate of attrition: Percentage of enrolled students expected not to show up beyond the first week.	10%
Attendance Goal: Number of students the program hopes will regularly attend the program, broken down by campus.	Campus One: 60 Campus Two: 53 Campus Three: 70 Campus Four: 48 Campus Five: 70 Campus Six: 66 Campus Seven: 73
Enrollment Goal: Total number of students the program aims to enroll. This figure will exceed the program's attendance goal, to account for expected no-show and attrition rates. Should be broken down by campus. **This goal should be used in your Marketing and Recruitment Plan.*	440/.8/.9 = 661 *Total Attendance Goal divided by (1 minus the no-show rate) divided by (1 minus the attrition rate)*

Target Ratios	
Target Staff to Student classroom ratio (using the same criteria as the school year)	1:15
Special Populations	
Number of students with aides	0
Number of ELL students	205 invited
Other specialized staff requirements (such as special education teachers)	1
12-Month Staff Resources	
Names or titles of planning team members and other central office and campus-level staff who have a role in executing the summer program.	1. Director of Curriculum and Instruction 2. Summer Learning Project Manager / Coordinator of Early Childhood and Curriculum Support 3. Director of Technology 4. Coordinator of Assessments 5. Personnel Coordinator 6. Campus Principal 7. Campus Principal 8. Campus Principal

Step 2: Identify Essential Job Functions for Campus Operations

Begin by thinking through the core functions that contribute to successful program execution and the positions that support these functions. *Adapt the table below as needed to fit the specific core functions of your program.*

	Core Function	Staff Position(s)	# Needed (Per Campus)	# Needed (Total Program)
Program Administration	Campus Leadership	Campus Coordinator		
	Back Office Support	Secretary		
Program Delivery	Academic Instruction	Teacher **Curriculum Coach** Paraprofessional		30 teachers **1 coach** 7 paras
	Enrichment Instruction	Teacher / Community Partners		30
	Special Populations	Special Ed Teacher		1
	Parent & Community Outreach	Community In Schools		1
	Health and Wellness	Nurse		1
Program	Transportation	Bus Driver and Crossing		7 bus drivers shared

Operations		Guard		with other programs
	Food	Cafeteria Staff		4
	Custodial	Custodial Staff		1

Step 3: Develop Job Descriptions

Once the planning team has determined a preliminary set of positions needed to staff the program, the next step is to draft expectations for those positions. To recruit the most qualified candidates, job descriptions should include information that each audience will want to know about the program, why they should want to be a part of the program, and what they will gain from the experience. Clear expectations and criteria in connection to your vision will help with hiring and setting the tone. Consider:

- What aspects of the program experience will be most appealing for your teachers and students?
- What would get them excited and proud to be a part of the summer learning experience?

For example, teachers will be more excited to join the summer learning team if they know the program will be fun for everyone involved, is high quality and well supported, and will help their students return ready to accelerate their learning in the fall. They also appreciate opportunities to get to know their students better and to have opportunities to test out new techniques and strategies.

The table below can help to inform the job descriptions that will be needed. Think about responsibilities before, during, and after the program. The Marketing and Recruitment Tool will guide you through a process to develop key messages for each staff audience. The Summer Learning Toolkit includes sample job descriptions and a Site Leadership Handbook from Pittsburgh Public Schools which offers sample roles and responsibilities for campus stuff - beginning on pg 12.

LINKS TO EAST CENTRAL SUPERSTAR CAMP JOB DESCRIPTIONS

- **Teacher**
- **Paraprofessional**
- **Curriculum Coach**
- **Campus Coordinator**

	Why Qualified Staff Should Join the Summer Learning Team	Roles/ Responsibilities/ Expectations	Criteria/ Required Skills	Reports to:	Pay Rate
Position 1: Academic Instructor	**Help close students' achievement and opportunity gaps and hone your teaching craft through professional learning!** The program is full day,	○ Provide high-quality, engaging instruction ○ **Utilize assessment data to refine and adapt instruction** ○ Promote parent involvement ○ Create a positive, achievement-oriented, organized and engaging learning environment ○ Actively participate in staff development	○ **Texas Teacher certification** ○ At least 1 year experience teaching the sending or receiving grade ○ **Demonstrated competency in core academic subject** assigned ○ Excellent organizational and	Campus Coordinator	$40/hour

	focusing on ELAR, Math, SEL and Enrichment activities, 3 meals, free transportation We are targeting students that scored in the bottom 15% of the district reading and math screens (Those in Tier 2) **Your students will be better prepared** for the next academic school year **Focus on hard-to-learn skills** and increase their skills in math, reading, and SEL	○ Collaborate with colleagues to create unique, innovative summer learning experiences ○ Collect, prepare and distribute instructional materials ○ Empower students to make positive choices and serve as a role model	communication skills ○ Belief in and **commitment to the vision, values and culture** of the summer learning program		
Position 2: Enrichment Instructor		○ Develop and implement appropriate enrichment classes for assigned grade levels ○ Provide high-quality, engaging instruction ○ Promote parent involvement ○ Create a **positive, achievement-oriented, organized and engaging learning environment** ○ Actively participate in staff development ○ Collaborate with colleagues, including academic teachers, to create unique, innovative summer learning experiences ○ Empower students to make positive choices and **serve as a role model** ○ Ensure enrichment goals are met for each student ○ Collaborate and supervise students as needed during guest speaker engagements, field trips, lunch and recess	○ Bachelor's Degree from accredited university or sufficient specialization in enrichment subject matter ○ At least 1 year experience teaching similar students ○ Demonstrated competency in core subject assigned ○ Excellent organizational and communication skills ○ **Belief in and commitment to the vision, values and culture of the summer learning program** ○ Ability to instruct students and **manage their behavior** ○ Ability to **build relationships** and influence students, staff, families and	Campus Coordinator	$40/hour

			community members		
Position 3: Campus Coordinator		○ Monitor instructional processes to ensure program activities align to goals ○ Assist in design and leadership oversight, including registration, staff trainings, instructional schedules, class rosters, paraprofessional supports, duty-monitoring schedules, and arrival/dismissal ○ **Develop and implement accountability systems for attendance, assessment, supplies, transportation, and data collection** ○ Effectively communicate expectations to staff, students and parents to ensure optimal experience ○ Manage use of school facilities ○ Serve as a role model for all campus staff ○ Provide leadership in personal professional growth of others	○ **Master's Degree in Texas Principal or Mid-Management Certification** ○ At least 3 years elementary teaching experience ○ **Experience in progressive leadership roles** (for example, grade level chairperson, committee chairperson, teacher mentor, assistant principal) ○ Experience working with at-risk kids and families	Summer Learning Project Manager	$350/day
Position 4: Paraprofessionals		○ **Assist teachers and students as needed with summer instructional activities**. ○ Assist in collection and preparation of instructional materials, student data, and resources. ○ Assist with monitoring	○ High school graduate or equivalent ○ Must meet highly qualified requirements or have at least 48 college semester hours ○ Demonstrate	Campus Coordinator	$20/per hour; PD/Workdays paid as $80 per full-day

		academic progress and safety of students. ○ Work closely with program coordinator(s), administrators, and staff. ○ Supervise restroom facilities, hallways, bus duty and lunchroom duty as needed.	ability to effectively communicate with other employees, parents, and students ○ Oral and written proficiency ○ Bilingual, preferred, for Bilingual/ESL supported programs and secretarial positions.		

After completing steps 2 and 3, check in with your budget. A Budget Estimator Tool is available as part of the Summer Learning Framework. Use the number of hires and pay rates per position to calculate your program's total personnel costs.

Step 4: Develop a Staff Recruitment and Hiring Timeline

After identifying the essential roles/positions that are needed to implement and execute your summer learning program, planning teams should establish a plan to recruit and hire individuals to fill these positions. Team members will need to manage the hiring process, including recruitment, selection, budgeting/setting pay rates, application review, interviewing and selection/hiring.

The table below will help you begin to build out your recruitment, selection and hiring with suggested activities for you to add to your Work Plan. *Please remove the example text as you fill in your own details.*

Key Activities and Tasks	Timeline	Assigned to
Determine staffing needs and hiring timeline		
Determine staffing needs for instructional positions and additional staff (e.g. classroom support, special education, nurses, custodians, etc.)	November 20	Summer Learning Project Manager
Determine hiring timeline for key positions	November 20	Summer Learning Project Manager
Establish rate of pay for all summer program staff, including stipends for participation in professional development	December 11	Federal Programs Director
Develop process for tracking candidates and re-staffing positions vacancies from waiting list	February 26	Personnel Coordinator, Human Resources
Recruit or identify and hire campus leaders, district-level operations staff, instructors and other campus operations and support staff		
Develop hiring and selection processes, including application requirements and review rubric	February 26	Personnel Coordinator, Human Resources

Identify and connect with staff from prior years who are encouraged to return	December 18	Summer Learning Project Manager
Promote positions to eligible staff through district communication vehicles and personalized outreach	January 29	Summer Learning Project Manager
Interview top candidates	February 21	Summer Learning Project Manager
Make offers and secure commitments	February 26	Summer Learning Project Manager

Step 5: Develop a Professional Development Plan

Now that you have your team in place, prepare and support them with professional development that will both onboard them to the program's logistics and keep them up-to-date on information and techniques needed to work with students and lead programming. Different roles will require training and development on different topics, and the plan should reflect this. Professional development opportunities may include:

- Pre-service training/onboarding on policies, program culture, operations and logistics, behavior management plan, curriculum review and practice, etc.
- Supporting academic continuity and social emotional learning for students
- Collaborative practice on program delivery with feedback from each other

The table below will help you begin to build out your professional development Work Plan. *Please remove the example text as you fill in your own details.*

Training Participants	Topic	Development Goal/Objective	Training Format/Modality	Frequency and Duration	Target Date(s)
Program Leaders and Administrators	Goals, vision, Policies for attendance, Roles & Responsibilities	Prepared to equip staff to deliver on the vision of the program, **promote positive summer culture,** deliver engaging and **high-quality instruction with an eye toward protecting instructional time**	In person at central location	4 hours	April
Instructional Staff	Site Climate and Culture	Discuss site **logistics**, culture and climate, behavior system, and operating procedures	Large and small group, live session	Once, 2 hours	April 22
Academic Instructors	ELA and Math Curricula	Become familiar with **curriculum & practice**, learn best practice, target skills/standards, **protect instructional time by avoiding common culprits** that cut into time on task and intended dosage	Modeling and practice, small groups, peer-to-peer, in person and virtual session	Twice, 4 hours	May 6