

2024 Summer Programming Staffing and Training Guidance

As district and school leaders build their strategy for staffing Summer Learning Camps, Learning Loss Bridge Camps, and STREAM Mini Camps, careful consideration should be given to educator recruitment, selection, and training. The Tennessee Learning Loss Remediation and Student Acceleration Act requires instruction in summer programming to be provided by a licensed teacher. Instruction may be provided by an adult with a bachelor's degree or an education preparation candidate if a licensed teacher is not available. See the staff training and preparation section for more information.

Educator Selection

Selecting educators to teach summer programming is one of the most important decisions districts will make in planning summer programming.

Preferably educators should:

- have a proven record of teacher effectiveness,
- have experience planning and delivering the district's high-quality instructional materials in ELA and mathematics instruction,
- know how to scaffold instruction and provide students with support needed to meet the high expectations of grade level instruction, and
- know how to analyze student work and use data to inform instructional practices and next steps.

Possible Methods for Educator Recruitment

- Districts may choose to assemble a steering committee of educators to engage teachers in decisions about goals, logistics, and instructional planning through the lens of the practitioner.
- Districts may also choose to communicate frequently with teachers sharing the goals, logistics, and instructional planning as they begin to recruit strong teachers to fill available summer programming openings.
- Districts may choose to create online surveys and/or interest forms to determine interest, challenges, and capacity to staff their summer programming.

Flexible Staffing

Districts may consider providing options for staffing. Teachers may commit to a full or partial summer programming position. For example, teachers may prefer to commit to teaching for two weeks, enabling the district to employ another teacher to complete the duration of the camp assignment. Additionally, districts could consider allowing teachers to work half days (sample schedule two) or provide teachers with longer breaks during the day (sample schedule four).

Districts should try to provide certified teachers for classroom teachers; however, a district may choose to use aspiring teachers or others with bachelor's degrees. When using alternate staffing, the state

recommends using [state provided content](#) as this content has additional supports for non-certified teachers.

Use of Additional Support Personnel

As a district designs summer programming schedules, consider the use of support personnel to monitor breakfast, assist in RTI blocks (if previously trained in RTI programs), monitor lunch, and monitor student play opportunities. Alternate staff may also be education preparation students or other staff with a bachelor's degree. They can assist teachers academically and complete operational tasks. In addition, consider developing groups of alternative course educators to support instruction.

Compensation Rate

All teachers for the learning loss remediation summer programs will receive stipends, with classroom teachers receiving a stipend of no less than \$1,000 per week and no more than 25% above the weekly compensation rate of the highest salary step for teachers in the district's salary schedule. Teacher funding is a pre-tax allocation. All other staff will be compensated at rates determined by the district or public charter school.

Staff Training and Preparation

To ensure every instructor is equipped with the necessary knowledge and skills, a [Summer Learning Training Course for Aspiring and Alternative Educators](#) is required for non-certified teaching staff. All modules are self-paced and directly applicable to the summer programming work and desired outcome of mitigating learning loss.

Note: No additional training is required for certified teachers. All training provided for non-certified teachers is provided at no cost by the department.

1. Required Alternate Staff Training: It is required for Educator Preparation Candidates or College-Degreed staff to complete the [Summer Learning Training Course for Aspiring and Alternative Educators](#). This asynchronous online course will be comprised of four required modules (Safety in the Classroom, High-Quality Instructional Materials, Instructional Practices, and Learner Engagement) and a fifth module with one of two options to choose from (Intervention or STREAM). Once a candidate completes the modules, they will receive a completion certification that will be available to the district.

2. The department recommends that all ELA and math teachers selected to work in summer programming should have the opportunity to:

- a. attend a meeting regarding expectations, logistics, and materials,
- b. collaborate with other summer learning teachers (grouped by grade level and/or content) to engage in unit and lesson preparation,
- c. collaborate with site-level teachers to analyze student placement data to prepare supports and intervention, and

d. analyze ELA and math lessons to ensure a check for understanding is present so student progress is monitored and students get just-in-time support.

3. Early Grades Literacy Teachers: It is recommended that K-3 literacy teachers enroll in the online section of the [Reading 360 Early Literacy Training series](#) in preparation to support younger learners and their reading development.