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DEPARTMENT OF EDUCATION

Accelerated Learning:

Staffing for extended learning opportunities

Recruiting , **hiring** and **training** staff for extended learning, including **summer programs** and **tutoring programs**



Establish

Healthy System Conditions

Part of Pennsylvania's professional learning series on accelerating learning

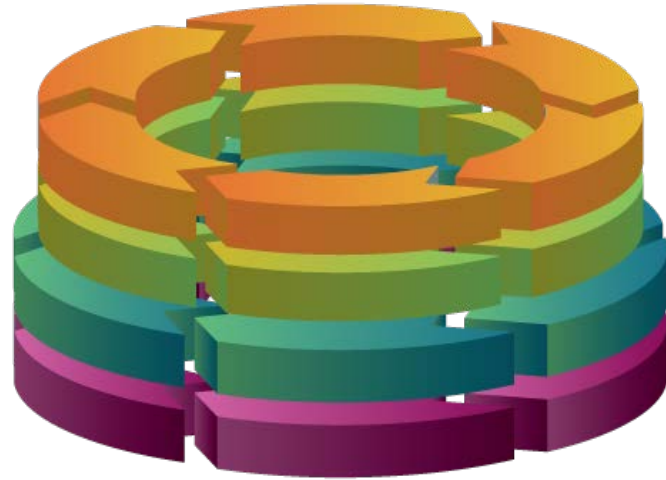
Overview

- Why extended learning, and why now?
- Staffing summer programs
- Tutoring program structures
- Staff recruitment
- Staff selection
- Training
- Progress monitoring
- Q&A





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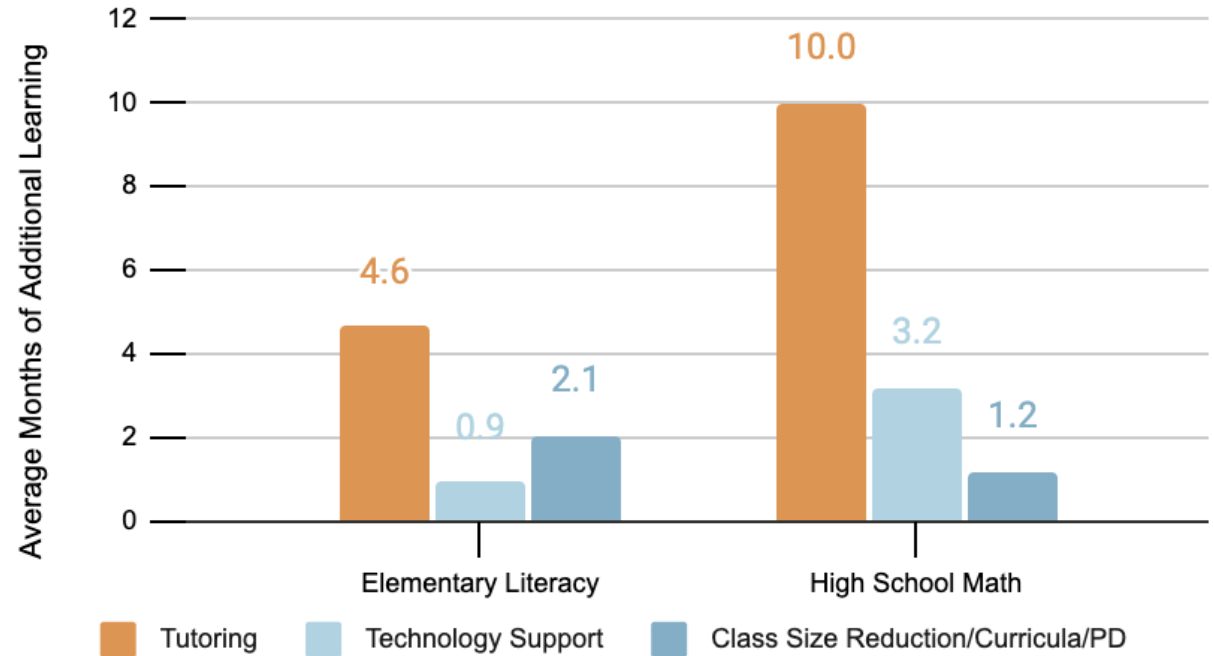
Why extended learning, and why now?



- **Academics:** Research shows substantial effects of high-dosage tutoring delivered in schools on learning in both math & reading
- **SEL and school connectedness:** Individualized relationships with staff
- **Educator pipeline:** Attract potential teachers and other staff

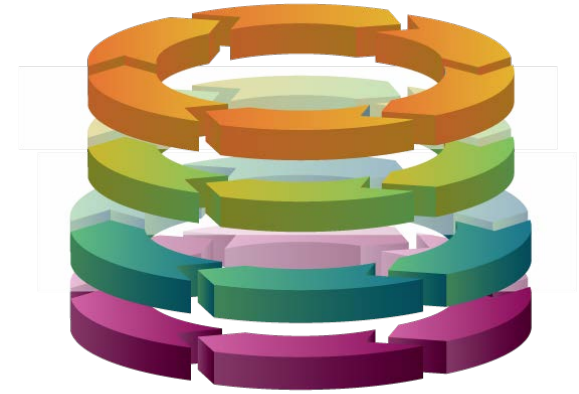


May 11, 2021



Source: National Student Support Accelerator, Annenberg Institute for School Reform at Brown University

Why now?

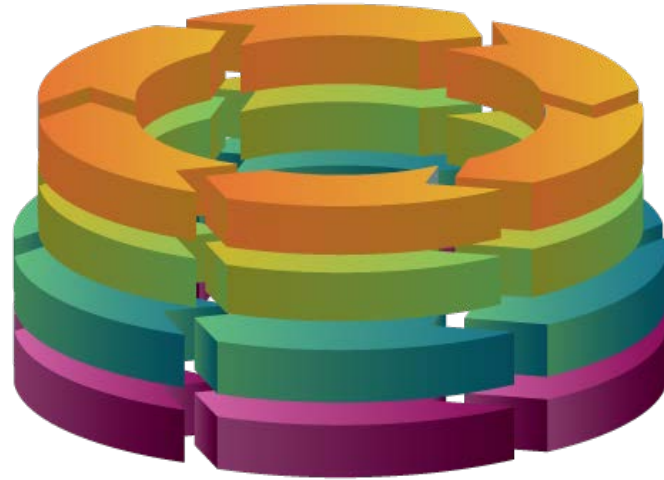


- Schools are already planning changes and new supports for the coming year
- Funding is available
 - American Rescue Plan ESSER Funds may be used for “funding crucial summer, afterschool, and other extended learning and enrichment programs”
 - LEAs can also use traditional funding sources such as Title I
 - The impact of high-dosage tutoring → cost-effective option

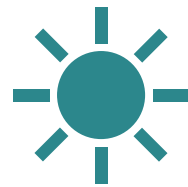




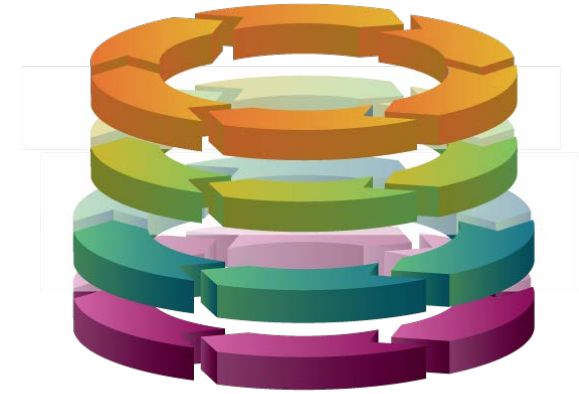
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Staffing summer programs

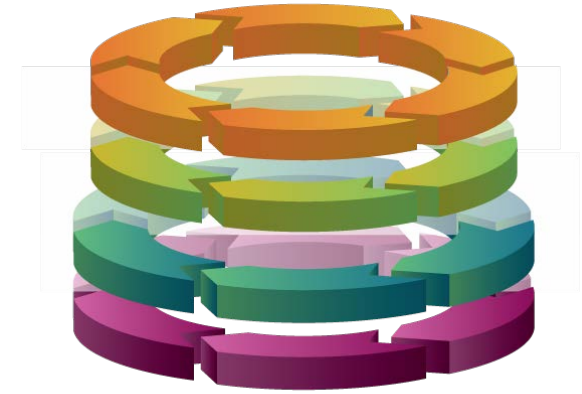


Recruiting summer staff from within your LEA



- Have all staff complete a brief online survey indicating interest in different summer roles
- Leverage teachers outside core academic areas to provide academic support and/or enrichment
- Recruit non -teaching staff for enrichment activities and general program support
 - Athletic coaches
 - Paraprofessionals
 - Transportation workers
 - Cafeteria workers

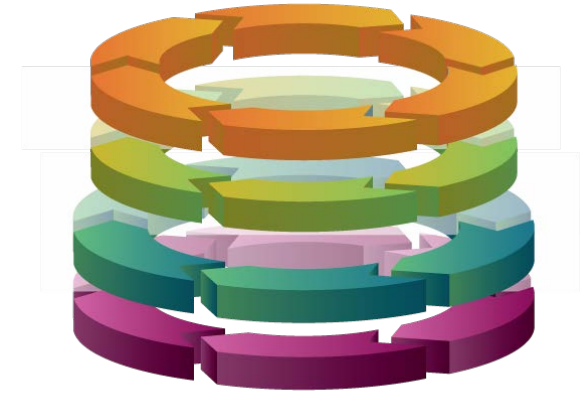
Recruiting summer staff from within your LEA



To help attract highly effective core content teachers...

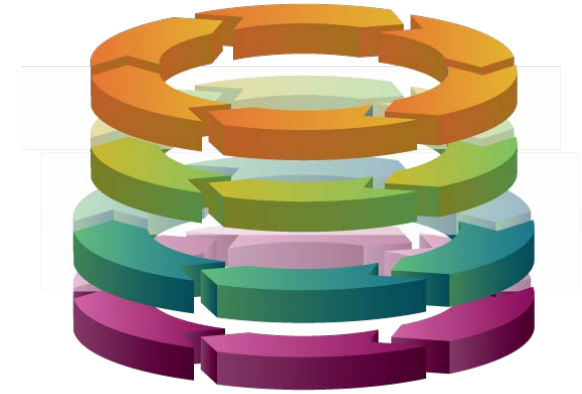
- Hire them to work for a shorter session within the summer (e.g., three weeks)
- Assign them to work half a day (or less)
- Allow them to work virtually

Recruiting summer staff from your community



- Collaborate with other enrichment activity providers/nonprofits to staff enrichment activities
- For tutors or teaching assistants, recruit from the community, including ed prep students; other students from IHEs; and high school students

Expand the reach of summer learning

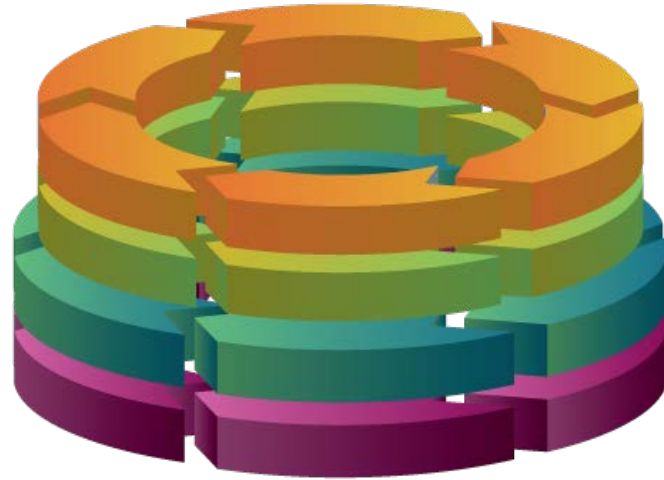


- Collaborate with community organizations that already provide summer camps
 - Ask if they are interested in adding an academic component like tutoring to their summer programs
 - Share your summer curricula and instructional materials
 - Invite their staff to your trainings for summer tutors





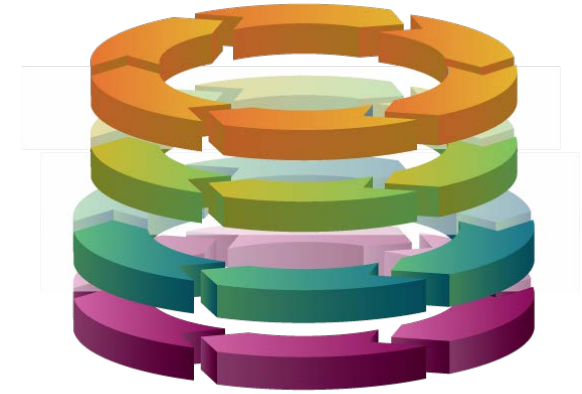
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Tutoring program structures

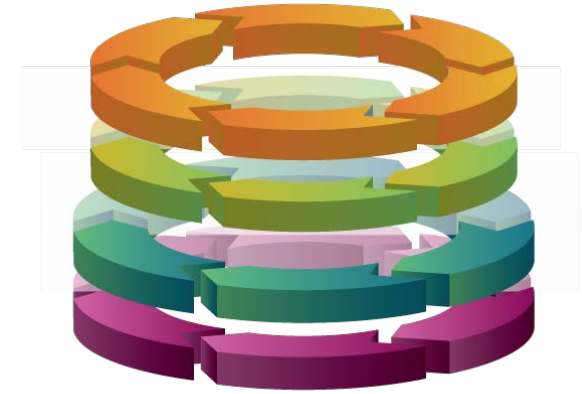


Must-haves for effective programs

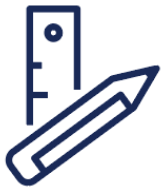


- ✓ A consistent tutor for 3+ sessions per week (duration depends on content and age)
- ✓ High-quality materials aligned with state standards
- ✓ Tutor use of student progress data to inform tutoring sessions
- ✓ Program use of data to self-evaluate and inform changes
- ✓ Alignment with state standards
- ✓ Connection to classroom learning
- ✓ Parent engagement
- ✓ Part of a regular academic schedule

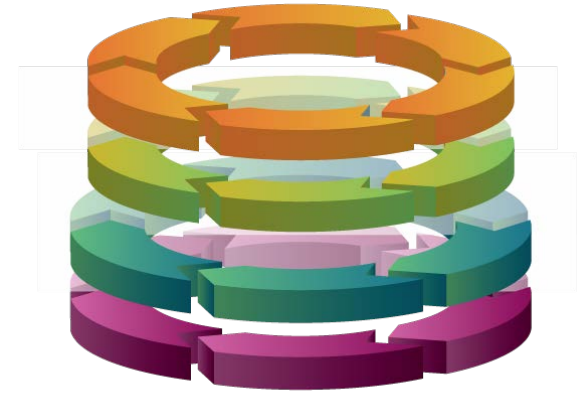
Partnering with an outside organization



- Partnering with an outside vendor organization
 - Vendor can recruit, hire, train and coach tutors
 - Vendor can provide tutoring curricula, materials and assessments
 - Vendor and/ or LEA staff can facilitate connections and communication between tutors and classroom teachers
 - Vendor and/ or LEA staff can be responsible for progress monitoring
- Coming this summer:
 - An LEA playbook from the **National Student Support Accelerator** that — among other topics — can help LEAs determine what approach to staffing and vendor partnering (*or not*) may be best for your context

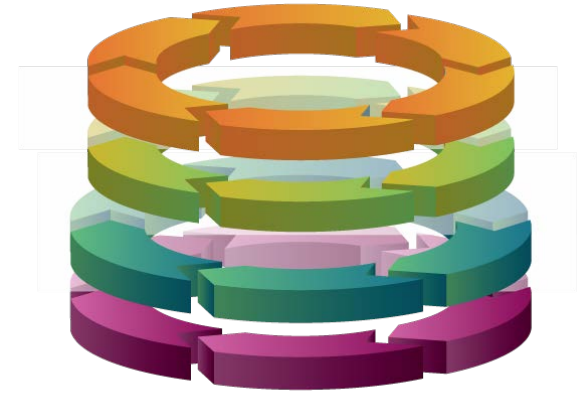


Options for program components



- When?
- Who?
- How?

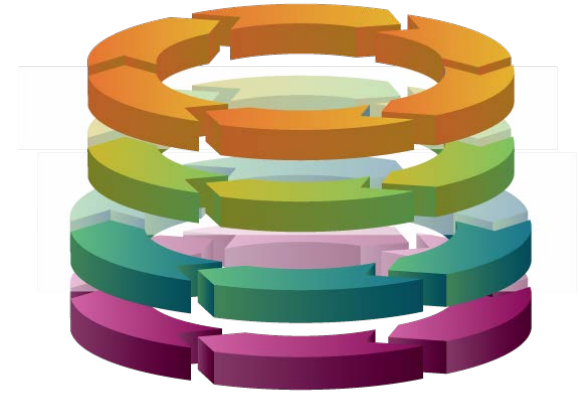
When?



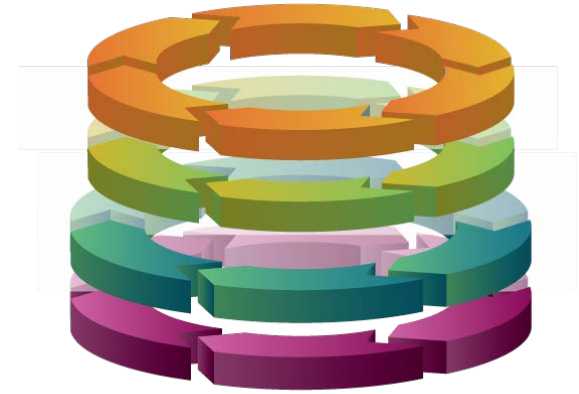
- After or before the traditional school day
- Pull-out... without students missing core content
- Schoolwide small -group tutoring for all students during the school day
- Credit -bearing elective for high school students during the school day, with a teacher of record supervising tutors

Who?

- All students schoolwide
- Students furthest below grade level
- Students at risk of not graduating on time
- Students with the least participation during remote learning
- Students with disabilities and/or English learners

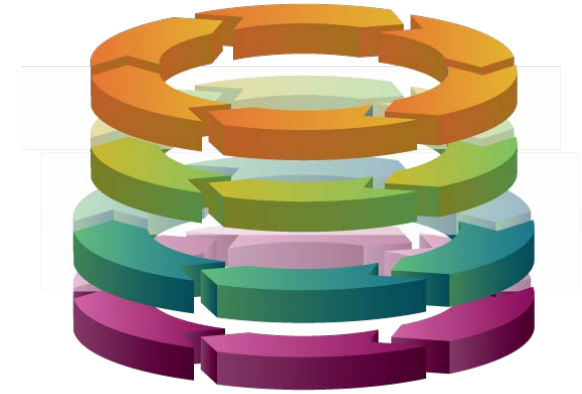


How?



- Support for existing schoolwork/homework
- Separate tutoring curriculum
- Full tutoring curriculum tied to school curriculum
- Suggested one -on-one or small -group activities developed by teachers, department heads, instructional leaders, etc., and tied to school curriculum

Example: Accelerate Louisiana



- Highly effective teachers in core content areas work with small groups during “acceleration blocks”
- Acceleration blocks occur at the same time for all students in a grade
- A school -based coordinator leads each schoolwide program
- Accelerate Louisiana’s “Staffing and Scheduling Best Practice Guidance” details recommendations for planning and implementing such a program.



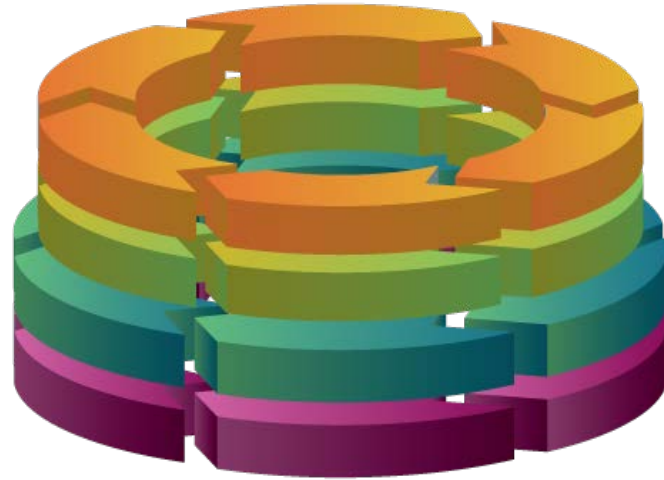
Example: Saga Education



- Research-proven secondary math tutoring program
- School site directors facilitate communication between teachers and tutors
- School leaders make clear that tutors are providing extra support, not detracting from teachers' roles



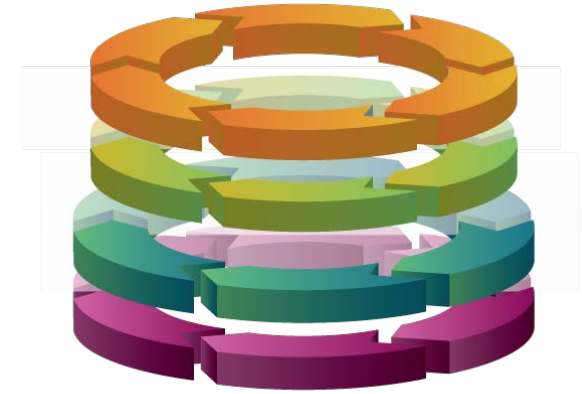
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Staff recruitment



Who will you recruit?



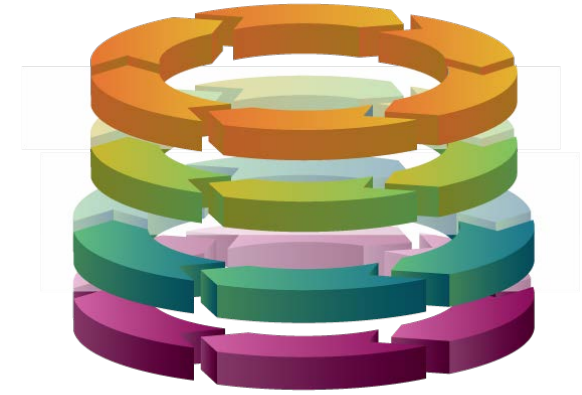
Some experts advise that the best sources of effective tutors are:

1. Effective teachers in the relevant subject (may include retired teachers)
2. Recent college graduates with relevant expertise
3. College students with relevant expertise
4. Paraprofessionals who are effectively trained and supervised

Research also shows that programs that employ non-educators can be effective if tutors are **trained**, **coached** and **committed** .

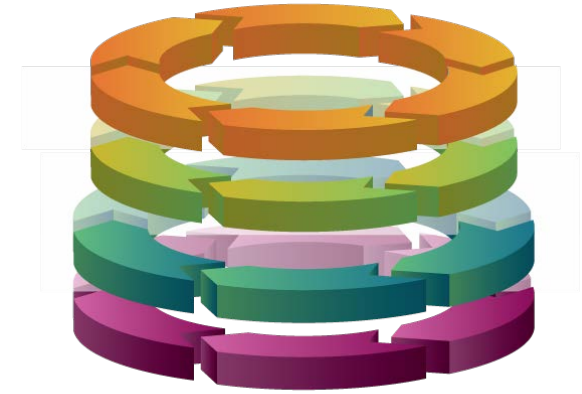


Recruiting from within the LEA: Program leaders & trainers



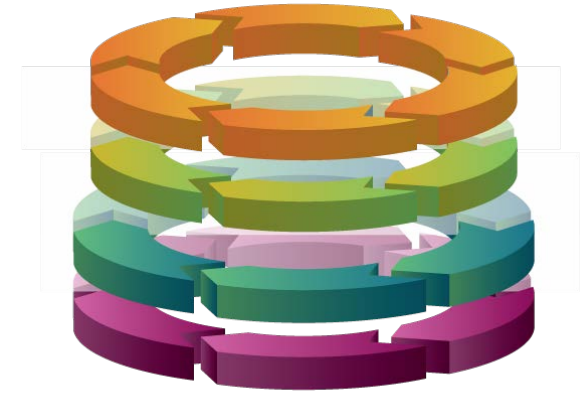
- Teachers
- Mentors
- Instructional coaches
- Counselors, social workers, and other education professionals

Recruiting from within the LEA: Tutors



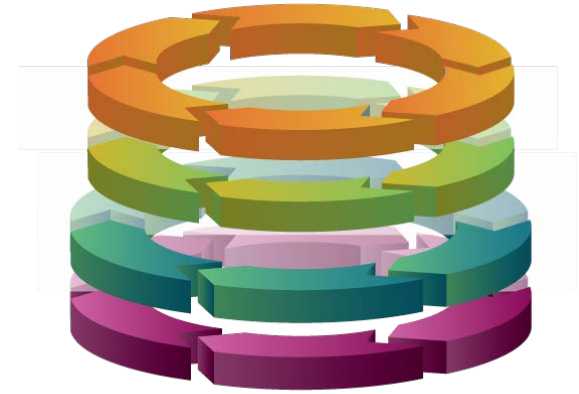
- Teachers
- Paraprofessionals & substitutes
- High school students

Recruiting from IHEs



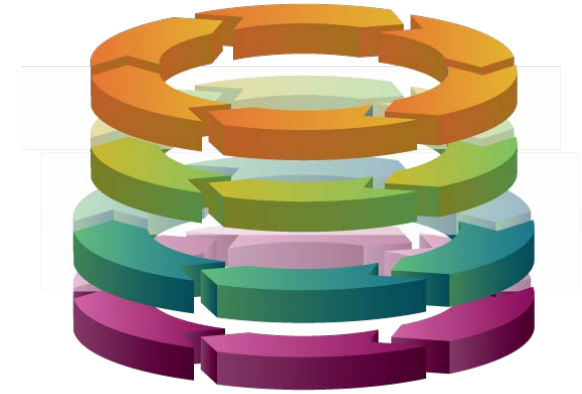
- Ed prep students, including current student teachers
- Students working in college tutoring centers
- Students who are considering careers in education
- Work -study students
- Alumni of your LEA

Publicizing jobs for IHE students



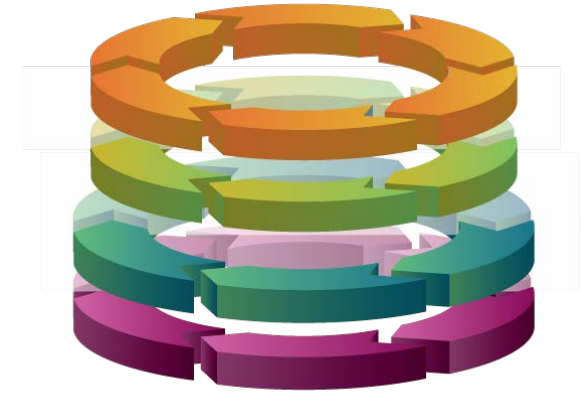
- Existing or new relationships with IHE faculty and staff
- Work -study/employment office
- Referrals from students currently working in your LEA (be known among students as a good place to work)

Recruiting from your community



- People who have previously volunteered with your schools
- Students' families
- Retirees (AARP Experience Corps for early literacy volunteers)
- Retired educators (can also train/coach other tutors)
- Recent college graduates

Publicizing jobs for community members



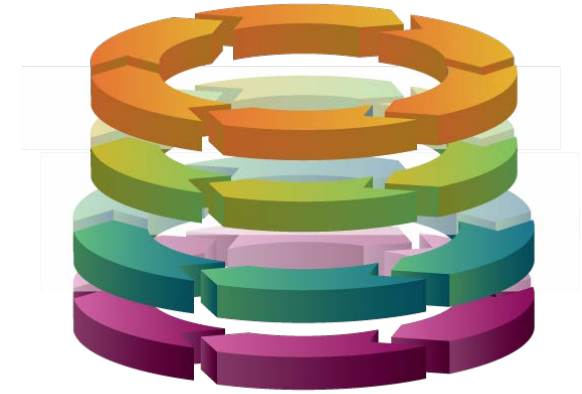
- Prominent, clear information about tutoring positions on LEA website —including why potential applicants would want to work for you
- Social media and popular job posting sites
- Community organizations
- Referrals from current staff
- Word of mouth through school families



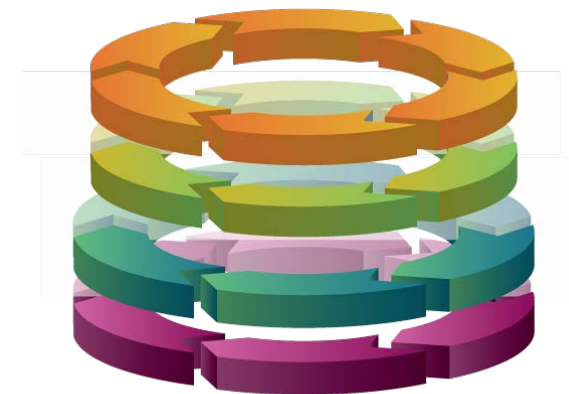
Hard-to-staff roles

- Current and retired teachers
- College students
- Recent college grads
- Remote tutors

Example: Reading Partners has been using virtual tutoring and has learned how to do so more effectively.



What about high school students as tutors?

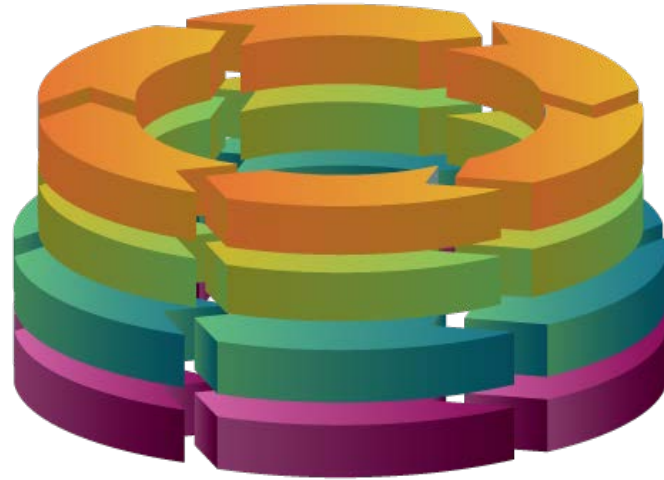


- **Leadership:** understand high school students' developmental abilities
- **Selection :** use application process similar to that used for adults; ask teachers and counselors for referrals
- **Training:** focus on how to use abstract thinking in tutoring, and how to involve SEL in tutoring

This can be a beneficial approach for both tutors and tutees if you put in enough training and support.



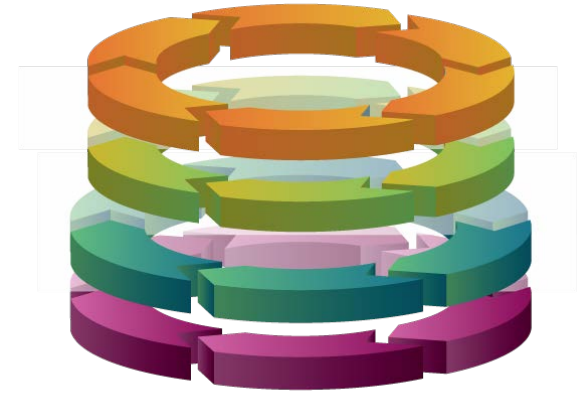
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Staff selection

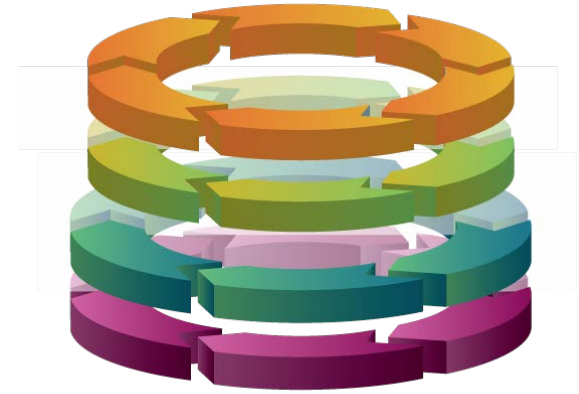


Hiring criteria



- Establish uniform criteria
- Include experiences, abilities and mindsets
- Apply the established criteria for effective staff to your:
 - Job posts
 - Application process
 - Interview questions

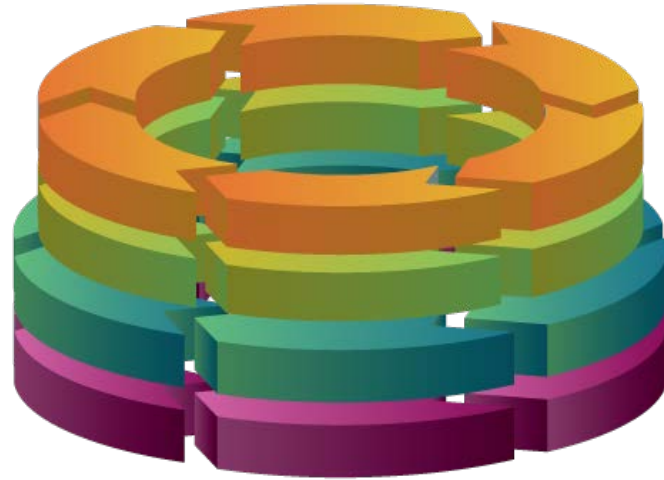
Recommended hiring criteria



- ✓ Ability to build relationships and engage students
- ✓ Asset-based and equity-oriented mindset
- ✓ Responsiveness to feedback (coachability)
- ✓ Reliability
- ✓ Content and pedagogy knowledge
- ✓ Background checks



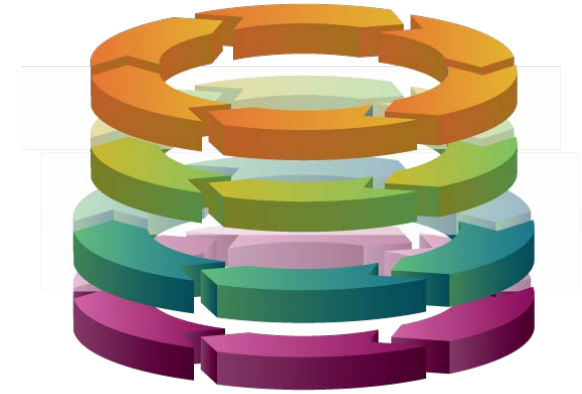
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Training

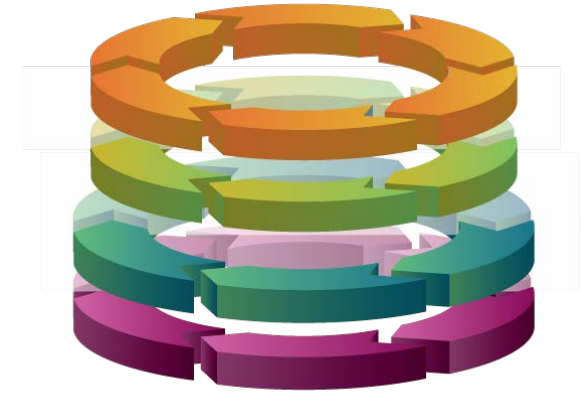


Pre-service training: Orientation



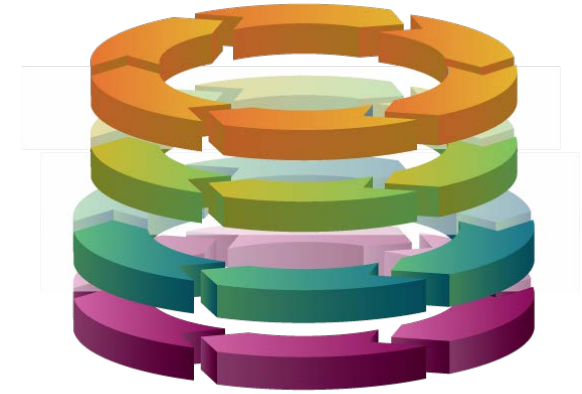
- Logistics re: attendance, session logs, and other protocols
- Ongoing support for tutors
- Mission & culture of LEA
- Student safety

Pre-service training: SEL and relational skills



- Relationship -building
- Understanding students' context
- Equity and inclusion
- Unconscious bias
- Trauma-informed practice
- Behavior management

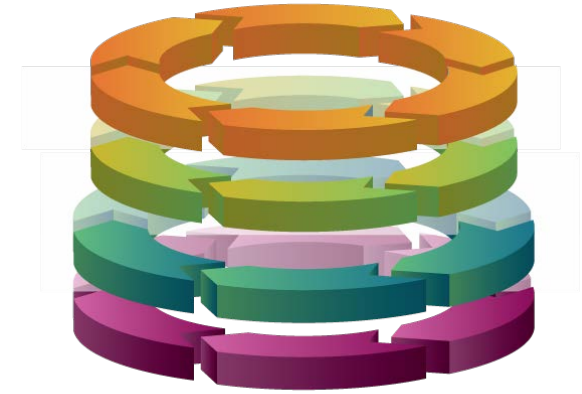
Pre-service training: Pedagogy

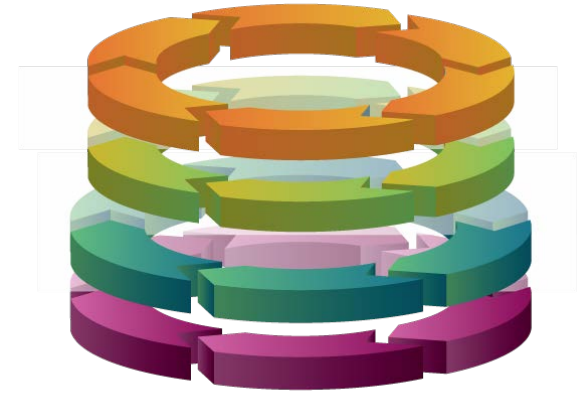


- How to use curriculum/instructional materials
- Effective pedagogy for individual or small -group tutoring
 - Lesson planning (depending on program structure)
 - How to facilitate collaborative learning in a small group (depending on program structure)
- Importance of routines

Ongoing training

- Coaching
- Feedback on practice
- Feedback from tutees' classroom teachers
- Community of practice meetings for tutors
- Virtual communication among tutors and leaders
- Opt -in trainings





Training with an IHE

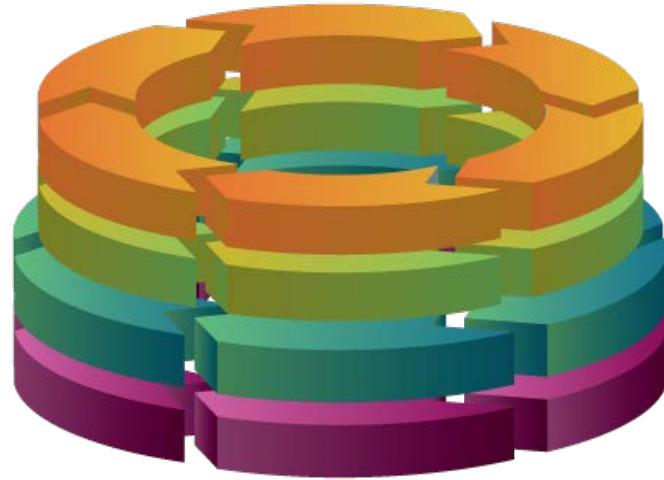
- IHE staff may provide tutor training to their students and/or other tutors

Example: Reading High School and Albright College have partnered to offer a tutoring program; the college trains students on tutoring practices.



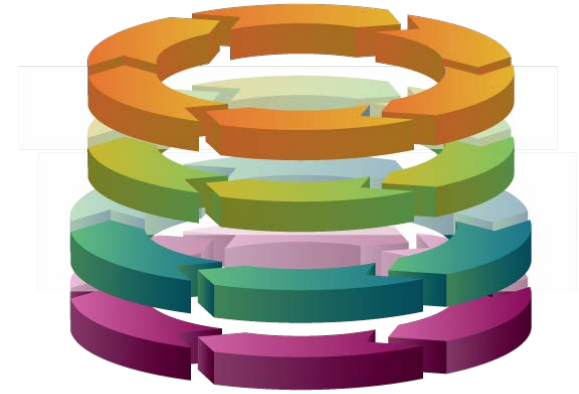


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Progress monitoring





Effectiveness of staff

- Notes from ongoing coaching and feedback
- Input from tutors' community of practice meetings
- Regular progress monitoring meetings with program leaders
- Feedback from tutors and tutees (e.g., surveys) about:
 - program structure
 - support for tutors
 - tutor-tutee relationships
 - student confidence levels

Student outcomes



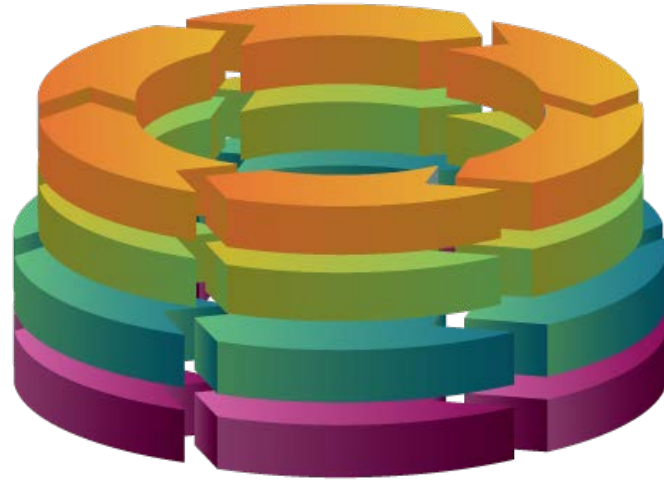
- Individualized goals for each student
- Student progress on stages of literacy development
- Individual and aggregated progress on benchmark and other assessments

Example: Reading Partners uses tutor logs and classroom assessments to track student progress.





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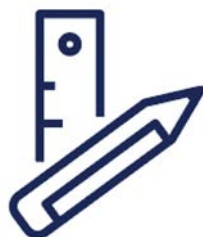


Q&A

Susanna Loeb, Director of the Annenberg Institute for School Reform at Brown University



RESOURCES



1. National Student Support Accelerator

studentsupportaccelerator.com

- Planning program structure
- Tutor selection
- Surveys, observation rubrics, and other tools to collect data on program progress
- *Coming in July: district playbook*

2. Saga Education

sagaeducation.org/ [sagacoach](https://sagacoach.org/)

- *Coming in May: free asynchronous tutor trainings on relationship -building, pedagogy and other topics*



RESOURCES



3. Accelerate Louisiana

louisianabelieves.com/docs/default-source/academics/staffing-and-scheduling-guidance.pdf

- Guidance for staffing & scheduling “acceleration blocks”

4. Educator recruitment & hiring toolkit

iu13.org/school-improvement/remote-recruiting-and-hiring-toolkit

- Effective job posts & employment websites
- Leveraging current staff in recruitment

5. Reading Partners

tinyurl.com/ReadingPartnersExcerpt

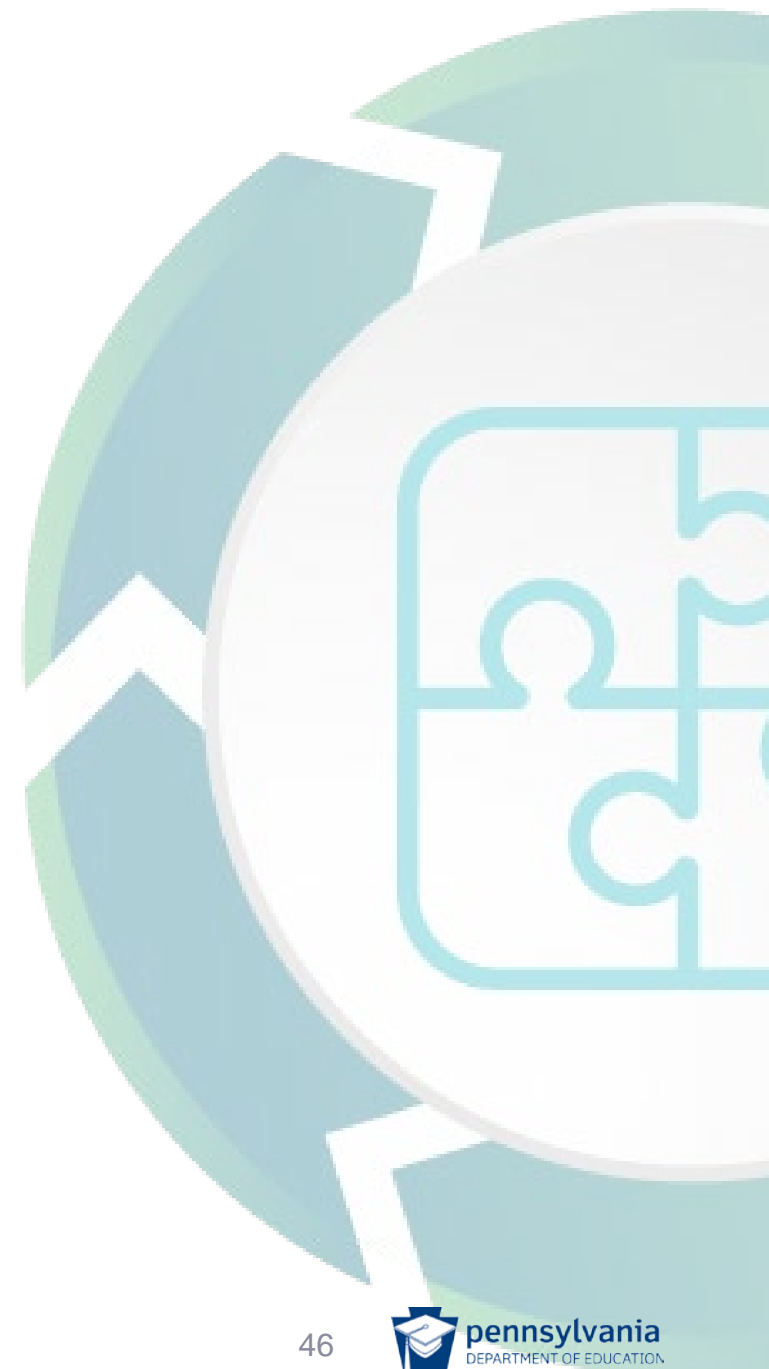
- Excerpts from orientation on equity, understanding student contexts, and SEL



Thank you



Meagan Steiner
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Required attendance form

Submit your attendance for this session using this Google Form:

[tinyurl.com/ PDEaccelerate](https://forms.gle/KcwcPxxgT5gXguaKSA)

If you are unable to open the tinyurl link, use:

<https://forms.gle/KcwcPxxgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is:

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