

Training Substitute Teachers On-Site

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Training Requirements

What are the requirements for:

- Food service workers
- Grounds and maintenance workers
- School bus drivers
- Substitute teachers?

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Training Substitute Teachers Has the Potential To Move Classrooms:

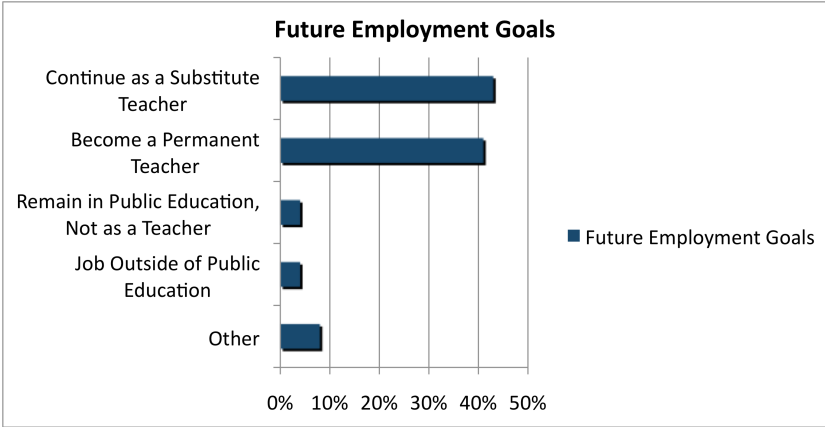


From babysitting and chaos... ...to teaching and order.

One full year of a student's K-12 education is taught by substitute teachers

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Future Employment Goals of Substitute Teachers




Goal	Percentage
Continue as a Substitute Teacher	45%
Become a Permanent Teacher	42%
Remain in Public Education, Not as a Teacher	5%
Job Outside of Public Education	5%
Other	10%

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Your Reaction to:

Over 80% of substitute teachers want to continue as a substitute teacher or obtain a permanent teaching position.

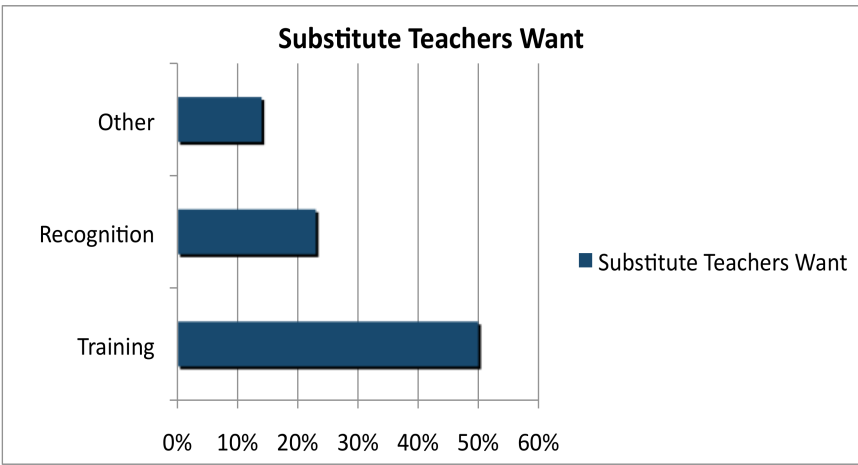
Reactions?



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What do Substitute Teachers Want?



Category	Percentage
Training	50%
Recognition	25%
Other	15%


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**National Substitute Teacher
Appreciation Week**

SubWeek
May 7-11, 2012

Encourage your substitute teachers to register for
a free account at
STEDI.org to be included in drawings!

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A Few Facts

Less than a quarter of the school district in the United States
offer training to their substitute teachers

In most cases (90%), substitute teachers are not paid to
attend training.



- Increased pay for attending
- Put on preferred list

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Definitions



Orientation Calling system District procedures Pay scale Start times Arrival time Where schools are located Filling out paperwork	Training Classroom management Teaching strategies Professionalism Special education Appropriate use of fill-in activities
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An Overview at What Districts are Doing

Typically between 1 ½ - 3 hour Orientation meeting



- Calling system
- District Procedures
 - Pay scale
 - Start times
 - Arrival time
 - School locations
- Overview of do's and don'ts
- Filling out Paperwork

What do Substitute Teachers Need?



“Competencies in classroom management and teaching strategies as well as an ample store of fill-in activities can drastically reduce the anxiety of substitute teachers and create a more satisfying experience.”

Smith, G. G., Murdock, C., Jones, K. R., Goldenhersh, B., & Latham, G. (2000). Substitute Teacher Handbook: Proven management skills & teaching strategies. Logan, UT: Utah State University

What do Substitute Teachers Need to be Successful?

<ul style="list-style-type: none"> ▪ Classroom Management <ul style="list-style-type: none"> ▪ Getting and keeping students on task ▪ Maintaining a positive environment ▪ Setting expectations ▪ Responding to inappropriate behavior ▪ Avoid trapping themselves ▪ Teaching strategies <ul style="list-style-type: none"> ▪ Graphic organizers ▪ Questioning strategies ▪ Group work strategies 	<ul style="list-style-type: none"> ▪ Professionalism <ul style="list-style-type: none"> ▪ Before the school day ▪ During the school day ▪ After the school day ends ▪ Legal aspects of the job ▪ Special education ▪ Appropriate use of fill-in activities <ul style="list-style-type: none"> ▪ Five-minute fillers ▪ Short activities ▪ Early finisher activities
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SubTrainer Manual



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Who Should Conduct the Training

Define: **Facilitator**

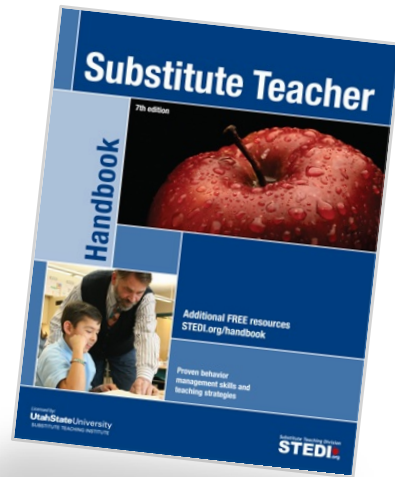
one that helps to bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision

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Substitute Teacher Handbook

Rely on the expert.



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Essentials of STEDI.org Training

Starter activity

Facilitator greets participants at the door and directs them to the starter activity

Set expectations at the beginning of training

Dive into the material – classroom management

Group work strategies are implemented

Facilitator continually walks around the room making sure participants stay on task.



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Research Shows:

The key to attracting qualified substitute teachers is

TRAINING,



Not lowering requirements or raising pay.



Smith, G. G. (1999). Dealing with substitute teacher shortage. *School Administrator*, 56, (4), 31.

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Handbook Treasure Hunt (pg 12)



**Handbook Treasure Hunt**

Complete the following activity using the Substitute Teacher Handbook.

1. What are three things you can do "At Home" to be a prepared and professional substitute teacher?
 - a.
 - b.
 - c.
2. According to the Table of Contents, what is Chapter 5 about?
3. What icon is used in Chapter 1 to identify classroom management "traps" to be avoided?
4. Fill in the blank: Behavior is largely a product of its _____ (p. 2).
5. What does K-W-L stand for on pages 32-33?

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Jigsaw Learning: Classroom Management (pg 20)



Skill #1: Getting and Keeping Students On Task

Activity 4: Task Sheet



Objective:
Participants will understand how to **Get and Keep Students on Task** as taught in the *Substitute Teacher Handbook*.

Task:
The first 10 minutes of this activity will be spent studying the assigned topic in the *Substitute Teacher Handbook*. Keep the following questions in mind as you read the material. As you read and discuss, highlight or underline information relevant to these questions, so that you may better teach the material to the next group. The next 10 minutes will be spent discussing the answers to these questions. Note: Each member of the group will need to understand ALL of the information about this skill well enough to teach it to the individuals in the next group.

- Why is the skill of "Getting and Keeping Students On Task" an important skill to know?
- Explain three strategies a substitute teacher can use to get students on task and discuss why they are effective.
- Why is managing by walking around such an effective tool for keeping students on task?
- How can a teacher use dialogue to get students on task?
- What are four other strategies for keeping students on task?

Graphic Representations: Being a Professional Substitute Teacher (pg 36)

At Home



Activity 7: Task Sheet

Topic:
At Home (pp. 60 & 66)


Task:

- Assign group members to fill the cooperative roles that are given by the instructor.
- When your group is organized have the materials manager collect chart paper and markers for your group.
- Your group task is to create a graphic representation of the items that educators need to be prepared and professional.

Note: At the end of the allotted time the presenter will represent your group in delivering this information to the entire group using the graphic that you create.

KWL Chart & Carousel Learning (pg 32)




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Special Education and Legal Issues

Activity 6: Task Sheet

Task:


- With your color group, go to your assigned "station" where you will find chart paper, a marker, and your first topic.
- Designate a group recorder.
- When the signal is given you will have four minutes to list key points of the given topic.
- At the next signal, move one station clockwise and take your marker with you. Hint: The next four minutes will begin as soon as the signal is given to move, so you will need to move quickly.
- Read the previous responses and list additional key points on the new topic.
- When you reach your original chart, identify a group representative and three key points to share with the entire group.





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Assessments (pg 46)




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Teaching Strategies

Discuss the following scenarios and brainstorm possible solutions as a group.


1. The lesson plan instructs you to "Have students study for their geometry test," but no review activities are outlined and you have an entire hour to fill.
2. Thirty seconds into a video left by the permanent teacher, a student calls out, "We saw this one last week."
3. The science lesson for the day says, "Read and discuss Chapter 4 about the Solar System."
4. Students are to write an essay about what they think schools will be like ten years from now.
5. You are to have students exchange papers and correct the history worksheet they completed the day before, but you can't find the answer key.



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Which is Better?

Online Training or Onsite Training

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Which is Better?

Online Training or Onsite Training

Depends!



Identify Goals

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Online Training vs. Live Training

Online Training	Live Training
Screening tool	Face to face training
Doesn't take district time	Improves all substitute teachers in current pool, no screening
Pass cost onto substitute teachers	Pass cost onto substitute teachers
Videos	See a great teacher in action
Learners can take course at any time	Learners get to take home Handbook
Number of learners doesn't matter	Fun!

Substitute Teacher Self-Efficacy Study - STSES

- 26 Questions – Two (2) minutes
- Before training (any intervention)
- After training
- 3 months after training
- 6 months after training

Training Essentials

Model appropriate teaching methods:

Use a variety of teaching strategies to communicate material

Set clear (and high) expectations

Recognize appropriate behavior (handout tickets for prizes)

Avoid PowerPoint

Ideally only 25-45 participants in a training



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What Now?

1. Encourage your substitute teachers to register (free!) at STEDI.org – place it on your calling system
2. Review the SubTrainer Manual and Substitute Teacher Handbook
3. Attend Geoff's Webinar next week on Online Training



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Thank you for attending!

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