

How to Train Substitute Teachers Online

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How to Train Substitute Teachers Online

Today's Webinar will cover:


- Importance of Training
- Examples from two districts
- What is the training
- How it can be implemented
- Action items

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How to Train Substitute Teachers Online

Importance of Training

- One full year of a child's K12 education is taught by substitute teachers
- Teacher Absenteeism 8% - 10%
- 86% of districts can't find quality substitute teachers
- 90% of districts spend less than four hours training substitute teachers
- Over \$2Billion is spent annually on substitute teacher pay
- 77% of teachers miss school to attend professional development training



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Knox County Schools
Knoxville, TN

One System's Journey of Implementing
the STEDI Substitute Teacher
Training Program

SubSolutins
June 2011
Park City, UT

Interview with Cliff Mayer, Fort Worth ISD

Cliff Mayer
Director of Induction, Development and Retention
Human Capital Management

Fort Worth ISD
Fort Worth, Texas

Hire 700 substitute teachers/year
1,200 – 1,600 substitute teachers in the pool


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Substitute Teacher Skills/Expectations

Letter of Reasonable Assurance:

Email: Geoffrey.Smith@STEDI.org



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Substitute Teacher Skills/Expectations

Mandatory prior to employment:


1. Before the applicant picked up an application

Training of the existing pool

1. Retroactive
 1. Exemptions for:
 1. Certified teachers
 2. Well established teachers

Rewarding substitute teachers for taking the training:

1. Preferred
 1. Hire
 2. Placement



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Substitute Teacher Skills/Expectations

Classroom Management Ability to:

1. Get and keep students on task
2. Teach Expectations
3. Maintain high-pos/neg. interaction
4. Respond non-coercively
5. Avoid being trapped.

Teaching Strategies Ability to:


1. Implement lesson plans

Being Prepared/Professional

1. Arrival time, student supervision

Special Education Ability to:

1. Adapt lessons, proper care, work with para's



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Substitute Teacher Skills/Expectations

Classroom Management Ability to:
1. Get and keep students on task.

Teaching Strategies Ability to:
1. Implement lesson plans
2. Ask appropriate questions
3. Show audio/visual
4. Fill-in in an instant

Being Prepared/Professional
1. Arrival time, student supervision

Special Education Ability to:
1. Adapt lessons, proper care, work with para's



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Substitute Teacher Skills/Expectations

Classroom Management Ability to:
1. Get and keep students on task.

Teaching Strategies Ability to:
1. Implement lesson plans

Being Prepared/Professional
1. Arrival time, student supervision
2. Work with the main office
3. Work with other teachers
4. Perform the legal aspects of the job
5. Getting a permanent position

Special Education Ability to:
1. Adapt lessons, proper care, work with para's



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Substitute Teacher Skills/Expectations

Classroom Management Ability to:
1. Get and keep students on task.

Teaching Strategies Ability to:
1. Implement lesson plans

Being Prepared/Professional
1. Arrival time, student supervision

Special Education Ability to:
1. Adapt lessons,
2. Provide proper care
3. Work with para's
4. Use appropriate Terminology
5. Understand Confidentiality
6. Use appropriate as management skills




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Substitute Teacher Skills/Expectations

Classroom Management Ability to:

1. Get and keep students on task



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The shorter the time between the beginning of class and when students are actively involved in a productive activity the better. This will eliminate 'down time' or 'wasted time' when opportunities for students to engage in inappropriate behavior increases. Begin class by greeting students at the door, directing them to a starter activity, and then introduce yourself and immediately engage students in a structured activity.

Begin Instruction Immediately

Here is an expert substitute teacher implementing the skill of begin instruction immediately.

Notice:

- The teacher has prepared an activity beforehand so students can get right to work
- Students quickly become on task



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Fall 2011 Substitute Teacher Survey

Ability Classroom Management:


Those individuals who participated in an initial skills training course rated their ability in the area of classroom management as significantly lower than those who did not participate in this training.



On the other hand, those individuals who indicated that they participated in a refresher training course rated their ability in the area of classroom management as significantly higher than those who did not participate in this form of training. 14Subskills 12A; 14Refresh 12A

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Knox County (TN)
Fort Worth ISD (TX)
Frederick CO (MD)
Boston (MA)
Metro-Nashville (TN)
Philadelphia (PA)






How to Train Substitute Teachers Online

To do:


1. Register as a SubManager at STEDI.org
2. Once validated, call STEDI for a tour of the training or begin yourself.
3. With STEDI's help, work up the wording for your website and begin with your new substitute teachers.
4. Barbara (800) 922-4693

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Thank you.

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