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Preface

Many school districts throughout the United States are experiencing serious shortages of substitute teachers. In many states, the requirements for working as a substitute teacher have been dramatically reduced. So serious is the shortage in several states, for example, that a person holding only a high school diploma is eligible for substitute teaching. *Recruiting & Training Successful Substitute Teachers: A Multimedia Program for School Districts* was specifically designed and developed to help school districts respond creatively to what some school officials have termed the *substitute teacher crisis*.

School districts employing this program should be able to significantly increase the size of their substitute teaching pool if they are located in a state that does not require substitute teachers to be licensed or certified teachers. States that have such requirements typically have policies allowing individuals to substitute under a temporary license for a specified period of time. Chapter 2 contains specific strategies for recruiting new substitute teachers by applying techniques successfully implemented by school districts in Michigan and Ohio where *Recruiting & Training Successful Substitute Teachers* has been extensively field tested. In addition, the Resource section contains sample newspaper advertisements, news releases, and radio promotionals that can be easily adapted for use by any school district.

Recruiting new substitute teachers is, however, only a partial solution. Equally, if not more important, is the need to prepare newly recruited substitute teachers for the important and challenging work they are about to pursue. This program provides school districts with a comprehensive substitute teacher training program based on a set of 16 performance standards that define successful substitute teaching. The Substitute Teacher Performance Matrix that articulates the performance standards was created after an extensive review of the literature on substitute teaching and based on in-depth interviews with classroom teachers, exemplary substitute teachers, school administrators, and K-12 students. Each of the 14 instructional modules that comprise the *Successful Substitute Teaching* workshop is designed to help prospective or practicing substitute teachers acquire the knowledge and skills reflected on the matrix.

School districts may choose to adapt the training materials and activities to meet the needs of their district. Suggestions on alternate uses of the program can be found in Chapter 3. Importantly, each workshop module was designed to engage workshop participants in hands-on and minds-on activities. Most modules are supported by video clips and PowerPoint slides integrated to support or reinforce the instructional objectives of the module. Written case studies and videotaped vignettes are used to stimulate participants to reflect on and discuss appropriate responses to common

substitute teaching dilemmas. Chapter 6 provides detailed lesson plans for each of the workshop modules, including sample scripts that facilitators may use in delivering the training. Workshop participants are provided with a *Participant's Notebook* designed to support note taking during the workshop.

Acknowledgments

This program was brought from idea to reality with the support of many dedicated and talented people. Carl Arko of the St. Clair, Michigan Intermediate School District deserves credit for first raising our awareness of the severity of the substitute teacher shortage problem and encouraging us to create this program. Shayne Simpson, Todd Matthews, and Kelli Thomas of the University of Dayton's School of Education provided important technical and editorial support in the preparation of the final manuscripts and the development of the CD-ROM. Jackie Marshall Arnold was especially helpful in the design and development of the prototype program. Ann Raney of the University of Dayton's Curriculum Materials Center provided important research assistance. Eric Johnson of Educational Video Publishing in Yellow Springs, Ohio, deserves our thanks for the video production and editing that captured the diverse perspectives on substitute teaching delivered through the video clips.

Many people provided valued reviews of the program's contents. Thanks to Beverly Tillman of the University of Dayton and Jean Tarr of the Centerville, Ohio Schools for their review of the material on working with students with special needs. Rita Schwieterman reviewed the section dealing with the health related do's and don'ts of substitute teaching. In addition, Carol Dean, Judy Eggemeier, Judy Ehlerding, Susan Ferguson, and Barb Westendorf reviewed various parts of the program for content accuracy.

We owe a special debt of gratitude to the 12 exemplary professionals who so thoughtfully and enthusiastically shared their expertise on substitute teaching by serving as videotape panelists. Denise Adams, Aurelia Blake, Mike Earley, and Marlene Leone represented practicing substitute teachers and did a marvelous job of speaking realistically to the challenges and rewards of substitute teaching. Melanie Francis, Steve Huff, Jody Pettiford, and Beth Stephens clearly articulated the important perspectives of full-time classroom teachers on the topic of successful substitute teaching. The views of school administrators were thoughtfully captured by Marsha Bayless, Judy Hennessey, Dan Mecoli, and Dick Penry. Finally, we thank the many students of all ages and grade levels who shared with us their valued perspectives on successful substitute teaching.

James B. Rowley & Patricia M. Hart
Dayton, Ohio

Introduction

Welcome! You have taken an important first step to support or enhance your school district's substitute teaching program. Because of your interest in *Recruiting & Training Successful Substitute Teachers*, you likely understand the severity of the problem that school districts across this nation are confronting as they struggle to maintain instructional flow and student learning when regular teachers are absent from their classrooms. At a time when student learning is being measured so carefully, and when the results of those measures are of greater significance than ever before, it is increasingly important that a teacher's absence does not translate into a lost instructional day.

Although student learning is the central concern, there are other important issues as well. Perhaps your school district is experiencing difficulty in carrying out professional training for teachers during the school year due to the lack of available and competent substitute teachers. As many states increase the expectations for the ongoing professional development of teachers, this problem is becoming increasingly prevalent. In fact, it was the confrontation of this problem in several Michigan schools that led to the development of *Recruiting & Training Successful Substitute Teachers*.

Or perhaps you are from a state that has recently enacted legislation changing the requirements for working as a substitute teacher. In an attempt to increase the pool of available subs, several states have waived prior standards requiring substitute teachers to be certified or licensed teachers. This, too, was the case in Michigan where new legislation now permits individuals to become substitute teachers if they have completed 90 credit hours of college work in any field. School administrators in Michigan and other states with like or similar policies are now struggling to ensure that such persons acquire the professional training necessary to prepare them for the many challenges of a demanding job.

Finally, it is possible you are not dealing with a substitute teacher shortage problem. In fact, you may even be comfortable with the quality of the substitute teachers working in your district. However, you may well recognize that you have not done enough to provide these important employees with the opportunities for collegial dialogue and professional development that so many of them desire.

If any of the above motives describe your interest in *Recruiting & Training Successful Substitute Teachers*, we are confident that you will not be disappointed.

How Was *Recruiting & Training Successful Substitute Teachers* Developed?

The first step in the design of this training program was the development of the Substitute Teacher Performance Matrix (see Figure 1.1). Based on in-depth interviews with substitute teachers, full-time classroom teachers, school administrators, and students, the matrix identifies 16 *functions* that constitute a framework for the professional development and assessment of substitute teachers. An extensive review of the literature on substitute teaching was employed to validate the 16 functions.

Video production constituted the second step in the development process. Visits were made to several elementary and secondary schools where students were filmed as they offered their important perspectives on substitute teaching. On our visits to the schools, we surveyed classroom teachers and building principals for the names of substitute teachers who were highly successful. From these nominations we recruited the four substitute teachers featured throughout the training program.

To provide the administrative perspective on substitute teaching, we invited four veteran and highly respected administrators, including an assistant superintendent for personnel and three building principals, to participate in a videotaped discussion of substitute teaching.

Finally, we invited four veteran classroom teachers with reputations as excellent practitioners to participate in a videotaped focus group on successful substitute teaching. These videotaped discussions were then edited into a collection of video clips anchored to the 16 performance functions from the matrix.

The next challenge was to develop the training objectives, modules, and materials to constitute a 2-day workshop on *Successful Substitute Teaching*. The development of the workshop modules was based on the following design parameters. The modules would:

- Model teaching strategies that could be effectively employed by substitute teachers in a diversity of instructional settings
- Model teaching strategies that have high potential for student engagement
- Engage workshop participants in reflection and dialogue on the 16 functions of substitute teacher performance
- Provide workshop participants, via video, exposure to the wisdom of practice of experienced and accomplished substitute teachers
- Provide workshop participants, via video, insight into the expectations of classroom teachers and school administrators relative to substitute teacher performance

- Provide workshop participants, via video, an awareness of students' attitudes and behavior as they pertain to substitute teachers

As a result of our research, 14 workshop modules were developed and structured into a recommended 2-day training agenda (see Figure 1.2).

What Materials and Methods Constitute *Successful Substitute Teaching*?

There are five basic components that constitute this training program. A brief description of each component follows.

The Facilitator's Guide is designed to provide facilitators with clear instructions on how to plan and effectively deliver a *Successful Substitute Teaching* workshop. It includes detailed descriptions of each of the 14 workshop modules including training objectives, materials needed, and recommended instructional strategies.

The Videotapes include 90 minutes of video divided into 35 video clips ranging from 1 to 5 minutes in length. The video clips are titled for easy identification and are arranged in the order they appear in the training agenda.

The CD-ROM contains the PowerPoint slides that support the training program. PowerPoint is a Microsoft presentation software program that is part of the Microsoft Office package. If you or your school district does not own Microsoft Office or PowerPoint, you can still utilize the slides by acquiring a free copy of PowerPoint Viewer which will allow you to effectively employ the PowerPoint slides in your training presentations. You will need to obtain PowerPoint Viewer by downloading it to your computer from the following Microsoft Web site:
<http://www.microsoft.com/powerpoint/internet/viewer/license.htm>. Instructions for downloading are located on the CD-ROM in the file named *Readme*. For your convenience, the CD-ROM contains copies of the PowerPoint slides formatted for either Macintosh or Windows machines.

Regarding hardware, you will need a computer capable of running Microsoft Office. In addition, you will also need a projection system. This may be an LCD panel, a Macintosh presentation system, or another multimedia presentation system.

This CD-ROM also includes black-and-white copies of all PowerPoint slides that can be printed as transparency masters for the creation of conventional transparencies to use on overhead projectors. Finally, the CD-ROM also contains an electronic master for the *Participant's Notebook*.

The Participant's Notebook provides participants with copies of all PowerPoint slides formatted to facilitate note taking or journal writing during the training. The *Participant's Notebook* also contains all handouts needed during the training. As mentioned earlier, the CD-ROM includes a copy of the *Participant's Notebook* which you may print out to create a duplication master. The master can then be used to reproduce copies of the *Participant's Notebook* for your *Successful Substitute Teaching* workshop. Specific instructions on how to print out and assemble the duplication master are contained on the CD-ROM in the *Read Me* file located in the folder named *Participant's Notebook*.

If you prefer not to spend time and resources on duplicating and assembling the *Participant's Notebook* for each of your workshops, bound copies identical to the one packaged with the program can be purchased at bulk discount rates from Corwin Press by calling 805-499-9774.

The Substitute Teacher Performance Matrix provides the conceptual framework and theoretical foundation for the *Successful Substitute Teaching* workshop. Because facilitators will want to make frequent reference to the matrix throughout the workshop, the program contains a laminated copy to serve as a durable teaching tool.

Workshop participants will find a copy of the matrix on page 122 of their *Participant's Notebook*. To help prospective substitute teachers understand the importance of the matrix, and to encourage them to refer to it as a tool for self-assessment and reflection, you may want to produce a laminated copy for each trainee.

Importantly, the Successful Substitute Teacher Performance Matrix is the basis for the Substitute Teacher Performance Report described in Chapter 4.

Who Should Facilitate a *Successful Substitute Teaching* Workshop?

A variety of persons might well qualify to facilitate a *Successful Substitute Teaching* workshop. Who facilitates the workshop is obviously a key factor in the success of the workshop. Consequently, consideration should only be given to persons who have a history of success in delivering staff development. A few profiles of potential presenters include district-level staff developers, personnel administrators, lead or mentor teachers, building principals, university professors, veteran substitute teachers, or other external training consultants.

In many ways, the *Successful Substitute Teaching* workshop is a workshop on the fundamentals of good teaching specifically tailored to the substitute teaching context.

Consequently, it is important that facilitators be able to establish themselves as having knowledge and experiences relative to classroom teaching. It is not necessary that he or she have substitute teaching experience. However, consideration might be given to having a veteran and accomplished substitute teacher as a copresenter or workshop support person.

Training-of-Trainers Workshop

This *Facilitator's Guide* has been carefully prepared to provide workshop facilitators with specific guidance on how to deliver the training and employ the various training materials. Consequently, no special facilitator training is required to successfully deliver the program. However, as a special service to its customers, Corwin Press is offering a series of *Recruiting & Training Successful Substitute Teachers* workshops in various locations across the United States. The workshops will provide school districts the opportunity to have their prospective workshop facilitators receive a full day of training in how to effectively utilize the program. Participants will experience many of the workshop modules and acquire specific tips on enhancing or extending various workshop activities. To obtain details on scheduled workshops, contact Corwin Press at 805-499-9734, ext. 8117.