
SHORT-TERM SUBSTITUTE TRAINING

Outcomes

Short-Term Substitutes will

- Have a general understanding of:
 - Curriculum
 - Classroom management techniques
 - School safety
 - District/building operations
- Be prepared to communicate with districts/schools about local procedures/expectations.

Activity: General Information (KWL Activity)

- What I **KNOW** about substitute teaching...
- What I **WANT** to know...



Check In

What is a short-term substitute?

Public Act 100-0596:

- Applicants for a Short-Term Substitute Teaching License must hold an associate's degree or have completed at least 60 credit hours from a regionally accredited institution of higher education
- An individual holding a Short-Term Substitute Teaching License may teach no more than 5 consecutive days per licensed teacher who is under contract.
- An individual holding a Short-Term Substitute Teaching License must complete the training program prior to working as a substitute teacher.
- All Short-Term Substitute Licenses will expire on June 30, 2028.

“Professionalism” Defined

- For our purposes, “professionalism” means:
 - *The skill, good judgement, and polite behavior that is expected from a person who is trained to do the job well.*

ABC's of Professionalism

- **A**rrive at least 20 minutes early to substitute teaching assignments.
- **B**e flexible and willing to help where needed.
- **C**ontact the office in emergency situations.
- **D**emonstrate positive classroom management skills.
- **E**verything in its place- a place for everything.
- **F**ollow the lesson plan!
- **G**uide students actively through the lesson.

ABC's of Professionalism

- **H**ave discretion in what you share with students.
- **I**dentify your strengths (know at what grade level you will be most effective).
- **J**eans and flip-flops are not appropriate attire.
- **K**eeps students until the bell rings.
- **L**ead elementary students where they need to go unless the plans state otherwise.
- **M**aintain confidentiality
- **N**ever leave students unsupervised.

ABC's of Professionalism

- **O**rganize your time, have a plan for the day and stick to it
- **P**lease limit cell phone usage to times when you are not supervising students.
- **Q**uestions are important at the beginning of the day (policies, restrooms, bus/playground duty, etc.)
- **R**eport to the teacher what happened during the day/period.
- **S**imply do not engage in power struggles with students.
- **T**each as much as possible.
- **U**se the resources available to you.

ABC's of Professionalism

- **V**olunteer yourself to the office staff during periods without students.
- **W**hen speaking of teachers and students, always be respectful.
- **X**-amine and reflect on your teaching after each day.
- **Y**ou can use the opportunity to show gratitude to the people who helped you during the day.
- **Z**ap negative thoughts.

Have a Substitute Toolkit/Bag

For the kids....

- Emergency activity plans
- Photocopies of activities- word searches, mazes, number games
- Deck of cards
- Uno Game/Other quick, easy games

For you...

- A lunch or snack
- Water
- A book to read (in case there is down time)

School Safety

FERPA

- Family Educational Rights and Privacy Act
 - Provides the right...
 - to parents or eligible students to have access to educational records
 - to seek to have records amended
 - to have control over the disclosure of personally identifiable information
 - to file a complaint
 - Prohibits the improper disclosure of personally identifiable information derived from educational records (confidentiality)
 - An exception to the prior written consent allows “school officials,” including teachers, to obtain information when they have a “legitimate educational interest” (Need to Know NOT Want to Know)

HIPAA

- Health Insurance Portability and Accountability Act
 - Protects the privacy of individually identifiable health information

Abused and Neglected Child Reporting

- Any district employee who suspects or receives knowledge that a student may be an abused or neglected child shall immediately report such a case to the Illinois Department of Children and Family Services
- Locate and become familiar with the school and district procedures for Mandated Reporting.
- Regional Office of Education requires a signed Acknowledgement of Mandated Reporter Status

Important Policies and Procedures to Know and Understand

- **Drug and Alcohol Free Workplace**

- All district workplaces are drug and alcohol free
- This includes smoking and use of tobacco

- **Weapon Free Zones**

- Remember that you are also not allowed to bring firearms, knives, pepper spray, etc. onto school grounds.
- If you suspect someone has a weapon, immediately notify building leadership.

Important Policies and Procedures to Know and Understand

- **Student Discipline**

- Become familiar with the discipline policies and procedures
- Consider a variety of classroom management plans; follow the teacher's directions
- Get to know your deans, counselors, social workers, principals who deal with student discipline

Legally and Ethically

- Employees are expected to maintain high standards in their relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional relationships with students, parents, staff members, and the community.
- Think before you speak or act. Are you being a role model? Are you acting legally and ethically?

In Loco Parentis

- Translated as “in the place of the parent.”
- Part of parental authority is delegated to school personnel.
- Schools act in place of the parent in the areas of discipline AND protection.
 - You are responsible for foreseeing danger and taking reasonable steps to protect them from that danger.

Potential Health Concerns

- Likewise, health emergencies are always a concern. Be aware of the communication protocol!
 - Seizures
 - Diabetes
 - Depression, anxiety, suicidal intentions
 - ADD / ADHD
 - Allergies
- You are NOT emergency health experts. You may not have received information on specific student health concerns.
- Your best defense against tragedy is to remain alert and react quickly!

Use your resources

- Be sure to find out if there are paraprofessionals or aides working in the program.
- Ask them questions, look to see if students have medical plans, behavior plans, or individual schedules. If so, it is important to always follow those plans.

Bullying

- If it looks like bullying...if it sounds like bullying...it's probably bullying.
- Intervene to stop the behavior. Do not be a bystander.
- Leave specific notes for the teacher.
 - Not...
 - But rather...
- If anyone is in immediate danger, follow communication protocol to get assistance from administration, a fellow teacher, or a security assistant.

Fire Prevention and other Life Safety Precautions

- Do not light candles or use open flame for any other purpose.
- Do not use extension cords. If one is necessary for a projector or pencil sharpener, etc., unplug when finished.
- Do not block doorways with desks, tables, etc. There must be clear egress.
- Do not block fire extinguishers AND know their locations, especially if you are subbing in vocational work areas or science laboratories.
- Do not cover vision panels (windows in doors).

Other Precautions

- Protect yourself by never being alone with a student where you are not readily visible by other adults.
- Do not touch a student inappropriately—this includes hugging, roughly nudging to wake up or throwing an eraser to get the attention of a student, etc.
- Do not elaborate on your personal lives to students such as giving your address or phone number. Establish boundaries.

Substitute Teaching for Special Education



Confidentiality- The First Key to Success

- Special Education teachers were polled regarding what they thought was the most important piece of information that new teachers should know. The most common response: CONFIDENTIALITY.
- Information about a student's health, educational progress, or family should NEVER be a topic outside of the classroom.

Positive Techniques

- Treat all students with respect and dignity
- Visual Cues/aides/demonstrations
- Allow breaks if appears overwhelmed/overstimulated
- Allow for processing what you have told them
- Step by step directions
- Positive Reinforcement vs. Negative Reinforcement

Activity: Learning Check-In

Process:

1. Choose a partner and letter-off A and B.
2. Each partner will be speaking about a topic in turn, and without interruption.
3. Partners listen carefully to each other, and during their own turn cannot repeat anything that was previously said.
4. At the start signal, A begins. When you hear “switch,” then B takes over. When you hear “switch” again, A takes back over.

Round 1: 60 seconds

Round 2: 45 seconds

Round 3: 30 seconds



Check In

Activity: Learning Check-In

Look back at what you identified you want to know on your KWL chart and what you've learned so far in this training.

Talk to your partner about what you still need to learn. What questions do you have now?



Check In

Let's Take a Break

Keys to Effective Classroom Management



Classroom management consists of practices and procedures a teacher uses to maintain the environment in which instruction and learning can take place.

Harry Wong

Well-managed classrooms



Student engagement



Productive learning environment

CLASSROOM MANAGEMENT

- Is not discipline
- Is invisible when performed at its best and apparent when it is missing
- Is based on the behavior of teachers- what a teacher does- not on the behavior of students
- Is based on procedures

SET A POSITIVE TONE

- Greet students at the door
- Write your name on the board
- Introduce yourself
- Post the assignment/ schedule
- Have an activity for students to begin immediately

INTRODUCE YOURSELF

Good morning. I am_____. I wrote it here and on the board. I am looking forward to being your teacher today. I have been teaching for_____years and especially enjoy _____about teaching. I keep up-to-date in my teaching skills. So you can relax. You are in good hands with me today.

EXPECTATIONS

- Support the regular classroom plan
- Explain your expectations
 - *I know my expectations may be a little different than your regular teacher users, but these ideas have worked well for me and students in the past.*
 - Limit to 3-5 expectations
 - Use easy to understand language

ASSUME THE BEST

- 90% Prevention
- 10% Intervention/Consequences
- Calm Tone
- Low Volume
- Rhythm
- Square Posture
- Private Interactions

PROCEDURES

- Quiet Signal
 - Deliver, wait, thank, proceed
 - Effectively manages interruption
- Transitions
 - Keep students apprised of remaining time
 - Close one activity before proceeding to the next
- Materials, Equipment, and Furniture
 - Advise students of needed supplies and materials
 - Plan how to get equipment or rearrange furniture

Trauma Informed Schools

— How to help our
children of trauma —

PREFRONTAL CORTEX

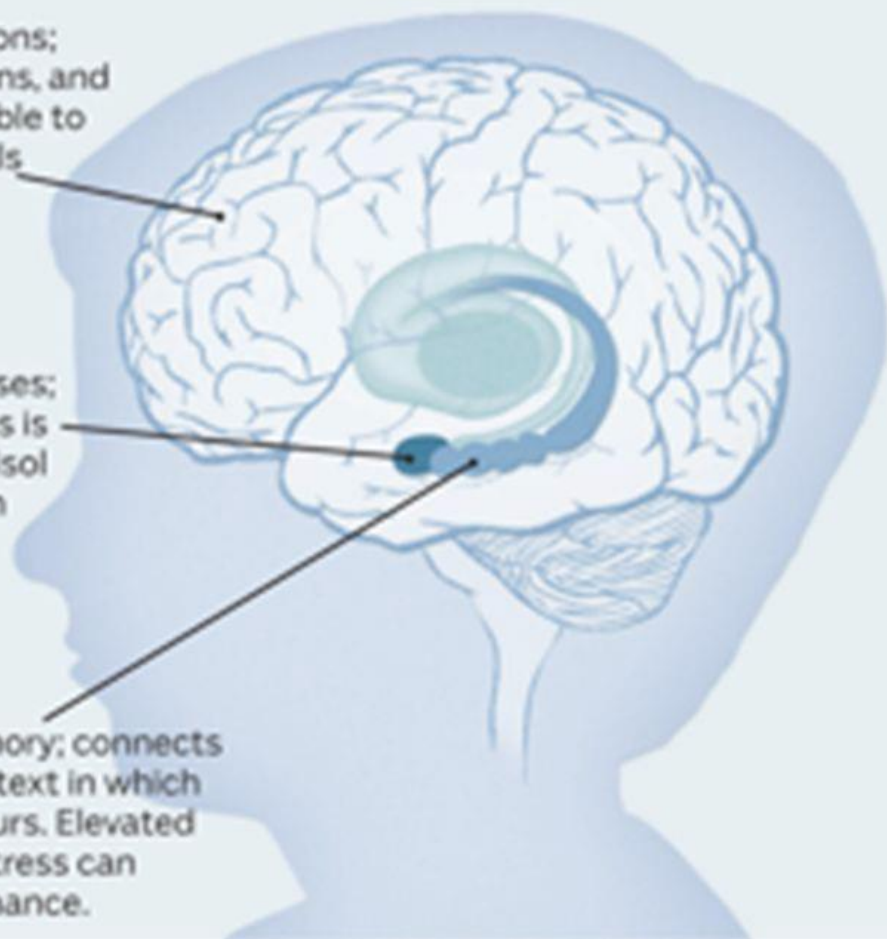
Center of executive functions; regulates thought, emotions, and actions. Especially vulnerable to elevation of brain chemicals caused by stress.

AMYGDALA

Triggers emotional responses; detects whether a stimulus is threatening. Elevated cortisol levels caused by stress can affect activity.

HIPPOCAMPUS

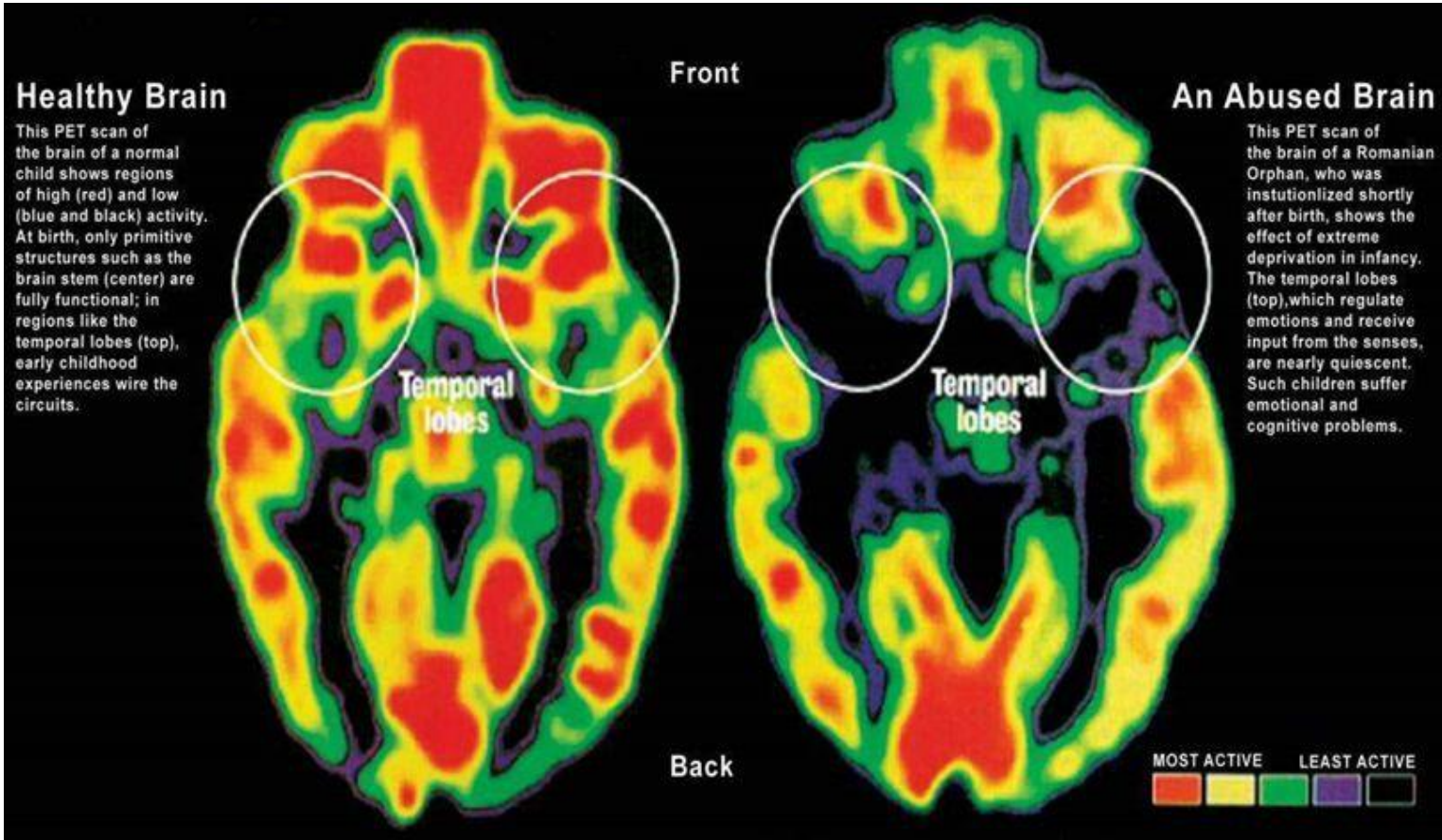
Center of short-term memory; connects emotion of fear to the context in which the threatening event occurs. Elevated cortisol levels caused by stress can affect growth and performance.



Trauma Impacts the Brain

- When people perceive a threat to their safety, they prepare to **fight, freeze or flee** from the threat
- Trauma hard wires the brain for fight, flight or freeze response to adapt to a high-stress pattern.
- These survival responses (fight-flight-freeze) become a regular mode of functioning for a child experiencing trauma and therefore can be activated by any hint of danger, perceived or real, or by any stimulus (otherwise known as a “trigger”).
- The amygdala and pre-frontal cortex **cannot fire at the same time.**


Trauma Impacts the Brain



Trauma Impacts Learning, Behavior, Relationships

- *Studies demonstrate that **childhood trauma impedes academic success** for many millions of children in our country, especially those in underserved communities.*
- *Students experiencing trauma*
 - are 2.5x more likely to fail a grade
 - score lower on standardized achievement test scores
 - have more receptive or expressive language difficulties
 - are suspended or expelled more often
 - are designated to special education more frequently

(Wolpow & Kincaid 2011)



WHEN LITTLE PEOPLE
OVERWHELMED BY ARE
EMOTIONS, IT'S BIG
TO SHARE OUR JOB
OUR CALM
JOIN THEIR CHAOS NOT

- L. FOSTER



**3. A safe classroom
with routines is a
great comfort.**

Kids who have experienced trauma
and instability worry about what's
going to happen next.

To be a Trauma Informed Teacher

- You do not need to know...
 - The child's story
 - Hear the painful details
 - The truth
- You need to know...
 - What they need to feel better
 - How to accommodate them to make them manage life at school
 - How to make a connection at school



Resilience

While we can't take away what has happened and we might not be able to change what is happening, we **CAN** help foster characteristics of resilience!

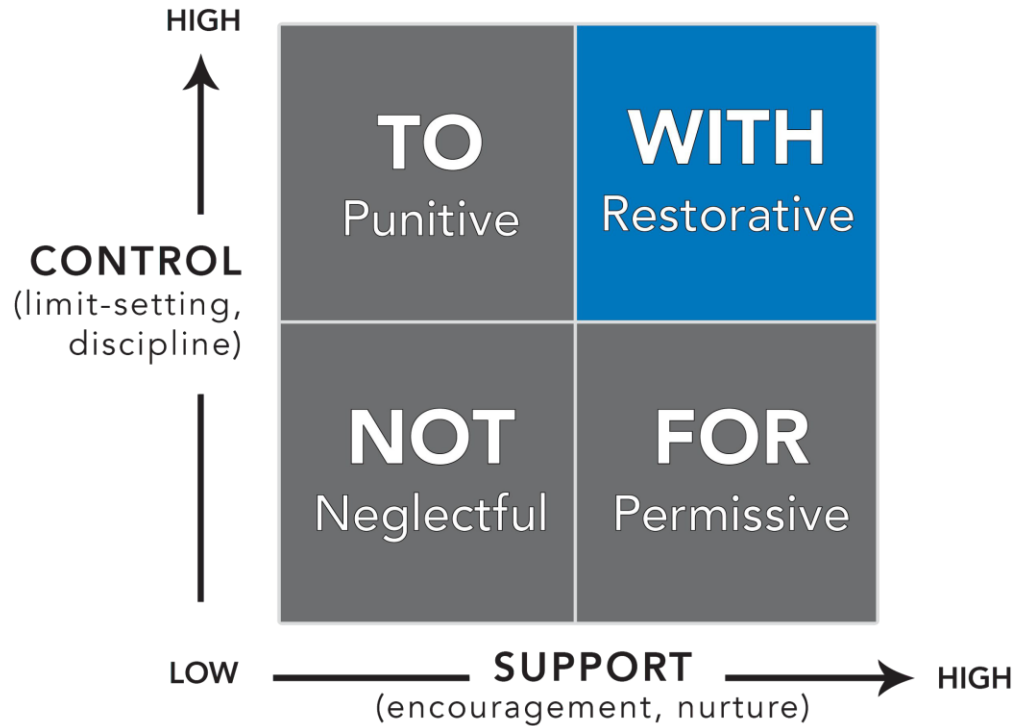
Restorative Practices

— Practical Strategies to Building
Strong Healthy Relationships —

Fundamental Hypothesis

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

Social Discipline Window



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

Responding to shame

Respond to students experiencing shame by:

- Listening to what they have to say
- Being present with them without trying to problem solve
- Reflecting on what has caused the shame feeling
- Acknowledging their feelings
- Encouraging them to talk about their experience

Behavioral Strategies

Behavioral Strategies

Behaviorism: students are told what to do ... and receive rewards for compliance and punishment for non-compliance

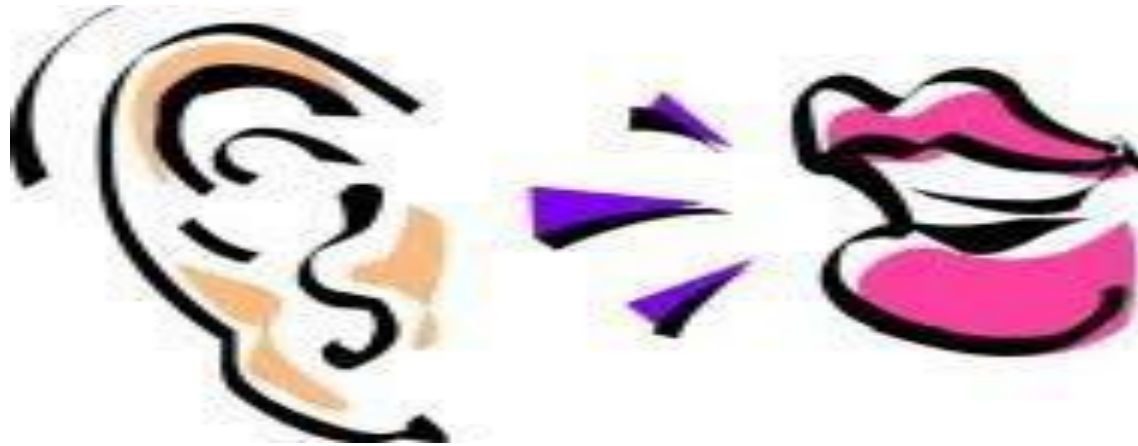
Telling catalyzes physiological resistance in the body and the message sent to the brain is “Resist!” Creates the stage for a power struggle

Positive discipline: kids are invited to think about what to do

Asking incites a physiological relaxation of the body and the message sent to the brain is “Search for an answer.” The student is more likely to feel respected and capable, to appreciate being involved and to decide to be cooperative.

Behavioral Strategies, continued

- If we approach students with a philosophy that **children are injured and not “bad”** all of our interventions will open the pathways of communication which lead to healing
- Our **tone of voice**, our **body language** and our **words** are all collectively sending a message to the student.
 - Is the message “**I care for you?**” “**What happened to you?**”
 - Is the message, “**You are a problem?**” “**What’s wrong with you?**”



- *Important to hear yourself
- *Inappropriate reactions may cause an escalation in a behavior
- *Always think- How would I react if I were the student?

Communication



Curriculum and Instruction

IMPLEMENTING MEANINGFUL INSTRUCTION means:

- Understanding the Lesson Plan
- Engaging the students
- Using active learning strategies

Understand the lesson plan

- Arrive early so you have time to familiarize yourself with the lesson plans and materials.
- Read the lesson from the student textbook or teacher's manual, if available and appropriate.
- Consult with a neighboring teacher, but be respectful of their time and be direct and specific with your questions.

Engage students

- Have a short “entry activity” for students to begin immediately.
 - This sets the tone for the day and indicates to the students that they are there to learn
 - An entry activity also allows valuable time to get your footing
- Use active learning strategies such as questioning and discussion

Use Active Learning Strategies

- Engage students
 - Less teacher talk and more student interaction
 - Encourage students to “turn and talk” during class discussions
- Think about student movement
 - Incorporate movement whenever possible
 - Young children (elementary) need to be moving every 15-20 minutes
- Encourage student questions
- Turn activities into games/competitions whenever possible

One Instructional Resource



Share My Lesson: Free lesson-sharing website with over 1 million members

- Find **thousands of standards-aligned preK-12 lesson plans and activities** that span curriculum and content areas
- Access **high-quality resources from content partners** like Colorin Colorado, Student Achievement Partners, PBS NewsHour Extra, and BTU 21st Century Lessons
- Get supports for **bullying prevention, creating a safe and welcoming environment and new teacher tips**
- Build out your professional profile and get **personalized content recommendations**

District/Building Operations

On your first day in each building/district

- Check in with the office and let them know that it is your first day.
- Ask about emergency procedures, dismissal protocol, classroom to office communication, etc..
- Walk the building looking for exits, restrooms, cafeteria, nurse's office, etc...
- Introduce yourself to the teachers in your hallway/area

It's good practice to ASK, "What should I do if...?"

- There are no plans when you arrive
- A child runs from the classroom
- You need assistance with a student
- Can you think of other situations where you may need more information?

Emergency Procedures

- Be aware of all procedures for a variety of emergencies: fire evacuation, shelter-in-place, lockdown, active shooter.
- Look for the evacuation route posted in the classroom. If there isn't one, ask a neighboring teacher.
- Look for where you go during a tornado. Basement? Bathroom? Other windowless room?
- Know how to lock the door and where to hide out of sight.
- Know if the school follows ALICE protocol or some version of “Run, Hide, Fight” or straight lockdown.

Activity: Learning Points (KWL Activity)

- What I **KNOW** about substitute teaching
- What I **WANT** to know

- What I **LEARNED** today...



Check In

Wrap Up

- Thank you for coming!
- Fill out and return your evaluation
- Pick up your evidence of completion form