



Training

Short-term Substitute Teacher Training

Dates:				
Location:				
Timeframe	Agenda Item	Script or description	Person Responsible	Handouts/Materials Needed
13 minutes	I. Context-Setting			
10 minutes	Welcome and Introductions	<p>Logistics Part of this workshop can be to model for participants classroom management techniques as part of your presentation (introduce signalling you will use to reconvene whole group, announcing timing, cueing, etc.)</p> <p>Review Outcomes</p> <p>Activity Ice Breaker- KWL (7 minutes) What do you know about substitute teaching? What do you want to know?</p> <p>Introduce the workshop with a KWL activity.</p> <ol style="list-style-type: none"> 1. In table groups divide chart paper into three columns 2. Write K at the top of column 1, W for column 2 and L for column three 3. Discuss and record in table groups what you Know about substitute teacher 4. Discuss and record what you want to know in 		<p>Chart paper/Markers for table groups</p> <p>KWL Chart Handout (optional)</p> <p>Slide 1-3</p>



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		column 2 5. Report out		
3 minutes	Short-term substitute requirements	Introduction of the new law for short-term training		Slide 4
13 minutes	II. Professionalism			
8 minutes	ABC's of Professionalism	<p>Lead a general discussion of these elements. Key points to make:</p> <ul style="list-style-type: none"> While the topic Professionalism is not prescribed in School Code as a training topic for this training, participants must understand what it means to be a professional - and how to present as a professional - as the foundation of serving as a substitute teacher in any school district. The short-term sub is an employee of the district and must present as a professional at all times. <p>Recognize the trainer will not have time to go through every letter. Use the ice breaker KWL activity as your guide on which letters to highlight.</p>		<p>Slide 5-9</p> <p>Optional handout: ABCs of Professionalism</p>
5 minutes	Substitute Tool Kit	If time permits, ask participants for other ideas to have in your substitute teacher toolkit.		Slide 10
48 minutes	III. School Safety			
30 minutes	Legal and Ethical Issues	Key point: The purpose of this section is to highlight major, practical aspects of each of these legal and ethical issues. In no way does this training intend to provide a full understanding of		Slides 11-23



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		<p>each of these topics. If a substitute teacher is in doubt, they should contact the school principal or designee.</p> <p>Notes are available in slide to provide additional information for presenter.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> ● FERPA ● HIPA ● Mandated Reporter ● Policies ● Students Discipline ● In Loco Parentis ● Health Concerns ● Bullying ● Fire Prevention/Life Safety ● Other Precautions 		
8 minutes	Substitute Teaching for Special Education	Confidentiality Positive Techniques		Slides 24-26
10 minutes	Learning check-in	<p>If time allows:</p> <p>Activity Learning Check-in (7-10 minutes)</p> <p>This activity has two slides--the first describes the activity process, the second contains the activity prompt. Trainer should review the activity process (described on slide) Emphasize that the partner who is not speaking should listen carefully and not interrupt the speaker. Trainer will need to time the rounds carefully.</p> <p>Timing: Round 1: 60 seconds Round 2: 45 seconds</p>		<p>Slides 27-28</p> <p>Timer/chart paper/markers</p>



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		<p>Round 3: 30 seconds</p> <p>After Round 3, trainer should lead a short debrief to surface remaining questions. Recommend that trainer chart these topics on a chart page called "What I WANT to know."</p>		
10 minutes	BREAK			
58 minutes	IV. Classroom Management Techniques			
20 minutes	Set a positive tone and expectations	<ul style="list-style-type: none"> It is helpful to understand that there will be an established climate and culture in each classroom, so try to find out as much as you can about it and use it to your advantage. 		Slides 30-38
3 minutes	Establish/Review Procedures	<p>Main point: It is always much easier to prevent behavior issues before they occur than to try to manage them after they happen.</p> <ul style="list-style-type: none"> Quiet Signal <ul style="list-style-type: none"> Deliver, wait, thank, proceed Effectively manages interruption Transitions <ul style="list-style-type: none"> Keep students apprised of remaining time Close one activity before proceeding to the next Materials, Equipment, and Furniture <ul style="list-style-type: none"> Advise students of need supplies and materials Plan how to get equipment or 		Slide 39



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		rearrange furniture		
15 minutes	Trauma Informed Schools	A Trauma- Informed Classroom (TIC) is an environment where children from “hard places” can be successful, involved learners. It is important for a substitute teacher to understand this because understanding a students reaction can help with your response to that action		Slides 39-47
10 minutes	Restorative Practices	These slides introduce theory behind Restorative Practices. The Restorative Approach is a philosophy or guiding principle (not a program or specific activity) that sees relationships as central to learning, growth and a healthy school climate for students and adults. Restorative Practices enable us to integrate and normalize this approach within a school culture.		Slides 48-51
10 minutes	Behavioral Strategies	These slides provide concrete examples of strategies that are restorative in nature (theory into practice). Discuss strategies for responding to student behavior Video run time is 2 minutes.		Slides 52-56
13 minutes	V. Curriculum			
2 minutes	Meaningful Instruction	Transition to the section on curriculum, from the concepts learned related to classroom management. Emphasize that this is why the substitute teacher is in the classroom: to continue students’ learning.		Slides 57-58



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5 minutes	Lesson Plan	Key point to emphasize: Lesson plans will look different during your time as a substitute teacher. What's important is that you know how to read and understand the plan and to follow the lesson plan the teacher leaves.		Slide 59 Resource: Sample Lesson Plan Templates
5 minutes	Student Engagement	These two slides provide some basic, universal advice for substitute teachers on how to engage students in the lesson plan the teacher leaves.		Slides 60-61
1 minute	Resource	This is an example of a resource. It contains classroom management tips, teachers' advice to new teachers, and lesson plans on preK-12, all content areas.		Slide 62
10 minutes	VI. District and Building Operations			
5 minutes	Your First Day in the Building	The handout can be a resource for substitute teachers to take with them to schools.		Slide 63-64 Handout: Check List
5 minutes	Questions to Ask	The first slide has general questions. The second slide is specific to emergency procedures.		Slide 65-66
15 minutes	VII. Wrap Up			
10 minutes	Closing Activity	<p>Activity Learning Points KWL (7-10 minutes)</p> <p>This activity links back to the KWL ice breaker activity at the beginning of the training.</p> <p>The third bullet point (What I learned today) appears upon trainer click - this item is the focus of the wrap-up activity</p> <ol style="list-style-type: none"> 1. Table groups return to chart paper generated during ice breaker KWL activity 2. In their groups, participants reflect on the training and identify what they have learned. 		Slide 67 Chart paper/Markers for table groups KWL Chart Handout (optional)



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		<ol style="list-style-type: none">3. Share out.4. Key point for trainer to make: This training only begins to scratch the surface of all the knowledge and skills substitute teachers need to know to be successful professionals. In addition to the topics covered in this training, there is district-specific and school-specific information that substitute teachers must know and be able to do. Substitute teachers must ensure they get this information as well.		
5 minutes	Wrap Up	<p>Close the day by having participants complete the evaluation form</p> <p>Be sure to hand out the evidence of completion form that participants will use as proof of completed training for short-term sub requirement.</p>		Slide 68