

# SUBTRAINER MANUAL

**8th Edition**





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These materials are for the use by trainers of substitute teachers. Copies of handout pages are for training use by the owner of this handbook and does not include training workshops. Contact STEDI.org for additional SubTrainer Manuals

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# PREFACE: WHAT IT'S ALL ABOUT

**T**he SubTrainer Manual is a resource guide for trainers and managers of substitute teachers to use in facilitating substitute teacher training. In this training, the facilitator uses the expertise contained in the *Substitute Teacher Handbook 8th edition* to teach, train, and engage substitute teachers in activities that mirror real classroom.

Individuals learn and retain information best through active participation in professional development experiences. The diverse teaching and learning methods contained in this training program are designed to meet the needs of all types of learners. Such diversity enables the facilitator to model a variety of teaching methods that substitute teachers can use in the classroom. Additionally, the training helps participants gain a deeper understanding of effective teaching principles that help prepare them for future substitute teaching assignments.



# How to Use This Manual

The methods in this training manual come from years of research at Utah State University and feedback from hundreds of trainers across the country. This manual is designed in “sessions” so the facilitator may choose a time schedule that best meets the needs of the district.

The following information correlates to the *Substitute Teacher Handbook* 8th Edition and includes references to corresponding pages in the handbook.

Handouts and task sheets are located at the end of each activity or can be printed from [STEDI.org/trainer](http://STEDI.org/trainer). As noted on **the Checklist of Needed Materials** (Appendix, p. ##), many of the items may be copied and laminated for repeated use.

## INITIAL TRAINING

**The Initial Training** activities in **Chapter Two** may be accomplished in one day or split into sessions, which can be taught over several weeks. Ideally, training modules will include follow-up training sessions.

## TRAINING SESSIONS

The *SubTrainer Manual* includes guidelines for conducting the following sessions:

- Behavior Management
- Special Education and Legal Issues
- The Professional Substitute Teacher
- Teaching Strategies
- Fill-In Activities and **SubPack**

Each session directly corresponds with a chapter in the *Substitute Teacher Handbook*. The handbook, which substitute teacher keep once training is complete, should be the center of each training session.

A different combination of activities is recommended for the one-day training as opposed to the multi-session workshops. Benefits of using the multi-session workshop format instead of the one-day follow-up training format are:

- Workshop participants review and learn information in smaller sections. Participants are then given up to a month to implement practices before meeting again. This allows effectively apply new knowledge and give them the chance to ask questions regarding areas of concern.
- Long-term relationships are developed between substitute teachers when they meet together for professional development on a regular basis.
- There is more opportunity for practicing skills in shorter more frequent training sessions.

# Sections

## OBJECTIVE

The objective is an overall guide to what participants should accomplish during an activity. The objective provides a benchmark of minimum concepts participants should learn throughout the session.

## TIME

The trainer needs to know how much time to spend teaching a given lesson or concept. This provides the trainer with a plan of action to ensure that all important information is covered during the training session and helps keep participants focused on the training.

## ADVANCED PREPARATION AND MATERIALS NEEDED

In order to effectively present an activity, the trainer must prepare materials in advance. The tools of instruction should be well organized.

## PROCEDURES

This “how-to” section provides specific step-by-step instructions for how to meet the objective of an activity. This process enables the trainer to effectively model the strategies presented in the handbook, which reinforces participant understanding.

## QUICK ASSESSMENT

This section helps the trainer to briefly evaluate the effectiveness of each training segment and assess the participants’ level of understanding. The trainer may elect to adjust the training schedule to reinforce strategies and concepts where additional practice is needed.



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# PREPARING FOR A TRAINING SESSION

**M**odeling the way you expect your substitute teachers to teach is the most powerful method you can use in your training sessions. If you do not expect them to rely on PowerPoint™ presentations in their teaching, do not use PowerPoint™ to train them. You do not expect your teachers to lecture, so do not use a lecture format in your training. Your example can show substitute teachers how to use the teaching tools from the *Substitute Teacher Handbook* to actively engage the students they will work with.

Substitute teachers are not able to take you or other experienced teachers with them into the classroom, so guide their learning experience using the material in the handbook. Encourage veteran substitute teachers to teach novice substitute teachers from the handbook not from their own experience. With this in mind, focus on the specific staff development goals found on the following pages.

The sequence of activities in each training session has more to do with scheduling than the importance of the activities, (i.e., the first three activities are not necessarily more important than the last three).

## TIP

Call on experienced teachers to validate the skills in the handbook, not to share “war stories.”



# PREPARING FOR A TRAINING SESSION

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## Initial Training Outcomes

Participants will:

- Navigate the *Substitute Teacher Handbook* and know how to use it as a resource.
- Demonstrate how and know when to use skills of effective classroom and behavior management.
- Recognize and effectively implement teaching strategies.
- Recognize how to be a prepared and professional substitute teacher.
- Learn strategies for effectively teaching students with special needs.
- Assemble a set of materials (**SubPack**) that assist in effectively carrying out teaching assignments.
- Properly implement the use of fill-in activities as necessary.

## Tips for Creating a Successful Training

### BEFORE THE TRAINING

**Familiarize yourself with the training materials.** You will have the greatest success if you know the lessons contained in the *SubTrainer Manual* and have read the *Substitute Teacher Handbook*.

**Prepare physically** by securing the necessary equipment and completing the **Advanced Preparation and Materials** sections for each activity. Arrive at the training at least one hour prior to start-time.

**Plan incentives.** Participants are more likely to stay active in the training if there are incentives. Decide what incentives are most appropriate for your group. Some ideas include requiring training for employment, giving monetary compensation, offering preferred assignments, and giving door prizes (i.e., tickets to district events, **SubPack** supplies, the *Substitute Teacher Handbook*, etc.).

**Set a date and time.** When you schedule the sessions, consider how to make the session convenient for substitute teachers to attend. First, check the district and community calendars and choose a day that does not conflict with other events. Sessions should be conducted during non-teaching times and provide the optimum amount of time for the training session.

**Pick a location** that is easy to find, such as the district office or a school site. Finally, be sure to schedule the training far enough in advance for participants to plan their personal calendars accordingly.

**Advertise the training.** Decide which specific audience you want to target and try a variety of ideas to reach out to prospective substitute teachers (i.e., mail or email individual invitations, post flyers in schools and other district buildings, announce the upcoming sessions to principals and teachers at district meetings, send information home with students, advertise on the district's web site, place advertisements in community newspapers, etc.).

**Pre-register participants** in order to prepare sufficient materials. (Securing a nominal registration/materials fee helps ensure that registered participants attend the session.)

**Confirm registration** by sending a letter that solidifies the date, time, and place, one week prior to the session. In this letter, you may wish to ask participants to bring the materials they would regularly take to substitute teaching assignments to share during one of the scheduled activities (i.e., their **SubPack**). If training sessions occur over the course of several weeks, mail reminder flyers or postcards as needed.

## DURING THE TRAINING

**Establish a comfortable atmosphere.** If the workshop is held in a school, be sure the room has adult furniture and is climate controlled. You may want to have refreshments available during the breaks. Set a professional tone and foster an atmosphere of learning by starting and ending on time, providing nametags, and having a sign-in sheet available.

**Facilitate learning rather than lecturing.** Participants learn more as they discover techniques for themselves. Each group of participants will be different, so monitor, evaluate, and adjust instruction to the needs of participants throughout the training by addressing individual questions and concerns.

**Distribute Participant Evaluation Forms.** Included in the appendix (page 56) you'll find a **Participant Evaluation Form**. This form will give you valuable feedback regarding the training you have delivered and improves the effectiveness of future training sessions. Be sure to review the evaluations and incorporate improvements in future workshop presentations.

## AFTER THE TRAINING

**Distribute certificates.** Reward participants by distributing a Certificates of Completion that will recognize their completion of the training workshop (Appendix, page 52). Publish a list of substitute teachers who have completed the training. Make the list available to school district personnel.

**Monitor the performance of trained substitute teachers** in their teaching assignments. Follow up on the action plans noted on the Participant Evaluation Form so professional development needs are met. Finally, plan additional, specialized follow-up trainings as needed.

For a checklist of these tips, see page 52 of this manual.

## NOTE

**While a Certificate of Completion confirms participation in the training, only the SubAssessment (STEDI's online assessment) validates the participant's degree of learning. For more information, visit: [www.STEDI.org](http://www.STEDI.org)**  
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## Training Groupings

Various grouping strategies will be used throughout this training. Cooperative learning groups may be organized based on the needs of participants at the workshop or by categories such as elementary/secondary, years of experience, or self-selected groups. One method used in the training session is the Jigsaw Learning Method.

### JIGSAW LEARNING METHOD

In Jigsaw Learning, participants network and learn from each other. Participants are responsible to learn concepts well enough to teach others, which allows the group to cover a greater amount of material in a limited amount of time. This learning method works best when the session has ten or more participants.

Prior to the training session, gather dot stickers in five different colors. Number the colored dots from one to however many members will be in each color group. For example, if there are six members in the red group, the red stickers will be numbered from 1–6. Repeat the process for each group.

At least one person from each color group must be in each number group. To accomplish this, distribute all number ones, then all number twos, and so on as participants arrive. Arrange the room so the five color groups sit together. These color groups can be as big as necessary, but there must be five color groups.

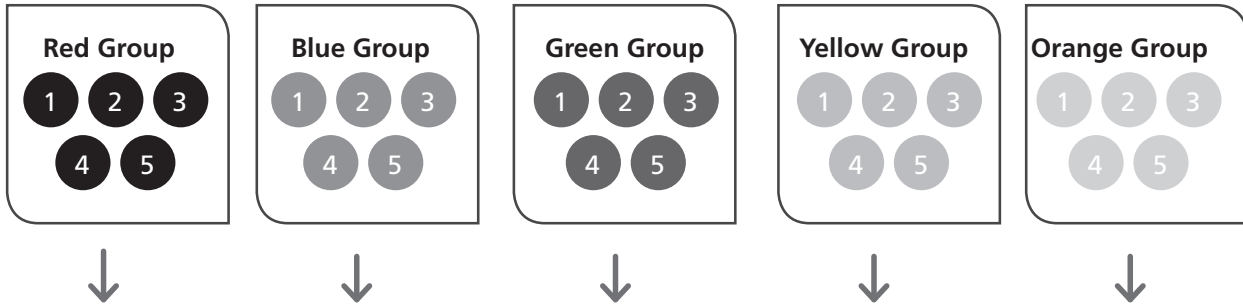
During Jigsaw Learning, each of the five color groups is assigned either a different task to accomplish or a topic to study. After completing the assigned task, participants split into number groups where each person then teaches the information that he has “mastered” to his number group.

# PREPARING FOR A TRAINING SESSION

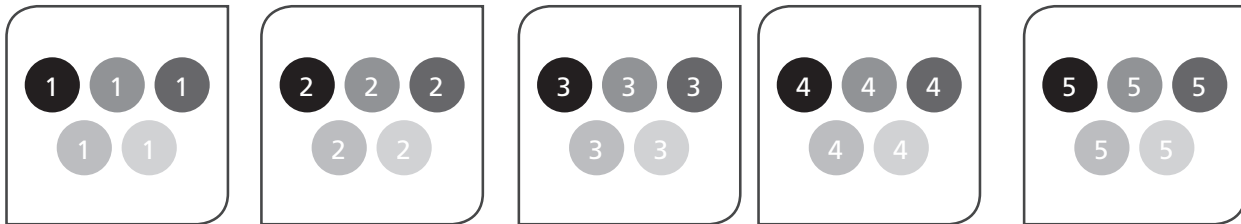
CHAPTER

1

## COLOR GROUPS



## NUMBER GROUPS



# Initial One-Day Training Agenda

## Option

8:30 AM to 9:05 AM	Welcome	
<b>Activity 1:</b>	Starter Activity	5 Minutes
<b>Activity 2:</b>	Participant Expectations	15 Minutes
<b>Activity 3:</b>	Handbook Treasure Hunt	15 Minutes
9:05 AM to 11:20 AM	Session A: Classroom Management	
<b>Activity 4:</b>	Five Skills of Effective Behavior Management	1 Hour, 15 Minutes
10:20 AM to 10:30 AM	Break	
<b>Activity 5:</b>	Classroom Management Scenarios	45 Minutes
11:20 PM to 12:00 PM	Session B: Special Education and Legal Issues	
<b>Activity 6:</b>	Special Education and Legal Issues	30 Minutes
12:00 PM to 12:30 PM	Lunch	
12:30 PM to 1:15 PM	Session C: The Professional Substitute Teacher	
<b>Activity 7:</b>	Creation of the Ideal Substitute Teacher	45 Minutes
1:15 PM to 2:50 PM	Session D: Teaching Strategies	
<b>Activity 8:</b>	Teaching Strategies	1 Hour, 30 Minutes
2:50 PM to 3:00 PM	Break	
<b>Activity 9:</b>	Teaching Strategies Scenarios	Varied
3:45 PM to 4:15 PM	Session E: Fill-In Activities and <b>SubPack</b>	
<b>Activity 10:</b>	Fill-In Activities	30 Minutes
<b>Activity 11:</b>	<b>SubPack</b> Activity	30 Minutes
4:15 PM to 4:30 PM	Tips for Getting More Substitute Teaching Jobs	
	Participant Evaluations and Prize Drawings	15 Minutes

Times are approximate.

## Initial Training Multi-Day Workshop Agenda

Option

(2.5 hours each)

### TEACHING STRATEGIES AND **SUBPACK** WORKSHOP

5:00 PM	<b>Activity 8:</b> Teaching Strategies	1 hour 30 minutes
5:30 PM	<b>Activity 9:</b> Teaching Strategies Scenarios	30 minutes
6:00 PM	<b>Activity 11: SubPack</b> Activity	25 minutes
7:25 PM	Wrap Up Participant Evaluation and Prize Drawings	5 minutes

### CLASSROOM MANAGEMENT AND **SUBPACK** WORKSHOP

5:00 PM	<b>Activity 26: SubPack</b> Sharing	10 minutes
5:10 PM	<b>Activity 4:</b> 5 Skills for Behavior Management	1 hour 15 minutes
6:25 PM	<b>Activity 5:</b> Classroom Management Scenarios	45 minutes
Optional:	Observations	15 minutes
7:25 PM	Wrap Up Participant Evaluation and Prize Drawings	5 minutes

### SPECIAL EDUCATION, LEGAL ISSUES, AND PREPARED AND PROFESSIONAL WORKSHOP

5:00 PM	<b>Activity 6:</b> Special Education and Legal Issues	30 minutes
	Optional: Have District Personnel Present District Policies	15 minutes
5:45 PM	<b>Activity 7:</b> Creation of the Ideal Substitute Teacher	45 minutes
6:30 PM	<b>Activity 10:</b> Fill-In Activities	30 minutes
	Optional: Quick Assessment of Observations	25 minutes
	Optional: Tips for Getting More Substitute Teaching Jobs	10 minutes
7:25 PM	Wrap Up Participant Evaluation and Prize Drawings	5 Minutes

Times are approximate.





# PREPARING FOR A TRAINING SESSION

## CHAPTER 2

**K**nowing that there is limited time to adequately train substitute teachers, this initial training focuses on key skills for success. Dedicating a full day to skills training is only a beginning and will provide a foundation for participants to build on as they continue to grow as substitute teachers. Each activity may be expanded if more time is available, however, you should avoid cutting activities short, which will diminish their effectiveness.

First impressions are vital when leading professional development workshops. By being friendly and greeting participants at the door, you can create an atmosphere where participants are more willing to talk, interact, and present. Your efforts will greatly improve the interactive nature of the workshop. Activities in this section are designed to draw out and assess participants' concerns about substitute teaching. Since the training content is included in the *Substitute Teacher Handbook*, the activities in this manual introduce and refer participants to the handbook.



# Activity 1: Starter Activity

## Critical Thinking

<b>Objective</b>	Participants will become engaged in the workshop the minute they enter the room through an example of a starter activity.
<b>Time</b>	5 minutes
<b>Advanced Preparation and Materials Needed</b>	<p>Before the training starts, write this question on the board: <i>"What is the most common behavior management problem you have heard of or experienced as a substitute teacher?"</i></p> <ul style="list-style-type: none"> <li>• On the tables place enough 3 x 5 cards for each participant.</li> <li>• Make copies of incentive tickets to use throughout the training (Found at <a href="http://STEDI.org/Trainer">STEDI.org/Trainer</a>).</li> </ul>
<b>Note:</b>	Tickets may be used as rewards throughout the training. They will be the means of distributing door prizes. Provide opportunities for participants to increase their chances of winning by earning tickets during each training session.
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Instruct participants to answer the question from the white board on the 3 x 5 card as they come into the room.</li> <li>2. Briefly discuss participants' answers, giving tickets to those who share in the discussion. (Be sure to explain the tickets.)</li> <li>3. At the end of the training session, you will refer to these cards again. You will ask the participants how they can prevent those common classroom problems from happening based on the skills they've learned from the <i>Substitute Teacher Handbook</i>.</li> </ol>

## Activity 2: Participant Expectations

### Brainstorming

<b>Objective</b>	Participants formulate a list of expectations, which helps the facilitator, as well as the participants, with a way to focus on desired results during the workshop. This process also provides an excellent model for how a substitute teacher might introduce classroom expectations at the beginning of each teaching assignment.
<b>Time</b>	15 minutes
<b>Note:</b>	<b>Brainstorming is not a time for stories—keep the ideas flowing!</b>
<b>Advanced Preparation and Materials Needed</b>	Determine the expectations and outcome goals for the session and introduce these goals during the activity. <ul style="list-style-type: none"><li>• Chart paper or poster board</li><li>• Tape</li><li>• Marker</li></ul>
<b>Procedures</b>	<ol style="list-style-type: none"><li>1. Use, but do not overtly teach, the “DOVE” rules for brainstorming (page 40 of the <i>Substitute Teacher Handbook</i>). This specific brainstorming technique will be taught extensively later in the substitute teacher training.</li><li>2. As a whole group, brainstorm expectations for the workshop. List the ideas on chart paper and post the expectations in the room. Review the list and check off expectations as they are met throughout the day. At the end of the training, address any expectations that have not already been met.</li></ol>

# Activity 3: Handbook Treasure Hunt

## Cooperative Learning

<b>Objective</b>	Participants gain a basic overview and understanding of the contents of the <i>Substitute Teacher Handbook</i> .
<b>Time</b>	15 minutes
<b>Advanced Preparation and Materials Needed</b>	<p>The instructor should know the material contained in the <i>Substitute Teacher Handbook</i> and the answers to the <b>Treasure Hunt Worksheet questions</b>.</p> <ul style="list-style-type: none"> <li>• A <i>Substitute Teacher Handbook</i> for each participant.</li> <li>• Task cards for Activity 3.</li> <li>• One copy of the Treasure Hunt Worksheet for each participant.</li> </ul>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Give participants one to two minutes to introduce themselves to the other members of their group.</li> <li>2. Distribute a <i>Substitute Teacher Handbook</i> to each participant. Explain that the handbook was developed by STEDI.org to prepare substitute teachers to have successful and rewarding experiences in the classroom.</li> <li>3. Inform participants that the handbook contains the information that will be presented throughout the training and encourage them to make notes in their book for future review and reference.</li> <li>4. Distribute the activity task cards to each group. State the following expectations so that the activity rules are clear:             <ol style="list-style-type: none"> <li>a. Work as a group and share information with each other.</li> <li>b. Every member of the group must have every answer listed on her paper in order for the group to be considered finished.</li> <li>c. When everyone in the group has finished, one member of the group should raise his hand to make the facilitator aware that the group has completed the task.</li> </ol> </li> <li>5. Distribute a <b>Treasure Hunt Worksheet</b> to each participant. Explain that the purpose of this activity is to get acquainted with the <i>Substitute Teacher Handbook</i>.</li> </ol>

6. Offer tickets to the first group to complete the treasure hunt to help generate enthusiasm and keep the activity moving quickly.
7. Do not allow the participants to look at the **Treasure Hunt Worksheet** until you say, "Go."
8. As time permits, review a few answers as a group by reading the questions and having participants volunteer answers.

**Note:**

Have handbooks, markers, highlighters, and sticky notes on the tables during the entire workshop for participants to use to make notes in their handbooks.



# 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?
2. According to the Table of Contents, what is Chapter Five about?
3. Fill in the blank: Behavior is largely a product of its \_\_\_\_\_(page 2).
4. What does KWL stand for on page 41?
5. What kind of list is found on page 34?
6. What information can be found in Chapter Six?
7. Name a resource that is included in the online portion of the handbook.
8. List the page numbers where you can find information on creating a **SubPack**.
9. List three of the Low Cost/No Cost Rewards and Motivators discussed on page 78 of the handbook.
10. What does the “Remember Box” at the bottom of page iii advise you to do?

## Handbook Treasure Hunt Answer Key

1. What are three things you can do “At Home” to be a prepared and professional substitute teacher? (page 66)
  - a. Compile a set of note cards containing important information about the schools where you may be assigned.
  - b. Keep a notebook.
  - c. Assemble a **SubPack**—keep it well stocked and ready to go.

Other answers:

  - d. Organize several appropriate substitute teacher outfits in a section of your closet.
  - e. Leave early enough to arrive at least 20 minutes prior to the beginning of school.
2. According to the Table of Contents, what is **Chapter Five** about?  
Other Things You Should Know—legal issues
3. Fill in the blank: Behavior is largely a product of its immediate environment (page 2).
4. What does KWL stand for on pages 41?  
What do I Know? What do I Want to know? What have I Learned?
5. What kind of list is found on page 34?  
101 Ways to Say “Good Job!”
6. What information can be found in **Chapter Six**?  
Fill-In Activities
7. Name a resource that is included in the online portion of the handbook?  
Possible answers include:  
Over 150 Activity Ideas  
Substitute Teacher Reports
8. List the page numbers where you can find information on creating a **SubPack**.  
Pages 76–77
9. List three of the Low Cost/No Cost Rewards and Motivators discussed on page 78 of the handbook.  
Many possible answers
10. What does the “Remember Box” at the bottom of page iii advise you to do?  
Use only the suggestions and activities from this handbook that do not conflict with district policies and established practices.



# SESSION A:

# CLASSROOM MANAGEMENT

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Substitute teachers are more concerned about classroom management than any other aspect of the job. Knowing the Principles of Human Behavior and mastering the Five Skills of Effective Behavior Management will help eliminate over 94% of all classroom management and behavior concerns and teach the skills necessary to handle the remaining 6% non-coercively.

## PRINCIPLES OF HUMAN BEHAVIOR

- Behavior is largely a product of its immediate environment
- Behavior is strengthened or weakened by its consequences
- Behavior ultimately responds better to positive than to negative consequences
- Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future

## FIVE SKILLS FOR EFFECTIVE BEHAVIOR MANAGEMENT

1. The ability to get and keep students on task
2. The ability to maintain a high rate of positive interactions
3. The ability to teach expectations
4. The ability to respond non-coercively to consequential behavior
5. The ability to avoid becoming trapped



## Activity 4: Five Skills of Effective Behavior Management

### Concept Mapping/ Jigsaw Learning

<b>Objective</b>	Participants learn the four Principles of Human Behavior and the application of Five Skills of Effective Behavior Management. This activity also helps participants see how to utilize concept maps in teaching and gives them experience with the Jigsaw Learning method.
<b>Time</b>	1 hour, 15 minutes
<b>Advanced Preparation and Materials Needed</b>	Know the information contained in <b>Chapter One</b> of the <i>Substitute Teacher Handbook</i> . Copies of the Activity 4 task cards for each color group.
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Introduce the <b>Principles of Human Behavior</b> and conduct a brief whole-group discussion. (An explanation of each principle is found on page 2 of the <i>Substitute Teacher Handbook</i>.)</li> <li>2. Extend the discussion to incorporate the <b>Five Skills of Effective Behavior Management</b> into the classroom setting. Create a concept map with "Behavior Management" being at the center of the map and the five skills radiating from it. After the activity is over, return to the concept map and see if participants can fill in the behavior management strategies that support each skill. <ul style="list-style-type: none"> <li>Behavior Management <ul style="list-style-type: none"> <li>• Skill One: The ability to get and keep students on task</li> <li>• Skill Two: The ability to maintain a high rate of positive interactions</li> <li>• Skill Three: The ability to teach expectations</li> <li>• Skill Four: The ability to respond non-coercively to consequential behavior</li> <li>• Skill Five: The ability to avoid becoming trapped</li> </ul> </li> </ul> </li> <li>3. Distribute an Activity 4 task card to each color group. Direct participants to use the <i>Substitute Teacher Handbook</i> to study and discuss their assigned topic as a group. Each participant should understand his Behavior Management Skill well enough to teach the information to others.</li> </ol>

## Concept Mapping/ Jigsaw Learning

### Procedures

4. Once participants have had time to learn their material, divide participants into their pre-assigned number groups. Allow approximately 40 minutes for participants to teach the skill they just learned in their color groups to those in their number groups.

### Quick Assessment

Conduct a whole-group discussion to summarize this vital portion of the training. Ask leading questions to assess participants' understanding of the material covered in this activity. Consider asking one of the questions found on the task cards. As a whole group, complete the concept map of the five skills.



## SKILL ONE:

### GETTING AND KEEPING STUDENTS ON TASK

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#### Activity 4: Task Card

##### Objective

You will understand and teach the skill of **Getting and Keeping Students on Task** as explained in the *Substitute Teacher Handbook*.

##### Task

Please spend the first 10 minutes of this activity Skill One (page 5) in the *Substitute Teacher Handbook*. As you study, focus on understanding the answers to the questions below. It may be helpful to mark important details about what you learn so you will be prepared to teach the material to your next group. You will then spend the next 10 minutes discussing the answers with the others in your current group.

**Note:** Each member of the group will need to understand ALL of the information about this skill well enough to teach it to the next group.

- Why is the skill of **Getting and Keeping Students On Task** important to master?
- 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?

## SKILL TWO:

### MAINTAINING A HIGH RATE OF POSITIVE INTERACTIONS

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#### Activity 4: Task Card

##### Objective

You will understand and teach the skill of **Maintaining a High Rate of Positive Interactions** as explained in the *Substitute Teacher Handbook*.

##### Task

Please spend the first 10 minutes of this activity Skill Two (page 10) in the *Substitute Teacher Handbook*. As you study, focus on understanding the answers to the questions below. It may be helpful to mark important details about what you learn so you will be prepared to teach the material to your next group. You will then spend the next 10 minutes discussing the answers with the others in your current group.

**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 **Maintaining a High Rate of Positive Interactions** important to master?
- List examples of positive interactions and negative interactions.
- How can a substitute teacher maintain a risk-free environment when a student gives a wrong answer?
- What should a substitute teacher do if a permanent teacher leaves a note about a "trouble-maker"?

### SKILL THREE:

## THE ABILITY TO TEACH EXPECTATIONS



### Activity 4: Task Card

#### Objective

Participants will understand and teach the **Ability to Teach Expectations** as explained in the *Substitute Teacher Handbook*.

#### Task

Please spend the first 10 minutes of this activity Skill Three (page 14) in the *Substitute Teacher Handbook*. As you study, focus on understanding the answers to the questions below. It may be helpful to mark important details about what you learn so you will be prepared to teach the material to your next group. You will then spend the next 10 minutes discussing the answers with the others in your current group.

**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 **Ability to Teach Expectations** important to master?
- How can a substitute teacher set classroom expectations?
- What is the step-by-step procedure for teaching instructional and procedural expectations?
- How can a substitute teacher know if students understand the expectations?

### SKILL FOUR:

## RESPONDING NON-COERCIVELY TO CONSEQUENTIAL BEHAVIOR



### Activity 4: Task Card

#### Objective

You will understand and teach the **Ability to Responding Non-Coercively to Consequential Behavior** as explained in the *Substitute Teacher Handbook*.

#### Task

Please spend the first 10 minutes of this activity Skill Four (page 17) in the *Substitute Teacher Handbook*. As you study, focus on understanding the answers to the questions below. It may be helpful to mark important details about what you learn so you will be prepared to teach the material to your next group. You will then spend the next 10 minutes discussing the answers with the others in your current group.

**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.

- What is coercion? (This question is crucial for everyone to understand).
- Why is the **Ability to Respond Non-Coercively to Consequential Behavior** important to master?
- What is the first decision a substitute teacher has to make when a student acts inappropriately?
- What should a substitute teacher do about inconsequential behavior?
- How should a substitute teacher respond to consequential behavior?
- What are the steps to redirecting student behavior?
- What are four non-coercive strategies for responding to consequential behavior?

## SKILL FIVE:

### AVOIDING BEING TRAPPED



#### Activity 4: Task Card

##### Objective

You will understand and teach the **Ability to Avoid Becoming Trapped** as explained in the *Substitute Teacher Handbook*.

##### Task

Please spend the first 10 minutes of this activity Skill Three (page 27) in the *Substitute Teacher Handbook*. As you study, focus on understanding the answers to the questions below. It may be helpful to mark important details about what you learn so you will be prepared to teach the material to your next group. You will then spend the next 10 minutes discussing the answers with the others in your current group.

**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 **Ability to Avoid Becoming Trapped** important to master?
- What are strategies that will help a teacher avoid being trapped?
- Why are traps ineffective?
- Highlight three traps that are difficult for an educator to avoid and review those in detail.



# Activity 5: Behavior Management Scenarios

## Role-Play

<b>Objective</b>	Participants will review and practice behavior management skills through role-playing.
<b>Time</b>	45 minutes <ul style="list-style-type: none"> <li>• 3–4 minutes for each discussion</li> <li>• 2–3 minutes for each color group role-play</li> <li>• 10 minutes for whole-group role-plays</li> </ul>
<b>Advanced Preparation and Materials Needed</b>	Copies of a set of task cards for each color group.
<b>Procedures</b>	After the groups have had time to go through most of the scenarios, assign each color group a specific role-play scenario to model for the whole group.
<b>Quick Assessment</b>	For the last ten minutes of the Behavior Management Scenarios session, allow participants to role-play the given scenarios in front of the whole group. After everyone has had a chance to role-play, ask each group to fill out the <b>Anticipate a Problem Form</b> on page 37 in the <i>Substitute Teacher Handbook</i> .



## SKILL ONE:

### THE ABILITY TO GET AND KEEP STUDENTS ON TASK



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

#### Objective:

You will practice effective behavior management by demonstrating Skill One in a role-play.

#### Task

Refer to **Beginning Instruction or Activities Immediately** on page 6 of the *Substitute Teacher Handbook*. Each person in your group will take a turn playing the role of the substitute teacher in the behavior management scenario below until everyone has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

#### Scenario A

Students are walking into the classroom. What should the substitute teacher be doing?

## SKILL ONE:

### THE ABILITY TO GET AND KEEP STUDENTS ON TASK



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

#### Objective

You will practice effective behavior management by demonstrating Skill One in a role-play.

#### Task:

Refer to **Stay On Task Yourself** on page 8 in the *Substitute Teacher Handbook*. Each person in your group will take a turn playing the role of the substitute teacher in the behavior management scenario below until everyone has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly the challenging scenario will go smoothly.

#### Scenario B:

The students are about to work on a math assignment, when one student tries to get the teacher off task so that he doesn't have to do the assignment. The substitute teacher uses strategic dialogue to get students back on task.



## SKILL TWO:

### THE ABILITY TO MAINTAIN A HIGH RATE OF POSITIVE INTERACTIONS



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective

You will practice effective behavior management by demonstrating Skill Two in a role-play.

##### Task

Refer to **Manage by Walking Around** on page 7 of the *Substitute Teacher Handbook*. Each person will demonstrate through role-play the same behavior management scenario until every person has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario A

The students are working quietly on an essay. The substitute teacher is walking around and positively reinforcing appropriate behavior.

## SKILL TWO:

### THE ABILITY TO MAINTAIN A HIGH RATE OF POSITIVE INTERACTIONS



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective

You will practice effective behavior management by demonstrating Skill Two in a role-play.

##### Task

Refer to **Handling Wrong Answers** page 13 of the *Substitute Teacher Handbook*. Each person will demonstrate through role-play the same behavior management scenario until every person has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario B

The substitute teacher asks a question and a student responds incorrectly.

## SKILL THREE:

### THE ABILITY TO TEACH EXPECTATIONS



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective

You will practice effective behavior management by demonstrating Skill Three in a role-play.

##### Task

Refer to **Have Students Restate Expectations** found on page 16 of *The Substitute Teacher Handbook*. Each person in your group will take a turn playing the role of the substitute teacher in the behavior management scenario below until everyone has had a change to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario A:

A student is texting on her cell phone during an assignment.

## SKILL THREE:

### THE ABILITY TO TEACH EXPECTATIONS



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective

You will practice effective behavior management by demonstrating Skill Three in a role-play.

##### Task

Refer to **Instructional & Procedural Expectations** on page 14 of the *Substitute Teacher Handbook*. Each person in your group will take a turn playing the role of the substitute teacher in the behavior management scenario below until everyone has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario B

The third grade class you are substituting for is silently reading. The substitute teacher needs to transition into math.

## SKILL FOUR:

### THE ABILITY TO RESPOND NON-COERCIVELY TO CONSEQUENTIAL BEHAVIOR



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective

You will practice effective behavior management by demonstrating Skill Four in a role-play.

##### Task

Refer to **Redirect Student Behavior** on page 18 of the *Substitute Teacher Handbook*. Each person in your group will take a turn playing the role of the substitute teacher in the behavior management scenario below until everyone has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario A

A student will not stop talking to the person next to him. The substitute teacher uses the six steps of redirecting student behavior.

## SKILL FOUR:

### THE ABILITY TO RESPOND NON-COERCIVELY TO CONSEQUENTIAL BEHAVIOR



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective:

Participants will role-play to demonstrate the skill to be more effective at behavior management.

##### Task

Refer to the **I Understand Method** found on page 21 of the *Substitute Teacher Handbook*. Each person in your group will take a turn playing the role of the substitute teacher in the behavior management scenario below until everyone has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario B

A student refuses to work on an assignment by complaining or working on something else. What should the substitute teacher do?

## SKILL FIVE:

### THE ABILITY TO AVOID BECOMING TRAPPED



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective

You will practice effective behavior management by demonstrating Skill Five in a role-play.

##### Task

Refer to **Sarcasm Trap** on page 29 of the *Substitute Teacher Handbook*. Each person will demonstrate through role-play the same behavior management scenario until every person has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario A

A student says something sarcastic. The substitute teacher is tempted to respond sarcastically, but doesn't. Instead, what could the substitute teacher do?

## SKILL FIVE:

### THE ABILITY TO AVOID BECOMING TRAPPED



#### Activity 5: Task Card

**It takes deliberate practice to become proficient in the five key skills of effective behavior management. The more you can practice these skills, the more natural they will become.**

##### Objective

You will practice effective behavior management by demonstrating Skill Five in a role-play.

##### Task

Refer the **Questioning Trap** to page 29 of the *Substitute Teacher Handbook*. Each person in your group will take a turn playing the role of the substitute teacher in the behavior management scenario below until everyone has had a chance to practice this strategy.

**Note:** The objective of this role-play isn't to find out what you would do in this situation. It is to practice the skills found in the *Substitute Teacher Handbook*. If you implement the skill correctly, the challenging scenario will go smoothly.

##### Scenario B

A student won't work on her assignment. The substitute teacher is about to fall into the questioning trap, but doesn't. Instead the substitute teacher uses the **Remove, Identify, and Redirect** method found on page 21 of the handbook.

# SESSION B:

## SPECIAL EDUCATION AND OTHER THINGS YOU SHOULD KNOW

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The activity in this session introduces substitute teachers to two important chapters in the *Substitute Teacher Handbook*, **Chapter Four: Special Education** and **Chapter Five: Other Things You Should Know**. Keep in mind that by helping all substitute teachers learn about students with special needs and common accommodations for different disabilities, more substitute teachers may be willing to take on special education assignments. This session will also cover various other topics that include critical information about safety, special classroom situations, and legal issues. Also, try to arrange for district personnel to be in attendance at the training session, if possible, to cover district-specific questions.



## Activity 6: Special Education and Other Things You Should Know

### KWL/Carousel Discovery

<b>Objective</b>	Participants will learn and discuss special education and other topics found in <b>Chapters Four</b> and <b>Chapter Five</b> of the <i>Substitute Teacher Handbook</i> . Participants will also see an example of how to use in the KWL teaching strategy and a rotating learning activity.
<b>Time</b>	30 minutes
<b>Advanced Preparation and Materials Needed</b>	<ul style="list-style-type: none"> <li>• If possible, have district personnel present to answer district-specific questions.</li> <li>• Read and understand the KWL teaching strategy (page 41 of the <i>Substitute Teacher Handbook</i>).</li> <li>• Gather the following supplies: <ul style="list-style-type: none"> <li>• Blank piece of paper for each participant.</li> <li>• Five different colors of markers</li> <li>• Copies of the task cards for each group.</li> </ul> </li> <li>• Place five pieces of chart paper at various points around the room. On each piece of chart paper, list one of the following topics and the corresponding pages in the <i>Substitute Teacher Handbook</i>. <ul style="list-style-type: none"> <li>• Safe Schools and First Aid (pages 94–96)</li> <li>• A Few Legal Aspects of the Job and Child Abuse Reporting (pages 98–101)</li> <li>• Special Education (pages 81–92)</li> <li>• Bullying and Being Sensitive to Diversity (pages 102–103)</li> <li>• Evacuations and Other Out-of-Classroom Activities (pages 97 &amp; 104–106)</li> </ul> </li> </ul>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Pass out a white sheet of paper for each participant to use in creating a KWL chart. Instruct participants to make three columns and put a K at the top of the first column, a W at the top of the second, and an L at the top of the third.</li> <li>2. Introduce this session by helping participants fill in the K column of their chart by having a whole-group discussion focused on</li> </ol>

what they already know about the legal issues of their job. Copy the responses on a KWL chart for the whole group.

3. Discuss the things participants want to know about legal issues as a group. Instruct participants to complete the W section of their individual charts while you fill in the whole-group chart.

**Note:** When using KWL, a learning activity must take place between W and L. In this case, the activity is Carousel Discovery beginning with step 4.

4. Establish guidelines for Carousel Discovery by distributing and reviewing the activity task card.
5. Assign each color group to a different “station” around the room. Each station should include chart paper with the assigned topic written on it and a marker.
6. Allow groups four minutes to quickly discuss key points on the given topic while a recorder writes responses on the chart paper. (Use a stopwatch to time groups.)

**Note:** Start timing as soon as you give the signal to rotate. This encourages participants to move quickly. No specific time is allotted between rotations. (Watch the participants—gauge the time to rotate from them rather than from the watch.)

7. Signal groups to rotate one position clockwise, keeping their marker with them. They should read the responses generated by the previous group and add responses of their own based on the new station topic.
8. Continue rotating until groups are back to their first chart. At their original chart, groups review the responses and identify three key points to report to the whole group.

**Note:** Keep these points in mind during the activity:

- Substitute teachers are capable of teaching in special education environments.
- Knowing of the Special Education Skills listed on pages 88–92 of the *Substitute Teacher Handbook* will empower substitute teachers when working with students with special needs.

### Quick Assessment

- Conduct a brief whole-group discussion on the key points chosen by the participants.

# SPECIAL EDUCATION AND OTHER THINGS YOU SHOULD KNOW

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- Guide participants through an in-depth discussion (15–20 minutes) about teaching students with special needs. Using the information on pages 88–92 in the *Substitute Teacher Handbook*, review the characteristics of specific disabilities and effective strategies for working with students facing these challenges.
- Ask participants to fill out the L column on the KWL chart by answering, “What I have Learned?”

<i>“What do I <b>K</b>now About Legal Aspects of the Job?”</i>	<i>“What do I <b>W</b>ant to Know About Legal Aspects of the Job?”</i>	<i>“What Have I <b>L</b>earned About the Legal Aspects of the Job?”</i>





## SPECIAL EDUCATION AND OTHER THINGS YOU SHOULD KNOW

### Activity 6: Task Card

#### Task

1. With your color group, go to your assigned "station" where you will find chart paper, a marker, and your first topic.
2. Designate a group recorder.
3. When the signal is given you will have four minutes to list key points about the topic.
4. At the next signal, move one station clockwise and take your marker with you.
5. Read the previous responses and list additional key points for the new topic.
6. When you reach your original chart, identify a group spokesman and three key points to share with the entire group.

## SPECIAL EDUCATION AND OTHER THINGS YOU SHOULD KNOW

### Activity 6: Task Card

#### Task

1. With your color group, go to your assigned "station" where you will find chart paper, a marker, and your first topic.
2. Designate a group recorder.
3. When the signal is given you will have four minutes to list key points about the topic.
4. At the next signal, move one station clockwise and take your marker with you.
5. Read the previous responses and list additional key points for the new topic.
6. When you reach your original chart, identify a group spokesman and three key points to share with the entire group.

# SESSION C: THE PROFESSIONAL SUBSTITUTE TEACHER

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Research at STEDI.org has shown that the number one request by permanent teachers and school personnel is that substitute teachers be prepared and professional. In order to build great relationships and a great reputation, substitute teachers must make the most of every first impression. The tips you'll cover in this session provide practical steps and proven best practices for becoming the ideal substitute teacher.



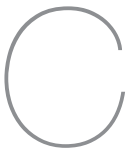
# Activity 7: The Creation of the Ideal Substitute Teacher

## Cooperative Learning

<b>Objective</b>	Participants will learn what it means to be prepared and professional by creating a graphic representations of the "ideal substitute teacher." This activity also introduces substitute teachers to the versatile and useful cooperative learning teaching strategy.
<b>Time</b>	45 minutes
<b>Advanced Preparation and Materials Needed</b>	<ul style="list-style-type: none"> <li>• Read <b>Chapter Three</b> of the <i>Substitute Teacher Handbook</i>.</li> <li>• Decide which cooperative roles need to assign and list those roles on the board or chart paper.</li> <li>• Gather the following supplies: <ul style="list-style-type: none"> <li>- Chart paper for each group</li> <li>- Markers for each group</li> <li>- Copies of the Activity 7 task cards for each group</li> </ul> </li> </ul>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. List the following roles (or the roles you have chosen) on the board: <ol style="list-style-type: none"> <li>1. Director</li> <li>2. Recorder</li> <li>3. Materials Manager</li> <li>4. Procedure Director</li> <li>5. Cleanup Leader</li> <li>6. Presenter</li> </ol> </li> <li>2. Have each person in their color group count off to find their assigned role. For example, all number ones will be the Director. As needed, combine roles, divide roles, or create new roles to match the number of participants in each group.</li> <li>3. Distribute a task card to each group.</li> <li>4. Have each Materials Manager collect chart paper and markers for her group.</li> </ol>

# THE PROFESSIONAL SUBSTITUTE TEACHER

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5. Instruct the groups to create a graphic representation of the items educators need to be prepared and professional for the time period listed on their task card, as described in the *Substitute Teacher Handbook*.
  - a. At Home (pages 66–67 & 72)
  - b. Prior to Entering the Classroom (pages 67 & 72)
  - c. In the Classroom Before School (pages 68 & 72)
  - d. Throughout the Day (pages 69 & 73)
  - e. At the End of the Day or Period (pages 70–71 & 73)
6. In the final 15 minutes of the session, have each Presenter post their graphic in the room and report on what their group learned about being an ideal substitute teacher.

## Quick Assessment

Ask participants to comment on how creating a graphic representation was an effective way to learn the material and when the strategy could be used in the classroom.

## AT HOME

### Activity 7: Task Card

**Topic**  
**At Home** (pages 66–67 & 72)

**Task**

1. Review who will fill each of the cooperative roles that were assigned by the instructor.
2. Once your group is organized, have the Materials Manager collect chart paper and markers for your group.
3. Allow everyone to contribute by playing their role as you create a graphic representation of the items that educators need to be prepared and professional.
4. 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.



## PRIOR TO ENTERING THE CLASSROOM

### Activity 7: Task Card

**Topic**  
**Prior to Entering the Classroom** (pages 67 & 72)

**Task**

1. Review who will fill each of the cooperative roles that were assigned by the instructor.
2. Once your group is organized, have the Materials Manager collect chart paper and markers for your group.
3. Allow everyone to contribute by playing their role as you create a graphic representation of the items that educators need to be prepared and professional.
4. 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.



## IN THE CLASSROOM BEFORE SCHOOL

### Activity 7: Task Card

#### Topic

**In the Classroom Before School** (pages 68 & 72)

#### Task

1. Review who will fill each of the cooperative roles that were assigned by the instructor.
2. Once your group is organized, have the Materials Manager collect chart paper and markers for your group.
3. Allow everyone to contribute by playing their role as you create a graphic representation of the items that educators need to be prepared and professional.
4. 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.



## THROUGHOUT THE DAY

### Activity 7: Task Card

#### Topic

**Throughout the Day** (pages 69 & 73)

#### Task

1. Review who will fill each of the cooperative roles that were assigned by the instructor.
2. Once your group is organized, have the Materials Manager collect chart paper and markers for your group.
3. Allow everyone to contribute by playing their role as you create a graphic representation of the items that educators need to be prepared and professional.
4. 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.



## AT THE END OF THE DAY OR PERIOD

### Activity 7: Task Card

#### Topic

**At the End of the Day or Period** (pages 70–71 & 73)

#### Task

1. Review who will fill each of the cooperative roles that were assigned by the instructor.
2. Once your group is organized, have the Materials Manager collect chart paper and markers for your group.
3. Allow everyone to contribute by playing their role as you create a graphic representation of the items that educators need to be prepared and professional.
4. 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.



# SESSION D: TEACHING STRATEGIES

The teaching strategies reviewed in this training are intended to provide useful methods for delivery of lesson plans provided by the permanent teacher. They involve simple techniques that can be easily adapted for use with almost any subject, grade level, or student academic levels, including special education settings. The teaching strategies that will be learned and practiced in this section include:

- Lesson Kickstarters
  - Brainstorming
  - KWL Chart
- Graphic Organizers
  - Venn Diagram
  - Concept Mapping
- Questioning Strategies
  - The Ask, Pause, Call Method
  - Bloom's Taxonomy for Higher Level Thinking
- Group Work Strategies
  - Cooperative Learning Method
  - Jigsaw Learning Method
- Reviewing Activities
  - Smart Art
  - Invent a Game
  - Exit Slips





# Activity 8: Teaching Strategies

## Jigsaw Learning

<b>Objective</b>	Participants learn teaching strategies discussed in Chapter Two of the <i>Substitute Teacher Handbook</i> .
<b>Time</b>	1 hour, 30 minutes
<b>Advanced Preparation and Materials Needed</b>	<p>Understand the grouping procedures for the <b>Jigsaw Learning Method</b> (page 54 of the <i>Substitute Teacher Handbook</i>). Read and understand the teaching strategies that are found in <b>Chapter Two</b> of the <i>Substitute Teacher Handbook</i>.</p> <ul style="list-style-type: none"> <li>Copies of the activity 8 task cards for each group.</li> </ul>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>Distribute a task card to each color group. Tell participants to use the <i>Substitute Teacher Handbook</i> to study and discuss their group's assigned topic. Each participant should understand the teaching strategy well enough to teach the information to others.</li> <li>Assign each color group a specific strategy as indicated on the group's task card. The strategies include: <ol style="list-style-type: none"> <li>Lesson Kickstarters (pages 40–41)</li> <li>Graphic Organizers (pages 42–44)</li> <li>Questioning Strategies (pages 46–51)</li> <li>Group Work Strategies (pages 52–54)</li> <li>Reviewing Strategies (pages 55)</li> </ol> </li> <li>While the groups are working, monitor by walking around and taking notes on things you would like to point out. Sometimes participants are shy about working together. Reinforce group work by rewarding groups who are on task.</li> </ol>
<b>Note:</b>	If groups get off task, help them to get back on task by asking about the next strategy, reminding them about the amount of time they have remaining, or simply standing near the group.

	4. When members of the color groups have learned their teaching strategies well enough to teach others, divide the participants into number groups.
<b>Note:</b>	<b>Remember that each number group must have at least one person from each color group. If there is an odd number of participants, having more than one person from a color group in a number group is fine.</b>
	5. Instruct each member of the number groups to teach the strategy that his/her color group discussed to the rest of the number group. Closely monitor time as participants may have a tendency to go long.
<b>Quick Assessment</b>	Conduct a whole-group discussion to summarize this vital portion of the training. Ask leading questions to assess participants' understanding of the material covered in this activity.
<b>Note:</b>	<b>Pass out tickets to those participants who volunteer ideas.</b>



## LESSON KICKSTARTERS

### Activity 8: Task Card

**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 review the material. As you read, highlight or underline information relevant to these questions, so that you may better teach the material to someone else.

The next 5 minutes will be spent discussing with other group members the two teaching strategies found in this section.

**Note:** Each member of the group will need to understand the information about this skill well enough to teach it to the individuals in the next group.

- Why should a substitute teacher start a lesson with a Lesson Kickstarter?
- How can a teacher help students overcome “hitting the wall?”
- How long should a brainstorming session usually last?
- What are the advantages and disadvantages of having students fill out their own KWL charts?
- What are the advantages and disadvantages of filling out a KWL chart as an entire class?

## GRAPHIC ORGANIZERS

### Activity 8: Task Card

**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 review the material. As you read, highlight or underline information relevant to these questions, so that you may better teach the material to someone else.

The next 5 minutes will be spent discussing with other group members the two teaching strategies found in this section.

**Note:** Each member of the group will need to understand the information about this skill well enough to teach it to the individuals in the next group.

- A Venn diagram might be useful during what kinds of lessons?
- What are other graphic organizers you know of that can be used in the classroom?

## QUESTIONING STRATEGIES

### Activity 8: Task Card

**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 review the material. As you read, highlight or underline information relevant to these questions, so that you may better teach the material to someone else.

The next 5 minutes will be spent discussing with other group members the two teaching strategies found in this section.

**Note:** Each member of the group will need to understand the information about this skill well enough to teach it to the individuals in the next group.

- Why do good questions sometimes fail?
- What makes questions excellent?
- What is the purpose of pausing?
- What other tips can help make questions more effective?

## GROUP WORK STRATEGIES

### Activity 8: Task Card

**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 review the material. As you read, highlight or underline information relevant to these questions, so that you may better teach the material to someone else.

The next 5 minutes will be spent discussing with other group members the two teaching strategies found in this section.

**Note:** Each member of the group will need to understand the information about this skill well enough to teach it to the individuals in the next group.

- Why is it helpful to assign roles to students when using the Cooperative Learning strategy?
- Why should a teacher set a time limit for Cooperative Learning activities?
- What is the best way to assign students into Cooperative Learning groups?

## REVIEWING ACTIVITIES

### Activity 8: Task Card

**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 review the material. As you read, highlight or underline information relevant to these questions, so that you may better teach the material to someone else.

The next 5 minutes will be spent discussing with other group members the two teaching strategies found in this section.

**Note:** Each member of the group will need to understand the information about this skill well enough to teach it to the individuals in the next group.

- Why should substitute teachers encourage students to review at the end of a lesson?
- What other ways can you review material at the end of the lesson?



## Activity 9: How Should I Do That?

### Early Finisher Activity

<b>Objective</b>	Participants will take time to implement the teaching strategies learned in activity 8.
<b>Time</b>	Varied
<b>Advanced Preparation and Materials Needed</b>	<i>A Substitute Teacher Handbook</i> for each participant
<b>Procedures</b>	After participants have reviewed each of the teaching strategies presented in <b>Chapter Two</b> of <i>The Substitute Teacher Handbook</i> , encourage them to look over the remainder of the chapter. After doing that, ask them fill out the “ <i>How Should I Do That?</i> ” section in the handbook.
<b>Quick Assessment</b>	Ask a few participants to share the answers from “ <i>How Should I Do That?</i> ”



# SESSION E:

## FILL-IN ACTIVITIES AND *SUBPACK*

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This session will prepare substitute teachers for situations when the permanent teacher has not been able to leave lesson plans, when the plans are impossible to decipher, or when activities run short. Substitute teachers can be prepared to meet this challenge by learning how to implement manageable and worthwhile fill-in activities.

Research at STEDI.org has shown that the number one trait of a successful substitute teacher is the use of a **SubPack** or resource kit. A good **SubPack** will include personal and professional items, classroom supplies, student rewards and motivators, and fill-in activity materials that the substitute brings to each teaching assignment. Learning how to assemble and use a **SubPack** will enable substitute teachers to respond appropriately to various classroom situations and challenges.

(Look for additional information on Starter Activities, Five-Minute Fillers, Early Finishers, and Short Activities is located in **Chapter Six** of the *Substitute Teacher Handbook*. Suggestions for assembling a **SubPack** are found on pages 76–77 of the *Substitute Teacher Handbook*.)





## Activity 10: Generating Fill-In Activity Ideas

### Small Group Sharing

<b>Objective</b>	Participants discover activity resources available in the handbook and generate fill-in ideas with other participants.
<b>Time</b>	30 minutes
<b>Advanced Preparation and Materials Needed</b>	Provide small sticky notes for each table
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Instruct participants to spend five minutes on their own looking through <b>Chapter Six</b> in the <i>Substitute Teacher Handbook</i> for activities, worksheets, or lesson ideas they would use in the classroom.</li> <li>2. Have participants mark their selected <b>Chapter Six</b> activities with sticky notes to facilitate sharing. Write the necessary materials to complete the activity on the sticky notes.</li> <li>3. Next participants should spend 10–15 minutes sharing the activities they marked with each other in their small group.</li> </ol>
<b>Quick Assessment</b>	If time permits, have a representative from each group share one or two activities with the entire group.





# Activity 11: SubPack Activity

## Brainstorming

<b>Objective</b>	Participants formulate ideas for the contents of their <b>SubPack</b> kits.
<b>Time</b>	30 minutes
<b>Advanced Preparation and Materials Needed</b>	<ul style="list-style-type: none"> <li>• Know the information found on pages 76–79 of the <i>Substitute Teacher Handbook</i>.</li> <li>• Prepare a <b>SubPack</b> to use as a model.</li> </ul>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Lead a discussion about the importance of using a resource kit or “bag of tricks” called a <b>SubPack</b>. Leading questions could include:  “Who has a SubPack?”  ““What is in it?””  “How is it used?””  “How is it helpful?””</li> <li>2. In small groups, have participants spend three minutes brainstorming items for each of the four <b>SubPack</b> categories. Use two minutes for general brainstorming and one minute to categorize the items: <ul style="list-style-type: none"> <li>• Personal &amp; Professional</li> <li>• Rewards &amp; Motivators</li> <li>• Classroom Supplies</li> <li>• Activity Materials</li> </ul> </li> <li>3. Have participants compare their lists to the suggestions found on pages 76 of the <i>Substitute Teacher Handbook</i> and share any unique ideas they came up with. Encourage participants to write the new ideas next to those in their handbook.</li> <li>4. Conduct a whole-group discussion on <b>SubPack</b> contents by having several participants select items from your sample <b>SubPack</b>. Ask them to share why they think the item was included and when it might be useful in the classroom.</li> <li>5. Assign participants to begin assembling their own <b>SubPack</b> at home after they leave the training.</li> </ol>



<b>Quick Assessment</b>	Allow time for participants who brought items as suggested in the Confirmation Letter, to share the contents of their SubPack bags.
<b>Wrap Up</b>	<ul style="list-style-type: none"> <li>• Pass out the <b>Participant Evaluation Forms</b> while participants are involved in the <b>SubPack</b> discussion.</li> <li>• Conclude the workshop by awarding door prize(s) and collecting the evaluations as participants leave.</li> </ul>

## Optional Activity

### Observations

<b>Objective</b>	Participants will see the skills described in the <i>Substitute Teacher Handbook</i> demonstrated in the classroom by a permanent teacher.
<b>Time</b>	Varied
<b>Advanced Preparation and Materials Needed</b>	<ul style="list-style-type: none"> <li>• Copies of the <b>Observation Form</b>, one for each participant.</li> </ul>
<b>Procedures</b>	<ul style="list-style-type: none"> <li>• Distribute copies of the <b>Observation Form</b> and review the instructions with participants.</li> <li>• Give participants information about how to set up a classroom observation and the appropriate contact information.</li> </ul>
<b>Quick Assessment</b>	Conduct a brief discussion on what participants learned about classroom management during their individual observations.

# Observation Form

Name: ..... Grade: .....

Class: ..... Time spent observing: .....

The teacher gets students on task immediately by:	
Describe the starter activity:	
When students get off task, the teacher:	
List behaviors the teacher addresses:	
List behavior the teacher ignores:	
When a student is on task and working, the teacher:	
When a student gives the correct answer, the teacher:	
When a student gives the wrong answer, the teacher:	
When a student needs to be reminded of the expectations, the teacher:	
List the classroom expectations and where they are posted:	
When a student finishes early, the teacher:	
List the teaching strategies the teacher uses:	
Other notable suggestions/ strategies:	

## Conclusion

To summarize the days training, take time to review the “Tips for Getting More Substitute Teaching Jobs” found on page 74 of the *Substitute Teacher Handbook*. Encourage participants to comment on the suggestions and to offer their own ideas during the discussion.



# APPENDIX

## CHECKLIST FOR CREATING A SUCCESSFUL TRAINING

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### Before the Training

- ✓ Familiarize yourself with the training materials to be used.
- ✓ Secure the necessary equipment (see Checklist of Needed Materials).
- ✓ Provide incentives (i.e., require training for employment, monetary compensation, preferred assignments, etc.)
- ✓ Strategically schedule the training sessions on non-teaching days, with sufficient notice, at a central location, etc.
- ✓ Advertise the sessions (email invitations, post flyers, announce at district meetings or in a newsletter, contact local newspapers).
- ✓ Pre-register participants.
- ✓ Email a confirmation and reminder to participants who have registered.

### During the Training

- ✓ Establish a comfortable atmosphere (i.e., adult furniture, climate control, refreshments, etc.)
- ✓ Arrive at least one hour prior to the training session.
- ✓ Provide name tags and a sign-in sheet.
- ✓ Start on time.
- ✓ Use good instructional skills (i.e., present information concisely, facilitate learning vs. lecturing, address questions and concerns, monitor and adjust instruction to the needs of participants, etc.)
- ✓ Provide breaks during the session.
- ✓ End on time.

### After the Training Session

- ✓ Distribute Certificates of Completion
- ✓ Publish a list of substitute teachers who have completed the training and make it available to school district personnel.
- ✓ Monitor the performance of trained substitute teachers.
- ✓ Follow-up on participants' action plans.
- ✓ Review evaluations and adjust future trainings accordingly.
- ✓ Plan additional, specialized, follow-up training.

# Checklist of Needed Materials

## General

- ✓ Colored stickers with numbers on them
- ✓ Name tags
- ✓ Copies of tickets
- ✓ Basket or jar for ticket collection
- ✓ Rewards/motivators to be given to participants during ticket drawings
- ✓ Markers (or highlighters) for each group
- ✓ Sticky notes for each group
- ✓ Certificates of Completion

## Activity 1

- ✓ 3" x 5" card for each participant

## Activity 2

- ✓ Chart paper or poster board
- ✓ Tape
- ✓ Markers

## Activity 3

- ✓ *Substitute Teacher Handbook* for each participant
- ✓ Copies of the **Handbook Treasure Hunt** for each participant

## Activity 4

- ✓ Copies of Activity 4 Task Cards

## Activity 5

- ✓ Copies of Activity 5 Task Cards

## Activity 6

- ✓ Blank paper for each participant
- ✓ Five pieces of chart paper with assignments written on them
- ✓ Markers
- ✓ Copies of Activity 6 Task Cards

## Activity 7

- ✓ Chart paper for each group
- ✓ Markers for each group
- ✓ Copies of Activity 7 Task Cards

## Activity 8

- ✓ Copies of Activity 8 Task Cards

## Activity 9

- ✓ *Substitute Teacher Handbook*

## Activity 10

- ✓ Sticky notes for each group

## Activity 11

- ✓ Example **SubPack**

## Optional Activity

- ✓ Copies of the **Observation Form**

# Additional Resources

## Online SubSkills Training Course

*SubSkills Training Course* is the online substitute teacher training program that is designed to be used for individual learners. *SubSkills* offers expert analysis of substitute teaching issues, video examples of effective practices, and assessment of learners progress. Participants will also receive a **SubDiploma** upon completion.

## SubAssessment

The SubAssessment that comes with the online SubSkills Training Course is a carefully designed online assessment that provides feedback to both the substitute teacher and school district on vital information for success in the classroom. This tool provides you with the facts and figures that allow you to know exactly where your substitute teachers stand.

## Classroom Management Audio Download

The Classroom Management Audio Download is a must for all substitute teachers! The teachings of Dr. Glenn Latham enable substitute teachers to understand human behavior as never before—equipping them to effectively deal with most behavior management issues. This audio download contains over 100 minutes of practical application for any substitute teacher.

## STEDI.org Workshops

STEDI.org offers a variety of workshops that can help districts manage their training load or troubleshoot specific training or administrative issues related to substitute teaching.

*Substitute Teacher Training Workshops:* STEDI.org offers training workshops for substitute teacher that help them learn and practice proven classroom management and teaching skills.

*Substitute Teacher Management Workshop:* This one-day training provides an overview of the best practices in SubManagement and a look at solutions to many of the problems faced by HR directors, staff development, substitute teacher coordinators, and administrative staff.

*SubTrainer Workshop:* This workshop introduces effective methods and techniques for training substitute teachers using the *Substitute Teacher Handbook* and other resources at STEDI.org. A combination of modeling and practice, the SubTrainer Workshop prepares trainers to train substitute teacher efficiently and effectively, using the *SubTrainer Manual* as a guide.

<div>TICKET Name TICKET</div>	<div>TICKET Name TICKET</div>	<div>TICKET Name TICKET</div>
<div>TICKET Name TICKET</div>	<div>TICKET Name TICKET</div>	<div>TICKET Name TICKET</div>
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Thank you for participating in this professional development workshop.  
 Please answer the following questions and return to the facilitator prior to leaving.

Name: .....  
 You are a substitute teacher, primarily at which school?.....  
 You are a substitute teacher, primarily for grades?.....  
 Phone: ..... Email: .....

### RESPONSE BOX

### QUESTION

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Yes                   | <input type="checkbox"/> No   | 1. Did the session(s) meet expected outcomes?  |
| .....  |   |  |
| <input type="checkbox"/> Yes                   | <input type="checkbox"/> No   | 2. Was the pace of the session(s) appropriate?   |
| .....  |   |  |
| <input type="checkbox"/> Yes                   | <input type="checkbox"/> No   | 3. Will you use the new information, materials, and skills in your classroom or work site? |
| .....  |   |  |
| <input type="checkbox"/> Yes                   | <input type="checkbox"/> No   | 4. Was the environment, equipment, and room setting supportive to learning?                |
| .....  |   |  |
| <input type="checkbox"/> Outstanding           | 5. How would you rate the overall effectiveness of this professional development series workshop? |  |
| <input type="checkbox"/> Exceeded Expectations |   |  |
| <input type="checkbox"/> Met Expectations      |   |  |
| <input type="checkbox"/> Ineffective           |   |  |
| .....  |   |  |

### Other comments:

I suggest.....	I learned.....
I appreciated.....	I need.....

### Action Plan: Plan 1

### Plan 2

# Certificate of Completion

from

to

for completion of Substitute Teacher Training

Substitute Teaching Division  
**STEDI**.org

Date

Trainer



This manual  
is to be paired with the  
Substitute Teacher  
Handbook 8th Ed.

Register at **STEDI.org/Trainer**  
to join a community of substitute  
teacher trainers and receive  
additional tips for running  
successful training sessions.



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