
SubSkills Training Course

Initial Training Course for Substitute Teachers

Goals

At STEDl.org we love substitute teachers and want to do everything we can to help them succeed in the classroom. After conducting research from a grant issued by US Department of Education, the skills required for substitute teachers were identified. First, it was found that substitute teachers who were trained were more likely to accept substitute teaching jobs and less likely to seek other employment. Second, the skills that were needed for success in the classroom included:

- ❖ Having a strong set of classroom management skills
- ❖ Being professional in appearance and conduct
- ❖ Confidence in implementing the permanent teacher's lesson plan
- ❖ Ideas for working in Special Education classrooms
- ❖ The legalities of substitute teaching
- ❖ Fill-in activity ideas to implement when the lesson plan ends early

To meet these needs, the SubSkills Training Course was created to instruct substitute teachers in each of these areas.

Solution

There are many problems school district's encounter when hiring substitute teachers. The SubSkills Training Course can be used as

Project Outline

The course covers the following topics:

- ❖ Professionalism
- ❖ Classroom Management
- ❖ Teaching Strategies
- ❖ Special Education
- ❖ Legal Issues

TOPICS COVERED

THE PROFESSIONAL SUBSTITUTE TEACHER

- ❖ Appropriate Attire Guidelines for Men and Women
- ❖ Being Professional: At Home

SubSkills Training Course

QUICK FACTS

Length: 8-10 Hours

SubAssessment Included

Number of Substitute Teachers Who Have Taken the Course: Over 100,000

Cost for Substitute Teacher: \$39.95

Cost Per User, Pre-purchase: \$29.95

NOTE: Call STEDl.org to find out the best option for you.

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- ❖ Being Professional: Prior to Entering the Classroom
 - ❖ Being Professional: In the Classroom Before School
 - ❖ Check In: Arriving Early
 - ❖ Being Professional: Throughout the Day
 - ❖ Being Professional: At the End of the Day
 - ❖ The Substitute Teacher Report
 - ❖ SubPack

CLASSROOM MANAGEMENT

- ❖ Four Principles of Human Behavior
- ❖ Five Skills for Effective Behavior Management
- ❖ Skill One: Get and Keep Students On Task
- ❖ Manage by Walking Around
- ❖ Getting Students Back On Task: The Whisper Technique
- ❖ Getting Students Back On Task: Write and Erase
- ❖ Getting Students Back On Task: Give me Five
- ❖ Getting Students Back On Task: Captivate and Redirect
- ❖ Skill Two: Increase Positive Interactions
- ❖ Conditions of Praise
- ❖ Check In: Praising Students
- ❖ What Do I Do If...
- ❖ Maintaining the Correct Ratio
- ❖ Creating a Risk-Free Environment
- ❖ Skill Three: Teach Expectations
- ❖ Setting Expectations
- ❖ Skill Four: Manage Unwanted Behavior
- ❖ Three Words You'll Need to Know and Understand
- ❖ Respond Non-Coercively to Consequential Behavior
- ❖ Redirect Student Behavior
- ❖ The "I Understand" Method
- ❖ Other Techniques
- ❖ Establish Consequences
- ❖ Dealing with Intense Situations
- ❖ Skill Five: Avoid Traps
- ❖ Trap One: The Criticism Trap
- ❖ Trap Two: The Common Sense Trap
- ❖ Trap Three: The Questioning Trap
- ❖ Trap Four: The Sarcasm Trap
- ❖ Trap Five: The Despair and Pleading Trap
- ❖ Trap Six: The Threat Trap
- ❖ Trap Seven: The Physical and Verbal Force Trap

TEACHING STRATEGIES

- ❖ Lesson Kickstarters
 - ❖ Brainstorming
 - ❖ KWL Chart
- ❖ Graphic Organizers
 - ❖ Venn Diagrams
 - ❖ Concept Mapping
- ❖ Check In: DOVE Rules
- ❖ Questioning Strategies
 - ❖ The Ask, Pause, Call Method
 - ❖ Higher Level Thinking Questions
- ❖ Check In: Ask, Pause, Call
- ❖ Group Work Strategies
 - ❖ Cooperative Learning
 - ❖ Jigsaw Learning
- ❖ Reviewing Strategies
- ❖ Teaching with Technology
- ❖ “Just Show the Video”

SPECIAL EDUCATION

- ❖ “Is a Special Education classroom set up differently from other classrooms?”
- ❖ “Will I know how to interact with students who have unique needs?”
- ❖ “Will I be responsible for all the students on my own?”
- ❖ “Are there terms and laws I need to know?”
- ❖ “Should I change how I teach?”
- ❖ “How can I make sure I’m meeting individual needs?”
- ❖ “Will I know how to work with students who have different abilities?”
- ❖ “Will I succeed in a Special Education classroom?”

SUBORIENTATION

- ❖ Safe Schools Policy
- ❖ First Aid and Safety
- ❖ OSHA Universal Precautions for Handling Blood/Bodily Fluids
- ❖ Advice from School Nurses
- ❖ Ethical and Legal Responsibility
- ❖ Sexual Harassment
- ❖ Check In: Not Giving Medication to Students
- ❖ Being Sensitive to Diversity
- ❖ Bullying

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- ❖ Better to be Safe than Sorry (or Sued!)
 - ❖ Check In: Social Networking
 - ❖ Protecting Your Students and Protecting Yourself
 - ❖ Check In: True or False?
 - ❖ It's the Law
 - ❖ Don't Cross the Line
 - ❖ What to do in a Crisis
 - ❖ Check In: In an Evacuation
 - ❖ Out of Classroom Activities
 - ❖ Special Duties and Responsibilities

BONUS: 100 CLASSROOM ACTIVITY IDEAS

Each learner in the SubSkills Training Course has access to over 100 activity ideas (more being added regularly) that they can download and use in the classroom.

ASSESSMENT

One final assessment at the end of the course. Over half of the questions are related with classroom management.

RECOMMENDED PASSING SCORE

Each school district sets their own requirements for the score each learner needs. Most school districts require an 85% composite score.

WHAT ARE SUBSTITUTE TEACHERS SAYING ABOUT STEDI.ORG?

As a substitute teacher, STEDI.org has helped me immensely with a wealth of info and great ideas. Thanks so much!!
- Sharon, Keller ISD

This has been a great program with an easy and helpful layout. Thank you. – Allison

After some years, I've taken up substitute teaching again and was introduced to STEDI through a school district to which I'd applied. I have the handbook and plan to take the online course. The resources STEDI offers have been invaluable. Especially helpful is the information on classroom management. I highly recommend the handbook too. - Suzanne

[A] story [presented in the course] has nearly brought tears to my eyes with encouragement that any student from any classroom with any reputation can be inspired to think and act positively. I am now ready to begin my career as a teacher. Thank you. – Michelle

I am absolutely loving this training so far and already have four notes of pages to review. Though I was already confident in substitute teaching, I feel I have exceeded that status and am more fully prepared to teach. - Lea

I have found that after substitute teaching for a few days at a school district then re-watching the videos, I actually understand more what is being taught. I feel as if I'm gaining more skills, and understanding everything more. - Chris

I enjoy all the tips that are shared and practical advice. This website has been very helpful by giving me ideas and a feeling of support. I particularly enjoyed the post about how great high school students are. I was quite nervous my first time substitute teaching at the high school level but found I really enjoy it. And now, for the most part, I find the high school students respectful and inspiring. Thanks so much! – Kristina