

**A New Hampshire e-Learning for Educators Online Professional Development Self Paced Tutorial**

**Self Paced Tutorial: ST-02 Substitute Teaching: Tools and Tips for Success**

**Tutorial Description**

This online tutorial will provide you with some basic knowledge and skills necessary for being an effective substitute teacher. Proper preparation before substituting in a school or district will greatly increase your confidence and comfort level when facing the students who will be with you in the classroom. This tutorial is designed to help you better understand the conditions and responsibilities necessary for being a substitute teacher. You will get a brief overlook of the situation in education today and understand how teachers and students fit into the changing landscape. You will explore some basic skills and techniques for teaching lessons to students and review some strategies for managing any behavioral issues that you may encounter. Finally, you will get a basic understanding of the kinds of required policies and procedures that schools require; including the NH required pupil safety policy. As you complete each unit of the tutorial, you will be asked to submit an online assessment. Once your assessments for all of the units are submitted and evaluated, you will receive a Certificate of Completion for 5 hours of professional development for this tutorial training. This certificate can be used to demonstrate to your school(s) that you have completed basic training in substitute teaching.

<b>Unit 1</b>	<b>Teaching in the 21<sup>st</sup> Century</b>	
Teaching today isn't what it used to be. Today's students are different than students were when you were in school. Our educational system is shifting its paradigm toward a more personalized and at the same time collaborative environment. Students need a supportive and respectful school culture and climate in order to be successful. In this unit, you will briefly explore the changing face of our education system today. You will be able to identify the information you need to be an effective substitute and meet the needs of your students. And finally, you'll become familiar with strategies for developing a positive relationship with your students.		
<b>Unit 2</b>	<b>Teaching Lessons and Curriculum</b>	
Teachers who know they will be out are always asked to produce lesson plans for their substitutes. In the case of emergencies, there are usually emergency plans available. When done well, the lesson plans you are left will help to connect you to the regular routine of the school day. But not all lesson plans are done well. While there is a continuum of quality and content for lesson plans, they generally will fall into two categories: those that continue with the content being taught by the teacher, and those that provide alternate content for students to do. Since teachers are often unaware of the knowledge and skills of substitutes that will be teaching their classes, they are often hesitant to ask a substitute to continue with the curriculum being taught. This can be both a blessing and a curse for a substitute. But regardless of what the lesson plans are, it is important to keep the students engaged in learning. In this unit, you'll explore some strategies for delivering successful instruction.		
<b>Unit 3</b>	<b>Keeping Students On Task</b>	
While delivering the proposed lesson plan is an important part of managing a classroom effectively, perhaps the most important factor to your success as a substitute is how you manage behaviors in your classroom. In order for learning to occur, students must be on task and focused on their learning. When teachers are not present in their classrooms, some students react by acting out. Acting out, or exhibiting inappropriate behaviors, is a natural reaction to the loss of the comfort of their normal routine. Not all students act out, but for some, behaviors may not only get in the way of their learning, but also prevent the learning of other students. Understanding the reasons behind student behaviors and dealing with them appropriately is vital for keeping students on task and establishing a classroom climate that is inviting and conducive to learning. In this unit, you will identify some behaviors that take students off task, and explore ways to manage those behaviors, get students to move beyond them, and stay focused on their learning..		
<b>Unit 4</b>	<b>School Policies</b>	
Creating a safe environment for learning in a school involves the establishment of policies and rules. All schools have policies in place that provide guidelines, limits, and processes for a wide variety of things. Classrooms may also have policies and rules in place. As a substitute, you may not be aware of the general rules and policies that are in place at the school or in the classroom in which you are substitute teaching. In this unit, you will explore the kinds of policies that schools must have in place and become familiar with general policies as required by New Hampshire. As you review these policy guidelines, remember that school policies may differ from school to school. It's important for substitutes to be aware of the policies the school has and to follow them. Take the time to find out if individual classroom teachers also have policies that help create a safe learning environment.		

## Self Paced Tutorial Project

There is no formal project required for earning a Certificate of Completion. However, a template for a Substitute Checklist is provided for your optional use. You may download the Substitute Checklist template and have the option of using it to help organize your substitute experiences as you feel necessary.

### Self Paced Tutorial Goals

*After completing this tutorial, you will be able to:*

- Understand our education system today and what we need to accomplish with students.
- Recognize the importance of good teaching in our culture and society.
- Identify characteristics necessary for building positive relationships with students.
- Understand some of the best practices teachers use to deliver and create lessons.
- Identify the characteristics of good teachers and understand the strengths you bring to the teaching process.
- Recognize how universal design for learning can help you provide good teaching to all types of students and learners.
- Maintain a classroom climate of mutual trust and respect.
- Understand some common behaviors that effect learning.
- Understand the importance of building positive relationships with students.
- Understand the importance of establishing and following policies in schools and districts.
- Recognize that New Hampshire requires that schools establish policies for consistency in learning and teaching, and to keep students safe.
- Understand the existing policies in schools and districts by reviewing them online or in the school office.

### Self Paced Tutorial Expectations

This tutorial is divided into 4 units, surrounding general content themes. Each unit includes a reading assignment followed by a short quiz which will evaluate your learning at the end of the tutorial. The results will serve as a record of your participation and professional growth in these content areas.

The estimated time for the completion of each unit is approximately one hour and 15 minutes. Some of you may get done more quickly, while some of you may take a little longer. The unit content was developed with an intended completion time of an hour.

The tutorial is pass/fail, but you are expected to read all the materials and successfully complete the unit quizzes in order to earn a *Certificate of Completion*.

Access to this tutorial and the materials provided will remain available to you after you have completed the assignments and earned your certificate of completion.

Progress will be reviewed and assessed after the Notice of Completion is submitted. After submission of each unit assessment quiz, the tutorial Gradebook will reflect the grade for the submitted quiz.

In order to receive a *Certificate of Completion* at the end of the tutorial, you must earn a passing grade of 60% or more in the course requirements, earning at least 240 out of 400 points.