



VCSU Subbing Program

* **Our story** began with West Fargo five years ago

* **The system:**

- Two VCSU students are assigned to one classroom, as a co-teaching team. These are typically Juniors and Seniors in our elementary education program.
- Eight teams (16 VCSU students) spend that Friday at Washington School, Jefferson school, or the Junior High, subbing in eight different classrooms
- Two VCSU professors are in the building all day supervising students, guiding everyone through questions, observing, offering suggestions, and debriefing

* **Benefits to our preservice teachers:**

- Apply effective teaching practices
- Classroom management skills
- Experience in a real classroom setting
- Opportunities for professional growth
- Eventual certification for a ND Substitute Teacher License
- Background checks completed before field experiences

* **Benefit to VCPS Teachers/Administrators:**

- Opportunities for collaboration and professional development
- Receive student teachers and practicum students who are more prepared for those experiences
- Licensed substitute teachers that can eventually be hired three days per week to assist with the subbing shortage; qualified beyond the out-of-field substitutes

* **How Valley City teachers prepare for a VCSU co-teaching team?**

- Create lesson plans as usual, allowing the VCSU students to teach
- Identify any students with special concerns, so we can have the best learning day possible

* **What teachers find when they return?**

- Detailed notes of the day, subject by subject
- A review of celebrations and challenges
- Corrected assignments
- An organized classroom, ready for the next day

Substitute Teacher Program

VCSU ~ School of Education and Graduate Studies (SEGS)

Before You Leave Home:

- Smile! You will have a fun day!
- Be sure your outfit is school appropriate. When in doubt – change!! :)
- Bring a bottle of water, to stay hydrated!!
- Think of two or three short educational filler activities, that do not require prep or materials (math fact practice, reading a story, classroom game, etc.)
- Contact Joan immediately (490-6109) if a challenge arises

Meet the University Supervisor by 8:00am.

- Sign in, wear the lanyard the school provides
- Locate your teaching partner and your room assignment (the principals will assist us)
- Make eye contact, smile, and greet the professional teachers you see in the building that day, as well as each other!!
- Put your cell phones on silent, and keep them out of sight. You will be much too busy to check your phone, so do not use your device when students are in the classroom. You are welcome to check messages at lunch time.

University Supervisors will visit your classroom! Welcome them with a smile! This is your opportunity to receive individual coaching, guidance, and support. They are **not** there to criticize or harshly judge. Your supervisor is visiting many classrooms, throughout the day, spending the day with you in a real-world setting, to positively impact and improve your teaching skills. They will:

- Identify the strengths they see
- Suggest teaching strategies that may be helpful to implement
- Observe your classroom management strategies and offer support, if needed
- Ask if you have any questions they can advise
- Write down some notes for you

Review Lesson Plans:

- Read through the teacher's lesson plans together, and identify how you'll break the teaching areas up between co-teachers. Remember these co-teaching options:
 - One person teaches, the second person supervises student behaviors
 - One person teaches, the second prepares for the next lesson they'll teach
 - Two people teach together, taking turns with information, supervision, activities
 - Two people teach at the same time, taking 'half' and 'half' of the class
 - One person supervises the classroom, the second person finds a helpful teacher, the principal or the University Supervisor for assistance
- Verbally discuss the entire day together from start to finish, to ensure a smooth presentation and a confident delivery of each stage.
- Brainstorm a few 'extras' you may need during the day (attention getting strategies, books to read aloud to the class, short games or fillers,
- Children may enter the classrooms at 8:25am, class officially begin at 8:40am

Starting Your Day:

- Greet children as they walk into the classroom
- Act professionally, maintaining an 'adult' disposition. Avoid gushing or being *too* friendly
- Introduce yourselves and build that important relationship, explaining your present role as college students (never too young to inspire littles!), but capability as 'real' teachers
- Explain two attention getting strategies you'll use during the day and practice these
- Discuss the reality of having a substitute teacher, how things won't be exactly the same
- Ask important questions you may have, and hear their answers in a controlled setting (How do you typically line up? Do you need time to change shoes for PE? What is the procedure for snack breaks? When we dismiss at the end of the day, how does the teacher lead that? Etc.)
- Take attendance
- Announce the Specials for the day (Library, PE, Art, Music, Counselor, Recess) and identify any practices that should know in advance.
- Thank them for being so helpful today, and let them know how happy you are to spend your day with them!

Lunch

- When possible, all VCSU teachers should sit together at lunch. This is an opportunity to debrief about your day, share experiences (being mindful of privacy/confidentiality), and receive guidance for the second half of your day. Here are the lunch times we know:
 - 4th grade - 12pm, 5th grade - 12:15pm, 6th grade - 11:45am

Confidentiality:

- Avoid talking about your class and/or specific children, unless you are professionally discussing a situation you need help analyzing. This should always be done in private.
- After leaving for the day, you are not allowed to discuss any students' confidential information with anyone. This includes: accommodations received, work habits, behavioral challenges, etc.

Classroom Management Guidelines:

- The key words used in their schools are 'Be Respectful, Be Responsible, Be Safe'. You can always ask the child if their behavior is matching their **Hi-liner Expectations**.
- Pre-state the Voice Level you expect for activities that may get louder than you would like. (0 is silent, 1 is a whisper, 2 is a normal voice, 3 is loud and proud, and 4 is outside)
- Be aware of any students who were identified by the teacher as having challenges. You may want to visit with that child right away to form a connection and/or ask if he or she could be your 'helper' if you need assistance
- If a child does not comply, think about the strategies that may be effective (ensure the child understands what is expected, ignore him/her, praise a child who is modeling the expectation, offer two choices, take a restroom break, walk away, etc.). It may be helpful to document the challenge for the teacher, but keep it upbeat with the strategies you tried
- Never touch a child, to gain their compliance or to guide them. Use your words.
- Do not offer candy or rewards for good behavior, we shouldn't have to bargain or negotiate with students to see their appropriate behavior
- Do not threaten to send the child to the principal's office. This demonstrates your inability to handle the situation, by passing the problem to someone else
- If you are concerned about possible danger to other students in the room (chair being thrown by an angry child, etc.), remove the large group of children from that location calmly and quickly OR maybe take a bathroom break

Principal's Assistance?

- There are times when a Major Infraction must be brought to the principal's attention. According to the VCPS handbook, these are the incidences that should be brought to their attention: Mr. Miller (Jefferson) or Mr. Lueck (Washington)
 - Weapons, Vandalism, Stealing, Physical Fighting, Violent Threats, Defiance, Nicotine, Alcohol, Drugs

Special Circumstances:

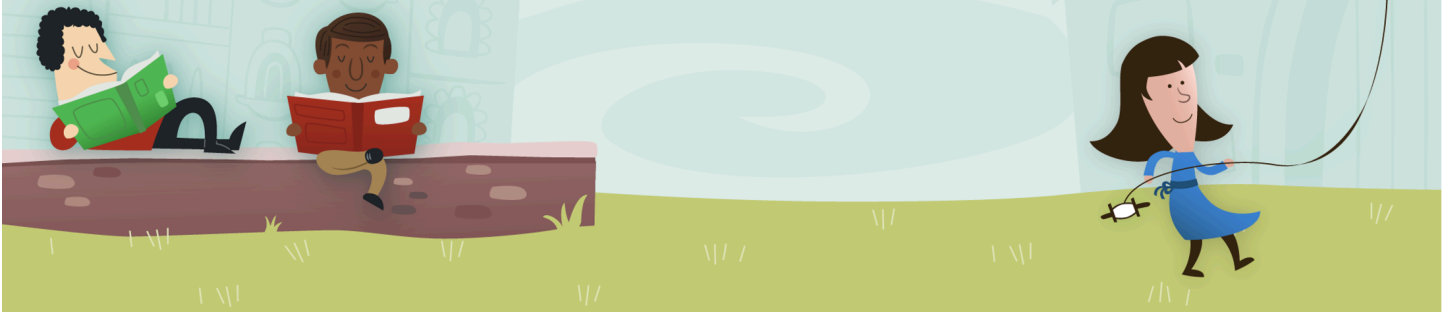
- Student **accidents** must be documented right away. If it is serious, inform the office immediately. Be sure to visit the office to fill out the appropriate forms, and also notify someone of the situation. If parents should be called, someone from the school personnel should manage that notification.
- **Fire Drills** have a set procedure and routine. Follow the veteran teachers from the school to meet at the appropriate location. If possible, bring a student role sheet outside to document all students' whereabouts. If this is not available, be sure to count the number of students you have to ensure everyone's safety.
- **Lock Downs** require room security. If you can not manage this, you may need to get to a nearby classroom quickly. Investigate this in the morning when you arrive, identifying a nearby teacher who can assist with questions throughout your day – who then doubles as your safe location if needed.
- **Medication** is distributed by the office staff only. Send any medications to the office in the morning, and write yourselves a reminder to retrieve it for the child's backpack in the afternoon, if it's expected to get sent home again.
- If a **child complains of not feeling well**, keep an eye on him/her. We don't know if this is a habitual practice for this individual or if it's a legitimate concern. If the child seems ill, walk him/her to the office for guidance. It's better to be cautious and seek help for the student.

End of the Day Procedures:

- Students are dismissed for the day at 3:05pm (K-4) and at 3:10pm (5-6). Start packing up and organizing for home at 2:50pm. Some students take the bus, some walk, and some are picked up. Be sure you know how this is typically managed before it's time to go.
- Your classroom should be orderly and ready for the teacher's return.
- All assignments should be corrected and well organized.
- Leave a friendly note for the classroom teacher, detailing the activities of your day. Keep it positive and informative. Be sure to thank the teacher for sharing his/her students with you, for the great organization, or anything else positive that highlights your appreciation for the subbing experience.

Substitute Teacher Program

Valley City State University



Let's provide a few important details

Two VCSU students cover ONE classroom, together. As co-teachers throughout the school day, they may:

- Take turns teaching different subject areas
- Split the class into two groups and parallel teach at the same time
- Work as a team, teaching together
- Help students who are behaviorally challenged while their peer is instructing

While the two VCSU students are teaching all day, two VCSU professors pop into the classroom from time to time. They might:

- Offer behavioral suggestions and teaching strategies to try
- Answer questions
- Provide helpful feedback
- Cheer everyone on!!



The subbing program has been implemented at VCSU since 2018. The entire idea was developed by Dr. Sheri Okland (Dean of Education).

We support area schools by covering their classrooms so teachers can participate in professional development activities. This saves the school district \$\$\$\$ each semester.

As a part of pre-service training, we require our VCSU students to co-teach a total of eight days (on Fridays).

This is part of a student's grade for EDUC 350 (Practicum). Four days must be completed during that semester, so that means that four subbing days can be completed in advance.



Spring 2020 Subbing Dates

January 24th, Jefferson (3rd grade)

February 7th, Jefferson (2nd grade)

February 28th, Jefferson (1st grade)

March 6th, Washington (6th grade + JH)

April 3rd, Jefferson (Kindergarten)

****Jefferson dates include Title I and a Student Performance Strategist role**



EDUC 321 Students: Please contact Joan if you'd like to be added to any of the dates above.

● We have a few more openings!!

Subbing Day Procedures:

Arrive at the elementary schools by 8am and the Junior High by 8:15am

Wear 'teaching outfits' with comfortable shoes!! Bring a bottle of water.

The principals meet us, and walk us to the classrooms

Classroom teachers usually meet with our VCSU students, to walk through the day's plans

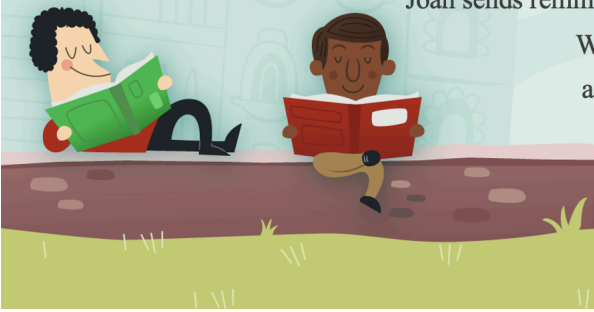
VCSU professors visit your classroom numerous times that day, to offer support

We debrief at lunch time, to share experiences and answer questions (lunch is free)

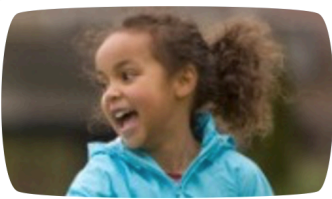
VCSU students complete a survey at the end of their teaching day

Joan sends reminder emails the Mondays before we teach

When avoidable, please don't cancel last minute,
as it can be very difficult to find a replacement



Once a VCSU student has completed six supervised subbing days, we encourage them to begin the licensure process.



This is the link to buy insurance (at a student rate). This protects everyone professionally, in case of the unexpected. It's \$45 for one year, and begins your membership with the NEA (National Education Association)

<https://ims.nea.org/JoinNea/>

At VCSU, we have removed classes from Fridays, allowing students to participate in this program.

Many students have other week days off additionally, which allows for more substitute teaching opportunities. There is a subbing shortage; schools are thrilled to hire high quality substitute teachers.



When it's time to apply for a Substitute Teacher license from the state of ND...

- Follow my top link (on the right) to apply for an initial teaching license (\$85 fee)
- Get the fingerprint cards from either Joan Klein or Dave Bass (you will get two cards and a matching envelope)
- Bring these cards to the police department to get fingerprinted (\$10 fee)
- Fill out the application from ESPB, following the bottom link (on the right) and mail this with the fingerprint envelope
- Get a \$45 money order from the post office, payable to ESPB, mailed with the same envelope

Link for starting the North Dakota teaching license application:

<https://secure.apps.nd.gov/dpi/ndteach/Login.aspx>

Link to ESPB for background check process:

<https://www.nd.gov/espb/sites/www/files/documents/Complete%20Fingerprinting%20Instructions%209-17-19.pdf>



This program sets our preservice teachers apart from other programs:

- Subbing EXPERIENCE gives VCSU students **teaching practice**, **more confidence**, and a **professional demeanor** that is very noticeable to everyone in the teaching field
- Without classroom teachers present, we get a chance to practice and perfect **effective classroom management strategies**
- Principals and teachers get to know us, which assists us with eventual **hiring advantages**
- Resumes with **teaching experience** stand out, substitute teaching is a great point to showcase
- Even if a day is challenging, the learning that takes place is meaningful and significant
- Cooperating teachers notice a difference in practicum students and student teachers who have participated in the subbing program – they are **more prepared** for these experiences!!
- Once the program has been completed (eight Fridays), we encourage everyone to work in area schools as a Substitute Teacher. It is a great way to apply your university training, earning great pay (\$125/day average).

- Please direct any questions to the program director, Joan Klein

