

Talking points when meeting with the boss

OUR DISTRICT'S PROBLEMS

- ☆ We have a tough time recruiting the right individuals who would succeed as substitute teachers in our district.
- ☆ We are struggling trying to find ways to train our substitute teachers so that on the first day in the classroom they are confident and have a great experience so they will take on more teaching assignments.
- ☆ We are finding it difficult to retain the best substitute teachers so they want to come back year after year.

OUR GOALS

- Higher-quality substitutes
- Recruit, screen, and onboard those who are already proven to be successful.
- No complaints from angry parents or other teachers
- Happy students and faculty
- Trained substitutes
- Substitutes who can implement the lessons left by the permanent teachers
- Subs who a difference in the lives of the students in our district
- Fewer headaches in our Sub Office!

WHAT KIND OF SUBS DO WE WANT?

There is no correlation between the educational level of the substitute and his or her success in the classroom. Great substitutes can:

- ☆ Understand and implement the lesson plan left by the permanent teacher
- ☆ Maintain classroom control
- ☆ Maintain a high rate of positive interactions with students
- ☆ Teach their expectations to students
- ☆ Respond non-coercively to consequential behavior
- ☆ Avoid becoming trapped
- ☆ Come with activity ideas to keep the students engaged and learning
- ☆ Master the skills to manage a class successfully
- ☆ Act as a professional in all situations, especially the stressful ones
- ☆ Work with students with special needs
- ☆ Handle the legal aspects of the job preventing lawsuits

WHAT DOES NOT WORK IN RECRUITING

- Offering more money does not turn subpar substitutes into superstar substitutes.
- Raising the pay for substitute teachers does not attract or retain better subs.
- Lowering our entry requirements attract a lower-quality sub.

ABOUT THE COURSE

It's called SubSkills and was created at Utah State University by the founders of STEDI.org (pronounced steady)

- 1) It is a college-level course. Like a college-level course, it has the same rigor and standards of other college classes, yet written for those not familiar with education.
- 2) It is taught at colleges and universities across the nation.
- 3) It is not the easiest course, but it is the best.
- 4) It is not the cheapest, but it is the most comprehensive.
- 5) It is like formal education plus practical technical training. The course focuses on what really matters, what's really important to a substitute teacher's success.
- 6) The course is for the inexperienced rookie and the seasoned, experienced professional teacher.
- 7) Implementing a training program actually attracted more individuals and brought in better substitute teachers.
- 8) People who have taken the course call it "practical" "effective" "spot-on" "powerful."

WHY TRAINING MAKES ALL THE DIFFERENCE

A. No baby-sitters.

We need the right individuals to be with our students every day, and that includes substitutes. If all we want are baby-sitters, then training is not needed.

B. Instant success

We need a substitute teacher who can jump right in and take control and get the job done.

C. Student achievement

We need a substitute to not only cover the classroom, but increase student achievement at the same time.

D. Better behavior

We need a substitute teacher who can improve the on-task behavior of the students by 50% when the permanent teacher is out of the classroom. We need substitutes who can generate an overall 4% improvement in student achievement.

THE INVESTMENT

There are several ways of getting our subs trained.

• HIGH COST

We could hire only college-trained, certified substitutes. The cost: thousands—whatever the cost of a four-year degree.

• MEDIUM COST

We could ask the sub to go back to college and take a one-hour course on substitute teaching. Currently, tuition is around \$258 per college credit and it would take around 10 hours over the period of a semester for a one-credit hour course.

• LOW COST

STEDI's SubSkills online course is a one-credit, college-level course developed at Utah State University. It has all the elements of an effective class taught on campus, but with some very appealing advantages.

First, it doesn't cost \$258. It doesn't even cost half that. The cost is only \$39.95 yet has the same rigor, and effectiveness as if it is taught on campus.

Second, it does not have to be taught on campus. The course is completed in the comfort and privacy of the applicant's home, and at their own convenience.

Third, the course takes less than 10 hours complete. Other online courses take up to 22 hours.

PURCHASE OPTIONS

1. Require the sub to pay the \$39.95 (or \$8.95/mo for 5mo) before applying to substitute in our district.
2. Our district pays the tuition for STEDI training. STEDI offers bulk discounts.
3. Hybrid. We require the sub to pay, but reimburse them after they teach five days in a semester, or something like that.
4. Some districts found it better to pay for the fingerprinting and have the applicant pay for their own training. This way, the district paid for the fingerprinting for only those who had completed the training and were truly interested in becoming a substitute teacher.

THE BIGGEST COST?

It is not the tuition, no matter the cost. It's the price we pay for incompetent, useless and even harmful substitutes.

If we do not train our substitutes, our students will pay. Big time. The students will have to pay and they will pay a very high price, class after class, year after year if their substitute teacher is not trained.

NEXT STEP

Call Kelley at (435) 755-7800 extension 704 or send an e-mail to info@STEDI.org.