

 **Substantial**



 **Red Rover**

**Substitute Teaching:
Year End Review Part 2**

June 2023



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Our Time **Together**

SUBSTITUTE TEACHERS
KEEP THE LEARNING GOING!



1. Developing Your Plan
2. National Landscape
3. Recap Key Metrics and Benchmarks
4. Engagement Strategies

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Developing **Your** Plan

Substitute System Review

Coverage		Our District	Benchmark
	% Requests Filled		73%
	Most Requests - Month		March
	Most Requests - Day of the Week		Friday

Pool		Our District	Benchmark
	Number of Subs		n/a
	% of Teacher Pool		58%
	Average # Days Worked per Month		7
	% Aspiring Teachers		38%

National Trends

- 1. **Sub PD:** More extreme classroom behavior and increased reliance on subs is driving focus on sub PD.
- 2. **Long-term Subs:** Teacher shortage means more subs in vacancies.
- 3. **Subs as Pipeline:** “Grow Your Own” programs and university partnerships are gaining momentum.

What’s Happening in Our District

Priorities for Next Year

1.

Resources

Ready to dig into the topics surfaced today?
We've got you covered.

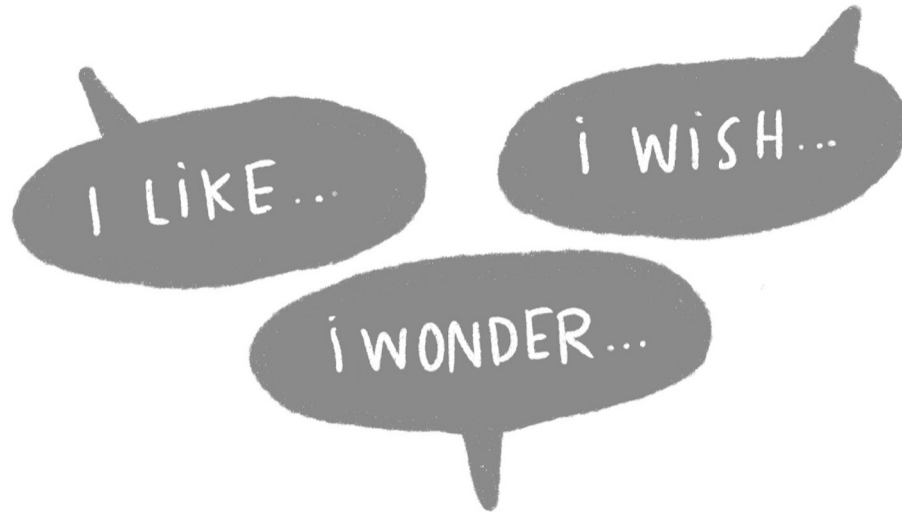
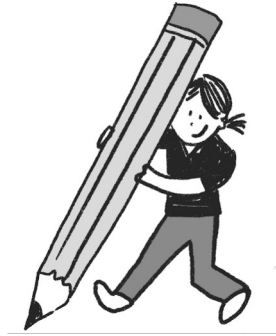
- ▶ Sub survey planning guide (with questions!)
- ▶ Sub plans best practices example
- ▶ PD best practices blog
- ▶ Briefing on the sub-to-teacher pipeline

substantialclassrooms.org/2023plan

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**National
Landscape**

An invitation to **reflect...**





Where we've been.

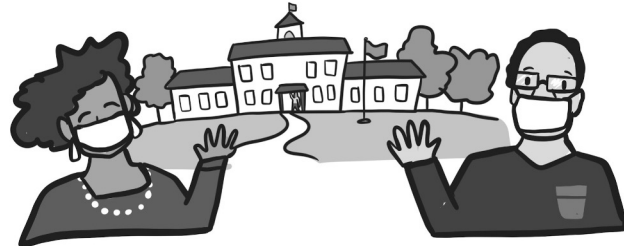
Reflect on the last two years in your district.

What happened with substitute teaching?

What did you learn?

Pandemic + Early Recovery

- ▶ Depleted sub pools
- ▶ Spikes in absence = all hands on deck
- ▶ Increase in use of EdTech
- ▶ Policy responses:
 - ▶ Increase in pay
 - ▶ Decrease in education requirements





Where we are.

What's happening with substitute teaching right now in your district?

What is influencing sub dynamics this spring?

Today

- ▶ Pools more likely to have parents and part-time workers
- ▶ Teacher shortage
- ▶ Hot labor market and widespread burnout
- ▶ Aftermath of learning loss and trauma



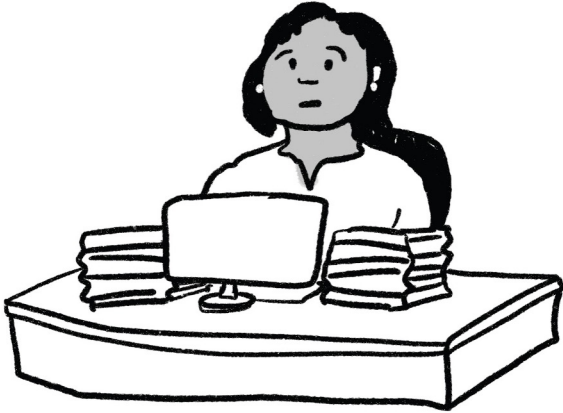


What's coming.

Looking ahead, what trends in your district might impact substitute teaching?

*What do you *hope* the next chapter in substitute teaching might look like for your subs and schools?*

What's coming



- ▶ Increased focus on professional learning for subs
- ▶ ESSER expiring
- ▶ Continuing or accelerating teacher shortage
- ▶ Rapid developments in tech (AI, virtual teaching)

National Trends

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Benchmark Data Sources: Red Rover Absence Management System, Red Rover + Substantial Classroom Annual Sub Survey

National Trends

1. **Sub PD:** More extreme classroom behavior and increased reliance on subs is driving focus on sub PD.
2. **Long-term Subs:** Teacher shortage means more subs in vacancies.
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What's Happening in Our District

Priorities for Next Year

- 1.
- 2.
- 3.

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Key Metrics & Benchmarks

Data Sources

- ▶ **Red Rover / Substantial Annual Substitute Teacher Feedback Survey:**
Completed by 3778 substitute teachers
- ▶ **Red Rover Absence Management Software:** Used in 850+ districts in 42 states

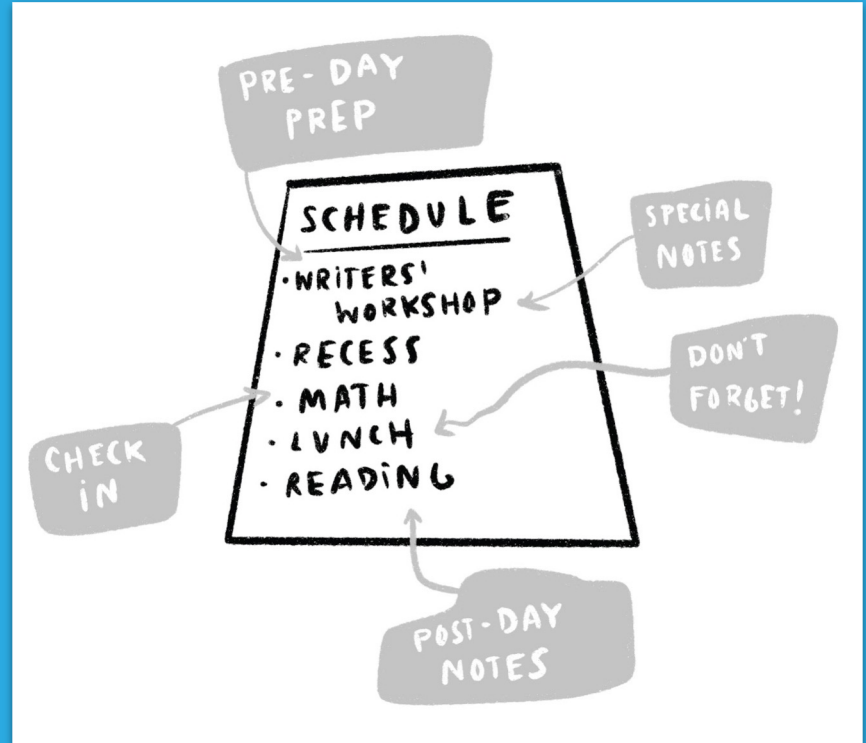
3778 responses

(in less than 48 hours!)



#1: Sub Plans Matter

For the second year in a row, the #1 factor in where subs choose to work is reliable sub plans.



#2: Subs are a Teacher Pipeline

A significant - and growing - percentage of subs aspire to become permanent, full-time teachers.

38% self-identified as aspiring teachers.



#3: More Parents Than Retirees

Just 15% of respondents identified as retired teachers.

By contrast, **30% are parents in the district** and 30% work multiple part-time jobs.



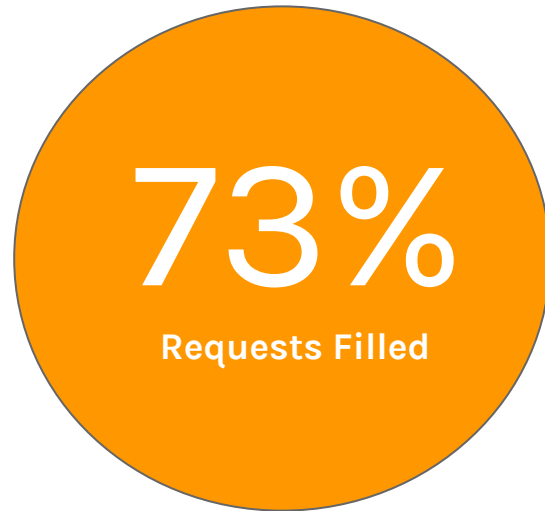
#4: Subs Desire More Training

Specifically in:

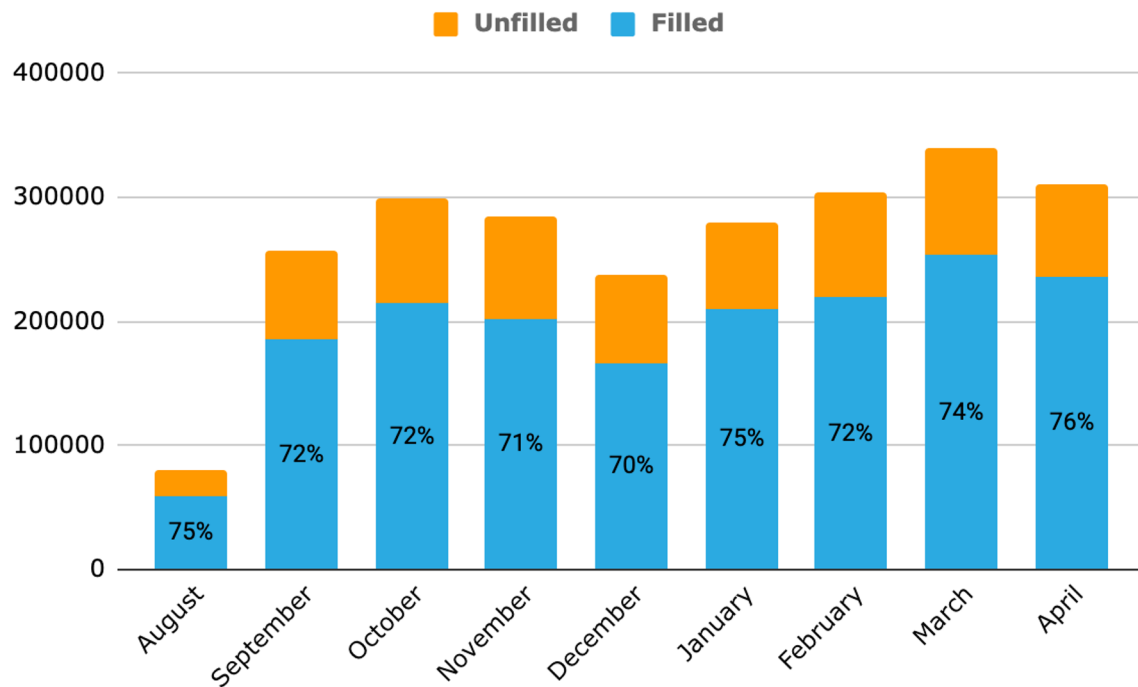
- ▶ Effective teaching strategies
- ▶ Classroom management
- ▶ Supporting students with disabilities
- ▶ Trauma-informed teaching practices



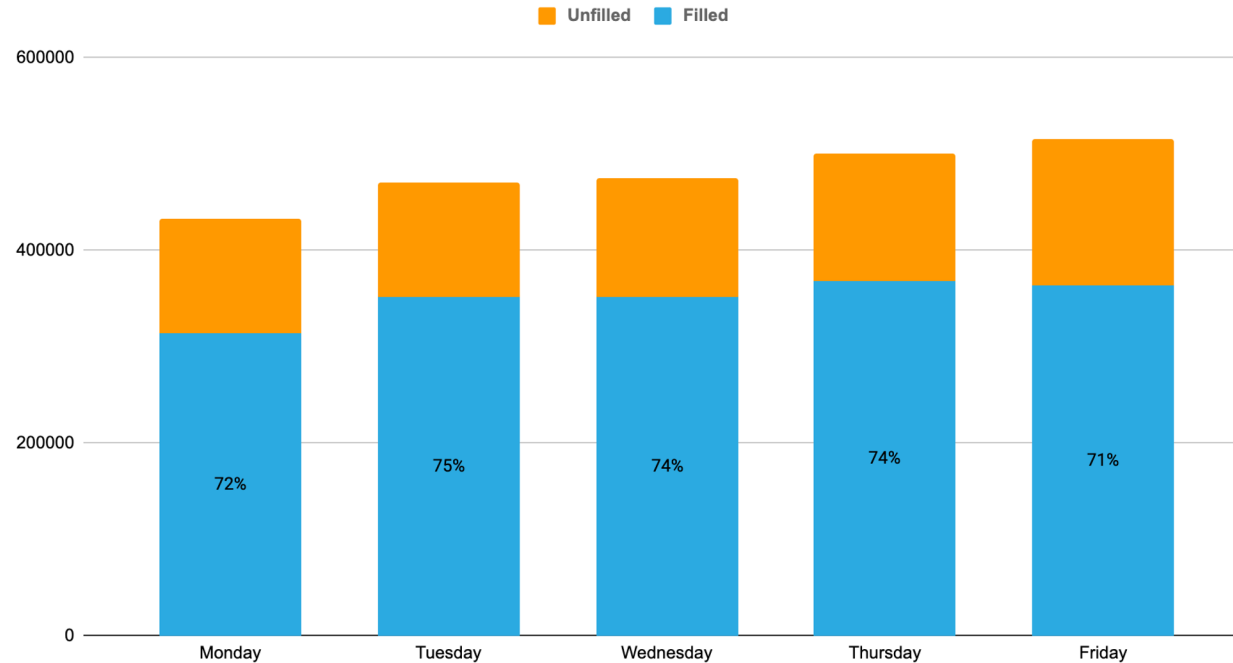
Coverage



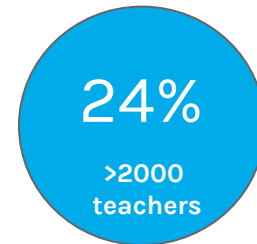
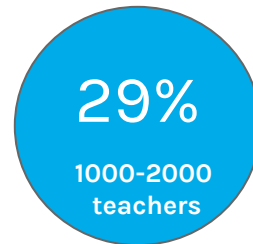
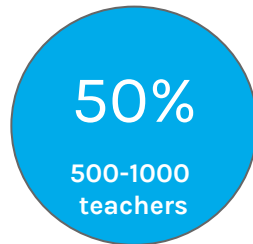
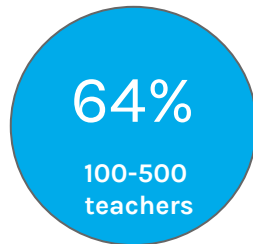
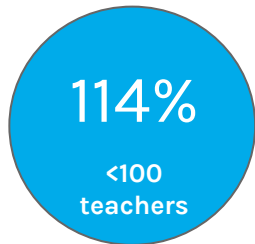
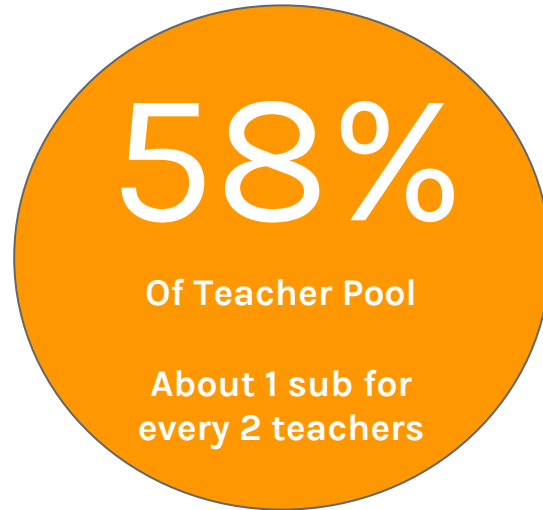
Coverage Gap by Month



Coverage Gap by Day of the Week



Substitute Pool Size



Engagement

7

Average Days
Worked

PER MONTH

29

Average Days
Worked

PER YEAR

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Engagement Strategies



What engagement strategies work for you?

Sub Plans Best Practices

Plans should include:

- Detailed instructional plan that is time-based
- Bell schedule
- Class rules
- How to get support
- Request for feedback

Today's Plan
Thompson - 5th Grade - 02/17/23
Central Elementary School

SubPlans Online Access
More in-depth school information and an online version of this plan are available at the link below:
go-demo.subplans.org access code: [redacted]

Starting the Day
Meet Students: A warning bell rings at 7:55am and students will line up at your classroom door. Please meet them there for a morning greeting (high five, handshake, pinky hug) of their choice before entering the classroom. (All classes have a poster on the door to facilitate morning threshold greeting).
Late Arrivals: Our first bell rings at 7:55am everyday. The late bell is at 8:00am. Any student who arrives to the classroom after 8:00am needs to be sent to the office for a late slip.
Taking Attendance: An attendance sheet will be given to you when you arrive, along with your key and your sub binder. Please have a student bring the attendance sheet to the office by 8:15am. Please make sure you sign the top of the attendance sheet before sending it to the office.

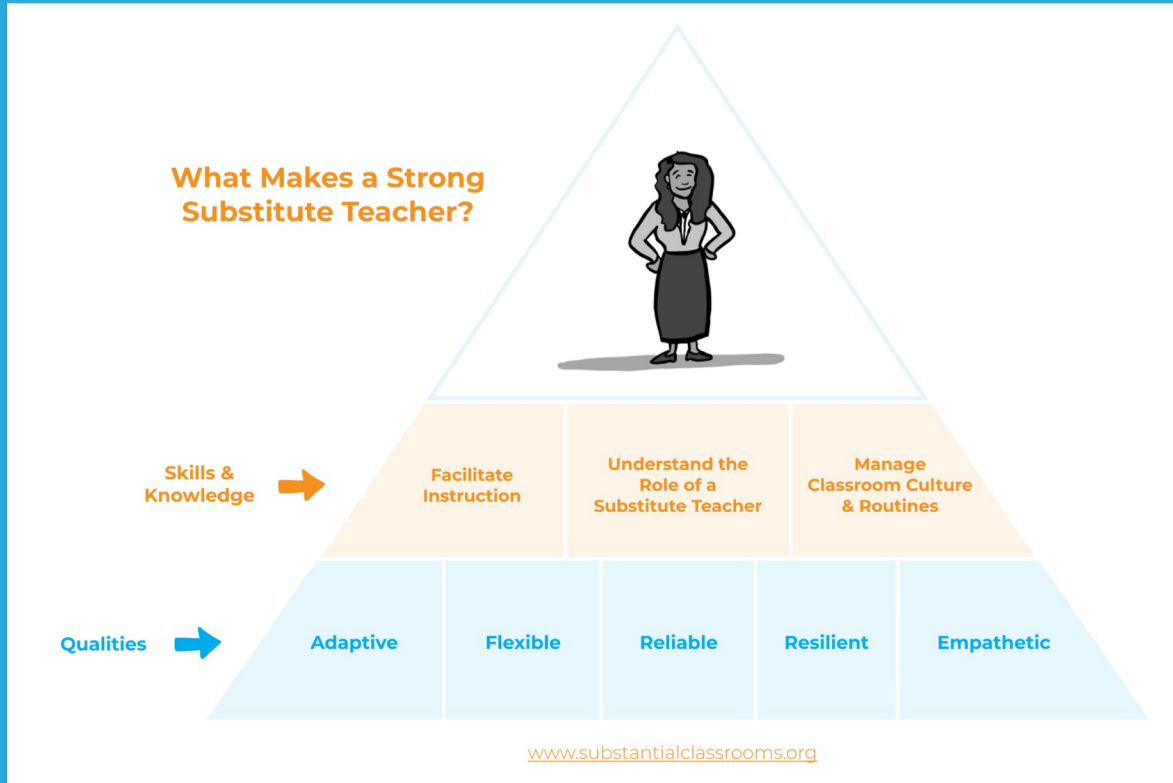
Medical Alerts

Getting Help
Call the front office: dial *2000 on a school phone.
Krista Avila
Administrative Assistant
• Call Krista first if you need support from an administrator, have question about supplies, technology, or facilities.
• Dial 1902 from a school phone
Diana Williams
Vice Principal
• Diana is the best contact if you need support with difficult behaviors, or other student issues.
• Dial 1904 from a school phone
Edgar Thompson

Annotations:
• Tell subs whether students are expecting their teacher to be out
• Give the names and contact info of people who can help (instead of just call the office)
• Make the state-of-day info clear and easy to find

Example Plan Note: This is an example plan was made using SubPlans, a tool for streamlining the creation and distribution of lesson plans for substitute teachers. It has been annotated to highlight best practices.

Sub Training & Support Best Practices



- Actionable, role-specific
- Cover the key skills and knowledge they need
- Easy to access
- Aim for a community of learners and active learning cycles

What Gets People to Come Back?



It's not this!

Research suggests this!



Ideas for Building Meaning, Mastery and Community

Meaning

- PD
- Storytelling
- Appreciation (esp. involving students)

Community

- Cohorts / teams
- School-based
- Swag (part of the team)



Mastery

- PD
- Invitation to reflect on growth
- Opportunities to share learning with peers
- Awards (esp. with nominations)

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Red Rover X Substantial

Reflecting on your local landscape, your data, and your priorities, begin to flesh out your plan.

substantialclassrooms.org/2023plan



Substantial



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