

SUBSTITUTE TEACHER TRAINING

DISTRICT
Northside ISD
Recognized 2005-06

INITIAL IMPLEMENTATION
2003-04

PROGRAM SUMMARY

The **goal** of Northside ISD's (NISD) program is to decrease discipline issues in substitute teachers' classrooms.

Key strategies include orientation and training and a manual for substitute teachers.

Outcomes include reports from district principals and teachers of fewer discipline problems and fewer student referrals to the office in substitutes' classrooms.

EFFECTIVENESS

Before

Prior to implementation, substitute teachers were not required to have training in classroom management and often experienced student disruptions and behavioral problems in the classroom.

After

After implementation, staff indicated that fewer discipline issues were reported by substitute teachers and, consequently, more classroom time was focused on instruction.

CONTEXT/IMPLEMENTATION

Demographics (2005-06)

Grade Levels Served		EE-12		Campus Enrollment		78,154	
Ethnic Distribution				Economically Disadvantaged		38,664	49.5%
African American	6,270	8.0%	Limited English Proficient (LEP)		5,095	6.5%	
Hispanic	47,795	61.2%	At-risk		33,247	42.5%	
White	21,560	27.6%					
Asian/Pacific Islander	2,301	2.9%					
Native American	228	0.3%					

Source: AEIS

Background

- In 2005-06, NISD employed approximately 2,000 substitute teachers annually. Staff estimated that approximately 600 of those substitutes had no school-related training prior to their assignments.

Procedures

- The district implemented a training program for novice substitutes (those with no training or experience) including six hours of training in classroom management, three hours of classroom strategies, and three hours of administrative issues (calendar, maps, pay schedules).
- District staff also determined that experienced substitutes (those with teaching certificates or prior classroom experience) should participate in a three-hour training program focused on administrative procedures.
- The district also provided a substitute handbook at a cost of \$25 per handbook.
- NISD human resources staff developed training and resources for the program based on materials from the Substitute Institute at Utah State University.
- The district's continuing education department provided additional optional training courses for both categories of substitutes, including training in elementary classroom management, secondary classroom management, special needs students, elementary academics, and other topics.
- Human resources staff was developing a model to quantitatively measure the success of the program.

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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

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