

# Substitute Teacher Role Preparation

## Course Design

### 2000-01

#### Course Information

**Organization:** Eastern Arizona College

**Division:** General Education

**Course Number:** EDU 100

**Title:** Substitute Teacher Role Preparation

**Credits:** 3

**Developed by:** Sally Martinez

**Lecture/Lab Ratio:** 3 lecture/0 lab

**Transfer Status:**

**Extended Registration**

**Class:** No

**CIP Code:** 13.9999

**Assessment Mode:** Pre/Post Survey; Final Exam With A Possible Score

**Awareness Course:** No

**Intensive Writing**

**Course:** No

**Prerequisites:** o None.

**Target Population:**

1. Individuals seeking to serve as substitute teachers.
2. Instructional aids currently employed by school districts.
3. Potential education major candidates.

**Goals:**

1. Develop the learner's confidence to enter the classroom setting and fill the role of the regular instructor.
2. Provide the learner with instructional and classroom management tools and strategies to be used in the classroom.
3. Prepare the learner to enter a variety of classroom settings and situations and carryout the instructions left by the regular classroom teacher or implement relevant and meaningful lessons when no instructions have been left.

**Description:** This class is designed to prepare learners to enter a school setting and fill the role of the regular instructor in the classroom, on the playground and as a staff member. Learners will engage in a variety of activities that will enhance their awareness of challenges encountered by today's youth, enable them to recognize and develop appropriate learning activities, implement effective instructional and classroom management techniques, identify personal teaching-learning styles and student learning styles, address medical issues and adhere to district policies and procedures.

**Textbooks:** Thomas Armstrong. *Awakening Genius*. Association for Supervision and Curriculum Develop. 1998. Source: Gila County School Superintendent.

Substitute Teacher Institute. *Substitute Teacher Handbook*. 4th or 5th. Utah State University. Source: Gila County School Superintendent.

**Supplies:** Three Ring Binder  
File Bin with Lid

## Competencies and Performance Standards

<b>1. Identify key challenges encountered by today's youth which have an effect on academic performance and social skills in the school setting.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<b>Criteria--Criteria - Performance will be satisfactory when:</b> <ul style="list-style-type: none"> <li>• learner reads current research on changes in society and effects on students in the school setting.</li> <li>• learner participates in group activities and class discussions.</li> <li>• learner shares current events that are applicable to topic.</li> </ul>	<b>Conditions--Competence will be demonstrated:</b> <ul style="list-style-type: none"> <li>• in the completion of assignments relating to current research.</li> <li>• in participation in group activities and class discussion.</li> <li>• by successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Summarize information in research based articles.</li> <li>Record and share current events from various media avenues that pertain to topic.</li> </ol>	
<b>2. Observe lessons in classroom, record and share observations.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Low</i>
<b>Criteria--Criteria - Performance will be satisfactory when:</b> <ul style="list-style-type: none"> <li>• learner schedules at least three observations with three teachers.</li> <li>• learner records observations.</li> <li>• learner participates in classroom discussion about observations.</li> </ul>	<b>Conditions--Competence will be demonstrated:</b> <ul style="list-style-type: none"> <li>• in the completion of an observation schedule.</li> <li>• in the completion of observation sheets.</li> <li>• by participating in classroom discuss.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Observe lessons in action.</li> <li>Explain the environment of the classroom by responding to a series of questions.</li> <li>Share observations with class.</li> <li>Compare observations to current research.</li> </ol>	
<b>3. Compare differences between teachers' teaching styles, how they interact with students and students' behavior.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--Criteria - Performance will be satisfactory when:</b> <ul style="list-style-type: none"> <li>• learner compares differences in teacher style from the three observations made.</li> <li>• learner analyzes how teacher style had effect on classroom environment.</li> </ul>	<b>Conditions--Competence will be demonstrated:</b> <ul style="list-style-type: none"> <li>• in completion of analysis report.</li> <li>• by participating in class discussion.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Compare differences in teacher style.</li> <li>Analyze how teachers' style has an effect on classroom climate and student success.</li> <li>Prescribe modifications for improving poor classroom climate.</li> </ol>	

<b>4. Assess effectiveness of teacher(s) observed.</b>		
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i> <i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner completes a written analysis summary.</li> <li>• learner is able to use checklists and research on effective teaching to determine effectiveness.</li> <li>• learner is able to specify clear signs of ineffectiveness.</li> <li>• learner is able to provide modifications for improvement.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• in completion of checklists.</li> <li>• in completion of written analysis summary.</li> <li>• by participating in class discussion.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>a. Use research based information to assess teacher effectiveness.</li> <li>b. Point out specific examples of ineffectiveness.</li> <li>c. Prescribe modifications for improving poor classroom climate.</li> </ol>
<b>5. Determine ones personal learning and teaching style.</b>		
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner reads research on various learning and teaching styles.</li> <li>• learner completes inventory to determine personal learning and teaching style.</li> <li>• learner reflects experiences to determining whether or not personal learning style was addressed.</li> <li>• learner participates in class and group discussions.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by reading materials on learning styles.</li> <li>• by participating in group and class discussion.</li> <li>• in completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>a. Identify different types of learning and teaching styles.</li> <li>b. Analyzes oneself according to theories presented.</li> <li>c. Writes about a personal experience in which learning style was or was not met.</li> <li>d. Compare similarities and differences between theories presented.</li> </ol>
<b>6. Examine how ones personal learning style can effect the manner in which we teach and the consequences it might have on student success.</b>		
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Essential</i> <i>Difficulty--High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner brainstorms ways in which a teacher can meet all learning styles in order to meet one objective.</li> <li>• learner identifies results of students' learning styles not being met.</li> <li>• learner participates in class and group discussions.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by completion of activities listed for each learning style.</li> <li>• by participating in group and class discussion.</li> <li>• by completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>a. Write about the possible ramifications of individuals' styles not being met.</li> <li>b. Collects current event reports that supports the results of students' individuals needs not being met.</li> </ol>

<b>7. Create and classify activities according to learning styles.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Important</i>	<i>Difficulty--High</i>
<b>Criteria--Criteria</b> - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner works with peers to develop a list of activities and classifies according to learning style.</li> <li>• learner participates in class and group discussions.</li> </ul>	<b>Conditions--Competence</b> will be demonstrated: <ul style="list-style-type: none"> <li>• by completing activities list for each learning style.</li> <li>• by participating in group and class discussion.</li> <li>• by completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Develop a list of appropriate learning activities for each learning style presented.</li> <li>Correlate learning activities with appropriate performance objectives from state standards.</li> </ol>	
<b>8. Identify key elements of a lesson plan.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--Criteria</b> - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner participates in class and group discussions.</li> <li>• learner identifies key elements of lesson plan.</li> </ul>	<b>Conditions--Competence</b> will be demonstrated: <ul style="list-style-type: none"> <li>• by explaining the key elements in own terms and providing examples.</li> <li>• by participating in group and class discussion.</li> <li>• by completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Identify and explain the basic components of instruction.</li> <li>Apply the concept of bloom's taxonomy to instruction and learning.</li> <li>Write a standards-based lesson plan.</li> <li>Rate prescribed lesson plans according to basic instructional components.</li> <li>Analyze the Arizona State standards and the performance objectives for each.</li> <li>Correlate learning activities with appropriate performance objectives from state standards.</li> </ol>	
<b>9. Identify key components of effective instruction.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--Criteria</b> - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner participates in class and group discussions.</li> <li>• learner identifies the key components of effective instruction.</li> <li>• learner is able to correlate key elements of a lesson plan with the key components of instruction.</li> </ul>	<b>Conditions--Competence</b> will be demonstrated: <ul style="list-style-type: none"> <li>• by explaining the key elements in own terms and providing examples.</li> <li>• through participation in group and class discussion.</li> <li>• by completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Identify and explain the basic components of instruction.</li> <li>Explain the importance of self-reflection on instructional practices.</li> <li>Correlate the key elements of a lesson plan with those of effective instruction.</li> </ol>	

<b>10. Develop standards-based lesson plans which incorporate the all key elements.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner participates in class and group discussions.</li> <li>• learner writes lesson plans inclusive of learning styles and standards.</li> <li>• learner writes a lesson plan which includes all key components.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• through participation in group and class discussion.</li> <li>• by completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Use state standards, learning style theories to create lesson plans.</li> <li>Write three standards based lesson plans for various content.</li> <li>Correlate the key elements of a lesson plan with those of effective instruction.</li> </ol>	
<b>11. Determine appropriate classroom management strategies for various scenarios.</b>			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner participates in class and group discussions.</li> <li>• learner is able to identify a variety of methods for managing the classroom.</li> <li>• learner is able to analyze and compare learning theories with classroom management techniques.</li> <li>• learner is able to make correlation between key components of effective instruction and classroom management.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by explaining how to handle scenarios presented and provide support.</li> <li>• through participation in group and class discussion.</li> <li>• by completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Analyze various classroom scenarios and determine appropriate manner in which to solve problems.</li> <li>Analyze research articles pertaining to classroom management.</li> <li>Compare research for similarities and differences.</li> <li>Determine appropriate strategies for scenarios provided.</li> </ol>	
<b>12. Demonstrate understanding of instructional elements by conducting a lesson.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner is able to present a lesson in front of his/her peers.</li> <li>• learner is able to rate peer presentation and provide feedback.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• through successful presentation of a lesson.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Present a lesson before peers using effective instructional strategies.</li> <li>Observe peers' lesson presentations.</li> <li>Rate presentation by peers', prescribe feedback on positives of and suggestions for improving lessons.</li> </ol>	

**13. Identify school related issues pertaining to medical problems on campus and district policy and procedures pertaining to substitute teachers.**

<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner is able to identify potential medical problems.</li> <li>• learner is able to provide appropriate ways to handle given situations.</li> <li>• learner identifies key expectations of the substitute teacher.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• by explaining how to handle scenarios presented and provide rational.</li> <li>• through participation in group and class discussion.</li> <li>• by completion of written assignments.</li> <li>• in successful completion of final exam.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Identify potential medical problems on school grounds.</li> <li>Identify appropriate ways to handle situations that require medical attention.</li> <li>Identify key expectations of the substitute teacher.</li> </ol>	

**Types of Instruction**

- Classroom Presentation
- Off Campus Observation

**Grading Policy**

- Evaluation Methods:**
- Pre test = 0%
  - Classroom participation = 20%
  - Completion of out of class assignments = 20%
  - Development of three standards-based lesson = 10%
  - Lesson demonstration = 20%
  - Post Test/final exam = 30%

**Grading Scale:**

Grade	Requirement
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

# **Learning Plans**

## **Today's Learner in the School Setting**

**Overview:**

In this learning plan, students will read and discuss research addressing some of the major challenges encountered by today's youth and the effects those challenges have on academic and social development. Designed especially for the individuals seeking to become a substitute teacher.

**Competency**

1. **Identify key challenges encountered by today's youth which have an effect on academic performance and social skills in the school setting.**

**Learning Activities:**

- \_\_\_\_ 1. Complete pretest activity
- \_\_\_\_ 2. Read articles
- \_\_\_\_ 3. Participate in small group discussion
- \_\_\_\_ 4. Participate in class discussion
- \_\_\_\_ 5. Compile a portfolio of current events pertaining to the topic

**Performance**

**Assessment Activities:**

- \_\_\_\_ 1. Article summaries
- \_\_\_\_ 2. Current events portfolio, summaries
- \_\_\_\_ 3. Final exam

## **Teaching and Learning**

**Overview:** In this learning plan, students will analyze learning and teaching theories and make personal correlations.

### **Competency**

2. **Observe lessons in classroom, record and share observations.**
3. **Compare differences between teachers' teaching styles, how they interact with students and students' behavior.**
4. **Assess effectiveness of teacher(s) observed.**
5. **Determine ones personal learning and teaching style.**
6. **Examine how ones personal learning style can effect the manner in which we teach and the consequences it might have on student success.**

### **Learning Activities:**

- \_\_\_ 1. Complete learning-teaching inventories
- \_\_\_ 2. Read articles
- \_\_\_ 3. Participate in small group discussion
- \_\_\_ 4. Participate in class discussion
- \_\_\_ 5. Conduct classroom observations
- \_\_\_ 6. Record observation and write summaries
- \_\_\_ 7. Complete self-reflection summary
- \_\_\_ 8. Evaluate teachers observed using research based checklist

### **Performance**

#### **Assessment Activities:**

- \_\_\_ 1. Self-reflection summary
- \_\_\_ 2. Completed learning-teaching inventory
- \_\_\_ 3. Observation summaries
- \_\_\_ 4. Evaluation checklists
- \_\_\_ 5. Quizzes
- \_\_\_ 6. Final Exam



## **Instruction**

### **Overview:**

In this learning plan, students will learn about instruction and the key components of effective instruction, how to incorporate learning theories into instruction, discuss academic standards, develop standards-based lessons, practice using the key components of instruction and provide peers with feedback on lessons presented.

### **Competency**

- 7. Create and classify activities according to learning styles.**
- 8. Identify key elements of a lesson plan.**
- 9. Identify key components of effective instruction.**
- 10. Develop standards-based lesson plans which incorporate the all key elements.**
- 11. Determine appropriate classroom management strategies for various scenarios.**
- 12. Demonstrate understanding of instructional elements by conducting a lesson.**

### **Learning Activities:**

- \_\_\_\_ 1. Analyze the state standards
- \_\_\_\_ 2. Read articles
- \_\_\_\_ 3. Participate in small group discussion
- \_\_\_\_ 4. Participate in class discussion
- \_\_\_\_ 5. View videos on classroom management
- \_\_\_\_ 6. Role play classroom management scenario
- \_\_\_\_ 7. Develop lesson plans
- \_\_\_\_ 8. Conduct a lesson
- \_\_\_\_ 9. Listen to and evaluate peer presentations and provide feedback

### **Performance**

#### **Assessment Activities:**

- \_\_\_\_ 1. Lesson plans
- \_\_\_\_ 2. Lesson presentation
- \_\_\_\_ 3. Quizzes
- \_\_\_\_ 4. Final exam

## **School Related Issues**

**Overview:** In this learning plan, students will learn about and how to deal with potential medical problems on campus, district policy and procedures pertaining to substitute teachers.

### **Competency**

13. **Identify school related issues pertaining to medical problems on campus and district policy and procedures pertaining to substitute teachers.**

### **Learning Activities:**

- \_\_\_\_ 1. Participate in lecture discussion
- \_\_\_\_ 2. Participate in class discussion
- \_\_\_\_ 3. Complete substitute teacher application forms
- \_\_\_\_ 4. Complete post-survey

### **Performance**

### **Assessment Activities:**

- \_\_\_\_ 1. Complete substitute application
- \_\_\_\_ 2. Final exam