

Substitute Teacher Competencies

What capacities do substitute teachers develop in their work?

Purpose

This competency framework seeks to answer the core question: *What makes a strong substitute teacher?* For those who seek to support and develop substitute teachers, we hope this framework is helpful to guide professional development and coaching. That's how we are using it at Substantial-- to help subs to build their practice and find meaning, mastery, and community at work.

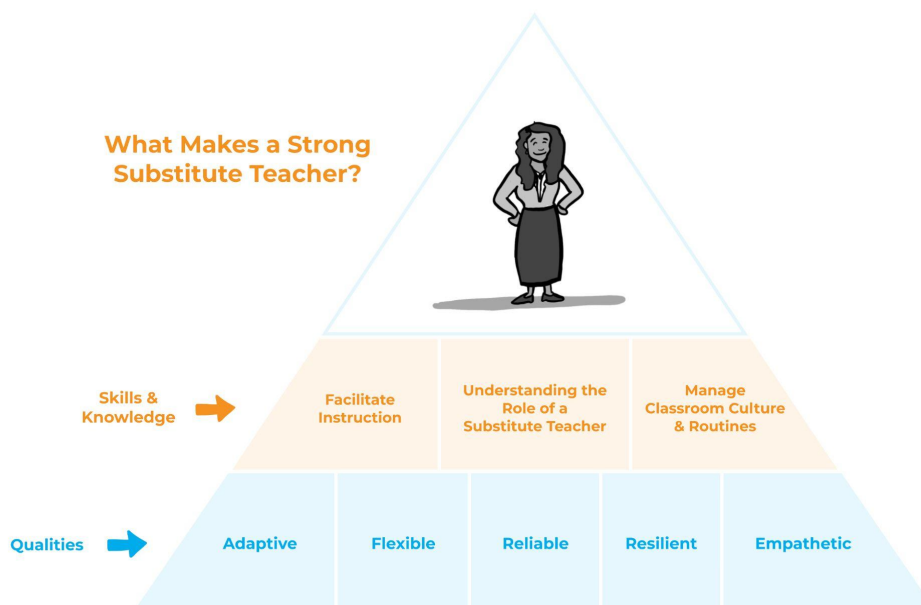
For substitute teachers, we hope that the framework can help you to track your own development and to articulate the skills you are strengthening through your work.

Structure

We've divided the framework into two sections:

- **Qualities:** These are traits that inform success as a substitute teacher. Research suggests that qualities are developed through encouragement, coaching, and modeling. *In SubSchool, opportunities to observe, develop, and strengthen these qualities are woven throughout the curriculum and professional learning community.*
- **Knowledge & Skills:** This section outlines what substitute teachers need to know or be able to do in their work. Research suggests that skills and knowledge should be introduced in professional development and then reinforced on the job. *In SubSchool, our foundational courses are built to give subs the opportunity to develop - and reflect on - these essential skills and areas of knowledge.*

Framework



Knowledge & Skills

Managing Classroom Culture and Routines

- Understands and can implement basic **proactive strategies** including communicating expectations, building rapport, and facilitating transitions
- Understands and can implement basic **responsive strategies** including deescalation, positive reinforcement, channeling, and immediate intervention
- Can identify and implement appropriate **academic and rapport building activities**, when needed, to ensure ongoing student engagement
- Can **recognize and respond** to established classroom routines and expectations

Understanding the Role of a Substitute Teacher

- Knows the steps to **prepare, begin, and complete** a teaching assignment
- Understands the role of a substitute teacher in the school community
- Understands and can make appropriate introductions to **build relationships** with school staff and students
- Understands the **differences in types of teaching assignments** (grade, subject, length-of-time, pre-planned, emergency etc.)
- Is reflective about their own biases and **strives to be inclusive of all students**; Is aware of how their own identity and personality influences interactions in the classroom

Facilitating Instruction

- Knows how to implement and **lead a lesson**
- Understands and can utilize common instructional strategies
- Understands that students have diverse needs and demonstrates flexibility in **seeking to support all learners** to participate in planned activities
- Understands how to **enhance a lesson** to increase engagement and learning or introduce an alternative lesson, if absolutely necessary