Substitute Team Teaching Pilot Spring Semester 2015

School District: West Fargo Public Schools (WFPS)

Who: Dr. Sheri Okland and select VCSU@NDSU junior level students who are in good standing academically.

What: A supervised clinical experience in substitute teaching.

Day of the Week: Fridays

Purpose:
• Connect theory to practice in teacher education courses.
• Train pre-service teachers in effective substitute teaching practices
• Partnership with WFPS for substitute teaching and in-service training for VCSU@NDSU preservice teachers
• Address the current difficulty WFPS has in finding substitute teachers
• Act on a legislators concerns regarding higher education institutions striving to keep professors current in educational best practices
• Address pre-service teacher possible weaknesses in classroom management and transitions. (As cited by research on first year teachers).
• Address issues associated with the cultural transmission of teaching when placing pre-service teacher candidates with professional educators.

Process:
Dr. Sheri Okland and VCSU@NDSU preservice teacher candidates substitute teach an entire grade level at one school, so that classroom teachers attend district professional development activities. Preservice teacher candidates will learn the process of substitute teaching, how to read and teach from a classroom teacher’s lesson plan, identify various classroom management strategies, work with transitions, and learn about themselves as a future professional educator.

Preservice Teacher Roles and Responsibilities
• Preservice teacher candidates are asked to donate four Friday’s to substitute teach. They may do more than four days if they choose.
• Preservice teacher candidates are trained in the co-teaching model prior to substitute teaching.
• Preservice teacher candidates are paired together as co-teachers in one classroom for the day.
• Dr. Okland roams between classrooms assisting as needed, providing suggestions, and overseeing that each classroom is following classroom teacher lesson plans.
• Preservice teachers candidates follow the school policies and procedures.
• Preservice teacher candidates are in charge of the classroom they are placed in, just as a hired substitute teacher.
• Preservice teachers leave detailed notes to the classroom teacher on what was taught during the school day.
• Preservice teacher candidates and Dr. Okland meet in a classroom after school to debrief on what candidates learned from substitute teaching; what went well; where they need to improve; and how what they will do differently the next time they substitute teach.

Classroom Teacher Responsibilities
• Practicing teachers are released to go to professional development activities at the district office.
• Practicing teachers leave substitute lesson plans per district guidelines.