

Royal ISD Substitute Parameters Guide

This document provides suggestions and guidelines related to residency co-teaching, teacher resident development, and residents serving as substitutes. This model relies on residents spending at least one day per week serving as a substitute teacher for other teachers in the school. Additionally, a long-term substitute model relies on two or more residents splitting the role of a full-time long-term substitute. An example of this model would be Resident A spending the mornings with their host teacher and Resident B covering the long-term substitute classroom. In the afternoon the two residents would switch positions and Resident B would be with the host teacher and Resident A would cover the long-term substitute classroom. Each host teacher, Site Coordinator and Teacher Resident should work collaboratively to determine the best way to meet the resident's and team's needs.

Terms: TR-Teacher Resident

HT-Host teacher

SC-Site Coordination (University Resident Supervisor)

PROGRESSION OF TEACHER RESIDENT DEVELOPMENT AND SUBSTITUTING PARAMETERS AND GUIDELINES

Parameters	Guidelines	Considerations
Timing	<ul style="list-style-type: none"> If a Teacher Resident demonstrates readiness after the 1st POP cycle (6 weeks). Teacher Residents could move into subbing, pending a shared decision between Host Teacher, Site Coordinator, and Principal. TR will substitute on Mondays or Fridays 	<ul style="list-style-type: none"> Consider the development of the resident when determining substituting schedules.
Locations	<ul style="list-style-type: none"> TR will only serve as a substitute on their assigned campus. 	<ul style="list-style-type: none"> Consider the development of the resident when determining substituting schedules.
Grade level and content areas the TR will substitute for	<ul style="list-style-type: none"> TR can substitute for all subject areas they are certified in on their assigned campus except SPED. 	<ul style="list-style-type: none"> If the TR is seeking a SPED certification, they will be allowed to long-term substitute in a SPED setting.
Addressing Challenges	<ul style="list-style-type: none"> Meeting with the host teacher first -> If problem persists, then meeting with the SC/campus administrator. 	<ul style="list-style-type: none"> Consider the development of the resident when determining substituting schedules.

	<ul style="list-style-type: none"> ● Possible reassignment (reduce the amount of subbing and increase time with HT). 	
Training	<ul style="list-style-type: none"> ● The TR will need on-going training on classroom management, parent communication, (to be provided by HT). ● TR will participate in the New Teacher Academy, District PD's and will work with the SC based on trainings provided by the district. ● Campus guidelines and TR university requirements will inform any additional training the HT will need. 	<ul style="list-style-type: none"> ● The TR should receive the same kind of training all substitutes receive (provided by district).
Substitute Additional Duties	<ul style="list-style-type: none"> ● The TR will be responsible for the following: grading, attending meetings, PD's, communicating with parents, pulling small group intervention, any before/after school duties. 	<ul style="list-style-type: none"> ● The HT will guide the TR in the responsibilities that will be required of them as substitutes, helping them navigate those responsibilities.
If two TRs share a substitute position, what communication structures need to be put into place amongst the TRs splitting the role?	<ul style="list-style-type: none"> ● Both will have access to the same gradebook, attendance, Eduphoria. Dual communication. Both must be involved in all meetings. In addition, a rotation should be created and communicated to all stakeholders involved in the residency. 	<ul style="list-style-type: none"> ● Both TRs should be well trained. A schedule of rotation should be in place. Keep the SC and clinical director informed of these rotations and any changes.
Support	<ul style="list-style-type: none"> ● Support will be provided by their HT, SC, department chair, instructional coaches, campus administrators. 	<ul style="list-style-type: none"> ● The SC will meet with them during seminars to discuss needs and provide support in addition to the support they will receive at the campus level.
Addressing TR absences	<ul style="list-style-type: none"> ● TRs must meet the TEA required days of the program. Depending on the length of absence. If half-day, then TR2 (other TR sharing the long-term position) will take over the work. If long term, then campus will need to reassign other support. ● SC and clinical director must also be informed. 	<ul style="list-style-type: none"> ● Absences are reported just like any other employee absence. SC and clinical director must also be informed. ● TR will have to make up the absence. ● No more than 2 excused absences. ● Any absences over 2 will result in pay being docked.

Type of Co-Teaching	Description
One Teach, One Observe	<ul style="list-style-type: none"> Teachers decide in advance what types of specific observation information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together. Host Teacher or Teacher Resident can lead
One Teach, One Assist	<ul style="list-style-type: none"> One teacher keeps primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed. Host Teacher or Teacher Resident can lead
Parallel Teaching	<ul style="list-style-type: none"> Teachers are both teaching the same information, but they divide the class and do so simultaneously.
Station Teaching	<ul style="list-style-type: none"> Teachers divide content and students. Each teacher then teaches content to one group and repeats instruction for the other. If appropriate, a third “station” could require students to work independently.
Alternative Teaching	<ul style="list-style-type: none"> One teacher takes responsibility for the large group while the other teacher works with a smaller group.
Team Teaching	<ul style="list-style-type: none"> Both teachers deliver the same instruction at the same time. One may model while the other person speaks. One may demonstrate while the other explains. The teachers may role-play or they may take turns delivering instruction.