**Missouri Substitute Teacher Training Program Evaluation**

# Introduction

A substitute teacher is an individual who teaches students when the regular teacher is unavailable. Substitute teachers provide basic instructional and classroom management duties for teachers who are absent for a portion of a school day, a full school day, or longer periods of time. They work to ensure that each student receives quality instruction in the absence of their regular teacher. The safety and well-being of students is dependent on a substitute teacher’s ability to carry out the important duties of this position and role. The duties of a substitute teacher include at a minimum:

* Comply with all regulations, policies and rules of the classroom and school
* Adhere to the lesson plans assigned by the regular teacher
* Assign and/or grade homework
* Supervise students in and out of the classroom
* Take attendance and document important notes
* Manage student behavior
* Engage students in learning

 **Approval Process**

* An entity that wishes to offer this training in Missouri must complete submit a completed application (below) to eqprep@dese.mo.gov.
* The submission of an actual course syllabus is optional, but it may provide important context.
* Applications submitted after **July 1, 2022** may not be reviewed in time to be implemented during the Fall 2022 Semester.
* Application materials will be evaluated by qualified personnel in—or selected by--the Office of Educator Quality at the Department of Elementary and Secondary Education (DESE).
* Approved training providers will be posted on the DESE website.

 **Annual Review**

Reapproval of the authority to offer this training is required annually. The following must be submitted by **June 1** (starting June 2023):

* A formal request for training reapproval.
* An updated application documenting changes being made in training content or assessment. (If applicable)
* Quantitative data summarizing assessment results for program participants who completed the training over the previous year.
* Quantitative data summarizing training participant satisfaction with the program after one or more substitute teaching experiences. Size of the sample relative to the total number of participants in the program should be included.
* Quantitative data summarizing satisfaction of teachers/administrators in partner districts in which program completers have been substitute teachers. Size of the sample relative to the total number of participants in the program should be included.

**Substitute Teacher Training Program Application**

Submitting Entity (e.g. company, institution): Click or tap here to enter text.

Course Name: Click or tap here to enter text.

Catalog Code and Number (if applicable): Click or tap here to enter text.

Contact Name: Click or tap here to enter text.

Contact Email: Click or tap here to enter text.

1. **Curriculum Content, Alignment, and Assessment**

**Provide:**

* **Measurable and observable course objectives that identify the specific knowledge and skills participants will learn in relation to each of the 15 topics below.**
* **Missouri Teacher Standards and/or specific research that support the objectives**
* **A description of how the program will assess student mastery (70% or higher). Quantitative data on program completers must be submitted annually for program to qualify for recertification.**

**Example:** Objective(s): Students will demonstrate an understanding of terminology related to honoring diversity,

 including: diversity, inclusion, equity, culturally responsive teaching, and cultural capital.

MTS/Research Alignment: MTS 1.5 Diverse social and cultural perspectives

 Assessment: Student will be given a short quiz in which they will, without access to resources, briefly define

 the five terms in the objective and describe how they might influence school and classroom climate.

1. Professionalism: Appropriate Conduct

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Professionalism: Legal Responsibilities

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Professionalism: Confidentiality

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Honoring Diversity: Basic Terminology

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Honoring Diversity: Appropriate Actions

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Student Engagement: Basic Definition

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment**: Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Student Engagement: Appropriate Strategies

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Foundational Classroom Management Techniques: Basic Techniques

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Foundational Classroom Management Techniques: Diffusing conflict

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Basic Instructional Strategies: Effective questioning and assessment methods

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Basic Instructional Strategies: Understanding lesson plans

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Supporting Students with Special Needs: Basic Terminology of Disorders and Characteristics

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Supporting Students with Special Needs: Appropriate Strategies

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Working with At-Risk Youth: Traits and Characteristics

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. Working with At-Risk Youth: Appropriate Strategies

**Objective(s):** Click or tap here to enter text.

**MTS/Research Alignment:** Click or tap here to enter text.

**Assessment:** Click or tap here to enter text.

1. **Program Evaluation**
	1. **Describe the process by which the program will collect feedback from training completers regarding their satisfaction with the training after having served as a substitute teacher. Quantitative data summarizing the results must be submitted annually for program to qualify for recertification.**

Click or tap here to enter text.

* 1. **Describe the process by which the program will collect feedback from teachers and/or administrators in partner districts regarding their satisfaction with substitute teachers who have completed the training. Quantitative data summarizing the results must be submitted annually for program to qualify for recertification.**

 Click or tap here to enter text.

1. **Delivery and Format**
2. **Document the state-required 20 hours of training in the table below. Time spent on instruction, activities, and assessment may be included. Designate time that will be assigned to each topic using fractions of hours (e.g. 1.5, 2.0, etc.).**

|  |  |
| --- | --- |
| ***Course Topic*** | ***Total Hours*** |
| 1. ***Professionalism: Appropriate Conduct***
 |  |
| 1. ***Professionalism: Legal Responsibilities***
 |  |
| 1. ***Professionalism: Confidentiality***
 |  |
| 1. ***Honoring Diversity: Basic Terminology***
 |  |
| 1. ***Honoring Diversity: Appropriate Actions***
 |  |
| 1. ***Student Engagement: Basic Definition***
 |  |
| 1. ***Student Engagement: Appropriate Strategies***
 |  |
| 1. ***Foundational Classroom Management Techniques: Basic Techniques***
 |  |
| 1. ***Foundational Classroom Management Techniques: Diffusing conflict***
 |  |
| 1. ***Basic Instructional Strategies: Effective questioning and assessment methods***
 |  |
| 1. ***Basic Instructional Strategies: Understanding lesson plans***
 |  |
| 1. ***Supporting Students with Special Needs: Basic Terminology of Disorders and Characteristics***
 |  |
| 1. ***Supporting Students with Special Needs: Appropriate Strategies***
 |  |
| 1. ***Working with At-Risk Youth: Traits and Characteristics***
 |  |
| 1. ***Working with At-Risk Youth: Appropriate Strategies***
 |  |
| ***Total*** |  |

***The following prompts are only for programs being offered exclusively online and not by an institution of higher learning.***

1. **If this course is not being offered by an institution of higher learning, describe how the training will be offered online or in some other digital format.**

 Click or tap here to enter text.

1. **Participants in online programs have access to technical support.**

Click or tap here to enter text.

1. **Institutional Guarantees**

Submission of this application acknowledges these additional obligations:

* To provide participants who successfully complete the training with official individual documentation of successful completion that includes the name of the participant, the name of the institution, an indication of the training completed, and a completion date. Applicants for substitute teacher certification will submit this document to the Certification Section at DESE.
* To require all training participants to create a Missouri Educator account (<https://apps.dese.mo.gov/DESEApplicationsSignin/Account/RegistrationP>) and to provide the institution hosting the training with their Educator ID number.
* To provide the DESE Office of Educator Quality OEQ a list of participants (including Educator ID numbers) who have completed the training at regular intervals. DESE will provide a template for this submission.
* To annually provide OEQ with the following data:
	+ The number of participants who enrolled in the training in the previous year and the number of participants who successfully completed the training
	+ Quantitative data on participant satisfaction
	+ Quantitative data on employer satisfaction