FREE WEBINAR:
When Teacher's Out:
Building a Professional Substitute-Teaching Force

> www.edweek.org/go/webinars
Jaclyn Zubrzycki
Staff writer, Education Week
When Teacher’s Out:
Building a Professional Substitute-Teaching Force

Expert Presenters:

Raegen T. Miller, associate director for education research, Center for American Progress

Kathy D. Sims, executive director of human resources, Knox County schools, Knoxville, Tenn.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
When Teacher’s Out: Building a Professional Substitute-Teaching Force

Context for Caring

Raegen Miller
• Teachers are the most important school-based resource affecting achievement, so their absences, and how schools cope with them, have to be important.

• First rule of subs: reduce need to hire them
Background

• We have good evidence that teacher absences…
  – cost a fortune
  – negatively impact student achievement
  – disproportionately affect low-income students
Revealing patterns of teacher absence

• Fine-grained data
  – 4 years and 5,000 teachers in one large urban district in northern U.S.
  – 130,747 absences by type and date

• Possible to construct
  – policy relevant measure of absence
  – fair school profiles
Frequency of absence, by type

- Short-term personal illness (1 or 2 days): 41%
- Medium- or long-term personal illness: 18%
- Personal day: 15%
- Professional meeting or conference: 9%
- Maternity: 5%
- Death in the family: 4%
- Union business: 2%
- Critical family illness: 2%
- No pay: 1%
- Jury duty: 1%
- Other: 2%
Percentage of teachers absent, by day of week

- Monday: 5.1%
- Tuesday: 4.5%
- Wednesday: 4.4%
- Thursday: 4.7%
- Friday: 5.9%
Percentage of absences adjacent to non-instructional days, by type

Discretionary Absences = personal days + short-term illnesses
Percentage of teachers absent, by month

Discretionary

Non-Discretionary

Total
Observed rates of Discretionary Absence, by year

3 personal days available
Adjusted rates of Discretionary Absence, by school

In most months, a school at 90th percentile has rate 60% higher than a school at 10th percentile.
Recommendation: FEDERAL

- Put school-level info about discretionary teacher absence on school report cards
Recommendation: STATE

• Re-examine and justify statutes governing teachers’ leave privileges
  – Ohio
    • 15 days of paid sick-leave (ORC 3319.141)
  – Mississippi
    • 7 days of paid sick-leave, 2 days of paid personal leave (MC § 37.7.307)
Recommendation: LOCAL

• Encourage experimentation
  – increase salaries + require co-payments for use of leave
  – bonuses for exceptional attendance

• Broaden approach to coverage
  – enlist regular teachers, build interdependence
  – some permanent subs
Resources: National

• Office for Civil Rights
• Biennial Data Collection
  – Includes percentage of teachers absent 10 or more times, by school
  – National average, 37 percent
• http://ocrdata.ed.gov
Resources: State/District

• National Center on Teacher Quality
• Contract Database: TR3
• http://www.nctq.org/tr3/docs/A_Closer_Look_at_Teacher_Leave_Benefits.pdf
Knox County Schools
Knoxville, TN

One System’s Experience
Implementing
A Formal Substitute Teacher Training Program
Our District: Knox County Schools – Knoxville, TN

- 58,832 students
- 87 Schools (51 elementary; 14 middle; 15 high; 7 special schools)
- 8,519 employees * includes substitutes
- 4,465 licensed employees
- 2,435 classified employees
- 1,216 substitutes * trained since using training program
WHY A SUBSTITUTE TEACHER TRAINING PROGRAM?
Employment Services

Technology has changed the way we do business!
Applicant Login for Knox County Schools

If you already have a username and password, you may log in at any time.

Username:
Password:
Login  Clear

Forgot your password?

If you do not have a Username and Password, click the "Create New Account" button.

Applicant Login

If you are interested in applying for a position, please follow the instructions below. Our system will take you through the application process step by step.

Step 1. Create an Account

You will need to create an account with a username and password when you first begin. Once an account has been created, you may return to update your application, add attachments, or view your progress.

Step 2. Complete your Application

You may exit the program at any time and return to complete it at your convenience.

Step 3. Apply for Open Positions

Once you have completed your application, you may apply for any open position. We encourage you to use the Jobs link on the left frame and select the jobs for which you would like to apply.

Click Here to View Open Administrative/Supervisory Positions
Click Here to View Open Classified Positions
Benefits of Technology

- Convenience
- Lack of Bias
- Saves Money
- Less Stressful
- Confidential
- Access to Application/File
- Consistent, fair, and systematic process
Substitute Teacher Training
The OLD WAY!!

<table>
<thead>
<tr>
<th>Year</th>
<th>Training Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1,642</td>
</tr>
<tr>
<td>2010</td>
<td>1,023</td>
</tr>
<tr>
<td>2011</td>
<td>1,052</td>
</tr>
<tr>
<td>2012</td>
<td>1,321</td>
</tr>
</tbody>
</table>
Why the need for a substitute teacher training program?

- One full year of a student’s K–12 education is taught by substitute teachers
- 86% of school districts can’t find quality substitute teachers
- 90% of district’s nationwide spend less than four hours training substitute teachers
- Over $2 billion is spent annually on substitute teacher pay
- 77% of teachers miss school to attend professional development training
Why a formal training program?

- No formal training program for substitute teachers
- KCS was experiencing an increase in the number of substitute teacher disciplinary issues
- Principals were complaining more about the quality of the substitute pool
- Unable to fill vacancies at specific schools
- Recommendation from consultant
Our choice for training substitute teachers

- Selected a web based training program which was developed in 2008 – provides training materials and services to over 1,100 school districts each year
- Research based training material based on best practices
- Applicant pays for the cost of training – no cost to system
- Low-cost of $39.95 per applicant – applicant pays
- Training Component includes:
  - Classroom Management
  - Teaching Strategies
  - Legal and Safety Issues
  - Professionalism
  - Special Education
Advantages of a web based training program

No need to buy expensive hardware or phone lines

No cost to the system for usage

Reduces administrative time for the school system
Advantages for Substitutes

- Can easily access system from the comfort of their home to take the training
- Self-pacing – No set time limit to finish training
- Assessment may be taken up to four times
- Minimal cost
- Resource guides for classroom use
If we had to do it all over again.....

- It was new! And with all new ideas and change, there were those who objected strongly!
- Time line – start early informing applicants – one year advance notice of implementation
- COST: If possible, have a budget to assist with cost of training
- Grandfather “best substitutes”
- Decrease the percentage to 80% (using 85%)
- Exempt teacher preparation candidates with 45+ college credits
Addresses our Five Year Strategic Plan – Recruitment and Retention Goal

New Teacher Academy Proposal

“Dream Team” Proposal

Tapping our Substitute Teacher Pool

Provide Monthly Professional Development Sessions designed to expand the formal training

Candidates who elect to receive additional training would be our high priority hires for interim and/or other short term vacancies in our system

Pay a higher rate of pay to substitutes who sub in our high priority schools.
Since implementation, our active substitute roster has increased in number and quality. Substitutes have expressed and shown a greater sense of efficacy and pride in job performance. Combined with our absence management system, daily fill rate for substitutes has increased. Unemployment claims have decreased. Number of disciplinary issues with our substitutes have decreased. Number of substitutes having to be removed from the active roster have decreased. Implemented a summer training program—no fee. Better trained substitutes means students receive better instruction.
Resources

- Introduction Letter to Applicant
- Reasonable Assurance Letter
- FAQ’s Sheet
- www.knoxschools.org website
- kathy.sims@knoxschools.org
QUESTIONS??
When Teacher’s Out:
Building a Professional Substitute-Teaching Force

Expert Presenters:

Raegen T. Miller, associate director for education research, Center for American Progress

Kathy D. Sims, executive director of human resources, Knox County schools, Knoxville, Tenn.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
When Teacher’s Out: 
Building a Professional Substitute-Teaching Force

Required Reading from Education Week: 
Substitute Teaching Undergoes New Scrutiny

While substitute teachers are largely seen as occasional pinch hitters for full-time teachers, statistics show that students spend a good chunk of their time in school with them. The Washington-based National Council on Teacher Quality estimates that the average teacher misses between six and 13 days of school per year. And some research now links high rates of teacher absence to lower-than-expected achievement results for students.

That has led a growing number of educators to call for creating a more professionally prepared substitute-teaching workforce.
EDUCA CTION W EEK LEADERSHIP FORUMS

ED TECH 2013

POWERING UP SUCCESS

REGISTER TODAY!

www.edweek.org/events/edtech2013

Follow on Twitter @edweekevents