



Training Videos and Resources for Substitutes

The Virginia Department of Education (VDOE) web site contains a professional toolkit for new teachers. Although the material is geared for regular classroom teachers, many of the videos and information are applicable to Substitute Teachers.

14 training videos are recommended for new Substitutes. These training videos are broken into four sections.

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| • Classroom Mgmt | 5 videos | Totaling 28 minutes |
| • Teaching Strategies and Practices | 4 videos | Totaling 22 minutes |
| • Time Management | 1 video | Totaling 5 minutes |
| • Diverse Learners | 4 videos | Totaling 24 minutes |

To access the videos, click the hyperlinked title that appears after the word “Video” (below). A classroom scenario follows each video to give you an opportunity to reflect on the information.

You may need to hold down the “Control” button when clicking on the links. If the video does not start right away, you may also need to click the “play” arrow button at the bottom of the page. QuickTime is needed to view videos, and may be downloaded by clicking [here](#).

Click the “Rules” video link (below) to get started.

Classroom Control & Discipline

Classroom management and discipline techniques for an orderly classroom environment

Video: [Rules](#) – the use of rules to set limits for appropriate behavior. (4 min. 15 sec.)

Scenario: The teacher is using checkmarks on the board to track off-task behavior. Students who have three checkmarks next to their names for misbehavior miss recess or free-time. Behavior problems are continuing to escalate. Why is this system ineffective? What might work better for this teacher?

When you arrive in a classroom, see what rules are established and posted for the class.

Video: [Procedures](#) – importance of having and teaching classroom procedures. (4 min. 40 sec.)

Scenario: There are times during the day when students may seem rambunctious (arrival, before lunch, and at the end of the school day). Students may be wandering around the classroom and displaying minor behavior concerns. What procedures could be put in place to alleviate these issues?

Video: [Consequences](#) – setting expectations for student behavior. (5 min. 21sec.)

Scenario: A student sitting in the middle of the class has to be constantly reminded to stop talking. When this is addressed with him, he argues with the teacher and states that he was just asking a question. How could his teacher handle this behavior?

Video: [Building Relationships](#) – building relationships to support high student expectations. (7 min. 30 sec.)

Scenario: One or two students appear to be participating in a class discussion. What can the teacher do to increase class participation?

Video: [Engaging Instruction](#) – engaging students to meet classroom behavioral expectations. (6 min. 50 sec.)

Scenario: The teacher gives directions 4 to 5 times before the students are complying with the instructions. Why might this be occurring?

Teaching Strategies & Practices

Methods, approaches and best practices to address student learning differences

Video: [Engagement](#) – creating engaging learning environments for students. (5 min. 48 sec.)

Scenario: The school principal stops by to visit your classroom. She glances at the lesson plans or stops to talk with students about what they are working on. On your way to lunch, she catches you to mention that she noticed many off-task students during the lecture (15 out of 25 students). She wants you to think about different ways to improve student engagement during instruction. What teaching techniques could you include in your upcoming lessons to address this issue?

Video: [Questioning](#) – asking meaningful questions. (4 min. 50 sec.)

Scenario: During a class discussion, the teacher notices that a few students are hesitant to answer or have difficulty formulating responses. How can “wait time” be important for these students?

Video: [Learning Formats](#) – building effective interaction with students in the classroom. (6 min. 10 sec.)

Scenario: A middle-school teacher uses whole group instruction everyday to teach his students algebra. He feels uncertain about changing his routine for fear of behavior problems if he tries cooperative learning activities. What could he try to differentiate his learning format? Where should he begin?

Video: [Feedback](#) – ways to get appropriate feedback from students. (5 min. 24 sec.)

Scenario: It is time to begin a classroom discussion on the topic that you have been teaching. Although your class is usually quite talkative, the room becomes silent when you try to start the conversations. Students are just looking down, pretending to locate classroom supplies, or writing in their notebooks. How can you best facilitate classroom discussions?

Time Management

Management techniques to assist with scheduling, priority setting, and mastery

Video: [Delegating Tasks to Paraprofessionals](#) – identification of tasks and responsibilities for paraprofessionals. (4 min 20 sec.)
Scenario: Students are at a variety of reading levels. How can the paraprofessional be utilized to maximize learning for all students?

Diverse Learners

Teaching approaches for differentiated instruction

Video: [Working with Students with Different Cultural and Linguistic Backgrounds](#) – ways to support student with different cultural and linguistic backgrounds. (5 min. 54 sec.)
Scenario: The classroom contains students from a variety of cultural and linguistic backgrounds. What are some techniques that can be used to promote understanding for all students?

Video: [Working with Students Who Receive Special Education Services](#) – ways to support students who receive special education support. (5 min. 39 sec.)
Scenario: Two special needs students are on your classroom roster. What strategies can you incorporate into your instruction to meet their learning needs?

Video: [Working with Gifted Learners](#) – teaching approaches for exceptional students. (5 min. 42 sec.)
Scenario: After teaching a lesson, you realize that you have some students who have mastered content objectives and have completed all their assignments. How can you modify or enhance content to meet the needs of these students?

Video: [Collaborating with Other Educational Professionals](#) – ways to seek assistance and collaborate with fellow educators. (6 min. 15 sec.)
Scenario: Dealing with a classroom of diverse learners can seem overwhelming. Thinking of the staff at the school, who can you ask if you need assistance?

Whiteboards - Promethean ActivBoard and Smart Boards

Many PWCS classrooms are equipped with interactive whiteboards. Whiteboards are typically one of two brands, Promethian or Smart Boards. Since teachers may include the use of a whiteboard in their lesson plans, it is important to for substitutes to know how to utilize them. It may be helpful for you to review one of the two training programs below on whiteboards (Smart Board or Promethean ActivBoard).

SMART Board

Smart Tech web site, <http://smarttech.com>, provides a wealth of **free training materials** in the form of PDF documents, tutorials, webinars, and videos. These resources are typically 18 minutes or less to review. To access the training:

1. Go to <http://smarttech.com>
2. Click on the “**Resources**” button at top of page and select “**Training and professional development.**”
3. Go to “**Browse our free resources**” at bottom of page and select the “**Search for free resources**” button.
4. You may click on the “**Complete needs assessment**” button to have a training program selected for you, or explore “**SMART Board interactive whiteboard,**” “**SMART Notebook collaborative learning software,**” or “**SMART Response**” training materials by clicking on the “**Search Offerings**” button under each topic.
5. Click on the “**More**” button next to each topic which will reveal links to free printable quick reference guides as well as a variety of video training materials.
6. Suggested training topics:
 - a. **SMART Board interactive white board** – Getting Started and Introduction to the SMART Board
 - b. **SMART Notebook collaborative learning software** – Getting Started and Introduction to SMART Notebook, Part I and Part II
 - c. **SMART Response** – Introduction to SMART Response

Promethean ActivBoard

Promethean Planet web site, <http://prometheanplanet.com>, provides a wealth of free training materials in the form of tutorials and videos. The Promethean resources are much more in depth and may be several hours in length. To access the training:

1. Go to <http://prometheanplanet.com>
2. Click on “**Professional Development**” at the top of the page.
3. Under the Promethian Academy heading, select “**ActivInspire Training.**”
4. Click on the “**Introduction to ActivInspire 1.6**” link.
5. You have the option of selecting
 - a. **ActivInspire – Primary (ages 8-11)** or
 - b. **ActivInspire – Studio (ages 11+).**
6. Click on “**Register.**” You will need to register on the Promethean Planet site to take advantage of a free three hour online course which introduces participants to ActivInspire basic skills. Additional training materials may be accessed from the “**Professional Development**” tab, by clicking on “**Get Started with Planet**” and “**Get Started with ActivClassroom.**”

Additional Resources*

NEA

<http://www.nea.org/home/1606.htm>

Education World

<http://www.educationworld.com/preservice/classroom/substitute.shtml>

Substitute Teaching from A_Z

<http://www.substituteteachingatoz.com/resources.html>

Super Substitute Teachers

<http://www.supersubstituteteachers.com/>

Substitute Survival: Tools You Can Use

http://www.educationworld.com/a_curr/curr260.html

**Disclaimer: Additional resources do not constitute endorsement by Prince William County Public Schools. Be sure any tools you intend to implement are consistent with PWCS policies and regulations.*