SUBSTITUTE TEACHING DURING STUDENT TEACHING SEMESTER

**Rationale:** The current teacher shortage forces many school districts to hire "Substitute Teachers" who have no formal teacher preparation and may only hold a GED. A teacher candidate is often one of the best qualified people in the community to be a substitute teacher, having completed all the required education course work.

It is not uncommon for a teacher candidate, when the cooperating teacher is absent, to teach all day while the substitute teacher sits in the back of the room. The teacher candidate is usually more qualified and is certainly more familiar with the students and the curriculum. Substitute teaching for up to five days will benefit the teacher candidate several ways. First, the teacher candidate’s financial situation is often in poor condition after 3½ years of college courses. Secondly, teacher candidates can gain valuable experience and confidence taking sole responsibility for a classroom. Finally, allowing a paid internship enhances the image of the teaching profession, aligning it more with other professions that employ paid internships.

Also, similar programs in Washington, Nevada, Texas and other states allow successful teacher candidates to serve as paid substitute teachers, but only in their cooperating teacher’s classrooms.

The following guidelines have been developed for each responsible party.

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<th>REQUIREMENTS</th>
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<td><strong>School District Administrator:</strong></td>
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<td>1. Will place his/her students’ best interest first when the need arises to hire a substitute teacher. The administration is under no obligation to hire the student teacher as a substitute teacher.</td>
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<td>2. The administrator will sign the Substitute Teaching Approval Form (see below), confirming that the teacher candidate is demonstrating satisfactory progress in the student teaching assignment and is qualified to be a substitute teacher.</td>
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<td>3. Will assign the teacher candidate to substitute teach preferably in the cooperating teacher’s classroom for no more than five days and preferably for no more than three consecutive days.</td>
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<td>4. Will seek approval of the cooperating teacher and the university supervisor (see form below) before employing the teacher candidate to serve as a substitute teacher for the cooperating teacher.</td>
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<td>5. Will designate another teacher nearby to serve as a support or contact for any assistance needed during the substitute teaching assignment.</td>
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<td>6. Will check with the teacher candidate during the teaching day to determine if there are any questions or if assistance is needed. If a school administrator or designee does not follow guidelines, teacher candidates will not be granted permission to substitute teach. On the days the candidate is a substitute teacher, the candidate’s legal status as a substitute teacher/district employee will take precedence over the legal status as a teacher candidate.</td>
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The Teacher Candidate

For a teacher candidate to be allowed to be the paid substitute in the cooperating teacher's classroom, the teacher candidate:

1. Must demonstrate excellent progress as indicated on the midterm evaluation. Each cooperating teacher and university supervisor will determine when it is appropriate to grant approval for a teacher candidate to be the substitute teacher in the cooperating teacher’s classroom.

2. If interested in substitute teaching, must complete the district’s substitute teaching application and be accepted by the district as a viable substitute teacher at the beginning of the semester.

3. Will not be permitted to substitute teach more than five days within the student teaching semester, and preferably no more than three consecutive days.

4. May not substitute teach during a teacher strike.

The Cooperating Teacher:

1. Will sign and date the appropriate area of the midterm evaluation, thus indicating the cooperating teacher's assessment that the teacher candidate is qualified to substitute teach.

The University Supervisor:

1. Will sign and date the appropriate area of the midterm evaluation, thus indicating the university supervisor's assessment that the teacher candidate is qualified to substitute teach.

Benefit for School Districts

Benefits to school districts will be to:

- Provide another pool for hiring highly qualified substitute teachers;

- Provide continuity and stability for the students creating less disruption in the learning process for the students in the cooperating teacher's class(es); and

- Provide school personnel another opportunity to assess the potential success of a teacher candidate for possible employment.
**Benefits for Cooperating Teachers**

The benefits for the cooperating teacher will be to:

- Provide continuity of instruction when the cooperating teacher is absent from the classroom.
- Allow the cooperating teacher to take advantage of professional development workshops without feeling that the students are suffering a loss of instruction while the teacher is out of the classroom.
- Provide an opportunity for individual self-renewal.

**Benefits for Student Teachers**

The advantage for teacher candidates will be to:

- Acquire additional confidence in one's ability to manage a classroom independently.
- Develop more of a sense of professionalism as a teacher with the added responsibilities and status as an employee of the district.
- Increase the teacher candidate's understanding regarding the extent of preparation necessary for a substitute teacher.
- Reduce the need for some teacher candidates to be employed during student teaching and provide more time to focus on the demands and responsibilities for teaching.

**Benefits for the Schools of Education**

The novice teacher candidate's successful development into the first-year teacher is the primary goal for all teacher education programs. The teacher candidate's assignment requires students to have a continuous and consecutive assignment. Benefits for the School of Education will be:

- An appreciation for the campus-based and school-based supervisor's professional judgment.
- An improved working relationship between the school district and teacher education programs, as colleges and universities recognize the need to team with school administrators to help find solutions to their problems.

AY2002-2003
APPENDIX Q (CON’T)

Substitute Teaching Approval Form
Montana State University - Bozeman

1. Please **circle** the correct semester: **Fall** or **Spring** or **Summer**

2. The following signature indicates that the teacher candidate **desires** to substitute teach while student teaching:

   PRINT NAME (Teacher Candidate)

   SIGNATURE (Teacher Candidate) (Date)

3. The following signatures indicate the teacher candidate has passed the Midterm Evaluation (received a “2” or above for each standard) and is **prepared** to substitute teach while student teaching:

   (Cooperating Teacher) (Date)

   (Principal) (Date)

   (University Supervisor) (Date)

   (School in which substitute teaching will occur) (subbing approved for placement classroom only)

   Fax number or email for district employee in charge of substitute teaching

4. The following signature indicates **awareness** of the substitute teaching assignment while student teaching:

   (MEA/MFT Building Rep, if available) (Date)

ATTENTION: YOU MUST HAVE ALL THE SIGNATURES ABOVE BEFORE THE DIRECTOR CAN SIGN BELOW.

5. The following signature indicates **approval** of the substitute teaching assignment while student teaching:

   (Director Field Placement and Licensure) (Date)

   Fax: 406-994-1950