

# Growing Our Own: Building Teaching Capacity Through Substitutes, Student Teachers, and Interns

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United for Impact”  
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# Introduction

**Cynthia Rapaido, Ed.D.**



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# Goals and Objectives:

Discuss and Identify:

**1) Invisible  
Guest Teachers:  
Substitute Teachers,  
Student Teachers/  
Interns**

**3) Ways to  
Build Teaching Capacity  
and Professional Capital**

**2) Challenges**

**4) Ways to  
Recruit and Retain  
Guest Teachers**



**A substitute walks into  
your school at 7:45 AM.**

**1: No Lesson Clarity.**

**2: No Relationships.**

**3: No Support.**

# THE REALITY

Unprepared

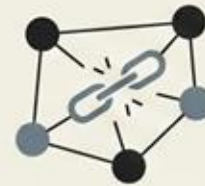
Disconnected

Unsupported



## Unprepared

Lacking curriculum knowledge and essential training.



## Disconnected

Isolated from school culture and colleague networks.



## Unsupported

Missing feedback, mentoring, and clear developmental guidance.

# The Problem:

We don't treat  
substitute  
teachers,  
student teacher,  
and interns,  
as part of the  
system.

# And students feel it immediately.

- Lost instructional time
- Behavior escalations
- Broken continuity



# THIS IS NOT A SUBSTITUTE PROBLEM. IT'S A LEADERSHIP SYSTEMS PROBLEM.



# Reflection Question:

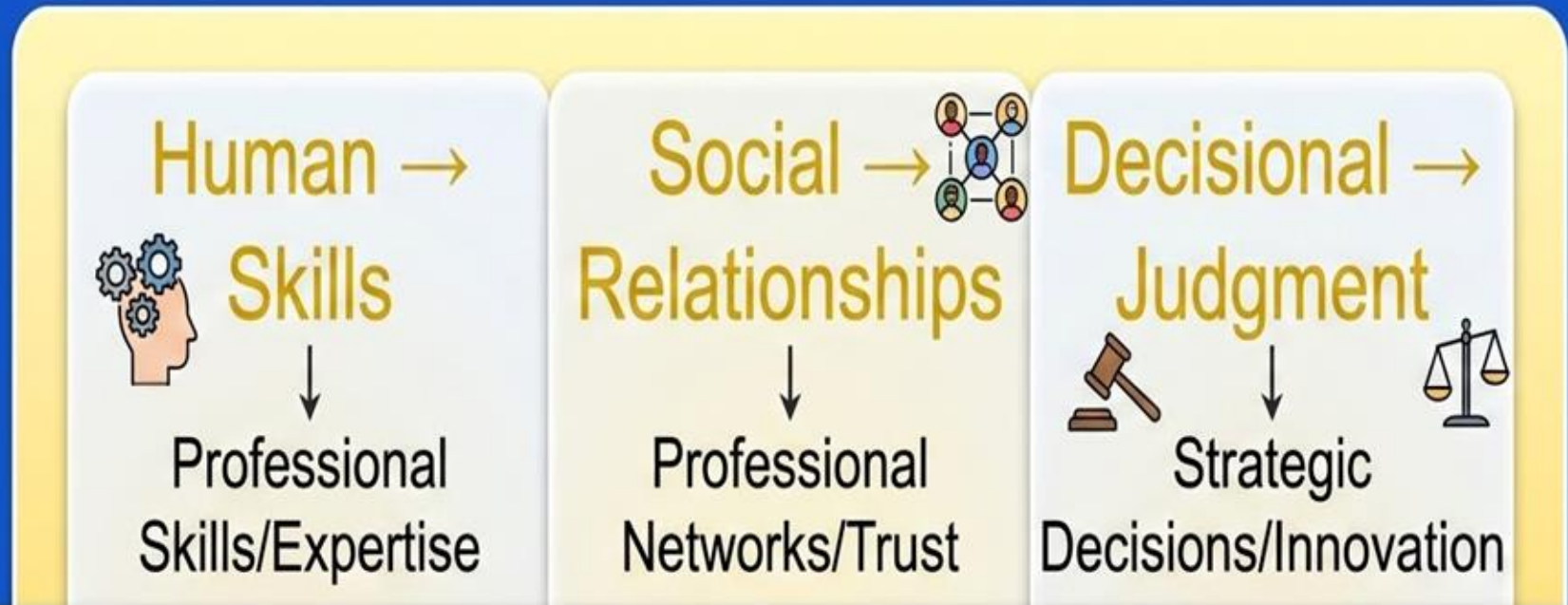
What if we saw substitutes, student teachers, and interns differently? What might change?



Schools improve when

leaders build  
**teaching capacity and  
professional capital**

# Teaching Capacity & Professional Capital



Substitutes, student teachers, and interns are excluded from all three.

# So what should leaders do to build professional capital?

**PREPARE  
them!**

(expectations,  
materials,  
what success  
looks like)

**CONNECT  
them!**

(who to go to,  
visibility,  
belonging)

**SUPPORT  
them!**

(feedback,  
guidance,  
someone  
stepping in)



# Goals and Objectives:

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# Challenges & Perspectives

## Substitutes

- Called with little time to familiarize with lesson plans
- Unfamiliar with school site
- Perceived as "warm body/babysitter"
- Lesson plans with ed jargon (IEP, 504's)
- Isolated (physically and socially)
- Lack of union representation
- Not trained in curriculum, technology, or classroom management

## Classroom Teachers

- Perception that they do not follow lesson plans
- Assumption of lack of content knowledge or teaching experience
- Not knowing the substitute or their teaching ability

## Site Leaders

- Not enough substitutes - High demand for effective teachers
- Lower test results due to substitute lesson plans are watered down when teachers are out for PD
- Liability issues if not trained with ed codes or compliance with SpEd
- High attrition rate of substitute teachers due to student behavior

# Challenges of Substitute Teachers:

What are other perceived CHALLENGES of Substitute Teachers, from the lens of the following individuals...

- 1) Substitute Teachers?
- 2) Classroom Teachers?
- 3) Site leaders?
- 4) District Leaders?



**Turn, Talk and Share Out: Challenges**

# Goals and Objectives:

Discuss and Identify:

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Guest Teachers:  
Student  
Teachers/Interns**

**2) Challenges**

**3) Ways to  
Build Teaching Capacity  
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**4) Ways to  
Recruit and Retain  
Guest Teachers**

# What are some ways the following individuals can PREPARE Substitute Teachers to build teaching capacity and professional capital?

- 1) District Leaders?
- 2) Site leaders?
- 3) Classroom Teachers?
- 4) Substitute Teachers?



**Turn, Talk and Share Out: “PREPARE”**  
*Clarity reduces chaos.*

# What are some ways the following individuals can CONNECT Substitute Teachers to build teaching capacity and professional capital?

- 1) District Leaders?
- 2) Site leaders?
- 3) Classroom Teachers?
- 4) Substitute Teachers?



**Turn, Talk and Share Out: “Connect”**  
*People perform better when they belong.*

# What are some ways the following individuals can SUPPORT Substitute Teachers to build teaching capacity and professional capital?

- 1) District Leaders?
- 2) Site leaders?
- 3) Classroom Teachers?
- 4) Substitute Teachers?



**Turn, Talk, and Share out: “Support”**  
*Support turns survival into success.*

# Student Teachers and Intern Candidates

UC Berkeley



UNIVERSITY OF  
SAN FRANCISCO

Stanford | GRADUATE SCHOOL OF  
EDUCATION

CALIFORNIA STATE  
UNIVERSITY

E A S T B A Y

SAN FRANCISCO  
STATE UNIVERSITY



ALAMEDA COUNTY  
OFFICE OF EDUCATION



NOTRE DAME  
DE NAMUR UNIVERSITY

# Challenges for Student Teachers

## Student Teachers/Interns

- Still learning how to put theory into practice
- Struggle with classroom management,
- Isolated from peer community
- Juggling university work (CaITPA/EdTPA, CSET, etc.)
- Unfamiliar with school site
- Not seen as a "real teacher"
- Designing Lesson Plans & learning SpEd/EL

## Cooperating Teachers/Mentors

- Providing critical feedback and guidance
- Relationship between ST and CT may not be a good match
- Struggle with discipline & student relationships
- Classroom management transition

## Site Leaders

- Liability issues if not trained with ed codes
- Ensuring compliance with SpEd regulations
- Matching effective CTs with Interns/STs
- Last minute matching
- Not knowing much about the candidate

# What can the following individuals do to PREPARE Interns and Student Teachers to build teaching capacity and professional capital?

- 1) District Leaders?
- 2) Site leaders?
- 3) Cooperating Teachers/District Mentors?
- 4) Student Teacher/Intern candidate?



**Turn, Talk and Share Out: “PREPARE”**  
*Clarity reduces chaos.*



# What can the following individuals do to CONNECT Interns and Student Teachers to build teaching capacity and professional capital?

- 1) District Leaders?
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**Turn, Talk and Share Out:  
“CONNECT”**

*People perform better when they belong.*



# What can the following individuals do to SUPPORT Interns and Student Teachers to build teaching capacity and professional capital?

- 1) District Leaders?
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**Turn, Talk, and Share out: “SUPPORT”**  
*Support turns survival into success.*



# IMPACT of Preparing, Connecting, and Supporting Guest Teachers

- Stronger instruction
- Better behavior
- Consistent culture



# Reflection Question:

Who are the invisible guest teachers in your system?



What outcomes are they quietly shaping?



If guest teachers struggle, what systems need to be suggested to address these shortcomings?

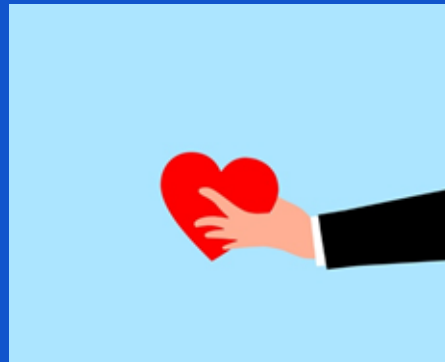


Remember: We all have experienced being in these systems.  
Make the change: Build Teaching Capacity and Professional Capital

**Prepare them!**



**Connect them!**



**Support them!**



Every adult shapes student experience. Even the ones there for a day.



# Goals and Objectives:

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# Recruiting Guest Teachers

## District Level

- **Job Fair**  
Accelerated hiring timeline
- **In-House Source Pathway**
- **Formalized University Partnership**

## Site Level

- **Intentional Talent Scouting**
- **Streamline Application Process**

# Retaining Guest Teachers

## District Level

- **Tiered Consistency Incentives**
- **Systemic Access & Professional Capital**
- **Centralized Automated Dispatch**

## Site Level

- **Preferred Guest Teacher Protocol**
- **Relational On-Site Integration**

# Reflection Questions:

What did you **GAIN** from today's workshop?  
How will you lead differently next year?

**“ In today's workshop, I gained...”**

**““I plan to lead differently next year by.....”**



# QR Code



# Growing Our Own Padlet

Padlet

Susan Shih • 4m

## GROWING OUR OWN: Reflection Questions

What did you GAIN from today's workshop? How will you lead differently next year?

In today's workshop, I gained...

I plan to lead differently next year by...

Add section

+ Post

The screenshot shows a Padlet board with a light blue background. At the top, there is a search icon, a 'Slideshow' button, a 'Share' button, and several utility icons. The board title is 'GROWING OUR OWN: Reflection Questions' and the subtitle is 'What did you GAIN from today's workshop? How will you lead differently next year?'. There are two text boxes: 'In today's workshop, I gained...' and 'I plan to lead differently next year by...'. Below each box is a plus sign. To the right of the second box is an 'Add section' button. In the bottom right corner, there is a red '+ Post' button.

# Questions? Comments? Concerns?



Thank you!



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# RESOURCES

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

- (tips for substitute teachers)

- STEDI.org

- (a substitute training institute website with resources for administrators and substitute teachers)

- <https://stedi.org/category/administrator-new/>

- <https://stedi.org/category/subs/>

- <http://www.nstasubs.org/>

- National Substitute Teachers' Alliance (has conferences every other year)

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