



# Substitute Plans for Pre-Service Teachers: Bringing Real-World to Context

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## Introduction

- Teacher educators are constantly trying to give students every opportunity to see what teaching is like in the real world before students experience it during student teaching. There is no doubt that pre-service teachers and new teachers are faced with many challenges that they were not exposed to in their pre-service learning.
- Pre-service teachers are prepped with the knowledge of creating lesson plans with the understanding of best classroom management practices. With this experience, students will learn by fitting their previous knowledge with a new type of plan that they have not worked with in the traditional setting (Olusegun 2015).
- With contextual teaching and learning, Johnson (2002) found that students engaging in activities that bring context to real-world situations within the classroom could bring about more meaningful learning.
- Therefore, the implementation of substitute (sub) plans for students on the pre-service block for absences was introduced and implemented. The goal is for students to be prepared for days that they will be absent in the field, have a working understanding of how these plans are used, and create healthy and productive habits for a busy ag teacher for the future.

## How It Works

- If a student misses a day of class, they must complete a set of substitute plans for the day(s) that they missed.
- Stipulations
  - 3 Different classes/preps
  - Turned in by 8 a.m. the day the student returns
  - It can't just be bookwork
- Requirements:
  - Beginning of class procedures
  - Lesson work and how to access the work
  - Turn in procedures
  - end of class procedures.
- These plans must represent exactly what they would use if they were out of the classroom for a day.

## Results/ Implications

- The substitute plans were implemented at the beginning of October during the fall semester of 2022.
- After implementation, two students missed class. One set of plans was received in the timely manner they were requested. The other student did not complete in the timeline and received a major deduction of points for professionalism.

Initially, this plan was created to help solve the excessive amounts of absences the pre-service block was seeing. Not only did the sub plans help attendance issues, but they are also giving students the practice they need, by simulating what will be required of them on the job and guiding them into creating healthy and productive practices, which in turn could help with teacher attrition.

## Future Plans & Advise

Giving students the opportunity to participate in a real-life experience and starting early for what is expected of them will better prepare students for student teaching and for their teaching careers.

- Begin this procedure at the beginning of the semester.

### Recommendations:

- Use the classes or preps that they will be teaching in their student teaching semester as the classes that they create plans for.
- Be consistent!
- For other disciplines other than AgEd- Students could turn in what the workforce would require to be out for a day, or briefing on a project for others.

## Resources Needed

Resources needed would include a well-developed plan with a specific criterion that the substitute plans must have included.

**Sub Plans**  
September 1, 2023

First off, I really appreciate you taking the time to cover my class for me while I'm gone today! I have written out below the students' expectations for the day for each class period. Today is an early release day so the students only go until third period!!!!

If my roster sheets for the day for each class are in the folder along with any worksheets you will need for the day!! Please take attendance after the bell rings at the beginning of each class.

**Period: (Equine Science)**

- The students will need to complete their bell ringer that is written on the board as soon as they walk into class. They will complete the bell ringer in their interactive notebooks which are located in the bins in the back of the classroom for each class period.
- Then after they have completed the bell ringer the students will need to complete the worksheet in the folder and turn it in to their class periods tray at the front of the room. If they have any questions about the worksheet, please tell them to look at the board and their notes from the past few days. They are allowed to work with their table mate on this worksheet. They are not allowed to use the internet.

**SUB PLA**

**Important Times: (A DAY)**  
1st Period - Mechanics: 9:30-11 a.m.  
2nd Period - Floral Design: 11:05-12:35 p.m.  
Lunch: 12:35-1:05 p.m.  
3rd Period - Principles of AG: 1:10-2:40 p.m.  
4th period: OFF

**Important Notes:** Roster sheets for all 3 periods are printed and in this folder. When you leave to check out from the office after 3rd period, turn in all roster sheets but please leave the folder in my desk. Allow students no more than 5 minutes before the bell to pack up.

- **Before Class:** Please write this warmup question on the board and every period must turn in a written response on a piece of paper. (May be the same paper used for their assignments today.) "Do you think agriculture provides a good quality of life?"
- Students should use the laptop cart and their assigned numbered laptop (roster number).
- **End of Class:** Make sure to tell the students to plug their laptops back in so the next class can use them!
- **No-phone policy** due to district rules but the students know and should respect that!

2nd Period - Mechanics: In Google Classroom their assignment has been posted under Project (all of Materials and they MUST turn in a drawn/written copy of their assignment! Students know where to turn their assignments in, direct them to place their assignments into the correct bin. When completing their assignments they may need colored pencils and rulers which are in the front of the room. Remind students to put the supplies back afterward and turn in all

## References

- Bada, S. C., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70.
- Johnson, E. (2002). *Contextual teaching and learning-What it is and why it's here to stay*. Thousand Oaks, CA: Corwin Press.
- Wong, H. K., & Wong, R. T. (2018). *The first days of school: how to be an effective teacher*. 5th ed. Mountainview, CA, Harry K.