



Substitute Management Symposium

Jay Midwood
Central Falls School District



***Change STARTS with YOUR Substitute Teachers:
Developing an Innovative Talent Pipeline***

January 24, 2023

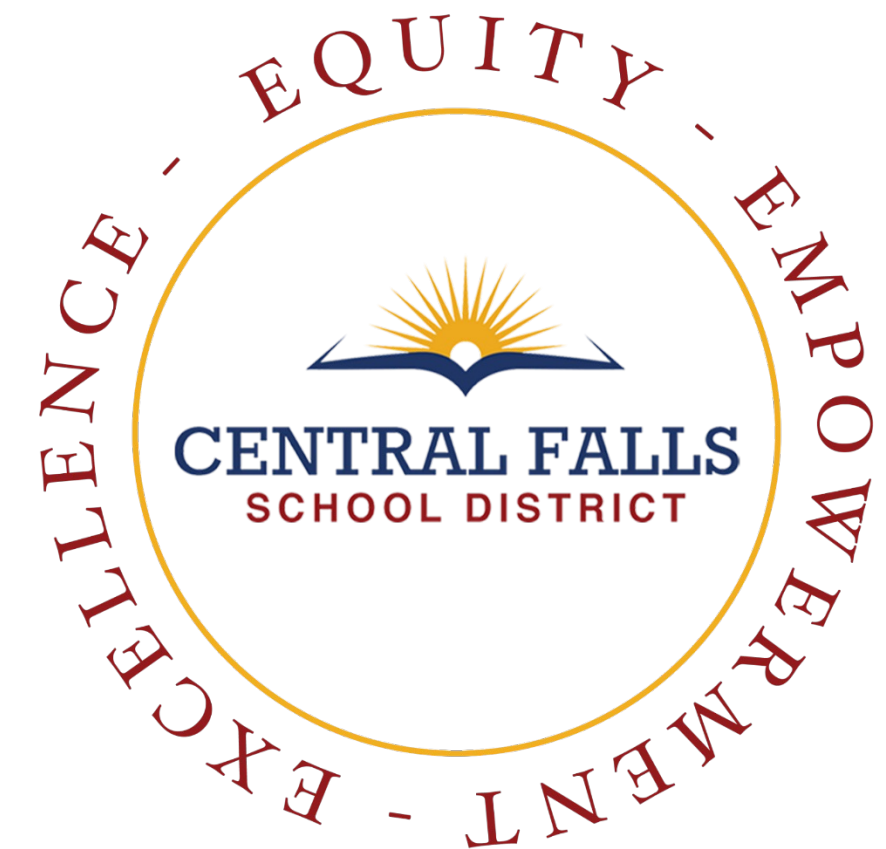
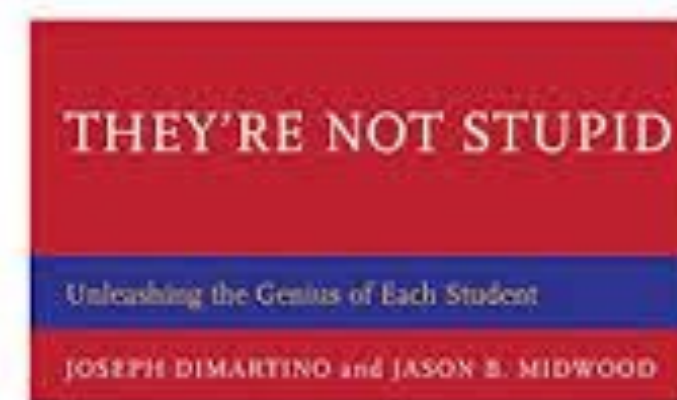


My Confession:



A Little About Me:

- Bachelor's Degree - Rhode Island College Secondary Education/History
- Master's Degree - Quinnipiac University School of Business Organizational Leadership and Development
- Pandemic Problem Solving - Brown University School of Public Health
- 11 Years working in secondary school reform as VP of Operations
- 7 Years working in Central Falls: Chief Development Officer, Chief of Staff, Chief of Human Capital
- Program, personnel, fiscal, and community
- Developed over \$30M in federal, state, local and foundation grants
- Certified #GirlDad



Getting to Know Central Falls:



- The city is ONLY 1.27 sq. miles
- 20,000 plus residents
- Latinx Community - Spanish, Portuguese, Creole
- Median average income is \$30,000/year
- 6 public schools and 4 charter schools



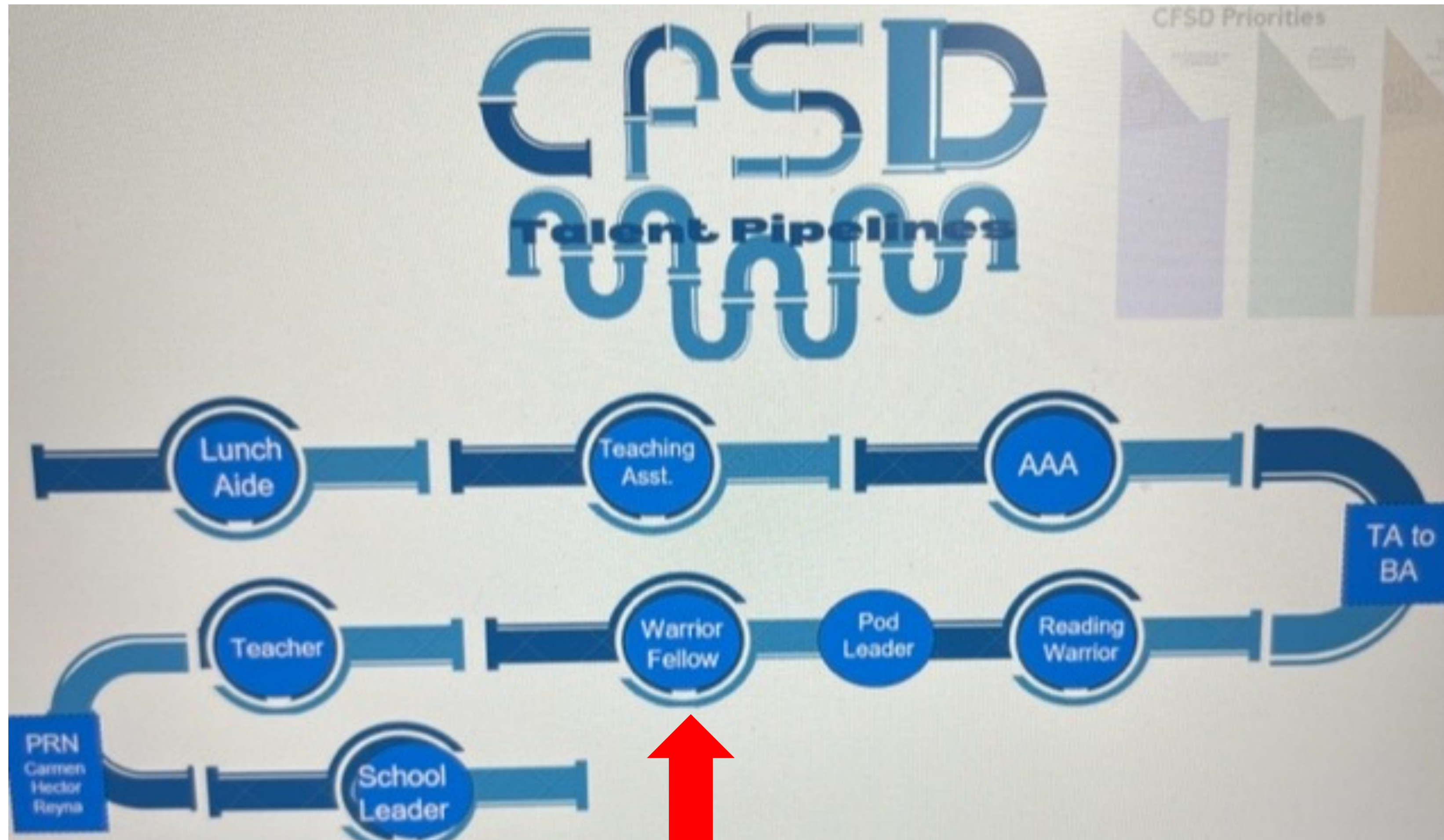
- 2,800 students
- 475 Staff
- 98% FRL
- Mobility rate of 19%-29%
- SPED 24%
- MLL 44%
- Newcomers and SLIFE population
- Under state FISCAL control for the past 30 years!

Our Roadmap For Today:

- Developing a talent pipeline MUST begin with substitute teachers
- The current state of “Talent” in education, and the impact on substitute teachers
- Addressing the need for adaptive change and strategic sub management
- Shifting from traditional to transformational - DISRUPT THE ECOSYSTEM
- The Teaching Fellows story
- Suggestions and strategies for YOU



The CFSD Talent Roadmap:



What I Hope You Walk Away Knowing:

- Why this is an adaptive challenge - technical solutions need not apply
- How your pipeline can build off of your substitute teachers
- How to disrupt the current ecosystem
- Why personalization and professional learning **MUST** be at the core
- Why a clinical pre-service program is the way to go for developing your pipeline of talent
- Lessons learned



The Current State of Teaching:



WARNING

- The COVID impact is VERY REAL
- Since March 2020, 300,000 - 500,000 teachers have left the profession
- For the past decade, EPP programs have seen a decline in enrollment
- Recent Survey: 62% of parents DO NOT want their child entering the field of education (EdWeek, August 2022)

The Direct Impact on Substitute Teachers:

Burnout



CoMPETition

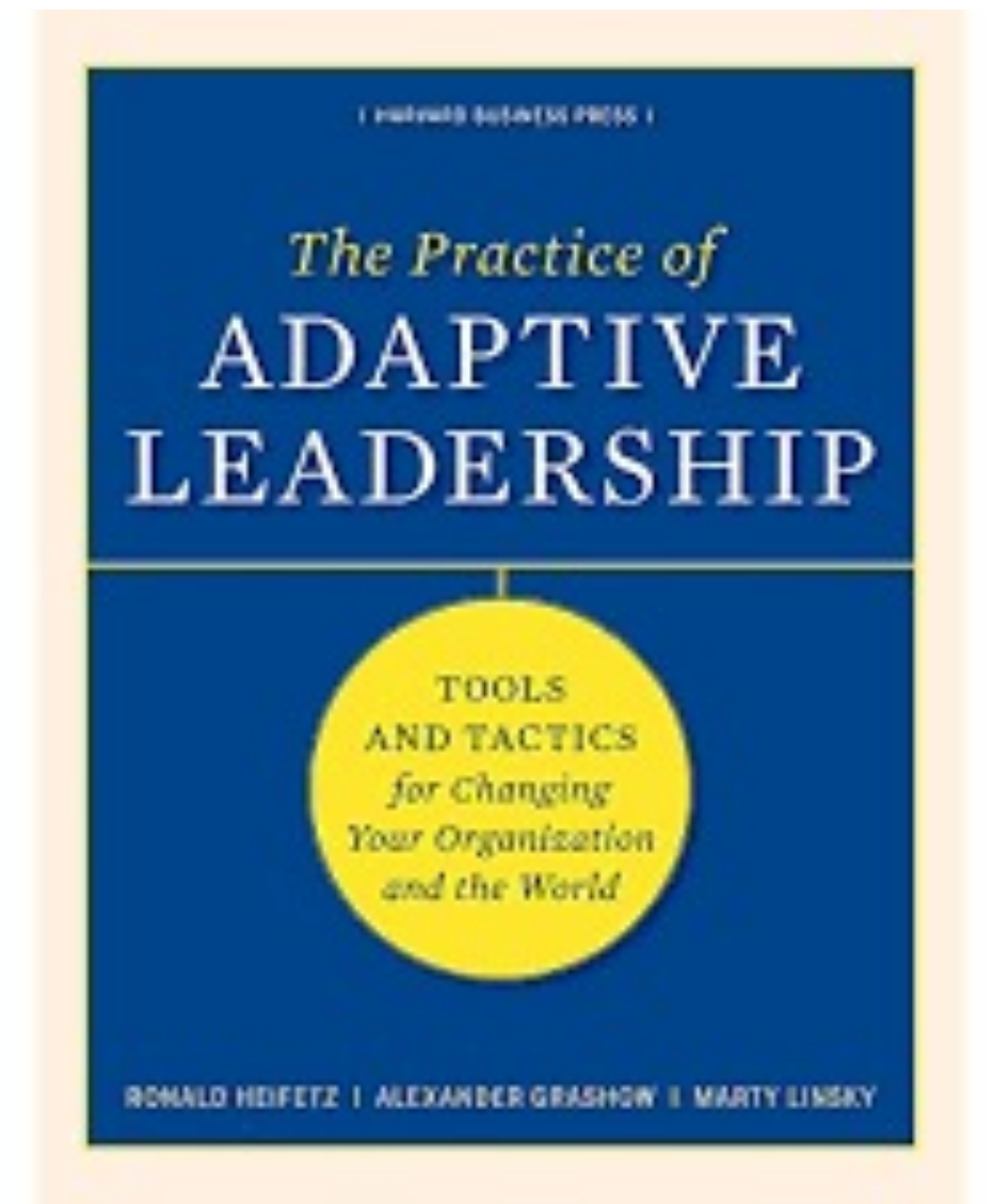
Change Leadership 101:

CHANGE
STARTS HERE.
CAN WE COUNT YOU IN?

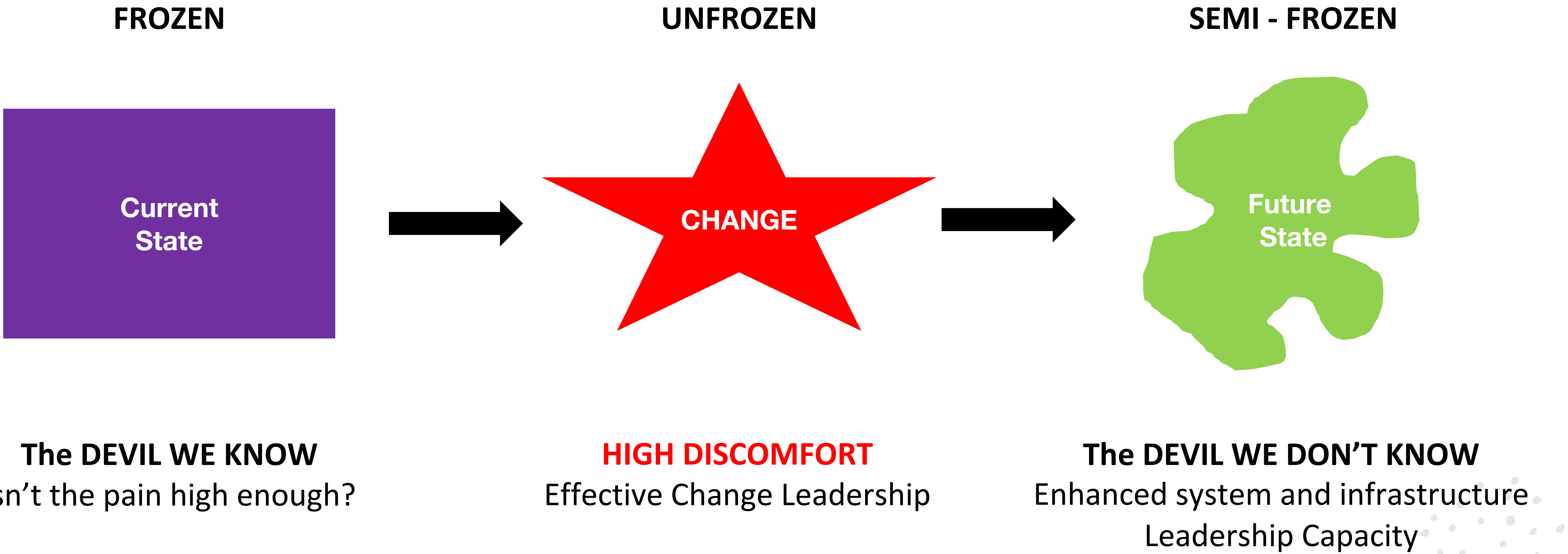
Addressing an Adaptive Challenge:

From the Dance Floor to the Balcony

When your car has problems you go to a mechanic. Most of the time, the mechanic can fix the car. But if your car troubles stem from the way a family member drives, the problems are likely to recur. Treating the problems as purely technical ones ... masks the real issues.



Cultural Change Impact:



Entering the Discomfort:

WHAT IF?

Changing the Narrative and Design:

TRADITIONAL <i>The Current State</i>	TRANSFORMATIONAL <i>The Future State</i>
We are going to throw you to the wolves	You will have embedded coaching and PD
We will call you as needed	You are essential for every day
We encourage you to attend	You will be paid you to attend
We need a band aid - Plug and Play	You will be part of our teacher pipeline
We will assign you to a school daily	You will build relationships in ONE school
We don't have time to support your future	You will be connected with the right people
We do not interview subs if you breathe and blink	You will engage in an interview process
We do not welcome subs to their school	You will be known, valued, and appreciated
We hire substitute teachers	You are a Teaching Fellow

The Warrior Teaching Fellows Program Is Born: *An Innovative Twist on Substitute Teaching* **SOMEBODY...NOBODY...EVERYBODY**



- Develop a homegrown “Bullpen” **talent pipeline**
 - **Diversify** our teacher population
- **Economic stability** for residents – break the poverty cycle
- Start a new **CFSD** narrative

The Fellow Job Description:

Monday-Friday (185 day) Clinical Teaching Experience

- \$225/day (was originally \$130)
 - Health Care Option
 - Supplemental Pay \$20/hr.
 - Per Diem
- Commitment to District Values
 - Ambiguity
 - Courage
- Continuous Improvement
 - Collaborative



- Facilitate Instruction
 - Co-Teaching
- Intervention Support
 - Restorative and SEL
- Pipeline
- Teacher Diversification
 - Community Talent
- Bachelor's Degree
- Certification NOT required
 - Youth Experience

Recruitment & Outreach:

Recruitment Strategies:



Strategic Partnerships:



RIDE Rhode Island
Department
of Education



THE
UNIVERSITY
OF RHODE ISLAND



The Hiring Process:

- Initial application scan
- Select first interview cohort
- Group interview (interactive)
- Cut down day
- One-on-one interview (focus on District core values)
- Selection of candidate
- Year-end evaluation meeting



Training, Coaching, and Professional Development:

- Three (3) day summer onboarding and orientation
- Access to full time induction specialists
- Monthly seminars and office hours
- Available to attend ALL district PD opportunities

Science of Reading
Eureka Math
American Reading Company
SEL
DEI
Restorative Practices



Evaluation/Assessment:

October: One-on-one check-in (warm and cold feedback)

February: Personalized reflection and core competencies

June: Principal's assessment




Fiscal Sustainability:

- Budget neutral in the first few years
- Supplemental funding - Title II and Title IV
- Foundation support
- ESSER

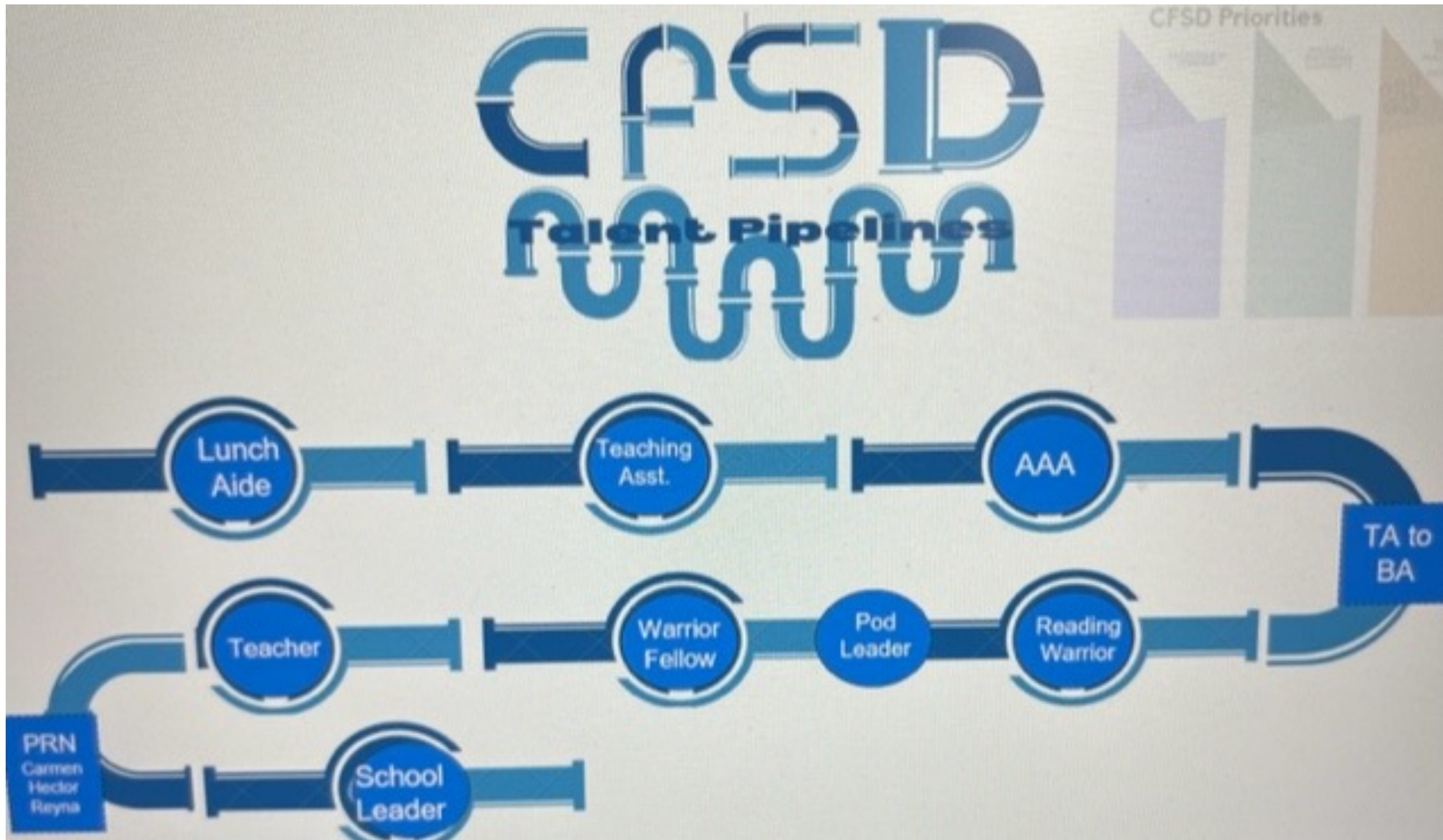


Our Success:

- WE CHANGED BEHAVIOR!
 - WE CHANGED THE NARRATIVE – Internal and External
 - Over 50 Fellows moved into full time positions
 - More than doubled the number of Fellows in the district (from 15 to 32)
 - CFSD Talent pipeline and stepping stone programs created
 - 33% of cohort from CF
 - More than 60% of Fellows work after school programs/summer
 - Career pathways with EPPs/DOE
- 
- A decorative graphic in the top right corner featuring the word "GOAL" in large, bold, blue letters. Surrounding it are other words in various colors and fonts, including "WORK", "VICTORY", "GOAL", "SUCCESS", "POSITIVE", and "GROW". The words are arranged in a circular, cloud-like pattern.



Our Success: The CFSD Talent Pipeline



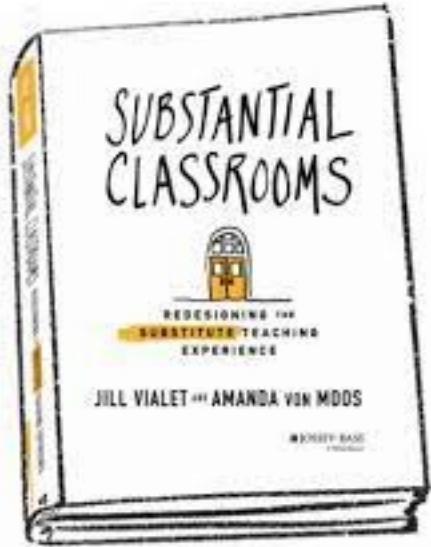
- CFSD TA Development – Lunch aides to Paras
 - Paras (TA) to BA
- Academic Acceleration Assistants
 - Reading Warriors
 - Student Teachers
 - Pod Leaders
- **TEACHING FELLOWS**
 - Teacher Induction
- Principal Residency Network

Our Success: National Recognition

GRID



EducationWeek®



The Seattle Times



THE HECHINGER REPORT

Words of Wisdom:

- **GENERATE EXCITEMENT:** An innovative twist on the traditional role of the substitute teacher requires a lot of excitement! Remember to empower the community and applicants to use this career opportunity to self-explore, give back to the youth, and grow personally and professionally.
- **CAST A WIDE NET:** You will be amazed at how many stakeholders show interest in a program like this. Meaning, mastery, and community is a recipe for success that directly appeals to a variety of audiences. Be sure to cast a wide net in your outreach. Go to where the people are and capitalize on the environments they frequent.
- **PREPARE FOR A LOT OF QUESTIONS AND FEEDBACK:** All of us have experienced the traditional role of the substitute teacher, either as a student or as an educator/administrator. Implementing a teaching fellows program means turning the role on its head. You may not have all the answers, and that is ok, but be prepared to ease fears, validate passions, and clarify the process along the way!
- **STRONGLY EMPHASIZE THE “LONG GAME:”** Unlike the traditional role of the substitute teacher, a teaching fellows program allows you to combine short term needs with your long term talent goals. This is about investing in talent. Applicants must understand how to navigate their own pathway for growth
- **ACCEPT AMBIGUITY:** Here is the thing with starting something new, you may not have all the answers at first. Program adjustments will happen organically over time. Be sure to create methods for feedback throughout the semester and adjust accordingly.

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