



MISSOURI

Adult Education
& Literacy

June 18, 2025

Rewriting the Future: Paraprofessional and Substitute Teacher IET Programs



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What is an IET?



What is an IET?

“...a service approach that provides adult education and literacy activities concurrently **AND** contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement”



What is an IET?

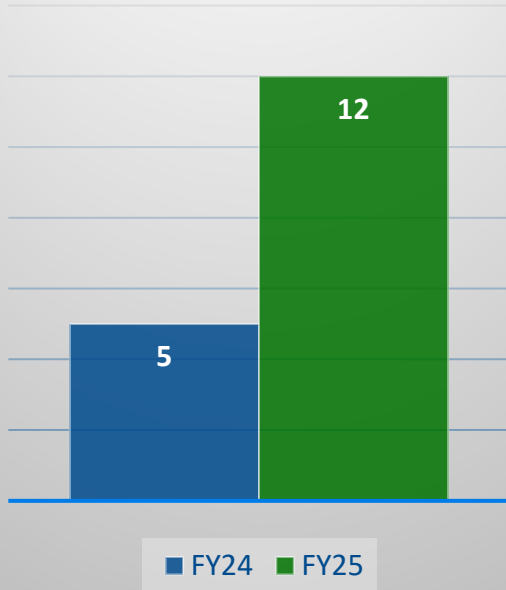


- Workforce Innovation and Opportunity Act (WIOA) 34 CFR 463.35-463.38.
- IET programs must **integrate** three components (adult education and literacy programs, activities, and services, workforce preparation activities, and workforce training) that occur **concurrently AND contextually**.
- IETs are funded through a local program's basic AEL grant.
- Occupational training expenses are only allowable under the basic AEL or IELCE grant if they are part of an IET program.

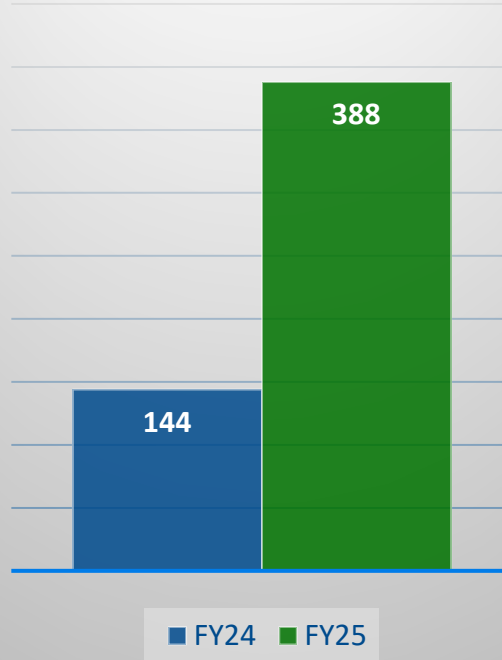
IET Growth in Missouri



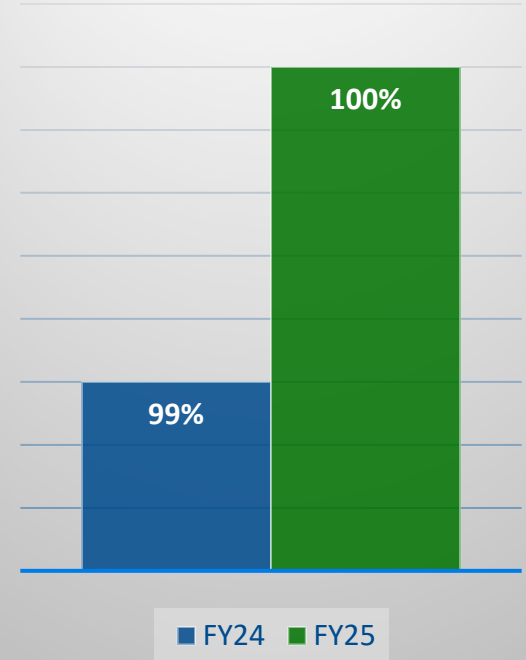
Programs Offering IET



Participants



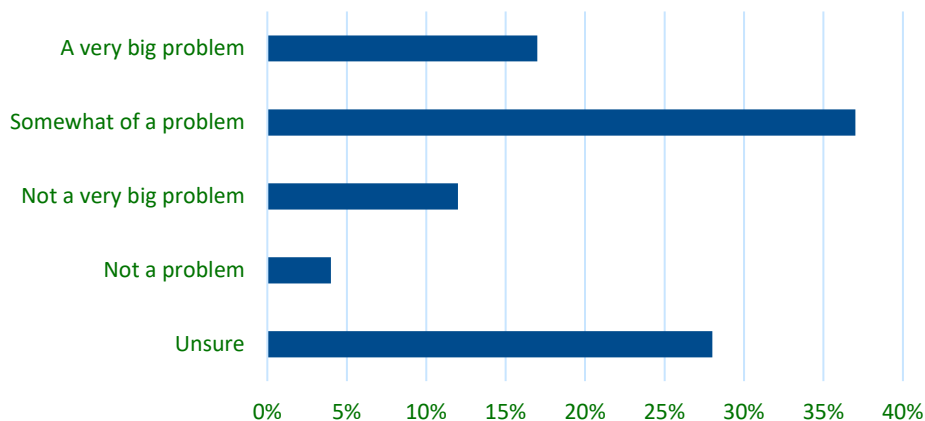
Persistence Rate



Missouri Teacher Shortage



How big of a problem is the K-12 teacher shortage in your local area?



- In the 2023 school year there were more than 3,500 full-time teacher vacancies in Missouri
- Nearly 1/3 of Missouri districts were on a 4-day school week in 2023 to help combat the shortage.
- The Missouri State Teachers Association reported that the number of MO college graduates who become certified to teach has declined in recent years by 25-30%.
- **In some Missouri districts, the rate that teacher absences were unable to be filled by substitutes is as low as 50% and as high as 80%.**



Missouri Substitute Teacher Certification Requirements:

- A minimum of 36 (reduced from 60 in 2022) semester hours of credit from a regionally accredited, academic degree-granting, college or university, or
- **Successful completion of a minimum of 20 hours of department-approved substitute teacher training (Frontline Education, Kelly Education, approved MO Colleges and Universities, or DESE AEL – coming soon).**

Missouri Paraprofessional Qualifications:

- A minimum of 60 college credit hours, or
- Pass the DESE approved ParaPro Assessment or
- **Complete the 20HR Substitute Certificate Course**



Become a Certified
Paraeducator
AND
Substitute Teacher
in just 12 weeks!

- ✓ 2 Certifications available!
- ✓ No previous college necessary!
- ✓ State funded program = Low cost to you
- ✓ Get training + certifications + job skills + interviews with local school districts!

www.dese.mo.gov

Start your
career in
education
TODAY!



SIGN UP NOW!

DESE AEL will provide:

- Course Outline/Syllabus
- Complete single set(s) of learning objectives (SSLOs)
- Curriculum that aligns with the college and career readiness standards and provides adult education and literacy activities **concurrently and contextually** with workforce preparation activities and workforce training.
- Quizzes/Assessments
- Follow-up surveys
- Marketing template
- Ongoing support

Course Outline



Substitute Teacher/Paraprofessional Course Outline

Week 1: Introduction to Substitute Teaching

- **Topics:**
 - Role of a substitute teacher
 - Overview of educational environments
 - Importance of flexibility and adaptability
- **Activities:**
 - Icebreaker activities
 - Discussion on personal experiences in education

Reading Comprehension Skills

- Understanding main ideas and supporting details
- Analyzing text structures

Week 2: Classroom Management Techniques

- **Topics:**
 - Establishing authority and rapport
 - Strategies for maintaining a positive classroom environment
 - Dealing with disruptive behavior
- **Activities:**
 - Role-playing scenarios
 - Group discussions on management strategies

Reading Comprehension Skills

- Practice with reading passages and comprehension questions
- Strategies for effective reading

Week 3: Understanding the Curriculum

- **Topics:**
 - Overview of curriculum standards
 - Familiarization with lesson plans and instructional materials
 - Aligning substitute teaching with learning objectives
- **Activities:**
 - Review sample lesson plans

- Basic arithmetic: addition, subtraction, multiplication, division
- Understanding fractions, decimals, and percentages
- Introduction to problem-solving strategies
- Practice with arithmetic problems

Week 4: Building Relationships with Students

- **Topics:**
 - Importance of rapport with students
 - Techniques for connecting with diverse learners
 - Encouraging student engagement
- **Activities:**
 - Small group discussions on building relationships
 - Reflective journaling on personal experiences

Mathematics Skills

- Algebraic concepts: expressions, equations, and inequalities

Week 5: Special Education Awareness

- **Topics:**
 - Overview of special education laws and practices
 - Strategies for including students with diverse needs
 - Working with paraprofessionals and support staff
- **Activities:**
 - Case study discussions
 - Guest speaker from special education

Mathematics Skills

- Introduction to geometry: shapes, area, and perimeter

Week 6: Effective Communication Skills

- **Topics:**
 - Verbal and non-verbal communication
 - Communicating with students, staff, and parents
 - Active listening techniques
- **Activities:**
 - Communication role-play exercises
 - Group feedback sessions

Course Syllabus



Course Syllabus: Substitute Teacher and Paraprofessional Certification Program

Instructor:

Contact Information: |

Office Hours: by appointment

Course Format: Hybrid (In-Person & Virtual via Zoom)

Course Description:

This course prepares individuals to serve as substitute teachers and paraprofessionals in educational settings. Participants will learn foundational skills in classroom management, communication, instructional strategies, and educational technology. Additionally, the course provides insights into special education, legal considerations, cultural diversity, and professional ethics. Successful completion of the course will result in substitute certification as well as preparedness to take and pass the **ParaPro** paraprofessional certification.

IP- indicates in-person

V- indicates by Zoom

Course Learning Objectives:

By the end of this course, students will be able to:

1. Identify key responsibilities and skills of substitute teachers and paraprofessionals.
2. Demonstrate effective communication strategies with students, staff, and parents.
3. Utilize technology to enhance learning and classroom management.
4. Apply strategies for working with students with special needs and diverse backgrounds.
5. Understand and implement classroom management techniques, including dealing with disruptions and encouraging student engagement.
6. Recognize the ethical and professional responsibilities of educators.
7. Develop effective lesson plans, including strategies for differentiation and engaging diverse learners.
8. Reflect on personal teaching practices to improve skills and effectiveness in the classroom.

Required Materials:

- Textbook(s) (if applicable)
- Access to a computer with internet for Zoom meetings and assignments
- Notebook or electronic device for journaling and assignments
- Required readings (provided by instructor)

Assessment and Grading:

- **Quizzes (30%)** – Quizzes will be given each week to assess understanding of the material covered.
- **Assignments (40%)** – Weekly assignments will include lesson plans, reflection journals, and group activities.
- **Final Project (20%)** – A comprehensive mock lesson plan, presentation, and portfolio showcasing skills learned throughout the course.
- **Participation (10%)** – Active participation in class activities, discussions, and role-playing exercises.

Course Schedule:

Week	Date	Time	Format	Topics & Activities	Objectives	Assessments
Wk 1	Tue, Jan 28	6-9 pm	IP	Icebreaker Activity, Intro to Sub & Para Class, Course Overview, Syllabus Review	Introduction to Substitute and Paraprofessional Class, Skills Assessment	Subject Skill Assessment
	Thu, Jan 30	6-9 pm	V	Role of a Subst. Teacher, Overview of Educ. Environments, Discussion on Personal Experiences	Reading Comprehension, Age Group Skills Assessment	Quiz, Reading Comprehension
Wk 2	Tue, Feb 4	6-9 pm	IP	Flexibility, Analyzing Text Structures	Reading Comprehension Skills, Practice Reading Skills	Reading Skills Practice
	Thu, Feb 6	6-9 pm	V	Establishing Authority, Rapport, Manage Disruptive Behavior	Establishing Leadership, Positive Discipline	Quiz, Compassion Fatigue Survey
Wk 3	Tue, Feb 11	6-9 pm	IP	Curriculum Standards, Lesson Plan Familiarization	Mathematics Skills, Understanding Curriculum	Practice Math Skills
	Thu, Feb 13	6-9 pm	V	Review Sample Lesson Plans	Create a Mock Lesson Plan	Mock Lesson Plan

Notes:

- **Attendance & Participation:** Active participation is crucial in both in-person and virtual sessions. Please attend all classes and participate in discussions and activities. Those with missing attendance and assignments will not be moved forward to certification.
- **Assignments:** All assignments must be submitted on time. Late submissions may result in a grade reduction.
- **Classroom Etiquette:** Please mute your microphone during virtual sessions unless speaking. Always be respectful.

Important Dates:

- **Spring Break:** March 17–23
- **Final Project Due:** April 22 (Last class)

Single Set(s) of Learning Objectives (SSLOs)



Paraprofessional Learning Objectives- Revised Fall 2024

	Occupational Skills/Workforce Training Skills and Competencies	AEL/CCR Content Standards	AEL Skills & Competencies	Workforce Prep Skills & Competencies
SWBAT: Students will self-identify their skill set and learning styles. Students will identify characteristics for different age groups. Students will be able to explain policies and procedures for handling safety, emergency situations and child abuse reporting. Students will be able to explain leadership skills and positive phrasing. Students will define different types of diversity and bullying-prevent on techniques. Students will understand legal obligations, including Social Media, FERPA, HIPAA and confidentiality.	Substitute Teaching Students will take an inventory of their learning styles and skill set. Students will compare/contrast characteristics of varying age groups, including emotional, physical, social and intellectual. Students will make a chart describing policies and procedures for various situations involving safety, emergencies, and reporting abuse/neglect. Students will list 4 classroom leadership skills. Teachers will roleplay using positive phrasing. Students will list 6 types of bullying-prevention techniques. Students will make a t-chart explaining what they can/cannot do in various scenarios with legal	W1.2 Uses Active Reading Strategies Anchor 1 SL3.1 Ask questions to check understanding of information Anchor 1 SL3.1 Explain their own ideas and understanding in light of the discussion W1.6 Reads and interprets documents Anchor 4 B RI.3.5 Use text features to locate info relevant in a text W3.2 Demonstrates comprehension of verbal message, conversation or other oral communication Anchor 6 SK.K.6 Express thoughts, feelings and ideas clearly Anchor 2.A SL4.2 Paraphrase portions of information presented in diverse formats	Reading Identifies work-related vocabulary in various contexts Speaking/Listening Ask questions to check understanding of information Explains safety procedures and guidelines Explains how various steps are interrelated Modifies task based on changes provided in oral instructions Demonstrates accuracy	Basic Workplace Skills Use technology Reads with understanding Listens with understanding Reads schedules with understanding Locates and uses resources Basic Workplace Knowledge Works within organizational structure Basic Employability Skills Demonstrates respect for others' ideas, opinions and contributions Demonstrates Quality Consciousness

	Occupational Skills/Workforce Training Skills and Competencies	AEL/CCR Content Standards	AEL Skills & Competencies	Workforce Prep Skills & Competencies
SWBAT: Students will define strategies for managing the classroom and summarize approaches to positive discipline. Students will label techniques for redirecting students to stay on task. Students will identify traits of an emotionally safe learning environment.	Adv Classroom Management <ul style="list-style-type: none"> Create a list of Classroom Behavioral Expectations with at least 5 items List three parts of a Global Scan Write two sentences describing how proximity/walkabouts help extinguish disruptive behavior Explain three different techniques of positive discipline compare/contrast responses to student behavior Roleplay "Applying consequences calmly" with classmates 	W3.2 Demonstrates comprehension of verbal message, conversation or other oral communication Anchor 1 SL9-10.1 Respond thoughtfully to diverse perspectives Anchor 1, SL9-10 Work with peers to set rules for discussions Anchor 3 SL5.3 Summarize the points a speaker makes W4.4 Uses explanatory language and basic persuasive language effectively to communicate information Anchor 3 SL.K.3 Ask and answer questions to get information or clarify something that is not understood	Reading Identifies work-related vocabulary in various contexts Understands directions that include conditionals and multiple steps Speaking/Listening Uses probing questions to obtain more information Understands directions that include conditionals and multiple steps Reports activities and factual information accurately, logically, and concisely Explains steps in work process	Basic Workplace Skills Observes critically Speaks clearly and concisely Listens with understanding Basic Workplace Knowledge Understands processes Locates and uses resources Works within organizational structure Basic Employability Skills Demonstrates Effective Interpersonal Relations Solves problems Works in teams

Follow-Up Surveys



IAEL Substitute Teacher & Paraprofessional Training

Student Satisfaction Survey

This survey is intended to measure the degree to which completers feel prepared to work as effective substitutes or paraprofessionals in K-12 schools. It will be administered twice; once upon completion of the course and once 6 months after completion of the course.

Directions: Please rate your agreement with the following statements using a scale of 1 to 4 where 1 means "strongly disagree", 2 means "disagree", 3 means "agree", and 4 means "strongly agree".

1. Classroom Management

"I feel confident in my ability to manage classroom behavior and maintain a productive learning environment."

1	2	3	4
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2. Lesson Implementation

"I am prepared to effectively deliver lesson plans and adapt them as needed to meet students' needs."

1	2	3	4
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3. Student Support

"I feel capable of supporting diverse learners, including students with special needs and English Language learners."

1	2	3	4
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4. Professional Responsibilities

"I understand the professional expectations and responsibilities required of a substitute teacher or paraprofessional."

1	2	3	4
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5. Problem-Solving and Flexibility

"I feel prepared to handle unexpected situations and adapt quickly to the needs of the classroom or school."

1	2	3	4
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IAEL Substitute Teacher & Paraprofessional Training

Employer Satisfaction Survey

Directions: Please rate your agreement with the following statements using a scale of 1 to 4 where 1 means "strongly disagree", 2 means "disagree", 3 means "agree", and 4 means "strongly agree".

1. Classroom Management Skills

"Graduates of the training Substitute Teacher & Paraprofessional Training program demonstrate effective classroom management skills, including maintaining a positive and orderly environment."

1	2	3	4
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2. Instructional Competence

"Graduates are able to deliver lesson plans effectively and adapt instruction to meet the diverse needs of students."

1	2	3	4
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3. Student Engagement and Support

"Graduates effectively engage students and provide appropriate support for learners, including those with special needs or language barriers."

1	2	3	4
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4. Professionalism and Dependability

"Graduates exhibit professionalism, reliability, and a clear understanding of the roles and responsibilities of substitute teachers or paraprofessionals."

1	2	3	4
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5. Problem-Solving and Adaptability

"Graduates are prepared to handle unexpected challenges and adapt to the dynamic nature of classroom and school environments."

1	2	3	4
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Certificate of Completion

Tony Stark

This certifies that the individual named above has successfully completed the

Missouri AEL Integrated Education and Training

Substitute Teacher and Paraprofessional Training program

on [date].

Things to Consider



Performance targets and additional measures

Student screening questions qualifications

DESE Educator Certification

- Creating an account in the DESE Ed. Cert. web application
- Background check and fingerprinting (including cost and who pays for it, how to pay, how to register)

Partnering with local school district

- Class observations
- Mock-interviews
- Job shadowing
- Incorporating the school or district handbook

Include students teaching lessons to the rest of the class

Incorporate guest speakers

Programs currently offering the Substitute and Paraprofessional IET



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St. Charles Community
College AEL



East Central College
AEL



Crowder College AEL



Kansas City Public
Schools AEL



QUESTIONS?

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