

# SUBSTITUTE TEACHER PROCEDURES



## **BEFORE YOU LEAVE HOME**

- Verify the absence information (date, school, teacher name, start and end times)
- **If you cancel an assignment the morning of that assignment, you MUST call the school to let them know.**
- Assemble a SubPack: A bag of resources that you can take with you to each substitute teaching job. One item should be filler activities in case the lesson plan doesn't take the whole time.

## **DRESS**

- Substitutes should avoid choosing attire that is too casual and select clothing that will conform to business, occupational, and professional standards. Inappropriate clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that are in any way disruptive or potentially disruptive to the learning environment are prohibited
- When subbing in a physical education class, proper attire for physical activity is advisable
- Keep a change of clothes in your car in case there is a surprise P.E. assignment or field trip

## **DELAYED START OR SCHOOL CLOSINGS**

- In the event there are delays or closures to schools you will receive an automated call from the district. Other options are to call the Snow Phone line (334-8373) or log onto [www.washoeschools.net](http://www.washoeschools.net). Keep in mind that your pay may be affected if a full day turns into a half day (4 hours or less) because of a delay.

## **WHEN YOU GET TO THE SCHOOL**

- **You are required to arrive at the school at least 30 minutes prior to the beginning of the time shown in AESOP**
- Report to the office and sign in
- Obtain school binder, lanyard, room key, and badge
- Receive any special instructions

## **BEFORE START OF CLASS**

- Introduce yourself to the teacher(s) in adjacent classroom(s)
- Print your name on the board
- Locate the substitute folder. This should contain the following
  - Daily schedule
  - Lesson plans
  - Attendance sheet
  - Seating chart
  - Hall passes
  - Lunch procedures
  - School evacuation map
  - Rules & expectations
  - Special instructions (ex.: for special needs students)
- Read through the lesson plans
- When the bell rings, greet students as they enter the classroom and direct them to a starter activity. A starter activity is an activity that each student can work on individually for about five minutes. You might have them write about their weekend, tell you about their best friend, or maybe the permanent teacher already has a starter activity planned.

## **WHEN CLASS BEGINS**

- Introduce yourself to your class
- Find out what the "quiet" signal is
- Take attendance
- Set expectations and rules – be fair as you carry out rewards and consequences
- Follow lesson plans and assigned duties to the best of your abilities
- Demonstrate skill in classroom management
- Be positive and respectful and maintain professional confidence in your interactions with students, school personnel, and parents
- Spend the class period walking around the classroom and rewarding appropriate behavior. The best way to increase appropriate, on-task behavior is to reward it with a smile, nod, ticket, or even leaving a

list of students who were behaving appropriately for the permanent teacher. Believe it or not, research has proven this to be one of the most effective classroom management strategies.

### **LESSON PLANS**

If there are no lesson plans, you may try calling the school office, asking a teacher in an adjoining classroom for assistance, or seeking out a student leader. It is a good idea for each substitute teacher to organize a file of contingency plans, as well as a variety of instructional activities to use in the classroom. The Substitute Teaching Institute has a very informative website – [www.stedi.org](http://www.stedi.org).

### **FILL IN ACTIVITIES**

After greeting students at the door, teachers should direct them to a starter activity. A starter activity should only be about five to ten minutes in length and allow students to work individually and quietly.

Some ideas for effective starter activities are:

- Have students design name tags or nameplates for their desks.
- In a math class, you might provide students quarter sheets of paper and have them write five sentences about how they used math outside of the classroom in the last week.
- Provide students with quarter sheets of paper and have them draw pictures representing what they learned the previous day.
- In younger grades, have students draw pictures of their daily schedule. Then have them draw clocks listing what time they did the tasks.
- Put a large poster of a picture in the front of the room, have students study the picture. After three minutes, take the picture away and ask them detailed questions about the picture.
- Photocopy a worksheet of addition, subtraction, multiplication, or division facts; have students time themselves on how long it takes to complete a line of equations.
- Write a brainteaser on the board, and allow a few minutes for students to try to solve it.
- Provide students with a piece of paper and have them write a letter to the President of the United States.

The possibilities are endless for what you can do for a starter activity. It is best if you can relate the activity to the subject you will be covering for the day. Remember, starter activities aren't busy work. They need to have a purpose and feedback should be provided on student work. Instead of you grading the papers, have students trade with a partner and have the partner write something they liked about the other student's work at the top of the paper then hand back to the original owner.

By using a starter activity you will have time to take roll and prepare so that you may smoothly and quickly transition to the first item on the lesson plan. The starter activity will also get students busy, thus decreasing the amount of downtime. Students who are on task don't have time to create classroom management problems.

### **DO NOT**

- Talk/text on your cell phone
- **DO NOT PROVIDE FOOD/SNACKS FOR STUDENTS**
- Use the Internet in an unauthorized fashion – this includes showing YouTube or other videos that are not approved as part of the lesson plan left by the classroom teacher
- Use class time to look for assignments on AESOP
- Read a newspaper, book, or other publication
- Date or socialize with students after school
- Be alone with a student. Step outside or ask someone to join you
- Speak sarcastically, or voice degrading opinions
- Bring in your own CS, videos, or DVDs to play during class

### **BEFORE LEAVING THE CLASSROOM**

- Leave ample time for students to prepare to leave by cleaning up their desks and putting away supplies
- **Complete a Guest Teacher Daily Report (leave for the teacher)**
- Leave the room the same as you found it. Make sure to clean up the materials you used. However, resist the temptation to leave the room cleaner than you found it. What seems like chaos to you is

organized chaos for a permanent teacher and you will not want to cause frustrations by rearranging his/her materials.

- Close windows, turn off lights and equipment, and make sure the room is in good order before you lock the door

### **BEFORE LEAVING THE SCHOOL**

- Check out at the office
- Return binder (to a staff member), and sign out

### **SECONDARY SCHOOL PREP PERIODS/BLOCK SCHEDULES**

- If a substitute teacher is requested by the administration of a school or assist in another class, or work on other teacher tasks during the assigned prep period of block schedule, the substitute is expected to do so as part of their assignment with no additional compensation.

### **FLEXIBILITY**

- Principals may ask you to teach a different class than the one you originally signed up for. Schools value and appreciate your flexibility and willingness to put students first.

### **SAFETY ISSUES**

- Every school has a written emergency plan that includes procedures for evaluation and/or lockdown situations.
- NEVER LEAVE STUDENTS UNATTENDED.
- Lock your classrooms whenever you leave for an extended period of time.
- Report any suspected child abuse to the school secretary.
- Treat all threats seriously. Report any threat immediately to the school secretary.
- There is a zero tolerance factor in regards to weapons. Report immediately.

### **HEALTH**

- NEVER GIVE MEDICINE OF ANY KIND (INCLUDING ASPIRIN) TO STUDENTS. Refer them to the office or nurse for supervision in taking medications.
- Report accidents or injuries to the office or clinic immediately.
- If a student becomes ill, call for help. Send the student to the clinic accompanied by someone.
- Use latex gloves provided in the classroom if you must contact any blood or other bodily fluid.

### **HARASSMENT**

- Do not tolerate any form of harassment: sexual, racial, verbal, ability, etc.
- Remember that harassment may be student-to-student, student-to-staff, staff-to-staff, staff-to-student. None is acceptable.
- Don't ignore student-to-student conversation. Report to the school secretary.
- Don't joke about these issues.
- Do not use the classroom as a forum for gaining support for your own belief system/lifestyle.

### **IF YOU ARE INJURED ON THE JOB**

- Substitutes are covered by Workers' Compensation for any on-the-job injuries. If injured, you should immediately notify the building administrator. If you are exposed to bodily fluids: Contact Risk Management (348-0343). They will arrange for you to receive a hepatitis shot

### **PERFORMANCE ISSUES**

**A SUBSTITUTE WILL BE REMOVED FROM THE DISTRICT'S SUBSTITUTE LIST FOR ANY INCIDENT INVOLVING INCOMPETENCE, IMMORALITY, FRAUD, NEGLECTFUL SUPERVISION (EARLY DISMISSAL), INSUBORDINATION, GROSS MISCONDUCT, NEGLECT OF DUTY, PHYSICAL OR VERBAL ABUSE OF STUDENTS OR OTHERS, AND/OR FOR ACCUSATIONS RESULTING IN A CRIMINAL INVESTIGATION. AN OPPORTUNITY TO EXPLAIN/REVIEW THIS SITUATION WILL BE PROVIDED.**

## **UNSATISFACTORY EVALUATIONS**

Formal evaluations of substitute teachers are not routinely done, but a teacher may submit a substitute teacher unsatisfactory evaluation form at any time.

- If three unsatisfactory forms are received, the substitute will be notified in writing and require a meeting with an administrator.
- A fourth unsatisfactory evaluation may result in the substitute being permanently removed from service.

**A substitute can be removed for a single incident, based on its severity.**

## **BLOCKING A SUB FROM A CLASSROOM OR SCHOOL**

When a teacher or administrator expresses concerns and requests in writing that a substitute not return to a classroom or to a school site, the request is honored and the substitute is notified in writing. You will be given a chance to respond in writing to the administrator.

## **DISCIPLINE**

By law, corporal punishment may not be administered. In addition, by law, students may only be physically restrained by a teacher if there is a danger that the student may harm themselves or others.

**IF THERE IS AN ALLEGATION OF A PHYSICAL CONFRONTATION WITH A STUDENT, YOU WILL AUTOMATICALLY BE MADE INACTIVE IN THE AESOP SYSTEM AND CANNOT SUB UNTIL THE INCIDENT HAS BEEN EVALUATED AND RESOLVED.**

## **ALCOHOL/DRUGS**

If you are suspected to be under the influence of alcohol or a controlled substance, you may be asked to submit to a test administered by school police.

## **CLASSROOM MANAGEMENT**

In addition to subject matter presentations, Substitute Teachers must develop an ability to appraise the goals that students express through their behavior. Behavior is purposeful. The difficulty lies in determining the purpose for which behavior is enacted and then dealing with that behavior in a positive manner. This requires sensitive observations and equally sensitive responses.

Considerable student behavior, the behavior which Substitute Teachers experience the most, centers about the desire for attention and the desire to exert power. A student's desire for attention is expressed in countless ways – talking out, falling out of a chair, asking repeated questions, wild tales, repeated need for help, cuteness, charm, throwing things, restlessness, and other minor mischief. The Substitute Teacher who is able to perceive these types of mechanisms as attention-getters is better able to deal with them, while not succumbing to feelings of frustration or annoyance.

The Substitute Teacher who becomes annoyed or frustrated in dealing with misbehavior and who tries to enforce conformity is easily pushed into a contest for power. A student or an entire class may become aggressive, purposely disregarding order and discipline. Power struggles are devastating since they cut quickly to the ego, challenging teacher authority and worthiness. Kids have an extremely effective way to winning out in struggle situations. Substitute Teachers must be able to recognize the warning signs of a pending power struggle and endeavor to keep their sails out of any mounting winds.

Substitute Teachers not only must develop an ability to recognize patterns of student behavior, but they must also develop an awareness of how such behavior can involve their own personal responses. Children are very quick to recognize how teachers respond to behavior. They are very quick to recognize that they can activate certain teacher responses, like buttons, at will. They will delight in activating these buttons – anger, frustration, love, acceptance, pity – with remarkable success, time after time after time unless Substitute Teachers recognize that their own responses to certain behavior may in fact contribute to that very behavior.

If a student is constantly disruptive in class, the Substitute Teacher must maintain a personal awareness of how that behavior influences his or her own composure and mood. A problem exists with child's behavior and that behavior must not trigger anger, frustration or other Substitute Teacher responses that will complicate the situation. Being aware of one's own personal behavior does not warrant a façade of callousness or aloofness to eliminate vulnerability, but it does allow for responses that are neither baited nor reflexive.

Mastering the Art of Substitute Teaching, S. Harold Collins, Garlic Press, 1979