



Substitute Handbook 2018-2019

North Platte Public Schools
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(308) 535-7100

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North Platte Public Schools
Administration Offices
301 West F Street – PO Box 1557
North Platte, Nebraska 69103-1557
Phone: (308) 535-7100
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Dear Educator,

Thank you for your interest in substitute teaching for North Platte Public Schools. The role of the substitute teacher in our district is vital to the overall success of the North Platte Public Schools student. You have a very important mission to continue the educational opportunities for each and every student. You must be an educator, a disciplinarian and an individual concerned about the welfare of our students.

This handbook is intended to assist in your role as a substitute teacher for North Platte Public Schools. We want to make your job as easy as possible by answering many of your questions before you ask them. However, please feel free to ask building staff or myself any additional questions you may have. We want you to know that you are a part of our team and we want to be of assistance to you whenever possible.

Good luck and thanks for helping make our students successful.

Sincerely,

A handwritten signature in blue ink that reads "Tami Eshleman". The signature is written in a cursive, flowing style.

Tami Eshleman, Ed.D.
Associate Superintendent

Dr. Ron Hanson, Superintendent
Dr. Tami Eshleman, Associate Superintendent
Mr. Stuart Simpson, Executive Director of Finance
Peggy Romshek, Director of Special Services
Denise DiGiovanni, Director of Elementary Teaching and Learning
Vikki Carlson, Director of Secondary Teaching and Learning

North Platte School District's Focus Areas

Our focus for the school year will be to improve student success by building professional capacity with teachers and principals; developing and implementing systemic and systematic processes that impact the teaching and learning in every classroom; and planning, developing, and implementing programs that prepare students for the next phase of life.

1. **Teachers:** are the number one factor that impacts student learning. Building professional capacity with the teachers is an essential factor in our professional development, curriculum development, and student success plans.

Actions:

- Continue to recruit, hire, train, & retain highly effective teachers.
- Provide high quality, systemic professional development to all teachers.
- Implement a systemic continuous improvement process that determines what's working and what needs to improve via professional learning team structure.
- Ensure all teachers understand the intended curriculum – vertically and horizontally.
- Ensure all teachers are implementing the intended curriculum with fidelity.

2. **Principals:** The principal is the second highest factor just beyond the classroom teacher that impacts student achievement (Hattie, 2009). Building professional capacity with the principals is an essential factor in our professional development plan. – *Fullan*

Actions:

- Continue to recruit, hire, train, & retain highly effective principals.
- Provide high quality, systemic professional development to all principals.
- Build professional capacity of all principal to become **lead learners** of the school.
- Implement a systemic continuous improvement process that determines what's working and what needs to improve at all schools.
- Principals have professional learning time every Wednesday of the month to build their professional capacity as **lead learners**.

3. **Systemic Processes and Structures** – improving teaching & learning in all classrooms

Actions:

a. Review and enhance current **Curriculum Development Process**

- A K-12 guaranteed, viable curriculum; aligned with NE State Standards; horizontally and vertically aligned at each grade/subject level; implemented with fidelity in every classroom.
 - a. Understood by all teachers – vertically and horizontally aligned to increase fidelity of implementation.
 - b. Common, rigorous assessments are used to determine if students are learning and for determining improvement goals.
- Professional Learning Teams (PLTs), curriculum guides, and learning plans support every classroom teacher. The guarantee a viable curriculum, for all students, is implemented across the District with fidelity.
- Teachers are using best instructional practices when implementing the intended curriculum – District Instructional Model.

b. Review and enhance **Professional Learning Teams**

Actions:

- We use the professional learning team structure to provide opportunities to teachers to learn from each other.
- All teachers are provided the time to meet, plan, and develop instructional plans that include the elements of an effective lesson using the District Instructional Model; using evidence-based practices which are monitored for effectiveness using common assessment data. [All professional learning teams develop goals and action plans based on student data. Each teacher develops a classroom action plan that aligns with the PLT goal.] Teachers team/teachers are continually collecting and analyzing common data sources to determine the instructional effectiveness that have the greatest impact on teacher and student learning.

- Teacher teams develop **Learning Plans** (units of study) that include the essential elements of an effective lesson: clear learning targets, anticipatory set, teaching and modeling in small bites or chunks - scaffolding, questioning, feedback, multiple cycles of guided practice, and checks for understanding until students are ready for independent practice and closure. All teachers are implementing the elements of an effective lesson as described in the District's Instructional Model.
- All teachers will use **common assessments** for the purpose of measuring student success. [The curriculum department will develop and implement a comprehensive and balanced assessment system, ranging from authentic literacy opportunities to performance based and quality multiple choice common assessments.] All teachers are using valid and reliable formative, and summative assessments aligned with curriculum standards, concepts, and indicators. Results are used to guide instruction and provide constructive feedback to students. [The District implements a comprehensive assessment system that generates a range of data about student learning and utilizes assessment data in a timely fashion to inform adult actions and professional learning needs at a variety of stakeholder levels.]
- c. Review and enhance **Continuous Improvement Process** using Systemic Action Research Model

Actions:

- Use a district-wide action research model for consistency, fidelity, and common language.
- Use multiple measures to determine if students are learning – such as District assessments, NSCAS assessments, MAP, and ACT
- Use a multiple Tiered System: District-School-Grade Level/Subject Level-Teacher
 - District = Tier I Goals School = Tier II Goals Classroom/PLT = Tier III Goals
 - All levels of the system utilize the action research model to determine what's working and what needs to improve. The **I.D.E.A.L. research model** will be learned and utilized as the continuous improvement tool.

4. Quality Programs – Focus on planning, developing, enhancing, and implementing . . .

- a. **NPPSD Career & College Readiness Initiative**
- b. ***Dare-to-Go-Five or Below*** – attendance matters strategy
- c. **Positive Behavioral Interventions & Support - PBIS** is a behavior based and research validated process that increases the capacity of schools, families, and communities to develop preventive, proactive, positive environments. The process focuses on building school-wide, classroom and individual systems of support general enough to assist ***all*** students, but focused enough to provide students at risk individual help.

Substitute Information



Requirements

To substitute teach in the North Platte School District you must have a valid teaching certificate. The types of certificate offered by the State of Nebraska are as follows:

- a) A Standard Nebraska Teaching Certificate
- b) A Substitute Nebraska Teaching Certificate
- c) A Local Substitute Nebraska Teaching Certificate.

Standard and Substitute Certificates

A standard certificate is issued to an individual who has met all of the requirements to be a teacher by the Nebraska Department of Education.

A substitute teaching certificate is issued to someone who held a traditional certificate in the past. The individual may have allowed the certificate to lapse and therefore may require additional credit hours to be taken before a standard certificate could be issued.

It is the responsibility of the substitute to secure their certificate with Nebraska Department of Education.

Local Substitute Teaching Certificate

The option of a local substitute teaching certificate has been added to the type of teaching certificates offered by the Nebraska Department of Education. An individual who has taken a minimum of 60 college credit hours, including at least one course in education may qualify. Nebraska Department of Education determines certificate. Steps needed to determine if you qualify as a local substitute teacher are:

- 1) Send a copy of your college transcripts to the Nebraska Department of Education to be reviewed.
- 2) Request a "Local Substitute Application Packet" from:
Nebraska Teacher Certification Office
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
(402) 471-0739
www.nde.state.ne.us/TCERT/
- 3) If we determine that your transcripts meet the guidelines, a letter of recommendation from the North Platte Public Schools Board of Education will be issued.
- 4) North Platte Public Schools will fax your letter of recommendation to the Nebraska Dept. of Ed.

Note: Please be advised that at the present time Local Substitute Teachers are limited, by the State, to subbing a maximum of 90 days within a calendar year from the receipt of their certificate. **If you are a local sub, you are responsible for keeping track of your days worked so you do not exceed 90 days.**

Substitute Teacher Application Process

Once you have a current teaching certificate (standard, substitute or local) you will need to apply online at www.nppsd.org > Employment Opportunities. Substitute applicants will be contacted for an interview with the Associate Superintendent prior to hiring.

Once hired, substitutes will be responsible for submitting the following documents prior to subbing:

1. **Substitute Teacher Information Sheet**

This form asks some basic informational questions about you. It also asks you to tell us the days of the week that you are able to substitute teach as well as the grade levels in which you prefer to teach.

2. **W-4**

This is the standard Federal form that allows us to withhold the correct Federal Income Tax from your pay.

3. **I-9**

This is also a standard Federal form that proves to us that you are a United States Citizen. We need the following documentation:

(A) Passport, or	(B) Two of the following; Driver's License, Birth Certificate, or Social Security Card.
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Please bring required documentation with you when you return your paperwork and we would be happy to make the copies necessary to attach to this form.

4. **Criminal History Background Form**

This form allows us to run a criminal check to ensure that we do not expose the students of North Platte Public Schools to someone who may have committed a felony that injured a child or could cause potential difficulties working with children.

5. **Direct Deposit Form**

North Platte Public Schools pays only via electronic funds transfer. This form allows us to transfer funds into your account. We do not send out pay advices any longer. All information regarding your paycheck is now available online. You will need to call **Cindy O'Connor at 696-3308** to receive information on how to sign in.

Substitute Duty Hours

Substitutes have the following standard duty hours:

AM Only: 7:45 to 11:45

PM Only: 11:45 to 3:45

Full Day: 7:45 to 3:45

Exceptions:

- Substitutes at Madison Middle School will report at 7:30 and leave at 3:30.
- Substitutes at the High School still report at 7:45 and will be assigned supervision of students until school starts at 8:20.

Permission to deviate from these duty hours will only be granted by Human Resources Office or building administrator.

Substitute Teacher System

North Platte Public Schools utilizes AESOP Substitute Placement system. Substitutes call **1-800-942-3767** or www.FrontlineK12.com/Aesop to accept jobs and set preferences.

The Human Resources office at McKinley Education is the district contact for substitutes. Each building will coordinate with the Human Resources office to ensure coverage for teacher absences. The District Phone Number is (308)535-7100.

Substitutes will be responsible for checking their assignments and preferences on AESOP. If assistance is needed, please contact the Human Resources office.

There are two types of jobs that are filled by substitutes, absences and vacancies. Absences are defined as jobs needed filled by teachers who take sick, school activity, personal, inservice, or bereavement leaves. Vacancies are posted by Human Resources office to fill absences for teachers who are participating in IEPs, Classroom observation or other absences approved by Human Resources office. All jobs may be reassigned at the discretion of the building administrator.

Lesson Plans

Lesson plans should be arranged by the teacher ahead of time and left in the room, attached on AESOP or with the office. But in an emergency the teacher is to call the principal with the information. The principal can then pass that information onto the substitute. Please refer to guidance at the end of the handbook.

Identification Badges

The staff of North Platte Public Schools are required to wear identification badges for security reasons. All substitutes will be issued a district identification badge to wear while substituting.

District Email

District email will only be issued to staff members who meet the following criteria:

- Former NPPSD teacher
- Substituted for the district for at least three years with an average of over 40 days per year
- Accepted long term sub job of 20+ days
- Signed Technology User Agreement

Requests for district email must be submitted to Human Resources office. Human Resources office will notify Technology Department of permission to grant district email to substitutes.

Pay Scale

The pay scale for substitute teachers is as follows:

Daily Rate: \$120/day

- 1 - 5 Consecutive days for the same teacher you receive \$120.00/day (1/2 day is \$60)
- 6 – 30 Consecutive days for the same teacher you receive \$150.00/day retroactive to when the assignment began
- 31+ Consecutive days for the same teacher you receive 1/185th of Base Teacher Pay *retroactive to when you began the assignment (\$200 for 2017-2018)
** This figure is based on the BA, Step 1 Placement on the teacher's salary schedule and will change each time the teacher's salary schedule changes.*

North Platte Public Schools has an incentive program for substitutes. Substitutes who successfully complete the **Sub Skills Basic Training** from **Stedi.org** will be eligible for additional compensation based upon the following criteria:

- Subbed for a minimum of **40 school days**
- **Presents SubDiploma** to Human Resources
 - o Must be renewed annually
 - o Substitute is responsible for cost of program - approximately \$39.95
- AESOP overall rating of at least **3 of 5 stars**
- May only limit subbing to secondary or elementary, if a sub elects to only sub in certain buildings then the sub would not be eligible for incentive
- Substitutes will be eligible for three years of incentive upon successful completion. Subs will have to complete the training every three years to qualify for incentive.

Substitutes will be compensated an additional **\$10/** day in the following July if the preceding requirements are met on an annual basis.

Paycheck Procedures

North Platte Public Schools payroll is completed on a monthly basis. Direct Deposits (in lieu of checks) are wired to your financial institution(s) on the 20th of each month for hours worked in the previous month. You will no longer receive an advice showing you the amount of the deposit and various other information traditionally located on a pay stub. Contact Cindy O'Connor (number listed below) to find out how to sign in to the **Employee Portal** to see your payroll information. Employee Portal will not be available until after first paycheck.

Payroll is figured per calendar month for the previous calendar month.

Example #1: If you work the 1st of September, you would receive payment for that assignment on the 20th of October.

Example #2: If you work on the 30th of September, you would receive payment for that assignment on the 20th of October as well.

The contact secretary in each building is responsible for inputting the time information regarding substitute teachers in their buildings into the computer system. If you think a day has not been recorded for you, please check AESOP and then reconcile with the building secretary.

If you feel there is a problem or a discrepancy with the time report or payment earned, please contact **Cindy O'Connor** at **696-3308** if the issue cannot be resolved with the building secretary.

Duties of the Substitute

1. The Substitute is to sign in prior to the time classes begin and remain in the building until the close of the school day, which is 3:45 or dismissed by building administrator or designee.
2. The substitute is to check in with the designated contact secretary at the building office to get materials and information pertinent to her/his work and an identification badge.
3. The substitute should immediately check the teacher's daily schedule and review the lesson plans for the day. Teaching assignment for substitute is at the discretion of the building administrator and may be assigned as needed.
4. The substitute is to do all the special duties of the teacher for whom she/he is substituting.
5. The substitute is to correct papers for the work assigned during the day and leave them in order on the desk.
6. The substitute is to maintain discipline and order in the classroom
7. At the end of the day the substitute should leave a written report of the days activities.
8. If there is a district or building error in sub placement, substitute will remain in the building for half day and assigned by building administrator. If another substitute position opens up, then the substitute will report there. If a substitute chooses to leave, then they will forfeit the pay for the day. The substitute will be compensated for the half day.

Substitute Evaluation

There is no formal evaluation for substitutes. Teachers are asked to leave feedback after a substitute has been in their classroom. Substitutes are able to see only their star rating from the teachers. If there is an issue, a building principal or Tami Eshleman will contact the substitute. Substitute who repeatedly cancel jobs may be removed from the substitute call list.

Summary....

Beginning of the Day

Be on time
Know where to park
Sign in at the Office
Get room key (if needed)
Pick up/wear an identification badge
Pick up/look over substitute information packet
Check for Duties (i.e. lunchroom, recess, before and after school)
Check mailboxes for student handouts
Find emergency exits
Find fire alarm
Write your name on the Board

End of the Day

Check all papers (unless specified differently by the teacher)
Complete Substitute check list which should include
a. a note as to what was finished or not finished
b. a note regarding any student problems
Check out at the Office before leaving the building
Return name badge and keys
Sign payroll paperwork

Discipline

The substitute teacher is due the same respect as the regular teacher.

1. List the names of the students that were very helpful
2. Keep a list of students who have misbehaved. Be specific about describing the behavior.
3. Check with the administrator about their referral procedures should students be unruly, disruptive or disturb the educational process.

Responsibilities

A substitute shall be subject to all the duties of a regular classroom teacher including any lunchtime or before and after school duties. The principal will inform the substitute of these duties before the beginning of the school day.

Business casual is our dress code, substitutes are expected to dress in a professional manner befitting the responsibilities of their position.

Reporting Child Abuse Policy No. 5402

The district recognizes its obligation under Nebraska law to report suspected child abuse or neglect cases to local law enforcement or social services personnel. In efforts to help prevent child abuse or neglect, school employees will learn to recognize the symptoms of child abuse, know how to report it, and provide continuing support and encouragement to abused children and their families.

Staff members will work cooperatively with law enforcement and/or the Child Protection Services (CPS) worker who is investigating a report of child abuse. Law enforcement and/or the CPS worker will be given access to a child at school when an interview is requested as part of an investigation of a child abuse report.

During the investigation of a reported child abuse case, when law enforcement and/or a CPS worker requests information about a student, school employees will provide information within the guidelines of the Family Educational Rights and Privacy Act (FERPA) and the exceptions to FERPA as noted in the Uninterrupted Scholars Act. The Uninterrupted Scholars Act permits educational institutions to disclose a student's education records, without parental consent, to a caseworker or other representative of a State

or local child welfare agency, when such agency is legally responsible for the welfare of the student or the student is the Ward of the Court or State.

Confidentiality

Privacy is paramount for the students and staff of NPPS. Any information substantiated or otherwise, overheard from students or faculty is to remain confidential. If concerns arise, please address them to the building principal.

Cell Phone

Use of Cell Phones. Employees are not to use personal cell phones for any non-school purpose during duty time.

Attire

It is important for employees to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Employees are expected to maintain conservative and professional attire and grooming when on duty. As a minimal guide, employees should not wear business casual clothing/ In addition to business casual, staff should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual employees should that be necessary.

**District
Information**



Directory of Building Addresses and Administrators

Administration Office McKinley Education Center P.O. Box 1557 301 West F Street	Dr. Ron Hanson, Superintendent Dr. Tami Eshleman, Assoc.Superintendent Mr. Stuart Simpson, Business Manager Peggy Romshek, Director of Special Services Denise DiGiovanni, Director of Elementary T & L Vikki Carlson, Director of Secondary T & L	535-7100
North Platte High School 1220 West 2 nd Street	Scott Siegel, Principal Micah Fisher, Associate Principal John Byrn, Associate Principal Cheryl Hall, Secretary	535-7105
Adams Middle School 1200 S. McDonald Road	James Ayres, Principal Brett Joneson, Associate Principal Kristi Wever, Secretary	532-7112
Madison Middle School 1400 N. Madison Avenue	Danny McMurtry, Principal Vicki Goforth, Secretary	535-7126
Buffalo Elementary School 1600 N. Buffalo Bill Avenue	Kim Flanders, Principal Tamran Berol, Secretary	535-7130
Cody Elementary School 2000 West 2 nd Street	Jeff Nemecek, Principal Annette TenEyck, Secretary	535-7132
Eisenhower Elementary School 3900 West A Street	Lyndsey Douglas, Principal Kay Wright, Secretary	535-7134
Jefferson Elementary School 700 East 3 rd Street	Traci Costlow, Principal Elizabeth Buhlke, Secretary	535-7136
Lake Maloney Elementary School 848 E. Correction Line Road	Robin Vahle, Principal Sarah Whalen, Secretary	532-9392
Lincoln Elementary School 200 West 9 th Street	Matt Irish, Principal Sally McMurtry, Secretary	535-7138
McDonald Elementary School 601 McDonald Road	Trent Benjamin, Principal Abigail Persinger, Secretary	535-7140
Osgood Elementary School 495 West State Farm Road	Robin Vahle, Principal Monna Trueblood, Secretary	535-7144
Washington Elementary School 600 West 3 rd Street	Greg Fruhwirth, Principal Libby Lower, Secretary	535-7142

Substitute Tips



Classroom Management

Remember: It is important for the substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair.

Respecting Students: Remember that each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them.

Staying in Control: It is extremely important for the teacher not to lose their temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self control, their behavior often becomes the focus of attention rather than the student's behavior.

Eye Contact: Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

Raising Your Voice: Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

Establishing Standards of Conduct: Letting the entire class know what your expectations are is key to having a successful educational day. "Establishing Standards" should be done as early in the day as possible. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

Logical Consequences For Student Behavior: Students need to understand that if they chose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices.

Positive Reinforcement: Students, like adults, respond to positive reinforcement better than to sarcasm or use of negatives. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

Praise and Correction Guides: It is more powerful and appropriate to correct students one-to-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is "to correct privately and to praise publicly." At the elementary level, it is generally acceptable to praise a particular student in front of other students. At the middle school and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived.

Surprising Students: Students need and expect clear direction and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, it often results in the students perceiving the teacher as being unfair and unreasonable.

Proximity & Classroom Management: There is a direct correlation of distance of the teacher from the student and student behavior. The closer a teacher is to a student normally, the better the student's behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

Unoccupied Student Time: Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.

Extinction: Minor unacceptable student behaviors are often best dealt with by using a technique known as extinction (ignoring minor negative behavior so it is not reinforced by providing desired attention). This technique usually results in minor unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct and forceful disciplinary intervention strategies.

General Tips

You will have good days and you will have bad days...

The same class that was so well-mannered and polite yesterday, can be obnoxious and impolite the next day. And, of course, there will be days when you will feel obnoxious and impolite, too. Despite these changes, you must exhibit the same behavior and conduct that you have in the past. The life of a student is unstable and ever-changing, the students don't need a Teacher who is the same.

Establish acceptable noise level...

You have been given control of the classroom: make it yours. The class will challenge this control and your first "standard" that students learn will be your voice level. Making your acceptable noise level known can take many forms: raising your eyes from the roll sheet to the student, simply saying "Quiet", or by not allowing the class to proceed until the class is quiet.

Ask students, "What do you think?" when you don't know...

This not only allows you to get away with not knowing the material, but encourages the students towards finding the answer on their own. Students are quick to "test" Substitute Teachers to see if they are qualified to teach the class room subject. The best response to the students' challenge is to ask, "What do you think?". If they persist, instruct the student to "look for the answer in the book", or "Go on to the next question."

Give them very reason to invite you back to teach again...

"Them" are the absent Teacher, The Administrators, and the Students. If "them" have trouble with you, it may decrease your chances of being asked back.

Be professional...

The students expect a Substitute Teacher to be professional. This means dressing, talking, and acting professionally.

Follow school rules...

Different schools have different rules. It is your duty to know the different rules of each school. Know if eating in class is OK, learn the location where the class goes in case of a fire drill (for every class you teach), etc.

General Tips (cont.)

Make them your students...

Don't create a wall between the students and yourself. Be one with the students. This means that you and the students are "on the same side". This means that you laugh at the same jokes, know the same language, and together, will arrive at the same learnings. The students pick up on this attitude and are more willing to learn from you once they become "your students".

Treat students with respect...

Treat students with respect. The popular saying "Contempt Breeds Contempt" also works the other way; "Respect Breeds Respect". This includes "hearing" every question, giving praise for student's work, and allowing all students to participate.

Meet Troublemakers face-to-face...

If you ignore the troublemakers, they very rarely go away. One effective way to deal with troublemakers is to pick them out of the crowd and "expose" them (that is, let it be known privately that you will be watching them). This is tricky, as an exposed troublemaker can sometimes be a bigger problem than an invisible troublemaker.

A second more straight forward method of dealing with a troublemaker is to get them out of the classroom. This can be done with a referral, depending on how big of a troublemaker the student becomes. Experience will dictate the best method of discipline.

Learn...

Learn not only the student classroom material, but devote some time to analyze your teaching strategy. Try different teaching methods and compare their effectiveness. Learn as a Substitute Teacher. The position does get easier with experience, but only if you learn from failures and successes.



Expectations for Teachers, Substitutes and Administrators during absences

Absence Length	Teacher Responsibilities	Substitute Responsibilities	Principal Responsibilities
.5-5 days	<ul style="list-style-type: none"> • Detailed Lesson Plans • (may be uploaded to AESOP) • Have Sub Notebook easily available • Classroom Schedule, Expectations, and Resources accessible • Teachers reviews substitute satisfaction survey and makes the appropriate corrective action • List of student IEP, 504 requirements, students with special accommodations (seating, restroom privileges, does not celebrate holidays, does not stand for flag, etc.) 	<ul style="list-style-type: none"> • Follow Lesson Plan and Instructions left by teacher • Follow classroom rules and expectations set by teacher • Fulfill duties of teacher as assigned by building principals (ie. Recess, Lunch, etc.) • Follow IEP and 504 requirements • Substitute completes satisfaction survey at the end of the assignment 	<ul style="list-style-type: none"> • Assures Lesson Plans are prepared and turned • Notifies classroom teacher if no lesson plan were prepared • Checks in with Substitute regularly throughout the day • Principal review substitute survey and makes any corrective action needed • Associate Supt. reads substitute survey and makes any corrective action • Assures a substitute-teacher's notebook is complete and visible
6-30 days	<ul style="list-style-type: none"> • Detailed Lesson Plans for first week • Have Sub Notebook easily available • Learning Plans for duration of absence • Classroom Schedule, Expectations, and Resources accessible • Teachers reviews substitute satisfaction survey and makes the appropriate corrective action • List of student IEP, 504 requirements, students with special accommodations (seating, restroom privileges, does not celebrate holidays, does not stand for flag, etc.) 	<ul style="list-style-type: none"> • Follow Lesson Plan and Instructions left by teacher • Submit to principals detailed Lesson Plans for days 6-30 • Follow classroom rules and expectations set by teacher • Fulfill duties of teacher as assigned by building principals (ie. Recess, Lunch, etc.) • Follow IEP and 504 requirements • Substitute complete satisfaction survey at the end of the assignment • Facilitates Parent Teacher Conferences 	<ul style="list-style-type: none"> • Assures Lesson Plans are prepared and turned • Notifies classroom teacher if no lesson plan were prepared • Checks in with Substitute regularly throughout the day • Principal review substitute survey and makes any corrective action needed • Associate Supt. reads substitute survey and makes any corrective action • Assures a substitute-teacher's notebook is complete and visible
31+ days	<ul style="list-style-type: none"> • Detailed Lesson Plans for first week • Have Sub Notebook easily available • Learning Plans for duration of absence • Classroom Schedule, Expectations, and Resources accessible • Teachers reviews substitute satisfaction survey and makes the appropriate corrective action • List of student IEP, 504 requirements, students with special accommodations (seating, restroom privileges, does not celebrate holidays, does not stand for flag, etc.) 	<ul style="list-style-type: none"> • Follow Lesson Plan and Instructions left by teacher • Submit to principals detailed Lesson Plans for days 6+ • Participate in Building Meetings/ PD at discretion of building principal • Follow classroom rules and expectations set by teacher • Fulfill duties of teacher as assigned by building principals (ie. Recess, Lunch, etc.) • Follow IEP and 504 requirements • Substitute complete satisfaction survey at the end of the assignment • Facilitates Parent Teacher Conferences 	<ul style="list-style-type: none"> • Assures Lesson Plans are prepared and turned • Notifies classroom teacher if no lesson plan were prepared • Checks in with Substitute regularly throughout the day • Principal review substitute survey and makes any corrective action needed • Associate Supt. reads substitute survey and makes any corrective action • Assures a substitute-teacher's notebook is complete and visible

It is important for Substitutes to know the expectations of teachers. If you believe you do not have the materials and information necessary for a successful day substituting, please contact the building principal.

LESSON PLANS - It is vital that you take an adequate amount of time preparing for a substitute teacher. Give the substitute as much detail as necessary to make your wishes clear. Review, organize and clearly label materials to be left for the substitute. The substitute needs enough material to keep the students busy for the entire class period. Your instructions should be fairly detailed and legible, leaving no doubt about what you are trying to accomplish on that given day. It might even be a good idea to include the actual goals and objectives that you are trying to attain to. But at all costs, leave the substitute more than enough activities/material to keep the students busy. Always make a few extra copies.

If you wish to leave your desks and cabinets locked, that is understandable, but at least leave a large sealed envelope marked "FOR THE SUBSTITUTE", containing all the items the sub will need for the day.

Make your expectations of the students clear - Studies indicate that a substitute has only the first 5 minutes of class to establish control of that class. A well-prepared group of students will most often comply with the substitute. Define best behavior for them. Never make jokes about substitute teachers and don't let students think that you have low expectations for days that you aren't there. Give students no opportunity to contradict the substitute. Use every available opportunity to remind your students about proper classroom behavior when guests — and that includes subs — are present. Work with your students to constantly remind them that if you do take an absence day, the class behaves properly. Make your expectations of substitutes clear - Take the time to discuss your expectations of student behavior with substitutes early in the year in case you are absent. When you are going to be absent, take the time to write thorough plans that account for every minute of class time.

A substitute-teacher's notebook, for use by any sub who may be assigned to your class, will be required. The notebook's emergency lesson plans and classroom management information will help ensure that everything runs smoothly while you're gone.

The sub notebook, clearly labeled and easily accessible from your desk, containing the following materials:

- Copy of your school's bell schedule, including lunch schedules
- Updated copy of your classroom seating chart
- Updated copy of your roll sheet (Note: Students with health needs noted)
- Copy of your daily instructional schedule, including para support if applicable
- Copy of your classroom rules/ procedures/ syllabus
- List of your most helpful and responsible students
- List of all classroom textbooks used and where they are shelved
- Simple map of the school facility and grounds, including emergency-exit routes
- List of the names, room numbers, and extensions of your closest fellow teachers
- List of the names and extensions of your school's administrative personnel
- List of the names, room numbers, and extensions of the nurse, counselor, etc.
- At least three broad, flexible lesson plans that can be used throughout the year