

Chester UFSD

Substitute Teacher Training 2017-2018



CHESTER UNION FREE SCHOOL DISTRICT
Excellence in Education

Substitute Teachers

- On any given day, approximately 274,000 substitute teachers serve in this country's classrooms. That is – on a given day approximately 10% of American classrooms have substitute teachers.
- 5-10% of a student's educational career will be spent with a substitute. Substitute teachers play a vital role in schools.
- By the time a student graduates from high school, that person will have spent the equivalent of a full year being taught by a substitute.

Topics Addressed in this Training:

- Professionalism and the substitute teacher
- Legal aspects of being a substitute teacher
- Classroom management & discipline
- The daily routine(s)



New York State General Rules Regarding Substitute Teaching:

- [NYSED Rules \(Link\)](#) – 40 Day Rule, etc.
- [Chester UFSD – Code of Conduct \(Link\)](#)

Eligibility To Substitute

All substitute teachers are employees of the district.

In order to be approved as a substitute teacher, a candidate must hold, at a minimum of 60 credits. Certified teachers get first preference for substitute assignments. Pay for substitutes is also based upon whether they are certified or not.

All substitute teacher candidates must be fingerprinted and have a background check.

Active Substitute List

Only those on the active substitute list are eligible to substitute.

You cannot be placed on this list until you have been fingerprinted and return the signature form that you have viewed this power point.

You are responsible for notifying the District Office with any change in address, phone number(s) or other contact information.

Substitute Calendar

It is important to **keep a calendar of the days you worked, who you worked for, and what school.** This will help if a question arises about your pay.

Expectations

It is our belief that all students have the right and ability to learn, and that all schools must provide a positive, safe, caring environment for teaching and learning.

A negative attitude is never valued.

It can result in a substitute developing a negative reputation. Substitute teachers are expected to serve as role models, just as the regular staff.

Contact Ms. Joanne Valastro in the District Office for any issues with your [AESOP account](#). You should check / update your AESOP account regularly.

Duties

All substitute teachers are expected to arrive on time. Chester Elementary School 8:40 am
Chester Academy 7:30 am

Report to the school office, sign in, and get any instructions you will need for the day.

Arrive at the classroom in time to review any information the regular teacher has left for you. Introduce yourself to the teachers on both sides of your classroom.

Above all, be flexible, ***expect the unexpected!***

Duties (Continued)...

Collaboration

The ability to work successfully with others is essential.

Treat others the way you want to be treated.

Have a sense of humor.

Be flexible, helpful and cooperative.

Emergency Plans & Exits

- Each school system has a detailed Emergency Plan, take a moment to look at the plan in each building.
- Know what to do and where your exits are.
- If you have any questions ask before an emergency arises.
- ***Expect the unexpected !!!***

Professionalism

- One of the most important aspects of becoming an effective substitute teacher is how you view and portray yourself to students, staff and the community. Above all, you need to consider yourself a professional. Remember, students will encounter substitutes on a regular basis, and for that reason alone you are a very important part of the educational process.

Professionalism

- As a foundation of professionalism, the New York State United Teachers (NYSUT) and the National Education Association (NEA) adopted a Code of Ethics of the Education Profession. These are based on the following principles:

Professionalism

COMMITMENT to the Student

- The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

PROFESSIONALISM

Commitment to the Profession

- The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

Professionalism

- Students and other staff will respect you more if you exercise good judgment in how you dress. Your appearance contributes to creating a good first impression from the moment you walk into a school building--and every time thereafter.

The following tips should be helpful:

First Impressions are Important

- Dress in a manner that sets you apart from students and enhances a businesslike atmosphere in the classroom.
- First impressions are important, and the way you dress will make a difference in how you are treated by students and staff. You may find that many teachers dress very casually, but you need to remember that they already have a relationship with their students. They are not making a first impression, and they are not attempting to gain control of a new classroom. As a substitute teacher, you are making a first impression virtually every day.



Dress comfortably so you can move around the classroom and building with ease.

Women will want to avoid high heels, short skirts, low-cut tops and severely tight attire.

Professional-looking pantsuits are usually appropriate. Men may want to wear khaki or dress pants, a button-down or polo shirt, and comfortable shoes.

In most cases, jeans, t-shirts, sneakers and sandals are not a good idea for any substitute. Regional differences and job assignment may influence your style of attire. For example, if you are substituting for a P.E. class, you will dress accordingly.

General rules of conduct

- **Rule #1.** You are to be attentive and present for the benefit of all students in the classroom.

The most crucial reason you are in the classroom is to ensure safety. Safety is always the #1 priority in schools.

To accomplish that, your attention must be focused on the students at all times.



This means:

- Do not give an assignment then sit down to read the newspaper or play on the computer. **Do not check your email when you are in class or supervising students.**
- Do not walk out of the classroom.
- As per NYS law, there is no smoking on school property.
- Do not make personal calls.

Professionalism

- **Rule #2.**

Never use the Internet at school to surf inappropriate web sites or check personal emails !

This may sound obvious, but it happens in schools across the nation.

Professionalism

- **Rule #3.**

Do not gossip about classes or students.

This rule applies whether you are in the teachers' lounge at school or anywhere else. It is all right to ask advice about how to deal with certain students or classes, but don't let the conversation develop into one of complaining, ridiculing or spreading innuendoes about students or staff.

Professionalism

- **Rule #4.** Keep your political, religious, and social beliefs to yourself.

You are there to teach, not to proclaim your opinions or convert students to your way of thinking. *By sticking to the teacher's lesson plans, you should be able to avoid these situations.* If you find yourself in a class where students ask about your beliefs, be respectful of their inquiries but stick to the lesson at hand.

Professionalism

- **Rule #5.** Be friendly, positive and enthusiastic.

Although you are not there to become friends with students, you do need to be pleasant with them and demonstrate an interest in their assignment. **Children are very quick to pick up on your overall attitude**, and you want them to be at least cooperative if not deeply engaged.

EXERCISING PROFESSIONAL JUDGMENT INTERACTION WITH STUDENTS

- Maintain a **professional barrier** between you and students. You are the adult, the teacher, and the professional; act like the expert - not like another one of the "kids." Students should address you as Miss, Mr. or Mrs. and your last name. Students should never call a substitute by their first name. Remember, you are not there to serve as one of their "friends" – you are their teacher!
- **Chester Academy specific:** Keep the classroom door open when greeting students at the start of class and greet students at the door. **Once class starts – classroom doors should be closed and locked for security reasons at all times.** School Administrators have keys to enter the room if needed. Also, at Chester Academy cellphones are allowed by some teachers, if the cellphone is being used for an academic reason as part of the lesson. Check the teacher's lesson plan to see if this is the case for that day's lesson. If not, students should not have cellphones out. **Additionally, teachers (including Substitutes) should never have cellphones out / visible in class.** You should receive a copy of the Academy cellphone policy when you begin work.
- Avoid any behavior that could be misinterpreted when interacting with students.
- Avoid leaving your students unsupervised.
- Use verbal praise and reinforcement.
- Avoid losing your temper and avoid corporal punishment.
- Do NOT socialize with students.

EXERCISING PROFESSIONAL JUDGMENT

INTERACTION WITH STUDENTS

- Do NOT take children home with you or transport them in your car alone or without prior administrative approval.
- Do NOT make telephone calls or write notes of a personal nature to students.
- Respect students and their cultural backgrounds.
- Use only proper humor (avoid sexual and racial jokes or humor).
- Be confidential (what you hear at school stays at school).
- Avoid criticizing others.
- Keep the conversation on the topic of the lesson / assignment. Do not allow students to draw you into conversations on other topics.

Legal Aspects

- An overall consideration when substitute teaching is your legal responsibility in the classroom and school.

The following are some legal responsibilities you should be aware of. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

Legal Aspects

- **Supervision Of Students** - The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly.

In many states, **a teacher acts in *loco parentis*** - in the place of a parent - and is allowed to use his/ her judgment in a manner similar to a parent. The standard is the reasonable -use of **professional judgment** for the safety and orderly education of students.

Legal Aspects

- **Due Care And Caution** - A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.



Legal Aspects

- **Release Of Children** - Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without consent from the office.

Legal Aspects

- **Administering Medication** - Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.

Legal Aspects

- **Confidentiality** - It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.

Legal Aspects

- **Anecdotal Records** - Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.

Legal Aspects

- **Discipline Policies** – New York State does not allow for the use of corporal punishment.

Legal Aspects

- When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care for both the individual child and the remainder of the class.

Legal Aspects

- Proper action may be detailed in the school policy or may require your independent sound judgment. Possible actions include calling the office or having another teacher watch your class while you take the child to the office, or having another teacher escort your student to the office.

Legal Aspects

- **Dangerous Situations** -A substitute teacher is responsible for making sure the learning environment is safe.
- This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment.

Legal Aspects

- A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education or art class may be uncomfortable for the substitute teacher. In such cases, the substitute teacher may choose to do an alternative activity which they feel they can conduct safely.

Legal Aspects

- The purpose of child abuse reporting legislation is to protect the **best interests of children**, offer protective services to prevent harm to children, stabilize the home environment, preserve family life whenever possible, and encourage cooperation among the states in dealing with the problem of child abuse.

Legal Aspects

- Any school employee (including a substitute teacher) who knows or reasonably believes that a child has been neglected, or physically or sexually abused, should **immediately notify** the building principal or assistant principal.
- [Dignity for All Students Act \(DASA\) – New York State Education Department - Powerpoint Link](#)

Legal Aspects

- *What is sexual harassment?*
- Definition: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or a student's academic success

Legal Aspects sexual harassment continued...

- 2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals
- 3. such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working, or learning, environment

Legal Aspects sexual harassment continued...

- **What are some examples of verbal, non-verbal, and physical sexual harassment?**

- The following are behaviors which could be viewed as sexual harassment when they are unwelcome:

Legal Aspects sexual harassment continued...

Verbal

- whistling or making cat calls at someone
- making sexual comments about a person's clothing or body
- telling sexual jokes or stories
- referring to an adult woman or man as a hunk, doll, babe, or honey
- spreading rumors about a person's personal sex life
- repeatedly "asking out" a person who *is not* interested

Legal Aspects sexual harassment continued...

Non-verbal

- paying unwanted attention to someone (staring, following)
- making facial expressions (winking, throwing kisses, licking)
- making lewd gestures
- giving gifts of a sexual nature

Legal Aspects sexual harassment continued...

- Physical
- hanging around, standing close, or brushing up against a person, touching a person's clothing, hair, or body
- touching oneself in a sexual manner around another person, hugging, kissing, patting, stroking, massaging

Classroom Management

- Here are eleven techniques that you can use in your classroom that will help you achieve effective group management and control.
- They have been adapted from an article called: “A Primer on Classroom Discipline: Principles Old and New” by Thomas R. McDaniel, *Phi Delta Kappan*, September 1986.

Classroom Management

- 1. **Focusing**

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

Classroom Management

- Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.

Classroom Management

- The focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

Classroom Management

- 2. **Direct Instruction**

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

Classroom Management

- 3. Monitoring

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. S/he checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The delay is important. S/he wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences. She provides feedback to students and monitors the class constantly.

Classroom Management

- Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

Classroom Management

- 4. Modeling

McDaniel tells us of a saying that goes “Values are caught, not taught.” Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The “do as I say, not as I do” teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use quiet voices in your classroom while they work, you too will use a quiet, but assertive voice as you move through the room helping youngsters.

Classroom Management

- 5. **Non-Verbal Cuing**

A standard item in the classroom of the 1950's was the clerk's bell. A shiny nickel bell sat on the teacher's desk. With one tap of the button on top he had everyone's attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

Non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

Classroom Management

- 6. **Low-Profile Intervention**

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

Classroom Management

- An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

Classroom Management

- 7. Use of students' names:

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way. "And you see, David, we carry the one to the tens column." David hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

Classroom Management

- 8. **Assertive Discipline**

This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the most widely known and practiced) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

Classroom Management

- 9. Assertive I-Messages

A component of Assertive Discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is suppose to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to..." or "I need you to..." or "I expect you to..."

Classroom Management

- The inexperienced teacher may incorrectly try “I want you to stop...” only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: “I wasn’t doing anything!” or “It wasn’t my fault...” or “Since when is there a rule against...” and escalation

Classroom Management

- **10. Humanistic I-Messages**

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child's behavior. "When you talk while I talk..." Second, relate the effect this behavior has on the teacher. "...I have to stop my teaching..." And third, let the student know the feeling that it generates in the teacher. "...which frustrates me."

Classroom Management

- A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: “I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect.” The student did not talk during his lectures again for many weeks.

Classroom Management

- 11. **Positive Discipline**

Use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of “no-running in the room,” use “move through the building in an orderly manner.” Instead of “no fighting,” use “settle conflicts appropriately.” Instead of “no gum chewing,” use “leave gum at home.” Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

Classroom Management

- Make ample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a "thumbs up" will reinforce the behavior.
- This is sometimes referred to as "building up the emotional bank account." That is, we give ample praise whenever appropriate so that when we must discipline students, it provides a balance, etc.

Special Education

- What are the needs of the special education students in your classroom? Leaving the class – see the Sub Plan left by the classroom teacher for this information and directions.
- Other needs/accommodations

Discipline Practices

- **1. Treat all pupils with fairness, impartiality, and responsible fairness.**
- **2. Be alert -- spot potential behavior problems in the early stages and take action before the situation gets out of hand.**
- **3. Remember that some pupils will test a substitute teacher to determine what behavior limits are. Teachers must take a firm stand when the limits are reached.**
- **4. Stress to students that they must assume some responsibility for their own actions.**

Discipline Practices

- **5. If possible, try to speak privately with pupils who cause problems. This may be done in the school corridor or quietly at the teachers desk.**
- **6. Try to avoid reaching an impasse with a student and allow him or her to save face if possible.**
- **7. Seek administrative assistance when necessary but do not lean too heavily on the principal to handle discipline problems. When you call in the principal or send a student to the office, you are asking someone outside your classroom to discipline a student for behavior inside your classroom.**

Discipline Practices

- **8. Watch attention spans. It is important to know when to change activities, speed up or slow down.**
- **9. Do not leave the class unattended unless there is a real emergency.**
- **10. Sometimes pupils will encourage certain activities or procedures which vary from regular teacher's routine. If such a situation arises, be pleasant but firm as to how things are going to be done that day. Try to adhere as closely as possible to regular teacher's normal routine.**

The Daily Routine

Classroom

Regular classroom teacher should supply you with the following:

- Lesson Plans
- Materials necessary to teach lesson plans
- Class & teacher schedule
- Class roll
- Seating chart
- List of students w/special needs
- Location of supplies
- Names of nearby teachers

The Daily Routine

Classroom (Continued...)

- If you have been given lesson plans follow them closely.
- If this is an unplanned absence you may not have actual lesson plans.
- Check with other teachers to see if they are all following the same plan.
- Check with the principal (or their secretary) for any other instructions.

Emergency Plans & Exits

- Each school system has a detailed Emergency Plan, take a moment to look at the plan in each building.
- Know what to do and where your exits are.
- If you have any questions ask before an emergency arises.
- ***Expect the unexpected !!!***

Attendance

- Check class role and record any absences.
- Report absences to school office (be sure to record student name and ID number).

Inclement Weather

- Check with office concerning instructions for inclement weather.

Student Pick Up

- Substitute teachers may not leave before **all** his/her students have either gotten on the bus or been picked up.

Correcting Students Papers

- You are not specifically directed to correct any papers, but you should put them in order for the regular teacher.

Leave a Report

- The regular teacher would like to know how the day went, so please leave a report. Supply a copy of the report to the main office and keep a copy for your records.

End of the Day

- Leave the room in the same condition as when you arrived.
- Close windows, turn lights out, return keys to office

The Daily Routine

- **First of all, arrive on time**, which probably means at least one-half hour before the first class is scheduled to begin. You should check in with the principal or secretary and sign in on the sign-in sheet that is available at many schools.
- Chester Academy Substitutes-Report by 7:30 a.m.
- Chester Elementary Substitutes-Report by 8:45 a.m.
- When possible, substitutes should park in the teacher's spot that they are substituting for. If not, please park in the back of the building.

The Daily Routine

- **Second, always dress professionally.** A Phoenix teacher says, "I dress to the 'T' as a substitute teacher. The kids hold the door for me. One on each side! That's pretty scary and wonderful that they are influenced so easily by appearance. My daughter's been on her job for only two weeks and she says they hold the door for her, also."

The Daily Routine

- **Third, follow the teacher's lesson plan as given to you.** Most all teachers are responsible and want their students to learn. You are expected to carry on with the academic program .
- Substitutes should be given a substitute teacher folder. This folder contains helpful information for the specific classroom you will be covering. At CES, teachers general sub plans on their desks in their classroom.
- Make sure to turn this folder in at the end of the day.

The Daily Routine

- *Ask about student passes and special procedures.*
- Ask if there will be any extra duties associated with the permanent teacher's assignment (bus duty, in school suspension supervision).
- Ask about any special school-wide activities planned for the day. For example, if there is a school assembly that day you need to get details as soon as possible, etc.
- Find out how to refer a student to the office.

Substitute Folder should contain:

- Building Map
- General Bell Schedule
- **Duty Schedule - a prep period for a regular teacher is not necessarily a free period for the Substitute teacher. ** Additionally, class coverages may be assigned by the main office. ****
- Telephone Extensions for Staff
- Attendance/Lunch Forms
- Emergency Procedures (Fire, Tornado, Shelter in Place)
- Discipline Referral Forms
- Substitute Teacher Evaluation Form
- Substitute Note Forms
- Teacher's daily schedule, class lists, procedures, seating charts, etc.
- If these are not in the Sub Folder, they are available in the main office or posted in the classroom.

The Daily Routine

Prior to Entering the Classroom This

information should be in the sub folder.

- Find out how to report students who are tardy or absent.
- Find the locations of restrooms and the teachers' lounge.
- Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them.
- Ask if any students have medical problems.

The Daily Routine

- In the Classroom Before School
- Enter the classroom with confidence.
- Write your name (as you wish to be addressed by the students) on the board.
- Review the expectations, or rules, if any are posted.
- Locate the school evacuation map.
- Read through the lesson plans left by the permanent teacher. Use hall monitors and other teachers as a resource as needed.

The Daily Routine In the Classroom Before School

- **Locate the books, papers, and materials which will be needed throughout the day. Make sure you understand the school policy on giving students passes to the bathroom, etc.**
- **Have items arranged so that you are ready to begin each period immediately.**
- **Study the seating charts. If you can't find any, get ready to make your own.**
- **Be in the halls between classes to monitor students passing.**
- **When the bell rings, stand in the doorway and greet students as they enter the classroom.**

The Daily Routine

- **Throughout the Day**
- Greet the students at the door and get them involved in a learning activity immediately.
- Take attendance at the start of each period (Academy Only). Report missing students to the main office as needed.
- Carry out the lesson plans and assigned duties to the best of your ability.
- Improvise using the materials in in the classroom to fill extra time, enhance activities, or supplement sketchy lesson plans as needed.
- Be fair and carry out the rewards and consequences you establish.
- Be positive and respectful in your interactions with students and school personnel.

The Daily Routine

- **At the End of Each Class Period**
- **Make sure that all classroom materials, etc. are accounted for.**
- **Challenge students to recall projects and topics they have studied that day.**
- **Remind students of homework.**
- **Have students straighten and clean the area around their desks.**
- **Academy: Do not let students stand around the door waiting for the bell. Please teach bell-to-bell and have students remain seated in desk until dismissal.**

The Daily Routine

- **At the End of the Day:**
- Write a report about your day and leave it for the permanent teacher.
- Neatly organize the papers turned in by the students.
- Close windows, turn off lights and equipment, and make sure the room is in good order before you lock the door.
- Turn in keys and any money collected at the office.
- Check to see if you will be needed again the next day.
- Jot down a few notes to yourself about what was accomplished, how things went, and ways to improve.
- **Academy:** Substitute folders should be left on the teacher's desk unless they have specifically requested they be turned in the office.
- Fill out any time sheets in the office if not previously completed.

Tips for Substitute Teaching

- Establish a Positive Classroom Environment
- It is essential to be perceived as confident, in charge and fair.
- Do NOT lose control.
- Students respect adults who respect them.
- You must be fair, firm and consistent.
- Make sure students understand the correlation between their choice and the consequence (of their behavior).
- Call the main office if you have any questions. It is better to check on something if you are unsure.

Tips for Substitute Teaching (Continued)...

- Communicate the significance of learning.
- Get students on task as quickly as possible. Be sure to record class attendance, follow plans and leave a report of the day.
- Direct eye contact can be very effective.
- Use different voice inflections but do NOT yell at or demean students.
- If a student's behavior is merely annoying— it is best dealt with by just ignoring them.
- Walk around the room. Supervising from the back of the room can be very effective. If you are giving a test/quiz left by the teacher — **you must constantly walk around the room to continually monitor students' activities.**

Tips for Substitute Teaching (Continued)...

- As was noted, sometimes teacher absences are not planned. One suggestion is to come prepared with a bag of supplies just in case there are no plans or desk is locked or plans are out dated. This might include extra pens and pencils, tape, and index cards.
- In some instances you may want to have a special picture book or article **which must be approved by the Building Principal ahead of time** to share with the class, in such cases. Please check with the Principal on this idea to discuss.

Positive Interaction

- Preventive discipline is more effective than reactive discipline.
- Correcting students one-on-one is more powerful and appropriate than public discipline.
- Students need and expect clear direction and predictability.
- Assisting students who are having difficulty will help prevent boredom and/or disruptions.
- Providing alternative learning assignments will also help prevent boredom and disruptions.
- Provide activities that students can begin immediately upon entering the room and continue when they have finished their regular assignment

Summary

In Summary, Substitute Teachers are expected to:

- Be professional
- Be aware of the legal aspects of the job
- Develop proper classroom management techniques
- Be available and flexible
- Follow a regular, daily routine as outlined above
- Contact the main / district office regularly as needed

Sources

- Class conduct - www.lkwdpl.org
- 11 Techniques for Better Classroom Discipline - www.honorlevel.com
- The Effective Substitute Teacher - www.teachers.net
- Substitute Teacher Handbook 5th Edition - Utah State University
- Substitute Teacher Guide - www.sdcoe.k12.ca.us
- Substitute Professionalism - www.learning.weac.org

- We appreciate your participation in this training. Please contact the Chester UFSD District Office at (845) 469-2231 should you have any questions relative to the substitute teacher list.