

GENERAL TIPS FOR SUBSTITUTES

- Arrive at the school in plenty of time to familiarize yourself with the teacher's plans and daily operations.
 - Sign in at the main office.
 - Introduce yourself to the neighboring classroom teachers. They can be helpful to you.
 - If you need assistance, just ask.
 - Have a humanistic attitude toward the students.
 - Record attendance.
 - Follow the plans and advise the teacher of the outcome.
 - Advise the teacher of activities that occurred throughout the day.
 - Leave the teaching area ready for the next day.
 - If requested, make every effort to correct assignments that were presented.
 - Maintain professionalism within the building, between buildings and the community.
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SUGGESTIONS FOR MEETING A CLASS FOR THE FIRST TIME

The following suggestions may be helpful when a substitute teacher is meeting a class for the first time:

- Arrive early (at least thirty minutes before classes start).
- Examine and interpret the plans.
- Check the daily schedule. Note when special classes are held.
- Write your name on the board.
- Greet pupils as they arrive. Introduce yourself and ask their names.
- Learn first names as quickly as possible. (This may be done by having nametags on the desks, using a seating chart or by calling the roll.)
- Be ready to initiate the first activity or assignment as soon as the class convenes. Engage students in a self starter activity or learning exercise.
- Write the daily schedule on the board.
- Find out if you have special duties such as playground, lunch, or detention.
- Be sure you know where a pupil is going when he leaves the room.
- Always be prepared. Be ready to implement your own ideas or plans if appropriate.

CLASSROOM MANAGEMENT TIPS

- I. Be Prepared
 - a. Arrive Early
 - b. Obtain Needed Administrative Information
 - c. Scout the Classroom
 - d. Locate Needed Teaching Materials
- II. Take Charge of the Classroom
 - a. Start the Class Decisively
 - b. Take Roll Efficiently
 - c. Give Directions Concisely
- III. Clarify Expectations Regarding Student Conduct
 - a. Use Classroom Discipline Plan
 - b. Give Specific Directions About Desired Behavior
 - c. Give Specific Feedback About Actual Behavior
 - d. Circulate Frequently Around the Classroom
- IV. Communicate the Significance of Learning
 - a. Minimize the Time Spent on Procedural Matters
 - b. Require Student Attention and Participation
 - c. Provide Feedback to Students About Their Work
 - d. Provide Closure at the End of Class

CLASSROOM MANAGEMENT TRAPS

Traps are a last resort attempt to maintain order in a classroom that usually does not succeed. A substitute becomes “trapped” due to poor or improper choices dealing with student behaviors. Once trapped, the substitute loses some of their ability and authority to direct student behavior. Listed below are traps to avoid.

CRITICISM TRAP: Criticizing students in an attempt to “shame” them into behaving appropriately.

COMMON SENSE TRAP: Involves trying to motivate students to comply with expectations by re-stating facts they already know.

QUESTIONING TRAP: Asking students “why” they behave in a particular manner. Asking students questions whose answers provide information unnecessary for stopping inappropriate behavior or getting the student on task.

SARCASM TRAP: Belittling students with ridicule destroys a positive classroom atmosphere. Involves making contemptuous or ironic remarks aimed to belittle students. Usually results in negative classroom atmosphere and bad feelings between students and the substitute.

DESPAIR & PLEADING TRAP: Pleading with students to behave appropriately. This communicates to the students that the substitute doesn’t know how to manage their behavior and that the classroom has pretty much been turned over to the students.

THREAT TRAP: A substitute verbalizing drastic, highly undesirable, and often unrealistic consequences if students do not behave appropriately

PHYSICAL/VERBAL FORCE TRAP: A substitute resorts to physical force or verbal threats and abuse to achieve desired student behavior.

TIPS ON MAINTAINING DISCIPLINE

- 1) Never give an order or threat you cannot enforce.
- 2) Give a child time for reaction.
- 3) Have a reason for what you ask a child to do, and when possible take time to give the reason.
- 4) Be honest.
- 5) Be fair.
- 6) Be friendly.
- 7) Give positive reinforcement.
- 8) Remember that a sense of humor is extremely valuable.
- 9) Do not take your personal feelings and prejudices out on the students.
- 10) Maintain poise at all times. Do not lose your temper.
- 11) Listen for suggestions and complaints from the children.
- 12) Follow-up all cases that have been disciplined. Be certain that you still have the respect and confidence of the student.
- 13) Be sincere in your work.
- 14) Set a good example yourself.
- 15) Never hold a student up to public ridicule. It is the surest way of creating a discipline problem.
- 16) Look for good qualities – all students have them.
- 17) Correct individuals rather than punish the whole group.

WHEN TO CONSULT THE PROGRAM SUPERVISOR

Please consult the Program Supervisor with questions that you may have, including any questions concerning the following matters:

- a. Releasing students to the care of another individual, including but not limited to a parent or guardian
- b. Showing movies
- c. Fieldtrip procedures
- d. Information regarding a student's Individualized Education Program

THE SUBSTITUTE TEACHER TOOL KIT

Many substitute teachers find security in traveling to school each day equipped to handle a range of instructional situations and prepared to respond to a variety of minor emergencies. Packing some combination of the following materials in a tote bag, day pack, or briefcase provides the flexibility to be more spontaneous in your teaching and less dependent on having to find a particular material before you can pursue a teaching idea. Consider the following suggestions and add your own ideas to create a personalized Substitute Teacher Tool Kit.

The contents of a Substitute Teacher Tool Kit can be organized into four categories:

Personal and Professional Items

Clipboard	Pen, pencil, colored (non-red) marking pen
A whistle (useful for P.E. and playground duty)	A coffee mug or water bottle
Snacks (for yourself)	A small package of tissues
An individualized Hall Pass	Band-Aids, disposable rubber gloves
Headache medicine (for you only)	Small sewing kit with safety pins
Substitute teacher report (to leave for the permanent teacher; see example in handbook)	
District information (maps, addresses, phone numbers, policies, starting times, etc.)	
A small bag or coin purse for keys, driver's license, money (enough for lunch), and other essential items.	

Activity Materials

Tangrams	Bookmarks
Picture books and brainteasers	Number cubes/dice for learning activities
Estimation jar	Timer
Copies of a 5 minute filler (early finisher) activity	One class set of a short activity
Local daily newspaper or USA Today	

Everyday Stuff

Rubber bands	Glue/Glue sticks
Colored markers, pens, pencils, crayons	Transparent and masking tape
Pencils and small pencil sharpener	Chalk
White board markers and dry eraser	Ruler
Scissors	Post-it-note pads
Paper clips, staples, and a small stapler	Calculator
Index cards	Overhead transparency blanks
File folders	Pocket dictionary
Lined and blank paper	Transparency pens
Materials needed to deliver a "back-up lesson plan"	
Name tag materials (address labels and masking tape will work)	

Rewards & Motivators

Positive reinforcement and praise	Extra free time
Certificates	Stamp & ink pad
Sticker	

PROFESSIONAL SUBSTITUTE TEACHER CHECKLIST

At Home:

- Organize several appropriate substitute teacher outfits in a section of your closet.
- Compile a set of note cards containing pertinent information about the school where you may be assigned.
- Keep a note pad and pencil by the phone you will be using to answer early morning calls.
- Answer the phone yourself.
- Assemble a *Sub Tool Kit*. Keep it well stocked and ready.
- Leave early enough to arrive at school at least 30 minutes prior to the beginning of school.

Prior to Entering the Classroom:

- Report to the administration office.
- Ask about student passes and special procedures.
- Ask if there will be any extra duties associated with the permanent teacher's assignment.
- Ask about any special school-wide activities planned for the day.
- Find out how to refer a student to the office.
- Ask if any students have medical problems.
- Obtain any keys that might be necessary.
- Find out how to report students who are tardy or absent.
- Find the locations of restrooms and teacher's lounge.
- Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them.

In the Classroom Before School:

- Enter the classroom with confidence and your *Sub Tool Kit*.
- 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
- Locate the books, papers, and materials which will be needed throughout the day
- Study the seating charts. If you can't find any, get ready to make your own.
- When the bell rings, stand in the doorway and greet students as they enter the classroom.

Throughout the Day:

- Greet the students at the door and get them involved in a learning activity immediately.
- Carry out the lesson plans and assigned duties to the best of your ability.
- Improvise using the materials in your *Sub Tool Kit* 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.

At the End of Each Class Period:

- Make sure that all classroom sets 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.

At the End of the Day:

- Complete your Substitute Teacher Report 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.

SUBSTITUTE TEACHER REPORT

Substitute's Name: _____ Date: _____

Phone Number: _____ Grade: _____

Teacher: _____ Building: _____

Note to the teacher regarding lesson plans (completed/not completed):

Were lesson plans easy to follow? If not, suggestions:

Were instructions clear as to: "where to locate materials", "student schedules", "lunch/activities/bus"? If not, suggestions:

Notes regarding student behavior: (class helpers, students who did not respond appropriately)

Absent students:

Additional Comments:

