



Substitute Handbook
2023-2024

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Welcome:

Welcome to the educational family of the Wamego School District! We are very pleased that you are interested in being a vital part of the Wamego School District Substitute Teaching Program.

Because of the difficulty involved in going into a school with little planning and preparation, it is important that the substitute teacher have a positive attitude and enthusiasm as well as be dependable, flexible and acquainted with the requirements, policies and procedures necessary to maintain the highest possible standards of service to our students. Standards are high for teachers in our district, as we constantly pursue excellence in our educational programs.

Adhering to the same high standards as regular teachers, our substitute teachers are considered an important part of achieving this educational excellence. We expect our substitutes to teach. You assume a demanding and critical role in the education of the youth in our district. The cumulative effect of substitute teachers over the course of a year is significant to the educational process. You are an important person to us, and we expect you to do your best.

The responsibilities of the substitute teacher are the same as those of the regular classroom teacher. The substitute teacher must maintain the interests of the students, follow the plans prepared by the regular classroom teacher and fulfill the teacher's responsibilities for reporting and completing records (absentees, tardies, etc.).

Substitute teachers must observe the school policies regarding grading, discipline, and safety of students, and maintain professional standards. The building principal should be notified if assistance is needed.

As a substitute, you will be placed on our active calling list, which will allow you an opportunity to substitute in the Wamego School District and the Special Education Cooperative districts, if you choose to.

Read this handbook carefully to be knowledgeable about district expectations and procedures. Please ask regular staff members to assist you whenever the need arises. If you need help, just ask!

Welcome to USD 320!

Obtaining Substitute Certification:

For information on requirements for substitute teaching certificates, contact the Kansas Department of Education, Teacher Certification, Topeka, Kansas, phone 785-296-2288. You can also visit their website at www.ksde.org. Choose "Teaching and Learning" and then "License Requirements". Here you can view requirements as well as find applications to either print or fill out online.

To apply for the INITIAL emergency substitute license, a paper application form can be downloaded and printed from the KSDE website. Fingerprint card (available by either requesting one on the KSDE website or at the District Office), official transcripts, the application form, and fee are required for an initial emergency substitute license. Once you have completed the forms, you can take the fingerprint card, forms, addressed manila envelope, postage, and fees to the Pottawatomie Sheriff's department located in Westmoreland (it is requested that you call first), or to another location where fingerprints may be obtained. They will process the fingerprint cards and send the packet to KSDE.

S.B.R.91-1-60. An emergency substitute teacher certificate may be issued to any applicant who has:

1. Submitted an application and fee.
2. Completed a minimum of 60 semester hours of college credit; and
3. Been recommended for certification as an emergency substitute teacher by a local education agency administrator and the president of the local education agency governing board.

This regulation shall take effect on and after July 1, 1989. (Authorized by and implementing Article 6. Section 2(a) of the Kansas Constitution; effective (temporary) January 8, 1982; (permanent) May 1, 1982; amended May 1, 1984; amended July 1, 1989.

Renewing Substitute Certification:

The RENEWAL process is now an online application process. Any person who has held an emergency substitute license since the 1999-2000 school year should use the online application process. On the applications page, choose the link to Form 8 - Renewal of Emergency Substitute license. Step-by-step instructions for completing the online application process are provided.

This is a one-step process that can be done in just a few minutes. Applicants will be given the option to pay for the license with an electronic check, credit card, or with a paper check or money order. There is a \$3.00 fee charged for an electronic payment by the pay system.

If you do not complete your renewal process before your current certification expires, you will have to submit a full application, fingerprint card and fee again to re-certify!

Applying to be a USD 320 Substitute:

After you have received your Emergency Substitute Certificate, Teaching Certificate, or Substitute Certificate you will need to complete the USD 320 Substitute Teacher Online Application. The application form is available on the USD 320 web site at <https://Wamego.schoolrecruiter.net>.

After we have received and processed your application, Courtney Carpenter, HR Coordinator, will contact you to complete all of the forms required through TalentEd, our online records system. These documents must be completed and on file with the District Office before you will be placed on our substitute teacher list.

- Substitute teacher online application for USD 320. The application form is available on the USD 320 website at <https://wamego.schoolrecruiter.net>.
- Current Kansas Teaching Certificate, Substitute Certificate, or Emergency Certificate. For information on obtaining these, please refer to page 3 of this handbook.

Forms and Training Completed Through Talent Ed Records System:

- Information Form
- Substitute Preference Form
- Emergency Contact Information
- W-4 federal and K-4 state tax withholding forms
- Employment Eligibility Verification (Form I-9)
- Loyalty Oath (State of Kansas Oath)
- Acceptable Use Policy
- EEOC (Race and Ethnicity Form)
- Certification of Health- more information on page 5 of this handbook.
- Participation in Voluntary Activities Form/Workers Compensation
- Adult Sexual Misconduct Training
- Blood Borne Pathogen Training
- HBV Accept/Decline Form
- Classified Employee Handbook Acknowledgement
- Substitute Handbook Acknowledgement
- Substitute License Upload

Items Needed to Be Delivered to District Office:

- Driver's License and Social Security Card or other acceptable documentation (you can find a list at https://mythdhr.com/Documents/I9_) for a copy to be made
- Certification of Health if you have not already scanned and loaded a completed form to the Talent Ed Records System

Applying to be a USD 320 Substitute: (cont.)

Substitute teachers or emergency substitutes will not be placed on the USD 320 substitute teachers list unless the above-mentioned items are on file in the USD 320 District Office.

Building principals have the right to deny the placement of specific substitute teachers in their buildings.

If you have any questions concerning substitute teaching for USD 320 or how to apply, please contact Paige Padgham at the District Office at 785-456-7643 or padghamp@usd320.com

Substitute Rate of Pay and Payment Procedures:

The substitute teacher is to be secured in all cases by the school officials – never by the teacher. Each substitute is to sign a Substitute Teacher’s Record in the office at the beginning or end of each day to provide an accurate payroll account of days taught. Substitute teachers shall have a valid teacher certificate or emergency certificate on file with the Kansas Department of Education and shall be paid:

- **\$62.55 for half day, \$125.10 for full day**

After ten (10) consecutive days of teaching for the same regular classroom teacher, a substitute teacher shall be paid **\$156.38** per day. If it is known in advance that the sub will work at least 10 consecutive days for the same teacher, the pay rate will begin at \$156.38 per day. If not, the pay differential will be retroactive back to the first day of long term sub work for that teacher.

Substitute teachers shall take over all duties of the regular teacher, including playground supervision and lunch duty, and shall observe regular teacher’s hours. Substitute teachers should not attend before school conferences.

- **Federal Withholding Tax:** Tax is withheld according to the exceptions filled out on the W-4 form on file at the District Office.
- **Kansas Withholding Tax:** Tax is withheld according to the exceptions filled out on the K- 4 form on file at the District Office.
- **Social Security (FICA):** Substitute teachers are covered by Social Security; withholdings are computed as per the current Social Security rate.
- **Retirement:** Substitute teachers do not qualify for participation in the Kansas Public Employees Retirement System.

Direct deposits will be in your account on the 22nd of each month. If the 22nd falls on a non-business day, payments will be made for the business day immediately preceding the 22nd. For those who do not enroll in direct deposit, paychecks will be mailed the business day prior to payday. Please see [2023 - 2024 Pay Periods](#) for a schedule of the current school year’s pay periods.

Injuries on the Job:

As an employee of the Wamego School district, a substitute is covered for worker’s compensation. Any injury sustained as an employee on school property, while in the normal course of duties as a substitute teacher, should be reported immediately to the school principal on the day of the injury, using the appropriate forms. If the injury is not reported within 10 days of the accident, the claim may be denied. If medical treatment is necessary, the injured employee must seek authorized treatment at the

USD 320 designated location, Mercy West in Manhattan KS. For a complete explanation of workers compensation, please reference the Classified Handbook, located at www.usd320.com.

USD 320 School Contact Information:

USD 320 District Office

1008 8th Street
Wamego, KS 66457
Phone: 785-456-7643
Fax: 785-456-8125
www.usd320.com

Courtney Carpenter, HR Coordinator
Cyndi Mayle, Payroll Clerk
Paige Padgham, Administrative Assistant

Central Elementary School

Grades PreK-2
900 7th Street
Phone: 785-456-7271
Teri Dow, Principal
AJ Stubbeman, Administrative Assistant

West Elementary School

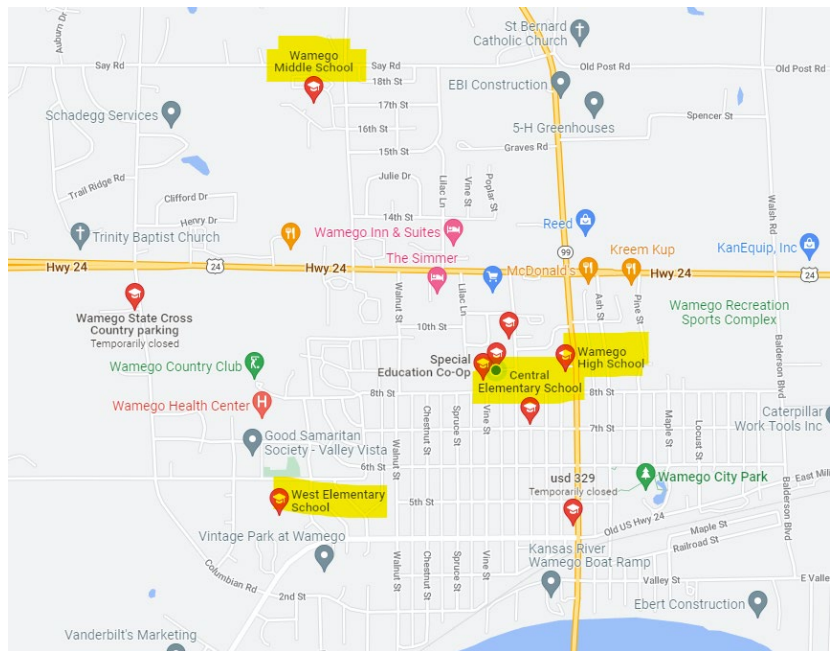
Grades 3-5
1911 6th Street
Phone: 785-456-8333
Amy Flinn, Principal
Becca Boyd, Administrative Assistant

Wamego Middle School

Grades 6-8
1701 Kaw Valley Road
Phone: 785-456-7682
Brad Couture, Principal
Diana Kleiner, Administrative Assistant

Wamego High School

Grades 9-12
801 Lincoln
Phone: 785-456-2214
Julie Schrum, Principal
Kim Stewart, Administrative Assistant



**** Substitute Teachers – Please park your vehicle in the Student or Staff Parking Lot. The half circle in front of the High School is reserved for our district patrons/parents.**

Scheduling Substitute Jobs Using AESOP:

USD 320 uses Absence Management (AESOP) to schedule our substitutes to fulfill teaching absences in our district as well as those of Special Services Cooperative teachers in USD 323.

Once you have completed the requirements to be a substitute for USD 320 (see page 5 for more detail), your information will be entered into Aesop and you will receive an email from that system with your login ID number and PIN.

After you have received your login information, Aesop is accessible via web or phone to find and accept available jobs. If a job has not been filled by a substitute two days before the absence is scheduled to start, Aesop will automatically start calling substitutes, trying to fill the job.

If you have not used Aesop before, you may obtain training materials by contacting Paige Padgham, Aesop Administrator, at padghamp@usd320.com or by visiting the District Office. You can also access the Aesop Learning Center by clicking on the Help tab on your Aesop site to search Aesop's knowledge base of help and training materials.

During the course of your substitute teaching for USD 320 if you have any questions or concerns concerning AESOP or substitute teaching, please do not hesitate to email Paige Padgham or call the District Office at 785-456-7643.

Substitute Expectations:

As a part of USD 320's education team, it is important that our substitute teachers have a positive attitude and enthusiasm as well as be dependable, flexible and acquainted with the requirements, policies and procedures. Some of the expectations USD 320 has for its substitute teachers follows.

Teaching Knowledge and Responsibilities- Our substitutes are responsible for understanding the principles of child development, accepted teaching techniques, the educational program, and the rules and regulations of the USD 320. The two latter responsibilities can be fulfilled by familiarizing yourself with the information in this handbook and any other materials that are given to you by the district office and individual schools.

Professional Ethics- Substitutes should demonstrate the ability to keep school/district information confidential. All student records and reports should be handled with care. They are maintained in order to provide information on child development for the professional staff. It is essential that, as a teacher, you are careful not to divulge any confidential information that has been received from contact with children and other people in the profession. Maintain high professional and ethical standards in your contacts with students, teachers and parents. Refrain from expressing opinions of, or, comparisons between, various buildings and/or teachers for which you may substitute.

Student Handbooks- You will be expected to have a general knowledge of the Student Handbooks which are located on our website, www.usd320.com. (It is important that you know the general rules for the Wamego High School Advisory procedures beginning on page 14 of that handbook.)

Substitute Duties:

Reporting for Duty- Substitute teachers are to report in and out of the office at each school where you are to substitute. If requested by the school administrator, substitute teachers will be required to wear a substitute badge for identification at all times while on duty. To maintain the highest possible standards of service to our students, you will need time to be orientated on what is expected of you and be prepared before you enter the classroom. **If you are substitute teaching at the beginning of the school day, you are to report to the school office no later than 7:45am.** Of course, if you are not called until late in the morning, we expect you will report as soon as possible. **If you are scheduled to substitute in the afternoon, we request that you report to the school office at least 20 minutes before your class is to begin.**

Allow time for the office secretaries to provide information for you. Examples are:

- If it is a Red or White Day at the high school or middle school
- Schedule of the teacher you are substituting for
- Lunch procedures
- How to take attendance
- The location of your room
- Procedures on timecards

Information for the Day- You should be given a substitute folder with essential information concerning what is required of you and various information for the day. Substitute teachers that choose not to read and familiarize themselves with the contents of the packet may not be asked to substitute for our district again. Examples of the crucial information that could be contained in the folders:

- Dismissal information and instructions so our elementary children are at the right place at dismissal.
- Daily Schedules
- List of Expectations
- Lesson Plans
- Lunch Schedules
- Seating Charts for Assemblies
- Progress Reports

Hall Pass Policies- Check on Hall Pass policies for the school where you are teaching. Students are not to leave the classroom unless it is authorized. **Do not, under any circumstances, place a student outside the classroom or leave a student or class unsupervised.**

Emergency Procedures- Familiarize yourself with tornado and fire drill procedures for each building you are in. See page 17 for more information.

In the Classroom-

- Substitute teachers are to fulfill the teacher's responsibilities for reporting and completing records (absentees, tardies). Attendance is very important the first and second hours due to our school messenger calling system. Substitute teachers will accept all classroom and extra duties assigned to the classroom teacher for whom they are substituting.
- Require all students to be seated according to regular seating charts.
- Substitute teachers must observe the school policies in regard to grading,

discipline, and safety of students and maintain professional standards. Exercise mature judgment that reflects the ethical standards of the teaching profession. The building principal should be notified if assistance is needed.

- The responsibilities of the substitute teacher are the same as those of the regular classroom teacher. We expect our substitutes to teach. You are to maintain the interests of the students and follow the plans prepared by the regular classroom teacher as closely as possible.
- Organize classroom activities and maintain control and discipline that is conducive to a productive learning environment.
- Plan for extra time in the classroom. At times, even the best plans do not follow a strict time schedule. Plan ahead with alternative activities for situations where time is a problem. Students need to be continuously involved in learning activities.
- Collect and leave assignments due for the regular teacher. Make an effort to grade as many papers as possible during your day in the classroom. Essay work and tests should be left for the regular classroom teacher to grade.
- We ask that you communicate with the regular teacher. Please complete the “feedback” sheet that you will find in your packet for the teacher.

Additional Duties-

- Be a good supervisor by assisting in hall, lunch, and other appropriate supervision. Following the expectations of regular staff is expected and will be much appreciated by your co-workers and administrators.
- When discipline is a concern, the building principal should be notified if assistance is needed.
- Inform the principal of any unusual incidents that occur during the day, especially those which may necessitate a conference with either students or parents. In the event of any accident or health problem, the school office and principal are to be notified.
- You are not to leave the building on your planning period. If there is an emergency, check with the principal. Planning time should be used for planning, or a conference with the principal, or students if necessary.
- You are required to remain at school until the professional day has been observed.
- Do Not Leave the school grounds until you have followed proper student dismissal procedures.
- Understanding, not criticism, will go far in making your teaching assignment more pleasant for you and others around you. Instead of expressing comparisons among classrooms, teachers and schools, you should make every effort to follow the procedures and practices of the regular teacher and to follow the existing schedule provided to you.

USD 320 Teacher Responsibilities:

Responsibilities of the Regular Classroom Teacher- Have the following materials in or on the desk in the classroom, or in the principal’s office:

- Daily lesson plans, made out in detail
- Daily and weekly time schedule of classes
- List of student’s names and seating chart

- List of supervisory responsibilities
- Important or unusual information about any student (physical problems, behavior problems)
- Lunch and/or hall duty assignments
- Have copies of textbooks, manuals and workbooks being used on desk in classroom.
- Have emergency lesson plans available.

USD 320 Administrator Responsibilities:

Responsibilities of the Principal or Designee-

- Receive requests for substitute teachers.
- Meet each new substitute upon arrival, when possible. Explain attendance procedures and provide an escort to their room on the first day in their building. Office staff will provide this if administrator is not available.
- Assist in locating lesson plans, files, textbooks, grade books, manuals, or folders which contain the information needed for the day's instruction.
- Inform the new substitute of the procedures for dealing with discipline problems and when to ask for assistance.
- Introduce the new substitute to a nearby classroom teacher, who can help when needed.
- Work to create an attitude of cooperation for substitute teachers throughout the student body.
- Visit the substitute teacher's room at intervals during the day.
- Be available to make decisions regarding the release of children from the classroom.
- Inform the substitute of the availability and use of all audio/visual equipment and materials if help is needed.
- Locate any special supplies needed for the day if help is needed.
- Inform the substitute of the routine of the school day and of any special activities that may be scheduled.
- Make sure the substitute has assistance with the copier and other machines.

Emergency Procedures:

Emergencies can arise at any time, and you should be prepared to handle them with a minimum of confusion. Procedures differ throughout the district, depending on whether you are serving at an elementary, middle school, or senior high school.

Upon arrival at the school, you should *check with the administration, office secretary, or school nurse regarding emergency procedures and guidelines for handling situations involving student accidents, illnesses, etc.*

At various times throughout the year, fire and other emergency drills may be conducted. When such drills are conducted you should:

1. Remain calm.
2. Inform the students of the drill, while demanding their silence and cooperation.
3. Conduct your class to the evacuation point in an orderly manner.
4. Permit students to re-enter only upon the direction of the administration.

Lock Down:

Each school office will provide you with the instructions to follow in a lock down situation.

Severe Weather Information:

Unfortunately, there is a time of the year when we do have severe weather. Every precaution will be taken at the schools to protect the pupils. In the event of bad weather, school may be closed or delayed. Teachers are requested to listen to the following radio and or TV stations:

RADIO STATIONS

WIBW (94.5 Country) – Topeka (KTPK 106.9 FM & WIBW-AM

580) K-ROCK/KMAN – Manhattan (101.5 FM & 1350 AM)

KQLA – Manhattan (103.5 FM)

KHCA – Angel 95 – Manhattan (95 FM)

KHCD – Manhattan (89.5 FM)

V100- Topeka (100.3FM)

TELEVISION STATIONS

WIBW – Topeka (Channel 13)

KTKA TV – Topeka (Channel 49)

KSNT TV – Topeka (Channel 27)

Wamego Cable Channel 3

Teachers will be allowed to leave immediately after all of the students have left the school building when school is dismissed for inclement weather.

Classroom Activities/Lesson Plans:

Smile...

When the class arrives, introduce yourself, write your name on the board and **smile**. Your day with the students has begun.

Rapport with students should be established quickly. A pleasant, sincere, but firm approach and adherence to the established routine of the classroom, will help ensure a relationship of mutual respect with the pupils. Students should be under your supervision **at all times**. The district expects all students to do the work assigned and to observe all the requirements of good conduct. You must accept no other standard. You are responsible, as are regular teachers, for upholding school rules and regulations and for maintaining daily attendance records. If you are in doubt about the methods of keeping records, information may be secured from the school secretary, the department head, the nearest classroom teacher, or the principal.

Classroom materials and supplies should be used with discretion. There are many instances in which the regular teacher has planned ahead for their use. All teaching materials, library materials, audio-visual aids, etc., should be properly cared for and left in an orderly fashion.

Emphasis is placed upon the need for regular teachers to provide adequate lesson plans for the substitute teacher. Even with the best made plans, situations often change or work is accomplished faster than anticipated by the absent teacher. Classroom procedures or school procedures, i.e., lunch, recess, music schedules, discipline procedures, class period schedule, etc. are necessary and should be available in each school. Please seek assistance from the office or a fellow teacher for needed information. It is suggested that the substitute teacher have alternate activities prepared in case the regular plans are not sufficient. In these instances, you will need to use individual ingenuity and resourcefulness to plan the day's activities.

The development of your own teacher “survival kit” will serve you well during your career as a substitute. This kit should include activities in which you can involve students when your day doesn’t go according to plan. When the video breaks, the library is too full for your students, or you need a few minutes to just get your bearings, your “survival kit” will be a welcome tool.

You should make all reports required concerning attendance, lunch, etc. If you are on a long- term assignment, consultation with the regular teacher should be arranged where practical and possible. The decision regarding a consultation will be made by the school principal.

Suggested Opening Activities:

What are some good opening activities? (get them involved in learning in the first 30 seconds)

Lesson Starters:

- a math problem page
- questions to answer right away
- riddles to solve
- a story to read, with questions to answer
- workbook sheets
- pictures to color or names of things to draw with room on sheet to draw them
- items to rank in order of priority or preference
- items to relate or connect, requiring student to connect the related items
- puzzles to solve
- story to read, with “what would you do?” question

Videos:

- clip from movie, with questions to answer afterward, printed on sheets or written on the board
- home movie of your family, then play word games with what they saw
- educational video with questions, pause for answers, then return to video (following same pattern with the remainder of the video)
- trip you have taken, then discuss the place and its history
- travelogue, ask them why it was neat or who has been there
- historical film
- music video
- funny commercials
- old talk show clip

Materials to Manipulate:

- 3x5 cards to make into building
- Popsicle sticks, to arrange in triangles or other shapes
- Lego’s with a specific goal of what to build
- paper sacks to create anything
- highway maps to learn how to read, questions from reading the map

Developing Your Own “Fast First 30 Second” Activity:

Your job - develop an opening activity that will catch and hold the attention of your students; then demonstrate this activity: (select a particular age group and subject)

Classroom Management Suggestions:

Use common sense at all times– This is the best guideline of all. All of the rules, regulations and directives in the world are no substitute for common sense. The next most important concept is knowing when you need help and to ask for it.

Be patient– It is natural for a class to test the substitute teacher. You represent a change, and change produces insecurity. Patience, understanding, love, and respect will banish distrust.

Expect good behavior– Students tend to respond to whatever we expect of them. A positive approach is worth a hundred “Don’t Do This” rules.

Be fair and consistent– Your success in classroom control will depend, to a great extent, on your degree of fairness and consistent treatment of all students. Students must know what to expect from you and what you expect in return. Uncertainty fosters misbehavior.

Recognize the importance of every child– Students are human beings. Treat each student impartially and in a kind and just manner. Respect students’ individual differences. Usually, students are not slow on purpose. Some individuals may require additional help, understanding, and encouragement. They do not need lectures. Frustration is a prime cause of poor discipline. Make all personal corrections in private. Avoid ridicule and sarcasm.

Required Materials- If the lesson plan requires students to have certain materials with them, ask them if they have those few materials as they enter the room. If not, send them to their lockers to get them. You may need to tell the last few to arrive that you will wait a minute or two to take roll so that they can get to their lockers and back. Explain that you will expect to see the appropriate materials in their hands when they return and that they will be counted as tardy if they are not back in two minutes. Those who show right before the bell rings without materials should have to wait until you have explained the assignment and then be sent to their lockers on individual passes to get the necessary materials. (If you do not do this, you run the risk of having half the class with nothing to do because they do not have the right materials or having to send the entire class into the halls to get the materials after other classes have begun.)

Seating Charts- If you think the teacher has accurate seating charts, announce to the class before the bell rings that students should sit in their assigned seats because you will be taking attendance from the seating chart. If your best guess is that the seating charts are not accurate, or if you find out in the first hour that they are not accurate, then do not even mention the seating chart. Instead, just call roll. (Trying to use a seating chart, which is not accurate, causes delays and confusion, which are not good for your first impression.)

First Impression- Write your name and the date on the board. (It helps identify you as a ‘person’ to the students. It also helps them know you, which will make your job easier the next time you have the same class.)

Whenever possible, write the basics of the lesson plan on the board, especially the

learning objectives. (In most classes, students are used to referring to some sort of display system for assignments. You will be less likely to be interrupted as you are explaining the assignment. You will be less likely to forget any part of what the teacher wants you to announce.)

Taking Attendance- Ask the students to be quiet while you are taking attendance and ask them to excuse you if you mispronounce a name. If you are able to take attendance by seating chart, you might tell them that you don't mind if they talk quietly while you check attendance. (Sometimes, giving them a few minutes to talk to each other while you take care of details helps them be ready to settle down when you do ask for their attention.)

After marking absences on the attendance sheet, count heads. The number of students in class plus the number you have marked absent should equal the total number of students in the class. If your count does not equal the total number of students in the class, walk around the room with a sign-in sheet. Watch each student sign his/her name. Count signatures. The number of signatures should equal the number of heads. You can leave that for the teacher in case there are any questions about who was in class.

Lunch Count- If your class is interrupted by lunch, make a note to yourself of the number of students you have in class before lunch. Count heads after lunch. If you do not have the same number of students after lunch as you did before lunch, use the same sign in procedures just described. Leave the sign-in sheet for the teacher to determine who was missing after lunch. Notify the office if a student is missing!

Getting Students' Attention- When you are ready to explain the assignment, ask for their attention. Do not proceed to explain the assignment until you have their undivided attention. Just stand in front of them patiently, quietly, waiting. Once they are quiet, begin, but stop in mid-sentence, or better yet in mid-word, the first time someone talks out and wait once again until all are attentive. (This quietly, but firmly, lets them know that you are in charge, that you expect to be treated respectfully, and that class will not continue until all behave appropriately. Within a few moments, the students will usually 'police' each other and you are not setting yourself up for a confrontation with any student.)

Watch Attention Spans- It is important to know when to change activities, when to speed up and when to slow down. Follow normal classroom procedures. Make directions clear and concise.

If the lesson plan allows for students to talk to each other during the hour, it helps a great deal to explain to them that you need their attention for a few minutes while you explain the assignment and that they will not need to be quiet after that.

Hall Pass- Know the hall pass restrictions for each school building you substitute in! If you allow a student to leave the room, either have a copy of the pass you wrote or have the student write down his/her name before leaving the room. (In the event the office calls looking for that student or the student doesn't return to class, you will know who you sent out of the room.) Only allow one student out of the class at a time, if you allow them out

at all. If you know your classes will be untrustworthy, tell them as you greet them at the door that they should use the restroom now because no one will be leaving during class. (If you still have a student who insists he/she must leave during the hour, tell the student you can write a pass to the nurse and call the office to let someone know the student is on the way. Most students who are just trying to get out of class will say to forget it after you explain all that. You can explain that you are really sorry, but that subs are not allowed to write passes.)

Getting Students on Task- After you explain the assignment, tell the students you will let them talk for a couple of minutes while they are getting out their materials, but after a few minutes you expect them to work quietly. (There will be noise and talking while they get ready to work anyway, so you might as well give permission for the noise. You put yourself in a weak position if you expect complete silence at that time. The same is true if you are collecting papers from the class. There will be noise and talking. Be comfortable with it at that time.)

After making the assignment, walk around the room to encourage slow starters to get busy and to answer any specific questions. If one or two students are off task, move to that part of the room and just stand by them. (They will not want to continue their conversation if you are listening. They will soon figure out that the only way to get you to move away is for them to start working.)

Showing a Video- If you are showing a video, the students will often ask to have the lights out. They will tell you that the ceiling lights reflect off the television screen. At times you will not be able to turn the lights off either because the students have something to write as they watch or because you are not comfortable having that particular group in the dark. Many classrooms have a desk lamp, overhead projector, or window which will allow enough light for student writing or supervision with the ceiling lights off.

Give Students Responsibilities- Responsibilities suited to their abilities and understanding help create a sense of belonging. Talk with students, not at them. When students feel they belong, problems are few.

Keep your sense of humor- Every problem is not a catastrophe. Avoid sarcasm. Sarcasm is interpreted as a sign of disrespect, even by young children.

Computer Work- If students are working on computers, let them know when there are about five minutes left in the hour so they can save or print out as needed. Always monitor what students are looking at on the computer.

Using School Property- If students are using a class set of books, calculators, handouts, etc., count them before your first class and after each class. If any are missing, you can at least tell the teacher, which hour is responsible.

Last, But Not Least- Just before the bell rings, thank them for their cooperation. This shows respect for the students and establishes a positive rapport for the next time you have that class.

Discipline Techniques:

Be ready for a real problem – In spite of your best efforts, you may have a student who is a definite problem. If at all possible, avoid excluding them from the group and never lay a hand on the student. If trouble occurs that you feel uncomfortable handling, then you should refer them to the principal.

Avoid making threats – not only is this approach negative, but you place yourself in the position of losing your control with a threat that cannot be carried out.

Checklist for Management and Discipline Techniques

Use this checklist after each assignment for continued improvement. Choose the items which you would mark as “seldom,” to receive your special attention during your next assignment.

- I attempt to recognize and identify problems before they develop.
- I believe I cannot sit at my desk and still know what is happening in my classroom.
- I operate on the assumption that the student wants to do the right thing.
- I keep a neat room and personal appearance to give the students a sense of responsibility and orderliness.
- I do not lose my temper.
- My standards are obtainable and realistic to maintain high work and behavior standards for the age group
- I move about the room observing the effectiveness of directions given. By noticing difficulties and giving assistance, I avoid many behavior problems and provide an effective learning environment.
- I praise the students as a group and individually for good work.
- I never argue with a student before the class.
- I do not discipline or embarrass students in front of the class. I treat them as I would want to be treated.
- I do not use sarcasm to disciplining students or make major issues out of trivial offenses.

Effective Routines for Substitutes:

PLAN AND PREPARE YOUR TOOL KIT OF LEARNING ACTIVITIES

- Prepare a “lesson plan” for each of the subjects and grades for which you are likely to substitute teach.
- Include in each of these lesson plans an interesting activity that will gain attention quickly, involve the students, and be easily related to their subject or current topic.
- Brainstorm “Possibilities and Options”.

MAKE A GREAT FIRST IMPRESSION

- Every good morning starts the night before. Plan to look your best, dress well, and to project an in-charge personality.
- Arrive early, meet the principal and office assistant, and meet and greet other teachers.
- Review the lesson plan, and include the learning goals, in all that you do.

GET OFF TO A GREAT BEGINNING WITH THE STUDENTS

- Start the class by teaching; get them involved in the lesson or “Icebreaker” in the first 30 seconds. Note that if you get involved in a side conversation with one

student, excuse yourself and start the class. Have the activity sheets already on the desks or tables, so that routines of passing out papers, or taking roll, or detailed introductions are not in the way of getting off to a running start! Your full attention needs to be on the whole class and on what they are doing with your first activity. Plan the starting student activity to allow you time to be sure the roll is taken, any routines or rules are right in front of you, and you are all set.

- Do NOT ask the students “What are you supposed to do?” or, “Where are we in the book?” If you don’t know and the lesson plans don’t tell you, just say, “We’ll get into the regular lesson a little later.” If you have to ask questions of students in front of other students, that shows a lack of preparation or readiness to take over the class, the students will be signaled that this is a substitute, “Let’s have fun.” However, if a student arrives alone, ahead of the class, asking that student for any additional suggestions might be helpful.
- Look at the members of the class – eye contact is basic to show respect.
- Stand in the middle and move about the class slowly up and down the rows.
- Call the roll, asking them to raise their hands when their name is called. Concentrate on remembering names and noticing behavior tendencies. You are doing this while the class is INVOLVED with a questionnaire, puzzle, reading, or any activity that requires them to focus on completing a written task.
- Make sure you have everything available that will help you identify the students by name. It is very important to convey respect of each student in a firm, in-charge manner.
- If the teacher has assigned pages to read or problems to do, have these ready and begin the class by starting them all working on this assignment.
- Suspend your personal judgment.
- Draw out the introvert with questions.
- Guide the extrovert by asking them to consider other possibilities.
- Refuse to be deterred by negative reactions or put-downs.
- Execute your “Value Added” lessons, those you have prepared and brought with you to class; bring the “toolkit” that you have developed.

Tips from Substitutes to Substitutes:

Below is a compiled list of some of the most helpful advice from former substitute teachers:

- **Once on the sub list** arrange your personal schedule to leave on short notice.
- **Keep seating chart** readily accessible! When you use students’ first names, they sense that you have control of the classroom. If one is not available or isn’t current, write names and location on paper. Movement is empowerment; by walking around the classroom, your presence is known, and you can write down students’ names by looking on their papers and notebooks for your seating chart.
- **Dress for the classroom-** Rooms in one building can be quite warm to very cool; be prepared by dressing in layers. ALWAYS dress professionally.
- **Smile and praise** go a long way with a class or individual student. Always check plans in substitute teacher folders for **classroom** rules and discipline.
- **Ten minutes before dismissal** can be bedlam. It helps to read to the elementary class or have quiet tables. This way, all control is not lost all at once.
- **Arrive early** and start lessons quickly.
- **Stand to teach;** move about the room during study time.

- **Control voice** and use a soft voice; it is more effective than a loud one.
- **Teach well** rather than skimming to cover a teacher's plan.
- **If interest is lost**, examine questions and responses. Adjust your style.
- **Be firm**; don't nag.
- **Leave** adequate notes for the teacher to review the next day.
- **Be clear and consistent** with the teacher's rules right from the start.
- **Follow the lesson plans exactly.** Do well what you do – it isn't always necessary to cover it all, because many times the teacher leaves more work so you won't run out of work. Tell him/her in the **note*** and note areas where they may want to re-teach for emphasis or to make more clear.
- **Note** – a one-page note is usually enough –teachers do not have time to read a book. Indicate on the note location of papers (graded if time). Use post-it notes to label (bring with you in your bag) top priority items or quick reference items.

Release of Students:

It is the policy of this district to release students only to their parent, guardian or designated representatives, and only through the principal's office. Any notes or requests received in the classroom should be forwarded to the office. A student should remain in the classroom until a request is made by the principal or his/her designated representative, to send the student to the office for release.

Substitute Checkout:

Substitute teachers are to observe a professional working day. Except in non-feasible situations, the substitute is to be on duty a minimum of 20 minutes prior to the beginning of the first class and **20 minutes following the end of the school day for full day assignments.** The professional workday hours are set forth with the directory information provided on school web pages.

EMERGENCY deviations from these expectations should be requested from the principal.

Please complete the evaluation forms at the end of the day **While you were gone... for the teacher.** The written report left for the regular teacher is appreciated and helpful to the returning teacher. The period following the close of school can be used for written or verbal communication with other school staff.

Materials and equipment should be back in the proper place, windows closed, and doors locked.

The substitute should always check out with the office staff at the conclusion of the workday to insure accurate payroll accounting. It is also a good idea to check with the secretary to make sure the contracted teacher will be back.