

## SUBSTITUTE TEACHER TRAINING PROCEDURES

### WELCOME

Welcome to the educational team of the Peaster ISD as a Substitute Teacher. You are now a part of a team made up of administrators, teachers, staff, volunteers, and parents working together to help students learn.

Your role as a Substitute Teacher is an important part of the instructional program of the district. Your commitment to excellence will enable us to maintain the high level of educational opportunities offered to our students.

We hope you find substitute teaching in Peaster ISD a beneficial and rewarding experience. Do not hesitate to contact us if you need assistance.

### PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

**Substitute Teachers:** At the beginning of each school year, the Superintendent or a designee, in cooperation with principals, shall compile a list of qualified substitute teachers available for the school year. This list shall be approved by the Superintendent and the Board and shall be distributed to all principals. The list shall indicate each individual's qualifications. Principals shall have specific authorization from the Superintendent before employing any substitute not on the approved list.

**Application:** Persons wishing to substitute teach in the District shall make application through the Superintendent's office. Substitute training is offered at least once yearly in the district. Approved substitutes shall have on file in the District:

1. the district application form
2. a record of highest education attained, including high school diploma, GED certificate, or transcript for all college work, and/or Texas certificates
3. income tax withholding form
4. 457 Form
5. availability statement
6. principal recommendation
7. I-9

**Qualifications:** The district shall attempt to hire certified teachers as substitutes whenever possible. Employment as a substitute shall require a high school diploma or a high school equivalency certificate with a recommendation from the building principal.

**Selection:** Principals shall give first consideration to the most qualified teachers on the approved substitute list and shall make an effort to place substitutes in their field of interest or the field in which they are best qualified. In the event of an extended absence of a teacher, a certified substitute teacher will be assigned whenever possible.

**Pay:** Substitute teachers shall be authorized to serve from day to day and for temporary periods of time as needed. Substitute hiring schedule is as follows:

<u>Level of Education &amp; Experience</u>	<u>Per Day</u>	<u>Partial Day</u>
• Non degreed daily rate	\$65.00	Half Day (4 hrs. or less) \$32.50
• Degreed, not certified	\$75.00	Half Day (4 hrs. or less) \$37.50
• Teacher Certification	\$85.00	Half Day (4 hrs. or less) \$42.50
• Long-term (Status not assigned) (Long term starts with the eleventh (11th) consecutive day of substitute teaching assignment)	\$95.00	

Pay periods extend from the 11th day of the month to the 10th day of the following month. The pay dates will be on the 25<sup>th</sup> of each month except if the 25<sup>th</sup> is on the weekend or a holiday in which case it will be the day before.

Substitutes will be paid the month following the actual date of service with a cut off date on the 10<sup>th</sup> of the month. For example, all substitute days worked before September 10 will be paid in September; all days worked between September 11 and October 10 will be paid in October.

All pay checks not will be mailed unless a direct deposit form has been completed.

Dress and Grooming: District employees shall dress in a clean, professional manner, appropriate to their assignments in the District.

Tobacco, Alcohol, and Drugs: District employees may not use tobacco products on campus. Employees who use or are under the influence of alcohol or illegal drugs, as defined by the Texas Controlled Substance Act, during working hours may be dismissed in accordance with Board policy.

Warnings: Warnings may be given to employees who engage in misconduct.

## DUTIES AND RESPONSIBILITIES OF SUBSTITUTE TEACHERS

Understanding the Program: A substitute who anticipates being called to serve in the field or grade of his preference should inform himself as much as possible concerning the building routines and general policies of the school.

Professional Ethics: The substitute has a professional obligation even though he/she is not a regular teacher. Extreme caution should be used in expressing personal reactions and opinions about what is seen and heard in the classroom of the various schools. Under no circumstances should a substitute criticize a regular teacher in the presence of other teachers or students.

Routine responsibilities:

1. The substitute should be prompt in arrival, since promptness will allow them to assemble the necessary materials. Upon arrival in the building, the substitute should sign in at the office for final instructions, keys, ect. (For accounting and scheduling purposes, keep a personal record of days substituted and the teacher served.)
2. The substitute should endeavor, to the extent possible, to preserve the regular routine of the class and to perform all the duties expected of the regular teacher.
3. The keeping of students' attendance records is extremely important since accuracy affects average daily attendance (ADA) and state monies allocated to the school district. Attendance is taken at 10:00 a.m. in grades Pre-K through 6 and each period in grades 7 through 12.
4. The substitute should report to the principal's office before leaving the building at the close of the day and ascertain if he/she will be needed the following day.
5. Passes for students to leave the room should be given only for **emergencies**. Students should not go to their lockers, restrooms, or to another teacher's room during class time.
6. When filling a full day positions if a substitute accepts for a coach or teacher that has a period off campus, the substitute is to stay on campus to fulfill the full day requirements. Please visit the office to see if any other position needs coverage for the rest of the day.

### Class Instruction

1. The substitute teacher should not assign written work or leave it to be graded, except by request of the regular teacher. On long-term assignments, daily work should be graded and recorded in the proper place unless otherwise directed.
2. The substitute should not feel that he is merely “filling in” or holding things together; rather, he should do the work of a regular classroom teacher.
3. It is in the best interest of the substitute teacher to keep in as close contact as possible with the regular teacher. If the period is for more than one day, the substitute should contact the principal concerning the advisability of calling or visiting the regular teacher.
4. If no lesson plans are found and it becomes necessary to improvise, the substitute should be sure to contact the campus principals for direction.
5. The substitute teacher has the same responsibility for assigned student equipment and materials as the regular teacher.
6. The substitute teacher is obligated to complete one assignment to a classroom before starting on another.

### Reports and Records

1. The substitute should complete whatever records are requested, both for the information of the office and for the regular teacher.
2. The substitute should leave a summary of what was accomplished and an estimate of the pupil’s progress in the teacher’s plan book when requested or when appropriate.

## ASSIGNMENT PROCEDURE OF SUBSTITUTE TEACHERS

Substitute teachers are assigned by building principals or their designee. Teachers report their absences to the principal or their designee between 6:00-7:00 a.m. each morning. All substitute contact is initiated by the principals’ secretaries or their designee from the Board approved list. Substitutes, when hired, are encouraged to check with the building Secretary or the designee to see if they are needed the next day. This will assure the class of having the same substitute in the event the regular teacher is out more than one-day.

Each campus secretary shall maintain an accurate, up-to-date approved substitute list. The campus secretary or designee shall provide the business office with information regarding employment of substitutes for payroll purposes. It is suggested that the substitute teacher also keep a calendar of their substitute assignments.

## CLASSROOM MANAGEMENT

The building principal is ready to help you with strategies to maintain control and insure smooth operation of the class so that all children can continue to learn even though their regular teacher is not present. Do not hesitate to ask for assistance. The following are some guidelines that may help you to establish leadership with a new group of children:

1. Quickly learn and use student's names. The seating chart will aid you.
2. Begin the day strictly and firmly. Students need to know that you can and will control the situation.
3. Promptly establish your rules (keeping them few), and your expectations (keeping them positive).
4. Develop a low, firm, pleasant, but authoritative, speaking voice. Don't yell at the class and don't argue with students.
5. Maintain established routines as much as possible. Begin classes on time and dismiss them at the proper time.
6. Be positive. Try to see that every student has some success or praise each day.
7. Idleness leads to behavior problems. Keep students on task.
8. Have an alternate plan in the event adequate lesson plans are not provided. Be prepared to check with the campus principals for assistance in case a lesson plan does not work or is not adequate.
9. Pick out the student who will probably try you and have them help you. Even the smallest task can put them on your side.
10. Solve problems "one the spot." Don't degrade the student in front of others, but do handle situations when they occur.
11. Place yourself physically near the student who is off task.
12. With elementary students, encourage them to make the regular teacher proud of them.
13. With older students, use eye contact—be firm and direct. Use non-verbal directions where possible. Avoid personal confrontations.
14. Do not make threats you cannot or do not intend to enforce.

15. Deal with the individual student, not the group, when corrections are necessary. Listen to his/her side of the story. Focus attention on the problem. Give the student the benefit of the doubt. Be firm but be fair.
16. Be willing to admit mistakes. Even substitute teachers are not right all the time.
17. Only send a student to the hall if you are going out to talk with him/her privately.
18. If you anticipate problems, let the principal know in advance.
19. Do not permit one to disturb others. If a student continues to disrupt following your efforts to control him or her, send the student to the principal's office.

**NEVER STRIKE A STUDENT. STRIKING A STUDENT IS CAUSE FOR IMMEDIATE DISMISSAL FROM SUBSTITUTE SERVICE.**

#### **TRICKS OF THE TRADE—TROUBLE SHOOTING**

**NO SEATING CHART?** Pass back a piece of paper for each row or table. Have student sign. Inform students you use this for attendance, reports to teachers, grades, etc. That will prevent "name changing." You don't have to turn this in.

**SUPPLIES.** You have the right to use the teacher's supplies, but you may not feel comfortable going through someone else's desk. Carrying your own "desk" helps can make you feel more secure, and you might include supplemental lessons, brainteasers, puzzles, and personal items.

**NO LESSON PLAN.** Contact the building principal. You will be directed to an emergency lesson plan or to another teacher who can help. If the plan gives "sketchy" instructions, look at the textbook and see what's there. The teacher editions offer much help in presenting the information.

**MANAGEMENT IDEAS.** Problems can be avoided by circulating among the students. Stand next to a disruptive student and ask a question about his or her work like "How's it going?" "Are you finished?" If you ask from your desk, they can tell you anything; if you are there you can better assess the situation.

**WORK PLACE AND TEACHER RAPPOR.** Don't rearrange the teacher's desk. You can straighten it so you'll have a work area, but try to leave it as you found it. In fact, leave the room neat and in order. The teacher's first impression as she enters the room will be positive.

**GREET STUDENTS AT THE DOOR.** Be at the door as they enter and leave. This is a control element.

**SICK CHILD.** If a child complains that they re sick and need to go to the nurse, do several things before you let them leave the room:

1. Assess the situation. If they are really sick and you have no doubt, respond with your best judgment.
2. If in doubt, **STALL**. Feel head for temperature, and send back to seat to put head down on desk (observe if they really do this). See if they act sick.
3. Dispense some TLC (tender loving care). That may be all they need.

**POSITIVELY PRAISE STUDENTS:** Spend the majority of your time with the students who are doing what you want them to be doing. Be specific about what it is that you appreciate—“I really enjoy working with a student like you who starts to work as soon as I have given instructions.” Or “I like the way you look at me when I am talking. Thank you.”

**KNOW CHARACTERISTICS OF DIFFERENT AGE STUDENTS.** A thorough understanding of the characteristics of children at each developmental level will help you to set appropriate expectations for your students. The following is a brief synopsis of characteristics of children by grade:

## KNOWING KINDERGARTENERS

One of the main things to remember is that five and six-year-olds want to be heard by you. Be sure to find an opportunity to listen to what each one has to say. It is also good to have them tell about experiences or happenings in front of the class. This is commonly known as “sharing.” I have heard some very fascinating and astounding things from five-year-olds. Just be sure not to laugh at the wrong time, for something that seems funny to you is actually very serious to them.

Children in kindergarten have a nap or rest time each day, and it is a good idea to take a kitchen timer with you to use at this time. The timer is a great way to get the class to lie quietly and see if they can hear the faint ticking of the timer and anticipate the ringing of the bell when a given time has passed. This is much more effective than just saying, “It’s nap time.”

## FRIENDLY FIRST GRADERS

With first graders you have to remember that this may be their first experience in group activities and in being away from their home and mother and father. Because of this you must be patient and understanding and try to help them adjust to school life. This transition is easier for some than for others.

When giving instruction you must be prepared to repeat yourself, sometimes more than once. First graders are notoriously talkative and like to stroll around the room when, perhaps, they are supposed to be working on an assignment. They are very affectionate as a whole and have quite an enthusiasm for going to school. They’re eager to learn, even though their attention span is very short.

Try to have a couple of stories you are able to tell, rather than read. This helps establish rapport with the children, for you can look at each one and use meaningful gestures while telling the story. You will even find that if you return to a class, they will remember your telling a particular story and want to hear it again. Repetition is not at all dull to this age, so don’t be afraid to tell your favorite stories over again.

First graders, along with most others in the lower grades, like to dramatize whenever possible. For example, during a simple science lesson on seeds, the children can dramatize how a seed grows. The seed, sun, soil, and water can be portrayed by members of the class. They will need very little direction in their parts, and the whole class will be absorbed in the drama. Repeat the drama and change the players so that most have a chance to participate.

## SEASONED SECOND GRADERS

By the time a child reaches second grade, he has more or less settled down to school activities. He has been taught the basics of reading and arithmetic and can start learning other things using these skills. You will find that the problem of noisy chatter has subsided with second graders. For this reason you will be able to present the day’s work without too

many interruptions. Second graders feel quite grown up, but they still respect authority. It is best to refer to the class as a whole as “boys and girls” and not “children.” The word “children” seems to connote those much younger than themselves—preschools, for example.

As you will see when playing outdoor games, the second grader has developed more physical skills and is eager to better them. Heretofore, ball handling was not one of their better abilities, but as seven-year-olds they have had more practice and have developed more coordination. You will find that some of the girls still shy away from games that are active, but you should encourage them to participate. Point out to them that participating and being good sports are all part of school.

Children in the second grades will be very helpful. Call on them when you need chalkboards erased, the room tidied up, or other things of this nature. Of course, it is not a good policy to use boys and girls in any class to grade papers since this is solely your responsibility and one of the things you are paid to do. Many times a child will tell you that he always grades papers for his regular teacher. This may be true, but you should always consider grading papers to be your own responsibility.

In general, you will find that second graders are delightful to work with since they are enthusiastic, inquisitive, candid, and eager to learn.

### TERRIFIC THIRD GRADERS

The attention span of the third grader is considerably longer than that of the first and second grader. For this reason their school day is more intense, and they are introduced to more subjects that cover a larger area than in the first two grades. You will find that you are given much more material to present and there is more work for the children to do.

In the third grade children are developing a sense of humor and greatly enjoy jokes, riddles, and funny stories. They are becoming more aware of the world around them and are eager to learn about it. They are very frank and open and enjoy gossiping with and about each other. However, this adds to their charm rather than detracting from it. You may begin to have some discipline problems in this grade, not chattering or clowning as with younger children, but open hostility toward authority. You should not tolerate any abuse, whatsoever, and should try to nip any discipline problems in the bud. Substitutes should receive as much respect and obedience as the regular teacher.

You may begin to find that there are classes that you would just as soon not return to a second time. It is usually the prerogative of the individual substitute to accept or reject a teaching assignment. Try not to feel discouraged or inadequate if you encounter a class that just does not respond to you or you to it. The chances are the regular teacher just has more than she can handle or is not interested in the behavior of the class. Fortunately, you will find that these classes are rare, and usually you will want to go back to the classes you have taught.

Third graders are just acquiring a feeling of competition in and out of the classroom. They are beginning to care about the grades they make and how they compare with their

classmates. This is also true in the games they play during physical education and recess. This feeling of competition should be encouraged but not overemphasized.

### FLEXIBLE FOURTH GRADERS

Fourth graders are sometimes a little self-conscious and unsure of themselves around adults they do not know. For this reason you may find that they are not quite as open and friendly to you as a substitute. They don't accept you as readily as the children in the lower grades, and so you have to work a little harder to gain their confidence. Quite often, the child you have trouble with in the classroom also has difficulty with his peers. This child is generally alone during recesses and other free periods. Try to remember that the boys and girls who show a rebellious tendency may have many problems and thus require more consideration from you as an outsider.

Children in fourth grade like to hear little anecdotes, perhaps about things that happen to you in other classes. Interesting and/or amusing newspaper articles are always welcomed by this grade. They seem to appreciate your taking an interest in your job as a substitute. Fourth graders are beginning to take notice of the opposite sex and you will find quite a bit of antagonism between the boys and the girls. The girls usually have their feelings hurt easily, and the boys sometimes take advantage of this. Try not to take sides in any of their disagreements unless absolutely necessary.

The subject matter for fourth graders begins to be harder than for the lower grades. The teacher's edition of the texts will explain thoroughly how to present the lessons, but there may be times when you will not have had the opportunity to study it. This is a time when group work can be utilized with the more adept students explaining harder problems and concepts to the slower students.

### FEARLESS FIFTH GRADERS

You may find fifth graders a little difficult until you get used to them and understand them. You cannot be permissive with children in the upper grades and still get respect from them. Be firm but affable, and soon you will gain their acceptance and friendship. Do not compromise with them, and do always adhere to the policies set up by their regular teacher.

This might sound like a good argument for substituting in the lower grades only, but it shouldn't be taken that way. There are pitfalls when substituting in the upper grades, but there are just as many positive aspects. Some substitutes prefer older boys and girls to the younger ones. It is up to the individual.

Fifth graders attack their projects with a vengeance, and you will find a lot of creativity emerging in their art and creative writing. They enjoy putting on plays and sometime even write their own. Physical education is very "big" with them, but usually at this age the boys compete against the boys and their girls against the girls.

## SOPHISTICATED SIXTH GRADERS

Sixth graders are somewhat like fifth graders in that they do not readily accept you when you first walk into their classroom. They are wary until you have proved yourself. They are a little more reticent and shy and seemingly more sophisticated than fifth graders. The girls will be a little withdrawn and will tend to stay in cliques during their free time. The boys are very athletically competitive, and the most athletic seems to become the all-around leader.

You will find the subject matter interesting and stimulating. There is less spare time for activities of your own making in the fifth and sixth grades, since the children usually have term papers, book reports, and other work to do in their free time.

## CHARACTERISTICS OF AN EARLY ADOLESCENT

Material provided by the "Parenting Guidance Center"

- May differ physically, mentally and emotionally from other members of the class.
- Limited attention span; restless; active, needs frequent changes of activities to facilitate sustained interest level.
- Erratic temperament; personal, school or home problems greatly affect attitudes and behavior. May exhibit emotional and social developmental characteristics of preschool children.
- Generally enthusiastic after sufficient motivation
- Find satisfaction in participation of activities that seem grown-up. Self-images are congruent with perceived adult roles rather than adolescent roles.
- Conscious of peer group; generally respects leadership of adult on individual basis.
- Easily hurt; needs sympathetic understanding from teachers, parents and adults.
- Tendency to compete with members of peer group.
- Seeking to gain parental and teacher emotional support.
- Demand immediate personalized attention.
- Protective of perceived family member images.
- Dependent on the family group for support and approval.
- Need to be recognized as a worthwhile individual; enjoys praise, desires fair and honest treatment
- Fluctuation in concern about personal appearance
- Concerned with the present; the future is too far removed.
- Want a voice in matters that affect them, yet desire controls and guidelines. Desire privacy and time to be along.
- Have feelings of insecurity and awkwardness in becoming socially acceptable; often model after some idle in an unrealistic manner or are dependent upon friends for establishing selves with the peer group.
- Most decisions and rationale for actions are determined from a self-centered point of view.
- Desire an attractive appearance as defined by peer group; varying degree of concern about personal appearance; experimenting with current fashion trends.

- Young women generally have completed the greatest spurt of physical growth or are in the midst of it in contrast to young men who are in the beginning stages of rapid physical growth.
- Becoming aware of personal abilities and potentials, but lack confidence to fully express selves.
- Concerned with physical characteristics
- Young women are generally interested in all young men merely because they are young men. They are beginning to have selective interest in one individual of the opposite sex, but need the security of the group.
- Young men are beginning to be aware of members of the opposite sex but continue to maintain close associations with members of own sex.
- Conform to peer group attitudes and values
- Desire fair and honest treatment as an individual.
- Experience difficulty in coping with social pressures.