

Substitute Teacher Handbook



ALABAMA STATE
DEPARTMENT OF EDUCATION

Prepared by the
Alabama Education Association

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**In Partnership With the
Alabama State Department
of Education**

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Acknowledgments

The Alabama Education Association has prepared the *Substitute Teacher Handbook* to provide full-time and substitute teachers with the most essential information and strategies that may be implemented to ensure that classrooms run smoothly when full-time teachers are absent. It is our hope that this handbook will be used by all full-time and substitute teachers in their efforts to achieve that goal.

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Undergirding this work is the Education Policy and Professional Practice Department’s commitment to assuring that high-quality professional growth opportunities and resources are provided for all members. Thanks to Pamela Fossett and Kynesha Brown for facilitating the process of creation, compilation, and organization of this handbook. The timely development of this handbook was made possible by the steady leadership and expert guidance of Tyna D. Davis, Manager of the Education Policy and Professional Practice Department.

Introduction

This handbook was developed to ensure that a substitute teacher is equipped with the information and tools to be successful. The Alabama Education Association, the Alabama State Department of Education, and the Association of Classroom Teachers are committed to providing the support needed for successful substitute teaching experiences. The service provided by substitute teachers to the children and teachers of local school districts is extremely important. Students must continue to learn, even when the regular teacher is absent. The services of well-prepared, responsible substitute teachers are essential to meeting the educational needs of all students.

In becoming a substitute teacher in Alabama, one must remain flexible in availability because substitute teachers are needed not only for teachers taking sick or personal leave, but also on days when teachers are taking advantage of professional development opportunities. There are many benefits of substitute teaching. As Alabama continues to hire teachers to meet growth in population or through attrition, there will become a greater demand for qualified substitute teachers. Individuals may obtain an affinity for the job and gauge whether or not it is something of interest to pursue as a career. Also, most states do not require a Bachelor's Degree in order to become a substitute, so it is possible to substitute while continuing one's education toward a four-year degree.

The Alabama Education Association, the Alabama State Department of Education, and the Association of Classroom Teachers know that substitute teachers are valuable members of the education family and that the service provided to the students and teachers of local school districts is extremely important. Students must continue to learn even when the regular teacher is absent. The services of well-prepared, responsible substitute teachers are essential to meet the educational needs of the students served.

Local school districts expect and depend upon substitutes to honor times that have been confirmed for work. Therefore, if substitutes become unavailable for a period of time, they should notify their hiring district(s) so that valuable time will not be lost trying to make contact for filling substitute positions.

Note to the Substitute:

Most of all—have fun and enjoy the assignment! If after you have substituted for awhile you find that you dread to hear the telephone ring, this may not be the job for you. But, if you are all charged up by the idea that you could be stepping into a new classroom never really knowing what you might find, but loving the challenge, you could be on your way to being a successful and confident substitute teacher.



BECOMING A SUBSTITUTE TEACHER IN ALABAMA

Required Training, Qualifications, and Education

According to the *Alabama Administrative Code*, 290-3-2-.32, Substitute Teacher License:

- 1. Requirements.** The Substitute Teacher License, which is valid for five years and is renewable, shall be issued only when all of the following requirements have been met:
 - a. A recommendation on Form SUB from a superintendent or administrator who wishes to employ the applicant as a substitute teacher.
 - b. Official transcript(s) or copy of a diploma verifying graduation from high school or completion of the equivalent of a high school program. Required documentation shall be kept on file by the employing superintendent or administrator. A certificate of attendance shall not meet this requirement.
 - c. A criminal history background check as required by the *Alabama Child Protection Act of 1999*, as amended, and Rule 290-3-2-.02(9).
- 2. Restriction.** A Substitute Teacher License may not be used as the basis for employment as a regular, full-time teacher.
- 3. Valid Period.** The valid period of the license shall be five scholastic years. It may be reissued by following the same procedure used in issuing the initial Substitute Teacher License.
- 4. Portability.** An individual who holds a valid Substitute Teacher License may be employed in any Alabama public or nonpublic school.

After state requirements are met, substitute teachers should check with their Local Education Agency (LEA) for any other local requirements.

License, Credentials, or Certification

Potential substitute teachers are required to submit certain documentation before being hired as a substitute teacher in Alabama. They include, but are not limited to, the following: filing an initial Substitute Teacher Application through a local school system/district with the \$30.00 application fee, completion and submission of the Alabama Substitute Teacher License form, and successful completion of any substitute teaching seminar or training at the local school system/district level.

Salary Expectations

The average substitute teacher salary in Alabama is funded mostly through the legislature. Additional funding is sometimes provided by local boards of education. (In Alabama, the salary range for substitutes is between \$35.00 and \$100, depending upon the local school district.)

Two Types of Substitute Teachers

Substitute teacher requirements vary from district to district in Alabama. One should always check with a local school district for its specific requirements.

Emergency or short-term substitute teachers are designed to provide brief coverage for teacher absences. In Alabama, this does not require an associate's degree from a postsecondary institution or a baccalaureate degree.

Regular, licensed, certified or long-term substitute teachers are those who make a career out of filling in for regular teachers that need leave time. These positions usually require a candidate to complete some kind of credential or certification program that can include a Bachelor's degree with certification in education. Those interested in this career path should check with the local hiring district for specific regulations and requirements.

Substitutes Becoming Full-time Teachers

Once a substitute has spent some time in a classroom, he or she may decide to become a teacher full-time. If his or her license is a short-term or emergency type and the substitute did not complete the state's education curriculum to receive it, he or she will have to complete state requirements to become a full-time teacher.

STANDARDS OF CONDUCT, PROFESSIONALISM, AND ETHICS

Standards of Conduct

The Alabama State Department of Education (ALSDE) is committed to establishing a workforce dedicated to the education of the state's youth and creating an environment conducive to productivity for the benefits of its employees and students. The ALSDE and Local Education Agency (LEA) will recruit and employ highly professional employees who demonstrate ethical behavior on the job and outside the workplace.

All employees hired as substitute teachers are expected to maintain a standard of dress, personal appearance, general decorum, and behavior that reflects positively on their status as employees and as role models for students. The ALSDE and each LEA expect that substitute staff will set examples for students that will serve them well in their own conduct and behavior and that will contribute toward an appropriate instructional atmosphere. It is a condition of employment that those employed by state and local agencies as substitute teachers will perform their duties and comply with all policies and regulations set forth by local school boards and the state school board as well as state and federal laws and regulations.

Professionalism in Behavior

Substitute teachers should always have a back-up plan for routines, procedures, rules, and appropriate instructional activities. They should review and familiarize themselves with the plans left by the regular teacher and look for posted rules, routines, schedules, procedures, seating charts, and a grade-level chair or same-subject teacher on the hall for support. They should stand at the door and greet students as they enter, directing them to put things away properly and to organize their materials and start on any assigned work left by the regular teacher. They will collect any notes sent by parents, guardians, or other teachers. The substitute will introduce himself or herself with a confident, assertive, and pleasant voice. The professional substitute will be positive and treat students with respect and let them know expectations at the beginning of the day or class period. They will be firm, fair, and consistent. They should try to learn the students' names and call them by their names as quickly as possible. They should also establish a signal for transitioning from one activity to the next. Students may forget what is said, but they will never forget how they were made to feel.

A substitute teacher must focus consistently on positive behavior and think prevention. He or she should be aware of potential problem behaviors. A substitute should always address the problem, not the student, when dealing specifically with the negative behavior. The substitute should minimize reactions to difficult situations, trying to stay calm and not speaking or acting in a hurtful way toward students. It is never a good practice to make an example of another student. One should try to speak to disruptive students in private or at least away from other students. Close proximity is a good key behavior. Substitutes should move among students offering assistance and giving reminders as needed. The school day should be structured so that there are time frames provided for transitioning between activities or classes. Make sure to have the attention of all students when instructing, keeping perspective and maintaining a good sense of humor. Substitutes would find it helpful to leave notes about specific actions for the regular teacher, especially with regard to any classroom management issues. If there have been no issues, it would help the regular teacher to also know this.

The helpful aspects of substituting would be to follow these guidelines: **be consistent; be clear; be fair; and maintain foresight.**

Disclosure of private information is prohibited by the federal *Family Educational Rights and Privacy Act* (FERPA). This includes discipline information, academic, and/or medical conditions. If a substitute has a doubt about what is confidential, it is confidential. A substitute should know that students are not allowed to leave the campus during the school day without the expressed permission of the administration. Also, only a nurse or appropriate health care personnel should administer medication, whether prescription or over-the-counter.

Professionalism in Attire

All employees are expected to dress appropriately for the occasion and their profession. Extreme or ostentatious apparel or appearance is to be avoided. One's personal appearance reflects the attitude and interest in employment. Neatness, cleanliness, and a pleasant manner are always appropriate and important when setting the proper example for children or exhibiting professionalism. Substitutes should address questions regarding the appropriateness of attire with the immediate supervisor. Adults who dress professionally receive more respect from students than those who dress too casually.

Every school district has a different dress code. If a substitute is in doubt about what to wear, the following tips will come in handy.

1. Always dress **professionally**. Do not wear blue jeans on the first day. A nice pair of black or khaki pants with a nice shirt, blouse, or polo shirt is always appropriate.
2. No matter what everyone else is wearing, make sure that shirts or blouses are **not too low cut or revealing**. Working with students means that substitutes may spend a lot of time leaning over student desks to help with work.
3. Substitutes will spend a lot of time standing, sitting, and leaning over to get on a student's level. Wear clothes that are **comfortable**. Do not wear clothes that are too tight or that restrict bending. Make sure that sitting in a chair does not reveal a gap between the bottom of a shirt and the top of pants. Skirt lengths should be long enough to cover thighs when sitting and standing. Wearing clothing that makes one feel confident will make for an easier day. Wearing clothes that makes one feel self-conscious takes away from interaction with students and should be avoided.
4. Being **comfortable** is especially true for **shoes**. Substitutes will be amazed at how much time is spent standing. The wrong pair of shoes may be painful. Never try to break in a new pair of shoes when substituting. Shoes that will last throughout the day (painlessly) should be selected.
5. Never assume that every school has Casual Friday until actually substituting on a Friday. Dress as would be appropriate for any other day of the week until verification is met for casual days.
6. Always bring a **jacket**. Different facilities operate at different air-conditioning levels and temperatures vary greatly. It may be too hot in the winter, yet too cold in the summer. Once at a school or classroom, the substitute is there for the day and needs to feel comfortable for the whole time.

These guidelines should be used in compliance with any dress code. Women should wear appropriate length skirts or slacks, tops with adequate coverage, and comfortable shoes. Men should wear a collared shirt, slacks, and comfortable shoes. Athletic apparel is only appropriate when substituting in a physical education class.

The Alabama Code of Ethics for Educators

Substitute teachers along with regularly assigned teachers are expected to provide an environment that is conducive to learning for every child every day. The *Alabama Educator Code of Ethics* defines nine standards for ethical and standard behavior for teachers. The standards are listed below.

Standard 1—Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Standard 2—Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Standard 3—Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Standard 4—Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Standard 5—Alcohol, Drug, and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Standard 6—Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Standard 7—Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Standard 8—Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Standard 9—Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.



SUCCESSFUL SUBSTITUTE TEACHING IS . . .



Expectations of the School System

Given the qualifications, training, credentials, and code of conduct/professionalism and ethical standards for a substitute, the local school district (also known as the school system or local education agency/LEA) expects the substitute to meet the following conditions.

1. The substitute teacher needs to know how to find the location of the school and to be punctual. (A map of the school can be requested in the principal's office, upon arrival, in order to locate the classroom.)
2. The substitute teacher needs to be punctual and is required to stay at the school for the full assignment unless there is an extenuating circumstance that prompts an approved release by the principal.
3. The substitute teacher is required to dress professionally and appropriately for the assignment.
4. The substitute teacher is expected to follow the guidelines for classroom management, attire, and ethics. (Substitute teachers should not leave students unattended at any time.)
5. The teacher's routine and lesson plan are expected to be followed by the substitute teacher.
6. The substitute teacher should refrain from eating food and drinking beverages in the classroom during classroom time.
7. The substitute teacher is expected to have technical skills for maintaining discipline.
8. It is expected that cell phones and computers for personal business will not be used by the substitute teacher during scheduled classes.
9. A request for assistance is expected from the substitute teacher when lesson plans are not understood, accidents occur, or student behavior is not manageable.
10. An evaluation of the day's assignment is expected in order to build upon success and to correct undesirable conditions.

Expectations of the Substitute Teacher

As an employee of the school system, the following expectations of the substitute teacher are warranted.

1. A friendly welcome, policies, and procedures of the school system; expectations for the specific assignment with the established schedule; and directions to the classroom should be provided the substitute teacher upon arrival.
2. The provision of a lead teacher on the assigned hallway and/or a teacher in the same subject area for the day's assignment provide a support system for the success of the substitute teacher and should be implemented for the purpose of teaching, learning, and a safe learning environment.
3. A follow-up visit from a building administrator scheduled in the morning and the afternoon to ensure smooth operations for the day's assignment is strongly encouraged.
4. The provisions of attendance rosters and a detailed lesson plan(s) for the day's assignment are standard procedures for substitute teaching. (The assigned lead teacher who will provide support to the substitute teacher or the building administrator should assist with the location of the lesson plan, a review of the schedule, and an examination of the classroom layout.)
5. A layout of textbooks, manuals, equipment, and other supplies needed to complete the lesson plan of the day should be provided by the teacher for the substitute teacher.
6. A seating chart is needed for the substitute teacher to correspond with each class.
7. Class rules are expected. (Even if class rules are posted on the classroom wall, the teacher should leave a printed copy for the substitute teacher in addition to the attendance roster and the lesson plan.)
8. Support. Support. Support.

A RECOMMENDED DAILY SCHEDULE AND CHECKLIST FOR THE SUBSTITUTE TEACHER



	Report to the office early and sign in for the day. Receive instructions and directions to the assigned classroom.
	Obtain materials, information, room key, etc., from school officials in the main administrative office.
	Become familiar with the school's daily schedule and routine for both the school and the class by obtaining the necessary documents and talking with the school's administrators and/or teachers.
	Prepare all materials needed for the day's lesson.
	Secure all media materials needed for the day's lessons, if appropriate.
	If possible, arrive at the classroom prior to the first student and prepare for the day's activities.
	Write your name on the chalkboard or dry erase board.
	Introduce yourself to neighboring teachers.
	Check the roll or attendance roster in each class and follow absentee reporting procedures.
	Complete the various forms associated with attendance, tardiness, cafeteria, academics, etc.
	Start class on time.
	Follow the regular teacher's lesson plans.
	Fulfill the regular classroom teacher's extra duties if required by the administrator.
	Try to involve all students in the lesson.
	Be enthusiastic and act professionally.
	Walk around the classroom and interact with students throughout the class time.
	Collect papers and provide homework assignments before the class ends or the bell sounds.
	Leave the classroom in order with all materials and equipment stored in their appropriate places.
	Check assignments turned in by the students if requested by the teacher.
	Close windows, turn off lights, turn off equipment, and so forth.
	Complete any reports that are due at the end of the school day.
	Avoid criticism of the regular classroom teacher.
	Return keys and other items to the school's administrative office.
	Write notes pertaining to the day's lessons, student management problems or positive student behavior, etc., and leave them in the substitute teacher kit.
	Check with the school administrator or office manager to see if you will be needed the next day.



CLASSROOM MANAGEMENT

Critical Classroom Management Times

- The time before class instruction begins.
- At the completion of board work tasks or tests.
- When moving about the school facilities.
- During recess, play, etc.
- During water or restroom breaks.
- When interruptions prohibit classroom learning.

Classroom Management Techniques

- Keep the right perspective and a sense of humor.
- Be firm, fair, and consistent.
- Always take class attendance, writing the names of students who are tardy.
- Make a seating chart if there is not one left for a substitute. This helps to call on students by name and creates a good working environment.
- Move around the room. If there is a pocket of disruption or noise, move nearer to those students.
- Avoid making an example of a particular student or group of students. Students do not react to this method of discipline. Remain calm and learn which battles to pick. If possible, speak to a disruptive student in private, not giving him or her an audience of peers.
- Know when to ask for help.
- If a dangerous situation occurs, send a student next door or to the office for help if there is not a telephone or intercom system in the room.
- Become familiar with the referral/detention procedures of the school. If a student fails to comply with a directive or violates a school/class rule, leave notification for the teacher, write a referral to the office, and/or call for security to assist.
- Let the teacher know about any class management issues that occurred during the day. It is also a good idea to let the teacher know if there were no issues.



CRISIS MANAGEMENT

Handling Classroom Conflicts

Here are a few practical suggestions for dealing with an angry student in the classroom who is defying your authority and is out of control.

If a student has **difficulty** with **Getting Started on Work**, try to stand close to the student, praise other students who are on task, assist and provide reminders/clarify directions, break the task into timed chunks, and/or ask the student if he or she needs help.

If a student has **difficulty** with **Staying on Task**, try to stand close to the student, praise other students who are staying on task, have students work on a clear work space containing only necessary supplies; and/or relocate the student to a quieter area in the room (a safe place).

If a student has **difficulty** with **Staying in the Seat**, try to ignore, stand close to the student, praise other students who are sitting in their seats, ask students if they need help, and/or take “brain breaks” every 15-20 minutes (simply stand up and sit down).

If a student has **difficulty** with **Following Directions**, try to provide brief, clear directions; provide examples of the directions; have the student repeat and explain the directions; restate the directions; and/or praise other students who are following the directions.

If a student has **difficulty** with being an informant, then try to assess the situation to determine if it needs action; ask the student if sharing this information is *helpful or hurtful*. Ask the student to explain how sharing the information is *helpful*. Remind him or her that *hurtful* does not help the classroom environment.

Tip At-A-Glance

- Do not raise your voice.
- Try to remain calm and rational.
- Do not touch an agitated or angry student.
- Try to keep the student seated. In many instances, this is impossible. You can only suggest that the student remain seated so that he/she might explain to you what is wrong.
- Be reassuring to the student as well as the rest of the class. Explain the importance of protecting every student’s right to learn. Talk about options for resolving the conflict.
- Send another student for help.
- After the incident is over, immediately document everything that happened. This documentation should include time, name(s) of student(s) involved, a brief description of the events that occurred, and any information that pertains to the student(s) or the incident. This report should be submitted to the administration. You should also keep a copy regarding the incident for a future conference with parents or school administrators.



What Do You Do If ...?

- **It rains at recess or break time?**

Identify an alternate place where students should report for recess or break. Ask the support teacher for the location for confirmation.

- **A student has an allergic reaction to a bee sting?**

Seek medical assistance from the school nurse or notify an administrator.

- **A fight breaks out in the hallway and you are the nearest faculty member?**

Say “stop” but do not try to break up the fight. Ask a student to notify the office if a telephone or a two-way intercom is not in the classroom.

- **You suspect a student is using drugs or alcohol?**

Contact your support teacher and report your suspicions to the school administrator.

- **A student is verbally abusive to you?**

Maintain a calm attitude. Use assertive discipline. If the student remains abusive, contact the support teacher and report the matter to the school administrator.

- **You suspect a student has a gun or knife?**

Do not delay reporting the matter to the school administrator. Contact the support teacher.

- **A student falls asleep in class?**

Do not allow students to sleep in class. Use close proximity to ensure student engagement. Ask the student if he/she is ill as a method of documentation. Include the school nurse if illness is suspected.



Response to a Crisis

In the Classroom

- Notify the building administrator/principal immediately.
- Get help from a neighboring teacher or other adult if possible.

In the School

- A lockdown will be announced.
- Check the hallway and bring *any* student into the classroom.
- Lock the classroom door.
- Direct students to a place in the classroom where they cannot be seen from a glassed doorway.
- Turn off the lights.
- Everyone should remain silent.
- Wait for the administrator to announce “All Clear.”

Safety/Evacuation Procedures

- If there are no emergency procedures posted in the class, request them from the office.
- Familiarize yourself with the surroundings so that you know how to evacuate the class in the event of a fire drill or other emergency. Fire/weather drill procedures should be posted in every classroom.
- Know where the nearest exits are located.
- Have a class roster to take as you evacuate the building.

Every school should have a comprehensive crisis, emergency management, and medical emergency response plan posted and/or readily available.

Handling Accidents, Illnesses, and Injuries

- Do not touch a student where he or she is bleeding, even if using gloves. Provide the student with gauze, tissue, or paper towels, instructing him or her to hold it on the wound.
- If appropriate, send the student to the office or nurse's station for further care.
- If the situation is an emergency, dial 911.
- Adhere to Universal Precautions at all times. Substitutes should seek training in Universal Precautions.
- Do not administer medication of any kind to students, including aspirin, cough medicine, prescription, or non-prescription drugs.
- If a substitute or a student under the substitute's supervision is injured (no matter how significant the injury), the injury must be reported to the administrator in charge immediately.



Body Fluids

Blood (cuts, abrasions, nosebleeds, menses, contaminated needles)

- Use proper first aid procedures as they are available in the nurse's office. If an injured student or staff member is able, have him or her wash or clean his or her own wound.
- Use disposable gloves when available. Remove gloves and put them in a plastic bag for disposal. Wash hands with soap under running water for 15 seconds using proper hand-washing procedures.
- Dry hands with paper towels and dispose of towels.
- If gloves are not available, wash hands with soap under running water for 15 seconds. Dry hands with paper towels and dispose of towels.
- Do not use a needle to remove splinters.
- No injections will be administered at school. If a student or staff member injects himself or herself, the student or staff member will dispose of the sharps.
- Be cautious if assisting a diabetic with a blood test and use disposable gloves. Do not recap the lancet. The student or staff member should dispose of used lancets.

Feces, Urine, Vomit

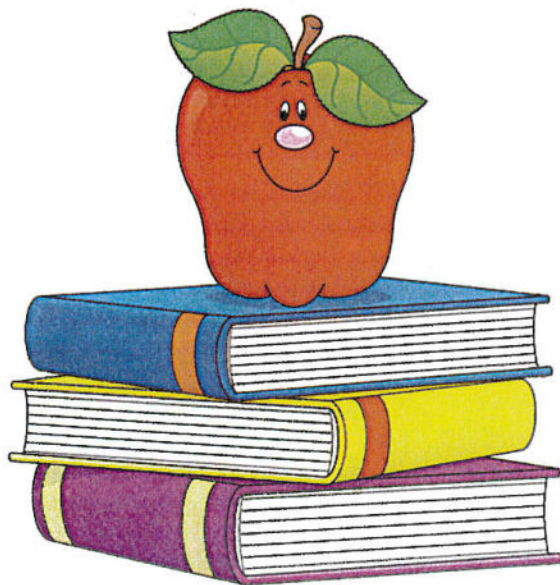
- Use disposable gloves. Remove the gloves and put them in a plastic bag for disposal. Wash hands with soap under running water for 15 seconds. Dry with paper towels and dispose of towels.
- If gloves are not available, wash hands with soap under running water for 15 seconds. Dry hands with paper towels and dispose of towels.

Respiratory Secretions (saliva, nasal discharge)

- Use disposable gloves. Remove the gloves and put them in a plastic bag for disposal. Wash hands with soap under running water for 15 seconds. Dry with paper towels and dispose of towels.
- If gloves are not available, wash hands with soap under running water for 15 seconds. Dry hands with paper towels and dispose of towels.
- Use disposable thermometer covers with thermometers when taking temperatures. Dispose of covers immediately in plastic bag. If the student is able, have him or her remove the cover and place it in the plastic bag.
- Thermometers should be cleaned in a soap solution and then placed in zephiran chloride solution holders.

Follow-up

- Use disposable gloves. Dispose of gloves in a plastic bag. The custodian will dispose of plastic bags in a proper manner.
- Rinse non-disposable items (towels) used to clean body fluid spills and place in a plastic bag. Use disposable gloves when handling the non-disposable item(s).
- If pre-soaking is required to remove stains, use disposable gloves to rinse or soak item in cold water prior to bagging.
- If it is necessary to change a child's clothing, the clothing containing body fluid should be placed in a sealed bag and sent home for laundering. Use disposable gloves for this procedure.
- Contaminated items (tissue, paper towels, etc.) should be handled with disposable gloves.
- Any non-disposable items contaminated by a body fluid spill should be cleaned with soap and water and disinfected. Disinfectant should come from a custodian.
- Countertops should be wiped with a bleach solution of 1 part bleach to 10 parts water or an approved disinfectant after dealing with any body fluid spill.



CHECKLIST FOR SUBSTITUTE TEACHERS

(To be completed by the regular teacher prior to absence)

SUBSTITUTE TEACHER'S PASSPORT TO SUCCESS

Teacher _____ Room _____
 Principal _____ Secretary _____
 Assistant Principal _____ Nurse _____

For information on these _____ classroom procedures
 ask _____ (teacher).

Daily Schedule

Breaks/Cafeteria or Bus Duty

Morning _____ to _____ Noon _____ to _____ Afternoon _____ to _____
 What _____ Where _____ Time(s) _____

Students with special needs (physical, emotional, medical):

Students who go to special classes and times:

Additional information or instructions:

Where to find	Location
Teacher editions of texts	
Lesson plans	
Supplies (pencils, pens, crayons, paper)	
School supply room	
AV equipment	
Class list(s)	
School rules	
Classroom rules	

Procedures

- Openings (lunch count, attendance, chores, etc.) _____

- Lunch (time(s), duty – Do you eat with students?) _____

- Dismissal (Exact time – Are buses involved?) _____

- Fire Drill (Where does class report? How do we get there?) _____

- Discipline (What are your discipline, intervention, or behavior modification procedures?)

- Who (teacher, administrator) will be supportive in time of need? _____

Passes: Located: _____
 Restrooms: _____ Drinking fountain: _____ Library: _____ Hall: _____
 Other: _____

Other Procedures:

Sick Students: _____
 Class signals (voice, lights, other techniques): _____
 Rainy days: _____
 Free time activities are:

RESOURCES

Maintaining Classroom Discipline

Helping students govern their own behavior in ways that help them learn is a long-standing goal of all teachers. Here are a number of ways that teachers can promote good discipline in their classrooms.

Promote good methods of classroom discipline by modeling the behavior you expect from students.

Know your school guidelines for discipline procedures.

Be fair, positive, and consistent. Be the kind of person young people can like and trust—firm, friendly, courteous, enthusiastic, and confident. Keep your sense of humor.

Provide a list of standards and consequences to parents and students. Make sure they are consistent with district and building policies. When in doubt, ask a colleague or your principal.

Get to know your students. Learn their names quickly and use them in and out of class. You will soon develop almost a sixth sense for anticipating trouble before it begins. Don't act as though you expect trouble or you will almost certainly encounter some.

Learn the meaning of terms, especially slang used by students.

Keep your classroom orderly. Maintain a cheerful and attractive classroom rather than a disorderly one, which might encourage disruptive behavior.

Begin class on time and in a businesslike manner.

Make learning fun. Make education interesting and relevant to the students' lives. Poor planning and a full curriculum can provoke disruptions.

Praise good work, good responses, and good behavior.

Do not threaten or use sarcasm. Never use threats to enforce discipline. Never humiliate a child.

Make sure that all students can easily see you when you are presenting information.

Avoid arguing with students. Discussions about class work are invaluable, but arguments can become emotional encounters.

Keep in mind the potential for distraction in things such as windows, doors, animals, or interesting displays in small-group work areas.

Leave plenty of room around student desks for easy access to each student while you are monitoring individual work.

Position your desk, work areas, and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in blind corners.

Plan to seat students who need extra help or attention close to where you will be most of the time.

Dress professionally. Think about the image you would like to portray.

If you must use tables or desks with inadequate storage space, you will want to have tote trays or boxes for student belongings and materials.

Be aware that the effects of your dress, voice, movements, and body language will be reflected in students' behaviors.

Let the students know you care. Determine jointly with the class what is acceptable behavior and achievement and what is not. Show interest in what students say—whether or not it pertains directly to the lesson.

Treat students with the same respect you expect from them.

Grade and return assignments as soon as possible.

Discipline: The LEAST Approach

There are several good methods of classroom discipline. One of the best is the LEAST Approach developed by NEA, which helps you determine the appropriate level of involvement.

Expect the unexpected, remain flexible, and be fair to your students.

Be fair to your students.

Here are some ways to help you win the respect of your students:

Be consistent in the application of discipline. Be fair and just in your requirements and assignments.

Do not refuse to let a student tell you his or her side of the situation. Be willing to consider mitigating circumstances.

Do not talk about the misdeeds of students except to those who have a right to know. Don't openly compare one pupil to another.

Apologize if you have treated a student unjustly.

Make sure punishments are appropriate for the misbehavior. Explain to the student why he or she is being punished.

Expect the unexpected.

Schedules will be changed without warning and unanticipated events will occur. Be flexible in responding to the unexpected. Ask your professional colleagues for suggestions on how to deal with situations like the ones listed on the following page.

AEA Recommendation:

Do not administer corporal punishment.

Leave it alone. If the event is a brief and minor disturbance that is unlikely to occur again, leave it be.

End the action indirectly. When learning is disrupted or someone may be hurt, let the student(s) involved know you are aware of the inappropriate activity with a facial expression, a body gesture, or a quiet action, such as walking towards the student(s) or calling the student(s)' name(s).

Attend more fully. Secure more information from the student on who, what, when, where, and why. Be objective rather than emotional.

Spell out directions. When a situation threatens to get out of hand, making learning impossible or risking harm to someone, very clearly explain to the student(s) involved the consequences of his/her actions and your intent to follow through.

Track student progress. Record what happened; when, where, who was involved; what you did; and who witnessed the incident.

MAJOR FUNCTIONS OF TEACHING

Teachers perform three critical functions in the classroom:

- Make professional decisions.
- Manage the classroom.
- Facilitate learning.

These functions are essential for successful practice. The following is a sample of actions undertaken by teachers pertaining to these three functions.

In making professional decisions, teachers:

- Decide what to teach within and across subject areas within the context of available curriculum guides.
- Select, present, and use materials and equipment.
- Plan priorities for the day.
- Reorganize activities as necessary.
- Use student assessment materials for instructional purposes.
- Anticipate the need for, and draw on, the abilities of special school service personnel such as the school nurse, psychologist, social worker, librarian, and guidance counselor.
- Decide how to work with professional organizations, the school community, and the public at large to promote action on educational problems.
- Decide how to deal with the external conditions that impact their roles as teachers.
- Decide how to deal with political, economic, social, and professional factors that affect their ability to function in the classroom.

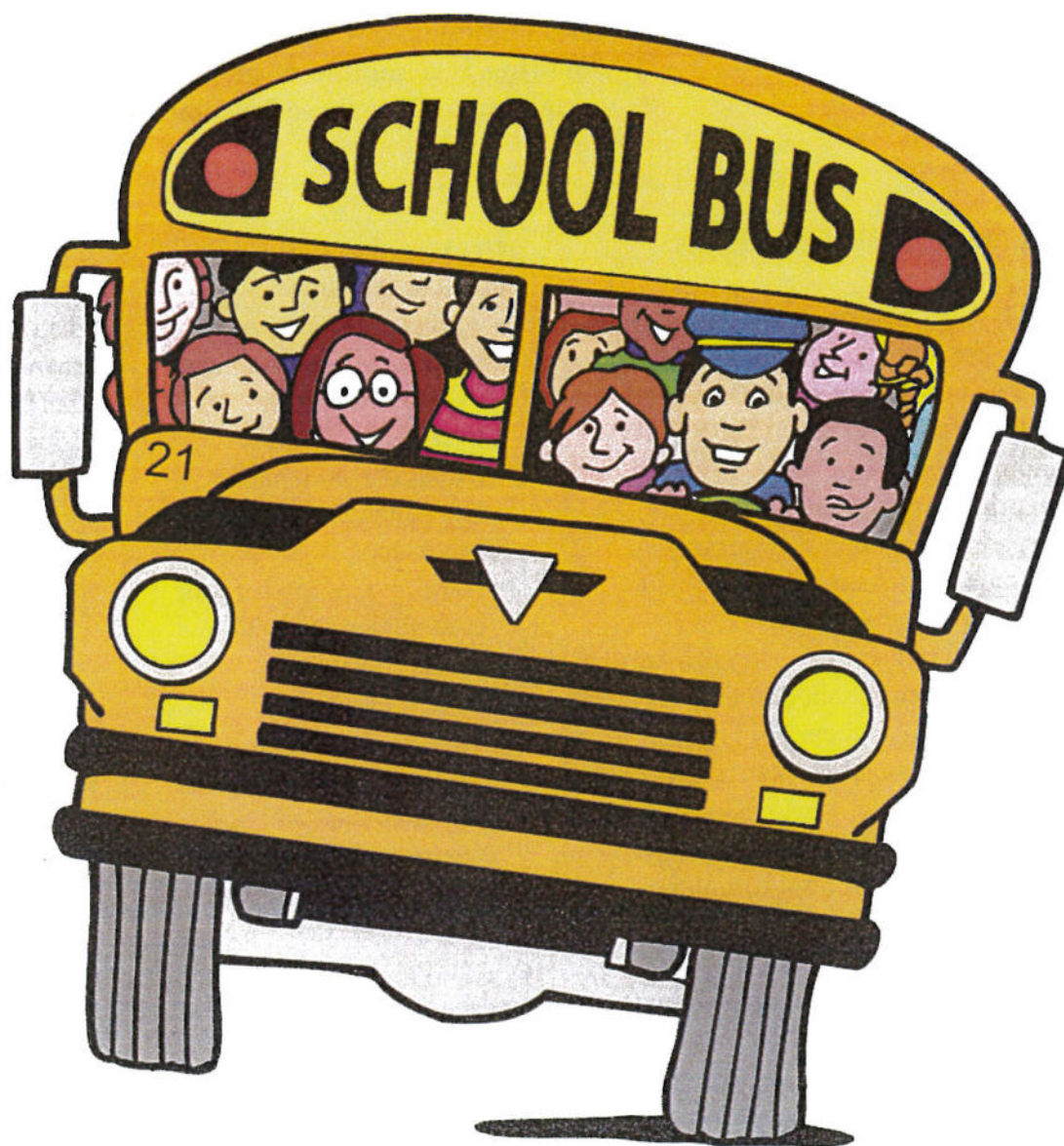
In managing the classroom, teachers:

- Organize the classroom to stimulate learning and to foster discipline.
- Evaluate classroom conditions and make adjustments when necessary.
- Provide opportunities for communication with parents and the community.
- Communicate with special education service personnel and call upon them when necessary.
- Use community agencies and refer students when appropriate.
- Maintain student records for instructional purposes.
- Facilitate the work of classroom aides, volunteers, and paraprofessionals.

In facilitating learning, teachers:

- Know the unique characteristics of their students and draw on this knowledge to promote learning.
- Identify students' levels of achievement in subject matter and provide instruction and activities appropriate to those levels.

The functions of teachers listed here are from *Excellence in Our Schools, Teacher Education: An Action Plan* adopted by the NEA Representative Assembly, 1982.



SUBSTITUTE FOLDER

SUBSTITUTE'S CLASS ROLL

(This form or a copy of the Attendance Roster/Roll should be prepared for the substitute teacher.)

Name	Attendance Date(s) and/or Absence	Comments

Name of Substitute: _____

Phone Number for Substitute Teacher (For Follow-up Purposes): _____

Date(s) _____

Overall Comments: _____

Frequently Asked Questions by Substitute Teachers

Q: May I substitute for a class where my child is a student?

A: Many school systems do not approve of a substitute working in a class where his/her child is a student.

Q: Do substitute teachers ever receive any benefits?

A: On a normal basis, substitute teachers do not receive benefits.

Q: Do substitute teachers receive unemployment compensation during the summer months?

A: No, substitute teachers do not receive unemployment compensation during the summer months.

Q: Is it permissible to work at a select number of schools, only?

A: When completing an application for substitute teaching in the selected school district, you will be asked to identify schools, days, and times where and when you are available to work.

Q: Do I have to be available each day of the week in order to maintain my eligibility to work as a substitute teacher?

A: When completing an application for substitute teaching in the selected school district, you will be asked to identify schools, days, and times where and when you are available to work.

Q: If I am given one assignment before I arrive at the school and then I am given another assignment after I arrive at the school, do I have to accept the change?

A: You are strongly encouraged to be flexible. Remember, your position as a substitute teacher is one of support for the teaching and learning process.

The Substitute's Daily Journal

(Complete at the close of each day to identify what occurred during the assignment. Use this report to build upon strong points and improve in other areas. Save for review with future assignments.)

Contacts

Principal: _____

Secretary: _____

Custodian: _____

Nurse: _____

Locations

Teacher's Lounge/Work Room: _____

Custodians' Room: _____

Audio Visual Equipment: _____

School Supplies: _____

Emergency Drills

Fire Drill

What to do:

Other Drill(s)

What to do:

Classroom Management

Classroom Rules:

Quiet Signal: _____

Rewards: _____

Classroom Policies

Restroom: _____
Water Fountain: _____
Illness: _____
Principal's Office: _____
Pencil Sharpener: _____

Other Policies

Use the following positive rewards:

Teacher's Guide and Handbooks may be found:

Lesson Plans may be found:

Class Roster may be found:

Other Instructions:

RESOURCES FOR THE SUBSTITUTE TEACHER

On the Worldwide Web

ALEX (Alabama Learning Exchange) – <http://alex.state.al.us/index.php>

ALEX is a site of many resources for the Alabama educator. Courses of study that detail curriculum for subjects and grade levels, Web resources, and lesson plans are included on this site.

Substitute Teaching Division – <http://stedi.org>

The Substitute Teaching Division provides instructional resources as well as opportunities for professional development through printed materials and professional conferences.

Super Substitute Teachers – <http://www.supersubstituteteachers.com>

Instructional resources and filler activities for the substitute teacher’s “survival kit or backup plan” are found at this site.

Teacher Vision – www.teachervision.fen.com

Printable books and worksheets, newsletters, and classroom-ready lesson plans are provided through this site.

Funbrain – www.funbrain.com

Funbrain is a site that offers online educational games for students, primarily in Grades K through 8.

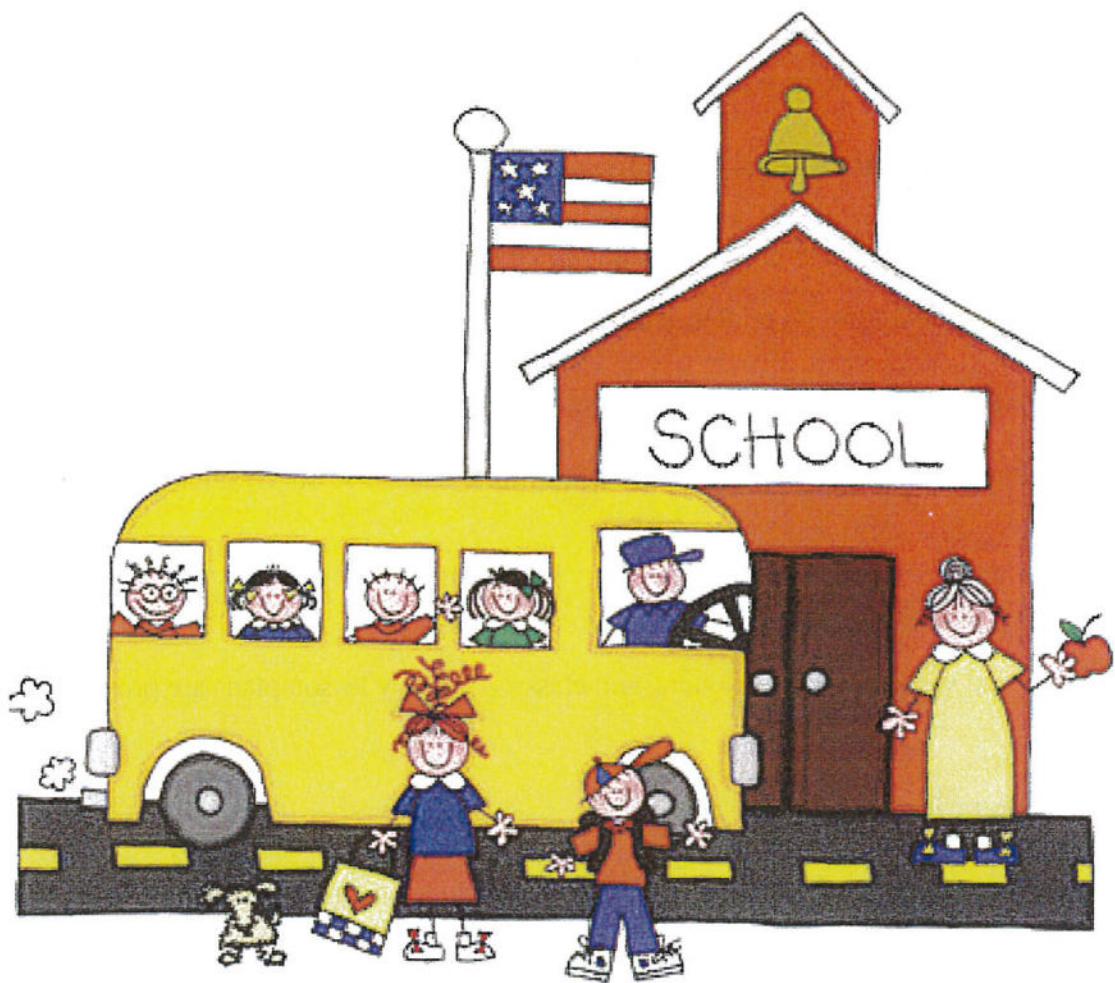
Free Puzzlemaker/Discovery Education — www.discoveryeducation.com/puzzlemaker

Customized word search puzzles, crossword puzzles, word lists, and other instructional supports are available at this site.

Books with the Substitute Teacher in Mind

Classroom Management for Substitute Teachers by S. Harold Collins

Mastering the Art of Substitute Teaching by S. Harold Collins



APPENDIX

AEA Substitute Teacher Membership

An educational employee employed on a day-to-day basis that is eligible for AEA Active or Education Support Professional membership shall have the option of joining the Association as a substitute member unless said employee is eligible for NEA-Retired membership. A person joining as an AEA substitute member must also maintain membership in NEA's substitute membership category. The dues for AEA substitute members shall be the same amount that AEA charges for retired members.

By becoming a member of AEA, a substitute automatically becomes a member of the local association representing the local work site and the National Education Association. Dues are generally collected by each school system by payroll deduction approved by the member and then forwarded to the AEA Business Office at AEA Headquarters in Montgomery. Membership records are maintained by the AEA Business Office.

Benefits of Membership

Insurance Programs

NEA Guaranteed Issue Life Plan
NEA Auto and Home Insurance Program
NEA Homeowners Insurance Program
NEA Group Term Life Insurance
NEA AD&D Insurance
NEA Level Premium Term Life Insurance Plan
NEA Hospital Care Insurance Plan
NEA Income Protection Plan
NEA Long-Term Care Insurance Program
NEA Medicare Supplement Program Coverage
NEA Dental and Vision Insurance Program
NEA Pet Insurance

Credit Programs

NEA Credit Card Program

Loan and Mortgage Programs

NEA Home Financing Program
NEA Personal Loan
NEA National Board Certification Loan
NEA Smart Option Student Loan by Sallie Mae

Investment Programs

NEA Sponsored Money Market Savings Account
NEA Sponsored CD
Tax-Deferred Retirement Savings Program
RetirementWorks II

Consumer Discount Programs

NEA Auto Purchase Advantage program
NEA Bookstore
NEA Car Rental Program
NEA Click & Save
NEA Hearing Aid Savings Plan
NEA ID Theft Protection Program

NEA Long Distance
NEA Magazine Service
NEA Vision and Prescription Savings Plan
1-800-FLOWERS.com
Collette Vacations
Costco Membership Discount
H&R Block
Heat USA
Jenny Craig
Nolo.com
Progressive Book Club
Rapid Resources
Smithsonian Journeys
Snap Fitness
The Walking Company
Weekly Reader
Whirlpool Corporation VIPLINK program
Wide World Country Tours

Professional Resources

NEA Academy
Carson-Delosa Publishing
Jason Project
SmileMakers
Watch Me Learn
Zuma ed

Legal Services Programs

Attorney Referral Program
Educators Employment Liability (EEL) Program

Publications and Online Services

NEA Today
NEA on the Web
Works4Me
NEA Focus
NEA Retired on the Web

AEA Member Benefits

The AEA Member Benefits Office has bargains for AEA members! Whether you are looking for that new computer or a rental car at your vacation destination or discounts on tickets for theme parks, be sure to check out what is offered using your **AEA ACCESS card**. You can also check out the **Oppsvalue** page, a brand new benefit offered to AEA members, where you can find deals on things like Braves tickets, DisneyWorld tickets, food, hotels, etc.

As an AEA/NEA member, you are also entitled to participate in insurance, financial, loan, legal services, and consumer programs that will save you money. Through **Collateral Benefits** and NEA, AEA members are covered. AEA also offers the **AEA Valuebuilder** through **Security Benefit** for its members.

VisionChoice is an eye-care savings plan designed to save members money on a wide array of vision products and services. **VisionChoice** eliminates eye-care sticker shock because participating providers have agreed to offer their services at prices considerably lower than their normal fees.

NEA Members Auto & Home Insurance Program® is an auto and home insurance program designed to meet the needs of members of the NEA, with exclusive rates and excellent benefits. This is all made possible by NEA Member Benefits and a unique collaboration of insurance providers managed by **California Casualty**. Check out the **Identity Theft Resolution Service** offered. For a free comparison quote, call **1-877-331-8951**. To reach Alabama's representative, Jennifer Kremer, call 800-964-3903, ext. 5977.

NOTES

Lined writing area with horizontal blue lines.



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