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**HANDBOOK
FOR
SUBSTITUTE TEACHERS**

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Nazareth, PA 18064	
610-759-1170 ext. 7	
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WELCOME, SUBSTITUTE TEACHER

Welcome to the Nazareth Area School District. We appreciate your willingness to serve as a substitute teacher and consider you a full partner in the educational process. It is a real challenge to walk into a new situation each day and to deliver an instructional program which you haven't developed and might not be in your area of expertise, especially when you do not know the students, the routine, or haven't had even a few precious moments to review the teacher's plans before the students arrive. We have confidence that you will do your best and that talented and versatile teachers can meet the challenge. We will do everything we can to provide you with the materials and assistance needed to make each day a success.

This booklet contains information, suggestions and ideas that will familiarize you with our district and help you do your best work. I urge you to read it completely before your first day of substituting and to call me, or any of our principals, if you have a question. Thanks again for your help!

Director of Human Resources
and Support Services

DISTRICT SCHOOLS

Nazareth Area High School
Mr. Alan Davis, Principal
501 E. Center Street
Nazareth, PA 18064
610-759-1730

Nazareth Area Middle School
Mr. Robert Kern, Principal
355 Tatamy Road
Nazareth, PA 18064
610-759-3350

Bushkill Elementary School
Mr. Joseph J. Yanek, Principal
960 Bushkill Center Road
Nazareth, PA 18064
610-759-1118

Lower Nazareth Elementary School
Mrs. Rose T. Allshouse, Principal
4422 Newburg Road
Nazareth, PA 18064
610-759-7311

Floyd R. Shafer Elementary School
Mr. William Mudlock, Principal
49 S. Liberty Street
Nazareth, PA 18064
610-759-5228

BECOMING A SUBSTITUTE TEACHER

In order to become a substitute teacher in the Nazareth Area School District the applicant must provide the Human Resource Office with the documents described below before the school board can consider them for employment. The Human Resource Office will send these documents to the applicant upon request. When the applicant has completed the forms and is in possession of the required forms, he/she is asked to bring them to the Human Resource Office at One Education Plaza.

- **Application for Substitute Teaching**
- **Professional Teaching Certificate** (We will make a copy of an original for our records.)
- **Request for Criminal Record Check (PA State Police SP4-164)**
Please bring the original of this document to my office so that we can make a copy it for our records, as required by law.
- **PA Child Abuse History Clearance**
Please bring the original of this document to my office so that we can make a copy it for our records, as required by law.
- **Applicant Residency Statement**
- **FBI Background Check**
Required ONLY if you have not been a PA resident for at least two (2) years immediately preceding the date of application for employment. If needed, please bring the original to my office so that we can make a copy for our records, as required by law.
- **Employment Eligibility Verification (Form I-9)**
Please bring one document from List A or one document from List B and one from List C so that we can verify your employment eligibility.
- **School Personnel Health Record**
State law requires that all employees provide the district with evidence of a medical examination and a current tuberculosis status report. (We will make a copy of an original for our records.)

Upon receipt of these documents, the Director of Human Resources will recommend to the school board that the applicant be added to the approved list of district substitutes. Once the substitute is approved by the board, they are eligible to substitute in the district. We ask that the Human Resource's office be notified immediately if you are no longer available to substitute.

Each summer the substitutes (not including emergency substitutes) on the board-approved list will be contacted to see if they are interested in continuing their service for the following school year. If so, they will be automatically approved with no need to repeat the application process.

SUBSTITUTE TEACHER CLERK

Mrs. Rosemary Smith, the substitute teacher clerk, will be calling substitutes for all five schools in the Nazareth Area School District. Her telephone number is 610-759-2437. Mrs. Smith will generally call substitutes between **6:30-9:00 PM** evenings and **5:45-7:45 AM** on school mornings. Mrs. Smith will inform all contracted substitutes should it be necessary to cancel or delay school due to inclement weather or another emergency.

TEACHER ABSENCES

When to expect your first call will vary. As a rule, teachers take fewer sick days in September and May. Generally, the second semester is busier for substitutes than the first. Some teacher absences are pre-planned for staff development or personal days. Sick days are generally unplanned and will result in last minute notification of substitutes.

CRITICAL AREAS

Typically, there are more available substitutes for the elementary schools than our secondary schools. All approved substitutes are able to substitute for not more than 15 days in areas for which they are not certified. This means that a person with elementary certification (K-8) is eligible to substitute for 15 days in each subject area in grades 9-12. For example, 15 days in English, 15 days in social studies, 15 days in mathematics, etc. Our application for substitute teaching asks the applicants if they are willing to teach in other areas outside of their certification. Substitutes can maximize the number of days worked if they indicate their willingness to teach outside of their certification in all subjects and grade levels within the district. If at any time approved substitutes decide that they are ready for the challenge and want to work outside of their certification, they are urged to inform the substitute teacher clerk. The less you limit yourself in terms of schools in the district, subject areas or grade levels, the more days you will be employed as a per diem substitute.

PROCEDURE FOR CALLING SUBSTITUTES

Our teachers have been instructed to make their absences known to our substitute teacher clerk as soon as possible. In the case of personal days, the need is known in advance and the substitute teacher may be engaged several days prior to the actual teaching date. Frequently, teachers will call the substitute teacher clerk the night before if they know they will be out. Most of the emergencies or illnesses, however, arise the morning a teacher is going to be absent. Teachers have been instructed to call the substitute teacher clerk between 5:45 and 6:30 AM at which time she will begin contacting substitute teachers. Depending upon the number of substitute teachers to be called on a given morning, you may be called just prior to the beginning of the school session. A good suggestion - make it a habit of getting up early on the assumption that you will be called.

GENERAL RECOMMENDATIONS FOR THE SCHOOL DAY

1. Report to the school office upon entering the building. Elementary, middle school and high school working time is 7:30 AM to 3:00 PM.
2. Report to the main office for information and assistance relative to the classes and subjects you will be teaching. You will be given lesson plans, a schedule of classes, seating charts, and the bell schedule. Also, keys if required.
3. Check the teacher's mailbox for messages or appointments. Cancel parent appointments. Messages should be referred to the office, unless they are routine in nature.
4. The teacher's lesson plans are your guide to what you are to teach. Locate all materials to be used during the course of the day. Check the procedure for using technology if needed. Organize materials so that they are easily accessible. Since students are used to an established routine by the regular teacher, class control becomes difficult if you appear uncertain.
5. Check the daily program or schedule. Check to see that special teachers, if any, will be in your room. Students may be leaving the room at certain times for medical examinations, instrumental lessons, special reading classes, sports activities, etc. The more familiar you are with the schedule, the better your class management.
6. If you fail to find lesson plans or the daily program, contact the principal.
7. Scan the seating plan. Be resourceful. Pinpoint the location of a few students to help with your name association. A good idea is to have the children print their names on heavy paper that can be folded to stand up on each desk. Address students by name.
8. Check with the teacher's duty schedule to see if you have any assigned duties outside the classroom.
9. The classroom teacher should not leave the class unattended. If an emergency arises which requires that you leave the classroom, please contact the principal immediately.
10. After dismissal of your children for the day, each substitute teacher is expected to fulfill the following list of requirements:
 - a. All substitutes are to remain in school until the end of the work day.
 - b. All papers assigned by the substitute are to be corrected by the substitute unless otherwise specified by the regular teacher.
 - c. An outline of the day's activity accomplished by the substitute teacher should be prepared and left for the regular teacher.
 - d. It should be made clear that if the tasks of the day require substitutes to remain after the regular dismissal time it is expected the substitutes will fulfill their professional responsibility.
 - e. Report to the office at the end of the day. Please report unusual incidents to the principal. Check out times are elementary, middle and high schools - 3:00 PM.

11. In our elementary schools it is the responsibility of the teachers to escort their children to and from the cafeteria at lunch time. Lunch schedules vary from school to school within the district. Please become familiar with the lunch schedule in the building where you are teaching.
12. If the elementary class leaves the room for art, music or physical education class, it is the teacher's responsibility to escort the children to and from these classes.
13. Substitute teachers who will be teaching for an extended period of time will be responsible for writing lesson plans, attending faculty meetings and in-service workshops, and performing all other duties required of the regular teacher.
14. Check out at the office before you leave the school for the day. Turn in the report form and room keys.
15. Be aware that administrative personnel will visit your room freely and as needed. Do not let this distract you from your teaching.

ADVICE FROM VETERAN SUBSTITUTES

First Lesson

Once your first class is settled, write your name on the board, pronounce it (in the primary grades, the kids will probably just call you "Teacher") and call the roll. Using the seating chart, learn as many names as you can. Then, start the lesson.

Probably the most important "lesson" to begin with is that you expect everyone to participate, even though their regular teacher is absent. Make sure students understand that, as usual, there are certain limits to their behavior. If you have a copy of the classroom rules, try to enforce them consistently. You may accept assistance from students designated as helpers, but don't get involved in squabbles over routine. Be especially wary of the phrase, "She (or he) always lets us...." Usually, she or he doesn't.

It doesn't hurt to listen to students discuss an issue or interest once in a while that's not related to classroom work, but don't let the discussion degenerate into a rap session. Students who sense that a substitute is just putting in time will take advantage of such a situation.

At no time should you criticize the lesson or the teacher, nor should you accept this behavior from students. Do your best to make the assignments for the day interesting, even though to you they may seem boring. Your complaints won't stimulate change. They will only invite resentment. Students will be uncertain about you to begin with. Adding new variables can be confusing, unless they are guaranteed to delight the class.

Adult Relationships

Before the last bell of the day rings, you will encounter adults as well as kids with whom you will want to develop a good relationship. First of all, try to get to know the principal. Don't try to sell yourself and make a dynamic first impression. Instead, do a lot of listening. If you didn't get a chance to meet him or her before school starts, look for opportunities later on. When he or she asks how things are going, answer in a positive way. If you have questions about school policy, ask them. However, if you fish for discipline procedures, such as the point at which you send a student to the office, some administrators may take it as a sign of weakness.

You can learn many of the office's attitudes and procedures without directly bringing up the problem. For example, take the discipline question. Try meeting briefly with an administrator at the end of the day. If you had some behavior problems in your classes, you might report how you handled them and invite comment. This tells the person in charge that you're willing to improve your performance and that you know you've got a lot to learn. It also gives him or her a chance to open up on the subject of classroom discipline. Many administrators realize how important an issue this is for beginning teachers and will probably give you some helpful suggestions, which in turn will give you a feel for the administrator's style.

Faculty Room Finesse

Since you're not likely to meet many teachers in the course of teaching in a classroom, your demeanor in the faculty room will help determine how you are accepted by the teaching staff. At first, the other teachers will seem a bit standoffish, sometimes to the point where you think you're invisible. It's up to you to break the ice. The best way to do this is to introduce yourself and, perhaps, ask simple questions, not recite your life's story. Be neither outspoken nor defensive. Don't brag. Don't criticize the cafeteria food. The head cook might be a colleague's mother-in-law.

All of this may sound like common sense but a brand new sub, due to nervousness or a misplaced need to impress people, may feel compelled to talk a blue streak.

Again, by simply keeping your ears open, you will learn plenty about how the school is run. You will pick up attitudes towards students, administrators and even the teacher for whom you're substituting. In addition, you will get a general idea of what teachers expect of a sub.

You will want to listen carefully to the faculty grippers, too. Learn to take their complaints with a grain of salt and don't seek out their company. It's a better idea to buddy up with a teacher whom you feel can offer practical help.

Whether you're alone or with other teachers, use free periods to go over plans, read and preview lesson materials and correct papers. If you want to become a committed full-time teacher, you have to work at being a committed sub.

Surviving

How well you cope with the idiosyncrasies, pressure and uncertainties of substitute teaching is the ultimate test. If you strive only to be a good police officer you will get little satisfaction from the job. But try to be hip by telling a middle school class that you think school is a drag and you're a goner.

The middle road between acting tough and being cool is knowing what other people expect of you. Students will rate you on how friendly you are, how confident you appear and how much constructive fun you let them have. Teachers want feedback on what the students have accomplished and how they behaved. They want you to carry out the lesson plans, if at all possible. If you get a chance to correct routine papers, such as spelling tests and worksheets, they will be grateful. Most teachers will be glad to meet you if you are friendly and remember to tread lightly on their home turf.

Administrators will be alert to your attitude, your facility in dealing with behavior problems (especially those referred to the office), classroom noise and housekeeping. Even a custodian's offhand remark about a messy room can diminish your prospects for getting called back.

Bag of Tricks

The need to satisfy and survive so many different demands alone makes substituting difficult. The new sub faces the added disadvantage of knowing neither the students nor the system. To help you overcome these problems we have one suggestion: In addition to learning and following standard procedures for each school, offer something unique in the form of your own bag of tricks. Develop and take with you to each assignment an assortment of activities designed to fill time before the bell rings, to liven a class when the plans have died, to reward students for working hard or, in rare cases, to take the place of the regular lesson. Whether they're puzzles, worksheets, blackboard games or hand puppets, these tools of the trade can be both educational and fun.

The Last Bell

Each day before you leave, check the room for neatness. Make sure all materials are returned to the proper place. Write a note to the teacher stating what was accomplished, and mention any special problems. Single out particular classes or people for special praise. Report to the office and find out if you'll be needed tomorrow. Try to remember to say thanks to someone who helped you during the day, then head for the door.

Since substituting offers entry into the teaching world, it can give you an idea of how badly you really want to teach and how well you are suited to the job. The chances of getting hired by one of the schools in which you sub are fair if you show a sincere desire to become a good teacher. If there simply are no openings that fit your qualifications, you may find that your supervisors are willing to put in a good word for you elsewhere.

Once you try substituting stay with it. You might find the class you've been searching for.

GENERAL DISTRICT-WIDE POLICIES AND PROCEDURES

Emergency Form

Parents are required to fill out an information card for each child attending school. It is used whenever an emergency makes it necessary for the school to get in touch with them. Included are home address and telephone number, where parents can be reached if employed, person to contact if both parents are unavailable, family physician, etc. It also gives permission for school personnel to obtain emergency medical help if parents are unavailable.

Administering Medication

Medication, including over-the-counter medication, will be administered to students in the school setting only in circumstances when the child's health may be jeopardized without it. Written authorization, signed by the physician, psychiatrist, or dentist (original or by fax) and the parent, legal guardian, or emancipated student must be provided for each separate prescription or medication being administered to each student. If dosage is changed, new written authorization is required. Authorization will terminate with the expiration date of the prescription or at the end of the school year, whichever occurs first. If the medication is discontinued, the parent or legal guardian must notify the school nurse in writing. For over-the-counter medication, a one school year standing order from the student's personal physician will be accepted.

Medication must be delivered to the school nurse by the parent, legal guardian, authorized adult designee or emancipated student in the original medication container. Students are not to have medication in their possession at any time per school district drug and alcohol policy except physician authorized self-administered inhalant medications.

It will be the responsibility of the parent, legal guardian, or emancipated student to make arrangements for administration of medication during activities away from school by completing the appropriate forms in the Nurse's Office.

Medication sent to school in violation of this policy will not be administered to students.

Health Services

A school nurse or a health room assistant is on duty each day to serve the health needs of each school in the district. When children become sick during school hours, he/she should be sent directly to the nurse.

Health and Accident Procedures

1. Refer all cases of illness or accident to the school nurse. In case of accidents on the playground, gymnasium, etc., the teacher shall not leave the area unsupervised to

- accompany an injured child to the health room. A reliable child shall be sent to get the nurse, or shall accompany the injured child to the health room. In cases of serious injury or illness, inform the school nurse and principal immediately.
2. If any child has symptoms of a communicable disease, such child should be sent to the nurse or school office.
 3. Parents have been asked to notify the nurse of special health conditions (epilepsy, allergies, etc.). Call the nurse if you have any questions about a student's health.
 4. Teachers are urged to keep a list of children with special medical histories in their desks. You should check early in your assignment to see if any such children are in your classes.

Fire Drill

1. Review evacuation plan early in your assignment. They may differ in each room and building.
2. Pupils should walk out of the rooms in silence at the sounding of the fire alarm.
3. All doors and windows should be closed.
4. It is the teacher's responsibility to account for every student in the classroom. You must take the roll book with you.

Corporal Punishment

Striking a child or the use of physical punishment is prohibited in the Nazareth Area School District.

Parent-Teacher Associations

Long-term substitutes are urged to attend meetings of the PTA, as are all regular teachers.

Staff Meetings

Long-term substitute teachers are expected to attend all meetings which may be held during their period of service in the school.

Parent Conferences

Long-term substitute teachers may be asked to have parent-teacher conferences if the need arises. Please contact the principal before having such a conference. You may want to request their presence during the conference. Attendance at the scheduled parent conferences in the fall and spring is expected.

TEACHING THE LESSON

Be Prepared

Success of the lesson as well as the class control depends largely upon your preparedness. If you substitute for more than one day, you have the same obligation to plan as the regular teacher.

Be Ready to Start

Have the materials you need ready before class. Be sure that the class is listening and do not start until you have the attention of every child in the classroom.

Motivate the Lesson

Children need motivation. Remember, however, your primary reason for being in the classroom is to teach, not to entertain. Motivation should set the stage, arouse curiosity, and relate to previous lessons. It may be done by means of a question, picture, or shared experience.

Make your Presentation Clear

What children gain from the lesson will depend on how well you present it.

1. Keep the language on the student's level of understanding.
2. Present one point at a time.
3. Go from the known to the unknown, the easy to the difficult.
4. Stop often and review or clinch points.
5. Give children opportunities to ask questions.
6. Use your voice to emphasize, maintain interest, change and control tempo.

Ask Good Questions

Good teaching is a process of drawing out from within the children rather than stuffing them with knowledge. To do this depends much on your art of questioning. A good question is one that:

1. Asks something that you really want to know.
2. Is concise and expressed well.
3. May often require a series of intermediate answers.
4. Directs and stimulates a child to observe and send him in search of new data.
5. Guides and stimulates thought, helps with analysis of complex problems.
6. Gives a child a mind set for what is to follow.
7. Causes children to express new or unexpressed ideas.
8. Does not call for mere repetition of book material.

Mechanics of Asking Questions

1. State questions, then call on a pupil.
2. Discourage hand waving.
3. Respect children's answers.

Provide for Active Participation

In a good lesson, children engage in much activity. Make sure that directions are clear. Provide the proper supervision and help.

Leave Time for a Summary

All facts and concepts need to be brought together before the close of the lesson. Vary your ways of summation. It can be teacher-pupil or activity-directed.

FEEDBACK

The Nazareth Area School District is interested in continually improving the teaching experience for substitutes in our district. To do this, we need to know from you, the substitute, what our strengths and weaknesses are. As one teacher explains: "I want to know about students who were especially helpful to the sub, and I want to be able to correct students who misbehave while I was out. I see to it that they are denied privileges even in other classes if that is necessary to get the point across. As a penalty for being rude to a sub, some of my students have missed participation in concerts and trips." Our principals discipline students creating problems for substitutes and this policy is known throughout the district. We feel it helps to minimize discipline problems for substitutes.

We invite you to give us feedback by coming to the office at the end of the day to discuss your progress with the principal, by completing the substitute form and by leaving notes for the teacher. Your feedback is essential to helping us make your job easier and more effective. Thank you for your interest in serving as a substitute in our district. Best wishes for a successful year.

Substitute Teacher Pay for *Unplanned* Late Starts and Early Dismissals

Substitutes will receive **full pay for unplanned late starts and early dismissals**.

Substitute Teacher Pay for *Planned* Early Dismissals (in-service days), Illness, etc.

The following guidelines are used to calculate pay for substitute teachers in the elementary and secondary schools when they work a **partial** day due to **planned early dismissals** (in-service days), illness, etc.

$\frac{1}{4}$ Day = up to 1 hour 52 minutes

$\frac{1}{2}$ Day = up to 3 hours 45 minutes

$\frac{3}{4}$ Day = up to 5 hours 37 minutes

Example:

Early Dismissal due to in-service - arrived 7:30 AM, dismissed 11:42 AM

Worked 4 hours 12 minutes = $\frac{3}{4}$ day on Payroll Data Sheet

Substitute Teacher Pay Scale

The following substitute teacher pay rates are effective September 28, 1999:

\$75.00 per day - (for days 1-15)

\$85.00 per day - (for days 16-30)

\$95.00 per day - (for days 31 and thereafter)

Once substitutes have reached the \$85 or \$95 level, they remain there even into the following year as long as their employment remains continuous (subbing at least one day per year).