

# Lauderdale County Schools

## SUBSTITUTE TEACHER HANDBOOK



*All substitute teachers are required to abide by the Lauderdale County Schools board of education policies.  
All policies can be found at [www.lcschools.org](http://www.lcschools.org).*

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*Together...Committed to Excellence Through Education”*

Substitute Teacher Handbook - A Publication of the Lauderdale County School System

## **The Substitute Teacher**

One of the most important responsibilities of the School Board and the Superintendent is to provide a well qualified teacher for every classroom. We wish to think of our substitute staff as a reserve force which can be called upon to ensure the continuity of competent instruction and programs that we are committed to provide.

We sincerely hope that our Substitute Teachers will be interested in exhibiting dedication to the education of each child and demonstrating the same degree of individual loyalty to the school system and its professional staff as do the teachers whom they replace.

Our schools are fortunate in having capable people to help us whenever our regular teachers are ill or are attending conferences. As a Substitute Teacher you play an important role; your impressions of our school will be carried into the community.

You have been selected to provide a very important service to the pupils of the Lauderdale County Schools, and we are pleased to have you as a member of our educational team. We know that you will be able to make a very real and significant contribution to our instructional program in carrying on the work of those teachers who find it necessary to be absent.

It is well recognized that the job of substitute teaching is not an easy one, but we feel certain that you will find the members of our staff ready and willing to give you all the cooperation and help they can. Please don't hesitate to ask for help and to offer any suggestions for improvements which you believe can be made to enable you to do a more effective and satisfying job.

This handbook is provided to explain some of our procedures and to answer many of the questions we know you have. We sincerely hope this guide will be helpful.

If our office can be of assistance, we would ask that you contact the Central Office at (256) 760-1300 with your questions and suggestions. Thank you for your willingness to participate in the educational process for the children of Lauderdale County.

## **Welcome to the Lauderdale County School System!**

### **You Make a Difference!**

As a substitute teacher you make a difference in the lives of students. You provide education, guidance, stability, caring and friendliness to the classroom and to our schools. Our school system can not operate without your dedicated service.

Thanks for working with our students.

Thanks for making a positive difference in the lives of children!

## **Becoming a Substitute Teacher in Lauderdale County and in Alabama Required Training, Qualifications, and Education**

Before substitute teachers are allowed to begin working, they must complete the following steps: According to the Alabama Administrative Code, 290-3-2-.32, Substitute Teacher License: We require a copy of your current drivers license or approved state ID, Social Security Card, high school diploma or GED, college transcripts\* (if applicable), and valid Alabama Teaching Certificate (if applicable).

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. **Requires a \$30 post office money order.**
  - 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).  
[https://www.aps.gemalto.com/al/index\\_adeNew.htm](https://www.aps.gemalto.com/al/index_adeNew.htm)
2. Restriction. A Substitute Teacher License may not be used as the basis for Employment as a regular, full-time teacher. (Applicant MUST be 21 years of age or older to apply).
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.
5. Attend Orientation Session. Anyone wishing to substitute teach must attend an orientation session scheduled at the board of education office.
6. Principal Recommendation. An administrator recommendation is required before an applicant will be added to the AESOP substitute program. An administrator must contact bookkeeping and ask that an applicant be added to the approved list of substitutes.
7. AESOP Registration. Once recommended, you will receive a letter with instructions on how to log on to the AESOP website.

### **AESOP/FRONTLINE/VERITIME**

Automated substitute placement and absence management system used by the Lauderdale County School System. The service is called AESOP (Automated Educational Substitute Operator). AESOP is available to you 7 days a week, 24 hours per day. You may interact with the system either on the Internet at either [www.aesoponline.com](http://www.aesoponline.com), or [www.frontlinek12.com/AESOP](http://www.frontlinek12.com/AESOP) or by a toll-free automated phone line at 1-800-942-3767.

With the AESOP system, you are able to search for and accept jobs for which you qualify. Or, you may also wait to receive a call from AESOP to accept assignments. Positions become available once an absence has been created. Accepting these positions is extremely helpful to the school system. When a substitute is needed, the employee enters the assignment into AESOP over the phone or Internet. Once an absence is entered, AESOP releases assignments to our substitute pool. Assignments must be *ACCEPTED by subs* through AESOP either over the phone or Internet and confirmed with a confirmation number.

*If you do NOT hear or see a confirmation number, then the assignment is still available to be filled by someone else.*

Apps: There are apps available for AESOP, but they are not required, nor does the school system endorse the use of an app.

Welcome Letters

The letter contains your personal Login ID and PIN number will be mailed to you. A local school administrator must contact bookkeeping to request your name be added to AESOP before the letter is sent.

Specific questions regarding the AESOP system should be directed to Mrs. Angela West—[angela.west@lcschools.org](mailto:angela.west@lcschools.org) or a local school administrator.

All subs must attend a substitute teacher orientation, be approved by an administrator and be registered through the AESOP website.

Through AESOP, the substitute may communicate with the regular teacher by leaving detailed notes at the end of the day. If you do use AESOP, leave a note for the teacher directing them to AESOP. Include any pertinent information such as:

- Work covered in each subject/class period
- Assignments made and work collected
- Any unique situations such as discipline problems, injuries, illnesses, notes from parents
- Record of money paid by the students for books, pictures, supplies, or miscellaneous articles

Also, if you use AESOP, you may rate your sub experience on a scale of 1 (poor) to 5 (outstanding) and may leave comments for the teacher. The Principal is able to view feedback left by the sub.

Feedback areas include:

- Notes about the lesson plans, work covered in each subject/class period, assignments made, work collected, or other relevant information.
- Notes about student behavior
- Suggestions to make the subbing experience more effective
- Any unique student issues or parent contacts teacher should know about
- Other notes or comments for the teacher
- Terrific helpers – students or staff.

### **AESOP Demonstration:**

Sub Basic Training Video (6 minutes)

<http://help.frontlinek12.com/AESOP/knowledgebase/substitute-web-basic-training-video/>

A Phone Call from AESOP Video

<http://help.frontlinek12.com/AESOP/knowledgebase/accepting-a-job-over-the-phone/>

Things you must know about the “A Phone Call from AESOP:”

You must speak or say “Hello” when AESOP calls.

How you respond will affect your future calling. For example: if you reject a job AESOP will not call you back for at least 16 minutes with other job offers.

AESOP does not leave voicemails.

If you miss a call as a substitute, call AESOP right back!

Listen for confirmation #. If you do not hear confirmation #, you did not accept the position. On an *outbound call* from AESOP, it will only present one job. If you make an *inbound call* into AESOP, they can hear all jobs (another benefit of being proactive).

#### Substitute Phone Guide

<http://help.frontlinek12.com/AESOP/wp-content/uploads/2013/10/Sub-Phone-Guide-June-2012.pdf>

#### Summary

Be proactive. Don't wait for AESOP to call!

Call into AESOP 24/7 or Login to AESOP online 24/7 access

Be sure to log into AESOP website and re-watch the training videos on your own time.

## **GENERAL INFORMATION:**

### **Accident/Incident Reports**

When an accident or incident occurs in your area of responsibility and there is a chance that someone has incurred an injury, you should report it immediately to an administrator.

### **Appearance\Dress**

Your dress reflects pride in yourself and your conduct. It also reflects on the quality of the school, your work, and your profession. The Board of Education feels strongly about appropriate dress as students are required to comply with a uniform dress code.

All employees are expected to dress appropriately for the occasion and their profession. Extreme or inappropriate 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.

*Before you head out for a substitute teaching assignment pause and look at yourself in the mirror. Ask yourself, "Does my appearance show that I respect myself and the people I'll meet today?" If yes, go out and complete your assignment! If not, go back and change into something more appropriate.*

### **Assemblies**

When assemblies are held, substitute teachers are to attend assemblies and assist with student supervision. Contact the school office for further guidance.

### **Attendance (Students)**

Attendance is taken once a day at the elementary level at the beginning of the school day. The substitute should check with the office regarding attendance procedures and follow the procedures.

Attendance at the middle school/high school level is taken each period. If a student is absent from class, refer to the individual school procedure for guidance.

Should a student marked absent arrive tardy, save tardy slip for teacher's reference based on school procedure, and put with items to give to teacher upon his/her return to school.

Students are not to leave a classroom for any reason during class time unless it is an emergency.

## **Behavior\Discipline**

- 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 him\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.
- The substitute 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.*

Beyond positive consultation and counseling with students, a variety of disciplinary measures are authorized for the breach of school rules and regulations. The statements and due process procedures related to discipline are designed to protect all members of the educational community in the exercise of their rights and duties.

Rules and regulations are necessary to allow a school to operate effectively. Discipline is controlled behavior designed to develop within an individual a responsibility for his/her own actions as well as recognition and consideration of the rights and feelings of others. Understand that discipline deals with disruptive behavior.

Substitute teachers have the primary responsibility for maintaining discipline and administering appropriate consequences for misbehavior. However, it is the duty of all employees, including substitute teachers, to enforce school rules in a fair and consistent manner. The substitute is responsible for discipline not only in the classroom, but also in the gymnasium, corridors, and other parts of the school building. Substitute teachers may not administer corporal punishment. The administrator's office should not become a dumping ground for all discipline problems. In cases referred to the administration, staff must understand that a verbal or written description of the problem must be given to the administrator BEFORE any action can be taken.

Sound discipline begins in the classroom, not in the office.

The ultimate responsibility for the behavior of a student rests with the student; the parents of each student have the right to information concerning the actions of both the school and student.

In case of an initial problem involving a student, the goal of administrative action will be to correct the problem with a minimum of disruption to the life of the student. An exception to this philosophy must be made when the action of the student involves a threat to the safety of other students or property.

A student who becomes involved in repeated or serious actions which disrupt the educational environment will become subject to an increasing level of administrative discipline. Related problems of student behavior will be treated as repeated incidents.

### **Care of School Property**

Staff members are responsible for the proper care and safeguarding of all textbooks, materials, equipment, and facilities. This responsibility includes proper control of students and their use of these properties.

All employees are responsible for maintaining a clean, professional, and safe working environment.

### **Certificates and Transcripts**

As stated in the Application Process, proper certification is the personal responsibility of each substitute teacher. Every substitute teacher must file his or her teaching certificate, if applicable, in the Superintendent's Office. This must be completed prior to the first day of employment, or no compensation may be paid to the substitute.

### **Conduct and Code of Ethics**

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 the Lauderdale County School System 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 the LCSS expects that the substitute staff will set examples for students that will serve them well in their own conduct and behavior and will contribute toward an appropriate instructional atmosphere. It is a condition of employment that those employed by state and local school boards 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.

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.

**Confidentiality**

Substitutes must exercise a delicate balance regarding the treatment of information that is revealed in confidence. All information about a student's academic performance, behavior, abilities, health, and family dynamics should be treated as confidential and shared with colleagues only as needed within the context of their job duties. Student information should

never be discussed or shared with anyone outside the school except as required by law. When in doubt, contact a building principal or school counselor for guidance.

### **Daily Schedule**

The daily schedule represents the instructional map that is followed by the regular teacher in order to deliver quality instruction. The schedule can be organized into three important segments. They are planning for instruction, delivering instruction, and assessing instruction. When *planning for instruction*, school and class routines, necessary instructional materials, attendance, the lesson plan, and the room (heating, cooling, cleanliness, safety) need to be checked.

After receiving students at the door, instruction should begin at the “sign of the bell” and continue until the dismissal signal – you need to *deliver instruction*. Implement the instructional plan that is more commonly known as the lesson plan; involve the students in the plan that has been developed. Do not allow students to misuse instructional time by daydreaming, sleeping, talking to other students on topics not related to the lesson, or doing homework for other classes. Manage discipline through skillful techniques of discipline and classroom management.

*Assessing instruction* is the third component of the daily schedule. While you are not the regular teacher who is responsible for grades, you are responsible for assessing the adherence of the lesson plan that has been prepared by the teacher. When assessing the instructional plan that was delivered for the assigned day, make sure that students understand what is expected of them. (This will require you reviewing the lesson plan during the planning phase of instruction.) Check for notes or homework assignments that should have been completed during the lesson or are expected for the next lesson. (Remember, you should contribute to a seamless means of teaching.) Lastly, leave summary notes for the regular teacher so that s/he can continue the teaching-learning process without a break in continuity.

### **Doors and Windows**

The heating and cooling system is designed to work with all windows and doors closed. Do not prop open doors in any rooms. Do not cover windows which provide viewing access from hallways.

### **Drug-Free Workplace**

It is a violation of Lauderdale County policy for any employee to unlawfully manufacture, distribute, dispense, possess, or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance including alcohol and tobacco as defined by the Controlled Substances Act.

### **End of Day Close-Up and Checkout**

Before departing for the day, close all windows turn off all lights, computers, printers and other electronic equipment. Put materials and equipment back where you found them.

Checkout: Report to the school office before leaving the building. Return badge, keys, and any confidential information.

### **Fire, Tornado, Lock Down, Evacuation**

Become familiar with and prepared to implement emergency procedures. This includes knowing the proper exits in case of fire or building evacuation; safety areas in the event of tornadoes; and procedures for lockdown or other building emergencies. Some type of class roster, grade book or register book should accompany you in order to assist you in accounting for all students.

## **Guidelines for Student Safety**

1. Learn the name of the principal, assistant principal, lead teacher or department head, and the location of their offices and classrooms. Know who your main contact should be if you have problems, concerns, or questions.
2. Know the types of situations that should be handled by full-time staff:
  - Fighting
  - Threats; direct defiance of authority
  - Weapons; suspected drugs
  - Accident; illness
  - Permission for an adult who is not a faculty member to talk to a student outside the classroom
  - Keeping a student after school hours
  - Writing notes home to parents regarding a student's behavior
3. Check to see if any students in the class(es) in which you will be substituting have any known medical problems (e.g. diabetes, seizures, hemophilia).

## **Hall Passes**

Substitute teachers should use good judgment in allowing students to use hall passes. Students shall not be given a pass to another classroom. Such a practice has a tendency to disrupt the learning environment and infringes upon the rights of other students and teachers. Please refer to individual school procedures for further guidance on this matter.

## **Leaving the Classroom and/or the School Building**

Substitute teachers are required to remain on campus during school hours. Substitute teachers are required to remain with the students and in the area for which they are responsible. This includes the times when a guest speaker or an outside unit is being presented to your students in an assembly. Check with your building principal when in doubt about responsibilities.

## **Lesson Plans**

### MAJOR COMPONENTS:

- Objectives
- Outline
- Activities
- Resources
- Assignments

The lesson plan is the key element of a successful day. It is critical for you as the substitute teacher to follow this plan. The implementation of the lesson plan maintains continuity in the teaching-learning process when the regular teacher is absent. If you do not follow the plan, several days of instruction could be lost due to a break in the learning pace.

To help, the following information should be available in the teacher's substitute file:

1. Daily Schedule
2. Class rosters and seating charts
3. Lesson plans or where to find lesson plans
4. List of reliable students
5. Information about students with special needs

6. Location of supplies and materials
7. Name and location of other teachers that can be of assistance to you
8. Emergency procedures

### **Medication Given At School**

Substitute teachers may not administer medications to students.

### **Money Collection**

Any money collected from students must be turned in to the office daily, at the earliest opportunity. Do not leave money in a classroom overnight. As you collect money, make sure it is labeled with the student's name and purpose for the payment. Make a list for the teacher that includes the student's name, amount paid and purpose before turning money in to the office. Always ask someone in the office if further clarification is needed.

### **Office Hours**

Building hours may vary according to the needs of the educational program of the school system. The hours for classified staff vary, and daily assignments are outlined by their supervisor.

### **Office Machines**

Office machines, located in a work room, are meant to assist the staff. Students should not be sent to use these machines. Your planning should be such that you use the machines before class periods and prep period. Do not leave students to prepare copies. Please clean up the area after each use. If any of the equipment is inoperable, make arrangements with the building secretary to get the equipment repaired.

### **Procedures and Instructional Strategies**

Be clear in your own mind as to what your main responsibilities and priorities are when you are substitute teaching. A substitute teacher has three basic responsibilities toward students. They are:

- Safety of the students
- Maintenance of order
- Implementation of instruction.

The substitute teacher's primary duty is to help insure student safety. Rules and plans for classroom management and discipline must be established and put into practice in order to increase students' safety and to provide an environment where instruction and learning can take place.

### **Professionalism in Attire**

- ✓ **Dress professional.**
- ✓ **Look professional.**
- ✓ **Act professional.**
- ✓ **Wear appropriate comfortable clothing and shoes for the class you are assigned to.**

### **Professionalism in Behavior**

- ✓ **Be punctual (on time).**
- ✓ **Be familiar with classroom rules and procedures.**
- ✓ **Greet students at the door to establish climate.**

- ✓ **Introduce yourself with pleasant confidence.**
- ✓ **Be firm, fair, and consistent.**
- ✓ **Learn students' names quickly.**
- ✓ **Treat students with respect.**
- ✓ **Understand the importance of confidentiality.**
- ✓ **Stay calm and teach. (Discipline appropriately.)**

### **Reporting to School**

Substitutes are given as much advance notice as possible. Substitutes are expected to report on time for all assignments. Substitute teachers are required to sign by 7:40am for a full day assignment and by 11:15am for a ½ day assignment.

### **Resources**

- Web sites (ALEX) [www.alex.state.al.us](http://www.alex.state.al.us)
- Materials
- Books (FROM SURVIVE TO THRIVE, What Great Substitute Teachers Do Differently) Dr. Trent Bowers
- Teachers in the Field
- Continuing Education (On-line, UNA, NWSCC)

### **School Closing**

In the event of severely inclement weather or other catastrophes, the school may be closed or start time delayed. The same conditions may also necessitate early dismissal. School closing, delayed starting times, or early dismissal will be announced through several media sources.

### **Sexual Harassment**

The Lauderdale County School System recognizes its responsibility to provide a working environment which is free from all types of discrimination, including sexual harassment. Harassment is defined as deliberate verbal, visual, or physical advances made within the work setting and unwelcome by the person for whom they are intended. Such unwelcome conduct is seen as harassment when submission to the conduct:

1. Is made a term or condition of the staff member's employment;
2. Results in a denial of promotion or other career enhancing opportunities;
3. Or interferes with the staff member's work performance or otherwise creates an intimidating, hostile, or offensive working environment.

Any employee who has been found, after investigation, to have sexually harassed another employee or student will be subject to disciplinary action and/or discharge.

Any employee who believes he/she has been subjected to sexual harassment or intimidation on the job is strongly encouraged to bring this to the immediate attention of his/her immediate supervisor or any Lauderdale County School System administrator with whom he/she feels comfortable in discussing the matter.

All such complaints will be promptly investigated, and where appropriate, immediate corrective action will be taken. Allowing for a fair investigation, all such complaints will be treated in the strictest confidence.

**Staff Meetings**

Staff meetings will be scheduled as appropriate and at the discretion of the administration. Substitutes are welcome to attend scheduled faculty meetings on a volunteer basis and with administrator approval.

**Substitute Requests**

Staff members are asked to request substitutes as far in advance through the AESOP website.

**Substitute Teacher Duties**

Substitute teachers are directed to follow the teacher's plans as closely as possible. Substitutes are also expected to perform all other regular duties of the teacher. Additional duties beyond the regular classroom responsibilities, such as recess or lunchroom duty, should be indicated on lesson plans.

**Substitute Work Day**

Substitutes are required to work the same hours as the regular teacher.

The normal duty day for substitute teachers is from 7:40 a.m. until 3:15 p.m. or as directed by the principal.

**Student Records**

The Family Educational Rights and Privacy Act (FERPA) prohibit school personnel from sharing information contained within a student's cumulative record or special education file. Any release of information shall be requested in writing and authorized by a parent or legal guardian and shall be used only for the specific purpose for which it was granted.

Any employee shall notify his/her supervisor immediately if requested by an attorney to provide a written or formal statement regarding a child. The release of information shall not be given until appropriate authorization has been given.

**Supervision of Students**

Substitutes are responsible for the supervision of students assigned to them for the entire class period or day. Do not leave students unsupervised at any time; this includes the times when a guest speaker or an outside unit is being presented to students. Failure to actively supervise students may result in an unforeseen event which will place the substitute in an uncompromising position.

Employees are required to remain in the school building during school hours. Teachers go to lunch with their students. Check with your building principal when in doubt.

**Telephone/Cell Phone Use**

Substitute teachers are not to use a cell phone for any purpose during instructional time.

**Term of Employment**

A substitute is a temporary position assigned on a day-to-day basis and is not long term employment. Hours, wages, and other conditions of employment are established by the Board. Employment can be terminated at any time, with or without cause, and with or without notice, at the option of either the system or the substitute.

With the exception of the Superintendent, no representative of the system has any authority to enter into any agreement for employment for any specified period of time or to make any agreement contrary to the foregoing.

### **Use of Tobacco**

The Lauderdale County Board of Education policy prohibits the use of tobacco products, including E-cigs, on any property belonging to the school system.

### **Use of Non-approved Materials**

No videotapes, books, or other materials may be used in the classroom without prior approval from an administrator.

### **Visitors and Trespassing**

Visitors or persons who have legitimate business to transact with Lauderdale County Schools must check in at the office where arrangements will be made to accommodate them. Failure to do so may result in the person being asked to leave and may be guilty of trespassing.

### **Weapons**

Consistent with state law, no employee, visitor, substitute or student shall possess a weapon on school grounds at any time.

## **TWO-WAY COMMITMENT**

### **SUCCESSFUL SUBSTITUTE TEACHING IS ... A TWO-WAY COMMITMENT**

#### *Expectations of the School System*

Given the qualifications, training, credentials, and code of conduct/professionalism and ethical standards for a substitute, the Lauderdale County School System 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.

## **SUCCESSFUL SUBSTITUTE TEACHING**

**Understanding the basic principles behind classroom management will allow you to be successful.**

Walking into the classroom with a plan in place will help greatly. It is possible to effectively manage and teach in public schools today. You simply need to develop the necessary skill set to make this happen.

In ideal situations, as a substitute, you will walk into a classroom that runs as a well-oiled machine. In these classrooms the regular classroom teacher has made his/her expectations to students very clear. The students obviously see the value in these expectations and follow them because they are mutually advantageous. Unfortunately these classrooms are rarer than we would like them to be.

Harry Wong, in his very popular book "The First Days of School," writes that effective teachers manage their classrooms while ineffective teachers discipline their classrooms. The same can be said for substitutes. Did you catch the subtle difference? Those who manage their class take a proactive approach to helping students make good choices and focus on their important academic work. Those who focus on discipline take a reactive approach. They wait for students to inevitably make a poor decision and then they assign a punitive consequence. The hope is that the pain this consequence (not physical pain) causes will keep the student from making the same choice in the future. Unfortunately this rarely works.

**Proactive behavior management is:**

- Predictable and reasonable consequences to students' behavior (consequences may be positive or negative.)
- Consistent use of routines and limits
- Feedback that encourages independence and success for all students
- Modeling for students appropriate behaviors and high expectations

There is great importance in managing student behavior. Research completed shows that when students are in classrooms where effective behavior management techniques are employed they have achievement scores that are more than 20 percentile points higher than students in classes where effective management techniques are not employed. This is true during a day of substitute teaching as well. To accomplish your goal of helping all students learn you will need to be able to manage the class.

Behavior problems occur for many reasons; however understanding some of the main reasons helps you avoid them.

Students often have behavior problems in the classroom when:

- They are bored with the academic work
- They are frustrated with the academic work
- They see no relevance for the academic work
- They do not understand the behavioral expectations
- They are experiencing external problems
- The teacher lacks external awareness

**Five of the six reasons for student behavior problems can be attributed directly to the teacher in the classroom.** Only one of the six reasons is attributable outside the classroom. As substitutes we have more control over student behavior than we may want to admit.

To decrease disruptive student behavior there are three things that need to happen:

- Building personal relationships
- Communicating expectations
- Effectively using time and space

**Building Personal Relationships**

Personal relationship building is the foundation of classroom management. It's human nature that people will work harder and strive to please those people who they care about. For the substitute teacher building relationships in a short amount of time can be difficult. It's important to know the basics behind this process:

1. **Fairness:** Students are looking for a teacher who is fair in their eyes, someone who treats all students the same way. They want a substitute who has consistently high expectations for everyone in the classroom and does not treat some students differently.
2. **Appearance:** How you dress matters. If your clothing shows that you are serious about your profession then students will pick-up on this.
3. **Humor:** Those who manage classrooms successfully take their job seriously but don't take themselves seriously. They deflect situations with humor. However, they are not sarcastic and never find humor at a student's expense.
4. **Courtesy:** An aspect of effective management is treating students as you yourself would like to be treated if you were a student.

5. Respect: Showing respect for the student allows the student to keep their self-respect and is usually reciprocated by students.
6. Realness: Good substitute teachers do not need to be robots. They show their class that they are real people working to help them succeed.
7. Active Listening: Listening to students is important. Asking clarifying questions and restating what the student has said, helps to better understand students as well as de-escalate tough situations.

It is important for classroom management to establish personal relationships quickly when you enter a classroom. It's not hard to do as long as you focus on this as an important goal. Keep in mind, you are there as the teacher, not their buddy.

## **CLASSROOM MANAGEMENT ESSENTIALS**

### **Guideline One: BE PREPARED**

Four ways to Be Prepared:

1. Arrive early.
2. Obtain needed administrative information.
3. Become familiar with the classroom.
4. Locate needed teaching materials.

### **Guideline Two: TAKE CHARGE OF THE CLASSROOM**

Three ways to Take Charge:

1. Start the class decisively.
2. Take roll efficiently.
3. Give directions concisely.

### **Guideline Three: CLARIFY EXPECTATIONS REGARDING STUDENT CONDUCT**

Five ways to Clarify Expectations:

1. Use the classroom discipline plan.
2. Give specific directions about desired behavior.
3. Give specific feedback about actual behavior.
4. Circulate frequently around the classroom.
5. Speak in your normal, natural tone of voice.

### **Guideline Four: COMMUNICATE THE SIGNIFICANCE OF LEARNING**

Four ways to Communicate the Significance of Learning:

1. Minimize time spent on procedural matters.
2. Require student attention and participation.
3. Provide feedback to students about their work.
4. Provide closure at the end of class.

# SURVIVAL KIT

Preparing a substitute survival “tool kit” can make a world of difference in determining how successful you are in your job as a substitute teacher. Make sure to obtain administrative approval before utilizing any outside resources.

The Kit may include:

1. A kitchen-timer which can help you keep track of time for competitive activities, free time rewards, indoor recess, etc.
2. Masking tape to use for making circles on the floor for games, determining seating areas on the floor, marking places for children’s feet at the chalkboard, attaching paper nametags to student’s desks, or serving as nametags to be placed on the student.
3. Nametags and markers to help you learn students’ names and to keep better order. Their major drawback is expense. The problem can be solved by using masking tape for nametags. Be sure to use masking tape that is at least 1” wide so that you will be able to read names easily. A favorite trick that students like to play on substitute teachers is to use a fictitious name or to swap names. Substitutes can often prevent this practice by using nametags in the following manner:
  - Tell the students that at the end of the class (or day) you will want them to attach their nametag to class work, which will be handed in to their teacher.  
OR  
Tell the students that you will draw a name at the end of the day from the class roll and give a prize to the student wearing the nametag.
  - Give out tags or masking tape. Have students write their first name and first initial of their last name in large letters. (You will need to help young children with the task)
  - Follow through with your plan at the end of the class period or day. Otherwise, you will set yourself up for trouble if you substitute with the same group of students in the future.
4. A file of action pictures and a supply of books, poems and articles to use both for instructional and recreational purposes. These resources can be very useful for listening activities, creative writing, discussion starters and a variety of other skills and activities.
5. A supply of pencils, paper, erasers and dry erase markers to prevent excuses from students as to why they cannot do certain assignments. Extras also allow you the ability to write on the whiteboard. It is a good idea to wrap a piece of colored tape around the top of your pencils so as to identify and retrieve them easily at the end of the lesson or at the end of the day.

6. A 5” x 8” file box and cards to help you plan for the future. Make a separate card for each class you teach. Then list on the card such information as the books you may have read aloud, activities you implemented, games, rewards used, characteristics of the group and any other pertinent points you might find helpful to remember if you “sub” in that class in the future. Write down this information either at the end of the class period or at the end of the day. This information may be helpful to you not only if you are called on to substitute teach in that classroom again but also if you are called on to teach a similar class in another school. These ideas may also be helpful to use if students complete their work with class time remaining.
7. File folders that contain ideas and strategies for instruction, recreation and behavior management. Organize a set of folders for different topics and subdivide for different grade levels. As you visit different teachers’ classrooms, you will have the opportunity to pick up new and different ideas. Other sources for ideas can be found in the teacher’s edition of the textbooks being used by students. As you have increased opportunities to substitute teach, your files will grow. These ideas may also be helpful to use if students complete their work with class time remaining.
8. A list of ways to reward or reinforce good behavior can save you time and trouble. Good citizen awards, notes, free time and special treats are all items that may be appropriate for specified groups, depending on their ages and levels of development.
9. Educational puzzles (crosswords/word searches) or games (Jeopardy, etc.).

## LEGAL ASPECTS

The general rules about legal requirements are fairly simple.

**First**, always make certain your students are properly supervised.

**Second**, as a substitute do not touch the students. (Students do not know you well enough for even a pat on the shoulder or a grab of the arm. This will often get you in trouble quickly.)

**Third**, use your common sense. Think about how you would want someone to treat your child and then treat the children you are working with, with more kindness and more care than you think is necessary.

## Confidentiality: Understand It

## SPECIAL POPULATIONS

The Individuals with Disabilities Act was purposed to allow those students with disabilities to acquire the same level of education as students without disabilities. To achieve this, students are to be placed in the least restrictive environment and each student is required to have an individual education plan. These students may need more governance, specific instructional provisions and may have other health and safety requirements.

The most familiar types of special populations include:

- A. Special Education (These students have an individual education plan (IEP) and require special instruction.)
- B. Section 504 (These students require certain adjustments that impact their ability to learn.)
- C. At-Risk (These students require a specialized structure for learning.)
- D. Gifted Education (Many times, special learning environments are required for these students.)
- E. English Language Learners (English Language Learners require expertise in instructional delivery on the part of the teacher.)

When given an assignment, ask if there are special populations in the class that require specialized instructions. Gather as much information as possible about how to manage an efficient class. Ask for assistance in order to build your professional capacity in supporting these student groups.

Acronyms associated with special populations:

IEP: Individual Education Plan

IDEA: Individuals with Disabilities Education Act

LRE: Least Restrictive Environment

LD: Learning Disabled

ADA: Americans with Disabilities Act

ESL: English as a Second Language

ELL: English Language Learners

LEP: Limited-English Proficient

FAPE: Free Appropriate Public Education

ADD/ADHD: Attention Deficit Disorder / Attention Deficit Hyperactive Disorder

By knowing a little bit about the students and their diverse needs, you will be able to make appropriate adaptations throughout the day. It will be necessary to make adaptations for students with special needs, especially when they participate in the general education classroom. Making adaptations and accommodations for students with disabilities does not need to be difficult. Remember that students with disabilities already know their capabilities and limits. Your job is to encourage them and be ready to assist them as is necessary. **Focus on what a student can do.**

# PAYROLL INFORMATION

## Business and Finance Bookkeeping Department (256) 760-1300

### Pay

All assignments are considered short term substitute teacher assignments. The rate of pay for short-term substitute teacher is per day based upon your level of credentials:

Certified Substitute	\$68.00	
Non-Certified Retired Teacher	\$65.00	
Non-Certified Substitute	\$60.00	
Nurse Substitute	<b>LPN-\$90.00</b>	<b>RN-\$125.00</b>

These rates are subject to change at the discretion of the Lauderdale County Board of Education. The Board is committed to attracting and retaining the best possible staff for our students by offering competitive pay in a supportive working environment.

### Pay Day

Regular payroll direct deposits will be deposited on the last business day of each month unless that day falls on a weekend or holiday. Payroll direct deposits may be held if assigned duties and responsibilities have not been fulfilled when you check out with the Building Principal at the conclusion of the school term.

### Direct Deposit

Substitutes may elect to have their pay direct deposited into any banking institution.

### Errors

Individual schools may adopt its own internal reporting system to ensure that all substitute teachers are accounted for monthly. The substitute should familiarize him/herself with the process at each campus to get credit for days worked.

Most veteran substitutes keep a record including school, teacher, date and hours worked to make sure all hours are reflected on their pay checks.

In the event you suspect an error, please first contact the school secretary to attempt to resolve it. If you still are experiencing problems, contact the Payroll Department at the Central Office. The number is (256) 760-1300.

# APPENDIX

## Appendix A:

### Four Things A Professional Substitute Does:

1. They Take Their Work Seriously.
2. They Build Positive Relationships.
3. They Dress For Success.
4. They Smile.

#### 1. They Take Their Work Seriously

The professional substitute takes their work very seriously. The very utterance of the word substitute teacher conjures up images of a class in disarray with some hapless sole at the front while the students shoot spit-balls, write notes and make paper airplanes. If you were raised in American public schools, you have memories of watching movies while your teacher was away, or having free-time to play paper football on your desk. The very idea of a substitute teacher leads directly to the idea of free-time, no homework and less structure.

All of these views of substitute teaching are unfortunate because they are often accurate in their interpretation of reality. However, it doesn't need to be this way. A professional substitute teacher takes their role seriously. They understand that they have a very important role to fill in the school system. They understand that they have the ability to make a positive difference in the lives of students and they understand that their main role is to make sure students learn.

Because there are long held cultural beliefs regarding substitute teaching, it is often expected that the substitute will show a movie or come to class with a book of word searches to complete. Not only is it expected, but it is accepted. Therefore the substitute that takes their job seriously and works to help students learn, is often the exception rather than the norm. It is very easy for substitute teachers to get lazy, pop in a DVD and search the internet, when they could be providing a meaningful learning experience. The professional substitute resists this slippery slope and focuses on what matters most: Helping students learn.

Because the professional substitute teacher takes their job seriously they don't make comments that other substitutes might make. A professional substitute does not say "I'm only a substitute." They understand how important their role is for students and take pride in their work. Likewise, a professional substitute does not say, "I'm only here one day, so why kill myself." Again the professional substitute understands that those "one day" assignments add up to a significant portion of a student's formal education.

#### 2. They Build Positive Relationships

To be successful in this arena, the substitute must be proactive. Typically this means checking in the office when you arrive and introducing themselves to whoever from the

school has been assigned to greet and help substitute teachers', this is generally the school secretary. There are several things that professional substitutes do differently when they go to any school.

- They introduce themselves to the school office personnel.
- They ask someone to show them to their room and where any other important areas are located, i.e....restrooms for students, gym, library, etc.
- They ask for the important emergency plans that they need to be familiar with.
- They ask if there are any students in the class that have special situations that they should know about.
- They let the school know that they are here to help students learn and they would be happy to help in any capacity should they be needed by the school.
- They sincerely thank the people that help them for their time and attention.

After the substitute has been in the school and is familiar with the school, subsequent visits will require only checking in, saying hi, and chatting with the office personnel on a more personal level.” Building positive relationships with the staff in the office is important both in the beginning and later when you may need some extra help. The professional substitute teacher also works to build relationships with the teachers in close proximity to your classroom. The professional does not wait for the teachers to come to them, he/she makes the effort to introduce themselves to the other teachers and asks them, “Would it be okay if I come over and ask for your help, should I need it?” By building this bridge early, the professional substitute has built an important ally when they may need help with a lesson or activity that is set to occur. As a substitute there is no way to know all of the different situations that occur at a given school. No matter how detailed a teacher’s plans may be, there are many things in a school that just happen, and they may be very different from the things that happen at the school you were at yesterday. Building a positive relationship with each of the classroom teachers in close proximity will go a long way towards helping you achieve success. The professional substitute builds a positive relationship with the students in the classroom. One way to do this is to **RELATE and RESPOND:**

**R.E.L.A.T.E.** emphasizes the importance of being proactive in building positive relationships when interacting with student. The steps include:

- **Respecting** the dignity of the student
- **Explaining** who you are
- **Listening** to what the student is really saying
- **Asking** questions for clarification
- **Trying** to be flexible
- **Empathizing** with the stress that accompanies change in the classroom.

**R.E.S.P.O.N.D.** Responding appropriately when an issue arises involves the following steps:

- **Recognizing** the student's perspective
- **Establishing** rapport
- **Singling** out the "real issues"
- **Providing** information about what action can be taken
- **Operating** a plan of action to help the student
- **Notifying** the student about the action taken

- Discussing the circumstances with the classroom teacher.

Building positive relationships with students is easy when the students understand that you are a professional and you are there to help them learn and grow. When they see that you take your job seriously and treat them with respect, they will react in kind. By implementing the principals of **RELATE and RESPOND** you have the tools necessary to see success.

### 3. Dress for Success

Your appearance says a lot about you. Use it to enhance your personal and professional success. People do pay attention to how you look. That's why it important to be impeccable in your presentation of self. I suggest you dress one level up from what is required by the school.

The world of public education is increasingly more casual. However, how you choose to dress for your assignment can affect the initial respect you receive from the students as well as other teachers and administrators in the building. It is not important that you have an expensive outfit to wear. What is important is that you have a conservative outfit that looks like you are taking your job seriously and that you are a professional person.

Substitute teachers should strive to fit into the culture of the school they are teaching in while dressing one level up. For example, if all male teachers wear a shirt and tie, then the substitute teacher should also. However, if the school culture is very casual and all staff members wear jeans and tee-shirts, the substitute should dress one level up from this. Dressing well will help you garner immediate respect with both students and teachers. It will also show that you are serious about your job as a professional.

### 4. Smile

The professional substitute teacher does something other subs may not do. They: Smile! It's the secret to charisma. If you have a good charisma, you already know what a warm smile is a powerful weapon.

The reason the smile is so effective is because you reflect goodness to someone. Do you remember a moment when a person smiled to you? How did you felt then? When something like this happens it makes me feel GOOD! A smile makes you feel a little better, gives you confidence, make's you more attractive ... When someone smiles at you, you feel good about yourself, and you give that smile back. It gives you an emotional boost.

Smile Effects:

- First of all, smiling puts your students and other staff at ease. When someone smiles at you, usually you smile back at them. This is an unconscious action.
- People smile when they like something, when something make's them feel better, etc. (Remember what you can do with a smile. A simple smile could make others think that they have something special. )

- Smiling also releases endorphins which calm you and make you happier. Remember: Smile and make others smile, and you'll see only positive effects. Just give it a try today!
- Professional substitute teachers understand the simple value of a smile. No matter what our age we struggle with the change of routine. When the regular classroom teacher is not at school there is a significant change in the classroom. As the substitute, simply smiling will help your class relax and feel more comfortable with the idea that things may indeed be okay.

## **Appendix B:**

### **The Five Daily Essentials for Substitute Teachers**

The five daily essentials for substitute teachers is a simple blueprint that will provide you with five easy to do tasks that will exponentially increase your success.

#### **The Five Daily Essentials for Substitute Teachers are:**

1. Make sure you know the building safety procedures and plans!
2. Engage the students you teach in meaningful work!
3. Treat all students with respect!
4. Be present!
5. Be positive and optimistic!

#### **Daily Essential #1: Make Sure You Know the Building Safety Procedures and Plans!**

Each school you are assigned to teach in will have building safety procedures. There will be simple procedures such as what to do if there is a fire drill, tornado drill, earthquake drill, etc. In most cases the procedures for those drills are posted by the exit door in every classroom. Schools also have an organized method for helping you determine what to do in other safety situations. These may include: school lock-down, dangerous intruder, bomb threat evacuation, or plans for if a serious medical situation arises in the classroom. It's important that as a substitute your first proactive task is to ask for these plans and if possible a verbal explanation of each.

When you have reviewed the emergency plans you are able to be the leader and the role model should a crisis occur. Because you know the plans you are less likely to panic and less likely to make a poor decision. Should an emergency occur, your job is to stay calm and execute the plan of action. Students will follow your lead, so how you respond will be critical. Your first task each day is to make certain you know the school safety procedures. Hopefully you'll never need them. Don't ever neglect this detail. You never know when a crisis plan is going to have to be put in place. It can be any time of day, the first time you are ever at a school or five years later. It's impossible to tell. However, as the substitute you are responsible for keeping all of the students in your care safe.

#### **Daily Essential #2: Engage Your Students in Meaningful Work!**

A paradigm is the way we see the world. Being expected to engage students in meaningful work is a paradigm shift for many substitutes. They believe the substitute teacher is at school to maintain some order, survive the day and send the students home. These subs don't have very high expectations. The second thing that great subs strive to do daily is to engage all of their students in meaningful work to make certain students learn.

Student learning is the goal of formal education. At one time, it was thought that it was the teacher's responsibility to teach the material and it was up to the students whether or not they learned the material. Today, we understand that teaching is not enough. We must make certain that each student learns the "state standards" as well as the critical skills they will need to compete in a global marketplace. Everyone must work to make this happen.

Great substitutes take their mission seriously. If you have been left detailed lesson plans by the regular classroom teacher, work hard to implement the plan. To make this happen the substitute needs to arrive to school well before the students do. (Some subs think because they are only subbing that arriving with the students is okay this tells me everything I need to know about the substitute. Obviously they do not take their profession seriously and they obviously don't plan to follow the lesson plans the teacher left behind to ensure student learning. This substitute probably has a large bag with an apple on the side that says "World's Best Substitute, I've got my eye on you!" and many books on word searches, and how to fold a paper football.)

Those substitute teachers who are serious arrive to school early to study the lesson plans. They make certain they have the needed materials within reach and formulate a plan to guide the instruction of the lesson. They know that lecturing will not engage students. They use cooperative learning techniques and hold students accountable to participate and share-out learning.

Great substitute teachers take students learning seriously and they want to assess that learning so they know how the students are doing. One strategy to assess student learning while you are teaching is to use exit slips. As students leave class they write what they learned or what they are still struggling with on the slip. The substitute teacher compiles the information and leaves it for the regular classroom teacher. Then, when the regular classroom teacher returns he/she knows what the students know and what they still need more practice on. The classroom teacher and the substitute teacher work as a team because they are both responsible to help all students to be successful.

### **Daily Essential #3: Treat All Students with Respect!**

The professional substitute teacher understands that the students in their care are people too. They work to share power with students and not force power over students. The professional substitute understands that young people need the experience of having others listen to their feelings, thoughts, and ideas and take them seriously.

The professional substitute is able to show respect to all students because they have mastered the ability of being "quick to forgive and difficult to offend." They consistently hold students accountable for their transgressions but they never hold onto anger and resentment. The substitute is proficient at listening, responding and being assertive as it is

necessary. However, they do not allow irritating actions or comments to push their emotional buttons.

Professional substitutes provide students with opportunities to use their personal power in constructive ways. The professional substitute realizes that a student who is not provided with constructive ways to use their personal power will likely find destructive ways to use this power.

In the classroom with a substitute, the students must know that their self-respect will always be maintained. There is no better way to damage a student's self-respect than to embarrass them in front of their friends, reprimand them in public or to let them fail in front of the class. Self-respect is enhanced when students have the opportunity to lead, to make decisions, and to give input. The professional substitute allows students to become partners in creating and sustaining the classroom climate rather than just being the recipient of the substitute's demands.

Substitutes who are successful and treat students with respect do not choose which students to support and which students to ignore. They understand that it is easy to teach well-behaved, motivated students. Likewise it is easy to choose to engage this group of students. However, the substitute who treats all students with respect works to engage those difficult students who may make comments that are obnoxious or even offensive. The difficult students are often just trying to anger the substitute and to get the substitute to "crack." The professional substitute consistently reaches out to the more challenging students in the classroom. They work to create positive relationships with all students. The professional substitute treats students with respect by understanding that what is fair, may not always be what is equal. They work diligently to provide each student with what he or she needs without comparing the actions of one student to the actions of another student. By being fair to all students the substitute is able to create work for each student at their own level without worrying about what others in the classroom think. This shows respect for the individual student.

Finally the successful substitute shows respect by modeling the behavior that they expect from students. When the substitute needs to give feedback, but is unsure of what to say, they try to put themselves on the receiving end of the message. When a student gets mad and starts using language that is offensive, they act in a way consistent with what they are trying to teach the students to do. The professional substitute conveys respect to their students through their consistent actions. In turn the professional substitute usually is give respect by the students.

#### **Daily Essential #4: Be Present!**

Substitutes who are present in the classroom practice mindfulness. They work to live in a state of full consciousness and awareness of self and others. They seek to be in tune with the world around them and to recognize their own emotions, as well as the emotions of others. The mindful substitute is actively attentive, open, available, and willing to engage in the give and take of relationships.

As humans we are "wired" to pick up subtle clues from one another and therefore, we depend on one another for our emotions. We gauge our emotional response on the feelings we notice in the people around us. Our bodies tell the truth. Even when we do not intend it, we send messages about our true feelings. It is possible for us to catch the

emotions of people around us, even when the communication is completely nonverbal. Because of this, the mind-full substitute uses what he/she sees. Presence occurs in several different forms.

- The first is an affirming presence. An affirming presence involves an attitude of unconditional regard for the person or persons involved are working with. This form of presence communicates the message that others have the right to be themselves.
- The second form of presence is a critical presence. Sometimes the substitute will sense anger or resentment in another's presence. This triggers a reflection on ourselves and how we may have acted toward this person. This reflection results in a willingness by the leader to listen and to work to open more authentic lines of communication.
- The third form of presence is an enabling presence. This presence is an admission on the part of the substitute that they cannot be effective individually and that accomplishing goals only occurs collectively.

Through presence, the professional substitute is connected to others. Every relationship is distinct, offering unique possibilities.

Being present separates successful professional substitutes from the rest. Many who substitute are physically present in the classroom, but because they are only going through the motions and counting the minutes until the end of the day, they are not emotionally present. The students quickly pick-up on these non-verbal cues and take their lead from the modeled behavior of the substitute. As a substitute you have committed a day of your life to work with these students. You should spend that time wisely, be truly present and mindful of those in the classroom and make a difference.

### **Daily Essential #5: Be Positive and Optimistic!**

Every day the substitute teacher sets the tone in the classroom with the attitude they choose to display. The substitute is on stage from the moment the students arrive until the bell rings and it's time for them to leave. If the substitute has a negative attitude the students will adopt this mindset too, and the class will not be very productive. On the other hand, if the substitute has a positive attitude toward the students, the subject, the profession, and towards themselves, optimism will pervade the class and promote learning.

The effects of a positive attitude have been widely studied. They include the following:

- Improved job satisfaction
- Better self-esteem
- Improved personal interactions
- Better health
- Greater achievement levels
- Improved overall happiness

People with positive attitudes are often healthier and happier in their jobs and in their professional lives. They typically can achieve more in any given day. People want to be around other positive individuals.

People who have a positive attitude are generally optimists. Optimists cope with stress better than pessimists. Pessimists often allow their attitude to stop them from achieving

their goals. Because optimists handle stress better, they report fewer illnesses associated with stress and recover more quickly when they do get sick.

**Appendix C:**

**Unenforceable and Enforceable Statements**

<b>Unenforceable</b>	<b>Enforceable</b>
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as you show me that you are ready.
Open your books to page 54.	I'll be working from page 54.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't sharpen your pencil while I'm talking.	I allow people to sharpen pencils when I am not giving directions.
You can't go to the restroom until I finish the directions.	You may go to the bathroom when I'm not giving directions.
Don't talk out. Raise your hand if you want to speak.	I listen to people who raise their hands.
Pay attention.	I'll start again as soon as I know you are with me.
Don't bother your neighbors.	You are welcome to stay with us as long as you can keep your hands to yourself.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Turn your assignment in on time, or you'll get a lower grade.	I give full credit for papers turned in on time.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine is.
Show me some respect.	I'll be glad to discuss this when respect is shown.
Don't be late for class.	All of those who arrive on time go home on time.
	<p><i>From: "Discipline with Love and Logic" by Jim Fay and Foster W. Cline, MD</i></p>

## **Appendix D:**

### **CHARACTERISTICS OF CHILDREN**

#### **I. DEVELOPMENTAL CHARACTERISTICS OF THE YOUNG CHILD**

Each child is an individual – is unique – and the challenge of each teacher and parent is to know these children and meet their needs. Much can be learned about one child by understanding other children, but there should be allowances for differences in skills, behavior, rates of growth, temperaments, and response to other people.

There appears to be two universal needs of children in early childhood:

1. They need much love, attention, praise, appreciation, concern, and caring, along with being taught.
2. They also need teachers who are well prepared and who utilize many materials, firsthand experiences and visual aids.

#### **II. SUGGESTIONS FOR A SUCCESSFUL TEACHER OF THE YOUNG CHILD**

The attitudes of the teacher and teaching staff influence every aspect of a program; Hopefully, their attitudes will reflect interest, creativity, empathy, hope, tolerance, understanding, and love. Flexibility, communication skills, a secure self-image, and ability to involve children in learning activities are the most desirable assets in early childhood education teachers.

Those who are successful in working with young children are likely to have sizeable components of warmth and nurturance in their personalities. Children just do not tune in or develop a rapport with “cold” uncaring teachers; warmth and love are musts for successful early childhood teachers! Patience is also important because young children make many mistakes and require much help, often when they are sure they do not need help.

Energy and enthusiasm are also important characteristics. Enthusiasm must highlight the teacher’s personality and illuminate every activity, for enthusiasm is caught and taught.

#### **III. CHARACTERISTICS OF MIDDLE SCHOOL LEARNER**

- Variations in physical development:
  - Girls mature earlier than boys do.
  - Blood sugar level fluctuates creating a lack of appetite upon rising, with an increase later in the morning.
  - Prone to respiratory infections.
  - Blood pressure may rise due to increased body size, but decrease in heart rate.
  - Near sightedness may develop (may be only temporary).
  - Clumsiness due to bones lengthening without corresponding muscle development.
  - Increased appetite.
  - Conflict with peer pressure.
  - Desire to make their own decisions about right and wrong.

- Behavior fluctuates from mature to childish.

#### IV. CHARACTERISTICS OF HIGH SCHOOL STUDENTS

- Long for approval of peers.
- Desire adult privileges.
- Desire to conform to peer standards and at the same time be unique.
- Are confused when home, peer and school standards conflict.
- Show sensitivity and fear of situations that make them look ridiculous.
- Have a rapid physical development with secondary sex characteristics appearing.
- Are concerned about normality of own development and in becoming attractive.
- Interested in opposite sex.
- Interested in spending and earning money.
- Concerned about choice of an occupation.
- Concerned with abstract problems of right and wrong.
- Are recognizing contradictions in moral codes and discrepancies between principles and practice.

## Appendix E:

### WAYS TO SAY “GOOD FOR YOU”

You've got it made.  
You're on the right track now!  
I'm proud of the way you're working.  
You're doing a good job!  
That's the best you've ever done. Now you've figured it out.  
You did it that time. That's the way to do it. Keep up the good work.  
You haven't missed a thing. Outstanding!  
Nice going.  
Now that's what I call a fine job. You did that very well.  
You must have been practicing! You're doing beautifully.  
How impressive!  
You did a lot of work today. Well, look at you go!  
That's really nice. You remembered.  
You figured that out fast. Keep on trying.  
That's the right way to do it. Couldn't have done it better myself. One more time and you'll have it.  
Keep working on it; you're getting better.  
You are learning fast.  
That's coming along nicely. You are very good at that. You are paying attention.  
You put a lot of work into this. That's clever.  
Very creative. Very interesting. Good thinking.  
That's an interesting way of looking at it.  
That's the right answer.  
Now you've got the hang of it. Exactly right.

Super. Superb. Superior work. That's a good point.  
That's one way of looking at it. That's an interesting point of view. You make it look easy.  
I've seldom seen anyone try harder. You are really improving.  
I knew you could do it. That's better than ever. Now you have it.  
You've been thinking very carefully. Your brain is working well now. That's coming along nicely.  
You got right down to work. You're waiting nicely.  
You got in line very quickly. That's "A" work. Good remembering! Thank you very much. That looks like it's going to be great. I like the way you're working. Thank you for \_\_\_\_\_. Why don't you show the class?  
I appreciate your help. Excellent work.  
Marvelous. Perfect. Tremendous. Fantastic. Sensational. Wonderful. Terrific. Beautiful. Good for you.  
Congratulations! You only missed \_\_\_\_\_. This kind of work pleases me very much. You really outdid yourself.  
What neat work. Good job.  
Keep it up. Much better.  
That's quite an improvement. Everyone's working so hard. Keep up the good work.  
I like the way you're working. That's great!  
WOW! Excellent.

**Appendix F:**

**School Directory**

**LAUDERDALE COUNTY SCHOOLS**

<b>School</b>	<b>Principal</b>	<b>Address</b>	<b>City</b>	<b>Zip</b>	<b>Grades</b>	<b>Phone</b>
ATCTC	Dr. Gary Dan Williams	7275 Hwy 72	Killen	35645	9-12	256-757-2101
Brooks Elem.	Beth Fields	100 School Lane	Killen	35645	K-6	256-757-2171
Brooks High	Jerry Hill	4300 Hwy 72	Killen	35645	7-12	256-757-2115
Central	Duane Keener	3000 CR 200	Florence	35633	K-12	256-764-2903
LCHS	Eric Cornelius	201 Cedar Street	Rogersville	35652	K-12	256-247-3414
Lexington	Todd Davis	101 School Street	Lexington	35648	K-12	256-229-6622
Rogers	Jamie Burks	300 Rogers Lane	Florence	35634	K-12	256-757-3106
Underwood	Kevin Moore	4725 Hwy 157	Florence	35633	K-6	256-764-8939
Waterloo	Dr. Sabrena Malone	311 School House Lane	Waterloo	35677	K-12	256-766-3100
Wilson	Gary Horton	7601 Hwy 17	Florence	35634	K-12	256-764-8470

**Central Office**  
**Lauderdale County Schools**  
**355 CR 61**  
**Florence, AL 35631**  
**(256) 760-1300**  
**[www.lcschools.org](http://www.lcschools.org)**

<b>Name</b>	<b>Position</b>	<b>Phone (all 256)</b>
Mr. Jon Hatton	Superintendent	760-4021
Mr. Willie Joiner	Asst. Superintendent	760-4044
Mr. Tim Tubbs	Asst. Superintendent	760-4052
Dr. Les Abston	HS Curriculum\PD	760-4033
Dr. Amy Jones	Elem. Curriculum\Title I\Fed. Prog.	760-1336
Mr. John Mansell	Attendance\Textbooks\504	760-1328
Mrs. Brooke Gilmer	Special Ed. Director	760-1331
Mrs. Kelly Stanhope	Nurse	760-1326
Mrs. Brenda Foster	Nurse	760-1325
Mrs. Lori Ferguson	CNP Director	760-4029
Mrs. Sherry Langley	CSFO	760-1322
Mr. James Shelton	Maintenance Supervisor	760-1338
Mr. Kevin Creekmore	Transportation Supervisor	760-1339

## Appendix G:

In accordance with sections of Public Law 09-524, Section 204(b) and (c), the following notice is given:

### **LAUDERDALE COUNTY SCHOOLS NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE TITLE IX AND SECTION 504.**

In compliance with the executive order 11246, Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Title IX Regulations Implementing Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973; and all other Federal and State school rules, laws, regulations, and policies, the Lauderdale County Board of Education shall not discriminate on the basis of sex, age, race, color, marital status, national origin, religion or handicap in the educational programs or activities which it operates.

It is the intent of Lauderdale County Public Schools to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents and employees who feel discrimination has been shown by the School/System/Agency.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

Lauderdale County Board of Education  
355 County Road 61  
Florence, Alabama 35631

Phone: (256) 760-1300  
Fax: (256) 766-5815  
Email: [tim.tubbs@lcschools.org](mailto:tim.tubbs@lcschools.org)



Substitute Teacher Handbook - A Publication of the Lauderdale County School System