

# **Berkeley** **PUBLIC SCHOOLS**

**Berkeley Unified School District**

Human Resources Department

## **2015-2016** **Substitute Teacher** **Handbook**

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## **Substitute Teacher Handbook**

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**Human Resources Department**  
2020 Bonar Street, Berkeley, CA 94702  
(510)644-4539

**District's Mission Statement**

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

**Overview**

Recruiting, supporting, and retaining the best candidates are crucial tasks. Highly qualified teachers and top performing support staff are the key to student achievement. In addition, the Human Resources Department provides daily guidance and support to District employees. The Human Resources Team is committed to its Mission, Vision, and Beliefs:

**Human Resources Team Mission**

The mission of the Human Resources Team is to be responsive to employees' needs, to establish a bridge to other departments and to provide quality customer service.

**Human Resources Team Vision**

The vision of the Human Resources Team is to recruit, hire, develop, support, and retain the most qualified and culturally competent staff to support the academic achievement and advancement of all students.

**Human Resources Team Beliefs**

We believe....

- ...our employees are our best and most valuable asset.
- ...we can provide friendly, accurate, and timely customer service.
- ...in cooperative and collaborative team work.
- ...we are one team that respects and supports each other.

**Non-Discrimination Statement**

It is the policy of the Berkeley Unified School District that no qualified person shall, on the basis of race, religious creed, sex, sexual orientation, age, marital status, national origin, physical handicap, disability, mental condition or any other basis made unlawful by federal, state or local laws, be excluded from participation in, be denied the benefits of or otherwise be subjected to discrimination under any program or activity in the Berkeley Unified School District.

# Responsibilities of Substitute Teachers

## **Maintaining a Valid Credential/Permit**

Substitutes are required to maintain current, valid credentials/permits. The Commission on Teacher Credentialing requires a valid substitute permit or a valid teaching credential. The Emergency 30 Day Substitute Teaching Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including pre-school, kindergarten, and grades 1-12 inclusive. The holder may serve as a substitute for no more than 30 days for any one assignment during the school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one assignment during the school year.

Effective October 1, 2009, all Substitute Permits must be renewed online. To renew a credential/permit, go to the Commission on Teacher Credentialing website and click on the box, "Online Services for Educators." Next, click on the box, "Educator Page" and follow the instructions.

Substitutes cannot be paid for work performed as substitute teachers unless they hold valid credentials/permits, pursuant to California Education Code Section 42647: *"No order for a warrant, and no warrant drawn pursuant to Section 42647, shall be drawn in favor of any person employed in a position requiring certification qualifications, unless such person is at the time the holder of a proper certification document in full force for the full time for which the requisition or warrant, as the case may be, is drawn, and on file or registered as required by law at the time and unless he is employed by the governing board of the unified school district, or district with over 10,000 average daily attendance or by the county superintendent of schools as provided in this code."*

## **Ethical Behavior**

Substitute teachers have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

## **Non-Smoking Policy**

The District is a tobacco and drug-free workplace supported by Board Policy, Education Code, Health and Safety Code, and other state and federal statutes. For the safety and health of our students, smoking is not permitted within 25 feet of a school, playground, or District facility (Health and Safety Code 104495). For more information and legal references on the tobacco and drug-free workplace, Board Policy and legal references are available by accessing the GAMUT online service mentioned in Section 1 of this handbook.

## Hours

Substitute teachers are expected to be on duty the same length of time and work hours as the regular classroom teachers. Schedules vary by school site. It is critical to pay attention to the job information in the substitute management system.

A daily substitute is entitled to any regular break time or conference time including a duty-free lunch that the regular teacher's schedule includes. At the elementary level, scheduled prep time shall be used for assigned tasks, such as the correction of student work when the classroom teacher provides specific instructions.

## Punctuality

Substitutes should report to duty **at least fifteen (15) minutes before the start of school**. Many experienced substitutes advise arriving at school 30 minutes before the start of school to allow time to find the office, sign in, find the classroom, locate the lesson plans, prepare the room and instructional materials, and otherwise prepare for a successful day of substitute teaching. The exact beginning and ending times for substitute teachers may vary from school to school, so be certain to note the start times carefully as indicated by the substitute management system. **When in doubt, call the school the day before to verify the start time and to get directions to the school if needed.**

## Reporting for Duty

Substitutes should report to the school office before assuming their duties in the classroom. While in the office, they should ask for a **substitute's folder or binder**. Many schools have prepared folders or binders containing information such as the staff roster, school map, evacuation procedures, emergency plans, bell schedules, and list of key personnel. They should also ask if there are any special instructions or other information needed to carry out the day's activities. Finally, they should locate where the absent teacher's **lesson plans** are.

## Supplies, Materials and Equipment

Teachers' materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned to the proper person before a substitute leaves campus. At the end of the day, the teachers' rooms and equipment should be left as found. The classroom teacher's desk, files, and other storage areas should be regarded with respect.

## **End of the Day**

When the students have been dismissed for the day, the substitute still has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Successful substitutes will take a few minutes to leave detailed notes for the teacher. The teacher appreciates knowing how much of the lesson plan was accomplished and any other important information about the substitute's instructional efforts. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during his or her absence. Finally, the substitute should always check out through the office when leaving for the day and return all keys. This provides the office staff with an opportunity to deliver any messages to the substitute and sign the timesheet.

## **Classroom Duties and Instructional Responsibilities**

Substitute teachers are expected to perform all the duties of the classroom teacher unless the administrator releases the substitute from a particular responsibility. Check to see if there are any students with special needs or medical conditions. If the planning book is unavailable, check with the office staff. Substitute teachers should maintain the regular routine of the class. They should follow the daily class schedule and lesson plans provided by the classroom teacher. Substitute teachers should be aware of students with special needs.

## **Lesson Plans**

When teachers are absent from school, they will leave lesson plans for the substitute teachers to follow to maintain continuity of instruction. Substitute teachers are to implement the lesson plans exactly as the teachers indicate. Substitute teachers are expected to adhere to the scope and sequence of instruction documented in the teachers' lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction. Substitute teachers should leave detailed notes for the teachers if there was a need to deviate from the lesson plans. If there are any questions about the lesson plan, substitute teachers should consult a teacher from the same grade level or department or a school administrator.

Most of the time, teachers anticipate their absences when due to scheduled appointments or staff development requirements. Most schools have emergency lesson plans in the main office. Substitute teachers can ask the school secretary if there are any lesson plans available. However, if a teacher is absent due to an emergency or illness, the substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teachers and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans.

## **Student Attendance**

One of the many regular duties of the full time teacher is taking student attendance. State law and District policy require that student absences be excused only with a written note from the parents or legal guardians. We expect substitute teachers to assist in compliance with this requirement by sending all absence documents to the office. **Attendance must be taken in every class** and this information must be provided to the school office following the procedures established at the school. PowerSchool is the electronic attendance management system used by the District. Substitutes should seek assistance from a school administrator if they experience any difficulty with PowerSchool.

## **Classroom Management**

We expect substitute teachers to model and reinforce the expectations of the classroom teacher. Classroom rules are posted in most classrooms and, except for the first few days of class, all students know what the rules of behavior are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.

## **Discipline**

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior to resume effective teaching. Substitutes must **never** administer **corporal punishment** (physically discipline) in any way or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is prohibited. **Sarcasm is ineffective in the classroom and should not be used with students.** Only when all reasonable efforts to maintain order have failed should the substitute refer students to school administrators by completing a discipline slip or note explaining the circumstances.

## **Discipline Referral Process**

Each school site has its own discipline policy and referral process. Substitutes should familiarize themselves with the policies of the schools where they work.

## **Unattended Classroom**

The substitute teacher should never leave the students unattended. Even if a student runs out of the room, the substitute teacher should not chase the student. The substitute teacher must contact the office immediately for assistance and handling of the situation.



## **Leaving the Campus**

The care and supervision of the students assigned to the substitute teacher is of paramount importance. At no time during the teacher duty day should the substitute teacher leave campus unless authorized to do so by a site administrator.

**Substitute teachers must make arrangements for parking for the assigned day so as not to interrupt the teaching and supervision of students, and substitute teachers may not leave students unattended for any reason.**

## **Firm, Fair and Consistent Treatment of Students**

Most literature on substitute teaching indicates that to be effective working with students, the substitute teacher needs to treat them in a firm, fair, and consistent manner. Fairness and consistency are key issues with students, especially in the middle schools. The substitute teacher must not “play favorites” when dealing with student behavior or performance.

## **Active Involvement**

The successful substitute teacher is actively involved with instruction. This includes circulating regularly in the classroom, checking student work and assisting with assignments. The expression, “Be on your feet – not on your seat,” is sage advice to the substitute teacher. Many discipline problems can be avoided by the substitute teacher’s use of proximity to the students.

Substitute teachers should be particularly careful not to do any of the following without authorization from the site administrator:

- Change student groupings
- Dismiss class early
- Allow a student to leave the classroom without proper permission
- Suspend a student
- Release a student from your jurisdiction during school hours without written permission from the school office

**Substitute teachers should never touch students for any reason.**

## **Mandated Reporters**

Substitute teachers are mandated reporters. Like other District employees, substitute teachers have a legal responsibility to report suspected child abuse immediately.

## **Seeking Help**

At all times, and in all matters related to substitute teaching, the substitute teachers should never hesitate to seek help when needed. Everyone in the District wants the substitute teacher to be successful—the teachers, administrators, students, and parents. Help is only a few steps or a call away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist the substitute teacher with instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and department heads.

## Access to Aesop (Substitute Management System)

We utilize an automated system that greatly simplifies and streamlines the process of finding and managing substitute teaching jobs. This system, called *Aesop*, can be used both by telephone and the internet to assist substitute teachers with locating jobs in our district. The system is available 24 hours a day, 7 days a week. Substitute teachers new to our district will be entered into the substitute management system by the substitute coordinator who works in the Human Resources Department.

To access the substitute management system, the substitute teacher will need to enter his/her:

**ID** ( phone number)

**Pin Number** (chosen at the time of hire)

**There are three methods for making jobs available to substitute teachers:**

1. Substitute teachers can search for and accept available jobs, change personal settings, update their calendars, and personalize their available call times by visiting the substitute management system on the internet at <http://www.aesopeducation.com>. If the regular teacher has uploaded lesson plans on the internet, the substitute teacher will be able to view them online once the job is accepted.
2. Substitute teachers may interact with the substitute management system by way of a toll-free, automated voice instruction menu at **1-800-942-3767**. Here, substitute teachers can proactively search for jobs and manage existing jobs. We recommend that substitute teachers call in to check the computer recording of their names by pressing Option 4.
3. The substitute management system will also make phone calls to substitute teachers to offer jobs. The standard call times when the system may call for substitutes are: 6:00 am – 11:59 am in the morning, and 12:00 pm – 10:00 pm in the evening.

When the substitute teacher accepts a job, the system will issue a confirmation number. **Transactions are not complete until the substitute management system supplies a confirmation number.**

Substitute teachers who have questions regarding the use of the substitute management system may call the substitute coordinator for assistance at (510) 644-4539.

# How Substitute Teachers Are Assigned

## Assignment to a Substitute Position

The selection and assignment of a substitute teacher to fill a particular vacancy is the responsibility of the Human Resources Department. Jobs are offered by an automated system based on the following criteria:

1. Priority consideration is given to substitute teachers who have already worked fifty assignments in our district during one school year. These substitutes are eligible for bargaining unit status.
2. If the substitute management system is unable to match a substitute teacher's qualifications to that of an absent teacher, the system will then begin calling all available substitutes.
3. Site secretaries may call substitute teachers in emergencies; however, no assignment is complete until it has been reported into the substitute management system to generate a job number.

## Achieving Bargaining Unit Status

Substitute teachers who have worked in paid substitute service for fifty (50) assignments during the school year, or thirty (30) assignments in the last two semesters, or who have worked twenty (20) consecutive days can become bargaining unit members. **The substitute teacher will need to send a report of the jobs to the Human Resources Department along with a copy to the Berkeley Federation of Teachers (BFT).**

## Maintaining Bargaining Unit Status

Substitute teachers will remain members of the bargaining unit as long as they are working an average of six substitute assignments each month. This does not include hourly jobs. During the fall semester, substitute teachers will remain members of the bargaining unit until they accept fewer than six assignments in any month. The third time in the fall semester that a substitute teacher has not accepted at least six assignments in a month, the substitute teacher will no longer have bargaining unit status.

### **Pre-Assignments for Non-Bargaining Unit Substitutes**

A non-bargaining unit substitute teacher may receive a Special Circumstance Waiver for a specific subject matter assignment, teacher or department if approved by the requesting site administrator, the president of the Berkeley Federation of Teachers and the Human Resources Department. Waiver request forms are available from the Human Resources Department and are only valid for the specified school year. In the absence of a special circumstance waiver, a non-bargaining unit substitute cannot be pre-assigned.

### **Pre-Assignments for Student Teachers**

Student teachers may substitute for their master teachers if the student teachers hold valid Substitute Teaching Permits, are authorized by the Human Resources Department and have registered with the substitute management system. Student teachers may only substitute for their master teachers or at their assigned sites.

### **Cancelling Accepted Assignments**

To ensure continuity of instruction, substitutes who accept assignments are expected to report as appropriate. Repeated failure to do so will result in the substitute receiving an unsatisfactory performance report. We understand that emergencies occur. In such instances the substitute teachers are expected to cancel the acceptance of the assignment as soon as possible and preferably no later than 24 hours prior to the reporting time for that assignment. Repeated failure to do so will result in an unsatisfactory performance report. Should there be a pattern of cancelling accepted assignments, even with a 24 hour advance notice, an unsatisfactory performance review will be issued.

**In the event of an emergency, please email Janet Lopez at [janetlopez@berkeley.net](mailto:janetlopez@berkeley.net) or (510) 644-4539.**

## **Inactivation of Substitute**

A substitute will be inactivated from the system for one or more of the following reasons:

- a) Receiving three (3) unsatisfactory performance reviews within one (1) year. Upon request, a Human Resources administrator shall meet with the substitute teacher and review the substitute teacher's performance prior to inactivating the substitute.
- b) Lack of valid teaching credential or substitute permit
- c) Written request from the substitute teacher
- d) Noncompliance with substitute dispatch procedures
- e) Substantial noncompliance with the law, District policies, procedures or rules

Two (2) unsatisfactory performance reviews from a site will result in future exclusion from that particular site.

Substitute teachers have a right to respond to unsatisfactory performance reviews in writing within thirty (30) working days of receiving the negative report.

Substitute teachers can find additional information regarding performance reviews by visiting the BFT website: [berkeleyfederationofteachers.org](http://berkeleyfederationofteachers.org)

### **Request for Reactivation**

Pursuant to Articles 15.11.1 or 15.11.2 the BUSD-BFT Collective Bargaining Agreement, twelve (12) months after being inactivated or blocked from a site, a bargaining unit substitute teacher may request reinstatement.

To do so, the substitute teacher should write a letter to the Director of Personnel Services explaining the reason why the substitute teacher should be reinstated. The Director of Personnel Services/ Designee will meet with the substitute teacher and make a determination.

Reactivation for a particular site and/or the District's substitute teacher list is at the discretion of the District.

# Pay

Substitute teachers are paid every 15<sup>th</sup> of the month for all work they completed the previous pay period.

## **K-12 Substitute Teachers Daily Rate Schedule**

1-9 days	in the same assignment	\$147.68
10-19 days	in the same assignment	\$166.14
20-44 days	in the same assignment	\$184.61

## **Elementary School Substitute Service**

Any assignment of three hours and fifteen minutes or more in the elementary schools is paid at 100% of the daily substitute rate. Any assignment less than three hours and fifteen minutes in the elementary schools is paid at 50% of the daily substitute rate.

## **Secondary School Substitute Service**

Any assignment for three periods or more in the secondary schools is paid at 100% of the daily substitute rate. Assignments of one or two periods are paid at 50% of the daily substitute rate.

## **Early Childhood Education (Preschool and BEARS) Substitute Service**

All early childhood education (Preschool and BEARS) substitute service will be paid at the K-12 daily substitute salary schedule rate. Assignments for fewer than five hours will be paid on a prorated basis. The daily rate is \$147.68 so the hourly rate is \$24.61. A minimum of two hours will be paid for a substitute called for a portion of the day. Long term early education substitute assignments will advance in pay at the same intervals as long term K-12 substitute assignments (10 days, 20 days, and 44 days). Current early childhood education teachers, who work beyond 202 days per year, when working additional days, will be paid at the K-12 daily substitute rate.

For questions regarding the BEARS Program please contact Aaron Jorgensen at 510-644-7770 or [aaronjorgensen@berkeley.net](mailto:aaronjorgensen@berkeley.net).

## **Continuous Assignments**

After 44 days on a continuous assignment, substitute teachers shall be placed on the salary schedule, retroactive to the first day of the assignment. These teachers are eligible to sign up for medical and dental benefits through the District.

If a substitute teacher is called back for the same teacher in a continuous assignment within five (5) working days, that substitute teacher's term of assignment and pay will continue as if there was no break in service.

If a substitute teacher's assignment is interrupted by the substitute teacher's personal illness and (s)he subsequently returns to continuing assignment, this shall not be considered a break in service.

Substitute teachers will not be intentionally terminated from continuing in an assignment to prevent achievement of long term status.

### **Timesheets**

Substitute teachers must submit completed timesheets by the 25<sup>th</sup> of each month and maintain copies for their records.

For suspected errors in pay (i.e. incorrect daily rate, missing timesheet(s), incorrect calculation, incorrect deduction such as a TSA, Section 125, retirement, etc.), the substitute teachers should call or email the appropriate Payroll Specialist:

Ma'lika Upshur – Letters A through J at 644-6436 [malikaupshur@berkeley.net](mailto:malikaupshur@berkeley.net)

Kevin Younger – Letters K through Z at 644-6067 [kevinyounger@berkeley.net](mailto:kevinyounger@berkeley.net)

For pay concerns not promptly resolved, the substitute teacher should contact Payroll Supervisor at 644-6674 or by fax at 644-8549, including the copy of the substitute teacher's paycheck stub, a short description of the problem, and the date(s) the Payroll Specialist was contacted and the response received.



# **Insert Time sheet**

**Insert second time sheet**

This form is to be completed by an administrator, not by the substitute candidate.

## Special Circumstance Waiver

20\_\_-20\_\_ \*

This waiver application is for the following non-union Berkeley Unified School District substitute teacher who has special skills or credentials that make this substitute teacher the best possible candidate for the assignment.

### Substitute Teacher Information

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone #:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

This request is for the substitute teacher named above to be pre-assigned to the teacher(s), school(s) or subject(s) listed below for the 20\_\_-20\_\_ school year:

School(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

Teacher(s) (if applicable): \_\_\_\_\_

Department(s): \_\_\_\_\_

The site administrator or designee must explain below the special circumstances that make this substitute teacher uniquely qualified for this position:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The principal or designee's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**It is the administrator's responsibility to send this form to the Berkeley Federation of Teachers at bft4tchr@lmi.net or by fax to 549-2308 for approval by the BFT Union President. All special circumstance waiver substitute teachers are BFT bargaining unit members.**

If the Special Circumstance Waiver is approved, the substitute teacher's name will be displayed in Aesop as a bargaining unit member.

\*Special Circumstance Waivers must be applied for each school year.

-----The boxes below are for BFT and Human Resources use only-----

**BFT:**                                      Approved                                       Not Approved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Human Resources:**                                      Approved                                       Not Approved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Application for Incremental Medical-Dental Benefits

## 2015 – 2016

Pursuant to Article 14, Section 15 of the BFT-BUSD Collective Bargaining Agreement, substitute teachers who have worked at least 80 jobs may apply for Incremental Medical-Dental Benefits. To be eligible, all K-12 jobs must be listed in the substitute management system. A job is either a full day or half day with a different confirmation number. **Payroll records will no longer be used to verify jobs.** This stipend is payment toward medical/dental benefits. Requests must be submitted no later than June 30<sup>th</sup>.

- Worked      **80 jobs – stipend    \$ 957**
- Worked      **95 jobs – stipend    \$1,094**
- Worked      **110 jobs – stipend    \$1,231**
- Worked      **125 jobs – stipend    \$1,369**

Print Name: \_\_\_\_\_  

First Name
Last Name
Employee ID #

By signing this, I certify that the **attached** substitute management system job report is an accurate record of the jobs I have worked.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Payroll Department is authorized to pay one stipend payment by July 31st in the amount of \$\_\_\_\_\_

I certify that the total units and stipend are correct.

Verified by Human Resources Staff Member:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by Human Resources Administrator:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Application submitted to the Payroll Department on \_\_\_\_\_ by \_\_\_\_\_.

**Budget Code: 01-0000-901-0-00-1151-1110-1003-000**

**Put map of schools here**

**Second page of map of schools**

**Put current school year calendar here**





## **My Favorite Trick: The Substitute Teacher Bag**

*Advice from a retired educator*

At root most educators are bag people. Go to any gathering of educators and you will see it. Almost everyone is lugging around a bag. You will find the bag stuffed with things like student work, an interesting article we hope to find time to read, a class set of worksheets just in case and random art supplies. I invite you to join the club and create your own educator bag of tricks. Below is a list of things you might want to have in your bag:

<b>Item</b>	<b>Why you might want it</b>
Overhead markers	Nothing is worse than arriving at a classroom and not being able to find the markers. Hedge your bets and show up prepared. It will save you a lot of stressful scrambling.
Whiteboard markers	See above
Colored markers	Having a set of colored markers can come in handy if you need to improvise because there was no lesson plan or you finished early.
Golf pencils	Students love to use the excuse of no pencil to get out of doing their work. Regular pencils often disappear at the end of the day, but golf pencils usually end up back in your box.
Nice pencils	New pencils can be used as rewards for students doing a good job.
Glue	Just in case. You never know when this one will come in handy.
Paperclips	These can come especially in handy to clip together class sets of worksheets.
Scratch paper	Students frequently ask for a piece of paper and if you are unfamiliar with the classroom you might not know where to look for one. Paper can also come in handy if you need to improvise activities.
Class set of worksheets (writing prompts, math problems, etc)	It is handy to bring a back-up activity in case you finish a lesson early or have no lesson plans. Avoid potential problems with the copier by bringing a class set of worksheets in plastic sheet protectors and having students put answers/responses on blank paper. That way you can collect the worksheets at the end of the period and be prepared for your next assignment. There are many activity sheets for students at different grade levels available on the intranet – just Google it.

## **Classroom Management Tips – Interacting with Middle School Students**

*Advice from a retired middle school principal and veteran school psychologist*

1. **Your mantra: Don't take the bait!** Students at this age are savvy at trying to take the class off task. Acknowledge the comment or behavior and redirect the class back to the task at hand. Do your best not to react emotionally to distractions.
2. **Dress the part.** As a substitute teacher you will be on stage all day long, especially at the secondary level. Be mindful of what you wear and the signal that it sends to students. I recommend “business casual.” There is no need to wear a suit, but if you show up dressed in sweats students may think that you are not serious about your work.
3. **Everyone (even adolescents) loves predictability.** At the beginning of the period tell students what to expect from the day. Laying out a road map will help them feel more comfortable about where you are going and will give some structure to the day. Tell them how you would like them to behave and what you would like to accomplish together.
4. **De-personalize.** The strength of every 13 year-old is his/her ability to bring you right back to feeling like a 13 year-old yourself. If someone makes a comment about your clothes or appearance do you best not to let it rattle your confidence. Acknowledge the comment and redirect the student back to the task at hand.
5. **Don't embarrass them.** Students at this age have a constant “imaginary audience” and always feel like they are on stage and everyone is looking at them. If they are embarrassed they think everyone noticed and feel compelled to respond. It is tempting to shame students into completing their work. Pride is very important during adolescence and the minute you embarrass a student you have escalated the situation and lost that student for the day.
6. **Hands off.** At this age the slightest touch can dramatically escalate a situation. Keep your hands off and if you are faced with a situation you can't handle seek help from the school office staff or the neighboring teacher. Never leave the students unattended. Send a student for help.
7. **Orderly environment.** Students respond to the physical environment around them. If you walk into a new classroom and notice the space is particularly disorderly, it is absolutely worth taking the time to do a little straightening. It will go a long way. Be careful not to disturb the teacher's materials, stick to things like straightening the rows of desks.
8. **Focus on the positive.** Even if you are shaking in your boots, put on a big smile and greet students with a positive tone. It will disarm most students and set the tone for a smooth day. Students of all ages feed on positive attention, but adolescents don't receive a lot of praise. In your introduction tell students that you love working with students their age or that you particularly like their school.

