

Department of Human Resources
Quality • Diversity • Passion • Commitment

Substitute Teacher Resource Manual



Section I: Essential Links

Addresses for Schools	http://www.vbschools.com/schools/directory.asp
Calendars	http://www.vbschools.com/calendar/2012-2013/index.asp
Compass to 2015	http://www.vbschools.com/compass/index.asp
School Hours	http://www.vbschools.com/schools/hours.asp
Maps	http://www2.vbschools.com/map_center/zoneMaps.asp
Policies	
Child Abuse or Neglect, Regulation 4-68.1	http://www.vbschools.com/policies/4-68_1r.asp
Criminal Charge Filed Against Employee: Notification of Superintendent and School Board, Policy 4-5	http://www.vbschools.com/policies/4-5_p.asp
Employee Conduct, Policy 4-2	http://www.vbschools.com/policies/4-2_p.asp
Vision, Mission, School Facts	http://www.vbschools.com/root/aboutUs.asp

Section II: General Information

Substitute Teacher Attire
Important Phone Numbers
Substitute Teacher Kit

Section III: Resources

Helpful Websites
Working in Elementary Schools
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Section II

Substitute Teacher Attire

All employees are expected to wear dress appropriate to the occasion and their profession; extreme or ostentatious apparel are to be avoided.

What not to wear:



Samples of Appropriate Attire:





Important Phone Numbers

Department of Human Resources.....	263-1133
Elementary Staffing.....	263-1036 or 263-1067
Middle School Staffing.....	263-1072
High School Staffing.....	263-1035
Substitute Office	
Susan Cintron (6:30 am – 3:30 pm).....	263-1086
Alison Moore (7:30 am – 4:30 pm).....	263-1065
Licensure Office.....	263-1133
Payroll Division.....	263-1746

Substitute Teacher Kit

To make your life as a substitute easier, please consider putting together a Substitute Teacher Kit that you can have handy waiting for you by the door on your way to school. You may want to consider adding the following items:

1. Backpack to hold everything below
2. Blank End-of-Day reports designed by you to turn in at the end of the day

Most of the rest of the list can be found at your local dollar store

3. Packs of pencils, pens, markers, crayons
4. A few general supplies like paperclips, rubber bands, mini stapler with staples, post it's
5. Backup lesson plans
6. Stickers
7. Brain teasers, puzzles, word searches, soduko
8. Book of short stories (different levels for different age groups) – avoid controversial topics
9. Play money (counting bills and/or coins)
10. Flashcards
11. Stick-on name badges
12. Dictionary

Personal items for you

13. Pocket calendar to track where and when you work
14. Bottle of aspirin, ibuprofen, etc. – for your use only, not to be given to students
15. Breathe mints
16. Latex gloves
17. Handy wipes or hand sanitizer
18. Band-Aids
19. Money if you're buying school lunch
20. Tissue
21. Mouthwash/toothbrush

Section III

Helpful Websites

Please note, by accessing any of these websites, you are now leaving Virginia Beach City Public Schools' website. These links will take you to websites that may have different privacy, security and accessibility policies and procedures than VBCPS. VBCPS does not control or guarantee the content of these sites nor does VBCPS endorse these businesses, their views, products or services. VBCPS is not responsible for the content of these external websites and does not monitor the websites for accuracy. These links are provided only as a convenience to you.

- Smart Board (free online Smart Board training)

<https://smarttech.com/Resources/Training/Training+Search?Products=SMART%20Notebook&Audience=All%20audiences&Training%20Type=Free%20Resources>

- Promethean Board (free online Promethean Board training)

<http://www.prometheanplanet.com/en-us/professional-development/free-training-resources/>

- STEDI – provides training and products for substitute teachers

<http://stedi.org/>

- Weekly Reader

<http://www.weeklyreader.com/>

- TeacherVision

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

- Education World

http://www.educationworld.com/a_lesson/lesson/lesson220.shtml

- Conscious Discipline

<http://www.consciousdiscipline.com/>

- Fred Jones Classroom Management

<http://www.fredjones.com/index.html>

- National Geographic Education

<http://education.nationalgeographic.com/education/>

- Funbrain

<http://www.funbrain.com/>

- Puzzlemaker

<http://puzzlemaker.discoveryeducation.com/>

- A to Z Teacher Stuff

<http://www.atozteacherstuff.com/>

- Impact Education with Rich Allen

<http://www.richallen.co.nz/>

- Starfall's Learn to Read with Phonics

<http://www.starfall.com/>

- PBS Teachers
<http://www.pbslearningmedia.org/>
- Wonderopolis
<http://www.wonderopolis.org/>
- Brain Pop
<http://www.brainpop.com>
- 10 Cool Sites: Fun & Educational Websites
<http://apps.exploratorium.edu/10cool/index.php>

Working in Elementary Schools
General Information for Elementary Schools

“They may forget what you said, but they will never forget how you made them feel.” – Anonymous

Before you arrive

- Have a backup plan for routines, procedures, rules and appropriate instructional activities (e.g., read alouds, writing activities, and word and math games).

Getting started

- Review/familiarize yourself with substitute plans
- Look for posted rules, routines, schedules and procedures (lining up, passing out papers, preparing for lunch, walking in the hallways)
- Look for a seating chart – if one is not available be prepared to sketch one for use during the day
- Seek out another teacher on the grade level chair for support during the day

Students arrive

- Stand at the door and greet students as they enter. Direct students to put book bags and coats away, organize materials. Collect any notes sent to the teacher. Students begin any assigned work left by the teacher (some students may need to go to breakfast). Complete seating chart (if one was not provided). Make sure the students are settled and quiet when the announcements come on.

The day begins

- Follow the teacher’s plans for the day.
- Introduce yourself with a confident voice. This is your student’s first impression of you. Train your voice to have a assertive, yet pleasant, greeting for your students.
- Let the students know you are not their regular classroom teacher and you may do some things differently during the day. You are their teacher for the day.
- Be clear in your expectations for the day from the beginning. Be positive and treat students with respect and let them know your expectations up front. Be firm, fair and consistent.
- Take attendance and send attendance to the office.
- Know how students are going home at the end of the day – plan ahead.
- Utilize the seating chart in order to call students by name. Calling students by their names helps develop a relationship between you and the students.
- Establish a signal for transitioning or to get the students’ attention – Say, “1, 2, 3 eyes on me” , raise your hand, or clap a pattern and have the students respond with that same pattern

Helpful Suggestions for Elementary Schools

- 1) Keep in mind that your day with these students is a part of their instructional day, week, and year. Maintaining a ‘rigorous atmosphere for learning’ in the classroom will ensure future success for these students.
- 2) Focus consistently on the positive behavior – what are the students doing well? Let your students know that you appreciate their efforts.
- 3) Think prevention. Be aware of student behaviors that may be potential problems.
- 4) Attack the problem, not the student. Deal specifically with the behavior.
- 5) Minimize your reaction. Staying calm will help you avoid compounding the problem. A brief pause also can help the student to resolve the problem independently.
- 6) Be responsible for your actions and words. Avoid speaking or acting in a hurtful way toward any of your students.
- 7) It is never a good practice to “make an example” of someone. Just as you would not want to be called out in front of an audience, your students will not react well to this method of discipline. If possible, speak to the student at their desk while remaining calm.
- 8) Proximity is key. Move among students assisting and giving reminders as needed.
- 9) Provide students with time frames when transitioning from one activity to the next. Example: “In five minutes we will

complete our time working on our math and move to our Reading work”; “In two minutes we will stop working on our class work and get in line to go to the cafeteria for lunch”. Use the word ‘minute’ if you are speaking in exact times. Use the word ‘moment’ when you are not referring to exact times. “In a few moments we will turn in our math papers”; “In a few moments we will need to clean off the desks and get ready for lunch.”

10) Make sure you have the attention of all of the students when instructing.

11) Keep your perspective and your sense of humor.

12) Writing a note for the classroom teacher is very helpful. Let the teacher know of any classroom management issues that may have occurred during the day. If there were no issues, it would be helpful to let that teacher know this also.

Behavior

Intervention sayings

Student stonewalls-shrugs shoulders, doesn’t respond when given a choice.

“It appears you are not willing to make a decision. This means that I will have to decide for you.”

Student promises the behavior will not happen again.

“I am happy to hear that. Tell me what you will choose to do instead.”

Student blames others for the event or occurrence.

“I am not interested in fault finding. I am interested in solutions. What can be done to solve this problem?”

Student denies behavior.

**“I may be wrong. I’ll watch more closely.”
Or “Tell me what happened.” Or, “What can we do to prevent this from happening again?”**

Student talks in a disrespectful manner using inappropriate comments.

“I feel disrespected and offended when I hear someone speak that way. How can you rephrase that so that people around are not offended by your comment?”

Troubleshooting Poor Choice Behaviors

If a student has difficulty with:

Then try to...

Getting started on work

- Stand close to the student (proximity control)
- Praise other students who are on task
- Assist and provide reminders/clarify directions
- Break the task into timed chunks

- Ask student if he/she need help

Staying on task

- Stand close to the student (proximity control)
- Praise other students who are staying on task
- Have students work on a clear “work area” containing only necessary supplies
- Relocate student to a quieter area in the room (safe place)

Staying in seat

- Ignore
- Stand close to the student (proximity control)
- Praise other students who are sitting in their seats
- Ask students if they need help
- Brain breaks – students may need to move after 15 or 20 minutes. A simple “stand up and sit down” is a helpful.

Following directions

- Provide brief, clear directions
- Provide examples of the directions you are giving your students
- Have student repeat and explain the directions
- Restate the directions
- Praise other students who are following the directions

Tattling

- Review the situation to determine if it needs action.
- Ask the student if sharing this information is helpful or hurtful. Most students will say, “Hurtful”. If they do, remind them that being hurtful doesn’t help the classroom environment. If they say, “Helpful”, ask them to explain how sharing this information is helpful.

Working in Secondary Schools

General Information for Secondary Schools

“Nothing improves the child’s hearing more than praise.” -- Anonymous

Consistency

Teachers should tell students what to expect and then deliver. This applies to all aspects of the secondary school classroom ranging from identifying test days to delivering instruction. Starting every English class, for example, by posing a question for discussion or written response, helps establish a routine that students can expect.

Clarity

Teachers must clearly explain their learning objectives for the day as well their expectations for student behavior. Discuss these topics with students during the first moments of class and provide specific examples of what students are expected to accomplish and how they are expected to behave. Practicing classroom rules is not solely reserved for elementary school. By illustrating through role play with students what is considered appropriate and inappropriate behavior, teachers leave no room for student interpretation on these important points.

Fairness

This relates to treating students equally, administering both praise and consequences based on behavior not on the student. It also applies to showing respect for your students by setting realistic expectations and offering guidance and support to help students achieve those goals.

Foresight

Map out your class in advance with your students. Spend the first few moments of class discussing an overview of what you hope to accomplish as far as content, skill development, student behavior and class format. If a student does not abide by class expectations, they know in advance what repercussions they will face.

Helpful Suggestions for Secondary Schools

- Make sure you arrive on time. On time is getting to the school with enough time to find a parking place, park, walk into the building, locate your plans for the day and reach the classroom before the students arrive.
- Don’t forget to turn your phone off.
- Methods of checking in and receiving the plans, a map, and so forth will vary by school. Usually an assistant principal designee will meet substitutes with all the information you will need.
- You want students to feel safe with you but not too comfortable as they may think they can control the class. Keys to achieving this balance on your part are: Appearance, posture, attitude, eye contact, and tone of voice.
- Keep in mind that your day with these students is a part of their instructional day, week, and year. Maintaining a ‘rigorous atmosphere for learning’ in the classroom will ensure future success for these students.
- Introduce yourself with a confident voice. This is your student’s first impression of you. Train your voice to have a commanding, yet pleasant greeting for your students.
- At any grade level, your students will be quick to assess you and the situation in which they are about to embark. It is essential that you begin your classes in a positive, yet firm and clear manner. Some students will try to catch you off guard immediately: “Mrs. Brown lets us sit where we want to;” while others will wait until a more opportune moment: “The nurse said she needs to see me at 1:00.” Be firm, consistent, and fair. If you allow a student to leave the classroom, make certain to record the name of the student and the time he/she leaves and returns.
- Make certain you know what subject you are teaching. You do not want to be dressed for PE when you have a classroom experience or vice versa. Be prepared for the classroom, you can always keep a small gym bag in the car for emergencies.
- Know your schedule. You may be teaching 3 classes in a row. Make certain you locate the nearest restroom for a quick break between classes.
- In case of an emergency drill (fire, bomb threat, lockdown, tornado, etc.), the plans should contain information. If you do not locate this information with the plans check with the teachers nearest you. When exiting the building, **take the class roll sheet with you**. You should check the roll once you have positioned yourself outside to make sure you have all of your students with you. If you find that a student is missing notify one of the administrators immediately.
- In the case of a lockdown drill, you will not exit the building and will have specific instructions to follow.

- Writing a note for the classroom teacher is very helpful. Let the teacher know of any classroom management issues that may have occurred during the day. If there were no issues, it would be helpful to let that teacher know this also.
- As a substitute teacher in a Secondary School setting, you can expect either an Emergency Substitute Folder (something came up without warning for the teacher) or a folder that will contain materials that follow the most recent lesson in the teacher's classes. It is essential to follow the plans left by the teacher. It is a very good idea to have an emergency plan of your own. A current newspaper or newsmagazine is often helpful.
- The teacher's plan probably comes from his/her curriculum guide. A ninety-minute block should include at least three to five activities which can include a warm up activity, perhaps some reading, some writing, some collaborative learning, and a closing activity. It is essential to keep the students on task.
- If a teacher fails to leave enough work for the students, give them something respectful to occupy their time. Every student has he/she needs to study. Ask students to use the time wisely and quietly so as not to disturb others. The teacher of record has expectations for the students to complete the work assigned. Be consistent, patient, and firm as you deliver the lesson.
- Writing a note for the classroom teacher is very helpful. Let the teacher know of any Lesson Plan issues that may have occurred during the day; were you able to cover all of the material; were there questions the student had that still need to be covered; was any extra work given. If there were no issues, it would be helpful to let that teacher know this also.

Behavior

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Classroom Management

- Keep your perspective and your sense of humor.
- Be firm, fair, and consistent. Do not issue passes unless there is an emergency.
- Make sure you take class attendance. Write down the names of the students who are not in class when the bell rings. If a student comes in later, note the time next to their name.
- If the teacher has not left you a seating chart make one of your own as soon as possible. Calling on a student by name is part of creating a good working environment.
- Constantly move around the room. If there is a pocket of disruption or noise, move nearer to those students (proximity control).
- It is never a good practice to “make an example” of someone. Just as you would not want to be called out in front of an audience, your students will not react well to this method of discipline. If possible speak to the student at their desk, remaining calm. Remember, also, which battles to pick – ‘are you willing to die on this hill’!
- Know when to ask for help (it could be as near as next door or the telephone in the room)
- If a fight or other dangerous situation evolves, there is a phone in the room to call for security or send a student next door and/or to the office for help.
- Be familiar with the referral/detention procedures. If a student does not comply, do not engage in an argument or power struggle. Leave notification for the teacher or, if it is necessary write a referral to the main office. Call security if you need assistance.
- Writing a note for the classroom teacher is very helpful. Let the teacher know of any classroom management issues that may have occurred during the day. If there were no issues, it would be helpful to let that teacher know this also.