

EVSC is committed to academic and social excellence for all students, which is enhanced by the high standards of our professional and support personnel staff. The substitute teacher plays a very important role in upholding the high standard of teaching, which we maintain in our school system, and the presence of the substitute teacher must insure a continuous program of quality instruction for children and youth. The role of the substitute teacher is one of great challenge and one in which an individual may face new and difficult situations.

Each principal has for you a more specific outline of programs, policies, schedules, key procedures, etc., which are in effect in the individual buildings.

The Substitute Teacher handbook is designed to provide you with general information necessary for success as a substitute teacher in our district. *It is, of course, not a contract of employment but rather a guide to assist you.*

Even though as a substitute teacher you are employed at will on a daily basis and may not expect or rely upon any promise of further or continued employment, our substitute teachers are an important and integral part of the daily educational program. Thus, we ask that you assume the same responsibilities as the regular members of our faculty and adhere to the same high standards.

If we can be of further assistance to you, please feel free to contact the Office of Human Resources at 435-8420.

Sincerely,



Debbie K. DeBaillie, PHR
Chief Human Resources Officer

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Payment

The current daily rate of pay for substitute teachers in the EVSC is:

Substitute Teacher Permit	\$65.00
Indiana Teacher License	\$70.00

An approved substitute teacher will receive the current daily rate established for substitute teachers for occasional substitute teaching. An individual, holding a valid Indiana provisional, professional, reciprocal or standard teaching license who substitutes in the same teaching assignment for more than fifteen (15) consecutive school days will be compensated according to the Corporation's regular teacher pay schedule.

The substitute teacher should make the building level secretary aware of reaching the fifteenth (15th) day, so proper notification is given to the Office of Human Resources, 435-8420, for payroll purposes.

A substitute teacher will be compensated at least one-half (1/2) of the daily substitute rate even when he/she serves less than one-half (1/2) of the regular teaching day. If the substitute teacher serves more or less than one-half (1/2) of a day, the pay will be prorated to coincide with the actual time served. This amount of time must complement the amount of time the regular teacher is absent from his/her assignment.

The teacher rate will go into effect on the 16th day and will continue until the completion of the assignment for each day worked.

Substitute teachers will be paid at the same time as regular teachers.

It is required that the following deductions be made from all pay unless, of course, the earnings do not exceed the exemptions allowed for tax purposes: Federal Income Tax, State Income Tax, County Tax, and Social Security.

Aesop Frequently Asked Questions

How do I access Aesop? Do I need to use a certain Internet browser when accessing Aesop online?

There are 2 ways to access the automated AESOP system:

- Using your telephone: 1-800-94-AESOP (1-800-942-3767)
- Using the internet: www.frontlinek12.com/Aesop

The most common browsers are Chrome, Internet Explorer, Firefox and Safari.

What is my Aesop log-in ID or username?

Your Aesop log-in Id or username is your 10 digit phone number on file with the EVSC. For example: 8124358420

I don't know my Log-in or PIN. How do I find it?

Forgot your PIN number? Not to worry! When you go to log in to Aesop at www.frontlinek12.com/Aesop, you will see a link for "Forgot your Login?" Here, you can enter your phone number and email and have your PIN number sent directly to you. If you still have trouble logging in, contacting your district's Aesop Administrator for help is your next step! They will be the best one to answer your questions.

Do I have to call in and register with Aesop before I can receive job offers?

No, once the Substitute Coordinator has you set up as an active substitute in Aesop you will begin receiving calls and/or see available jobs online.

What do I do if I miss a call from Aesop?

If you missed that phone call from Aesop, you can always call back, toll-free, at 1-800-942-3767 to hear a current list of available jobs to accept. You can also log-in online to view those same jobs. You'll want to act quickly, though. Aesop may have already called the next substitute in line with that job offer.

What if someone in my family answers the phone and it is Aesop calling?

If you are not home, you can teach family members how to accept jobs for you. If you choose to do this, please make sure they realize how important it is to tell you about the job after they accept it. They will need to know your information in order to accept the jobs for you as well.

If you are home, have the person who answered the phone put the receiver down and call you. Aesop will ask for your PIN, waiting several seconds between each request, so you will have time to get to the phone before the call is terminated.

Why am I not seeing any jobs?

There are a number of possible reasons that jobs aren't showing up as available. There are a few things you can check. First, make sure that you aren't limiting yourself in your "Schools" preferences. Also, make sure that you have your call times set to allow maximum job offers. If you're still not seeing anything, you can contact your district's Aesop Administrator to make sure you are seeing the correct job offers.

Why I do not see “curriculum choices” to choose from?

You are no longer able to select curriculum choices. Therefore, you will get calls for all positions within your selected locations. Should you not be interested in the subject of a vacancy, you will simply decline the assignment.

Am I able to cancel out of a job after acceptance?

A sub may cancel out of a job as long as it is preferably 12+ hours before the start time. For cancellations less than 12 hours before the start time, the substitute must contact the EVSC substitute coordinator and the school. The sub will not be able to accept an additional assignment that same day.

If I turn off calling (from the preferences tab), can I still see and/or pick up jobs online?

Yes. Turning off the calling feature means that Aesop will not contact you via phone. You can still accept jobs on their website.

Why am I not able to see my credentials, including my license or substitute permit expiration date?

Subs are not able to see their own credentials/expiration dates via Aesop. Aesop will send you a reminder email 90 days before your expiration date. Remember, YOU are responsible for renewing your license or substitute permit on time and sending a copy of the updated information to the EVSC Substitute Coordinator.

CURRICULUM

Kindergarten

The kindergarten program is designed to provide children with a variety of activities including formal instruction in reading and mathematics and experiences in language development, free and dramatic play, story-telling, art, music, science, and physical education. At the end of kindergarten, children should have mastery in areas such as recognizing upper and lower case letters; associating letter forms and sounds, recognizing and writing numerals 0-10; counting objects 1-10; naming and reproducing a circle, square, triangle, and rectangle; and recognizing eight basic colors.

Art

Centered on the Discipline Based Art Education (DBAE) format, art strives to satisfy the innate urge among all children to create from their imaginations. Art instruction stresses the development of an awareness of man-made and natural visual phenomena, a visual vocabulary repository, and the visualization process.

High Ability

Students are selected for this program through an identification process involving abilities, achievements, and teacher recommendations. The program offers advanced curriculum content; emphasizes the development of creative thinking, independent inquiry, and provides opportunities for the completion of quality independent and small group projects. When students are in the regular classroom the teacher will need to provide enrichment opportunities.

Health

The health program seeks to motivate children to build healthy lifestyles. The curriculum includes the following: a K-12 Substance Abuse Program, instruction relating to growth, nutrition, personal health care, diseases, environmental health, safety and first aid, and family health.

Instrumental/Vocal Music

Instruction is provided to fourth grade students in basic musical concepts through the use of a pre-instrument class. Homogeneous wind, string, and percussion classes are available to fifth grade students in which fundamental skills are being taught. Some schools also provide Suzuki string instruction beginning at the kindergarten level. The goal of vocal music is to enrich the lives of all students aesthetically, socially, emotionally, intellectually, and spiritually.

Language Arts

The language arts program is a comprehensive one, which emphasizes the master of the language skills necessary for effective oral and written communication. The total program includes listening and speaking skills, handwriting, spelling, vocabulary, grammar, composition, and literature.

Mathematics

Instruction in the elementary grades places major emphasis on introducing and developing fundamental mathematical concepts necessary for future success. Instruction focuses on concrete manipulations followed by bridging activities that will enable the older student to perform abstract computations and applications. Problem solving, mathematical reasoning, and communication skills are emphasized throughout the program with a major goal being for children to connect their classroom experiences to real-world situations.

Physical Education

Instruction is provided to help children develop life-long skills and assume responsibility for their own well-being through an active life-style. This is accomplished through scientifically based opportunities to develop skills in fundamental movements, rhythmical activities, games of low organization, and lead-up games to sports activities.

Reading

Literature based instruction is provided to help students learn to read independently and to stimulate a life-long interest in reading. Phonics instruction is emphasized in kindergarten thru second grade. A variety of programs are available to encourage children to read books and newspapers.

Science

The activity-centered science program provides a well-balanced foundation based upon reoccurring concepts from life science, physical science, earth science, and the human body.

Social Studies

The social studies program develops skills that enhance children's abilities to learn, to make decisions, and to become productive citizens in a democratic nation. Knowledge of geography and understanding of social, economic, cultural, and political instructions within society are key areas of study.

Fine Arts

In the sixth, seventh, and eighth grades all students are exposed to both visual arts and music.

Practical Arts

In sixth grade, all students experience a balanced rotation of classes including the practical arts and the fine arts. In seventh and eighth grades, students elect to focus on one of the practical or fine arts. However, students still experience instruction time in an integrated curriculum. This means students experience family and consumer science, technology education, music, and art in grades 6 – 8.

Family & Consumer Science

Classes focus on the development of skills that help students create a healthy, happy family, and balance the demands of a career and home. Areas of study include personal development, relationships, consumerism, nutrition and foods, and clothing decisions.

Technology Education

A totally revised and updated curriculum is emerging from the traditional industrial arts program. Technology classes help students identify and appreciate all technology, including computers, tools, materials and processes, and apply problem-solving, techniques. Areas of study include transportation, manufacturing, communication, construction, and design.

Southern Indiana Career & Technical Center

The state-of-the-art Southern Indiana Career & Technical Center is the hub for the development and delivery of innovative, leading-edge career and technical education, workforce development and training.

Through the School of Career & Technical Education, high school students from the southern half of Spencer County and all of Gibson, Posey, Vanderburgh, and Warrick counties can receive classroom and hands-on training in 18 diverse areas of study using the latest emerging technologies and equipment.

Alternative Education

The EVSC recognizes the value of developing strategies for keeping young people in school and helping them achieve while they are there. Alternative education programs have been implemented at the middle school and high school levels to better meet the needs of at-risk young people.

The Academy for Innovative Studies – (AIS) First Avenue campus is located at 3013 First Avenue in the former Harwood Middle School. The AIS-First Avenue campus offers non-traditional learning environments for student’s grades 9-12. The Academy for Innovative Studies (AIS) - Diamond Avenue campus is located at 2319 Stringtown Road in the former North High School. The AIS–Diamond Avenue campus offers non-traditional learning environments for student in grades 6 – 12. Both schools strive to provide effective, individualized, and differentiated academic challenge honoring the whole person in a safe, structured, and affectively supportive environment.

SECTION 504 & SPECIAL EDUCATION

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law prohibiting discrimination against persons with disabilities. Section 504 defines a person with a disability as anyone who (1) has an impairment that substantially limits one or more major life activities, (2) has a record of such disability, and (3) is regarded as having such an impairment. Examples of life activities include but are not limited to - walking, seeing, hearing, speaking, breathing, learning and working.

EVSC recognizes its responsibility to avoid discrimination in policies and practices regarding its students and personnel. EVSC does not discriminate against persons with disabilities and does not knowingly allow such discrimination in any of its programs and practices.

Individuals with Disabilities Education Act of 2004 (IDEA)

The EVSC recognizes the right of all students to receive a free, appropriate public education and is committed to educating all students with disabilities in the least restrictive environment. The appropriate services for students with disabilities are determined by a Case Conference Committee. Such a committee determines the eligibility for special education based on an assessment of needs and the results of educational evaluations. Once eligibility is determined, an Individualized Education Program (IEP) is written for each child outlining services to be provided.

A wide variety of service options are available for students who have been determined eligible under one or more of the following disability categories as outlined in state and federal guidelines: cognitive disability, specific learning disability, deaf or hard of hearing, emotional disability, developmental delay (early childhood), traumatic brain injury, language and speech impairment, multiple disabilities, orthopedic impairment, blind or low vision, autism spectrum disorder, deaf/blind, or other health impaired.

Related services may also be provided to students who are eligible for special education. The purpose of related services is to help students benefit from their special education services. Such “related” services may include educational interpreting, physical therapy, occupational therapy, special transportation, educational evaluations, assistive technology, special counseling, and other services as determined by the case conference committee.

Each student is required to have a current IEP specifically outlining the intensity, duration, and frequency of services. The IEP team also known as the “case conference committee” must be convened at least annually to review and/or revise the IEP.

Specific questions about the provision of special education services should be directed to the Office of Exceptional Learners (812-435-8442).

SPECIAL EDUCATION

Youth Day Treatment

The Youth Day Treatment Center is a joint venture between the Evansville Vanderburgh School Corporation and the Southwestern Indiana Mental Health Center. Students are outpatients of the SWIMHC and are admitted to the program upon the recommendation of the case conference committee. The Youth Day Treatment Center program is designed to meet the therapeutic and educational needs of students of ages 5-12. The center is staffed with therapists from the SWIMHC and teaching staff from the Evansville Vanderburgh School Corporation.

Evansville Psychiatric Children's Center

The Evansville Psychiatric Children's Center is also a joint venture between the State of Indiana Mental Health Department and the Evansville Vanderburgh School Corporation. Students aged 5-13 are admitted to the Center upon the recommendation of a physician or other mental health professionals. The Evansville Vanderburgh School Corporation provides the teachers and the teacher assistants for the program. Students are residents of the center and are seen by other professionals at the Center during and after school hours.

SCHOOL CLOSINGS

All schools in the EVSC will be open on all regularly scheduled days unless closed by the Superintendent because of an emergency. The school corporation will attempt to have schools open each day that road and weather conditions are considered safe for students.

On days of inclement weather, when roads are considered to be unsafe for school bus transportation, the decision to close school is made by the Superintendent prior to 5:30 a.m. Decisions regarding schools closing are reached by school officials after traveling area roads between 3:00 a.m. and 5:00 a.m. In addition, information is received from the National Weather Service, Indiana State Police, Evansville Police Department, Vanderburgh County Police, Indiana State Highway Department, and Vanderburgh County Highway Department.

All local radio and television stations are notified at this time and begin making the announcement at 5:30 a.m. and at frequent intervals thereafter. Please turn to your local radio/television stations for weather and school information when inclement weather conditions prevail; however, do not call the stations or schools in order to keep all telephone lines open for emergency calls.

Announcements related to weather are based upon the following:

- All schools are closed.
- Schools will be open, but starting time may be delayed up to two hours.
- Schools will be open as usual, but bus transportation is provided **ONLY** on alternate routes. Alternate routes are those identified by the city and county officials as having first priority for clearing.
- On rare occasions, weather conditions may worsen sufficiently during the day as to require an early dismissal of students. Early dismissal will be avoided if at all possible; however, students should be instructed what to do if early dismissal is necessary to get youngsters home before conditions make transportation hazardous.
- Weather conditions are not always the same throughout the 214 square miles of Vanderburgh County thus; it may be possible for most of our schools to remain open while some must be closed due to the terrain, and road conditions in the immediate vicinity.

The State of Indiana requires that all schools be open a minimum of 180 days.

SCHOOL PROCEDURES

All substitute employees are required to sign-in and sign-out on the appropriate Sign-in Sheet in the main office at each EVSC location. The building administrator or secretary will direct you to your room. It is the teacher's responsibility to be sure you have the necessary information to succeed as a substitute teacher. The following is a list of recommended information to be included in a folder for substitute teachers and should be available to you in every classroom.

- Attendance/Tardy Procedures
- Arrival and Dismissal Procedures
- AV Equipment Usage
- Class List
- Classroom Rules – including bathroom procedures
- Discipline Policy – how and when to refer a student to the office, if necessary
- Emergency Procedures – Fire, Earthquake, Tornado, Crisis
- Important Personnel
- Lesson Plans
- Library Usage
- Location of Teacher Manuals
- Lunch Count Procedures
- Playground Procedures
- Procedure for Dismissing Students
- School Map
- School Rules
- Seating Arrangement(s)
- Someone to Ask if Questions Arise
- Special Needs Students – both academic and medical
- Staff Lounge
- Staff Lunch Procedures
- Staff Restrooms
- Staff Work Rooms
- Student Illness/Injury Procedures
- Student Lunch Procedures
- Student Passes
- Student Schedule (for self-contained classrooms only)
- Teacher Duties
- Teacher Schedule
- Any other important information the teacher feels is needed

Principal Expectations

- Be on time/prompt
- Stay the entire day; if it is necessary to leave early, explain to the principal or secretary and get their permission
- Sign-in upon arrival and sign-out at the end of each day
- Dress appropriately/professionally (remember that you may have outdoor duty)
- **Follow lesson plans as much as possible**; if plans are inadequate, notify the principal
- Call teachers in advance (when applicable) if you need more information or instructions than are offered by the substitute system
- Have educational games/emergency plans to fill in
- Maintain classroom control/discipline (Don't be afraid to send disruptive students to the appropriate administrator.)
- Have your own discipline plan ready to use if there isn't one recommended, but be sure it aligns with the student regulations and discipline policies found on the EVSC website
- Follow the assigned teacher schedule and complete all assigned teacher duty times
- Get approval for all videos not in the lesson plan with the department head (high school) or principal
- Never get into discussions on topics that are controversial
- Use good judgment
- Keep your sense of humor
- Seek help and advice from other teachers or staff when needed
- Leave the room as neatly as it was upon arrival
- Leave notes to the teacher regarding lesson plans, student behavior, papers that were graded, special problems, etc.
- Exhibit professionalism toward students, faculty and staff
- Do not dismiss students early from class
- Do not engage in lounge gossip
- Be flexible – sometimes the assignment will be changed if there is an emergency
- Don't be afraid to acknowledge an error
- Be a positive role model for students. Do not belittle or talk down to students, or use offensive language, sarcasm, or ridicule students
- Monitor the halls between classes
- Check in the office before leaving for the day; give a brief statement regarding the overall climate of the day and return keys, if applicable

Duties

In some schools, you may be responsible for monitoring students in the mornings, at lunch, recess, or at the end of the day. Your job is to supervise their actions and ensure a safe environment and experience. Walk around the area you are to supervise. By actively supervising students, you will reduce the possibility of incidents occurring.

Students are aware of the school rules that apply. Be proactive and take action before situations get out of control. Should you need assistance, do not hesitate to send a reliable student to get help from another teacher, the nurse, or an administrator. **Never leave students unsupervised.**

First Aid

All buildings have a school nurse on hand, at least part of the day, to distribute medication and handle student illnesses or major injuries.

- In the classroom, there should be band-aids and latex or vinyl gloves. It is your responsibility to determine the level of assistance a student requires. For minor scrapes, you may clean them with soap and water and apply band-aids.
- In the event that a student is bleeding or becomes ill, wear the disposable latex or vinyl gloves before assisting the child.
- Should you come into contact with blood or bodily fluids, throw away your gloves in a lined garbage can. Wash your hands with soap in warm water after removing the gloves.
- If a student complains of not feeling well, determine what is wrong. Use your professional judgment to decide if the student needs to see the nurse or can just put his/her head down for a moment. You may always get assistance from the office.
- You should NEVER distribute medications. Students must take all medications to the school nurse.
- If a student is severely injured, do not move the student. Send a trustworthy student to get assistance.
- If a student injury does occur during your day, check with the office to find out what forms need to be filed.
- Should a medical emergency occur, always stay with your class and send a trustworthy student to get assistance. Have another teacher monitor your room should you have to leave your students for some reason.

Assemblies

Upon occasion, you may be a substitute teacher on the day of an assembly. Generally, each building has a routine for assemblies. Be sure to find out:

- the location and time of the assembly;
- whether the students will need to bring chairs or anything with them;
- if the class or lunch schedules will be altered in any way as a result of the assembly;
- and the procedure for going to and returning from an assembly, as well as the assigned seating for each class.

Clearly explain your expectations to the students before leaving the room. (You expect them to follow directions. You expect them to walk down the hallway quietly, to keep their hands to themselves, and find their assigned seat quickly and quietly. During the assembly, they should listen quietly and attentively. Explain that you know you will get to leave a long list of cooperative students for the absent teacher.) If procedures exist, use them. In the case that procedures do not exist, establish your own. The more structure you put into place, the more control you will have.

While attending the assembly:

1. Sit close to the students and monitor them during the entire assembly.
2. Separate potential problem students.
3. Have behavior concerns sit next to you.
4. If the need arises to discipline a child, do so privately and quietly.
5. You may need to move the student next to you. Should a student continue to disrupt the assembly, and you need to remove him/her, ask a teacher nearby to monitor your students while you are gone.

Discipline

1. As a substitute teacher, you are expected to comply with the district discipline policies as approved by the Board of School Trustees and the school site discipline plan for student behavior.
2. When reporting to the site, find out what that particular site's policy may be for discipline as well as that of the teacher for whom you are substituting.
3. It is important to realize that classroom control is the first concern, and that having students actively engaged in learning greatly reduces the potential for discipline problems.
4. Should an unexpected problem occur, friendliness and firmness, along with a reasonable sense of humor, is a reliable procedure.
5. Following are some general guidelines:
 - a. Be calm and unemotional, firm and fair. Allow the student a reasonable opportunity to explain his/her actions. Explain the reason(s) for any penalty or punishment.
 - b. You may deny the student privileges for misbehaving according to the building policy.
 - c. Try not to embarrass the student as a form of punishment.
 - d. Try to handle discipline problems privately.
 - e. Use acceptable forms of punishment.
 - f. Never use any type of physical force/discipline or inappropriate language.
 - g. Avoid punishing the whole group for the action of one person.
 - h. Realize students often "test" substitute teachers. To prevent misbehavior, establish and enforce clear guidelines.
 - i. If a student becomes unruly, you may send him/her to the office according to the building referral system. At a minimum, include a note explaining the student's behavior, the time he/she is leaving your classroom, and any disciplinary actions you have taken thus far. If necessary, you may also send for an administrator to come to your classroom for assistance.
 - j. Ask for assistance when needed.

SUBSTITUTE TEACHER RESPONSIBILITIES

Hours of Employment

Please refer to SubFinder for the start and end times for each job location. The length of the day and release time for substitute teachers varies from school to school. Plan to arrive at least 20 minutes before your scheduled assignment.

You are required to serve the same hours as the regular teacher you are replacing, including planning periods, etc. If the teacher has a planning period during the last period of the day, you are required to stay in the building unless otherwise indicated by the principal. You may be required to assist in another capacity during your planning period.

Substitute teachers should remain on duty as long as required by the principal.

Parking

It is recommended that you check with the school secretary or call the school the day prior to your assignment regarding the location of your car on campus as some schools have assigned parking places. **“Visitor” parking spaces are NOT to be used when you are a substitute teacher.**

Getting Started

1. Dress professionally and appropriately.
2. As a substitute teacher, you should arrive at least 20 minutes before your scheduled assignment.
3. Report to the main office to sign in.
4. Receive your assignment, instructions, and any materials that have been left for you.
5. Inquire whether there are any special activities/assemblies or schedule changes.
6. Obtain any keys that might be necessary. (Remember to return them at the end of the day.)
7. Ask where you can find out about:
 - a. The teacher and student schedules
 - b. Any duties for which you are responsible
 - c. Reporting of absences and tardiness
 - d. Recording of attendance
 - e. Emergency plans/procedures
 - f. Lunch
 - g. Use of A.V. equipment and materials
 - h. Use of the library
 - i. Use of staff areas
 - j. Discipline policies, including how to refer a student to the office
 - k. Student passes, playground rules, and bus duties
 - l. Special needs students

8. Check the teacher's mailbox for bulletins, urgent messages or call slips for students
9. Introduce yourself to the teachers on both sides of your classroom, and any other teachers potentially identified as helpful by the classroom teacher

Teaching the Class

1. Assume the duties of the teacher for which you are substituting.
2. Follow the regular or special substitute teacher lesson plans carefully and fully. You can incorporate your own ideas if there is extra time. **Lack of compliance with this point can result in a poor performance evaluation.** In the event you are not able to locate lesson plans, seek assistance from administrators or other teachers.
3. Adjust schedule for special activities.
4. Keep the atmosphere in the classroom as normal as possible by following the absent teacher's plans, instructions, and individual classroom rules.
5. Take attendance as necessary throughout the day. At the elementary level, attendance may only be taken once a day compared to a secondary building that may take attendance each period of the day.
6. Remember to be discreet concerning a school, its staff, pupils, or parents. Confidential information learned at school should never be shared with anyone outside that school. Constructive criticism should be reported immediately to the principal and/or superintendent, not the general public. Criticism will be accepted in the vein in which it is given.
7. Keep all information about pupils in confidence. Never give a list of pupils to anyone except the school administrator.
8. Follow discipline policies as outlined by the EVSC Board Policy, Building Policy, and Classroom Teacher Policy.
9. Notify the principal's office immediately should an accident or severe problem occur.
10. Follow the building procedure for dismissing students should someone not from the school arrive at your door requesting a child. Most buildings do not release students unless first cleared by the office.
11. Attend meetings deemed necessary by the principal, particularly when filling an indefinite assignment.
12. Complete the day's assignments by:
 - a. fulfilling lesson plans and duties as thoroughly as possible.
 - b. correcting any work assigned unless the teacher requests otherwise.
 - c. leaving appropriate notes for the absent teacher summarizing the lessons taught, the work completed, and any special concerns for the day.
 - d. returning equipment and materials to their proper places.
 - e. leaving the teacher's desk and room in order.
 - f. turning off classroom lights, closing windows, closing the door and locking the door if appropriate.
 - g. informing the office that you have completed your day.

Continued Substitute Teacher Employment

Continued employment will be contingent upon satisfactory performance evaluations, credentials, or other particular circumstances.

Principals and school administrators have the right to request that a substitute teacher not be used in their building. They are required to complete an evaluation form when a substitute teacher's actions are not compliant with their standard of excellence. The administrator making the request is urged to discuss the evaluation with the substitute teacher.

Hints & Suggestions

- Introduce yourself to the teacher who is next door (or the one designated by the teacher in your Substitute Teacher Folder if applicable) so you can call on someone to answer your questions about schedules or material for the class
- Make your rules and expectations very clear at the beginning of the day.
- Try to have the names of one or two trustworthy students who will be truthful and help out in the class.
- Follow the lesson plans the teacher has left. Incorporate your own ideas only if there is time.
- If you are not sure how the teacher wants an assignment completed, ask another teacher or develop your own plan. Then, be sure to leave a note for the regular teacher explaining what you assigned.
- Send students to the restroom or library one at a time. When the first one returns, a second one may go.
- If there is no seating chart left by the teacher, quickly make one. It is easier to maintain discipline when you can call a student by name and not just refer to him as the boy in the plaid shirt.
- If a student doesn't respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong student doesn't get in trouble and receive a punishment from the regular teacher.
- Do not let students start any name-calling or be rude to the other students. It is much easier to stop a disagreement by talking before it gets to pushing or fighting.
- Try to get in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom. If the students see a teacher, they are less likely to start trouble or a fight.

- Have a couple of extra pencils and pens with you for those who have “forgotten” and would rather go to their lockers and walk the halls than be in class.
- Never let a class go early to lunch or the next class unless the regular teacher or another teacher says it is acceptable. Some schools have very strict rules about the number of students in the cafeteria at one time.
- Do not discuss the teacher’s class with other people, especially out of school. You are a professional and shouldn’t discuss individual students or problems. If you need to talk to someone about a problem, talk to the principal privately in his/her office.
- Be neat in your appearance.
- Grade the students’ work for the day, if possible.
- Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful. Let the teacher know about these students.
- Most students will cooperate, but there will be some who will question your plans or authority. It is better not to argue. Instead say, “I know this may not be the way Mr. Smith does it, but this is the plan for today”.
- Don’t let the students manipulate you by protesting or saying, “We never do that!” Just tell them, “I know it can be hard to have a substitute teacher, but for today, we will do it this way”.
- Be assertive, so the students don’t feel they can manipulate your decisions and authority. You can use statements such as: “I need you to start reading now. I want everyone to pass his or her papers forward. I don’t need... I don’t want...”
- Walk around the room. Don’t just sit by the desk, especially during homework, class work or during a test. The students will be less likely to talk, get in trouble, or cheat when you are close.
- Never try to catch a student by physically grabbing him/her by an arm or clothing. The student could fall and you could twist an arm or tear clothing.
- Don’t let any student have a knife or weapon. Have them give it to you, and notify the office immediately. If there is even a suspect of a weapon, report it.
- If a teacher has classroom sets of materials, be sure they are all returned before the class can leave.
- Don’t make statements lightly – students remember!