

**HANDBOOK
FOR
SUBSTITUTE TEACHERS**



2017-2018

Kemp Independent School District

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Kemp, TX 75143

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Kemp TX 75143

Phil Edwards; Superintendent of Schools

This publication has been prepared to help you become better informed concerning your role in the education process in the Kemp Independent School District. We hope it will answer many questions about the substitute teaching assignment. Of course, we realize that it is almost impossible, and perhaps impractical to prepare a manual and conduct a one day training session that would contain all the information you might need. Our goal is to build your awareness, extend your access to resources, and make you more familiar with school procedures as you begin your substitute teaching career.

We hope you accept this challenge to continue to build and practice your teaching skills. Please feel free to call upon any of us. We consider ourselves your support team.

DISTRICT ADMINISTRATION

Superintendent	Phil Edwards
Assistant Superintendent.....	Tara Bachtel
Director of Curriculum and Assessment	Jane Dvorak
Director of Instructional Programs	Angela Barton
Administrative Assistant to the Superintendent	Angie Ellis
Human Resources Specialist	Karen Warnock

CAMPUS ADMINISTRATION

High School - 903.498.9222

Principal	Marietta Maxwell
Assistant Principal.....	Ryan Reeves
Secretary	Cindy Bray

Junior High School - 903.498.1343

Principal	Kyle Hutchings
Assistant Principal	Dawn Boyd
Secretary	Carol Fogleman

Intermediate School - 903.498.1362

Principal	Kim McDowell
Assistant Principal.....	Jennifer Lehr
Secretary	Angela Penland

Primary School - 903.498.1404

Principal	Jennifer Welch
Assistant Principal.....	Kristin Clickner
Secretary	Holli Calvin

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The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to the central administration office.

This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of non contract employees in any way. Rather, it is a guide and a brief explanation of district policies. District policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. The official district policy manual is located in the central administration office or you may access the policy book via the Internet at <http://www.tasb.org/policy/pol/private/129904/>.

MISSION STATEMENT

The Kemp Independent School District will provide innovative educational opportunities so students achieve their potential.

DISTRICT GOALS

- Implement efficient financial practices which are designed to increase revenues and decrease expenditures.
- Provide quality instructional practices which focus on student needs.
- Complete a short and long range facility plan.
- Provide a staff which meets the needs of the students of Kemp ISD.
- Implement an effective accountability system which measures all areas of district operations.
- Provide constant and effective communication designed to inform all stakeholders.

DISTRICT BELIEFS

- Students are our first priority.
- All students will have a quality staff, and that staff will have their training needs met.
- First rate facilities are essential to quality education.
- Financial stewardship ensures a tomorrow for education.
- All students learn when engaged in meaningful, challenging work, and Kemp ISD is committed to innovation and continued improvement.
- In full engagement of our parents and community in the support of our students' education.
- Accountability is attained through open dialogue, transparency and fiscal responsibility.

- Meaningful relationships ensure learning. Therefore, we encourage partnerships between students, parents, community members and staff which are foundational to educational success.
- A safe and caring learning environment is strengthened by embracing diversity and respecting self, others and the world around us.

PUBLIC EDUCATION MISSION, GOALS, AND OBJECTIVES

(Exhibit)

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A wellbalanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 10: The academic goals of public education are to serve as a foundation for a wellbalanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

GOAL 1: The reading and writing of the English language.

GOAL 2: The understanding of mathematics.

GOAL 3: The understanding of science.

GOAL 4: The understanding of social studies.

Education Code 4.001, 4.002

KEMP I.S.D. BOARD OF TRUSTEES

Sharron Rankin - President
Jerry Gilbert - Vice-President
Regina Kiser - Secretary

Rusty Clamon
Scott Crow
Lynda Page
Charissa Roberts

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, facilities, and expansions. The board has complete and final control over school matters within limits established by state and federal law and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Trustees are elected by place and serve three-year terms. Trustees serve without compensation, must be registered voters, and must reside in the district.

Board Meetings

Trustees usually meet on the third Monday of each month in the Central Administration Board Room at 6:00 p.m. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the front door of the central administration office and the district web page at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. Under the following circumstances, Texas law permits the board to go into a closed session. Closed session may occur for such things as discussing prospective gifts or donations, real property acquisition, personnel issues including conferences with employees and employee complaints, security matters, student discipline, or to consult with attorneys.

EQUAL OPPORTUNITY POLICY STATEMENTS

1. No administrative officer or employee of the Kemp Independent School District, acting in his/her official capacity, may discriminate on the basis of a person's sex, race, religion, color, or national origin regarding: personnel practices, including assigning, hiring, promoting, compensating, and discharging employees; use of facilities, awarding contracts, and participation in programs.
2. No student shall, on the basis of sex, race, religion, or national origin, be excluded from participation in, be denied the benefits of, or be subjected discrimination under any education program or activity sponsored by this school district except as specifically provided in Title IX implementing regulations.
3. No qualified handicapped person shall, on the basis of handicap, be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity sponsored by this school district except as specifically provided in the Section 504 implementing regulations.

Inquiries regarding any of these policies should be directed to:

Tara Bachtel, Assistant Superintendent

Telephone Number: 903-498-1394

EDUCATORS' CODE OF ETHICS

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. *19 TAC 247.1*

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- e. Whether the communication was sexually explicit; and
- f. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

SUBSTITUTE ASSIGNMENT

Kemp ISD uses the Aesop Absence Management System for scheduling and assigning substitutes. You will receive your Aesop login credentials to use at www.aesoponline.com. Aesop will not call before 5:30 am or after 9:30 pm.

General Instructions

Assembled below are a few instructions which should be helpful. You will receive further information concerning your assignment and building regulations when you report to the school.

207755952. You are requested to accept assignments for which you are qualified in any school in the Kemp ISD school system. You can set preferred campuses in your Aesop account.

207755953. When you receive a call for a substitute assignment, please write down all pertinent information such as the name of the school, the teacher's name, and the specific grade and/or content area of the assignment. Report first to the main office upon arrival at the assigned school.

207755954. Accept the responsibility for helping to create and maintain cordial relationships between all stakeholders including teachers, support staff, students, parents, and community members. You are an employee of Kemp ISD working in a professional capacity, and are expected to adhere to the Educator's Code of Ethics.

207755955. You are expected to be on duty the entire day and perform all duties (ex. lunch duty, bus duty, etc.) of the regular teacher, unless otherwise requested.

207755956. The plans provided by the regular teacher should be followed as nearly as possible, and the regular class routine should be maintained. Please leave a note for the teacher, relating how much of the lesson plan you were able to accomplish, and list any special problems that might have occurred during the day.

207755957. Unless requested by the regular teacher, do not assign written work and leave it to be graded. Written work assigned which is beyond the lesson plans of the regular teacher should be graded and left for examination. On long-term assignments, discuss with the campus principal how work should be reviewed, graded, and recorded in the grade book.

207755958. Complete whatever reports are requested, both for the school office and for the regular teacher.

207755959. Before leaving at the close of the day, report to the main office to determine if you will be needed the following day.

SUBSTITUTES WHO FAIL TO COMPLY WITH THESE REQUIREMENTS MAY BE INACTIVATED IN AESOP AND REMOVED PERMANENTLY FROM THE "APPROVED SUBSTITUTE LIST".

When a person has made a commitment to substitute, they should remember that the principal, the teacher who is absent, and the students are relying on them to be there. If any emergency occurs making it impossible to report, the campus secretary should be notified immediately.

Responsibilities of the Substitute Teachers to the Schools

207755568. Report to the main office promptly and sign in. Given sufficient advance notice, he/she should report at the same time the regular classroom teachers report for duty: 7:30 a.m. to 3:45 p.m., or upon completion of duty assignment.

207755569. Follow the program of the regular classroom teacher as much as possible.

207755570. Ask about the regular classroom teacher's special duties for the day. Example: bus duty, lunch duty, etc.

207755571. Introduce yourself to neighboring classroom teachers.

207755572. **Acquaint yourself with fire and emergency drill protocols, assigned exits, and lock-down procedures.**

207755573. Find the classroom teacher's daily schedule, plan book, seating charts, record book, textbooks, attendance slip, and other needed materials.

207755574. Avoid changing the seating arrangement or any other parts of the room organization except for temporary grouping of pupils for instruction or committee work.

207755575. Maintain high standard of ethics and avoid comparisons of teacher-pupil learning situations.

207755576. Supervision of halls and corridors is a responsibility of all teachers especially when students are entering or exiting the building or during class changes.

207755577. Classroom attendance should be recorded according to each individual school policy.

Substitute teachers are not to make any marks in teacher's grade book.

207755578. Report serious accident or illness to a campus administrator or nurse immediately.

207755579. Leave a brief summary of the work completed, or not completed, as well as any other information that would be helpful to the classroom teacher. (Bulletins, parent notes, assignments, and problems.)

207755580. **DISCIPLINE:** Proper discipline, or classroom order, is a prerequisite to good teaching. Be firm, fair, and consistent. Any unusual disciplinary problem should be reported to a campus administrator.

207755581. If the substitute is teaching for an extended time, she/he should attend all scheduled meetings. In case of doubt, make inquiry of the building principal.

207755582. **USE THIS HANDBOOK** - Become acquainted with it as soon as possible and familiarize yourself with individual school requirements.

207755583. **END OF DAY OR END OF SERVICE PROCEDURE:**

////////////////////. Leave a report of the work covered by each class during the day:

////////////////////. Materials or equipment used should be put back in the proper place.

////////////////////. Report to the secretary regarding the next day, and/or any problems concerning your stay in the building.

206057472. Have the following materials in or on the desk:

////////////////////. D
aily plans made out in sufficient detail.

////////////////////. W
eekly and daily time schedule of classes.

////////////////////. L
ist of pupils' names (preferably with pictures) and seating chart.

////////////////////. L
ist of any special seating arrangement or grouping for activities.

////////////////////. L
ist of supervisory responsibilities such as days on duty at noon, recess

////////////////////. D
ill and other emergency procedures.

////////////////////. I
mportant or unusual information about any child (physical problems, etc.)

////////////////////. L
ist names and times that students go to special classes (PE, music, RtI, etc.)

////////////////////. H
ave copies of textbooks, manuals, workbooks, and any other instructional materials being used on the desk.

GENERAL POLICIES

Appearance

Substitute teachers are expected to comply with the same policy as full-time teachers in regard to dress and grooming. Kemp ISD takes pride in the fact that its staff members are well-groomed and professionally-attired in a manner that is appropriate to the assignment. Ladies are requested to wear dresses or nice slacks and men to wear slacks and a shirt with a collar. Jeans are acceptable on Tuesdays with a college or military shirt, and on Fridays with a "spirit" shirt. Warm-up suits or tennis shoes are not considered appropriate. Please refer to the "Employee Dress" section of this handbook.

Appreciation of Substitute Service

A substitute teacher has one of the most difficult assignments in the school system. It is the responsibility of all school personnel to establish and maintain a favorable and respectful attitude concerning the substitute and his/her work. Students must appreciate the need and importance of the work of the substitute teacher, and be urged to treat him/her in a courteous, kind, and friendly manner.

Kemp ISD commits to maintaining the high status that rightly belongs to the substitute teacher, and expresses its appreciation to those who serve in this capacity.

District Expectations for Substitute Teachers

- Arrive at or before 7:30 a.m.
- Report to office, sign in, and pick up any instructions, if any.
- Report to assignment on time, including classroom assignment, bus duty, hall duty, lunch duty, etc.
- Check packet and folder for specific campus/classroom routine; attendance, lunch count, announcements, etc.
- Identify self to students - write name on smart board.
- Maintain classroom management (See "Tips on Classroom Management").
- Introduce self and check with neighboring teacher.
- Leave a note for teacher at the end of each period.
- Hours for substitutes: Full Day - 7:30 a.m. to 3:45 p.m. or until duty is completed.
- **Comply with the Educator's Code of Ethics, the Substitute Handbook, the Employee Handbook, and District policies**
- Be enthusiastic
- Substitutes should not express personal views on politics, religion, business interests, or policies of the regular classroom teacher/school with students.
- Substitutes should not pass out any material not approved by the teacher or principal.

Substitute Teacher Pay Scale

The daily rate for a substitute TEACHER with a GED or high school diploma is \$75.00. The daily rate for a substitute TEACHER with a four-year college degree is \$85.00. The daily rate for a Texas Certified Teacher is \$110.00. After 10 consecutive days in the same position, the pay will increase \$25.00 per day until the end of the assignment.

The daily rate for a substitute PARAPROFESSIONAL with a GED, high school diploma, four-year degree, or Texas Teacher Certification is \$75.00 a day. There is no pay increase even after 10 consecutive days in the same position as a PARAPROFESSIONAL substitute.

Please make sure that you receive clarification to which assignment you are substituting for before taking the assignment.

Payroll Cut-off Date

Please Note: Cut-off date is normally the last Friday of the month (November and December may be earlier). The following Monday begins a new pay period. All payroll changes, leave sheets, supplemental pay sheets, etc. must be received in the payroll office on the next business day following the cut-off date to assure processing for the month. Items not received in time will be processed on the next month's payroll.

All time sheets are submitted to the Business Office by the school secretary. Substitutes are paid on or before the 20th of each month. If the 20th falls over a week-end or on a holiday, you will be paid on the Friday before the 20th of the month. For questions regarding days worked, please check with the school secretary first. Any other questions should be directed to the Business Office at 903-498-1346.

Release of Children

Any outsider/non-Kemp ISD employee (even if you personally know them) who comes to the classroom for information about a student or asking that a student be released from school must be directed to the main office. **In any event, children are not to be released from the classroom without official notice from the building principal.**

School Property

It is expected that the substitutes will maintain good order wherever assigned, and create such conditions as are conducive to a good learning environment. The substitute teacher is legally and morally charged with the protection of school property, as well as the welfare of the children.

Suggestions for Having a Successful Substitute Teacher Experience

- Have pride in the profession and Kemp ISD.
- Support school policies.
- Avoid making comparisons of various schools or school personnel.
- **Respect the confidential information contained in school records.**
- Report any serious situations or problems to the principal as soon as possible.
- Make a reasonable effort to respond to all calls for substitute teaching.
- Do your best at all times on all assignments.
- Keep up with the progress and changes in teaching methods and curriculum.
- Reflect the standards of the profession in personal and professional living. (Educator's Code of Ethics)
- Try to attend and become involved in the school district's programs.
- Start the day out quickly, firmly, and concisely. Be pleasant. Appear confident. Clearly outline your expectations for behavior. The substitute's first words and actions usually go a long way to set the day's discipline. Be direct, but kind. Students need to know that you are the "boss" of the classroom.
- With any group, smile, be friendly, and show enthusiasm.
- Introduce yourself to other teachers.
- The substitute teacher must be ready, sometimes on an hour's notice, to keep their students motivated, captivated, animated, and coordinated, no matter what the subject or grade. They must be elastic, enthusiastic, and, on occasion, gymnastic.

EMPLOYEE DRESS

The classroom teacher and other staff should always exemplify high standards of personal appearance and physical characteristics which are conducive to effective teaching and learning. Students view their teachers as role models; therefore, it is incumbent upon all employees, to portray the best possible image to the community. All personnel will be expected to dress in a manner that is becoming and fashionable to the teaching profession.

Grooming and Dress Code

Staff hair length, color, and style must reflect the general grooming mode of the student body. Hair should be clean and well-groomed at all times and shall not obstruct vision. No extreme style or color will be allowed.

A teacher's attire should be professional and reflect the respect he/she has for himself/herself and others. It should also be of such a nature as to elicit respect from students and generally teach respect for authority. Clothing must be clean and free of excessive wrinkles.

Skirts and dresses must come to the middle finger tip when the arms are down by the side or be layered with leggings.

Women's tops and dresses should not be revealing in cut, style, or material. No halter tops or tank tops. Sleeveless tops are allowed, as long as they are not revealing.

Male instructional staff shall be expected to wear slacks and a shirt with a collar. Tennis shoes/athletic shoes are not allowed except on jean days.

* Jeans may be worn for field trips, field days and on teacher workdays, with prior approval by the principal.

Any dress perceived unprofessional will be addressed by the principal.

Note: Tuesday is "College Day" and all staff may wear college or military t-shirts. Friday is "Spirit Day" and Kemp spirit t-shirts may be worn. Tennis shoes (if clean) and jeans (if nice) can be worn on each of these two days. Check with your campus.

STUDENT DISCIPLINE MANAGEMENT

All substitute teachers are expected to assume responsibility for the discipline in their class or group and to assist in the correction of all other irregularities that may occur. Student conduct is outlined in the Student Handbook, each substitute is to be familiar with this document. Kemp ISD also uses the Positive Behavior Intervention System (PBIS) and Conscious Discipline for classroom management in developing rules for each class and in awarding positive rewards and consequences to misconduct. The basic premise is to state at the beginning what the rules are and how you want the class to behave and let the student choose to follow the rules or not. If they do a good job of staying on task then they receive a reward; if they do not stay on task then they may suffer the natural consequence. Such consequences generally are in the realm of loss of some privilege although the handbook identifies some measures to be taken. A substitute teacher should never strike a child. In cases where there is a need for help to control a situation you should contact the office and ask for assistance.

Substitute teachers should at all times exhibit to the students a reasonable degree of dignity, courtesy, and congeniality. They should give every consideration to any inquiries that may arise during the class without permitting the student to be subjected to ridicule. No sarcasm, bitter, or cutting speech should be employed and no words reflecting upon parents or families should be uttered.

Discipline does not have to be a negative factor. A disciplined life is very important. The undisciplined life is one of chaos. It is our intention to have the students understand that disciplined behavior is expected and appreciated.

Recipe for Dealing with Children

Take lots and lots of common sense,
Mix well with some intelligence;
Add patience, it will take enough
To keep it all from being tough.
Remove all nerves (there's no place for them,
Childish noises only jar them.)

Sprinkle well with ready laughter,
This adds a better flavor after.
Put sense of humor in to spice it,
Add love and understanding. Ice it
With disposition sweet and mild.
You're ready now to train a child.

Lucille Fulgione

Suggestions for Good Discipline

A well organized and skillfully conducted class will have fewer discipline problems. Your pitch and tone of voice affect the reaction of a class. A positive attitude will do much to win the respect of the students.

1. Begin your day in the manner in which you wish to continue.
2. Know what lessons you will present, at what time you will present them, and the method you will use.
3. Observe carefully, all scheduled routines (breaks, lunch, etc.).
4. Avoid threats.
5. Strive for consistency and fairness.
6. Stand when presenting a lesson.
7. Speak loudly enough to be heard but softly enough to commend attention.
8. Correction should be constructive. Praise in public, reprimand in private.
9. Reprimands should be private whenever possible.
10. Contact the principal if you need help.
11. Avoid being too friendly with students. Maintain the line between student and adult. Do not let students address you by first name.
12. Leave list of names of students who misbehaved and what the students did for the regular classroom teacher. Give feedback of the assignment in Aesop.

How to Correct Students in a Appropriate Way

In addition to our educational vernacular, there are other expressions to be avoided because they may leave a false or undesirable impression. Here are some expressions which may have unnecessarily negative and more positive phrases which might be substituted:

Negative Expressions

Shut-up
Lazy
Troublemaker
Uncooperative
Stupid
Never does the right thing
Impertinent
Stubborn
Liar
Sloppy
Failed
Mean
Time and again
Dubious
Poor grade of work
Selfish
Rude
Show-off
Will fail him, unless

More Positive Expression

Please be quiet
Can do more when he/she tries
Disturbs class
Should learn to work with others
Can do better work with help
Can learn to do the right thing
Discourteous
Insists on having his own way
Doesn't always tell the truth
Could do neater work
Failed to meet requirements
Has difficulty getting along with others
Usually
Uncertain
Working below his standard
Seldom shares with others
Inconsiderate of others
Tries to get attention
Has a chance of passing, if

A Student's Viewpoint of Discipline

1. Don't spoil me; I know quite well that I ought not to have all I ask for. I am only testing you.
2. Don't be afraid to be firm with me. I prefer it; it makes me feel more secure.
3. Don't let me form bad habits.
4. Don't make me feel smaller than I am. It only makes me behave stupidly "big".
5. Don't make me feel that my mistakes are sins. It upsets my sense of values.
6. Don't correct me in front of others if you can help it. I'll take much more notice if you talk quietly with me in private.
7. Don't protect me from consequences. I need to learn the painful way sometimes.
8. Don't be too upset when I say, "I hate you". It isn't you I hate but your power to thwart me.
9. Don't take too much notice of my small ailments. Sometimes they get me the attention that I need.
10. Don't nag me. If you do, I shall have to protect myself by appearing deaf.
11. Don't make rash promises. Remember that I feel badly let down when promises are broken.
12. Don't forget that I cannot explain myself as well as I should like. That is why I'm not always very accurate.
13. Don't tax my honesty too much. I am easily frightened into telling lies.
14. Don't be inconsistent. That completely confuses me and makes me lose faith in you.
15. Don't put me off when I ask questions. If you do, you will find that I stop asking and seek my information elsewhere.
16. Don't tell me my fears are silly. They are terribly real and you can do much to reassure me, if you try to understand.
17. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.
18. Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.
19. Don't forget how quickly I am growing up. It must be very difficult for you to keep pace with me, but please try.

Hints on Discipline

1. Know their names. Pick out the "challenging" and have them help you - even the smallest task can put them on your side.
2. Remain calm and relaxed. Don't lose your "cool". Students will only be as rational as you are. If you become emotional, then they will as well.
3. Maintain established routine as much as possible.
4. Be positive. Try to see that every child has some success or praise each day. Just a pleasant word or an appreciative smile works wonders.
5. Keep children as busy as possible.
6. Solve problems "on the spot". Don't degrade the child in front of others, but do handle situations when they occur. Reiterate the expectation and offer choices.
7. Deal with the individual child, not the group, when corrections are necessary. Be sure to have all the facts. Listen to all sides of the story. Focus attention on the problem. Give the child the benefit of the doubt.
8. Be firm. But, rather than issuing an ultimatum, give the child a choice (e.g., meeting the expectations of the classroom for that day, or not taking part in the classroom activities by moving his desk to the back of the room). Give the child only one chance, and if he has made the wrong choice, and cannot follow instructions, then follow through.
9. With elementary youngsters, encourage them to make the regular teacher proud of them.
10. With mid-school, use eye contact--be firm and direct.
11. Avoid personal confrontations.
12. Compliment students by name who are on task.

SPECIAL POPULATIONS

Medication

Check teacher's records for student's name and time of medication.

Note: SEND TO THE OFFICE OR THE NURSE. NEVER GIVE MEDICATION TO THE STUDENT.

Pullouts (RTI/Intervention/Resource)

Check teacher's records for modifications and materials for students who go to pullouts or a resource room.

Special Accommodations

Check teacher's notes for students using wheelchairs, hearing aids, or any other assistive equipment.

Confidentiality

Confidentiality is of utmost importance when working with students. Please remember, discuss student information only with people who work directly with them. Student information is protected by the Family Educational Rights and Privacy Act (FERPA).

English as a Second Language (ESL)

Check teacher's records for any students who are ESL and have accommodations.

CLASSROOM MANAGEMENT TECHNIQUES

“Do’s and Don’ts of Subbing”

Things TO DO When Subbing:

1. Be aware that your presence can make students feel anxious.
2. Develop a file (or files) of filler activities.
3. Greet students at the door of the classroom.
4. When a classroom is chaotic, ask for student attention and wait until you get it. Have a plan on how you are going to gain their attention. (ex. Class, class, yes, yes; rhythmic clapping; turn off music; flip lights; “hear my voice clap once, hear my voice clap twice” etc.)
5. Guard teacher editions of texts and answer keys to tests.
6. Lock the door when you leave the classroom.
7. Present a professional appearance.
8. Maintain your composure and confidence.

Things NOT TO DO When Subbing:

1. Don’t let students know that their teacher left poor lesson plans.
2. Don’t get defensive or demonstrate a superiority complex.
3. Don’t use the teacher’s future lesson plans.
4. Don’t make up due dates for assignments.
5. Don’t write in the grade book (unless specifically instructed to do so).
6. Don’t correct students’ work (unless specifically instructed to do so).
7. Don’t get offended if someone asks, “Who are you today”.

The Essentials of Behavior Management

1. COMMUNICATE with the students.
2. Share your expectations for student behavior at the beginning of the day (or class).
3. During the day (or class), interact with students as much as possible.
4. Use the teacher’s posted rules when possible.
5. Have your own rules in mind in case there aren’t any posted. (ex. Ask before you leave the room; Respect whoever is talking; Be productive)

Guidelines for Developing Rules:

1. Limit the number to three or four
2. State the rules positively
3. Give a rationale
4. Cover the most essential issues

ORCHESTRATE student behavior during and between activities.

Begin each activity by clarifying your expectations for student behavior during that activity.

End each activity by giving the class feedback on how well they met your expectations and by preparing them for the next activity.

CIRCULATE throughout the classroom.

Move among the students as much as possible.

Be unpredictable in your route when circulating.

Visually scan the entire classroom as frequently as possible.

MOTIVATE students to follow the rules and to use time productively.

Use praise frequently and appropriately. Effective praise is:

Descriptive

Specific

Based on something important

Age-appropriate

Reasonably private (for older students)

Reinforcement systems may be useful with younger students (K-3):

Self-monitoring form

Stars or points on the board

“Good Work” certificates

Mystery Motivators

Names of responsible students on the board (use with care)

Let the students know that you will be reporting back to their teacher

Be overt when writing notes, and share the basics of your report.

If an activity has gone badly, let students know that the next activity provides a fresh start.

Do not use the report as a threat.

CORRECT student misbehavior when it occurs.

Correct Calmly

Don't get physical under any circumstances.

Don't escalate the situation.

Don't let the students “smell blood.”

Don't take student misbehavior personally.

Don't engage in power struggles.

Correct Consistently

Choose your battles carefully.

Don't threaten students with what the teacher will do when he/she gets back.

Follow through on any warnings or consequences you have given.

Correct Fairly

Don't punish the entire class for the misbehavior of one or two students.

Once you implement a consequence with one student, implement it with all students who behave the same way.

Correct Immediately

Intervene as soon as misbehavior becomes a problem.

Inform the student that he/she has a choice: To continue the misbehavior and pay the consequence, or to behave responsibly.

Correct Privately

A semi-private interaction allows the students to save face in front of peers.

When physical privacy is not possible, use a quiet voice when correcting.

Possible consequences you might use for student misbehavior:

Give a reprimand.

Assign minutes owed off recess.

Keep students after class.

Leave a note for the teacher.

Write a description of the incident for the teacher, and have the student sign it.

Send the student to the office.

Dealing With Predictable Events

“That Is Not How Our Teacher Does It”

This is so common that you may want to pre-correct:

“Today, I will try to do some things like Ms. Hernandez, but some things will be different. I hope you will be patient about this.”

When students are trying to be helpful:

Thank them for their assistance.

Use some of their suggestions, if possible.

When you don't want to use a suggestion, say something like:

“Thanks, but I think today we will do it...”

When students seem to be playing games:

Don't confront them. Simply say:

“Thanks, but today we are going to...”

If someone insists, try humor:

“I think I will start making notes on all of these helpful reminders.”

Changing Seats

When it's obvious, unemotionally give a warning that you will be following the seating chart for all activities (including any times that you may have to assign consequences).

When a student gives a name that is clearly different from what is on the seating chart (e.g., "My name is George Washington."), try humor.

When you are not sure, ask an administrator or co-teacher to verify the accuracy of the seating chart and the seating arrangements.

The Class Clown

Don't compete or get into a power struggle with the student.

Use humor, but do not humiliate or alienate the student.

Get the student on your side (e.g., ask him/her to help you with a task).

Keep anecdotal notes if the problem continues.

Let the student know that you will share the notes with the teacher and/or an administrator if the behavior persists.

Class Out of Control

Ask for attention and raise your hand in the air. If students do not respond:

Don't shout and don't get upset.

Check the time and write it on the board. Then wait.

Once class is under control, again check the time and write it on the board.

Calculate the difference (i.e., the amount of time the class was out of control).

If it's a first offense, erase board and explain that next time you will leave a note for the regular teacher about how much time the class spent out of control.

If it happens again, follow through and leave a note for the teacher.

Use the same technique

If a class is trying to rattle you.

When a class comes in from recess acting rambunctious.

Conclusion

Your management skills have a huge impact on student behavior. The most important skills are:

Maintaining your confidence.

Greeting students at the door.

Remembering to communicate, orchestrate, circulate, motivate, and correct.

School Information

Use this form to record information about each school in which you substitute. Keep the completed forms in this notebook for quick reference.

Name of school:

Directions to site:

Travel time:

Starting/ending times:

Substitute caller name and number:

School secretary:

Principal

General school information:

Classes substituted in previously:

School management system:

Helpful staff:

Academic Content Inventory

Use this form to evaluate your knowledge of the content areas you may be asked to teach and make a plan for learning about those areas in which you feel you lack understanding.

Content area:

Present understanding of concepts:

Areas lacking understanding:

Strategies to gain learning:

Professional organizations

Web sites

Textbooks

Collegial discussions

Library resources

Museum/science centers

Local resources

Class visits

Others

Specific plan to gain knowledge:

Classroom Experience Journal

Use this form to keep track of the day's happenings when your substitute in a classroom. These notes will be helpful if any questions arise in the future.

Classroom:

School:

Date:

Major subject taught:

Briefly summarize the day:

Incidents or potential problems I should be prepared to explain to the principal or parents:

Communication with school officials:

Feedback from the Classroom Teacher

Thank you for allowing me to substitute in your classroom today. Based on students' reactions and their understanding of the content I was responsible for teaching and any other sources you may have, please take a few minutes to provide me with some feedback about my performance to enhance my professional growth. Please send the completed form to me in the attached self-addressed stamped envelope.

In general, how do you feel I handled your classroom?

What positive points did you notice about my substituting?

What areas of refinement do I need to address in my substituting?

General thoughts and comments: