

Lined writing area with 20 sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

# ▶ Introduction to Substitute Teaching

Sub-Solutions Handbook

Wakulla County School District Human Resources Department

# “Sub” Solutions Handbook

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## WAKULLA COUNTY SCHOOL BOARD JOB DESCRIPTION

**TITLE:** Substitute for Teacher or Instructional Support Personnel

**EMPLOYEE CATEGORY:** 5/Instructional Support Personnel

**QUALIFICATIONS:** 1. Hold a High School or G.E.D. diploma.  
2. Be at least eighteen years of age.  
3. Preference given to those with a valid Florida teaching certificate.

**REPORTS TO:** Principal/Administrator of School/Program.

**JOB GOAL**  
To guide and direct assigned students through the prescribed lesson plans of the regular teacher.

**SUPERVISES:** N/A

**PERFORMANCE RESPONSIBILITIES:**

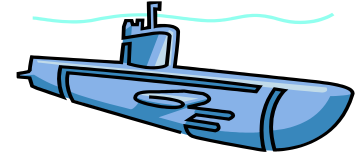
1. Provide instruction and maintain a normal classroom environment in the absence of the regular teacher.
2. Utilize lesson plans provided by the regular classroom teacher or schedule of person for which one is substituting.
3. Supervise students in traditional and non-traditional classroom settings.
4. Develop assignments and activities when lesson plans are not available.
5. Conduct oneself in a responsible manner respecting the guidelines set forth by the administration.
6. Follow the rules and guidelines of the district and school during this temporary assignment.
7. Leave feedback for person which relates to the duties performed while substituting.
8. Perform other duties assigned by the Principal or required by School Board Policy.

**PHYSICAL REQUIREMENTS:** Light Work  
Exerting 20 pounds or more of force occasionally and/or 10 pounds of force regularly to move objects.

**TERMS OF EMPLOYMENT:** Temporary - as called

**EVALUATION:** Continuance is dependent on satisfactory performance each day.

**SALARY ITEM NUMBER:** 23



## “Sub” Solutions Handbook

### Introduction

Substitute teaching can be a wonderful professional experience. It provides you with flexibility that few other jobs can offer in that you can take your pick of grade levels while reserving the right to “pass” when you do not want to work. At each grade level, elementary, middle and high, there are rewards and challenges to be considered. It is often wise to pick two or three schools where you would like to substitute and concentrate on getting to know their faculty, staff and “way of work.”

The Wakulla County School District provides this document to assist you in becoming a substitute teacher and to provide you with some general knowledge as to what is expected from as a substitute. Each individual school will have additional information and regulations to share with prospective substitutes.

Before you start substitute teaching, it is wise to ask yourself:  
What age level (elementary, middle school, or high school) do I prefer?  
Are there subjects that I am particularly qualified to teach?  
Are there subjects that I do not feel confident about my ability to teach?

Once you answer those questions, you will be able to help a school system or school place you in a position where you will be more comfortable and most useful. However you respond to the questions, if you become a substitute, you will be in a position of authority and influence over children and you will be responsible for using this authority and influence in a proper and positive manner.

**It is your responsibility to contact Human Resources when contact information changes and needs to be updated. You may contact Human Resources in person, via e-mail or by telephone. 850.926.0065, #233.**

Wakulla County School District has unique rules and regulations regarding what procedures to follow to become a substitute teacher in addition to the regulations set forth by the state. Each school also has its own policies and procedures. If you are interested in substituting at a particular school, get a copy of the school’s policies and procedures. Pay particular attention to the sections on dress code and student behavior in the district policy manuals.

Contact Brenda Clemons in the Human Resource Department to obtain additional information regarding substitute teaching, substitute bus driving or subbing in the school cafeterias. An online application must be complete at [www.wakullaschooldistrict.org](http://www.wakullaschooldistrict.org). You will be required to go through a screening process which includes fingerprinting and a criminal background check.

When you have completed all of the paperwork required, it is a good idea to ask Brenda Clemons ([brenda.clemons@wcsb.us](mailto:brenda.clemons@wcsb.us)) or Marilyn Pascarella ([Marilyn.pascarella@wcsb.us](mailto:Marilyn.pascarella@wcsb.us)) to review your application to be sure that you have included everything needed. In addition, ask how you will be informed when/if you are placed on the district substitute list.

It is a good idea to keep a personal time sheet or calendar on which your record the days you substitute and who you substitute for. This may be useful if there are ever payroll issues.

# Wakulla County School District Strategic Plan

## Statement of Commitment

The School District of Wakulla County, with leadership from our School Board, has developed District and Individual School Improvement Plans related to State Goals for student achievement that will provide the direction and focus for our actions.

The District is committed to providing equity in education for all students. This commitment is affirmed through the vision, mission statement, beliefs and strategic parameters:

### Vision

We will provide a rigorous and appropriate education that results in success for all students.

### Mission

We are committed to success for all students, teachers, staff, and our community.

### Core Values (governing our Way of Work)

#### We will always:

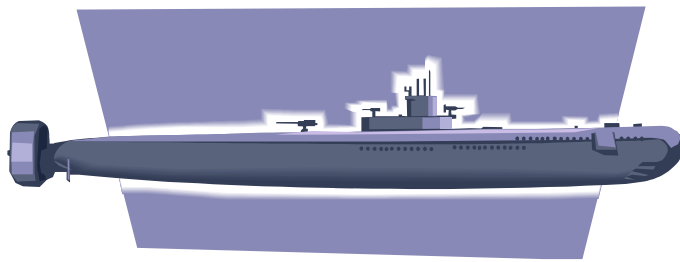
- Make decisions based on the best interest of the students;
- Behave in an ethical manner;
- Prepare students for productive citizenship;
- Be willing to try innovative research-based programs;
- Employ highly trained and dedicated individuals who can work effectively in their assigned positions;
- Treat each person with dignity, and honor their right to be safe;
- Recognize the uniqueness and capability of each student;
- Set high expectation, and embrace a challenging curriculum;
- Celebrate our cultural heritage and the diversity that enriches our lives;
- Embrace (implement as an expected standard) technology to engage students and enhance education;
- Work to involve our community and all stakeholders in the educational process;
- Teach and practice responsibility and service to others;
- Teach students to be accountable for their own actions;
- Focus on continuous improvement for student achievement and professional growth;

#### We will never:

- Compromise or stop striving for excellence;
- Give up on a student.

# Section I

## General Expectations & Professionalism



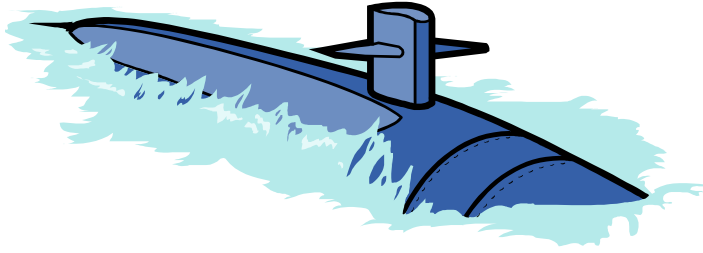
## GENERAL EXPECTATIONS OF SUBSTITUTE TEACHERS:

- Maintain dress and personal appearance that is in keeping with professional standards established at each school.
- Behave at all times in a professional and ethical manner.
- Attend a Wakulla County Substitute Training Session.
- Be familiar with the locations of the schools in your area.
- Notify individual schools of your availability.
- Inform the county office and the schools of any changes in address, name, telephone number, or availability.
- Display a positive attitude.
- Be willing to listen to and accept advice.
- Ask questions related to concerns, assignments, and other areas of duty/activity.
- Arrive early enough to be able to look over plans and organize materials.

## HELPFUL HINTS AND TIPS TO REMEMBER:

- Assume all regular duties of the teacher being replaced including lunch, bus duty, and other assigned non-teaching duties.
- Follow the lesson plans of the regular teacher, correct papers if requested to do so, and leave a report of the work accomplished.
- Observe and be aware of emergency procedures (i.e.: tornado, fire, lockdown, etc.).
- Report personal injury or student injury to the school office immediately.
- Keep all school records confidential.
- Refrain from making adverse remarks concerning pupils or teachers.
- Make any suggestions or criticisms directly to the principal.
- Follow procedures with regard to attendance, lunch count, etc.
- Prevent contact between students and visitors unless proper authorization is provided from the office.
- Your input on the day's events is important. Provide the teacher with a detailed note of student progress and what was accomplished throughout the day.
- "There is always someone next door." Become familiar with the other teachers around you. They can be a resource for advice, materials, etc.





## PROFESSIONALISM AND CONFIDENTIALITY

Everyone in an educational role has an obligation to respect the confidentiality of students and their families.

The issue of confidentiality is easy to forget when one begins to feel comfortable with staff and students. Confidential assessments or information that a teacher, principal, or other professionals share with you must remain just with you. Information about a student's progress or staff concerns should not be discussed outside school situations (ie. comments to other parents in the community). It is your responsibility as a substitute teacher working in an educational role to respect confidentiality.

The privacy rights of students are protected by the Family Education Rights and Privacy Act (FERPA). FERPA extends to educational records maintained by a school district and by a person acting for the school district.

Personal notes concerning a student made by you for your own use are not subject to FERPA unless they are shared with or made available to other persons.

FERPA prohibits the disclosure of "personally identifiable information: about a student to person other than professional persons employed in the school district without parental consent". "Personally identifiable information" is information that would enable the reader to identify the student.

### WHAT THE LAW SAYS

Regarding Confidentiality  
(Verbal and Written Information)

*"Each participating agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages."*



## COMMON SENSE AND PROFESSIONAL JUDGMENT

How to use common sense and professional judgment  
to avoid legal complications in teaching

### A. INTERACTION WITH STUDENTS

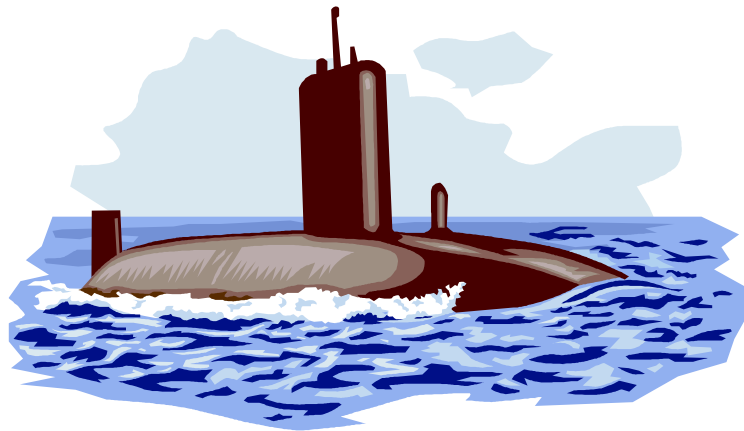
- Maintain a professional barrier between yourself and students. You are the adult, teacher, and the professional; act like the expert, not like another one of the “kids.”
- Keep the classroom door open when talking with students.
- Refer students to the appropriate resource person for counseling and/or discussions about personal matters.
- Do not flirt with students.
- Do not discuss your personal life or personal matters with students. Do not discuss your spouse, person you are dating, dates or controversial/personal issues with students.
- Avoid leaving your students unsupervised; have an alternate plan of action.
- Keep your hands and other parts of your body to yourself. Use verbal praise and reinforcement.
- Know the principal’s policies, and district and state laws governing corporal punishment. Establish and follow a consistent behavior plan. Treat each student with respect. Know the students’ rights.
- Chaperone only school-sponsored functions. Do not socialize with students. If you chaperone a field trip, put in writing what your responsibilities will be. Do not drink alcoholic beverages in front of students. Do not take children home with you.
- Do not telephone students or write personal notes to students.

### B. RECORD KEEPING AND ACCOUNTING PROCEDURES

- Know the laws, school board policies, and school rules and follow them. Know your rights.
- Know the principal’s policies, and district and state laws regarding collecting money, purchasing materials and equipment and follow them. Work in pairs when collecting large amounts of money.

### C. REPUTATION IN THE COMMUNITY

- Keep your co-workers and supervisors informed; work and communicate as a team; plan and teach together.
- Dress and act appropriately but professionally. You are a role model in the community as well as in the school; be a good example for students.
- Use common sense and good judgment. Ask yourself how someone else could perceive your comments or actions. Ask yourself if your comments or actions could be taken out of context and/or misinterpreted.
- Avoid putting yourself in a position where you have to defend, explain, or justify your behavior or actions. Avoid putting yourself in a position where it is your word against another person's word.





## CODE OF ETHICS

Rules of the Department of Education  
Educational Standards Commission  
Chapter 6B-1,  
The Code of Ethics of the  
Education profession in Florida

6B-1.01 Code of Ethics of the Education Profession in Florida

6B-1.02 Commitment to the Student, Principal I

6B-1.03 Commitment to the Public, Principal II

6B-1.04 Commitment to the Profession, Principal III

6B-1.05 Commitment to the Professional Employment Practices, Principal IV

6B-1.01 Code of Ethics of the Education Profession in Florida.

(1) The educator values the worth, and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History – New 3-24-65. Amended 8-9-69. Repromulgated 12-5-74. Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.02 Commitment to the Student, Principle I.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History – New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

6B-1.03 Commitment to the Public, Principle II.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History – New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

6B-1.04 Commitment to the Profession, Principle III.

Specific Authority 229.053(1), 231.546(2)(b) Fs. Law Implemented 231.546(2)(b) FS. History – New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

6B-1.05 Commitment to Professional Employment Practices, Principle IV.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History – New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

6B-1.06 Principles of Professional Conduct of the Education Profession in Florida.

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3) Obligation to the student requires that the individual:

(a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

(b) Shall not unreasonably restrain a student from independent action in pursuit of learning.

(c) Shall not unreasonably deny a student access to diverse points of view.

(d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

(e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

(f) Shall not intentionally violate or deny a student's legal rights.

(g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

(h) Shall not exploit a professional relationship with a student for personal gain or advantage.

(i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

(a) Shall maintain honesty in all professional dealings.

(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

(c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

(e) Shall not make malicious or intentionally false statements about a colleague.

(f) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

(g) Shall not misrepresent one's own professional qualifications.

(h) Shall not submit fraudulent information on any document in connection with professional activities.

(i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

(j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

(k) Shall provided upon the request of the certified individual a written statement of specific reason for recommendations that lead to the denial increments, significant changes in employment, or termination of employment.

(l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

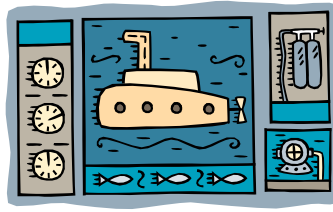
(m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

(n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

(q) Shall as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate. Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History – New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92.



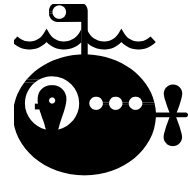
# SECTION II

## Classroom Management Tips

## SUGGESTION WHILE WORKING IN THE WAKULLA SCHOOL DISTRICT

1. *Be kind*
2. *SMILE.*
3. *Fill the buckets of others. Talk to them in such a way as to increase their self-esteem.*
4. *Exhibit a spirit of caring.*
5. *Display a "Can Do" attitude.*
6. *Beware! The "Chicken Little Syndrome" is contagious.*
7. *Strive for quality in all you do.*
8. *Help people more; hassle people less.*
9. *Never be afraid to try to make things better.*
10. *Train your ears and tame your tongue.*
11. *Ask for help if you need it.*

Laugh and Learn With Ann White  
"The White House"  
PO Box 605  
Cowpens, SC  
USA  
Telephone (803)463-6709 or (803)463-6425



### **Supervising Students Safely:**

- No substitute teacher is alone: the other teachers, the principal, and the staff recognize the importance of the role and will be supportive. All school personnel appreciate the Wakulla County Substitute Teachers and want them to have successful and even enjoyable experiences while substituting in our schools.
- Supervision of students is an area of vital concern to all professional educators. Substitutes, especially, must take this area of responsibility with the utmost seriousness. A public school and its staff accept responsibility for the welfare of all students in the place of their parents. Failure to properly supervise students can lead to disastrous consequences, particularly if serious and/or permanent injuries are involved.
- Substitutes must be sure they are fully aware of their duties with regard to supervision and fully comply with procedures. If supervising alone, they must not leave that area unless a true emergency exists. They must notify another teacher or staff member if an emergency arises so that appropriate assistance may be rendered.

The supervision of students should not strike fear into the heart, but the responsibilities are great and must be carried out with the full awareness of these responsibilities.

### **Important Survival Tips:**

- **TASK-ORIENTED CLASSROOM**
  - Maintain momentum at all costs. All students are on-task and the lesson is moving smoothly.
  - Have all materials ready before the lesson begins.
  - Keep the instruction in the classroom running as smoothly as possible. Long transition times can cause students to become restless – thus causing discipline problems.
- **CONSISTENCY**
  - Expect that some students will test the boundaries – don't overreact.
  - Be consistent and have realistic consequences.
  - Don't make idle threats that you are unable to follow through on.
  - Catch students being good. Recognize, reinforce, and reward positive behavior. See 50 Opportunities to say "You're Terrific" (see page 19)
  - Catalog of Compliments (see page 19)
- **ROUTINES**
  - Keep the current classroom routine as closely as possible.
  - When it is not possible to keep the current classroom routine, be sure your routine and expectations are established early in the day/period.

- **AWARE OF ENVIRONMENT**
  - Arrive early and prepare yourself by gathering materials, reading over plans, and familiarizing yourself with the classroom routines, rules, emergency procedures, etc.
  - Keep your eyes moving. Eye contact is your most powerful tool in maintaining classroom control.
  - Walk around the classroom during seatwork time.
  
- **CREATE INVITING CLIMATE**
  - We only earn respect by first showing respect, gain trust by first trusting.
  - Give students a degree of choice and control – involve them in decisions whenever possible.
  - Make an effort to know good things about the students – acknowledge achievements.
  - Treat all students fairly.
  - Take time to listen to students.
  - Communicate your expectations clearly – both academics and behavior.
  - Let students know you expect them to succeed.
  - Don't be afraid to smile.
  - Keep the classroom from becoming too competitive.
  - Remain sensitive to the influence you have on the lives of your students.
  - Avoid sarcasm or ridicule.
  - Pay attention to multicultural and gender when designing activities, picking groups, and even when calling on students in class. Be Fair.
  - Try to talk to each student sometime during the day.
  - Never argue with students.
  - Develop the habit of saying please and thank you whenever you make a request of a student.
  - Be creative.
  - ***CONVEY YOUR ENTHUSIASM!!!***





## PUNISHMENT VS. DISCIPLINE

Punishment is:

- Concerned with what happened.
- Based on power.
- Closes options.
- Easy and expedient.
- Focuses on strategies intended to control.
- Rarely results in positive changes.

Discipline is:

- Concerned with what is happening now.
- Based on rules that students must learn.
- Opens options.
- Can be difficult (and time consuming).
- Focuses on the learner's behavior.
- Usually results in a change.

**The focus is to change behavior. If what is being done is NOT changing behavior then there is a need to move to some other method.**

To refocus students, try these:

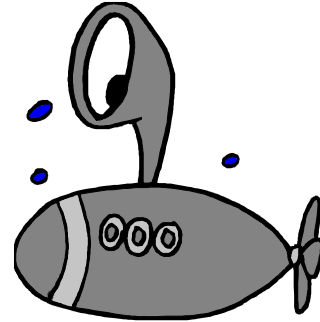
- **THE FREEZE**  
Teach students to “freeze” when signaled by a physical gesture such as raising your hand, flipping the light switch, clapping or using a bell. When students hear or see the signal, they should refocus their attention on you so you can give them a specific direction on what to do.
- **THE LOOK**  
Establish eye contact with the student or group. Maintain firm, calm look and students will generally correct their own behavior before you have to say a single word.
- **PROXIMITY**  
Use your physical presence to redirect students. Stand next to the student without calling attention verbally to the behavior. Remain there until the student rejoins the group/activity.
- **CHANGING SEATING ARRANGEMENTS**  
Separate students who tend to chat, or move a student who is frequently off task to a location near the front of the room.
- **MENTIONING THE STUDENT'S NAME**  
A student who is not paying attention will perk up at the sound of his/her name. Try weaving the name into the lesson material. Do not embarrass the student.

**FOLLOW THE CLASSROOM TEACHER'S ESTABLISHED RULES!**

## GETTING THEIR ATTENTION

Here are some methods for getting students attention, quieting them, etc.

1. Freeze
2. Turn and face the teacher
3. Pay Attention
4. Give me 5
  - a. Eyes on speaker
  - b. Be Quiet
  - c. Be still
  - d. Hands free (put things down)
  - e. Listen
5. S.A.L.A.M.E.
  - S = stop
  - A = and
  - L = look
  - A = at
  - ME = me
6. Try these
  - a. Say, “Ladies and Gentleman”
  - b. Put fingers to your lips
  - c. Hold up an orange card (or color of your choosing)
  - d. Say, “SALAME”
  - e. Rhythmic Clapping (you establish a
  - f. Bell or chimes



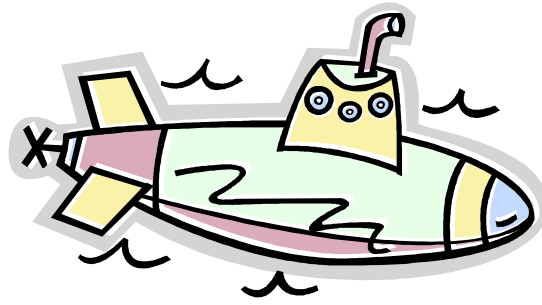
# Positive Reinforcement

## CATALOG OF COMPLIMENTS

## OPPORTUNITIES TO SAY YOU ARE TERRIFIC

- I like you
- You look nice
- I'm glad we're friends
- I like working with you
- You're fun
- Congratulations for...
- Thank you for sharing...
- You're super at...
- Thank you for teaching me something new today
- I appreciate your help
- Thanks for including me
- You are a kind person
- You're funny
- It's nice to see you in school everyday
- You are dependable
- You're a great listener
- You are very creative
- I like when you...
- Good job
- I'm proud of you because
- I like it when you smile
- I'm glad you're in our class
- You are very helpful
- How nice of you to do that
- I think you are terrific
- I especially appreciate it when you...
- I'm glad you're in my group

- Entering the classroom quietly
- Putting away your supplies, backpack, etc.
- Cooperating with the teacher
- Returning forms on time
- Transitioning into and activity appropriately
- Following directions
- Saying "please" and "thank you"
- Listening attentively
- Helping a classmate
- Turning in work
- Beginning work right away
- Asking questions when unsure
- Participating in a class discussion
- Walking appropriately in the hall
- Working cooperatively with a partner
- Cleaning up
- Extra effort on an assignment
- Sharing
- Being sensitive to other's feelings
- Learning a new skill
- Appropriate use of school property
- Showing enthusiasm
- Offering to help without being asked
- Being responsible for a classroom job
- Not wasting supplies
- Telling the truth
- Accepting a new challenge
- Demonstrating positive behavior
- Giving one's best effort
- Using problem solving skills
- Showing creativity
- Keeping busy when finished with work
- Taking turns



# **Section III**

## **Information**

## Essential Information

If you are called to substitute, obtain as much of this information as possible before going to the school.

-----  
Contact Person's name and phone number:

Name of school:

Address of school:  
(If you don't know how to reach the school, ask for directions!)

Phone number of school:

Who you will be substituting for:

What you will be teaching:

When your work day begins/ends:

When school begins/ends:

Where you should park:

Where you "check in":

Who you contact when you "check in":

Where your classes are located:

Where needed materials and classroom lessons are located:

Way to contact help if needed in the classroom:



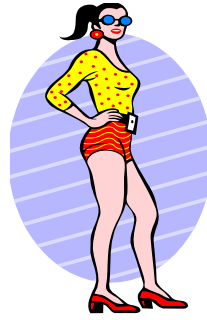
## Attire



NO



NO



NO



NO



YES



YES



YES



YES

A teacher's attire is generally in-between business casual and semi formal dress. For example, jeans and a t-shirt may be appropriate for the student, but not the teacher, unless there is a pre-authorized "special jeans day." On the other hand, a three piece suit is probably too formal. Some schools don't allow capri pants, sleeveless shirts and sandals, so be sure to know the school policy. Shorts are generally considered inappropriate unless you are teaching physical education. Overall, use your best judgment in selecting the clothes you will wear. When in doubt, dress conservatively.

### **Arriving at School**

Be an early bird! Although you may receive an emergency call to substitute an ill teacher, you will often have advance notice of your assignment. If you are given advance notice, you should arrive at school in plenty of time to gather the information in this document. Arrive early enough to give yourself time to become familiar with your surroundings and to have time to talk to the teacher or administrator who will be providing you with the information you need for the day. Rushing in at the last minute will not only make a poor impression, but it will cause you to have to rush through important information that you will need during your work day.

### **Park in Appropriate Location**

If you drive yourself to the school, be sure that you park in an appropriate spot. (It would be sad to finish the work day and exit the building only to find that your vehicle had been towed to an impound lot because it was parked in a no parking zone or in a school employee's spot!)

### **Meet and Greet**

Take a few minutes before the students begin to arrive to introduce yourself to your teaching neighbors. Teachers are usually very friendly and will be glad to help a newcomer if you let them know you are there. Meeting and interacting with other teachers at the school can be a great way to get new substituting assignments. If teachers and administrators see that you arrive promptly, dress appropriately and conduct yourself in a professional manner, you will most likely be called to substitute again.

### **Last Minute Calls**

If you are called to substitute due to an emergency, you may not have the luxury of obtaining all of the information you need prior to the time classes begin. If not, get the information during your planning/break or lunch time if at all possible. Again, your neighboring teachers are great sources of information and assistance.

## Need to Know Information

Upon arriving at the school, there are several things that you will need to know before you begin in the classroom. It is a good idea to write this information down so that you have it handy should you need it. Even if the teacher has written out where to go and what to do once you get in the classroom, having the information on the form below filled in can be very helpful.

Name of teacher you are substituting for: \_\_\_\_\_

Teacher's room number: \_\_\_\_\_ Subject(s)/Grade(s) taught: \_\_\_\_\_

Special duties or assignments of teacher you are substituting for: \_\_\_\_\_

Phone and extension number (if phone in classroom): \_\_\_\_\_

If no phone in classroom, ask how you are to make emergency contacts. Often, the school will have an intercom system set-up for use in emergencies.

### **Important Locations**

If you are not very familiar with the school campus, it is beneficial to have a school map. If one is not provided, ask for a map of the campus. If a map is not available, make sure that you know the way to the locations listed below.

Student

Restrooms: \_\_\_\_\_

Teacher

Restrooms: \_\_\_\_\_

Teacher

Workroom: \_\_\_\_\_

Cafeteria: \_\_\_\_\_

Main Office: \_\_\_\_\_

Media

Center: \_\_\_\_\_



**Emergency Contacts**

Although you will probably not have an emergency, you do need to have access to emergency contact numbers or a way to contact other school personnel in case of an emergency. Before you begin your teaching day, make sure you know how to quickly contact the school employees on the list below.

Neighboring Teacher

Name/Number: \_\_\_\_\_

Nurse/Health room

Name/Number: \_\_\_\_\_

School Resource Officer

Name/Number: \_\_\_\_\_

Administrator

Name/Number: \_\_\_\_\_

Other: \_\_\_\_\_

**Emergency Drills**

You may be substituting on a day when an emergency drill occurs. There should be a map posted in the classroom that shows you the route to take in case of such a drill. Ask if a map is posted. If a map is not posted, ask for the emergency evacuation route you should take in case of a fire drill. Be sure to have students take their purses and valuables with them should there be such a drill.

A copy of the “Crisis Management Plan” is a flip chart that should be available in every classroom. It is an excellent idea to become familiar with this plan so that you will know the procedures to follow.

**Classroom Management**

Before you head to the classroom, be sure that you have discussed the major class rules with the teacher or administrator in charge. Students will always ask to go to the restroom, get a drink of water, etc. You should be aware of if and when “hall passes” are issued. These things and other “good to know” facts such as the teacher’s “quiet signal”, location of referral slips, where student rewards are located, etc. are helpful to know.

Restroom policies: \_\_\_\_\_

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

Water policies: \_\_\_\_\_

\_\_\_\_\_

Quiet signal: \_\_\_\_\_

Location of rewards or reward forms: \_\_\_\_\_

Location of referral forms: \_\_\_\_\_

Location of seating chart(s) if not in materials provided by teacher: \_\_\_\_\_

Location of lesson plans: \_\_\_\_\_

How students are dismissed and bus line up procedures for primary grades: \_\_\_\_\_

\_\_\_\_\_

Where to leave materials at the end of the day: \_\_\_\_\_

### **Routine Reports**

Each day attendance reports and in some cases, lunch reports must be completed. The teacher or administrator in charge should provide information as to which forms you should complete and where you should send or put them once they are completed. (Often, teachers have pockets attached to their doors where such forms are placed when completed.) Be sure you know where to find and send the necessary reports before you begin.

#### Attendance Report(s)

Where to find: \_\_\_\_\_

Where to send or place: \_\_\_\_\_

When to send or provide: \_\_\_\_\_

#### Lunch Count Forms

Where to find: \_\_\_\_\_

Where to send or place: \_\_\_\_\_

When to send or provide: \_\_\_\_\_

## Other Forms

What: \_\_\_\_\_

Where to find: \_\_\_\_\_

When to send or provide: \_\_\_\_\_

### **Items to Have on Hand**

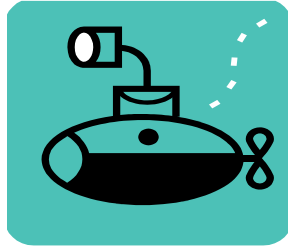
There are a few items that you will need with you no matter who you substitute for. Although teachers have these items, the teacher you are substituting for probably locked them in his/her desk before leaving.

#### Must haves:

- Red pen (grading papers, making hall pass)
- Pencil (marking electronic attendance, making notes)
- Blue pen (recording information for regular teacher)
- Writing tablet or paper (keeping notes for self and regular teacher)

#### Nice to haves:

- Rubber bands (for organizing papers turned in by students)
- Paper clips
- Index cards ( if no hall pass is provided these are useful)
- Something extra that is fun for students to do when (and only when) their work is done



# **Section IV**

## **In the Classroom**

## **In the Classroom**

There are two major tasks that a substitute is expected to perform. The first is to maintain a neat, orderly and safe environment for students. The second is to help students learn.

When you provide a safe and orderly environment for student learning, you are also taking steps to protect yourself from liability. For example, if someone in the classroom spilled liquid and later another student slipped on the liquid and hurt himself, you could be considered liable due to negligence.

Negligence is a concept of common law that holds a party liable for the injury to a second party by the unintentional conduct of the first party. The unintentional, improper conduct constituting negligence is an act that a reasonable and prudent person would not do or when a person fails to do something that a reasonable and prudent person would do under similar circumstances. The comparison of a reasonable and prudent person involves one of comparable education, training and skills.

The following tips may help you prevent injuries, keep students safe and avoid any potential legal problems.

- Never leave students unattended.
- Know the school procedure for getting help if you need it.
- Use the intercom to call the office.
- Use the telephone to call the office.
- Send a trust worthy student to the teacher next door for help.
- Do not ask a disruptive student to leave unsupervised.
- Do not sit a student outside the room.
- Do not send a student to the office unless you follow the school's procedure.
- Keep student in the classroom. This is not as easy as it sounds! Students will ask to go numerous places the most common requests are listed below:
  - Students will ask to use the phone.
  - Students will ask to go to the media center or library.
  - Students will ask to go to the clinic or nurses office.
  - Students will ask to visit another class.
  - Students will ask to go to their locker.
  - Students will ask to go to the bathroom. (This request can get touchy. If the request is made at the very beginning of class the student is to wait until instructions for the lesson are given. Often, those who really do not need to use the restroom will not return after instructions and ask to go again. If a student still must go, only allow one student to go at a time and follow any procedures regarding hall passes in place at the school.)
- At recess, stay in a position where you can observe all students.
- Follow school procedure when sending or taking students to lunch.
- When students change classes, stand in the doorway the entire time.
- Follow the school procedure for dismissal.
- Often, you will be required to escort elementary students to the bus loading center or parent pick-up spot.

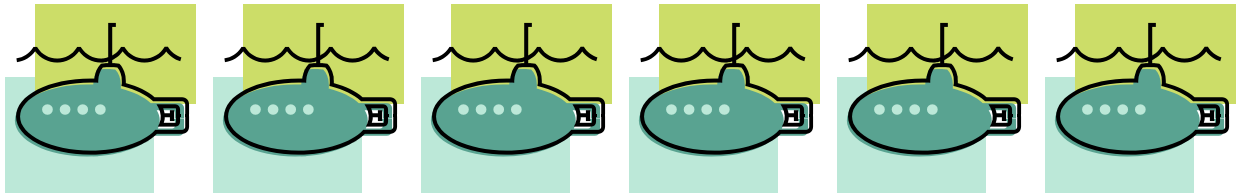
- Do not leave student teachers or interns in the classroom alone with students. You have been hired to take the place of the teacher whose duty it is to remain in the classroom and supervise the students.
- **Report accidents or injuries to the office immediately.** This will enable the administration to carry out emergency procedures if necessary. It is important for the administration to handle this.
- Provide first aid, if trained to do so.
- Follow the rules for blood borne pathogens.
- Fill out the required accident forms and submit to the administration.
- Find out what the appropriate discipline procedures are and what you are expected to do, if anything as far as punishing students for inappropriate behavior.
- Never use corporal punishment. (Examples: Hitting, spanking, pushing, forcing a student to do physical exercise such as push-ups or running laps or using any type of physical force.)
- Do not keep students after school.
- Do not give academic assignments as punishment. (Examples: Assign an essay, tell students to write a sentence 100 times, tell students to complete 50 math problems for behaving poorly.)
- It is best to allow the teacher to punish a misbehaving student the next day when he/she returns rather than you having to decide what is appropriate. If the teacher is not returning the next day, seek advice from the administration.
- At the end of the day, leave the teacher's room and materials neat and organized.
- Group papers by period or subject.
- Pick up any papers or trash left about the room.
- Write the teacher a short note about how the day went.
- Place papers/records/notes in a secure place where they can be found by teacher (teacher will usually tell you where he wants materials/student work left.)
- Other important items to remember are listed below.
- Never give medication of any kind to a student (not even aspirin or Tylenol).
- Do not give students permission to leave campus.
- Do not allow anyone from outside the school to talk to, question or interview a student without administrator permission.
- Do not touch students.
- Avoid being alone with a student for extended periods of time.
- Obtain permission from the administration before sending notes or other communication home to parents.
- Do not conduct any business other than school business on campus.
- Do not advertise products or services or announce public meetings in class.
- Avoid expressing your personal opinion about controversial subjects.
- Do not socialize with or date students.
- Safeguard property from misuse, abuse and theft.
- It is illegal to use tobacco products on campus.
- Do not have visitors or take personal calls while working unless it is an extreme emergency.
- Use correct grammar at all times.
- Remain on campus unless you notify and have the permission of the site administrator.

**FOLLOW THE LESSON PLANS LEFT BY THE TEACHER.**

Additional Tips

- Establish rapport.
- Be yourself (even young people dislike phonies).
- Be professional, but human.
- As much as possible, call on students by their names.
- Smile.
- Whenever possible, assist students with their work. They are much more cooperative with teachers who care about their progress than they are with those who sit at the teacher's desk reading *Sports Illustrated* or knitting.
- Be firm, but fair.
- Have a sense of humor.
- Admit your mistakes.
- Maintain proper hygiene. Bathe, deodorize, brush and gargle.
- Be consistent, especially when disciplining students.
- Avoid discipline problems.
- Act the part. The students do not need a buddy. (There are classrooms full of potential buddies.) What they need is a teacher they can respect and who will provide a suitable learning environment.
- Sound the part. Do not refer to students as "You guys" or "Y'all". Address them as "class" or use another appropriate term.
- Introduce yourself as "Mr./Mrs./Ms \_\_\_\_\_." Using your first name will instantly undermine your authority with students.
- Do not introduce rules that are not enforced by the school or teacher. For example, if a teacher allows students to wear caps indoors, don't tell students that they cannot wear hats indoors because you feel it is rude.
- Do not lose your temper with students. Losing control of your temper indicates to the students that you have lost control of the situation.

- Do not argue with students. Avoid confrontations with students. Rather than back down, most students will try to “save face” with their peers.
- Do not make empty threats. When you cannot do what you threaten to do (for example, getting a student suspended) you lose credibility.
- If a student is misbehaving, remind him of the rule for conduct as well as the penalty. If he persists, apply the penalty.
- Talk loudly enough to be heard but don’t yell over noise. If the students are too noisy, ask them to give you their attention, pause until they are quiet, and then speak.
- Do not ignore the rest of the class while you attend to one student. If a student requires your attention for disciplinary or other reasons, give the class something to do while you take care of the student’s problem.





**WAKULLA COUNTY SCHOOL BOARD**  
P.O. Box 100                      69 Arran Road  
Crawfordville, FL 32326-0100  
*Bobby Pearce, Superintendent*  
Tel (850) 926.0065 Fax (850) 926.0123  
www.wakullaschooldistrict.org

**CRAWFORDVILLE ELEMENTARY  
SCHOOL**

**Belinda McElroy**, Principal  
379 Arran Road  
Crawfordville, FL 32327  
(tel) 850.926.3641  
(fax) 850.926.4304  
Grades: K-5

**MEDART ELEMENTARY SCHOOL**

**Stan Ward**, Principal  
2558 Coastal Highway  
Crawfordville, FL 32327  
(tel) 850.962.4881  
(fax) 850.962.3953  
Grades: K-5

**RIVERSINK ELEMENTARY SCHOOL**

**Simeon Nelson**, Principal  
530 Lonnie Raker Lane  
Crawfordville, FL 32327 (tel) 850.926.2664  
(fax) 850.926.9462  
Grades: K-5

**RIVERSPRINGS MIDDLE SCHOOL**

*Michele* **Yeomans**, Principal  
800 Spring Creek Highway  
Crawfordville, FL 32327 (tel) 850.926.2300  
(fax) 850.926.2111  
Grades: 6-8

**SHADEVILLE ELEMENTARY SCHOOL**

**Nicholas Weaver**, Principal  
45 Warrior Way  
Crawfordville, FL 32327  
(tel) 850.926.7155  
(fax) 850.926.5044  
Grades: K-5

**Wakulla Institute**

**Sunny Chancy**, Principal  
126 High Drive  
Crawfordville, FL 32327  
(tel) 850.962.0065  
Multi Purpose Campus

**Adult/Community Education**

*Dod Walker*, Director  
Dropout Programs, Minority Recruitment,  
Athletics

**WAKULLA EDUCATION CENTER**

**Laura Kelley**, Principal/Site Administrator  
87 Andrew Hargrett Sr. Road  
Crawfordville, FL 32327  
(tel) 850.926.8111  
(fax) 850.926.1964  
Multi Purpose Campus  
Pre-Kindergarten Program

**WAKULLA HIGH SCHOOL**

*Mike Barwick*, Principal  
3237 Coastal Highway  
Crawfordville, FL 32327  
(tel) 850.926.7125  
(fax) 850.926.8571  
Grades: 9-12

**WAKULLA MIDDLE SCHOOL**

**Tolar Griffin**, Principal  
22 Jean Drive  
Crawfordville, FL 32327  
(tel) 850.926.7143  
(fax) 850.926.3752  
Grades: 6-8

**FOOD SERVICE**

*Donna Pease*, Sodexo Coordinator  
District Office  
(tel) 850.926.0065 ext. 245

# NON DISCRIMINATION STATEMENT

The School Board of Wakulla County, Florida does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information for applicants and employees, or any other reason prohibited by Federal and State law regarding non-discrimination. See 34 C.F.R. 100.6(d); 34 C.F.R. 106.9; 34 C.F.R. 110.25.

In addition, the School Board provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. See 34 C.F.R. 108.9.

Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required in advance to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodation.

The lack of English language skills will not be a barrier to any opportunity or event associated with Wakulla County Schools.

The designated Equity Coordinator, Title IX and Section 504 Compliance Coordinator as required by 34 C.F.R. 100.6(d) is Angie Walker, Executive Director of Human Resources, 69 Arran Road, Crawfordville, Florida 32327; 850.926.0065; [angela.walker@wcsb.us](mailto:angela.walker@wcsb.us).