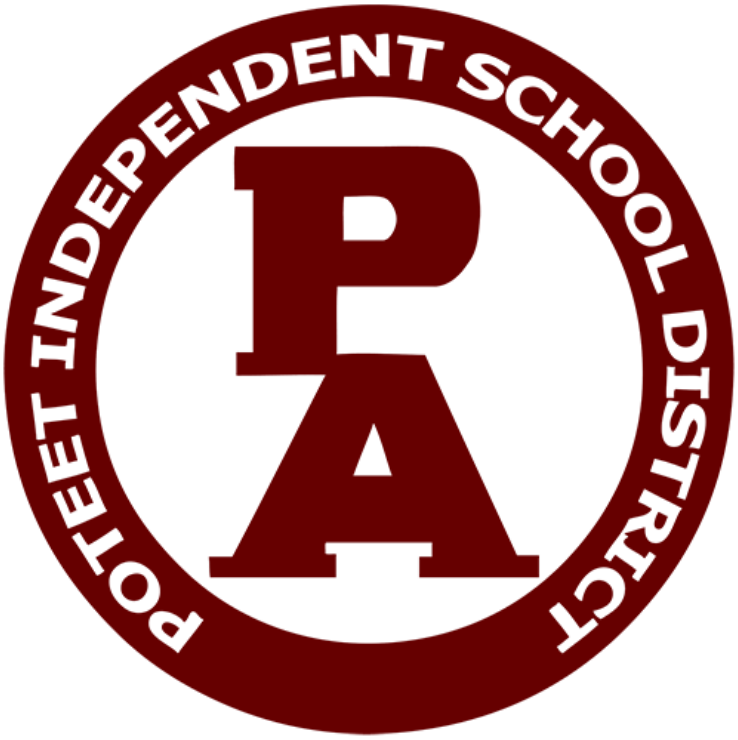
Substitute Teacher Handbook
2023-2024



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Poteet Independent School District / P.O. Box 138, Poteet, TX 78065

(830)742-3567, (830)276-8202, (830)742-3332 Fax, www.poteetisd.org

Poteet ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

District Administration

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Christina Talley, High School Principal

Deidra Carnes, Jr. High School Principal

Kelly Murray, Intermediate Principal

Donisha Miller, Elementary Principal

Poteet Elementary School

(830)742-3503 or (830)276-4596

Principal…….Donisha Miller

Poteet Intermediate School

(830)742-3697 or (830)276-4196

Principal…….Kelly Murray

Poteet Junior High School

(830)742-3571 or (830)276-3573

Principal……..Deidra Carnes

Poteet High School

(830)742-3522 or (830)276-8281

Principal…….Tina Talley

Poteet ISD
General Campus Information

The Elementary and Intermediate office is open from 7:30 a.m. to 3:30 p.m. each school day. The Jr. High and High School office is open 8:30 a.m. to 4:30 p.m. All school business should be taken care of during these hours.

The office is where students take care of school business. Students go there to enroll, withdraw, file excuses for absences, secure admits, and secure permission to leave school during the day.

Poteet Elementary School
P.O. BOX 138
POTEET, TX 78065
(830)742-3503 or (830)276-4596

Poteet Intermediate School
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(830)742-3697 or (830)276-4196

Poteet Junior High School
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(830)742-3571 or (830)276-3573

Poteet High School
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POTEET, TX 78065
(830)742-3522 or (830)276-8281

SCHOOL HOURS FOR STUDENTS

Elementary/Intermediate	**7:30 a.m. - 3:00 p.m.**
Junior High School	**8:45 a.m. - 4:15 p.m.**
High School	**8:45 a.m. - 4:15 p.m.**

Poteet ISD Mission Statement

The Poteet Independent School District is committed to providing a quality public education that encourages each student to attain his or her maximum potential through a comprehensive program of basic and higher level thinking skills and citizenship. In achieving this, our District enables its students to become self-sufficient, contributing, competitive members of society.

Human Resources Mission Statement

To consistently deliver quality services in a professional and caring manner.

Nondiscrimination Statement

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Dear Substitute:

Thank you for choosing one of the most difficult jobs in education – that of a substitute teacher. Most teachers will tell you that while they could not do their jobs without you, they wouldn't trade with you for a day!

In many ways the job of the substitute is much more difficult than that of a full-time teacher, however; your job can be very rewarding as well.

You will have the opportunity to meet and work with hundreds of children from scores of campuses, not just a few from one.

Yours will be a rich and rewarding experience because of its diversity. Remember that everyone wants you to succeed in your endeavors as a substitute teacher.

We hope that this Handbook will assist you in your successes as well.

Welcome to Poteet ISD!

Thank you.

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Section I: General Information

GENERAL GUIDELINES

Substitute Badges – Substitute teachers need to check in at the front office of the campus that they will be substituting for on a daily basis. When checking you will be provided with a substitute teacher badge to allow you entrance into the classroom. The badges must be returned back at the end of the subbing day.

Computer Use - Substitute teachers are NOT to utilize the classroom computers at any time without permission from a campus designee. Substitute teachers are not to use the school computers to check their personal e-mail. Substitute abuse of computer access will be subject to disciplinary action up to termination.

Cell Phones – The use of cellular phones in the classroom during instructional time is prohibited, except in unusual or extenuating circumstances as approved by the principal.

Other Duties as Assigned – Occasionally, a substitute teacher may be asked to perform duties in addition to those of a substitute teacher. Also, a substitute may be asked to teach in a classroom other than the job he/she had agreed to work. In both cases, the substitute is expected to demonstrate FLEXIBILITY and COOPERATION with the school administration in its attempts to meet the instructional and safety needs of the students.

Canceling Jobs – If it becomes necessary to cancel an assigned job, please do so at the earliest possible opportunity. It is best to cancel the job by a courtesy call to the campus. **If the job has already started, it will be impossible to cancel and you MUST call the campus**. Once a job has been accepted, it is critical that the substitute fulfills the commitment or cancels the job in a timely manner. Failure to do so will result in a school's excluding that substitute from working on their campus; repeated failure to do so will result in the substitute being restricted from working anywhere in the district. Three cancelled jobs with no explanation will be an automatic termination.

Advancement of Religion – Federal law and district policy prohibit the advancement of religious beliefs in classrooms. Substitute teachers are not to pray, lead prayer, or discuss their religious beliefs with students at any time they are working as substitute teachers. Additionally, religious texts or materials shall not be distributed to students.

Unattended Classrooms – The substitute should never leave the classroom unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If the substitute needs to leave the classroom for personal reasons, a nearby teacher should be notified so that the classroom will be supervised.

Parking and Privileges – Substitutes are employed as teachers. They are not visitors or volunteers. When working on campus, substitutes are encouraged to use the faculty parking lots, the faculty lounges, and may take advantage of any other privileges or amenities offered to full time teachers. Substitutes may eat lunch either in the cafeteria or in the teacher's lounge.

Leaving the Campus – The care and supervision of the students assigned to the substitute should be of paramount importance. At no time during the day should the substitute leave campus unless authorized to do so. If you do leave campus for any reason, you must sign out in the front office and sign back in upon return.

End of the Day – When the children have been dismissed for the day – or placed safely on their assigned bus – the substitute has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Successful substitutes will take a few minutes to leave a detailed note for the teacher. Finally, substitute teachers should not leave the campus at the end of the school day unless they have checked out in the school office.

Firm, Fair & Consistent – Research on substitute teaching indicates that in order to be successful in his/her treatment of students, the substitute needs to treat them in a FIRM, FAIR and CONSISTENT manner. Fairness and consistency are key issues with students. The substitute must not "play favorites" when dealing with student behavior or performance.

Active Involvement – The successful substitute teacher is actively involved with instruction; this includes moving around the classroom often, checking student work and assisting with assignments. The expression, "Be on your feet – not on your seat," is sage advice to the substitute. Many discipline problems can be avoided by the substitute's use of proximity to the students.

Discipline – When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior in order to resume effective teaching. Substitutes must NEVER administer corporal punishment, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is forbidden.

Seeking Help – At all times, and in all matters related to substitute teaching, the substitute should never hesitate to SEEK HELP when needed. Everyone in the school system wants the substitute teacher to be successful – the teachers, administrators, students, and parents. Help is only a few steps or a call to the office away at any time. In addition to the teacher next

door or across the hallway, key personnel are always available to assist the substitute with either instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and departmental heads.

Crisis Management - Each campus has a crisis management plan for emergencies. For the purpose of this handbook, "crisis" is defined as: a sudden generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves property destruction, serious injury, or death. The plan includes procedures for emergencies such as fires, tornadoes, and other evacuations.

Inclement Weather Procedures - At the direction of the superintendent, school may be canceled or delayed in opening for the day, due to bad weather. Announcements will be made on local radio and TV stations in a timely manner. Each campus has additional bad weather procedures that are specific to that campus.

Injuries on the Job - If you should become injured while substituting, report immediately to the principal and/or school nurse.

Injuries to Students - Injured students should be sent or taken to the school nurse immediately. If unable to send or take them to the nurse, ask another student to seek help.

Personal Profile Information – Throughout the year, the substitute has the responsibility of keeping current information pm file with central office. This includes your current address, change of name on social, phone number, banking information and any other pertinent information Changes must be emailed to the Suzanne Jenschke at sjenschke@poteetisd.org. **Please keep all information current.**

Evaluations – Poteet ISD can evaluate substitute teachers to ensure satisfactory job performance. Satisfactory performance generally assures continued placement in substitute system. Exemplary performance may result in the substitute being placed on a school's "priority" list. Unsatisfactory evaluations may result in administrative action up to and including termination of the substitute teacher. Copies of the evaluations are maintained in the substitute's personnel file. Overall, the majority of evaluations are very positive and typically require no action be taken.

Availability - Substitute employees are expected to make themselves available for employment on an as-needed basis. They are not to use their substitute teacher status as a means to gaining unemployment benefits.

Assurance Letters – At the end of each school year, all **active** (to be considered "active" you must have worked in the last 6 week period) substitutes will receive a letter of reasonable assurance. This letter must be signed and returned to the central office by the date indicated on the letter. Failure to return the letter is considered a voluntary resignation. Each year certain paperwork will need to be updated in order to continue on active status. **Substitutes who are not performing satisfactorily at the end of any school year will not be invited to reapply the following year.**

Removal From Service – A substitute who has not accepted a job within a 6 week period can be considered inactive and can be removed from the active calling list. Substitute teachers may be removed from service to the District at any time it is deemed necessary and appropriate to do so. If circumstances warrant it, the substitute may be restricted immediately from service to district. Substitutes may also be excluded from working at particular campuses if the school administration and the Human Resources Administrator conclude it is in the best interest of the District to do so. Each campus maintains its own exclusion list of substitutes it no longer wants to use as substitute teachers.

SPECIAL EDUCATION PROGRAMS

Resource Class - Resource classes are taught by certified special education teachers. The subjects most commonly taught in Resource classes are reading, language arts and math. Specialized methodologies and smaller group instruction are emphasized.

Para-professional teaching assistant - A para-professional teaching assistant is sometimes required to address behavioral issues or to provide assistance to the teacher when modifications are made to the curriculum as well as to the delivery methods. The para-professional is usually assigned to the teacher; however, at times may be assigned to a specific student.

BLOOD-BORNE PATHOGENS

Not every educator is occupationally exposed to blood-borne pathogens while performing his or her job. However, it is important for everyone in an educational setting to understand the dangers of infection and the safe procedures to minimize risk.

Blood-borne diseases including HBV, the Hepatitis B virus, and HIV, the human immunodeficiency virus that causes AIDS. Three types of body fluid primarily spread these diseases: blood, vaginal secretions, and semen. To transmit HIV or HBV at school, there must be contact between broken skin or mucous membranes and infected blood.

Blood-borne pathogens can enter your body through a variety of ways:

1. Open cuts
2. Nicks
3. Abrasions
4. Mucous membranes – mouth, eyes, nose
5. Accidental injury (broken glass, needles, knives, sharp metal, exposed ends of orthodontic wires)
6. Indirect transmissions (touching an object or surface contaminated either by blood or other infectious material and transferring the infection to your mouth, eyes, nose, or open skin

Universal Precautions - Consider every person, all blood and body fluids to be a potential carrier of infectious diseases. Reduce your risks by effectively using:

- Work practice controls (custodians for body fluid spills)
- Personal protective equipment (gloves, protective eye wear, aprons, etc.)
- Engineering controls (wastebaskets, Sharps containers)
- Hand washing / glove removal
- Personal hygiene (minimize splashing or spraying)
- Hepatitis B vaccine (for those in regular contact with occupational exposure)

First aid kits are available. The campus nurse is also available to answer any further questions you may have about blood-borne pathogens.

Section II: Successful Substitute Teaching Strategies

CODE OF ETHICS FOR SUBSTITUTES

1. Substitute teachers have an obligation to conduct themselves in an ethical manner in all things pertaining to school operation and school information.

2. Criticism of students, school personnel and school policies is made only to the principal of that campus in a professional conference.

3. Treat all information about students and parents as confidential.

4. Do not use your association with the school to inquire about your own or other children.

5. Refrain from gossiping about students and/or faculty.

6. All employees are expected to dress in a clean, neat and mature manner to reflect their position as a role model for the students.

DUTIES & RESPONSIBILITIES

Successful substitute teaching is a partnership between the substitute, the full-time teacher, the campus staff and the district staff.

Campus Designee's Responsibilities - The campus designee will:

- Direct the substitute to the classroom
- Provide a campus bell schedule
- Assist the substitute in locating the substitute folder, lesson plans, and supplies
- Notify the substitute of any special programs for the day
- Provide a brief campus orientation if necessary
- Release the substitute when their services are no longer needed
- Help the substitute feel welcome

The Regular Teacher's Responsibilities - The regular teacher will place all materials in an accessible location. This includes:

- Detailed lesson plans
- Attendance sheets
- Current seating chart
- Lists of any special arrangements for individual students (ex: content mastery, title math, resource, etc.)
- Referral slips
- Hall passes (ex: nurse, library, restroom)

The Substitute Teacher's Duties and Responsibilities – The substitute will:

- Arrive at the assigned school before classes begin
- Report to the campus office for sign-in and instructions regarding classroom assignment, duty assignments, and length of assignment
- Keep an accurate record of classroom attendance
- Maintain an orderly classroom and follow the behavior management plan of the campus
- Exercise good judgment in the maintenance of a positive learning environment
- Accept additional responsibilities when asked by the principal or campus designee
- Maintain professional dress and conduct
- Avoid any language (verbal or non-verbal) or activity, which may be deemed inappropriate for a public school classroom
- Follow lesson plans as closely as possible to ensure continuity in the instructional program. Make a note of any changes that must be made
- Refer accidents or illnesses to the nurse or to the principal as appropriate
- It is the responsibility of the substitute to find out what each campus' policies and procedures are for dealing with discipline problems before administering any form of discipline
- Under no circumstance is a substitute teacher to administer corporal punishment or physical force in dealing with student discipline
- All serious discipline problems are to be referred to the campus designee
- A note to the teacher is required any time it is necessary to discipline a student or if the student has been a disruptive factor in the classroom that day
- Treat all students in a fair manner and refrain from making threats or statements to students that cannot be followed through
- The striking of a student or use of improper language will result in being removed from the substitute list
- Be responsive to parent contact should it occur, but leave parent conferences to the regular teacher or campus designee
- Keep copies of all memos, etc. received and leave them with the substitute folder at the end of the day
- Complete the day's work and organize the materials collected from the students in an orderly manner
- Leave a summary of work done with each class along with a description of any unusual problems that may have arisen
- **Always** ask for help if you are in doubt when handling any situation. The campus will support you in solving problems
- Check out in the office with the campus designee at the end of each day
- Maintain a positive attitude
- If problems are observed concerning working conditions or school-related items, you are encouraged to discuss them with the campus secretary or assistant principal

EVALUATION

Regular Teacher's Responsibility - Regular teachers are asked to provide feedback on AESOP concerning the success of the classroom/duty station under the direction of substitute.

Principal's Responsibility - Should a problem occur while the substitute is on duty at a campus, the principal has the responsibility of evaluating the situation and making a recommendation to the Director of Human Resources as to the status of the substitute teacher involved.

Director of Human Resources Responsibility - The substitute teacher is an at-will employee. If it is determined that it is in the best interest of the students and/or district, the substitute's name will be removed from the approved list.

PROGRESSIVE SUBSTITUTE DISCIPLINARY POLICY

To ensure that we maintain a quality substitute teacher program, Poteet ISD utilizes a progressive disciplinary policy for substitute teachers. Should a problem occur, the regular classroom teacher reports the incident to the campus administration .If the campus principal believes it is in the best interest of the campus for the substitute to be removed from the campus substitute list, a directive letter will be mailed to the substitute. The directive letter serves two purposes: first, it notifies the substitute of the reason that he/she is no longer eligible to work on that particular campus. Second, the letter also provides the substitute with directives that will assist the substitute in performing their duties on the remaining campuses to the high standards that Poteet ISD expects. In the event that a substitute receives two directives from two separate campuses, a warning letter will be sent informing the substitute that upon a third incident, the substitute will be permanently removed from service to the district. Should there be a third incident; the substitute will be notified in writing of their permanent removal from the district-wide substitute list. If the incident is severe in nature, the substitute will be removed immediately from all campus substitute lists.

CLASSROOM MANAGEMENT

<u>Be Ready, Prepared, and Organized</u>

- Arrive early
- Meet the teachers around you
- Check on any special procedures that you need to be aware of
- Welcome the Students - Introduce yourself as Ms., Mrs., or Mr.
- Present your expectations of the class

Establish Procedures

- Set the rules. Always know the rules, so you can have the students adhere to them (you may want to have the rules written on the board before the students enter the class)
- Make sure once you state the rules, you stick with them, (Firmness, Fairness, and Consistency are the keys)
- Limit classroom passes

Be Respectful to students and expect it in return

- Don't talk down to students
- Be fair
- Reprimand in private, and reward in public
- Respect the students individual strengths and weaknesses
- Avoid sarcasm

Give Positive Reinforcement

- Say something positive about the class: *When I arrived today, your principal told me that you are a wonderful class and that I should expect to have a good day"*
- Give positive reinforcement to individual students: *"Thank you for raising your hand."* **DO NOT REINFORCE NEGATIVE BEHAVIOR**

Your goal as a substitute teacher is to provide continuity to the students while the teacher is absent. Write down anything you think the teacher should know in terms of work completion, problems, significant incidences, and successes. Teachers really appreciate knowing what went on in their class while they were out. This will allow the teacher to follow through with any discipline that may need to occur or compliment the students for his/her good behavior.

CLASSROOM MANAGEMENT SCENARIOS

Scenario 1

The Interrupter

When asking the class a question, a student answers without raising their hand or speaks out of turn when a student response is not called for.

Strategy: Reinforce the behavior you desire, ignoring the inappropriate behavior.
Do not respond to the disruptive student. Call on a student that has a raised hand saying, "Thank you for raising your hand."

If the student continues to speak out of turn, move closer to the student but do not acknowledge that they have answered, continue to reinforce the students who are behaving appropriately.

It is important that you call on them as soon as they raise their hand, reinforcing them verbally for the appropriate behavior.

Scenario 2

Refusal to Do Work

After giving the assignment, a student refuses to do their work. When you encourage them to complete the assignment, they make a response such as: *"You can't make me."*

Strategy: Agree and disarm

Disarm the student by agreeing with them and then restate your expectations and consequences if they are not met.

Example: "You are right, I cannot make you complete this assignment but I can expect you to have it completed before recess (or the end of class). If it is not finished by then, I will need to inform your teacher of your unwillingness to do the class assignment. I also expect you to remain quiet and not disrupt the others who are choosing to complete the assignment."

Note: sometimes a refusal to do work is an indication that the student doesn't know how to complete the assignment. If you feel this might be the case, you may need to reteach the concept.

Scenario 3

Not following Instructions

You have given instructions to the class to start work. Two students are talking and laughing, not following your directions.

Strategy: Reinforce the Behaviors you expect.

Repeat the instructions focusing on the students who are following your directions, "Thank you for following the directions, Andy," or "I appreciate John, Mary, and Joe for following my directions so quickly." Give points or tickets to the students who are following directions.

Strategy: Proximity

You can also use proximity, by moving toward the students who are not following directions while repeating the instructions.

Scenario 4

The Class That Won't Be Quiet

After giving a "no talking" assignment, class members are talking to one another and won't be quite.

Strategy: Re-evaluate the situation

The class might not understand the assignment or maybe something has happened before class or at lunch that needs to be dealt with.

Restate the expected behavior, motivators, and consequences. You may not have been clear in communicating your behavior expectations for the activity. Example, "Many of you are not behaving appropriately. Let me explain what I expect. You should have your feet on the floor, facing forward, and absolutely no talking. If you have questions, please raise your hand and I will come to your desk. Students who follow these directions will receive a ticket (or other motivator). Students who choose not to follow these directions will be assigned the consequences outlined in the classroom rules.

Scenario 5

Transitions

Students are taking more than one or two minutes to make the transition from one activity to another.

Strategy: Make it a Step by Step Process

Often instructions that seem simple such as, "get ready for math" will seem vague to the students. Students need to know five specific things to make a quick transition from one activity to another.

1. What to do about the activity they are currently engaged in.
2. What to do with the materials they are using.
3. What new materials they will need.
4. What to do with these new materials.
5. How much time they will have to make the transition.

Example, "Stop reading and put your reading book away. Get out your math book and paper. Open your book to page 116. You have one minute to do this. Please begin."

Scenario 6

Wrong Names / Wrong Seats

You are using a seating chart and you notice some of the students are not answering to their names. This can mean they have switched seats and names.

Strategy: State the Facts

Let the class know that it is better for everyone involved if you know the students' correct name. This information could be vital in case of emergency and will also help to insure the wrong student doesn't get into trouble when you write your report to the teacher.

Scenario 7

You vs. Them

You get the feeling the whole class, or at least several of the students, have planned to be as difficult as possible for you.

Strategy: Work together

Take the initiative early in the day to do a teacher and student interactive activity. Interacting with the students let them see you have a sense of humor. Chances are, once you break the ice, the rest of the day will go smoothly.

Scenario 8

Inappropriate Language / Derogatory Remarks

A student uses profanity or makes a derogatory remark about you, another student, or the perm3anent teacher.

Strategy: You choose to break the rule

Hopefully, the classroom rules and consequences, established at the beginning of the day, have provisions for dealing with this challenging situation. Implement them! You might say something like, "Tom, you chose to break classroom rule number three. The consequence for doing so is that you will not be allowed to participate in the end of the day drawing." Do not ask the student why they said what they did (you really don't want to know), just acknowledge that the student chose to break a rule and state the consequence. Try not to take the remarks personally. Concentrate on dealing professionally with the behavior and not letting your feelings towards the student cause you to behave inappropriately.

Scenario 9

A Fight

You are supervising students when you see two students yelling at each other, poised for a fight.

Strategy: Quick and Decisively

Verbal jousting can be extinguished by a firm command from you as you move toward the problem saying, "I need both of you to take a quiet seat," or "Stop this right now and take a quiet seat against the wall." Your voice and the authority it represents convey your message.

Strategy: Firm, but not demeaning

If students are engaged physically you must quickly, and with authority, tell them to step back away from each other. Placing yourself between the students stops the engagement but can be dangerous for you. Do not get angry, excited, or show much emotion, this will compound the situation. By giving firm and positive directions consistently, the students

will respond and comply as requested.

Note: Permanent teachers understand the difficulty of substitute teaching and will assist you in these circumstances. Respond quickly and decisively; do not hesitate to get help from another teacher or the administration when needed.

Scenario 10

Threats

A student threatens you or another student. Threats are a very challenging scenario, and the best strategy and response will vary with each situation. The most important things you as the teacher must do are to stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation.

Strategy: Diffuse the situation, and then redirect the student's actions

Threats are often the results of an emotional response. Ignoring the student will probably invoke more threats, and perhaps even aggression. Responding with threats of your own may accelerate the confrontation. The sooner the threat is acknowledged and the situation diffused the better. Example, "I understand you are very angry right now; however, I need you to sit down and begin completing page 124 in your math book. We can discuss this situation after lunch."

Strategy: Get Help

If you feel you or any of the students are in danger of physical harm, stay calm and immediately send a student to get help from a next door teacher or an assistant principal. After help has arrived and the situation is under control, document the occurrence. Record what happened prior to the threat, what you said and did, what the student said and did, as well as the involvement or actions of anyone else in the situation.

TECHNIQUES FOR PRESENTING LESSON PLANS

Lesson Plan Scenarios

Scenario 1: Have students read a Chapter and answer questions.

Strategy: Pretest and Post test

Ask students to guess what the story will be about before they start reading. Discuss ideas and have them write down five (5) theories as predictions. After the story conduct a post test by discussing the accuracy of their predictions.

Strategy: Togetherness:

Read questions first, and then read the assignment as a class answering the questions as you go.

Strategy: Quiz Board:

After giving the assignment, tell students you will stop them 15 minutes before the end of class to establish a quiz board. Appoint three or four students to the quiz board and have the class ask question about the assigned reading. You can do two or three quiz boards to see who can come up with the answer first or have them take turns.

Scenario 2: Have the class write a composition about XYZ.

Strategy: Make topic meaningful:
Encourage students to relate to it personally. Use sentence starters such as, "I wish..." "I like.....,"I'm allowed to....."

Strategy: Class groundwork:
If students are writing a story have them decide on the character, setting, time, plot, etc. as a class. Then allow time for students to write their own story using the class groundwork.

Strategy: Buzzing:
If the students will be writing an essay, have them write the topic at the top of their paper or on the board. Have them write the first ten words that buzz into their heads related to the topic. They can then begin their essay finding links between the topic and the "buzz" word list.

Scenario 3: Discuss topics ABC with class.

Strategy: Quiz Board
Assign a topic to a quiz board. Topic A to quiz board A, and so on. Have quiz boards B and C ask question about topic A to quiz board A, taking turns so each topic is covered.

Strategy: Sections
Divide the class into sections giving each section a topic. Have each section prepare a list of all the Pros and Cons they can think of about their topic. Such as, "Owning a Cat" Pros - Don't have to walk it. Cats are fun to play with. Cons - You have to clean out the litter box. Cats don't play fetch.

Scenario 4: Have the class study and review for a test tomorrow.

Strategy: Test Building
Divide the class into groups and have them build a model test. Assign one group trues and false questions, another multiple choice, etc. Spend the last part of class going over each group's tests

Strategy: Games
Use a game show format; divide the class into two groups. You be the "Host" by asking questions and giving points to the team who answers the question correctly.

Strategy: Divide and Conquer
Divide the review material into equal parts per class (If you have 100 questions and 25 students, give four questions to each student to work on.) Give students a set amount of time to find the answer for their question. Then come together as a class and let each group give information about their answers, why it is the right answer, where they found the information to their review question, etc…

Scenario 5: Show filmstrip or film and discuss.

Strategy: Movie Maker
Have students list ten things they would include in a movie about the subject of the film they will be watching. During the film have them check off each item on their list that is in the film. At the end of the film discuss how the film compared to the students' expectations.

Strategy: Trivia
As students watch the film have them list five to ten questions they can ask about the film that other students might not remember. At the end of the film have students read one of their questions to see who can answer it. This can also be played in-groups and you can include your own questions. Points can be awarded for correct answers to make it more interesting for older students.

SPONGE ACTIVITIES
A sponge activity is one that "soaks up" extra time. Students can complete the following activities independently, in groups, or as a whole class. Sponges can also be developed to introduce, enhance, or compliment the lesson for the day.

A to Z
While waiting in line, each student in turn names something from a specified category. The first student in line begins with A, and the others follow in turn. Allow 3 seconds for each answer. Categories could include:

- cities in their home state
- countries
- characters from stories and books
- proper nouns
- musical instruments
- action verbs
- feeling verbs
- animals

- foods
- famous people in a given category

Description Exercise
Display an object or picture to the class and have them come up with as many words as they can to describe it.

Math Facts Line Up
Students count the number of letters in their first names. Teacher calls for one of the following and students whose number fits the criteria may line up:

- prime numbers
- multiples of 3,4,5,6 (in random order)
- factors of 21, 15, 16, etc.

Practice Directions
While waiting in line, instruct students to silently turn while you call the directions (north, south, east, west, northeast, southwest, etc.)

Silent Arranging
Without any talking, students arrange themselves according to birthdate. Show where January 1st would be. Allow a time limit, and then discuss to see how successful they were.

Standing in Line
As quickly as you can, name:

- Kinds of flowers
- Gems
- Teachers at this school
- Things made of cloth
- Uses for a brick
- Things you can do with your feet
- Characters in a given book, story or fairy tale
- Brainstorm lists of words for themes---ex: spring, space, inventors, holidays, characteristics of a hero, adjectives for a good athlete

Syllable Countdown
Students count the syllables in their first, last, or both names. Teacher calls a number, and those students with that number of syllables line up.

Vowel/Consonant Countdown
Students count the number of vowels or consonants in their first, last, or entire name. Teachers calls a number and students who have that number of vowels may line up.

Who Has It? Who Doesn't? *from Cathy Jimenez, a bilingual teacher in the Escondido, California Union School District.*

Teacher chooses an observable object such as hair ribbons, watch, white shirt, and says, "Ann has it, James doesn't." When someone thinks they know, they raise their hand and guess. Each student may make only one guess per object until everyone has had a chance, or until a given time limit has passed.

With younger students, the students who "have it" line up on one wall and the ones who don't "have it" line up on the other wall, so they can have visual clues to the criteria or concept.

SUBSTITUTE HINTS AND SUGGESTIONS

- Arrive early, not just at the required time.
- Know the teacher(s) who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or materials for the class.
- At each school, familiarize yourself with locations of fire extinguishers, emergency exit routes, “call buttons” to the office, etc.
- Keep your sense of humor, it helps the climate of the classroom.
- When students need to go to the restroom or the library, send only one student at a time. When the first one returns a second one may go. Use written passes at the secondary level.
- If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name.
- If a student doesn’t respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong students don’t get in trouble and written about to the regular teacher.
- Do not let students start calling you by your first name. Do not become a buddy.
- Try to get in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom.
- Walk around the room. Don’t just sit behind the desk, especially during homework, class work, or during a test. The students will be less likely to talk or cheat when you are close by them.

- Try to have the names of one or two students you can call on for assistance.

- Never let a class leave early to go to the next class or for lunch.

- Make your expectations very clear at the beginning of the day.

- Do not discuss the teacher's class with other people, especially out of school. You are a professional and shouldn't discuss individual students or problems. If you need to talk to someone about a problem, talk to the principal. (Keep your opinions about students or the teacher's classroom to yourself).

- Follow the lesson plans the teacher has left. If there is extra time, incorporate your own ideas.

- Have some emergency lesson plans in case the teacher's plans are either missing or inadequate.

- Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them also.

- Most students will acquiesce to your leadership, but there will be some that will question your plans or authority. It is better not to argue. Instead say, "*I know this may not be the way Mr. Smith does it, but this is the plan for today."*

- Don't feel threatened or uncomfortable when administrators visit your classroom. They can be a great help in maintaining discipline.

- If you are not sure how the teacher wants an assignment done, ask another teacher or develop your own plan. Be sure to leave a note for the permanent teacher explaining what you assigned.

- Have a couple extra pens or pencils with you for those who have "forgotten" and would rather go to their lockers and the halls than be in class.

- Do more than required. Your extra efforts will be noted and appreciated.

Don't make statements lightly - students remember!

Section III - Substitute Employment

GENERAL EMPLOYMENT REQUIREMENTS

To serve as a substitute teacher, potential applicants must have a high school diploma or GED certificate**.**

Substitute applicants must be at least 21 years of age to be eligible for high school assignments.

Additionally, **all** applicants will also be required to complete the following:

- Fingerprinting as required by State of Texas
- Attend a substitute orientation session annually (if given)
- Complete application packet (provided at orientation)

HIRING PRACTICES – REF: BOARD POLICIES DAA (LEGAL), DC (LEGAL) AND (LOCAL), DCD (LEGAL) AND (LOCAL) AND DPB (LEGAL)

Poteet ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

At the end of each school year, a letter will be sent to each person who is on the current (active) substitute teacher list. The form should be completed and returned to the human resources office in order to continue employment with the district for the next school year. The substitute will be contacted to attend the annual Substitute Training prior to the next school year. Failure to return the letter will result in removal from the approved list.

Substitutes are considered at-will employees. A substitute will be removed from the substitute list if there is a violation of campus or school district policy.

EMPLOYEE POLICIES

Substitute employees are governed by the policies of the district. Those policies are located online at www.poteetisd.org. Substitutes should be aware of these policies and how to access them. Substitutes should also be familiar with the district employee handbook which is also accessed through the district website. Pertinent policies are as follows:

DH (LEGAL & LOCAL): Employee Standards of Conduct

DIA (LEGAL) and (LOCAL): Discrimination, Harassment and Retaliation

Section IV: Substitute Compensation & Benefits

Salary Information – The Substitute teacher pay rates:

All substitute teacher will receive $85 for a full day.

If a substitute teacher is required to work in the same assignment for more than twenty-one consecutive days, the daily rate will be adjusted. On the twenty first day in the same assignment the substitute teacher is eligible to receive $245.99 per day.

Substitutes will be utilizing the AESOP system to track their service day(s).

Pay Dates - Substitute teachers are paid on the 26th of each month for all dates worked during the designated pay period. However, if the 26th falls on a scheduled holiday, substitutes will receive their check the last working day before the holiday.

Pay Options

Direct Deposit – All substitutes must have their pay electronically deposited into a designated account. Funds will be available in your designated bank account the morning of the designated pay date. The authorization form for direct deposit is available through the payroll department and on the district website.

Any changes to your electronic deposit information must be promptly reported to the payroll department. If a substitute cancels their direct deposit after the payroll has been processed, a replacement check will be issued after the District has verified that funds have not cleared the bank. This may take up to five working days after you report this to the payroll department.

Employee Access - Employee Access is a web portal where substitutes are able to view and print payroll and W-2 information. Directions for using the system are available on the District website or through the payroll department.

Worker's Compensation

Poteet ISD provides worker's compensation benefits to its employees who are injured on the job. The benefits include payment of medical expenses. If injured at work, an employee must:

- Report the injury to your supervisor or administrator immediately.
- If unable to report the injury, have someone report it as soon as possible.

Health Insurance Information

Poteet ISD provides health coverage to employees. Teachers, administrative personnel, substitutes, bus drivers, librarians, crossing guards, cafeteria workers, and high school or college students are all eligible for coverage, provided no exception applies, if they are employees of the district/entity, not volunteers, and are either active contributing TRS members or are employed by a participating district/entity for 10 or more regularly scheduled hours each week.

A district substitute is eligible to enroll because the district reasonably expects the substitute to work at least 10 hours per week. Hours for other school districts are not considered in determining whether a substitute is eligible for benefits through Poteet ISD.

Although the district reasonably expects substitutes to work at least 10 hours per week, the district does not guarantee that you will receive 10 hours per week. The district's need for substitutes varies from week to week. In some weeks, you may not receive any assignments. Similarly, the district understands that some weeks you not being able to accept assignments due to illness or other personal reasons.

Substitutes must enroll in or decline medical coverage within 31 days from date of hire. If you are a returning substitute, you must enroll in or decline medical coverage during annual open enrollment. If you decline coverage, you cannot enroll again until the next plan year unless you experience a special enrollment event.

Substitutes electing to enroll will be responsible for the full insurance premium. The payroll department will supply a schedule with payment due dates. Failure to make timely payments will result in voluntary cancellation of coverage.

A substitute who is enrolled and who is then removed from the substitute roster becomes ineligible for health coverage and will be provided notice regarding continuation coverage under COBRA (if eligible). Cancellation due to nonpayment is considered a voluntary drop: Therefore you would not be eligible for COBRA.