

# **Wharton Independent School District**



## **Substitute Worker Handbook**

**(Substitute Teachers / Aides / Bus Drivers /  
Bus Monitors / Food Service Workers)**

**2023-2024**

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## Welcome

Thank you for your interest in becoming a substitute worker with the Wharton Independent School District. We are pleased that you have sought an opportunity to work with our community's most valuable resource, our students. Please take time to thoroughly review this Substitute Workers Handbook, the Wharton ISD Employee Handbook, and the Student/Parent Handbook. You will find the information in these resources very helpful in aiding you in your role of carrying on the day-to-day operations of our school district in the absence of the regular teacher/worker.

Your success as a substitute worker is essential in the success of our school district's mission and goals for our students. Please ask questions when you do not understand a routine or procedure. Please ask questions when you find challenges that may impact your ability to perform your duties. And, please comply with all district policies, rules, and regulations so that Wharton ISD can continue to grow, improve, and excel in the education of our students.

**WE ARE WHARTON!**

## General Information

The Wharton Independent School District maintains an approved list of substitute teachers/workers available in the community. Substitutes are added and deleted on a continuing basis. It is the responsibility of the substitute teacher/worker to keep the Personnel Office informed of any changes in name, address, telephone number, qualifications, or availability. No substitute teacher/worker will be given an assignment prior to being approved for employment by the Personnel office. A substitute teacher/worker who is receiving Texas Teacher Retirement System retirement benefits is responsible for notifying the Personnel Office.

## Qualifications

A teaching certificate is not required; however, a substitute teacher/worker must possess the character and moral qualities of regular teachers/workers.

## Requirements

All candidates seeking employment with the Wharton Independent School District as a substitute worker must:

1. have a completed **application** on file.
2. have completed an **Annual Substitute Training** for the current school year.
3. have satisfactorily completed all required **compliance trainings** (online).
4. have an acceptable **DPS background check**.
5. have all Personnel Department **paperwork** completed and/or updated.
6. have **successful experience** as a substitute or former employee with Wharton ISD or a successful employment record with previous employment.

All applications will be carefully reviewed and evaluated by the Personnel Office.

Note: All substitutes are employed on at at-will basis and are not considered contractual employees. They are not employed for any length of time and have no property right to their employment.

## Application Requirements

All persons making application for employment as a substitute teacher/worker must provide the Personnel Office with the following information:

- A completed application
- **A copy of a college transcript, GED, or High School Diploma**
- **A copy of a valid Texas teaching certificate (if certified)**
- **A Valid CDL (Bus Drivers Only)**
- A federal withholding exemption form (W-4)
- An Employment Eligibility Verification form (I-9)
- TB survey form or TB Test Results
- Valid Texas Driver's License or State Issued ID
- Social Security Card
- Other required forms and paperwork as determined by WISD

## Fingerprinting / DPS Criminal Background Check

### Senate Bill 9 – Fingerprinting Law

To be in compliance with Senate Bill 1 (SB 1), all substitute workers must be fingerprinted before they can be assigned to a substitute role. The Texas Education Agency has contracted this with DPS. The vendor who has contracted with DPS to do the actual fingerprinting is called "L-1".

Here are the steps you must go through in order to be eligible to serve as a substitute worker:

1. **Fill out a substitute application and attend a Substitute Worker Training**
2. **Obtain a FAST PASS:** To be fingerprinted you must obtain a Fast Fingerprint Pass form Wharton ISD. After you attend orientation, Wharton ISD will order a Fast Fingerprint Pass for you. This pass is unique to you, and cannot be duplicated or given to someone else.
3. **FAST PASS Emailed to you.** You will receive and email with instructions form L-1 in order to proceed.
4. You must take the **Fast Pass** and a **photo ID**, driver's license or state identification card, with you to the L-1 appointment. **You cannot get fingerprinted without these two items.** The fingerprinting cost is **\$47.45**. You must pay this at the time of fingerprinting. The site will take only credit cards, money orders or personal checks; NO CASH.

More information is available at <http://www.l1enrollment.com/state/?st=tx>

## **Required Annual Substitute Worker Training**

All substitutes must attend the District's Annual Substitute Workers' Training and complete the required online compliance sessions. Since all District employees are required to complete annual compliance and safety trainings, exceptions for substitute workers will not be made. Administrative and instructional personnel will be available to discuss district policies and procedures. Annual Substitute Worker Training is without pay; however, both substitutes and students benefit from these trainings.

Annual Compliance Trainings include:

- Blood borne Pathogens for School Employees
- Board Policy
- Bullying Prevention
- Child Abuse Identification and Prevention
- Discriminatory Harassment
- Epinephrine Auto-Injector Use
- Ethics Training
- Fire Safety
- Getting a Safety Data Sheet
- Hazard Communication
- Integrated Pest Management
- Managing Food Allergies
- Sexual Harassment
- Sexual Misconduct – Staff to Student
- Slips, Trips, and Falls Prevention
- Student Privacy Rights (FERPA)
- Substance Abuse Prevention
- Suicide Prevention and Response
- Teaching Children with ADHD
- Teen Dating Violence
- Wharton ISD Acceptable Use Policy
- Wharton ISD Acknowledgement of Electronic Distribution of Policies

See Also:

Wharton ISD Transportation Handbook – In person training.

Wharton ISD Food Service Handbook – In person training.

## **Benefits of Substitute Teaching**

- To Get Full – Time Employment:
- If you have never taught before, or if you are trying to break into the system, substitute teaching is the perfect entry - level position. Principals and administrators get to see the way you handle yourself

and the students. You gain valuable experience. If the campus principals and teachers are happy with your results, you will be requested that much more often; many of our substitutes work every school day. While substituting is not a guarantee that you will be offered a full teaching position, it has happened rather frequently. Be sure to tell the principal that you are a certified teacher, and that you are interested in a teaching position.

- To Investigate a Career Change
- If you are thinking of a career change, what better way than to try out a new position before investing time, money and making a commitment? Substituting may give you the experience you need to make an educated choice; substitute teachers often make the best teachers
- To Enjoy Part- time Work
- Substituting will allow you to the freedom to pursue other interests. If you know that there are certain days you cannot work, because of other commitments such as college or church activities, tell us in advance and we will work around your schedule –WITH NO PENALTIES TO YOU. You always have the prerogative to turn down the assignment when you are called; however, please be advised that under such conditions a person who declines three consecutive assignments may not be called again.
- For the Money. As materialistic as this may sound, it is really is the truth. While you will never get rich substituting, you will earn pay well in excess of other part time employment.

## **Traits and Aptitude of a Substitute**

- Have a good sense of humor 😊
- Be fair and positive
- Be patient
- Actively monitor the students
- Be pleasant and friendly
- Dress appropriately
- Report to work on time
- Remain on duty the entire time
- Do not discuss confidential student matters with the community
- Take your role as a substitute worker as seriously as the regular worker

## **Assignment**

It is important for the substitute to be available when called, unless there is an emergency or illness in the family. The principal or designee will make every effort to give the substitute sufficient notice as far in advance as possible. However, it is frequently necessary to call early in the morning or even during the day if an emergency arises.

Occasionally at the junior high and high school levels, a substitute will be called upon to lead chemistry, foreign language, mathematics, or other specialized courses. Do not let this deter acceptance, for there will be a note left by the regular teacher and assistance given not only by the principal, but also by other teachers. In addition, there are such techniques as allowing students to work cooperatively together or assigning new work and supervising its completion.

**It is recommended for substitutes to keep a log of days worked. Substitute Workers are scheduled for either HALF DAYS or FULL DAYS only or morning routes and/or afternoon routes.**

## **Reporting for Substitute Duty**

1. Upon arrival for substitute assignment, a substitute should report directly to the principal's office / Bus Barn /Cafeteria giving his/her name, and the name of the absent teacher/worker.
2. All Substitute Workers must wear their District issued ID Badge at all times while on duty.
3. During the school day, the substitute will be expected to perform all duties of the regular teacher/worker, including extracurricular duties and special assignments, unless the principal/supervisor releases the substitute from responsibility. The standard work day for a teacher is 8 ½ hours.
4. Substitute teachers are expected to be on duty usually from 7:30 a.m. to 4:00 p.m. Exceptions must be approved by the principal. Other workers should check with the supervisor for work assignment hours.

## **Professional Dress**

First opinions of WISD are formed many times by the appearance of our faculty and staff. You should make every effort to dress in a professional manner, consistent with your duties. The following guidelines were approved for our teachers. Please follow them as well.

### **Guidelines for Dress:**

Substitutes will dress in a neat, clean, professional manner, appropriate for their assignment. Substitutes are professionals and role models and should make every effort to look their best every day they substitute. The following are general guidelines regarding employee dress:

### **Male Staff**

- No earrings, facial piercing, or visible tattoos
- Facial hair should be well – groomed
- All shirts should be collared
- Button up long or short sleeve shirts (all button up or 2-4 polo style)
- Hair length should be no longer than the top of the collar
- No scrubs
- Closed toe-shoes; no flip flops (shower shoes), no crocs
- Dress slacks or dress khakis/Dockers with tucked in shirt and belt
- No shorts except knee-length for gym teacher and coaches
- Ag, shop, lab, and athletic teachers may go to the campus administrator for appropriate apparel approval in these classrooms
- Jeans may be worn on Campus Designated Spirit Day, but must be worn with a spirit shirt
- Gym attire (shorts or warm-ups) is not acceptable dress for teaching in the regular classroom
- Collarless T-shirts are generally not acceptable except when worn as part of gym attire
- Clothes with rips, tears, and holes are not acceptable



## Female Staff:

- Earrings are acceptable but no facial piercing or visible tattoos
- No low cut blouses or bare midriffs
- Clothing must totally cover undergarments
- Skirts should be below or at knee level
- Gym attire (shorts or warm-ups) is not acceptable dress for teaching in the regular classroom
- Any style shoe except flip flops
- Blouses and pants must fit appropriately
- Clothes with rips, tears, and holes are not acceptable
- Blouses (with or without buttons) do not have to be tucked in
- Jeans may be worn on campus Spirit Day, but must be worn with a spirit shirt
- Dress slacks, Capri pants (all colors) - Capri pants' length must be minimum mid-calf (no peddle-pushers: no leggings)
- Ag, shop, lab, and athletic teachers may go to the campus administrator for appropriate apparel approval in these classrooms

## Contact and Pay Information

### Contact persons for Substitutes

Wharton ISD has a pool of permanent substitute teachers (certified teachers' aides). The members of the pool will be utilized first when a regular teacher must be absent from the classroom. When additional substitutes are needed, principals will contact names on the approved sub list.

The Education Support Center Personnel Department provides the principals an updated list of approved substitutes every Thursday.

IF YOU are on the approved list of substitutes and KNOW THAT YOU WILL NOT BE AVAILABLE TO SUBSTITUTE FOR ANY PERIOD OF TIME, YOU ARE ASKED TO MAKE THE SCHEDULE ADJUSTMENTS by calling Janie Vandagriff at the Education Support Center 979-532-3612. It is a matter of record that Mondays and Fridays have increased level of absences. Since there is an increased need on Mondays and Fridays, it would be greatly appreciated if all substitute teachers would be available to work on these days. Please notify Janie Vandagriff at the ESC with any changes in address or telephone number, or if you want your name removed from the substitute teacher list. She will contact the principals.

### Information on Substitute Pay

Please keep an accurate account of the dates you substitute, including campuses, and teachers for whom you substituted. If you have any questions concerning your pay, contact **Jo Ann Montgomery** in the Payroll Office, 532-6209.

## **Substitute pay for teachers is as follows:**

See Attached

## **Long Term Substitute Assignments**

A long term substitute teacher / worker should meet with the campus principals / supervisor to review the expectations of the long term substitute. If a long term substitute will be need to be absent from duty, the substitute should meet with the campus principal/supervisor to discuss whether or not the long term substitute role is appropriate for the absent employee.

## **Letter of Reasonable Assurance**

At the end of the school year, substitute workers in good standing with the school district and still active on the substitute worker call list will receive a Letter of Reasonable Assurance inviting the substitute to remain on the substitute call list for the next year as long as he/she attends and satisfies all annual substitute worker trainings.

## Wharton Independent School District Campuses

### **Sivells Elementary School**

Principal: Amalia Villerreal  
Phone: 979-532-6866

Grades: Early Childhood  
Pre- Kindergarten  
Kindergarten,  
First Grade

### **Wharton Elementary School**

Principal: Monica Rath  
Phone: 979-532-6882

Grades: 2<sup>nd</sup> Grade  
3<sup>rd</sup> Grade  
4<sup>th</sup> Grade  
5<sup>th</sup> Grade

### **Wharton Junior High / DAEP**

Principal: Ahmad Traylor  
Phone: 979-532-6840

Grades: 6<sup>th</sup> Grade  
7<sup>th</sup> Grade  
8<sup>th</sup> Grade

### **Wharton High School**

Principal: Richard Chandler  
Phone: 979-532-6800

Grades: 9<sup>th</sup> Grade  
10<sup>th</sup> Grade  
11<sup>th</sup> Grade  
12<sup>th</sup> Grade

### **Transportation Department**

Supervisor: Olutunji Olduwole  
Phone: 979-532-6846

### **Food Service**

Supervisor: Allison Robledo  
Phone: 979-532-6243

See each campus / department for specific instructions on the roles and responsibilities of substitute workers for that campus / department.

## **Responsibilities and Campus Directives**

### **Responsibilities of the Principal / Supervisor**

1. Tell the substitute where and how to sign in and out.
2. Direct the substitute to the teacher's classroom and locate lesson plans, grade books, and supplies (including keys) needed for the school day. Direct the substitute to the bus information or cafeteria information.
3. Provide the substitute with a schedule of school activities for the day. Schedule should include beginning and ending time of class periods and lunch.
4. Show the substitute how to report absences and tardies; what to do in case of a fire drill, alert, or the like; and how to use the intercom for emergencies.
5. Advise the substitute of the location and availability of restroom facilities, lunch room services, teacher workroom/lounge, and areas of special duties. (A map of the campus is most helpful).
6. Advise the substitute of whom to contact if assistance is needed. Review with the substitute the procedure for handling special discipline cases.
7. Discuss with the substitute any students with unusual guidance or discipline problems with whom the substitute will be working.
8. Visit the class to see that it is operating satisfactorily.
9. Create an attitude of helpfulness, understanding, and respect toward the substitute teacher.
10. If the substitute is to return the next day, provide a telephone number to be used after school hours in case of an emergency.

### **Responsibilities of the Classroom Teacher**

1. Provide a daily Lesson Plan Book along with the following:
  - Complete, legible lesson plan instruction indicating titles of books and pages to be covered
  - Location of materials, supplies, and book
  - Any special instructions concerning the manner in which assignments are to be conducted
  - Alternate special instructions concerning the manner in which assignments are to be conducted
  - Classroom rules of conduct
  - Schedule of the day with names of students who should be in attendance
  - Names of students who have permission to leave class during the day. This list should include the time of the day they should be excused from the class and the time they should return.

- Names of reliable students who can be of assistance during the day
  - Names and location of a neighboring teacher or department/ grade level chair who can be of assistance
2. Provide a copy of the campus Faculty Handbook
  3. Provide the following if it is not included in the Faculty Handbook
    - Class period schedule and /or e=bell schedule
    - Method of pupil accounting
    - Seating charts, if practical
    - Information and instructions concerning the procedure for fire and disaster drills
  4. Provide and answer key for student assignments, tests, etc., when needed
  5. Provide additional information or assistance to the substitute by telephone, unless the nature of the absence makes it impractical
  6. Notify the person in charge of calling substitutes in your building before 2p.m. of the day prior to intent of return- This practice will enable the substitute to know before the end of the school day whether or not to return the following day
  7. Instruct the class to instill an atmosphere of goodwill, courtesy, respect, and cooperation toward the substitute teacher
  8. Never criticize or express dissatisfaction with the work of the substitute in the presence of students, if, however, the substitute's work deserves criticism or involves the welfare of the school, such objection should be registered with principal on an objective, professional basis.

### **Responsibilities of the Substitute Teacher**

Substitute teachers/workers are valuable members of the instructional staff of Wharton Independent School District. They fill a great need and perform an important service in the education of children. To make sure the substitute's stay in any school is pleasant, profitable, and effective, the following guidelines have been developed in order to:

- Make sure the school program is followed
- Help carry out the school program with maximum benefit to the children
- Enable the classroom teacher to precede with instruction with a minimum of review over material covered in his/her absence

In order to achieve maximum benefits for students, substitutes are expected to the following:

1. Observe the normal teaching day. Make sure to check in with the campus office upon arrival on the assigned campus.
2. Follow the plans of the classroom teacher:
  - Locate and check the regular classroom teacher's mailbox for any lesson plans or notes that are to be followed
  - Incorporate in them your own ideas and personality as appropriate
  - Leave a record of complete and uncompleted work
  - If in doubt about plans or procedures, consult other teachers at the same grade level or principal
  - Make sure before leaving for the day all work/teacher's lesson plans are completed and the classroom is left in order

- Prepare a note for the permanent teacher after each class
3. Perform the same duties assigned to the classroom teacher such as supervision of:
    - Line in halls to and from the classrooms or restrooms
    - Activities on playgrounds or physical education
    - Any other regular classroom or school duty
  4. Check the children's work daily and leave the corrected work for the classroom teacher to review upon her return.
  5. Keep careful records of attendance. Leave an accurate record for the classroom teacher.
  6. Exercise firm, but friendly control of the class.
    - Follow the pattern of the regular teacher
    - Do not hesitate to ask for help from another teacher, particularly those at the same grade level
    - Serious problems or accidents that arise should be taken to the principal
    - Substitute workers are not allowed to administer corporal punishment
  7. Treat as confidential any information learned about pupils. Divulging information to unauthorized persons is deemed to be highly unethical and may have unfortunate results for all concerned.
  8. Attend any scheduled faculty or other staff development program unless specifically excused by the principal.
  9. All unusual requests from parents should be referred to the principal. Students should never be released from the building during the school hours without office permission. Parent conferences should be arranged only after consultation with the principal.
  10. The substitute should not assign written work and leave it to be graded, except at the regular teacher's request. Any extra work assigned should be graded and left to be examined by the teacher. No grades should be recorded in the grade book except as instructed in a long-term assignment. Homework should be arranged only after consultation with the principal.
  11. If the substitute assignment is for a long-term period, the substitute should take the responsibility for instructional planning, making appropriate assignments, grading papers, keeping records, and taking over special faculty meeting and will assume other extra duties of the regular teacher.
  12. Keep copies of all notices and bulletins received. Place them in the lesson plan book for the teacher.
  13. Maintain good housekeeping – Return items to appropriate places

Substitute teachers are not expected to be in complete agreement with all procedures, but discretion should be used in discussing other teachers and in interpreting the educational program to the community. Criticism and/or comparisons of individual campuses and teachers should be avoided. This practice may be in violation of FERPA (Federal Education Rights and Privacy Act)

In order to become familiar with the classroom procedures or grade levels, appointments of school visits may be made with the principal or designee.

## **First Aid**

### **Student Medications**

- Never give students medication. Send them to the nurse.
- Never deny a student access to the nurse when they have requested it.
- Do not give students over-the-counter medicine.
- No employee may administer any internal medicine without the authorization of a medical doctor and the parent or guardian.

### **First Aid – Universal Procedures**

- Consider all bodily fluids contagious.
- Avoid contact with bodily fluids – notify nurse.
- Allow individual to clean injury if possible.
- If absolutely necessary to contact bodily fluids, use disposable gloves.
- Wash hand thoroughly with warm water and soap after disposing of gloves.
- An AED is available at each campus.

### **First Aid – Don'ts**

- Don't touch a student who is bleeding without appropriate protective wear.
- Don't move a severely injured student.
- Don't leave the classroom unattended.
- Don't allow students who are bleeding to participate in class until the bleeding is stopped and the nurse has cleansed and bandaged the wound.

# Safety and Security Procedures

## 1. Shelter-in-Place

- Principal/designee orders “shelter-in-place.”
- Move students to interior of building.
- Remain in place until the principal orders “ALL CLEAR.”

Example: Tornado

## 2. Lockdown

- Principal/designee orders “Lockdown.”
- Direct students to be quiet.
- Check the hall, direct students in the hall to come in to the class and lock the door.
- Remain in place until the principal orders “ALL CLEAR.”

Example: Person with gun on school property

## 3. Evacuation

- Principal/designee orders “Evacuation.”
- Direct students to move quietly to the evacuation location.
- Move students in an orderly manner to the evacuation location.
- Remain in place until the principal orders “All Clear.”

Example: Fire

Look for emergency procedures posted in each classroom / cafeteria / school bus. Know your exit routines.

\*Training with Chief Landy Williams is required yearly as well.



## Classroom Management

Use these tips for successful classroom management.

- Review Student Handbook / Student Code of Conduct and/or campus rules
- Be fair. Do not play favorites.
- Do not punish the entire class for a few students misbehaving.
- The lack of classroom organization causes the most discipline problems. (Arrive early enough to review lessons and ensure appropriate materials are available.)
- Your personality will dictate the type of behavior you will have.
- Rules and consequences are posted in the classrooms. Follow these guidelines.
- If necessary, refer a student to the office with a written statement.

Remember: Following lesson plans and keeping students busy is an important part of maintaining quality classroom management.

# Ten Variables That Affect Compliance

## 1. Descriptive Requests

Requests that are positive and descriptive are better than ambiguous or global request (i.e., “Please sit in your chair facing forward and looking at me” is better than “Please pay attention”).

## 2. Start Request vs. Stop Request

Positive request for a student to start an appropriate behavior are better than negative request for a student to stop misbehavior (i.e., “Please start your math assignment” versus “Please stop arguing with me”).

## 3. Questions Format vs. Direct Request

The use of questions instead of direct request reduces compliance (i.e., “Would you please sit down? Is less effective than “You need to sit down”).

## 4. Two Request

It is better to give the same request only twice than to give it several times.

## 5. Distance

It is better to make a request from up close (0-3 feet) than from longer distance (10 feet or from across the room).

## 6. Eye Contact

Respect a student’s cultural norms regarding eye contact.

## 7. Loudness of Request

It is better to make a request in a soft, firm voice rather than a loud voice.

## 8. Time

Give the student time to comply after giving a request (5-10 seconds). During this short interval, do not converse with the child, rather, look at the student, restate the request and wait for compliance.

## 9. Neutral vs. Emotional Request

It is better to respond to behavior in a calm and matter-of-fact way rather than to respond in an emotional way (i.e., yelling giving ultimatums, etc.)

## 10. Reinforce Compliance

It is very easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

## Checklist

### AT HOME:

- \_\_\_\_\_ Dress neat, clean and appropriately for the teaching assignment
- \_\_\_\_\_ Wear your District issued ID Badge
- \_\_\_\_\_ Enter the school enthusiastic and serious about your role
- \_\_\_\_\_ If possible, arrive at the school at least 20 minutes prior to the beginning of classes
- \_\_\_\_\_ Be sure to take along your sense of humor, your substitution handbook, two aspirins and a snack for yourself

### PRIOR TO ENTERING THE CLASS:

- \_\_\_\_\_ Report to the principal or the office to let them know you are there
- \_\_\_\_\_ Ask about student passes and lunch procedures
- \_\_\_\_\_ Ask if there will be any special duties associated with the regular teacher's assignment
- \_\_\_\_\_ Find out how to refer a student to the office
- \_\_\_\_\_ Look for fire alarm and know the drill directions
- \_\_\_\_\_ See if any students have medical problems that you need to be made aware of
- \_\_\_\_\_ Obtain any keys which might be necessary
- \_\_\_\_\_ Find out how to report absences and tardies
- \_\_\_\_\_ Find the locations of the restrooms and teacher's workroom
- \_\_\_\_\_ Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them

**IN THE CLASSROOM:**

- \_\_\_\_\_ Enter the classroom with confidence, the first impression can take you a long way
- \_\_\_\_\_ Examine and interpret the lesson plans; follow them closely as possible
- \_\_\_\_\_ If instructed to collect money, record the amount, the name of the pupil, and the purpose for the collection on a sheet to be turned in to the office
- \_\_\_\_\_ Check to see if all books, handouts and paper are close at hand
- \_\_\_\_\_ Check seating chart
- \_\_\_\_\_ Write your name on the board (Refer to yourself as Mr. / Ms. or Mrs. and your last name)
- \_\_\_\_\_ Learn the student's names quickly as possible. (This may be done by having name tags on the desks or using a seating chart.)
- \_\_\_\_\_ Be ready to initiate the first activity or assignment as soon as the class convenes.
- \_\_\_\_\_ Monitor learning. Walk among the students and provide them feedback

**END OF EACH CLASS:**

- \_\_\_\_\_ Remind students of homework
- \_\_\_\_\_ Account for all books and calculators
- \_\_\_\_\_ Have students clean their desks and the area around their desks

**END OF THE DAY:**

- \_\_\_\_\_ Leave desk, books, and room in good order
- \_\_\_\_\_ Return any keys
- \_\_\_\_\_ Turn in any monies collected
- \_\_\_\_\_ Leave a summary of the work covered in class any other information pertinent to the teacher
- \_\_\_\_\_ Fill out the substitute teacher report and turn in with other materials

## Substitute Hints and Suggestions

“Responsibility, motivation, and respect are not the same as obedience, compliance, and fear.”

-Kohn, 1996

- Arrive early!
- Become familiar with emergency plans.
- Know the teacher next door.
- Keep your sense of humor. 😊
- Do not become a buddy.
- Walk around the room.
- Follow the teacher’s lesson plans.
- ALWAYS leave a note for the permanent teacher.
- Bring pens, pencils, and paper.

# Answers to Frequently Asked Questions Regarding Substitute Teaching

## 1. Who can be a substitute teacher?

Any person holding a GED, high school diploma, or college degree may be a substitute teacher as long as he/she meets all criteria in the REQUIREMENTS section of this handbook.

## 2. What do I have to do to get on the substitute list?

Complete the application, attend an Annual Substitute Worker Training, have an acceptable DPS background check, and complete all necessary Personnel Department paperwork and satisfy all criteria in the REQUIREMENTS section of this handbook.

## 3. When will I be called to substitute?

As soon as all items from Question #2 have been completed, you will be placed on the official list issued every Thursday to campuses and departments. When an absence occurs that requires a substitute teacher/worker, you may be called. Persons called to substitute may be called as early as a week in advance; or they could be called the night before or the morning that they are to substitute.

## 4. If I am on this year's substitute list, how do I get on next year's list?

Attend a required Annual Substitute Worker training for the next school year and complete required online compliance trainings; usually offered in August. See Letter of Reasonable Assurance in this handbook.

## 5. Who will direct or take me to my assigned room?

When you accept an assignment you need to check in with the campus office to report to duty. It behooves a substitute to make as many contacts as possible. Since substitutes are very often asked for by name- face/name recognition often assists an individual in being recommended.

## 6. If I decide that I cannot substitute at particular times or I do not wish to substitute in certain subjects or at certain campuses, will this harm my chances of being called to substitute?

Usually not, if you have informed the Personnel Office in advance; such a decision on your part would naturally decrease the number of times you would be called. However, if one does not indicate such a desire and repeatedly refuses assignments, that individual, more than likely, will cease to be called.

## 7. If I'm not called for an extended period of time, does this mean that I have been removed from the list?

Not at all! Persons who have not been called for an extended period of time should call Janie Vandagriff at the ESC to ascertain their substitute status. While she may not be able to tell them why they have been removed, if that is the case, she will be able to tell them if they are still on the list.

**8. Is the substitute notified that she/he has been removed from the substitute list?**

No! Since the position of substitute worker is not a contractual position, substitutes are not protected by the laws of property rights and due process. Reasons for removing an individual from the substitute list will be discussed between the individual removed and the Deputy Superintendent, and then only at the request of the individual removed.

**9. What should I do if I do not know, or am not sure about a lesson?**

Ask a teacher! The more familiar a substitute is with other teachers, the more probable that she/he will be called for by name. Teachers usually leave their lesson plans for the substitute to follow. In addition, the front office has some helpful books containing fill-in activities.

## Appendix 1: Substitute Log

### DISTRICT EXPECTATIONS

Today's Date	Your Name	Class
<b>Overall Class Behavior</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	Comments:
<b>Classroom Noise Level</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	Comments:
<b>Absences and Punctuality</b>		
<b>Issues and</b>		
<b>Positive Notes:</b>		
<b>Important Information:</b>		
<b>Comments:</b>		

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Thank you for having me!

I would love to sub for your class again, please contact me at:  
 Sally Substitute (123) 456- 7890 [sallysub@whartonisd.net](mailto:sallysub@whartonisd.net)