

PEARLAND ISD NEW SUBSTITUTE ORIENTATION

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WHAT TO EXPECT

Elementary
students will
celebrate!

Secondary
students may
try to test
boundaries!



SUBSTITUTE TEACHER EXPECTATIONS

- Professional Dress Code Required (Piercings, Tattoos, Hair Color, Etc. Jeans may be worn on Friday's
- Start off with a serious demeanor and organized approach.
- Be proactive, not reactive. Anticipate potential problems.
- Choose your battles, some students will test your boundaries.
- Avoid giving the class consequences for individual student misbehavior.
- Never let students get you angry. Remain calm and remember you are the adult.



SUBSTITUTE TEACHER EXPECTATIONS

- Professionalism requires responding to challenging situations with appropriate, **non-physical** interventions that prioritize the safety, dignity, and well-being of everyone involved.
- Avoid being alone with a student whenever possible. If a one-on-one conversation or meeting is necessary, keep the door open or meet in a visible, public area where others are nearby.
- Never leave students unattended; the substitute will be held responsible for anything that happens while students are left alone.
- Kindergarten - 6th grade substitutes must monitor students during recess and walk the students to all special classes, including recess, PE, computer lab, art, and music.
- Remain attentive and focused at all times.



STEPS TO STARTING YOUR DAY

- The front office will provide a substitute folder that includes attendance procedures, extra duties, and any special schedules for the day. Please review the information and let the front office know if you have any questions.
- Substitute folders may also include student information regarding allergies or medical needs. If you have any questions, the front office is happy to assist.
- Find and review the lesson plans. Read through the assignments and instructions before class begins.
 - If no lesson plans are available, check with the teachers next door or the front office for guidance and any available instructions.
- Write your name and date on the board.



ATTENDANCE

- Front office staff will provide two (2) copies of class list.
 - Take attendance from class list and use a seating chart if provided.
- If there is no seating chart, call each student's name aloud. Have students respond "Present" and write their name on the provided paper or worksheet.
- Listen for students' names as attendance is taken and track each student's seat location on the class list.
 - Example: **John Smith – R2S4** indicates **Row 2, Seat 4**. Mark each student as **Present** or **Absent** on the class list.
- Send a student to attendance office with class list indicating your notes of "present/absent" students
- See the post it note seating chart example, which can quickly be created after taking attendance



IN THE CLASSROOM

- Greet students at the door to establish a positive classroom environment.
 - Ask students to enter quietly, take their seats, and prepare for the lesson.
- Introduce yourself and let them know you expect to carry out the day as if their teacher were in the room.
- Tell students to get materials ready (books, pencils, paper, etc.)
- Communicate to students that no one may leave the classroom the first or last 10 minutes of the class (10-10 rule)
 - First 10 minutes: take attendance and explain the lesson
 - Last 10 minutes: answer questions and collect their work



TODAY'S ASSIGNMENT

- Gain the attention of all students before you start to explain the assignment. Raise your hand and say, “I need your attention in 3, 2, 1” . . . then begin communicating instructions when it is quiet. Repeat if needed, until all students are listening and engaged.
- While students are working, walk around the classroom and check on students who might need help getting started and prompt off-task students to get started.
- Make notes throughout the day, including students who were absent or misbehaved.
- Before the bell rings, ask students to pass in their papers, collect and paper clip them. If elementary, label papers by content area (math, writing, reading, social studies, science, etc.). If secondary, label papers by 1st - 8th class period.



STUDENT BEHAVIOR EXPECTATIONS

To help create a positive and successful learning environment, communicate these expectations to students:

- **Be safe**, stay on task, and do your best.
- **Respect** your classmates, your teacher, and our classroom.
- **Be responsible** for completing your work
- **Follow directions** the first time they are given.
- **Raise your hand** if you have a question or need help.

Print these expectations on paper and post them on the board as a visual reminder to students.



CORRECTING MISBEHAVIOR

- Make eye contact with the student and give a brief shake of your head as a nonverbal cue to stop the behavior.
- Move closer to students who are talking or distracted while continuing instruction, using proximity to redirect them without interrupting the lesson.
- Remind the class of the behavior expectations by referring to the classroom expectations poster.
- Inform the class that you will be leaving notes for their teacher regarding classroom behavior.
- If a student continues to be disruptive, ask them to gather their materials and move to a different seat.



PRIVATE TALK WITH STUDENT

- Elementary: Pre-K, Kindergarten & 1st Grade
 - Once the class has started working on the lesson . . .
 - Walk over to the student's desk, meet them at eye level, and speak with them quietly about behaviors that are not meeting expectations
- Elementary & Middle School, Grades 2nd - 6th
 - Redirect the student by saying, “Focus on what we are doing. We will talk privately later . . .”
 - While the class is working, ask the student to meet you in a corner of the classroom. Keep your back toward the corner so you can easily monitor the class. Discuss expectations not being met by the student.
- Junior High & High School, Grades 7th - 12th
 - Write on a Post-it note: “See me after class, we need to talk . . .”
 - When the bell rings for class changes, walk over to the student and briefly discuss the expectation they were not following.
 - Keep the conversation to one minute or less so they can transition to their next class on time.



CLASSROOM SCENARIOS



SUBSTITUTE RESPONSIBILITIES

- Sign in with the front desk upon arrival and sign out at the end of day – arrive **30 minutes before the start of the school day**.
- ID Badge **must** always be on while on campus.
- Cancel assignments promptly, preferably 24 - 48 hours (enter cancellation reason for emergencies). Always let the campus know of a cancellation.
- Expect to be on duty the entire school day.
- If the teacher returns from jury duty, check with the front office to see if you are needed in another classroom before leaving campus.
- Do not leave campus early if your last period of the day is a conference period. Before leaving, check with the front office to see if coverage or assistance is needed in another classroom.
- Conference Period is not given to substitutes.



SUBSTITUTE REQUIREMENTS

- HRS conducts end-of-semester audits to monitor work activity.
- Remove from sub list if five-day work minimum per month is not met & no communication with substitute office.
- If inactivated, depending on length of unemployment with Pearland ISD, may be required to attend an updated orientation.
- If inactivated due to medical reasons, HRS will require a doctor's note for reactivation.
- If accommodations are required or you have restrictions, contact the Substitute Office to discuss.



CAMPUS REMOVALS

Principals will notify HR of any issues and requests for removal for:

- Poor classroom management
- Use of profanity (including shut up, stupid, idiot, dumb, etc.)
- Falling asleep during class
- Pattern of late or canceled assignments
- Eating in the classroom
- Leaving students unattended
- Touching students inappropriately
- Discussing religion or beliefs, not part of the curriculum
- Electronic device usage while in the classroom (including cell phones, laptops, iPads, tablets)



CAMPUS REMOVALS CONTINUED

- Dress code violations
- Complaints to the principal from more than one teacher
- Rude to office/campus staff
- TX DPS notification of an arrest sent to HRS that was not reported (may be inactivated until you speak to HRS)

Please note: Three removal requests from campuses means you are no longer able to substitute in Pearland ISD or as deemed necessary from the Director of HRS



CAMPUS SAFETY

- Call button in classrooms
- Health emergencies
 - Reporting accidents or injuries to the office or clinic immediately
 - Notify front office/custodian on incidents involving blood or other bodily fluids
- Classroom doors to remain locked during class
- Safety Folder in every classroom
- HB 1481 & Student Personal Communication Devices
- Sub Raptor Alert System



INITIATING A RAPTOR ALERT



Select an Emergency Type for Cockrell El

Secure Lockdown

Evacuate Shelter

Hold

Sub-Type (optional)

Select a Sub-Type

Cancel Initiate

An orange arrow points to the 'Lockdown' button, which is highlighted with a grey border.

Only use RAPTOR ALERT if you have physically seen someone with a weapon such as a knife or gun that is threatening students of staff.

If you are informed of a threat, hear a student reporting a threat, see a fight, or have another safety concern , notify campus administrators **immediately**.

HEALTH EMERGENCIES

VIDEOS



ADDITIONAL INFORMATION

- BSI/PEARS/PPCD pay (\$100/day)
- Letter of Reasonable Assurance in May
- Half days worked is half day pay (4 hours)
- Cancellations from campuses may occur last minute
- Check Frontline frequently
- Employee email/employee access



SUBSTITUTE RESOURCES

Substitute Handbook

Provides vital information that will help guide you as a substitute

Substitute Hints and Suggestions

Provides strategies to handle situations in the classroom

Substitute Resource Packet

Provides lesson planning and sponge activities



FRONTLINE AND HOW IT WORKS



THANK YOU FOR
YOUR ATTENTION!





QUESTIONS?