Campbell County School District
2026–2027

Substitute Teaching Handbook

Revised July 2025

FORWARD

The purpose of the handbook is to provide you with information which will clarify policies and procedures while enabling you to be more comfortable and effective in the classroom.

It is our belief that you represent a dedicated core of substitute teachers whose desire is to provide students with a quality educational experience. Please do not hesitate to contact either the building administration or the Human Resources Manager if you have any concerns regarding your role as an educator in Campbell County School District.

Human Resources Support:

Last Name A – J
Contact: Kelcie Oltmanns 687-4514 / koltmanns@ccsd.k12.wy.us

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I. SUBSTITUTE TEACHER

1.1 Nature and Scope of Job

To replace the teacher/aide in their absence. To provide as closely as possible the same successful instructional and learning environment that would exist if the teacher/aide were in attendance.

1.2 Essential Job Functions

1. Follows the lesson plans left by the teacher as closely as possible.
2. Follows the procedures, rules, and routines of the teacher as described in building policy and substitute instructions left by the teacher.
3. Maintains a detailed, accurate, and legible account of the material covered during the teacher's absence.
4. Provides written explanation if plans of the teacher were not followed.
5. Maintains a written record for the teacher of classroom management issues that need to be known by or followed up on by the teacher.
6. Confers with the office secretary/clerk upon arrival to substitute for the purpose of learning of any additional duty responsibilities.
7. Confers with department head, grade level teacher, or principal if there is a question about plans or expectations of the substitute.
8. Creates a classroom environment conducive to learning and appropriate to the grade level being taught.
9. Strives to maintain and improve professional competence as a substitute teacher.
10. Maintains accurate, complete, legible, and correct records of substituting experience as requested by district or building substituting policy or handbook.
11. Takes necessary precautions to protect students, equipment, materials and facilities.
12. Conducts oneself in a business-like and task-oriented manner.
13. Remains in the building during the hours assigned as a substitute.
14. Acquaints himself/herself with district and individual building policies affecting substitute teaching.
15. Maintains maximum supervision of assigned students at all times.
16. Maintains confidentiality of all information concerning students, staff, or parent/guardian in any public setting and chooses the appropriate time, place, and supervisor to discuss school/substitute related issues.

1.3 Job Qualifications

KNOWLEDGE, SKILLS, AND MENTAL ABILITY:

- Possess group dynamics and interpersonal skills with both peers and students.
- Possess the ability to plan appropriate educational activities for students when there are no plans available or when assigned because of an emergency.

EDUCATION, LICENSE, CERTIFICATION, OR FORMAL TRAINING:

- Possess a valid teaching/substitute certification issued by the Professional Teaching Standards Board of the State of Wyoming.

EQUIPMENT USED:

- Copier
- Computer

PHYSICAL DEMANDS

- Lower body strength to stand, walk or sit for long periods of time throughout the work day.
- Upper body strength to lift 50 pounds and carry more than 25 feet throughout the work day.
- Possess visual acuity and auditory strength to maintain visual and auditory control of a classroom of 15 to 70 students for up to a maximum of 100 feet.
- Possess the ability to stoop, kneel, crouch, and/or reach from ground level to a height of at least five feet.

ENVIRONMENTAL DEMANDS:

- Air-conditioned buildings.
- Occasional exposure to weather extremes.
- Be able to tolerate noise up to 90 decibels.
- Some employees may be occupationally exposed to blood-borne pathogens and other potentially infectious materials based on task and procedure required.

1.4 Job Requirements

1. Certified by Professional Teaching Standards Board of Wyoming.
2. Completion of all necessary paperwork required by the District.
    - District substitute teacher application
    - Substitute contract and data sheet
    - W-4 form for income tax purposes
    - I-9 form required by U.S. Government
    - New Hire orientation training
3. A Bloodborne Pathogen review is done every year with substitute teachers.

1.5 Certifications

1. Each substitute must be certified with Professional Teaching Standards Board of Wyoming before substituting will be permitted.
2. If a person's certificate has expired and no renewal application has been sent to PTSB, that person will be removed from the list of eligible substitutes.
3. Each person is responsible for their certification and renewal of their certificate. A substitute permit is valid for five (5) years. One must have two (2) credits for renewal.
4. Completion of:
    - Substitute application
    - Official transcript showing sixty (60) acceptable semester hours earned from an accredited institution,
    - Demonstration of knowledge for U.S. and Wyoming Constitutions.
    - As of June 2022, all substitute teachers must acquire two (2) semester hours of transcript credit or other credit approved by the Professional Teaching Standards Board. All credits must be earned within the validity dates of the certificate/permit.
    - New applicants will need to be fingerprinted before they will be issued a substitute certificate.

1.6 Substitute List

- When a person is certified as a substitute teacher and completes the District's new hire paperwork, their name will be added to *SmartFind Express.*
- A substitute may desire to go to the various buildings and introduce himself/herself to the principal, however, a person cannot substitute until they attend Substitute New Hire Orientation.
- It is the substitute's responsibility to renew the position annually.
- If you will be unavailable for any length of time, please indicate in *SmartFind Express.* This will help avoid unnecessary calls from the secretaries.

1.7 Securing an Assignment

- Each school has an assigned person who will contact a substitute to schedule an assignment or *SmartFind Express* system will contact you.
- Each assigned person must make certain that the location of the school and reporting time is known when the assignment is being requested.
- The substitute will be required to accept or reject the assignment at the time the assignment is requested.

1.8 Dress

1. With every new classroom you sub in, you'll be making a first impression. What you wear sets the tone for how students view you and can also affect how you carry yourself influencing your demeanor and productivity. Business casual or professional attire is preferred. Exceptions to this are for specific classes such as physical education or certain career technical education classes. In each case appropriate clothing is required.
2. **Please Note:** Fridays are jeans days for all Campbell County School District employees. Therefore, you may also wear jeans. There may be other special days during the school year that you could wear jeans – you should check with the secretary when you secure an assignment.

1.9 Reporting for an Assignment

1. Report in adequate time to prepare for an assignment (20 minutes before class starts).
2. Check in with the office secretary to confirm assignment and receive directions.
3. Study any rules and regulations of the school.
4. Clarify if there are additional supervisory duties.
5. Check for specific directions as to how the class is to be conducted.
6. Check for items that are available: lesson plans, direction for completing various forms, attendance and lunch count information, seating chart, grade book and any special instructions.
7. Become familiar with emergency drill procedures.

1.10 Expectations

1. The substitute will follow the directions left by the teacher.
2. The substitute will maintain classroom discipline.
3. The substitute will leave a short paragraph for each class stating work attempted, problems encountered, and other information relevant to the assignment.
4. The substitute will remain in the assigned teaching area except during regularly scheduled preparation periods, lunch periods or personal/student emergencies. Check out time at the end of the day is 20 minutes after students are dismissed.
5. In some cases, you may be asked to help cover a class or perform other assigned duties during a preparatory period.
6. The substitute will have another teacher (or in an emergency, an aide) watch the class if the substitute is required to leave the assigned area.

1.11 Evaluations

1. A substitute can be evaluated for the first time they sub for a classroom teacher and as many times thereafter as deemed appropriate by the classroom teacher.
2. All negative evaluations will be sent to you via FirstClass email. It is your responsibility to contact the teacher and resolve any issues that may have occurred.
3. A copy of these evaluations will be placed in the substitute's personnel file.
4. A substitute has the right to view their personnel file.
5. Substitutes may be removed from the district's list as a result of negative performance evaluations.

1.12 Record of Time Worked

1. Substitute teacher time worked is pulled from *SmartFind Express*.
2. Substitute teachers should keep a personal record of time worked and verify it against the list of days that are entered in *SmartFind Express*.
3. When discrepancies are discovered, the substitute teacher should contact their Human Resources Specialist.
4. Pay periods run from the eleventh (11th) day of the month through the tenth (10th) day of the following month.

1.13 Pay

1. Substitutes are paid on the 22nd of the month. Checks will be mailed the day before payday in the U.S. mail.
2. A substitute teacher subbing for a certified or special programs employee will receive $150.00 per day, **for the 2025-2026 school year.** If you sub less than a full day, the amount is divided into quarter day increments:
    - 0-2 hours - $37.50
    - 2-4 hours = $75.00
    - 4-6 hours = $112.50
    - 6+ hours = $150.00
3. There are a few schools in the district on a 4-day schedule (Monday-Thursday) – 4J Elementary, Little Powder School, Recluse Elementary, Cottonwood Elementary, Wright Junior/Senior High School and Westwood High School. The

pay schedule for these schools is $20.00 more a day, as the school day is longer. The pay is broken out as follows:

- 0-2 hours - $42.50
- 2-4 hours = $85.00
- 4-6 hours = $127.50
- 6+ hours = $170.00

4. After substituting for ten (10) consecutive days in the same position, either half-time or full-time, the daily rate will be increased by $20.00. This does not apply to homebound assignments. This will be paid on regular substitute teacher checks, not as a bonus. If extenuating circumstances prevent you from fulling the consecutive days beyond the ten (10), you must contact your Human Resources Specialist to request long-term rate remain in place.
5. After substituting for 90 consecutive days in the same certified position, a substitute who has an appropriate standard teaching certificate in the State of Wyoming and also certified in the area they are teaching will be placed on a contract if there is an open position. The contract can include a termination notice for the end of the school year. If no open position, the sub teacher will be paid a daily rate equal to their placement on the certified salary schedule. A long-term substitute can fill a position until a fully certified teacher either returns to the position or is hired. Title 1 schools with a long-term sub must provide a letter to parents informing them that the teacher is not highly qualified after 45 consecutive days.
6. Substitute teachers who feel they have performed additional duties beyond the required planning and teaching expectations, i.e. report cards, may qualify for additional compensation, and should contact the Human Resources Manager.
7. Substitute nurses will receive $170.00 per day. After substituting for ten (10) consecutive days in the same position, either half-time or full-time, the daily rate will increase by $20.00. This will be paid on regular substitute nurse checks, not as a bonus.

1.14 Cancellations

1. If a school reserves a substitute and then cancels that substitute, the school canceling **MUST** notify the substitute 12 hours prior to the assignment start time. If this does not happen, you may be eligible for compensation. **You will not be compensated for cancellations due to weather or canceled activities.** Please contact Human Resources with any questions.
2. If a substitute works a full early release day – the substitute will be paid for a full school day.
3. A substitute may cancel a job in *SmartFind Express* 24 hours prior to the start of a job. If you have an emergency and must cancel a job less than 24 hours from the start time, you must call the secretary at the school where the job is scheduled. *SmartFind Express* will not allow you to cancel a job less than 24 hours prior to the assignment.

1.15 Substitute Teacher Meetings

- Substitute teacher meeting dates are scheduled on an as needed basis. You are expected to attend any meeting that may be scheduled during the school year.

1.16 Mileage Reimbursement

1. According to Regulation 4130-R Mileage Reimbursement, substitute teachers will be reimbursed for mileage from their home to distant schools minus the 20-mile provision. For the purpose of this regulation, distant schools are Recluse, Little Powder, 4-J, Cottonwood, and Wright Junior/Senior High School. Mileage reimbursement will only be paid to substitute teachers who utilize the approved, adopted mileage form and will be subject to approval of the Human Resources Department.
2. A substitute teacher will be reimbursed mileage from one school location to another including in town schools if required to change locations during the school day as part of the classroom teacher's regular assignment.

1.17 Name Badge

- Every substitute must have a picture ID when they go into a building. Your picture ID will be made in the Human Resources office.

1.18 Special Needs Students

- Every building will have a separate packet available when substitute teachers arrive regarding students requiring additional attention.

II. FERPA

The Family Education Rights & Privacy Act (FERPA) provides for the privacy of education records and ensures access to educational records by parents and student. All employees of the Campbell County School District are expected to maintain confidentiality of student education records as prescribed by law.

Things to Know Regarding FERPA:

1. Do not discuss individual student achievement with others.
2. Do not discuss student disciplinary actions.
3. Do not use outside e-mail to gather or share information on a student.
4. Do not reveal information pertaining to special services provided to a student.

Private and identifiable information covered by FERPA may be shared among/with teachers, administrators, and substitute teachers for specific educational reasons. This information may not be shared for other purposes.

How as confidential any material or knowledge concerning the school (teachers, pupils, parents, principal, etc.) you gain while in a particular building. Student records that are available to substitute teachers are personal in nature and their contents must be treated as privileged communication. Student “records” are not to be discussed outside of the confines of the school.

III. CCSD – SCHOOL ADDRESSES AND ADMINISTRATORS

Aquatic Center:
- 800 E. Warlow Drive

Buffalo Ridge:
- 4501 Tanner Drive

Campbell County High School:
- 1000 Camel Drive

Conestoga:
- 4901 Sleepy Hollow Boulevard

Cottonwood:
- 330 Wright Boulevard

Educational Services Center:
- 1000 W. 8th Street

4-J:
- 2830 Highway 50 A

Hillcrest:
- 1500 S. Butler Spaeth Road

Lakeview:
- 1017 Gabriel Drive

Lakeway Learning Center:
- 525 W. Lakeway Road

Little Powder:
- 15902 Highway 59 N – Weston

Meadowlark:
- 816 E. 7th Street

Paintbrush:
- 1001 W. Lakeway Road

Prairie Wind:
- 3400 Westover Road

Pronghorn:
- 3005 Oakcrest Drive

Rawhide:
- 200 Prospector Parkway

Recluse:
- 31 Greenough Road – Recluse

Rozet:
- 14054 WY-51

Sage Valley Junior High School:
- 1000 W. Lakeway Road

Stocktrail:
- 800 Stocktrail Avenue

Sunflower:
- 2500 S. Dogwood Avenue

Thunder Basin High School:
- 4001 Saunders Boulevard

Twin Spruce Junior High School:
- 100 E 7th Street

Wagonwheel:
- 800 Hemlock

Wright Junior/Senior High School:
- 220 Wright Boulevard

Westwood High School:
- 7 Opportunity Spur

Yes House:
- 905 N. Gurley Avenue

SCHOOL	ADMINISTRATOR	PERSON RESPONSIBLE FOR CALLING	SCHOOL PHONE
Buffalo Ridge	Nate Cassidy	Madison Tirpak ,Secretary	686-3058
Campbell County High School	Chad Bourgeois Jason Garman Chris Rashleigh Kristina Shields	Lluvia Enriquez Rodriguez, Secretary	682-7247
Conestoga	Peggy Bankenbush	Wendy Hagen, Secretary	686-2373
Cottonwood	Derek Barnhurst	Kelli Strohschein, Secretary	464-0584
4-J	Derek Barnhurst	Tiffany Schwenke, Secretary	682-3076
Hillcrest	Valerie Bruce	Geneva Wickham, Secretary	682-7291
Lakeview	Jodi Wilson	Jessica Porras, Secretary	682-7293
Little Powder	Lindy Watt	Treasure Boller, Secretary	682-2725
Meadowlark	Lindy Watt	Raelyn Wortman, Secretary	682-4740
Paintbrush	Jenni Gilson	Michelle Wilson, Secretary	686-1778
Prairie Wind	Rory Williams	Haley Holmes, Office Clerk	682-7289
Pronghorn	Brian Brandon	Brittany Rothleutner, Secretary	682-1676
Rawhide	Cliff Toole	Jean Parish, Secretary	682-0774
Recluse	Cliff Toole	Janine Ehrler, Secretary	682-9612
Rozet	Travis Heitmann	Linda Olson, Secretary	682-3133
Sage Valley Junior High	Adam Miller Joe Deaton Luke Janssen	Susanna Lynde, Secretary	682-2225
Stocktrail	Bertine Bahige	Evette Chavez, Secretary	686-8215
Sunflower	Dustin Petz	Genell Williams, Secretary	686-0631
Thunder Basin High School	Mike Daniel Mitch Burgess Matt Gross Amber Trompke	MaRanda Potter, Secretary	687-7733
Twin Spruce Junior High	Eric Stoneking Jill Borchers Kyle Avery	Diana Mendoza, Secretary	682-3144
Wagonwheel	Brandee Maurer	Kristin Mackey, Secretary	686-1060
Westwood High School	Kelly Morehead	Carla Miessler, Secretary	682-9809
Wright Jr/Sr High School	Lonnie Robertson	Amanda Matlock, Secretary	464-0140

IV. SUBSTITUTE HOW TO'S

4.1 First-Class Email

**** You must log into your FirstClass email monthly or your account will be inactivated. ALL staff communications are sent to your FirstClass email ****

The district utilizes FirstClass as its email program. Generally, your email ID is your first name initial plus your last name. Username can be found in welcome email.

Example: Roxy Williams will be rwilliams, however, if another rwilliams exists, we may add additional letter(s) to your username.

You must log in via the website below for the first time to change your password. When you log in, a pop-up window will appear for you to change your password:

Default Password: apple

New Password Requirements:

** at least six (6) characters

** one (1) capital letter

** one (1) special symbol

Important Information

** Use your email account only for professional correspondence and not to solicit or sell goods.

** Be wary of "replying to all" when mass messages are sent, as your reply will be seen by all who were sent the original message.

The domain for your email is: @ccsd.k12.wy.us (this will only be used when asked for your work email address)

To access your FirstClass CCSD email account from a **personal computer**, visit the below webpage, (you must log into your FirstClass email on the website below to change your password before logging into the app).

webmail.ccsd.k12.wy.us

OR

****FirstClass Mobile only works on iPhones****

To access your FirstClass CCSD email account from an iPhone, download the FirstClass Mobile App:

Server: mail.ccsd.k12.wy.us

4.2 Taking Attendance

1. Go to this site: http:/records.ccsd.k12.wy.us/subs
2. Select the school
3. Select the teacher
4. Enter in the school password
    - **NOTE:** Every school has their own unique password. You can get it from the office secretary.
5. Click sign in
6. You will see a list of classes that the teacher you are substituting for teaches that day.
7. Click on the chair on the left to take attendance.
8. Click on the student who is absent and enter the A code.
9. Click on the 2nd chair to see the cheating chart.
    - **NOTE:** This will only be available if the teacher has it set up.
10. When you are done, click on sign out.

V. SUBSTITUTE GENERAL EXPECTATIONS

Substitute teaching is an important service in our schools. It is rare a teacher never gets sick or is never out of the classroom. Principals, teachers and parents value a good substitute teacher.

Regardless of whether or not you are a certified teacher, you can still become an expert in substitute teaching by focusing on new techniques, ideas, activities, and suggestions. With these skills in your repertoire, you will be in such demand that you will be scheduling your substitute teaching assignments weeks in advance and students will see you in the hall and ask when you are coming to their class.

5.1 Expectations

Both teachers and administrators appreciate having a substitute teacher who arrives early, follows lesson plans, and has good leadership skills. An ideal substitute is also creative in presenting new material to the class, knows how to handle behavior problems and makes certain they are familiar with regular procedures of the teacher.

5.2 Classroom Management

Teachers hope that the person who is filling in during their absence is capable of having the same kind of order and discipline in the classroom that they maintain daily. Sometimes teachers forget that this is nearly impossible for someone who does not know the student's names. Teachers have the first few weeks of school each year to establish routines that work. This information provides you with necessary tools to bring your own established routines to each new situation and easily adapt to different environments.

5.3 Establish Your Rules

One of the most repeated warnings to substitute teachers is, "Be positive and aggressive in taking control of the classroom, immediately!"

Three approaches are:

1. Set the rules, first those of the teacher, then the school, and finally yours. Always be sure you know the rules, so you can have the students adhere to them.
2. Set a management goal for the class to reach, then reward them in some way for reaching it.
3. Tell the students what kind of reward system will be used, then make sure the students are rewarded in front of the class when they do something right.

Many experienced and successful substitute teachers bring a variety of rewards with them and have their own system for using them. These substitute teachers often have the reputation with students as being “nice.” Of course, as far as students are concerned there are only two possibilities; you are either “mean” or “nice.”

Interesting enough, most classroom teachers do not care if their students like you. Their main concern is that you do whatever is necessary to have an orderly and productive time while you are there. If the students are disorderly in the halls, the classroom, or at an assembly, the teacher feels it to be a reflection not just on the substitute, but on them as well.

5.4 Follow the Lesson Plans

Over 75% of teachers surveyed reported that they spent 45 minutes or more writing lesson plans. Is it any wonder that teachers feel it is very important their outlined plan is followed?

Not knowing who the substitute will be and not knowing their level of experience, explains why most teachers feel quite strongly about having things ready for their class.

On the other hand, you may enter a classroom where you are unable to locate the lesson plans or necessary materials. Whatever the challenge may be for that particular day, your best approach is to act quickly, quietly, calmly, and with confidence. Be sure to have some items that can help you.

Most teachers, however, do take the time to leave detailed plans that should be followed. One clever substitute teacher lists the agenda prepared by the teacher on the board and tells the class, “*If there is time after we get the required work done, I have brought some fun activities for the class*.” Not surprisingly, this particular substitute teacher is called upon often because teachers can guarantee the work will get done and the students will have fun at the same time.

Having stated the importance of following the lesson plans, we encourage you to “do your own thing” when appropriate. As we interviewed teachers, their first directive was to follow the lesson plan. After suggesting that substitute teachers could present their own fun and educational activities, they were ecstatic about having substitute teachers who were prepared with extra alternative plans. You can become very proficient at presenting stimulating activities and discussions.

What are some things you enjoy and are really good at? Develop these into lessons and activities that you can use with students. (**No questionable topics**!) The students will feel your excitement and will love to learn about it too. You will become an expert in this field, and some teachers may ask you to teach those topics when they plan to be away.

5.5 Professionalism

Substitute teachers are expected to maintain the same professional and ethical standards as district employee. Professionalism is a vast area and one that is very important to the substitute teacher who wants to excel and enjoy their chosen profession. Here are four key points to consider:

a) **Dress the Part**

- A professional looking substitute teacher arrives wearing clothes that are clean and appropriate for an educational setting. Your best bet is to always dress in good taste, keeping with the dignity of the profession. Don't be the best dressed or the worst dressed in the school. If you have any questions, you can always check with the district or school.

b) **Be Positive**

- Teachers care about the students in their class. They know each student's individual strengths and weaknesses, and will want to see those areas handled appropriately. They hope the substitute teacher can appreciate the good in their students and bring out the best in them.
- Teachers urge substitute teachers to be aware of how small things, like using a normal voice, can affect the children in a positive manner. Substitute teachers are also encouraged to use praise and have an upbeat attitude. When a substitute teacher uses good judgment, avoids criticism, and adapts to circumstances in a positive way, the teacher becomes a good role model for both the children in the class and other teachers.
- A mature and well-liked substitute teacher comments, "*I just try to relax, smile and enjoy the day. I do my best and don't worry if things don't go exactly as planned."*

c) **Respect the Students**

- Many students resent a teacher who talks down to them and may even act out. Students are also offended by a teacher who is not fair. Regardless of the rules, the rewards must be fair. One substitute teacher noted, *"If I respect the students' rights by being fair and listening to their opinions, they will usually do the same for me."*
- Treating the students as individuals is important. Talk "one-on-one" with students that are misbehaving. Do not blame the whole class, or punish the group for the misdeeds of a few. It is best to reprimand in private and reward in public.

5.6 Trusting Those We Know

Teachers, schools, and staff need to meet you. People in general trust those they know. Early in the school year, meet your principals of the school in your area. Introduce yourself as a substitute teacher who would like to teach in their school and ask for time to meet the faculty in one of their meetings. In the meeting, tell teachers about yourself and what activities you can share with their students when substituting. You will receive requests from day one by just being assertive. When practical, arrange with the teachers to visit and observe their classes in session before you substitute for them. Soon you will become known by teachers, administrators, and students. As their trust grows in you, so will your success.

In cases of disciplining students, administrators may trust the student's version of the situation if you are an unknown. Take the time to visit with the administrators at the beginning of the school year. Give them a copy of your discipline procedures and share how you plan to implement them. As for their advice and support. If they know you and your procedures, they will be better able to extend the professional support you may need.

5.7 Communication

Teachers want and need to know what went on in their class while they are gone. Which students were "naughty" and which were "nice" as well as which parts of the outlined lessons were covered and a general overview of how things went. Be sure to straighten the room before you leave. This also communicates a message to the teacher.

5.8 Conclusion

Teachers have high expectations of others who come into their classroom. We have shared with you some of the expectations that might be asked of you as you enter this rewarding opportunity. Always remember that you are valued and an important part of the educational system. Never diminish your role as a substitute teacher. Teachers appreciate having a person come into their classroom who is caring and capable. By being prepared, poised, and professional, you will greatly reduce the stress on the teacher, students, and yourself. The following checklists will help you stay on the right track throughout the day.

VI. SUBSTITUTE CHECKLISTS

Many school districts have prepared checklists for their substitute teachers to follow each day. We have taken the best from the best, listing them below.

At home:

_____ Dress neat, clean and appropriately for the teaching assignment.

_____ Enter the school enthusiastic and serious about your role.

_____ If possible, arrive at the school at least 20 minutes prior to the beginning of class, or prior to when students arrive.

_____ Be sure to take along your sense of humor, an objective for the day, your sub pack, two aspirin, and a snack for yourself.

Prior to entering the class:

_____ Report to the principal or the office to let them know you have arrived.

_____ Ask about student passes, playground rules, bus duty, and lunch procedures.

_____ Ask if there will be any special duties associated with the teacher's assignments.

_____ Find out how to refer a student to the office.

_____ Look for the fire alarm and know the proper drill procedures.

_____ Ask if any children have medical problems.

_____ Obtain any keys that might be necessary.

_____ Find out how to report students who are tardy or absent.

_____ Find out the locations of restrooms and the teacher's lounge.

_____ 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.

_____ If lesson plans are provided, follow them as closely as possible.

_____ If money needs to be collected, send the student to the office.

_____ Locate the books, handouts, and papers that will be needed throughout the day.

_____ Study the seating chart or make one. This tool will prove invaluable throughout the day.

End of day:

_____ If the teacher has classroom sets that are used by the students, be sure to have them all returned before the entire class leaves. It is easier to locate one book or calculator in a class of 30, then trying to find it in the whole school.

_____ Challenge students to recall, and list on the board, projects and topics they have studied that day.

_____ Remind students of homework. Writing it on the board will help both you and the students remember.

_____ Have students clean their desk and the area around their desk.

_____ Leave the desks, books, and classroom in good order.

VII. CLASSROOM MANAGEMENT

7.1 Start the Day and Setting the Tone

Having a successful experience as a substitute teacher depends on how well the students respond to your leadership of the class. This chapter addresses in detail some key principles of successful classroom management, as well as providing specific tips to help in making the tough decisions that substitutes are faced with daily. There isn't one "true" recipe that guarantees a good day, but these guiding principles will help. With experience, you will devise your own strategies for gaining students' cooperation and attention.

7.2 Getting Started

Whenever possible, be sure to arrive at your assigned school at least 20 minutes before class begins. When you check in at the office, ask if there are any special events for the day. By arriving early, you will have ample time to review the teacher's plans for the day and possibly have the chance to meet the teacher next door, who could prove to be a friend and ally as the day progresses. When reviewing the teacher's plans, find the materials needed for the day. Should you have any questions regarding the teacher's plans or necessary materials, be sure to ask the teacher next door.

Possible questions for your fellow teachers may include:

1. Do I need to supervise outside at recess or do you share supervision?
2. How does the lunch procedure work?
3. Does the teacher I am substituting for have any ongoing programs in their room that I should be aware of?

If the teacher's plans are not very clear, be ready with paper, pencils, and their class roster. In case you arrive late, which can happen if you are called at the last minute, do the best you can to glance at the teacher's plans and get the lay-of-the-land before students arrive.

When the bell rings, it is a good idea to be standing at the door greeting the students or standing in the front of the room ready to receive the class. Even if you are late and need more time to figure out the teacher's plans, don't be fumbling through papers while the students are entering the class.

Look ready for the day to start, because it has. Observe the students as they enter the classroom. Most teachers will have a previously established morning routine with their students, and you may see this routine begin as the students start their day. The students will probably find their seats and wait for you to give them directions. Occasionally, you may encounter a classroom filled with excitement, energy, and possibly even chaos. Whatever the situation, it's time for you to get their attention and introduce yourself.

First, don't begin speaking until you have everyone's attention. Introduce yourself as their teacher for the day and explain, if you so choose, the reason for the teacher's absence. Establish your credibility as a teacher with the class. Give them a brief resume of your experience: "*I am a teacher and I have taught every grade from kindergarten to grade six and even in junior high and high school."*

Remember to state that you are a "teacher," not that you are a substitute. 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."*

Describe to the class your plan and schedule of activities for the day. It doesn't matter what the plan is, but when you state it, stick with it. Firmness, fairness, and consistency are the keys!

As your first activity, you might choose name tags. It's a good idea to buy large quantities of stick-on name tags and carry them with you to your various substitute teaching assignments. Masking tape is another inexpensive option. You can also use 5x8 cards that students write their names on, fold in half, and keep on their desks. Let the students know that you are excited about having the opportunity to teach them today and want to learn everyone's name. This will help you tremendously throughout the day. Also, calling students by name helps them to pay attention to your directions and lets them know that you want to get to know them on a first-name basis.

Many experienced substitutes will interject a fun activity early on in the morning, outline a reward system to be used throughout the day. You can bring stickers, a bag of candy or a box with a game or book inside that can be used as rewards.

Procedures for taking attendance and obtaining a lunch count may differ from school to school and classroom to classroom. Follow their procedure if instructions have been provided. Otherwise, it is best to give the students a quiet seat work assignment while you take attendance and lunch count.

It is critical that you always know where the students are and what they are doing. Some teachers have classroom passes that the student needs to leave the room for the office or restroom. Since you cannot always count on the teacher or school to have passes, you might:

- Make your own classroom passes or use established procedures for that school
- Laminate them, bringing them with you to each assignment
- Write your name on them: **Mr. Brown's Pass**
- Have passes for the restroom, office, phone, hall, and library

If the students say, *"We don't do it that way,"* politely tell them, *"Thank you, but for today we will do it this way."* If a seating chart has been provided, you will be able to see who is in their seats and who is absent. Generally, elementary students don't try to "fake out the sub" by changing seats, since all of their belongings are in their own desks. Though in junior high, seat changing is a typical ploy used with substitute teachers.

It is important to continually reinforce the behavior standards for the day. Many teachers will have classroom rules posted, but in case you are unable to find any, be sure to have your own rules prepared and ready to put into action. A key factor in having students behave in accordance with the rules is to have them prominently displayed. You may want to list them on a large poster or on the board.

Classroom rules should be specific and operational, so the students can easily understand what they mean. Phrases such as *"be cooperative," "respect others," "be polite and helpful"* are too general and take too much time to explain. *"Follow directions the first time they are given,"* is direct and covers a lot of territory.

Positive reinforcement is another key aspect of achieving appropriate student behavior. You can continually reinforce the students in a positive way each time they follow the directions by saying, *"Thank you for following my directions the first time they were given,"* or *"Thank you for raising your hand."*

It is equally important that you do not reinforce negative behavior, such as students who talk without raising their hands. If you let students speak out of turn or answer a question without raising their hands, then you are not going to get the type of behavior you want.

Generally speaking, reinforce the behavior you want and do not condone behaviors that are inappropriate. When you see appropriate behavior, be sure to respond with specific praise, by using the student's name. You can also give out points, tickets, or use any other reward system you or the teacher has established.

Effective teachers have clear and concise procedures for how things are to be done. They also have clear and specific rules with consequences that students can understand. Effective teachers continually give genuine, positive reinforcement to students for following the rules. Paying close attention to the steps previously described will provide both you and the students with a rewarding experience. Remember, prevention is 80% of your success for the day. Be confident, firm, assertive, and positive, eliciting the behaviors you want from the students. Now that you have established the plan for the day, you are better prepared to deal with those few difficult situations that may emerge.

7.3 Challenging Scenarios

Here are a few situations you might encounter with some suggestions on how to respond to them, in a clam, positive manner, thereby gaining student compliance. You may wish to discuss these or other scenarios with a group of fellow teachers or even write down your own ideas in the margins. To plan ahead, and have a course of action decided and ready to implement, is the best way to prepare yourself for these types of situations.

Scenario 1: The Interrupter

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

Strategy: Reinforce the behavior you desire, ignoring the inappropriate behavior.

- **Step1:** Do not respond to the disruptive student. Look positively at those who are raising hands, calling on one of them saying, t*hank you for raising your hand,"* as they then proceed to answer the question.
- **Step 2:** If the student continues to speak without raising their hand when you ask the next question, continue to reinforce the students who are behaving appropriately and move closer to the student who is not cooperating. Do not acknowledge the student who is speaking out of turn. If you give in and let the student answer, you are reinforcing the inappropriate behavior.

Generally, after step 1 and step 2, the non-compliant student will cooperate and raise their hand. 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 an assignment, a student refuses to do their work. When you encourage them to complete the assignment, they make a statement such as, *"You can't make me."*

Strategy: Agree and disarm.

- Disarm the student by agreeing that they are correct and then restate your expectations and consequences if they are not met.

Example: *"You are right, I can't make you complete this assignment but I can expect you to have it completed before recess. If it is not finished by then, you will stay in and work on it. I also expect you to remain quiet and not disrupt the other students who are choosing to complete the assignment at this time."*

Note: Many times, a refusal to do work is an indication that the student doesn't know how to complete the assignment. They would rather appear bad, than stupid. If you suspect that may be the case, you may need to re-teach the concept before expecting them to complete the work.

Scenario 3: Not Following Instructions

You have instructed the class to get their math books and open to page 24. 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."* You can also give points or tickets to students who are following directions.

Strategy: Proximity

- It is a good idea to use proximity. In other words, *"move toward the problem"* while you are talking. Move closely to the non-compliant student(s), repeating the instructions for the whole class. Your change in proximity to the non-compliant student(s) will generally elicit compliance.

Scenario 4: The Class That Won't Be Quiet

After being given a "no talking" assignment, class members are talking to one another and won't be quiet.

Strategy: Reevaluate the situation.

- Step back and take a look at why the students are talking. Perhaps they do not understand the assignment and are trying to figure it out together. Maybe something has happened at lunch that needs to be dealt with. If you find that this is the case, you may need to deal with the disruptive event, reattach the objective, or perhaps even restructure the assignment to be completed as a class or in groups.

Strategy: Restate the expected behavior, motivators, and consequences.

- You may not have been clear in communicating your behavior expectations for the activity. It may be necessary to gain the attention of the entire class and restate these expectations. **Example:** *"Many of you are not behaving appropriately during this assignment. Let me explain exactly what I expect. I expect feet on the floor, students facing forward, and absolutely no talking. If you*

have a question, please raise your hand and I will come to your desk. Students who follow these instructions will receive a ticket (or other motivator). *Students who choose not to follow these instructions will be assigned the consequences outlined in the classroom rules (review the consequences).”*

Scenario 5: Transitions

You find that it is taking more than one or two minutes to make the transition from one activity to the next.

Strategy: Make it a step-by-step process.

- Students often waste a lot of time going from one activity to another. This is often because instructions that seem simple such as, *“Get ready for math,”* are in reality quite ambiguous. Students need to know five specific things to make a quick transition from one activity to the next.
    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 the book to page 112. You have one minute to do this. Please begin.”*

Scenario 6: Assemblies

The principal informs you when you arrive at the school that there will be an assembly that day.

Strategy: Have a plan.

- This seemingly pleasant break in the school day can turn into a nightmare for a substitute teacher who does not have a plan for managing the students during this activity. Here are some suggestions to help you survive the event with nerves still intact.

1. Find out the time and location.
2. Talk to teachers. Many schools have specific procedures for going to and returning from an assembly, as well as assigned seating for each class.
3. If such procedures exist, familiarize yourself with them and do your best to follow them.

4. If there are no established procedures, devise your own (**Example:** Walk in a single file line down the hall to the assembly, sit together as a class, return in a single file line, etc).
5. Determine the specific behaviors you expect during the assembly, with consequences and rewards dependent on how these expectations are met. Beware of punishing the whole class for the misdeeds of a few. This can create a hostile environment with the students acting out against each other as well as you.
6. Teach or review with the students the procedures, expected behavior, and consequences or rewards associated with the activity.

Scenario 7: Refocusing the Class

The class is not paying attention or resuming their studies after an assembly, fire drill, or other disruptive event.

Strategy: Incorporate and redirect.

- A common experience is a great foundation for a learning activity. Regardless of how unwelcome the disruption may have been, it is an experience the entire class is familiar with. Use the experience as the basis for the next lesson. For example, if it was a fire drill and you are about to study science, talk about which parts of the school would burn the fastest. If you are about to study math, have the students calculate the approximate number of people in each room that would need to be evacuated and the number of transportation vehicles that would be needed for taking everyone home. If you were preparing a writing lesson, have the students write about what would happen if the school really burned down.

Strategy: Captivate and redirect.

- Sometimes the best way to deal with a disruption is to minimize the event by capturing and redirecting their attention. For example, after an exciting assembly, complete a fun activity that requires them to do something. Involving students in a fun learning activity will help them settle back down to the routine of the day.

Scenario 8: Getting Their Attention

The class is in the middle of or just finishing an activity and you need to get their attention to either give further instruction or close the activity.

Strategy: Lights out.

- If you want the attention of the entire class in a hurry, simply walk to the light switch and flip the lights off then on again. Be prepared to begin speaking in the moment of surprised silence, when you have everyone's undivided attention. If you wait too long to start talking, the class will begin discussing the lights going out and the event itself will become a real distraction.

Strategy: Whisper.

- Your first instinct in this scenario may be to raise your voice above the noise level of the room and demand attention. This, however, can incur some unwelcome side effects. The students hearing you speak loudly will assume that it is ok for them to raise their voices as well. A better strategy is to do the opposite of your instincts. Move to the front of the room and begin talking and giving instructions very quietly. As students hear you, they will be quiet and focus their attention on understanding what you are saying. The quieter the room becomes, the quieter your voice should become.
- Soon students who are still talking and interacting will instinctively begin to feel awkward about making noise in such a quiet atmosphere and will become silent also. When you have the attention of the entire class, you can then give the instructions they need to hear with regard to what they are working on.

Example (to be spoken in a very quiet voice): *"If you can hear what I am saying, please put your pencils down and turn around to face the front of the room. Place your hands on your desk and look to see if the person sitting next to you is listening and doing the same. Now use your finger to trace your name on the top of your desk…"* Continue with these simple, silent activities until you have the attention of the entire class.

Scenario 9: Wrong Names/Wrong Seats

You are using a seating chart to call on students by name. You notice that several students are not responding to their name and you suspected they have switched seats.

Strategy: State the facts.

- Make a statement to the effect that it is better for everyone involved if you know the students' correct names. This information would be vital in the case of an emergency and will also help to ensure that the wrong student doesn't get in trouble when you write your report to the teacher at the end of the day.

Scenario 10: The "You vs Them" Class

You get the feeling that the whole class, or at least several of the students have banded together to make the day as difficult as possible for you, the substitute teacher.

Strategy: Work together.

- Most "you against them" scenarios turn out to be a lose-lose situation for everyone involved. Take the initiative early in the day to do a teacher and student interactive activity. Interact with the students, let them see that you have a sense of humor. Chances are, when you break the ice, the rest of the day will go much more smoothly. Making the classroom a battleground for control will usually only make things worse.

Scenario 11: Inappropriate Language/Derogatory Remarks

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

Strategy: You chose to break the rule.

- Hopefully, the classroom rules and consequences established at the beginning of the day have provisions for dealing with the challenging situation – implement them! You might say something like, *"Susan, 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 whey they said what they said (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. Keep your cool. Concentrate on dealing professionally with the behavior and not letting your feelings towards the student cause you to behave inappropriately. Then dismiss the incident and resume class work as quickly as possible.

Strategy: Remove and reprimand.

- In some situations, it is best to remove the student from the classroom before dealing with the behavior. Calmly ask the student to please step out in the hall. Redirect the class to resume their work and go into the hall yourself. Stay calm and in control of the situation. State the rule that was broken or explain the consequences if the rule is broke a second time. Express your confidence in the student's ability to behave appropriately, then both of you return to the classroom.

Scenario 12: A Fight

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

Teachers understand the difficulty of substitute teaching and will be ready to assist you in extreme circumstances. Respond quickly and decisively, not hesitating to get help from another teacher on the playground with you, if needed.

Strategy: Quickly 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, conveys your message.

Strategy: Firm but not demeaning.

- If students are engaged physically, you must quickly and with authority tell them to step 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 as this will compound the situation. By giving firm and positive directions consistently, the students will respond and comply as requested.

Scenario 13: 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 thing you must do is stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation.

Strategy: Diffuse the situation then redirect the student's actions.

- A threat is often the result 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. When the student has calmed down, you can then direct their actions to something constructive. If you feel the student needs to discuss the situation, it is often wise to wait until after class, later in the day, or refer them to a school counselor so they can gain some emotional distance perspective on the situation.

Example: *"I understand that you are very angry right now. However, I need you to sit down and begin completing page 112 in your math book. We can discuss the situation after lunch."*

Strategy: Get help!

- If you feel that you or any of the students are in danger of physical harm, stay calm and immediately send a student to elicit the help of another staff member. 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.

7.4 Emergency Procedures

In addition to managing the classroom, there are a few additional procedures and precautions to consider as a substitute teacher.

- Since every building and classroom is different, it is important for you to know how to evacuate the class in the event of a fire drill or other emergency.
- Know where the nearest exit is, and have a class list available to grab when you evacuate the building.
- If you hear the fire alarm or a message over the intercom, instruct the students to quickly and quietly leave the room in single file, heading for the exit door.
- Some classrooms now have an emergency “backpack” hanging by the door that can be grabbed upon exiting with the class. If you see an emergency “backpack,” take it with you when you evacuate.

Handle most classroom activities with common sense. Students who are injured can be taken to the office where a secretary or school nurse can administer first aid. Don’t fall into the “band-aid” or “ice” trap, where students are continually asking to go to the office for ice or band-aids for fake injuries. Be sure you know how to handle a situation involving blood either in the classroom or on the playground.

Do not touch a student who is bleeding, even if you use gloves.

For example: If a student has a bloody nose or cut knee, hand them a box of tissues or paper towel, instructing them to hold it on their wound. Take them to the office for further care.

There are two other supervision issues you should inquire about:

- In the event of inclement weather, schools have different procedures for teaching during lunch. Often teachers are expected to return to the class, supervising the students indoors. Be sure to find out what is required of you so that your students are adequately supervised.
- Some schools have procedures for escorting students to the bus. Find out what is expected of you.

7.5 Conclusion

Your efforts to be early, organized, and communicate clearly with a discipline plan in place will pay off! Your goal as a substitute teacher is to provide continuity to the students while the teacher is absent. By minimizing the time spent on procedural matters, such as attendance, you can maximize the time spent on learning.

Remember to inquire students to pay attention and stay on task. You might require students to repeat your directions after you give them. Continually move about the room while students are completing seat work or during group activities, ensuring that all of the students are participating and completing their work.

Communicate to the students the importance of learning by providing them with feedback regarding their work. Feedback tells them how well they are doing. Reinforcing the importance of each lesson. Allow time to review any independent work completed, checking to see if anyone is having any difficulty. Collect all of the work, even correctly it if you have time. This sends the message to the students that the work they are doing is very important.

At the end of each day, provide closure for the learning activities by reminding the students to complete necessary homework and hand in work that is due that day. Have them clean up their workspace and get ready to go home. Leaving the room in neat condition is a must, so allow time at the end of the day for proper closure and cleanup. Compliment the students on their academic achievements for the day, letting them know how much you enjoyed teaching them.

Teachers will often receive messages during the day over the intercom, on their computer, or on notes. Returning teachers appreciate if when you keep track of these messages, and leave them on the desk.

Finally, reporting the day in a note to the teacher is always a good follow-up activity to do. You may wish to use the form provided at the end of the handbook. Write down what you think the teacher should know the next day, in terms of work completion, problems, significant incidences, and successes. Teachers really appreciate hearing from you regarding the day and are more likely to ask you back if they feel you are competent in handing any difficult situations, using effective strategies to solve any problems that may arise.

VIII. SUBSTITUTE HINTS AND SUGGESTIONS

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or materials for the class.
2. 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.
3. 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 and not just refer to them as the boy in the blue shirt.
4. If a student doesn't respond when you call their name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong student doesn't get in trouble and written about to the teacher.
5. Do not let students start any name calling or being rude to other students. It is much easier to stop a disagreement by talking before it gets to pushing or a fight.
6. 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. If the students see a teacher, they are less likely to start a fight or start trouble.
7. Have a couple extra pens or pencils with you for those who have "forgotten" and would rather go to their lockers and walk the halls than be in class.
8. If you do give a student a pen or pencil and you would like it back, be sure to ask the student for their lunch card, driver's license, or something of value that they will be sure to remember they want back. Many students will just plain forget it isn't their pen.
9. Try to have the names of one or two trustworthy students who will tell you the truth to help out in the class.
10. Never let a class go early for lunch or the next class un less the teacher or the next-door teacher says it is okay. Some schools have very strict rules about the number of students in the cafeteria at a time.
11. Make your rules and expectations very clear at the beginning of the day.
12. Do not let the students use the phone in the classroom. Have them use the phone in the office.
13. 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.
14. Keep your opinions about students or the teacher's class to yourself.

15. Be neat in your appearance.
16. Follow the lesson plans the teacher left. Incorporate your own ideas if there is extra time.
17. Correct the students' work for the day if possible.
18. 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.
19. Most students will acquiesce to your leadership, but there will be some who 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."*
20. If you are not sure how the teacher wants an assignment done, ask another teacher for help and develop your own plan. Then be sure to leave a note for the regular teacher explaining what you assigned.
21. Be assertive, so the students don't feel they can manipulate your decisions and authority.
22. You can use statements such as:
    - I need you to start reading now.
    - I want everyone to pass their papers forward. I don't need…
    - I don't want…
23. Don't let the students manipulate you by protesting or saying, *"We never do that!"* Just tell them, *"I know it can be hard to have a sub, but for today we will read aloud instead of silently."*
24. Walk around the room. Don't just sit by 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.
25. Don't try to catch a student by pulling their arm or their clothes. The student could fall and you could twist their arm, or rip their clothes.
26. Do not touch the blood of a bleeding child. Use a napkin, towel, or a cloth to cover the cut. Have the student put their hand on the cut, unless you can get to water or the nurse.
27. If a teacher has classroom sets that are used by the students, be sure to have them all returned before the entire class can leave. It is easier to locate one book or calculator in a class of 30 than trying to find one in the whole school. Hopefully the calculators or books are numbered and have been assigned to be given out in order so you know who has the missing book.
28. Don't make statements lightly – "Students remember!"

IX. SUBSTITUTE MISCELLANEOUS

9.1 Substitute Teacher Report Example

Substitute: _____ Date: _____

Phone Number: _____ Grade: _____

Substituted For: _____ School: _____

Notes regarding lesson plans: _____

_____

_____

_____

Notes regarding students: _____

_____

_____

_____

Messages for the teacher: _____

_____

_____

_____

I also taught: _____

_____

_____

Please let me know some areas you feel I can improve, to be a better substitute for you.