GENERAL DO’S & DON’T’S
DO introduce yourself to the class.
DO NOT attempt to present yourself as their babysitter, buddy, or friend. You are their teacher.
DO familiarize yourself with any general campus and/or classroom rules.
DO engage yourself fully in the role and responsibility of teaching and management.
DO NOT eat in front of the class nor do personal work such as reading, letter writing, bill paying, crafts, hobbies, etc.
DO NOT leave the classroom unattended.
DO NOT change the seating arrangements or room organization except for temporary grouping for instruction or committee work.
DO engage yourself and/or seek student leadership assistance with necessary instructional technology.
DO NOT use personal mobile/cellular phones/pagers while in the classroom.
DO NOT allow students to use mobile/cellular phones/pagers in the classroom.
DO dress your best to impress. Think-professional.
DO NOT wear jeans except on Fridays, when jeans can be worn with a spirit shirt.
DO NOT allow students to leave the classroom without a valid reason.
DO build appropriate student-teacher relationships. Give respect to get it.

PUNCTUALITY
It is important that substitute teachers be on time for their assignment. The substitute teacher should try to arrive a few minutes early to review the lesson plan and introduce yourself to the surrounding teachers.

LOOK AND ACT LIKE A TEACHER
Substitute teachers are expected to dress appropriately and to serve as role models. Shirts, ties, dress pants and dress shoes (unless teaching a physical activity) are most appropriate for men. Appropriately cut dresses and blouse, pant suits, and women’s slacks are appropriate for women. Short dresses, low cut blouses or low cut blouses which expose the navel, nose rings, unusual hair colorings and pierced body parts (other than ears), T-shirts, or pants with holes, are deemed not to be professionally appropriate.

CLASSROOM MANAGEMENT-STARTS WITH STUDENT RELATIONSHIPS
Greet students at the door. Introduce yourself when class begins. Establish your expectations for both behavior and participation in learning. Give the students a roadmap for what their time with you for the period or the day will look like. What tasks will they be doing? How should they seek your assistance? What will be the primary mode of instructional delivery?

Substitute teachers should avoid speaking negatively about students, other teachers, or about the class or school. Negativity is almost never appreciated. The result is often damaging and frequently results in substitute teacher developing a negative reputation and not being invited back.
GENERAL GUIDELINES
In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans in the Substitute Folder. If not, Emergency Lesson Plans should be in a folder. Substitute teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff can provide classroom keys and maps of the school. The Substitute Folder should be located in the classroom. Substitute teachers should become familiar with this information as soon as possible. If necessary information has not been left behind, the best steps are to ask a neighboring teacher of one of the campus office team members.

Following Classroom Lesson Plan
Most regular classroom teachers leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely.

Instructional Aides and Use of Students
Often substitute teachers will not be familiar with classroom or school procedures. If you are fortunate, you will have an instructional aide to assist you. Most often this will not be the case. When there is no instructional aide, substitute teachers will need to select responsible students to assist them and to provide them with necessary information.

Emergency Plans and Exits
Substitute teachers should identify emergency exits, routes, and procedures for student emergency, evacuation and drills.

Confidentiality
Confidentiality is not only a legal responsibility, it is essential for the protection of students and families. Discussing school matters outside of school should be avoided. If there is a serious concern, school administrators need to be notified immediately.

Grading Student Papers
Substitute teachers should follow the direction of the classroom teacher when it comes to grading student papers. If there are no specific grading instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher may grade the student papers prior to leaving for the day, if possible. As a minimum, student papers should be organized, so the classroom teachers can more readily grade them upon their return.

Leaving a Comprehensive Report
Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher.

Leaving the Room Neat and Clean
Leave the room neater and cleaner than you found it at the end of the day.
Physical Contact with Students
Sealy ISD teachers should exercise extreme caution in touching students. Hugging, putting your arms around students, patting, or touching students in any way can easily be misunderstood, and can place a teacher at legal and professional risk.

Taking Roll
It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

Bring your Own Hallway Passes
Regular classroom teachers may not remember to leave hallway passes. Substitute teachers should bring their own hallway passes “just in case.”

Being Alone With Students
Unfortunately, in today’s society, teachers are placing themselves to be alone and outside the view of others with individual students. Teachers should avoid situations where they are left alone with an individual student.

Checking Out at the End of the Day
Remember to turn your classroom keys in to the office and to find out if your services are needed as a substitute teacher the following day.
GENERAL SUGGESTIONS
● Maintain a substitute packet/materials.
● If there is no seating chart, make one.
● Do your best to follow the lesson plans and classroom rules already established.
● Write your name on the board.
● Be enthusiastic.
● Be respectful.
● Be professional.
● Never leave your class unattended.
● Know/meet the teacher next door.
● Send only one student to the restroom at a time.
● Call students by name.
● Do not let students start any name calling.
● Stand in the hall/doorway between classes.
● Have a couple of extra pens/pencils for those students who have “forgotten” theirs.
● Identify several “trustworthy” students to help you.
● Never let a class go early to lunch or to the next class unless instructed to do so.
● Don’t make statements lightly – students will remember.
● Make your expectations and rules very clear.
● Make sure students return items which should remain in the classroom.
● Students may not have a knife/weapon. Ask for it and/or contact the office for help.
● Do not grab a student.
● Do not let students wear hats in the classroom.
● Walk around the room.
● Don’t let the students manipulate you by protesting or saying, “We never do that”.
● Be assertive.
● Use common sense.
● Ask another teacher for help.
● It is better not to argue. Instead say, “I know this may not be the way so and so does it, but this is the procedure for today”.
● Give feedback to the teacher – positive and negative.
● Correct the student’s work for the day, if possible.
● Be neat in your appearance. Look professional.
● Find out who you can go to with a problem.
● Do not discuss the teacher’s class with other people.
● Do not let students use a phone in the classroom.
● If a student shows up to class on time, with a pen/pencil, books, notebook, etc., sits in their assigned seat and appears to be ready for class to start, you have probably identified a student that you might go to for help.
WORKING WITH STUDENTS WITH SPECIAL NEEDS

- Substitute teachers should carefully read instructions left by the regular classroom teacher that pertain to students in their classrooms with special needs. Schools will normally have learning resource teachers and teachers with special education backgrounds who can be consulted with regarding learning strategies for students with special needs. Substitute teachers should check with the office staff at the beginning of the day regarding special need student procedures.

- Students with special needs often require shorter learning assignments and frequently demonstrate a need to be positively reinforced within short periods of time. Depending upon the age of the students, the nature of the learning disability, and the student’s behavioral progress, positive teacher reinforcement may be required every five to ten minutes or less.

- Students with special needs (depending on the nature of the disability) often require more frequent learning assistance from the teacher. The teacher’s instructions need to be simple, precise and clear when working with these students. It is advisable to have students repeat the instructions frequently, so the teacher can monitor the student’s level of understanding.

- Many students with special needs have been subject to negative and physical events in their personal lives. As a result, some students may react with violent outbursts when touched, threatened, or interacted with in a negative manner. Students with special needs normally need to have positive behaviors strengthened rather than negative behaviors weakened. “Time-out” areas and positive recognition are useful classroom management tools when working with this student population.

- Students with special needs (depending upon the nature of the disability) may need to frequently have the learning and behavior expectancies revisited. Teachers can best achieve classification of expectancies by utilizing role-playing, by clearly and precisely explaining what is expected of the students in different learning environments, having students frequently repeat what is expected of them, and by consistent recognition of students who make correct learning and behavioral choices.

CLASSROOM MANAGEMENT

Policies in the FN series and FO series
Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Code of Conduct and Student Handbook. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student’s conduct should contact the classroom teacher or campus principal. Substitute teachers are to adhere to the policy that corporal punishment is NEVER administered by the substitute teacher.
CLASSROOM MANAGEMENT CONTINUED
Substitute teachers are responsible for the control of classes. The building principal or assistant principal will assist with problems when necessary. It is normal for the students to “test” new substitute teachers. Do not let students get out of control. The district expects you to be in charge of the room.

Suggestions for successful student discipline:
● Be fair, firm, and consistent
● Praise in public; criticize in private
● Do not use sarcasm or other embarrassing methods
● Do not use “group” punishment
● Use the positive approach
● Call attention to a student’s good behavior rather than misbehavior
● Identify standards and stick to them

REMEMBER: It is important for the substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair.

Respecting Students:
Remember that each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them.

Staying In Control:
It is extremely important for the teacher not to lose their temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self-control, their behavior often becomes the focus of attention rather than the student’s behavior.

Eye Contact:
Direct eye contact and non-verbal communication are effective classroom management tools, provided that non-verbal communication doesn’t become threatening or intimidating to students.

Raising Your Voice:
Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn’t result in yelling (which is ineffective and abusive), and doesn’t demean students.

Outside/PE:
A whistle can be extremely valuable when supervising students on the playground, bus waiting areas, lunch supervision, when teaching physical education, etc.
Establishing Standards of Conduct:
Letting the entire class know your expectations is key to having a successful educational day. “Establishing standards” should be done as early as possible. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

Logical Consequences For Student Behavior:
Students need to understand that if they chose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to the students’ correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices.

Positive Reinforcement:
Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

Praise and Correction Guides:
It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is “to correct privately and to praise publicly.” At the elementary level, it is generally acceptable to praise a particular student in front of other students. At the middle school and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived.

Surprising Students:
Students need and expect clear direction and predictability. Clear direction and teacher predictability provides a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, it often results in the students perceiving the teacher as being unfair and unreasonable.

Correlation of Success and Student Behavior:
There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.
Proximity and Classroom Management:
There is a direct correlation of distance of the teacher from the student and student behavior. The closer a teacher is to a student, normally, the better the student’s behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

Supervising Students From the Back of the Classroom:
Supervising students from the back of the classroom is a highly effective classroom management tool.

Unoccupied Student Time:
Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin on immediately upon entering the classroom and upon concluding their regular classroom assignments.

Typical Classroom Rules:
Typical elementary and middle school classroom rules include the following: (a) Keep your feet, hands and objects to yourself; (b) You may talk when you have raised your hand and been given permission to do so by the teacher; (c) Students are to remain in their seats unless given permission to be out of their seats; (d) “put-downs” are not acceptable in the class; and (e) No student will stop another student from learning. Severe violations resulting in instant referrals to the principal’s office include fighting, possession of drugs or weapons, physical threats, constant disruption and defiance, etc. Typically, high school student rules will vary from elementary and middle school rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students.

Parent/Guardian Teacher Contact:
Students usually find it important that their parent/guardians approve of their behavior at school. In most cases parents appreciate their children’s teacher letting them know how their child is doing at school. Teachers will usually find parents helpful in encouraging their child to make proper educational choices when notified. When parents believe that the teacher is sincerely concerned about the welfare of their child, they are almost always willing to be supportive. It is equally as important to let parent/guardians know when their child is doing well.

Number of Students Out of Their Seats:
Unless the educational activity dictates, generally no more than two students should be out of their seats at one time. Normally, students should not be allowed out of their seats when the teacher is doing large group instruction or is working directly with the student’s assigned group.

Student Use of the Restroom and Drinking Fountains:
Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should not be sent to the restroom with another student.

Isolating Students:
It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and the ability to directly supervise all students.

**Arguing With Students:**
Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher’s authority.

**Use of Threats:**
Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

**Dignifying Students:**
Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well-being. Students should not be singled out or used as an example. When a teacher has had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to role model terms such as please, thank you, excuse me, etc.

**Desired Teacher Characteristics:**
Substitute Teachers should conduct themselves as an appropriate authority figure and as student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible, and responsive.

**Listen Before You Discipline:**
It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

**Logical Consequences for Disciplinary Infractions:**
It is difficult to identify in advance appropriate disciplinary consequences for every circumstance that might arise in a school environment. Generally, substitute teachers should plan on utilizing the regular classroom teacher’s rules and consequences. Usual disciplinary consequences include: name on the board, loss of a privilege, loss of free time, a call to the parents/guardian. A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired result.
TOOLS FOR INSTRUCTION—COMMON PRACTICES TO BE FAMILIAR WITH

Establish a Road Map:
At the beginning of the class period clearly tell students the expectations for the day. Tell students the sequence of activities and the products are required before the class period ends or before the end of the day.

Round Robin Reading
Round robin reading is when one person reads to a pre-established point (one sentence, one paragraph, on page) then the person sitting behind/beside him picks up where he left off and reads the next section. This works well outside of students who have a reading disability and may be resistant to reading out loud. Do not get into a confrontation student situation with a student who chooses to “pass” or not participate in an oral reading activity. Simply leave a note for the teacher so he/she can determine if it was an appropriate behavior for the student to opt out.

Note Taking or Worksheets:
This is sometimes hard to manage as it requires a great deal of independent work and students will question “why” they have to do such tasks. The importance instructional step to facilitate this type of learning activity is to actively monitor, use proximity control to promote on-task behaviors, redirect frequently and at times gives students a mental break to engage in content-related discussions about the subject they are taking notes over or working on a worksheet about.

Partner Work/Group Work
Be sure to identify expectations for volume level of students’ voices, active participation, and expected products prior to beginning tasks of group work or partner work. As indicated above, a key to success with this type of instructional activity is active monitoring, redirection, proximity control, and close monitoring for on-task behaviors.

Question & Answer Activities
You may not always feel confident in your own content area expertise to lead question and answer sessions. But if this type of instructional task has been left for you to lead, engage other students in the conversation to expand and respond to one another’s responses. Be sure to be aware of and engage those who are not actively volunteering themselves to participate. Give appropriate wait time. Do not allow an interaction with a student to get confrontational or escalate if he/she refuses to answer or participate. Simply leave a note for the teacher of students who did not engage in the intended activities.

Test Taking/Quizzes
The primary charge given to you if a test is assigned the day you are there, is to monitor to ensure students are not copying off of one another or hidden notes. Be sure to constantly move around the room and be aware of what students are doing. If there is a test question they need help with that you are unsure of how to answer or if it is appropriate to assist, reassure the student that you will make the teacher aware of the question he/she was struggling with and leave a note for the teacher to be sure assistance can be given later if appropriate.