

Certificated Substitute Teacher Training

Human Resource Services
Serna Center

August 4, 2009 or
August 7, 2009



■ Welcome and Introductions



Welcome and Introductions

- **Carol Mignone Stephen**
Associate Superintendent, Human Resource Services
- **Roxanne Findlay and Cancy McArn**
Directors II, Personnel Services
- **Joyce Compton**
Personnel Specialist

- **Our Vision**
- **Our Mission**
- **Guiding Principles**

Our Vision

- Create a world-class educational system, pre-kindergarten through adult, that enables all students to excel in the new millennium.



Our Mission



- The Sacramento City Unified School District provides all students the knowledge, skills, and educational opportunities to achieve high academic standards and be successful in a changing global society.

Guiding Principles

- Personal responsibility drives the actions of each member of our Learning Support Units.
- All stakeholders are honored, valued, and included in the design, implementation, and monitoring of work around essential areas and issues.
- Analysis of agreed-upon data is used to measure outcomes and revise practice.
- Budget decisions and program strategies are based on the academic, social, and emotional needs of all students.

■ Agenda



Agenda

- Overview: What It Takes to be an Effective Substitute
- Credentials and NCLB Compliance
- Applying for Posted Contract Vacancies
- Pay Schedule(s) for Substitute Teachers and Automated Substitute Finder System
- STRS Membership
- Role of SCTA and Membership
- Health and Welfare Benefits for Eligible Substitute Teachers
- First Aid
- Professional Library Resource Materials

Agenda (continued)

- School Safety
- Substitute Evaluation
- Employee Use of Technology
- Resources That the Office Manager Provides to Substitute Teacher
- Classroom Management and Classroom Organization/Lesson Plans
- Expectations of Substitute Teacher From Various Perspectives
- Closing Comments

■ Overview: What It Takes to be an Effective Substitute Teacher



Overview

- Topics covered include classroom management techniques, how to relate to a diverse student population, and how to develop authentic learning experiences that engage even the most restless class . . . and more.
- Knowledge gained will greatly benefit the achievement growth of all children in the Sacramento City Unified School District.

What it Takes to be an Effective Substitute Teacher

- Establish a friendly and open classroom environment.
- Identify the characteristics of a well-managed classroom.
- Articulate an effective discipline plan.
- Recognize and develop learning experiences that involve critical thinking skills.
- Understand the diverse ways that children learn.

What it Takes to be an Effective Substitute Teacher (continued)

- Write an instructional objective.
- Execute lessons that reflect multiple learning styles.
- Recognize the characteristics and needs of special populations.
- Develop strategies for learning quickly about each school site.
- Develop a resource binder.



■ Credentials and NCLB Compliance



Credentials

- 30-Day Substitute Permit Holders (20-Day Due to NCLB)
- Fully Credentialed Teachers
- Credential Renewal with CCTC
www.ctc.ca.gov
- CLAD/LDS/SB 1969 or ELA
- NCLB Compliance



NCLB Compliance

- All substitutes in a long-term assignment must be NCLB compliant in the subject area they are teaching.
- Contact the LSU Analyst according to your last name for information.



Commission on Teacher Credentialing (CCTC)

- Issues concerning credentials (credential requirements, application processes, renewal processes, etc.) can be discussed and resolved with either the Human Resource Services Personnel Analyst or CCTC at:

1900 Capitol Avenue

Sacramento, CA 94244-2700

Phone: 445-7254

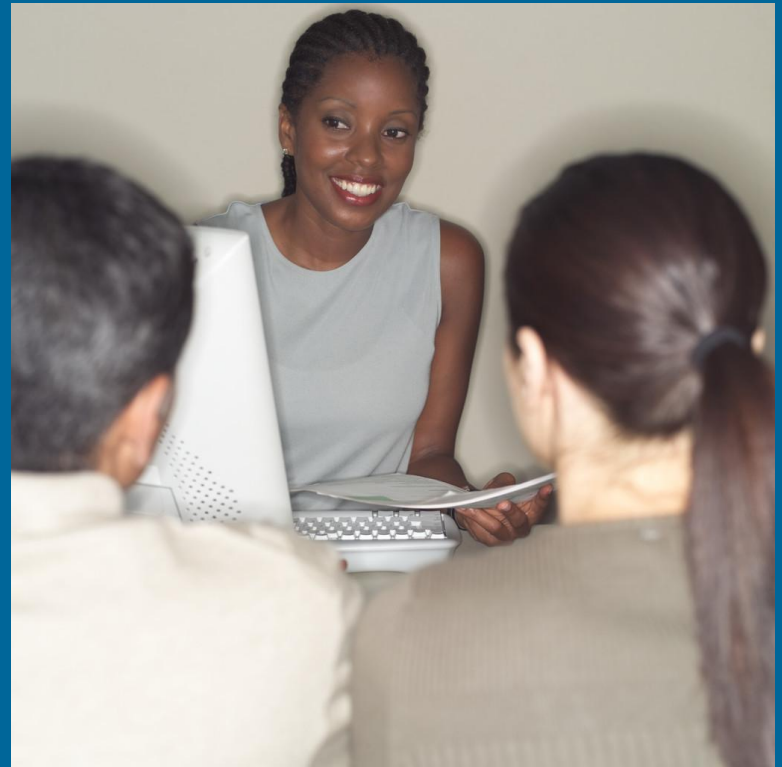
Web Site: <http://www.ctc.ca.gov>

Hours: 12:30 - 4:30 p.m.

Commission on Teacher Credentialing (CCTC) (continued)

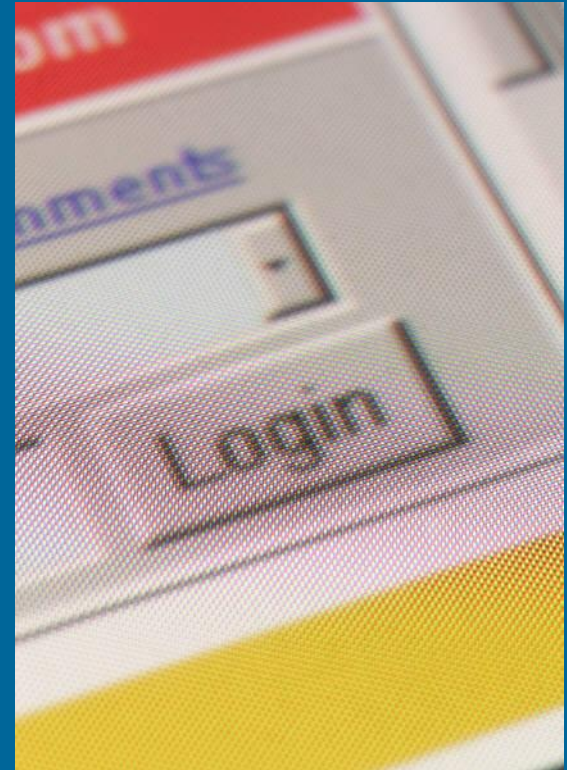
- Employees are responsible for renewing ALL credentials with the CCTC at www.ctc.ca.gov.
- It is essential to keep current and maintain all credentials properly to ensure that your pay warrant is not delayed.

■ Applying for Posted Contract Vacancies



Applying for Posted Contract Vacancies

- How to apply for a job:
On-Line Application System (SearchSoft).
- View open positions.
- Preview application questions.
- Applicant login.
- Complete or update your application.



Minimum Certificated Screening Requirements

- Credential authorization(s) with subject(s).
- CLAD/LDS/SB 1969 or ELA.
- NCLB compliance.
- Three (3) required references.
- Referrals to interview per SCTA CBA.



Getting a Permanent Job

- Let the Principal know you are excited about working in the district and hope to be offered a permanent position.
- Your willingness to fill in at the last minute will make a lasting, favorable impression.
- Be professional in everything you say and do.
- Avoid criticism. If you can't say anything nice, don't say anything at all.
- Teach with confidence, but don't be overbearing.

Getting a Permanent Job (continued)

- Ask for positive evaluation forms or letters of support/recognition.



Getting a Permanent Job (continued)

- Learn from experience. Don't assume that one bad experience will take you out of the running. Ask for advice from other Teachers or the Principal.
- Attend workshops sponsored by the district. Keep up-to-date by reading education journals or magazines.

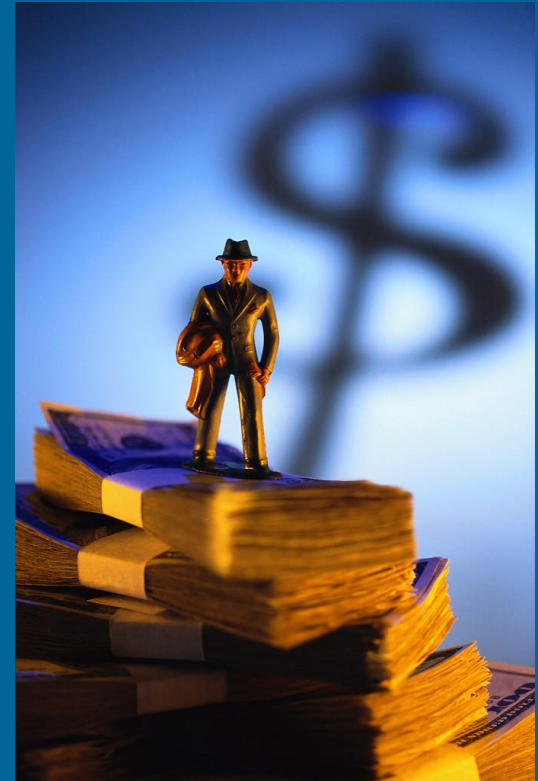


Getting a Permanent Job (continued)



- Find out more about the district, special programs, text-books, practices, etc., to show you are interested. You will have a better chance at getting a job! Web Address: www.scusd.edu

■ Pay Schedule(s) for Substitute Teachers and Automated Substitute Finder System



Pay Schedule(s)

- The current substitute pay scale (as of June 30, 2009):
- Advancement to Step II occurs after the substitute works five (5) days. These days may be either partial or full-day assignments.

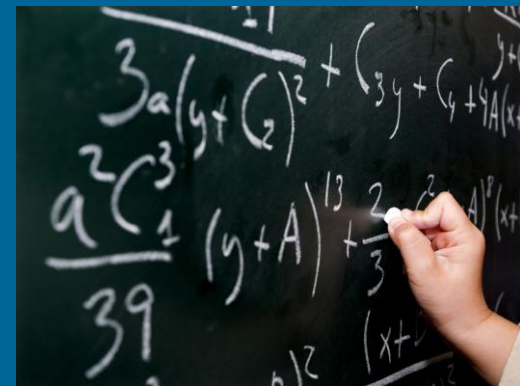
Step I	\$98.31 per full day
Step II	\$149.51 per full day



Pay Schedule(s) (continued)

Long-Term Substitute Assignment

- A fully-credentialed teacher that substitutes thirty (30) consecutive calendar days, same classroom, same site, same position, no break in service, earns one (1) day sick leave for every 20 days worked.
- Paid “daily rate” retroactive to first day of long-term substitute assignment.



Pay Schedule(s) (continued)

- Substitutes who were Step II at the end of the 2008-09 school year will continue on Step II for 2009-10.
- The number of days served by the end of 2008-09 will be used to determine advancement to Step II. For example, a substitute who had served three (3) days at the end of 2008-09 (three days Step I) would need to serve two more days before advancing to Step II.

■ State Teachers Retirement System (STRS) Membership

- Mandatory Membership
- Voluntary Membership
- Limitations of Earnings for Retired Persons
- Retirement System Election

Mandatory Membership in STRS

- Section 22504 of the Education Code requires mandatory membership in State Teachers' Retirement System for part-time (including hourly employees) whenever a person has served sixty (60) hours or ten (10) days in any one pay period.
- Substitute teachers (day-to-day or long-term) are required to join after serving 100 days in any one school year.

Mandatory Membership in STRS

(continued)

- The employee must continue membership and contributions unless all school district employment is terminated and contributions are refunded.



Voluntary Membership in STRS

- Section 22604 of the Education Code allows persons working as substitutes or as part-time employees who serve less than sixty (60) hours or ten (10) days per pay period to join the State Teachers' Retirement System if they so desire.
- The decision to join is irrevocable, must be in writing, and filed before submission of contributions.

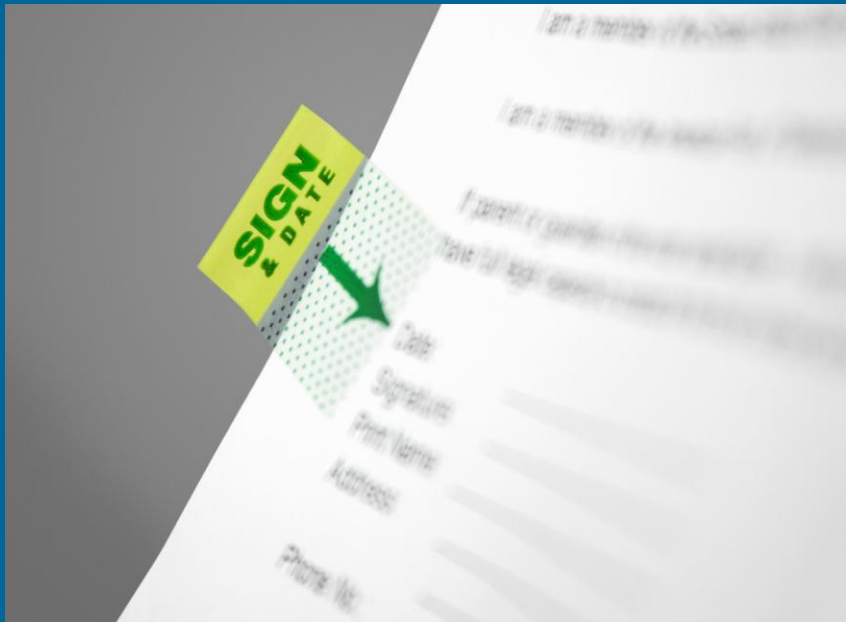
Voluntary Membership in STRS

(continued)

- Teachers who elect membership must do so in a pay period during which service is performed and must submit the membership election form and a membership application to the Payroll Section prior to the last working day of the month.
- The membership will be effective on the first day of service in that pay period.

Voluntary Membership in STRS

(continued)



- The election of membership is binding thereafter, unless all school district employment is terminated and our contributions are refunded.

Limitations of Earnings for Retired Persons

- If you are a retired teacher and receiving a retirement allowance from the State Teachers' Retirement System, you should keep in touch with the system (telephone STRS 1-800-228-5453 or 916-229-3870) to obtain the latest information regarding limitations on your earnings.
- It is the responsibility of retired teachers to keep a record of their earnings so that they do not exceed the limitations.

Limitations of Earnings for Retired Persons (continued)

- Exceeding the limitations may result in being reinstated to active service and your retirement allowance terminated.



Retirement System Election

- If you are a member of CalSTRS who has accepted employment to perform service that requires membership in CalPERS, you may elect to continue retirement system coverage under CalSTRS.
- If you are a member of CalPERS who has accepted employment to perform service that requires membership in CalSTRS, you may elect to continue coverage under CalPERS.

■ Role of Sacramento City Teachers Association (SCTA)

Role of SCTA



- SCTA represents all full and part-time teachers and substitutes, adult education, special education, preschool and children's centers, school counselors, psychologists, nurses, librarians, and many others in SCUSD.

■ Health and Welfare Benefits for Eligible Substitute Teachers



Health and Welfare Benefits for Eligible Substitute Teachers

- According to the SCUSD/SCTA Contract Section 13.10.4, eligible (long-term) substitute teachers (as notified upon receipt of Daily Rate confirmation letter from Human Resource Services) may elect to purchase at full cost health benefits by making personal payments to the Sacramento City Unified School District Benefits Department.

Health and Welfare Benefits for Eligible Substitute Teachers

(continued)

- Premium monthly amounts are on the following pages.



Eligible Substitute Teachers: Kaiser (Effective July 1, 2009)

Kaiser	Medical (Monthly)	Dental (Monthly)	Vision (Monthly)	Total (Monthly)
Employee Only	\$476.03	\$48.00	\$19.44	\$543.47
Employee + One Dependent	\$952.06	\$103.00	\$19.44	\$1,074.50
Employee + Family	\$1,347.16	\$155.00	\$19.44	\$1,521.60

Eligible Substitute Teachers: Health Net 86P (Effective July 1, 2009)

HealthNet 86P	Medical (Monthly)	Dental (Monthly)	Vision (Monthly)	Total (Monthly)
Employee Only	\$541.16	\$48.00	\$19.44	\$608.60
Employee + One Dependent	\$1,082.29	\$103.00	\$19.44	\$1,204.73
Employee + Family	\$1,531.47	\$155.00	\$19.44	\$1,705.91

Health and Welfare Benefits for Eligible Substitute Teachers

- Please note that all rates are Twelve-Month Premiums. Premiums are due and payable by the 5th of each month including July and August.
- Note: For dependents age 19 years of age and older, a written verification of either student with nine or more units or IRS dependent status will be required twice a year.

■ First Aid



First Aid

- All substitutes are encouraged to complete a basic first aid course. For further information you can contact your local American Red Cross at: <http://www.redcross.org> or call the Sacramento Sierra Chapter Red Cross at (916) 368-3131.

First Aid (continued)

- Log all first aid given to a student on a sheet of paper in the nurse's office. Do this even if a log sheet is not provided. Provide the following information, such as the Date, Time In, Room #, Name of Student, DOB, Type of Injury, Treatment Given, and Disposition of Student (Back to Class, Sent Home, Parent Contact, and Time Out of School). **There is a log sheet provided.**

First Aid (continued)



- Important--Never ever diagnose or prescribe treatment. Do not give medication except as stated on the following page. Suggest that the parent get medical attention for the child.

First Aid (continued)

- Medicine can be administered only with written permission of both doctor and parent. These are always recorded on a student Medication Record (Health Form 5A). Read label carefully and double check student's identity. Assure the 5 “Rs” are in place: right student, right drug, right amount, right time, and the right person records the information that medication was dispensed.

Scraped Knee, Elbow, Etc.

- Harmful germs may enter the body through scrapes, cuts, punctures, or burns and cause infection. Infection may develop within hours or days of any injury.



Scraped Knee, Elbow, Etc.

(continued)

- Wash your hands before and after caring for the wound, even when you wear gloves
- Get down to the student's eye level, and speak calmly and clearly to the student.
- Be honest with what happened, and what actions you are about to take.
- Wash minor wounds with soap and water using pads—never use cotton.

Scraped Knee, Elbow, Etc.

(continued)

- Cover the wound with a clean dressing and bandages.
- Attempt to have the student be a partner in their care by allowing them to help hold their own Band-Aid.
- Dry wound area, and apply Band-Aid. If it is a large area, use telfa pad or a 4x4 pad.
- Do not use over-the-counter medication on wounds.

Bloody Nose

- Remember to review the “Procedures to be Used in Schools for the Prevention of Infectious Diseases Transmitted by Body Fluids” in your handbook. The basic principle promoted by these guidelines is to use “Universal Precautions,” which is a system of infection control of all body fluids.



Fever

- A student may not remain in school with a fever.
- Call parent. If not available, call person listed on emergency card.
- Never leave a sick child alone in the office or classroom.
- Assure someone is observing the child at all times.
- Have student lie down.



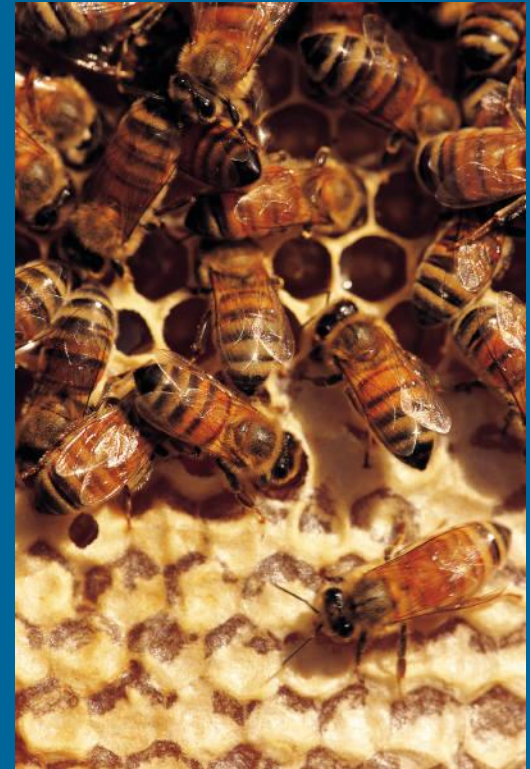
Fever (continued)



- For high fever--102° or over, and parent cannot come immediately, keep student cool and comfortable. Offer them cool water--they can become dehydrated.
- Do not allow student with high fever to walk home.

Bee Stings

- Call the office and consult emergency card immediately to see if student is allergic to stings.
- Ask student for history of previous allergic reactions.
- Remove stinger by scraping away. Do not squeeze sacque.



Bee Stings (continued)

- Apply meat tenderizer paste if available. Use ice pack if there is no tenderizer.
- Observe student for at least **20 minutes** before returning to class. Advise teacher to watch child. Observe for signs such as:
 - Difficulty breathing, coughing, wheezing, sneezing.
 - Choking sensation, tightness of throat or in chest, and difficulty swallowing.
 - Nausea.
 - Hives or itching sensation, redness, or swelling.

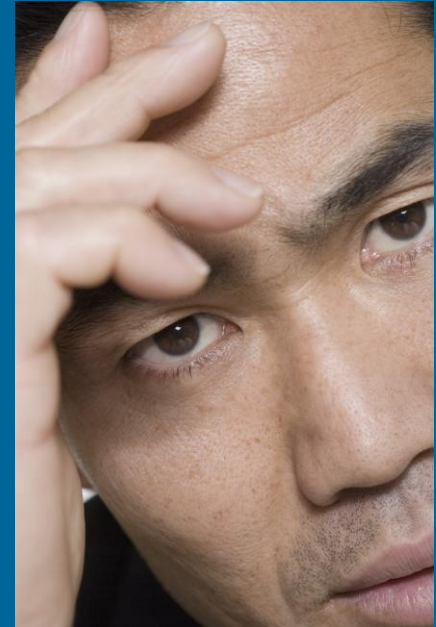
Bee Stings (continued)

- If swelling develops or student is having a lot of pain, call parent to take child home.
- Always call the parent--even if student returns to class--to let them know their child was stung.



Head Wounds - Bumps

- Apply ice pack.
- Watch carefully for:
 - Headache
 - Nausea
 - Dizziness
 - Weakness
 - Unusual drowsiness
 - Unequal size of pupils of the eyes
 - Blurred vision
 - Bleeding from ears or nose



Head Wounds – Bumps (continued)

- Always inform the parent of a head injury immediately.
- If student was or becomes unconscious, even for a moment, inform the parent of this also.
- If bump goes down and student feels okay, return to class-
-but advise teacher to observe the child.
- For any head injury, fill out accident report.

Broken Bones

- Unless you know what you're doing--less is best.
- Call parent immediately.
- Do not allow student to move limb.
- Do not try to move bones into place. For a severe break it is better to keep child as he/she is and get professional help than to do more damage trying to splint the limb.

Sprains

- Only a professional medical person can tell the difference between a serious sprain or a broken bone.
- Inform the parent if affected area continues to be painful or if swelling occurs.
- Do not allow children to see how bad the ankle feels: (a) Walk around to see how bad the ankle feels. (b) Move any joint to see if it hurts.

Sprains (continued)



- Use an ice pack to reduce swelling. Swelling is a common reaction to a sprain.
- Elevate and apply ice pack for a slight "twist" with no swelling and a little pain.

Seizure

- If you witness a seizure, try to stay calm. Although the seizure may seem to last a long time, most seizures only last 60-90 seconds.

During a Seizure

- Protect the person from injury. If possible, protect the person from falling.
- Try to move furniture or other objects that might cause injury during the seizure.

Seizure (continued)

- Do not force anything, including your fingers, into the person's mouth. This may cause injuries to the person, such as chipped teeth or a fractured jaw. You could also get bitten.
- Do not try to hold down or move the person.
- Time the seizure if possible.
- Pay close attention to what happens during and after the seizure.

Seizure (continued)

- What kind of body movements occurred, and how did the person act immediately after the seizure?
- If the person is having trouble breathing, use your finger to gently clear the mouth of any vomit or saliva.
- Provide a safe environment where the person can rest.
- Comfort and calm the child after the seizure.

Seizure (continued)

- After the seizure is over, call the parent.
- Medical attention is required when seizure does not stop, or seizures come in continual sequence.



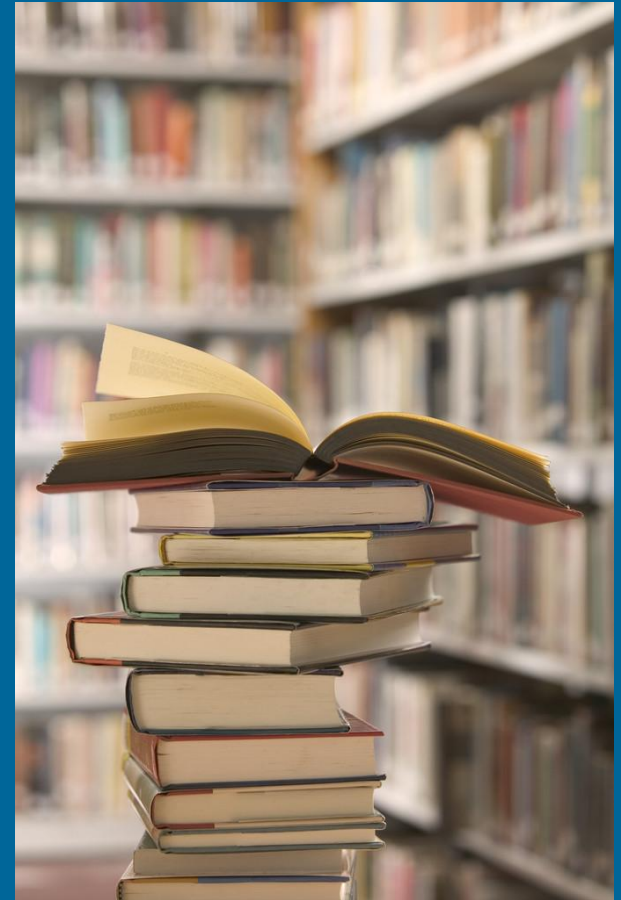
■ Professional Library Resource Materials

Professional Library Location, Hours, and Resources

- Hours: 8:00 a.m. to 5:00 p.m.
- Location: Serna Center, 5735 47th Avenue,
First Floor.
- Substitute teachers may check out **six books**
for **two weeks**.

SCUSD Professional Library

- The library is a review and circulating library of over 28,000 titles including books aligned to Open Court, history, social science and other content areas, Internet access, professional journals, music CDs, and videos.



SCUSD Professional Library

(continued)



- Regular display of books aligned to Open Court themes.
- Displays of books related to special days and seasons.
- Free advice and suggestions!

SCUSD Professional Library

(continued)

Professional Library Intranet Website

(Inside Sac-City) includes:

Open Court recommended literature.

- **California Vistas (K-6)** overview and recommended literature.
- **Annual Notable Book** annotated list.

SCUSD Professional Library

(continued)

Online Access From Web Site

- World Book Student
- World Book Kids
User Name: scusd
Password: student
- NetTrekker d.i.



SCUSD Professional Library

(continued)

Search the Library from School:

- Go to: **Inside Sac-City** (Intranet).
- Click on “**Search the Professional Library**” in the middle of the page.
- Search by subject, title, author, Open Court Theme.

■ School Safety



Overview of School Safety Session



- Comprehensive Safe School Plan.
- If you experience a crisis.
- Review response actions.
- Questions.

Comprehensive Safe School Plan

- Each school has an Emergency Management Plan.
- Inquire at “check in” about specific procedures.
- Familiarize yourself with the exit routes and safe shelter locations.



If You Experience an Emergency



- Call 911 if necessary.
- Notify front office or appropriate individual of emergency.
- Get students to safety.
- Chances are the response will be one of the following . . .

Response Actions

- During an emergency, there are three primary responses:
 - Evacuation.
 - Lockdown.
 - Shelter-in-place.



Response Actions: Evacuation

- Evacuation is used when locations outside of the school are safer than inside the school.
- Familiarize yourself with the posted evacuation route.
- Know your nearest exits.
- Remember to take with you the class roster, and account for your students.

Response Actions: Lockdown

- Lockdown is used when there is an immediate threat of violence in, or immediately around, the school.



Lockdowns: Role of Classroom Teacher

- Teachers lock doors and windows, and close drapes/screens, turn off lights.
- Move all staff and students to an area not visible from windows or doors.
--Should not necessarily “duck and cover” under desks.
- Students are instructed to remain calm and to stay off of cell phones.
- Await information from front office and share with students as appropriate.

Lockdowns: Special Considerations

- Remain calm and alert.
- **DO NOT OPEN DOORS OR WINDOWS.**
- Do not release lockdown until given the “all clear” from the administrator.
- You must remain with your students the length of the lockdown and until given the “all clear.”

Modified Lockdown

- Main office receives information on potential threat in vicinity of school.
- Decision is made to initiate “modified lockdown.”
- Lock all outside doors.
- No movement of students between buildings.
- Normal or modified activity may be permitted inside the school building.
- Restrict entry to known persons.

Response Actions: Shelter-in-Place

- Shelter-in-place is used when students and staff must remain indoors during a period of time for events, such as chemical, biological, and radiological incidents or terrorist attack.
- Close all windows, and turn off heating and air-conditioning systems to keep dangerous air out of school.
- Create a schedule for learning, recreational activities, eating, and sleeping.

Response Actions: Shelter-in-Place (continued)

- Site will have necessary supplies available for students and staff throughout the shelter-in-place period.



Questions?

For more
information, contact:



Sonja Stires
(916) 643-7990
(916) 752-3081
Sonja-Stires@sac-city.k12.ca.us

Characteristics of a School Resource Officer



- Patient
- Creative
- Open Minded
- Pro-Active
- Team Player
- Approachable
- **LIKES KIDS**

Why Are Officers in Schools?



- The number 1 reason is **safety on campus.**

Visual Presence and Rapid Response

- Deter intruders.
- In-progress incidents.
- Address gang issues.
- Violence on campus.
- Weapons on campus.
- Drugs and alcohol issues.



Roles and Duties

■ Liaison

- Schools, community, outside agencies
- Partnership with school officials
- Truancy patrol
- Home visits

■ Enforcement

- Minor vs. major violations
- Discretion vs. no discretion
- Mediation vs. arrest



Roles and Duties (continued)

- **Solving Problems**
 - School safety
 - Prevention / intervention
 - Crime Prevention Through Environmental Design (CPTED)
 - Mentor
 - Role model



Roles and Duties (continued)

- **Resource / Expert**
 - Codes / laws
 - Gangs
 - Safety planning / Incident Command System (ICS)
 - Emergency response
 - Staff training
 - Knowledge (school site specific)



■ Substitute Evaluation



Substitute Evaluation

- The evaluation of the substitutes who serve in our schools helps us in identifying effective teachers and in assigning each substitute where he/she will serve most effectively.
- The items on the evaluation form are similar to those used for regular teachers.
- Principals will evaluate your service and forward their reports to Human Resource Services where they are placed in your personnel file.

Substitute Evaluation (continued)

- PSL-F100 Substitute Teacher Evaluation Notice (Page 1 of 3)
 - Evaluation performed
 - Right to discuss
 - Right to Submit a Response
 - Right to Inspect Personnel File
- PSL-F100 Substitute Evaluation Cover Sheet (Page 2 of 3)
- PSL-F100 Substitute Teacher Evaluation Form (Page 3 of 3)

Substitute Evaluation (continued)

- If you wish information regarding your personnel file, you may submit a Request for Employee Records (PSL-F085) to Human Resource Services, Attention: Customer Service Specialist, in person, via fax (916 643-9454), or via inter-district mail (Box 770). The Customer Service Specialist will contact you when your file is available for review.

Substitute Evaluation (continued)

- You have 10 work days from the time the letter was received to ask for a hearing with the Administrator who wrote and sent the evaluation form.
- If you have served in one school for several days, you may request that the principal submit an evaluation to Human Resource Services. These evaluations are treated as confidential information.

Substitute Evaluation (continued)

- Should a substitute be found to be unsatisfactory, he/she will be so informed by the Human Resource Services Director and may be removed from the substitute list.

■ Employee Use of Technology



Employee Use of Technology



- Employees shall be responsible for the appropriate use of technology and shall use the district's electronic resources only for purposes related to their employment. Such use is a privilege which may be revoked at any time.



Employee Use of Technology

(continued)

- Use of school computers and access to the Internet is a privilege.
- Teachers are expected to follow the directions of staff and abide by the rules of the school and school district, obey the rules of any computer network accessed, and be considerate and respectful of other users.

Rules for Use of Computers and Computer Networks

When you use school computers you agree to:

- Abide by the rules of the school and school district.
- Obey the rules of any computer network you access.
- Be considerate and respectful of others.
- Use school computers for school-related education and research only.

Rules for Use of Computers and Computer Networks (continued)



- Not to use school computers and networks for personal or commercial activities.
- Not change any software or documents (except documents you create).

Rules for Use of Computers and Computer Networks (continued)

- Do not produce, distribute, access, use, or store information that is: unlawful; private or confidential; copyright protected; harmful, threatening, abusive, or denigrates others; obscene, pornographic, or contains inappropriate language; interferes with or disrupts the work of others; causes congestion or damage to systems.

■ Resources That the Office Manager Provides to Substitute Teacher When Entering School Site

Summary Page

- Substitute Teacher Protocol
- Classroom and Bathroom Keys
- Computer Workstation
- Bell Schedules
- Important Phone Numbers
- School Map
- Substitute Parking
- Emergency Information and Evacuation Plan/Map
- Lockdown
- 911 Protocol for Staff
- End of Day Comment Sheet From Substitute Teacher

Substitute Teacher Protocol

Walk-In Activity

- When your students walk into the classroom, they should be immediately engaged in some type of activity. If the teacher for whom you are substituting left no walk-in activity, please inform the Office Manager at the end of the day and include that when you fill out your comment sheet.

Substitute Teacher Protocol

(continued)

During Class

- During the class period, we ask that you move about the classroom. We have found that teachers who do this have fewer discipline issues and have a more positive experience interacting with students. At no time, during the class period should a teacher be sitting reading a newspaper or surfing the Internet.

Substitute Teacher Protocol

(continued)



- At no time should students be using electronic devices (other than calculators) or be wearing non-religious head coverings.

Substitute Teacher Protocol

(continued)

Closing

- We request that teachers leave enough work for the students to be engaged during the entire period.
- Please inform the Office Manager at the end of the day and include that when you fill out your comment sheet if the lesson fell short of the time allotted.

Substitute Teacher Protocol

(continued)

- If a student finishes his or her work before the end of the period, have them work on additional assignments. Students should not be having socially related conversations or be standing by the door until the dismissal bell rings.

Dress

- Please use your professional judgment when deciding your attire for the day.

Computer Workstation



- Please refrain from using teacher computer workstations in classrooms. If you have been instructed to use a computer for instructional purposes, please do not change the desktop or tamper with any of the computer settings.

Computer Workstation (continued)

- Please report any technical problems that may arise while using the computer lab.



Bell Schedules

Sample Schedule

- Monday, Tuesday, Thursday, Friday

Period 0	7:04 – 8:03
Period 1	8:10 – 9:09
Period 2	9:16 – 10:15
Period 3	10:22 – 11:21
Period 4	11:28 – 12:26
LUNCH	12:26 – 1:05
Period 5	1:12 – 2:10
Period 6	2:17 – 3:15
Period 7	3:30 – 4:29
Period 8	4:36 – 5:37

Bell Schedules

(continued)

Sample Schedule

■ Wednesday

Period 0	7:04 – 8:03
SLC Plan	8:10 – 9:28
Period 1	9:35 – 10:20
Period 2	10:27 – 11:12
Period 3	11:19 – 12:04
LUNCH	12:04 – 12:39
Period 4	12:46 – 1:31
Period 5	1:38 – 2:23
Period 6	2:30 – 3:15
Period 7	3:30 – 4:29
Period 8	4:36 – 5:37

Bell Schedules

(continued)

Sample Minimum Day Bell Schedule

Period 0	7:04 – 8:03
Period 1	8:10 – 8:45
Period 2	8:52 – 9:26
Period 3	9:33 – 10:07
Period 4	10:14 – 10:48
Period 5	10:55 – 11:30
Period 6	11:37 – 12:12
LUNCH	12:12 – 12:32
Period 7	12:38 – 1:13
Period 8	1:19 – 1:54

Bell Schedules

(continued)

Sample Assembly/ Rally Day Schedule

Period 0	7:04 – 8:03
Period 1	8:10 – 9:00
Period 2	9:07 – 9:57
Period 3	10:04 – 10:54
Period 4	11:01 – 11:51
LUNCH	11:51 – 12:24
Period 5	12:31 – 1:21
Period 6A	1:28 – 2:18
Period 6B	2:25 – 3:15
Period 7	3:30 – 4:29
Period 8	4:36 – 5:37

Important Phone Numbers



- Campus Monitor;
Phone: _____
- Office Manager/
Principal;
Phone: _____
- Assistant Principal;
Phone : _____
- School Plant Operations
Manager;
Phone: _____
- Attendance;
Phone: _____

School Map



Substitute Parking

- Do not park in any numbered parking spot at a school site because it is an assigned parking space.
- Fill out and return to Office Manager in the front office.

Name: _____

Date: _____

License plate number: _____



Emergency Information and Evacuation Plan/Map

- Posted inside every classroom is an evacuation map along with an Emergency Preparedness Guidelines flip chart. In any classroom, you should be aware of your escape route in case of an evacuation.

Emergency Information and Evacuation Plan/Map (continued)

- In the case of an evacuation, the fire alarm will sound. The alarm is not a bell, but rather an extremely loud, shrill electronic noise that will be accompanied by flashing lights. When you hear the alarm, please do the following:
 - Instruct your students to follow the evacuation route.
 - Ensure that all students exit the classroom.
 - Take the roll book.
 - Lock the door.
 - Follow your students to the evacuation area.

Lockdown

- In the case of a dangerous intruder or active shooter on campus, you will hear the following announcement over the PA system. *May I have your attention please? This is a lockdown. I repeat; this is a lockdown. This is not a drill. I repeat; this is not a drill.* In the case of an active shooter, the announcement would also say, *everyone on the ground.* When you hear this announcement, please do the following:

Lockdown (continued)

- Lock the classroom door.
- While locking the door, glance around for students or staff in the hall. Have them enter your room.
- Make sure that all windows are closed and covered.
- Ensure that you and all students are lying on the floor of the classroom (If requested in the lockdown announcement).
- Wait for the all clear announcement.

Lockdown (continued)

- Additional emergency information can be found in the “Emergency Preparedness Guidelines” flip chart, located next to the evacuation map in each room.



911 Protocol for Staff

- If you have a medical emergency in your classroom that you believe to be life threatening, follow these steps. While performing them, it is important to STAY CALM. Your students (including the student with the medical issue) will be looking to you to set the tone.

911 Protocol for Staff (continued)

- While the line is ringing or while walking to the phone, assign two student runners. Have one run to the Office or the nearest campus monitor. If you are on the classroom phone, the other student will run to the nearest classroom to have another teacher call for an administrator.

911 Protocol for Staff (continued)

- Tell the 911 operator your name and the school's address.
- An administrator will come to your classroom, and a Campus Monitor will escort the EMT's to your room.
- If you are not sure if you should call 911 or not, make the call. The EMT's can always show up and say that the student is okay.

End of Day Comment Sheet From Substitute Teacher

- Please complete and return to the Office Manager at the end of the day when you pick up your timesheet and return your keys. Your input will be much appreciated.
- Date _____
- Regular Teacher Name _____
- Please comment on any or all classes regarding behavior, lesson plans, etc.

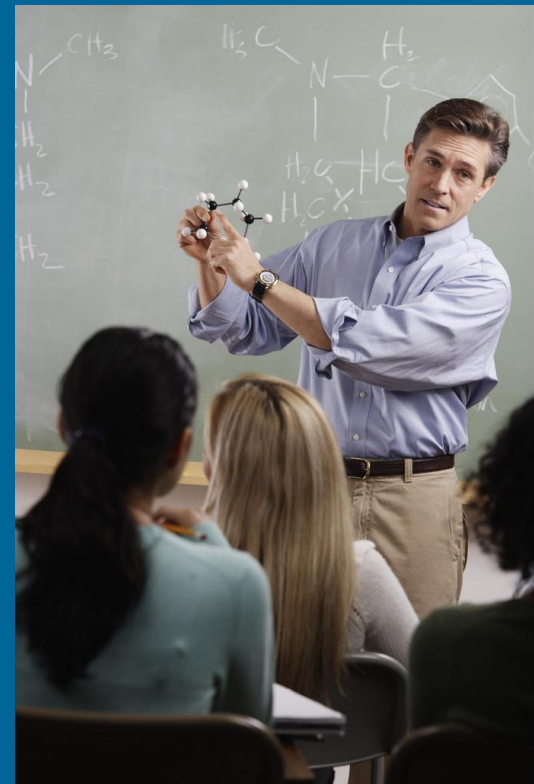
End of Day Comment Sheet From Substitute Teacher (continued)

- Period 1 _____
- Period 2 _____
- Period 3 _____
- Period 4 _____
- Period 5 _____
- Period 6 _____
- Additional Comments:

- Would you like to substitute for this class or other classes here?
- Your Name and Phone Number:

■ Classroom Management

-- Classroom Organization
and Lesson Plans



Substitute Binder

- Welcome letter.
- Key rules and procedures.
- Class list (with information on special needs students).
- Seating chart.
- Lesson plan (including emergency lesson plan).
- Supervision schedule.
- Emergency procedures.



Substitute Plans

- Each classroom should have a standard reference folder for the day-to-day substitute to use as a daily resource guideline.
- Such should include the following:
 - Daily Schedule, Bell and Lunch Schedules.
 - Class List (with information on special needs students).
 - Seating Chart.
 - Lesson Plans (including emergency lesson plan).
 - Routines of School (i.e., attendance, etc.).
 - Supervision Schedule.

Daily Schedule



- Your name.
- The bell schedule.
- Classroom procedures.
- Incentives.
- Natural consequences.
- Date.
- Learning objectives.

Daily Schedule (continued)

- Post the day's schedule.
- If your students are too young to read, use pictures, along with words.
- Daily schedules can include the times.
 - For young students, this can be distracting.
 - For older students, this can be useful.
 - More casual time allotments: a.m. and p.m.
OR now and later.

Hints for Success

- Use dispatch in getting the class to work. Avoid unnecessary talking.
- Write directions in lesson plans neatly on the board. This will be a great help in the orderly beginning of the day's work.
- Be ready when the bell rings to supervise the passing in and out of the room, caring for coats/backpacks/lunches, and getting settled in seats.

Hints for Success (continued)



- Be an informed substitute. Know the school rules and the classroom rules.
- Introduce yourself briefly to the class, tell them a little about yourself-- what and where you have taught. Participate in the sharing of current events, news.

Hints for Success (continued)

- Take firm control of the class from the beginning. Physical punishment, sarcasm, ridicule, or hasty decisions are not accepted ways of student control. Reports by a principal of this type of action will result in your being removed from the substitute list. Use positive rather than negative requests and suggestions.
- Expect respect and cooperation. Be respectful of student opinions.

Hints for Success (continued)

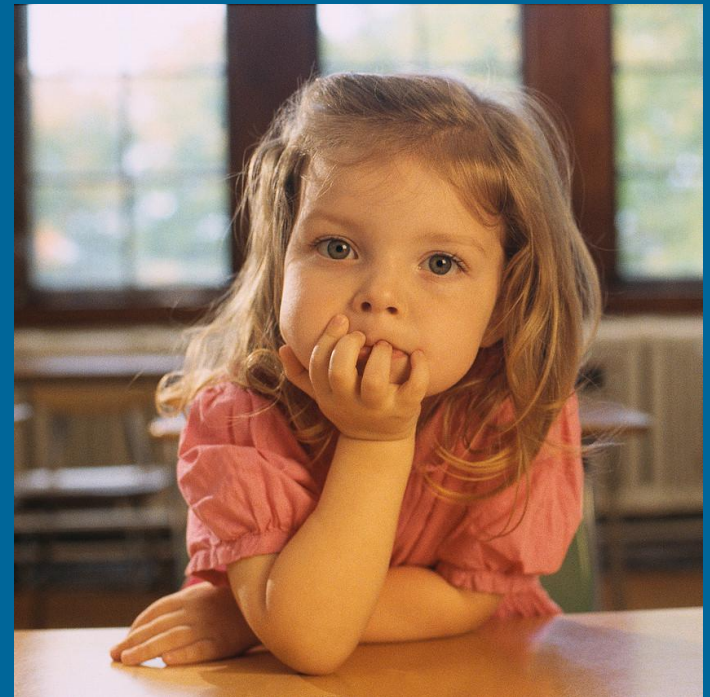
- Have a positive, enthusiastic attitude toward the assignment.
- Work habits and general classroom control should be maintained so that continuity in learning will take place.
- Good teaching is the best preventative for disorder. Have clear and definite directions for lessons and for passing/collecting papers. Fairness and careful follow-through are invaluable in maintaining good order.

Suggestions for Maintaining Standards

- Positive requests and suggestions, consistency, encouragement, and praise are far more effective in controlling children than a negative, sarcastic approach.
- The teacher's own behavior, his/her courtesy, fairness, and interest in the work will all contribute to a well-controlled classroom.

Suggestions for Maintaining Standards (continued)

- Physical conditions in a room may affect the behavior of students. Watch ventilation, temperature, and light. Keep the room neat and orderly. Supervise students closely.



Helpful Hints on Discipline

- Act appropriately and sincerely.
- Be consistent, just, and fair. Use a positive approach.
- Encourage good behavior, remain calm, and try to avoid becoming angry.
- Let each student start each day with a clean slate.
- Take away privileges, not educational experiences, from students not following rules.
- Take free time from students to make up time wasted.
- Use common sense to solve problems.

Substitute Teacher Unacceptable Behavior: Classroom and Lesson Plans

- Should NOT show an unauthorized movie instead of following the structured lesson plans.
- Should NOT make use of laptop or Bluetooth during instructional time for personal use.
- Should NOT use profanity in the workplace.
- Should NOT have unauthorized visitors.

Classroom Organization and Lesson Plans

Scenario 1

- Substitute teacher was scheduled for after-school bus duty.
- It is still school contact time. Substitute teacher had an after-school class at CSUS and had to leave 10 minutes early. Substitute was aware of after-school bus duty. What do you do?

Classroom Organization and Lesson Plans (continued)

Scenario 2

- The intrusion alarm and fire drill goes off while you are teaching a lesson. A school-wide message was announced by the Principal, “Mrs. Strong is on campus.”
- What do you do besides panic? Explain the procedures.

Classroom Organization and Lesson Plans (continued)

Scenario 3

- A student is defiant, and you repeatedly told her to stop banging her head on the table. While you are calling the office, she takes your scissors and begins to attack another student.
- What do you do? Explain your steps.

■ Expectations of Substitute Teacher From Various Perspectives of:

-- Administrator/Principal

-- Regular Teacher

--Student

--Substitute Teacher

--Should Expect the Principal to...

--Should Expect to Find in Classroom ...

The Principal Expects the Substitute to . . .

- Arrive at least 15 minutes before the first class is scheduled to convene and remain at least 15 minutes after the last class has been dismissed, or the end of the preparation period.
- Report to the Main Office immediately upon arrival.



The Principal Expects the Substitute to . . . (continued)

- Sign or initial the teacher's attendance sheet as instructed by the School Office Manager or Principal.
- Ask how to contact the Main Office from the classroom.
- Check schedules for possible duties-- lunchroom, yard, hall.
- Check mailbox for information.
- Ask questions when help is needed.

The Principal Expects the Substitute to . . . (continued)

- Report at the end of the day to inquire if services will be required the following day.
- Be prompt when assigned to yard or lunchroom supervision and remain on the assignment until relieved by the next teacher.
- Be familiar with and follow emergency drill procedures.

The Principal Expects the Substitute to . . . (continued)

- Abide by the routine of the regular program. If lesson plans in the plan book cannot be followed, then please contact the School Office Manager or Principal.
- Organize and label completed work. These papers are to be left in the teacher's box with appropriate explanation.

The Principal Expects the Substitute to . . . (continued)

- Leave a note explaining progress made, work completed, work unfinished, special assignments, and other items of importance.
- Leave room neat and in order.

The Classroom Teacher Expects the Substitute to . . .

- Keep an accurate record of attendance.
- Follow the regular plan as closely as possible.
- Check all papers and workbooks that the students have done. Use teacher's manuals to execute lesson plans. Maintain a neat, orderly, attractive environment.

The Classroom Teacher Expects the Substitute to . . . (continued)



- Leave a statement of the work covered, together with any comment about special difficulty or outstanding cooperation, work completed, and work unfinished.

The Students Expect the Substitute to . . .

- Acquaint them with his/her name so that he/she can be addressed quickly. Writing it on the board is sound procedure.
- Make use of a seating chart; call each student by name.
- Carry on assigned daily program.
- Be familiar with the subject matter to be taught in order to proceed with definiteness and confidence.

The Students Expect the Substitute to . . . (continued)

- Be fair, friendly, firm, patient, and display a sense of humor.
- Be ethical in handling or discussing student-teacher-parent relationships which have been established by the teacher.



The Substitute Should Expect the Principal to . . .

- Discuss unusual problems in the room. Explain events, changes in routine and program--assemblies, fire drills, etc.
- Introduce substitute to the class and to the other teachers, if possible, especially if it is a substitute's first experience in the building.

The Substitute Should Expect the Principal to . . . (continued)

- Check the regular teacher's plans to ascertain if scheduled equipment is ready or required.
- Inform substitute how to obtain supplies and/or equipment.

The Substitute Should Expect to Find in the Classroom . . .

- Well-organized, well-outlined lesson plans for the day or for the time the teacher expects to be absent. These will include yard duty and other responsibilities.
- A list indicating the names of several students who are leaders and can help the substitute.

The Substitute Should Expect to Find in the Classroom . . . (continued)

- The daily time schedule showing recesses or passing times, noon period, pull-out program schedules, and dismissal time.
- Up-to-date, easy-to-read seating charts.
- Club and committee names.
- Courses of study and guides on desk.

- Sign-In Sheet
- Training Evaluation Survey
- Comments
- Closing Statements

Comments and Closing Statements

- Be sure all have signed the Sign-In Sheet.
- Please complete and turn in the Training Evaluation Survey as your input, suggestions, and comments are important and crucial to developing future training events in which to support our teachers and students.
- Pick up your Certificate of Completion as you leave today.

Comments and Closing Statements

(continued)

- Questions?
- Closing Statements
- A special thank you to all those that contributed to making this Substitute Teacher Training a success: HR staff, guest speakers, SCTA, and our valuable substitute teachers.



**Dedicated to the achievement growth
of all of our students in SCUSD!**

Attachments

- No Child Left Behind Act: Highly Qualified Timelines: Teachers/Paraprofessionals
- No Child Left Behind Act: Certificated Highly Qualified Teacher Designation
- Internet: Human Resource Services Employment Page (Welcome to HRS!)
- PSL-F059 Substitute Profile Sheet
- Frequently Asked Questions/Substitute Office
- PSL-F100 Substitute Teacher Evaluation Forms
- Daily Rate Form
- School/Department Assignments by Team
- Health Services Form 5A

Include in Training Packet

- PSL-F210 Training Evaluation Survey, Slides/Notes, Attachments
- ## Table
- Sign-in Sheets and Certificates