

DRAFT

Substitute Teacher Handbook

02/15/2013

ALABAMA EDUCATION ASSOCIATION

ASSOCIATION OF
CLASSROOM TEACHERS



Prepared by the
Alabama Education Association
Dr. Tyna D. Davis, Manager
Education Policy & Professional
Practice Division

In Partnership With the
Alabama State Department
of Education

TABLE OF CONTENTS

Acknowledgment.. 3

Introduction 4

Becoming a Substitute in Alabama 5

A. Required Training, Qualifications, and Education..... 5

B. Licensure, Credentials, or Certification 5

C. Salary Expectations 5

D. Two Types of Substitute Teachers..... 6

 1. Emergency or Short-Term 6

 2. Regular, Licensed, Certified, Long-Term 6

 3. Substitutes Becoming Full-Time Teachers 6

Standards of Conduct, Professionalism, and Ethics..... 6

A, Standards of Conduct..... 6

B, Professionalism in Behavior 7

C, Professionalism in Attire..... 7

D, The Alabama Code of Ethics for Educators 8

Successful Substitute Teaching Is.. 10

A. Expectations of the School System..... 10

B. Expectations of the Substitute Teacher..... 11

A Recommended Daily Schedule and Checklist for the Substitute Teacher 12

Classroom Management..... 13

A. Critical Classroom Management Times 14

B. Classroom Management Techniques 15

Crisis Management..... 16

A. Handling Classroom Conflicts 17

B. Tips At A Glance..... 18

C. What Do You Do If...? 19

D. Response to a Crisis 20

E. Handling Accidents, Illnesses, and Injuries..... 21

Checklist for Substitute Teachers 23

Resources 26

A. Maintaining Classroom Discipline..... 27

B. Discipline: The LEAST Approach..... [ZZU9](#)

C. Major Functions of Teaching 30

Substitute Folder 31

A. Substitute's Class Roll.....: 32

B. Frequently Asked Questions by Substitute Teachers 33

C. The Substitute's Daily Journal 34

Resources for the Substitute Teacher on the World Wide Web.....**37**

Books with the Substitute Teacher in Mind.....**38**

Appendix...39

A. AEA Substitute Teacher Membership.....40

B. Benefits of Membership.....41

C. AEA Member Benefits.....42



Acknowledgments

The Alabama Education Association has prepared the *Substitute Teacher Handbook* to provide full-time and substitute teachers with the most essential information and strategies that may be implemented to ensure that classrooms run smoothly when full-time teachers are absent. It is our hope that this handbook will be used by all full-time and substitute teachers in their efforts to achieve that goal.

A special thank you is extended to Dr. Paul R. Hubbert and Dr. Joe L. Reed for their commitment and the new Executive Secretary Dr. Henry Mabry and Associate Executive Secretary Dr. Gregory Graves for their continued commitment to the Association of Classroom Teachers. A special thank you is also extended to the Alabama State Department of Education for partnering with the Alabama Education Association. A special thank you is given to Dr. Tommy Bice, State Superintendent of Education, for his steady and capable leadership and for his commitment to continuing the collaboration journey along with the Alabama Education Association to transform education in our state. The Alabama State Board of Education is also commended for its support of this worthy initiative. The Association of Classroom Teachers is due accolades for executing the mandate of the AEA Delegate Assembly Resolution 10-37, *Substitute Teacher Training*, which stated that *"AEA shall work in conjunction with the Alabama State Department of Education (ALSDB) and local education associations (LEAs) to develop uniform guidelines and training for substitutes who are not certified teachers"* Special thanks to the Association of Classroom Teachers under the leadership of President Sheila Hocutt Remington for the association's commitment to excellence in education through its support of this worthwhile project. A special thank you is extended to cadre members of the Alabama Association of Classroom Teachers, Brenda DeRamus-Coleman, Bonita English, Chasidy Miroff, Deborah C. Thomas, and Bettye Todd, who shared their expertise in the formulation of this handbook. A very special thank you is offered to Susan Fant and Susan Helms for their extraordinary effort and work in the development of this handbook.

The content and technical expertise of Deborah C. Thomas and Brenda DeRamus-Coleman was invaluable as they served as consultants in the development of this handbook. Their diligence in the compilation of materials, research of trends for substitute teaching, and technical writing have molded the *Substitute Teacher Handbook* as a document to support teaching and learning in Alabama's classrooms.

Undergirding this work is the Education Policy and Professional Practice Division's commitment to assuring that high-quality professional growth opportunities and resources are provided for all members. Thanks to Pamela Fossett and Kynasha Brown for facilitating the process of creation, compilation, and organization of this handbook. The timely development of this handbook was made possible by the steady leadership and expert guidance of Tyna D. Davis, Manager of the Education Policy and Professional Practice Division.

Introduction

This handbook was developed to ensure that a substitute teacher is equipped with the information and tools to be successful. The Alabama Education Association and the Association of Classroom Teachers are committed to providing the support needed for successful substitute teaching experiences. The service provided by substitute teachers to the children and teachers of local school districts is extremely important. Students must continue to learn, even when the regular teacher is absent. The services of well-prepared, responsible substitute teachers are essential to meeting the educational needs of all students.

In becoming a substitute teacher in Alabama, one must remain flexible in availability because substitute teachers are needed not only for teachers taking sick or personal leave, but also on days when teachers are taking advantage of professional development opportunities. There are many benefits of substitute teaching. As Alabama continues to hire teachers to meet growth in population or through attrition, there will become a greater demand for qualified substitute teachers. Individuals may obtain an affinity for the job and gauge whether or not it is something of interest to pursue as a career. Also, most states do not require a Bachelor's Degree in order to become a substitute, so it is possible to substitute while continuing one's education toward a four-year degree.

The Alabama Education Association and the Association of Classroom Teachers know that substitute teachers are valuable members of the education family and that the service provided to the students and teachers of local school districts is extremely important. Students must continue to learn even when the regular teacher is absent. The services of well-prepared, responsible substitute teachers are essential to meet the educational needs of the students served.

Local school districts expect and depend upon substitutes to honor times that have been confirmed for work. Therefore, if substitutes become unavailable for a period of time, they should notify their hiring districts) so that valuable time will not be lost trying to make contact for filling substitute positions.

Note to the Substitute;

Most of all—have fun and enjoy the assignment! If after you have substituted for awhile you find that you dread to hear the telephone ring, this may not be the job for you. But, if you are all charged up by the idea that you could be stepping into a new classroom never really knowing what you might find, but loving the challenge, you could be on your way to being a successful and confident substitute teacher.

Becoming a Substitute Teacher in Alabama

Required Training, Qualifications, and Education

According to the *Alabama Administrative Code, 290-3-2-.32, Substitute Teacher License*:

1. **Requirements.** The Substitute Teacher License, which is valid for five years and is renewable, shall be issued only when all of the following requirements have been met:
 - a. A recommendation on Form SUB from a superintendent or administrator who wishes to employ the applicant as a substitute teacher.
 - b. Official transcript(s) or copy of a diploma verifying graduation from high school or completion of the equivalent of a high school program. Required documentation shall be kept on file by the employing superintendent or administrator. A certificate of attendance shall not meet this requirement.
 - c. A criminal history background check as required by the *Alabama Child Protection Act of 1999* as amended, and Rule 290-3-2-.02(9).
2. **Restriction.** A Substitute Teacher License may not be used as the basis for employment as a regular, full-time teacher.
3. **Valid Period.** The valid period of the license shall be five scholastic years. It may be reissued by following the same procedure used in issuing the initial Substitute Teacher License.
4. **Portability.** An individual who holds a valid Substitute Teacher License may be employed in any Alabama public or nonpublic school.

After state requirements are met, substitute teachers should check with their Local Education Agency (LEA) for any other local requirements.

License, Credentials, or Certification

Potential substitute teachers are required to submit certain documentation before being hired as a substitute teacher in Alabama. They include, but are not limited to, the following: filing an initial Substitute Teacher Application through a local school system/district with the \$30.00 application fee, completion and submission of the Alabama Substitute Teacher License form, and successful completion of any substitute teaching seminar or training at the local school system/district level.

Salary Expectations

- . The average substitute teacher salary in Alabama is funded mostly through the legislature. Additional funding is sometimes provided by local boards of education. (In Alabama, the salary range for substitutes is between \$35.00 and \$100, depending upon the local school district.)

Two Types of Substitute Teachers

Substitute teacher requirements vary from district to district in Alabama. One should always check with a local school district for its specific requirements.

Emergency or short-term substitute teachers are designed to provide brief coverage for teacher absences. In Alabama, this does not require an associate's degree from a postsecondary institution or a baccalaureate degree.

Regular, licensed, certified or long-term substitute teachers are those who make a career out of filling in for regular teachers that need leave time. These positions usually require a candidate to complete some kind of credential or certification program that can include a Bachelor's degree with certification in education. Those interested in this career path should check with the local hiring district for specific regulations and requirements.

Substitutes Becoming Full-time Teachers

Once a substitute has spent some time in a classroom, he or she may decide to become a teacher full-time. If his or her license is a short-term or emergency type and the substitute did not complete the state's education curriculum to receive it, he or she will have to complete state requirements to become a full-time teacher.

Standards of Conduct, Professionalism, and Ethics

Standards of Conduct

The Alabama State Department of Education (ALSDE) is committed to establishing a workforce dedicated to the education of the state's youth and creating an environment conducive to productivity for the benefits of its employees and students. The ALSDE and Local Education Agency (LEA) will recruit and employ highly professional employees who demonstrate ethical behavior on the job and outside the workplace.

All employees hired as substitute teachers are expected to maintain a standard of dress, personal appearance, general decorum, and behavior that reflects positively on their status as employees and as role models for students. The ALSDE and each LEA expect that substitute staff will set examples for students that will serve them well in their own conduct and behavior and that will contribute toward an appropriate instructional atmosphere. It is a condition of employment that those employed by state and local agencies as substitute teachers will perform their duties and comply with all policies and regulations set forth by local school boards and the state school board as well as state and federal laws and regulations.

Professionalism in Behavior

Substitute teachers should always have a back-up plan for routines, procedures, rules, and appropriate instructional activities. They should review and familiarize themselves with the plans left by the regular teacher and look for posted rules, routines, schedules, procedures, seating charts, and a grade-level chair or same-subject teacher on the hall for support. They should stand at the door and greet students as they enter, directing them to put things away properly and to organize their materials and start on any assigned work left by the regular teacher. They will collect any notes sent by parents, guardians, or other teachers. The substitute will introduce himself or herself with a confident, assertive, and pleasant voice. The professional substitute will be positive and treat students with respect and let them know expectations at the beginning of the day or class period. They will be firm, fair, and consistent. They should try to learn the students' names and call them by their names as quickly as possible. They should also establish a signal for transitioning from one activity to the next. Students may forget what is said, but they will never forget how they were made to feel,

A substitute teacher must focus consistently on positive behavior and think prevention. He or she should be aware of potential problem behaviors. A substitute should always address the problem, not the student, when dealing specifically with the negative behavior. The substitute should minimize reactions to difficult situations, trying to stay calm and not speaking or acting in a hurtful way toward students. It is never a good practice to make an example of another student. One should try to speak to disruptive students in private or at least away from other students. Close proximity is a good key behavior. Substitutes should move among students offering assistance and giving reminders as needed. The school day should be structured so that there are time frames provided for transitioning between activities or classes. Make sure to have the attention of all students when instructing, keeping perspective and maintaining a good sense of humor. Substitutes would find it helpful to leave notes about specific actions for the regular teacher, especially with regard to any classroom management issues. If there have been no issues, it would help the regular teacher to also know this.

The helpful aspects of substituting would be to follow these guidelines: **be consistent; be clear; be fair; and maintain foresight.**

Disclosure of private information is prohibited by the federal *Family Educational Rights and Privacy Act* (FERPA). This includes discipline information, academic, and/or medical conditions. If a substitute has a doubt about what is confidential, it is confidential. A substitute should know that students are not allowed to leave the campus during the school day without the expressed permission of the administration. Also, only a nurse or appropriate health care personnel should administer medication, whether prescription or over-the-counter.

Professionalism in Attire

All employees are expected to dress appropriately for the occasion and their profession. Extreme or ostentatious apparel or appearance is to be avoided. One's personal appearance reflects the attitude and interest in employment. Neatness, cleanliness, and a pleasant manner are always appropriate and important when setting the proper example for children or exhibiting professionalism. Substitutes should address questions regarding the appropriateness of attire with the immediate supervisor. Adults who dress professionally receive more respect from students than those who dress too casually.

Every school district has a different dress code. If a substitute is in doubt about what to wear, the following tips will come in handy.

1. Always dress **professionally**. Do not wear blue jeans on the first day. A nice pair of black or khaki pants with a nice shirt, blouse, or polo shirt is always appropriate.
2. No matter what everyone else is wearing, make sure that shirts or blouses are **not too low cut or revealing**. Working with students means that substitutes may spend a lot of time leaning over student desks to help with work.
3. Substitutes will spend a lot of time standing, sitting, and leaning over to get on a student's level. Wear clothes that are **comfortable**. Do not wear clothes that are too tight or that restrict bending. Make sure that sitting in a chair does not reveal a gap between the bottom of a shirt and the top of pants. Skirt lengths should be long enough to cover thighs when sitting and standing. Wearing clothing that makes one feel confident will make for an easier day. Wearing clothes that makes one feel self-conscious takes away from interaction with students and should be avoided.
4. Being **comfortable** is especially true for **shoes**. Substitutes will be amazed at how much time is spent standing. The wrong pair of shoes may be painful. Never try to break in a new pair of shoes when substituting. Shoes that will last throughout the day (painlessly) should be selected.
5. Never assume that every school has Casual Friday until actually substituting on a Friday. Dress as would be appropriate for any other day of the week until verification is met for casual days.
6. Always bring a **jacket**. Different facilities operate at different air-conditioning levels and temperatures vary greatly. It may be too hot in the winter, yet too cold in the summer. Once at a school or classroom, the substitute is there for the day and needs to feel comfortable for the whole time.

These guidelines should be used in compliance with any dress code. Women should wear appropriate length skirts or slacks, tops with adequate coverage, and comfortable shoes. Men should wear a collared shirt, slacks, and comfortable shoes. Athletic apparel is only appropriate when substituting in a physical education class.

The Alabama Code of Ethics for Educators

Substitute teachers along with regularly assigned teachers are expected to provide an environment that is conducive to learning for every child every day. The *Alabama Educator Code of Ethics* defines nine standards for ethical and standard behavior for teachers. The standards are listed below.

Standard 1-Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Standard 2-Truhsvorthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Standard 3 - Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Standard 4 - Teacher/Student Relationship

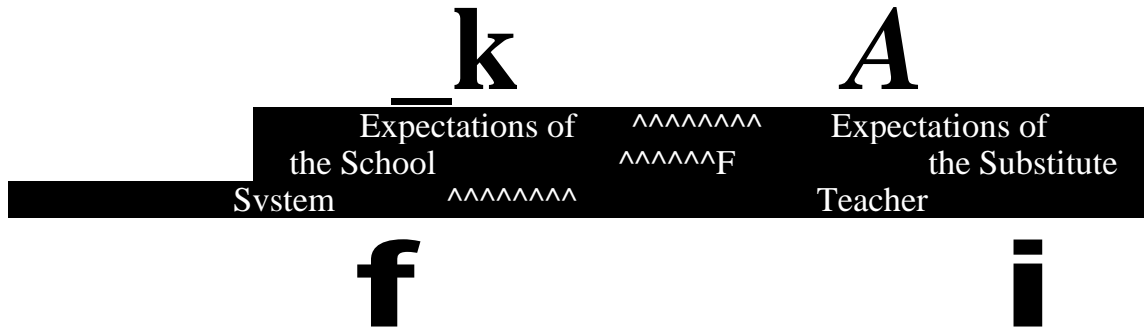
Expectations of the Substitute Teacher

As an employee of the school system, the following expectations of the substitute teacher are warranted.

1. A friendly welcome, policies, and procedures of the school system; expectations for the specific assignment with the established schedule; and directions to the classroom should be provided the substitute teacher upon arrival.
2. The provision of a lead teacher on the assigned hallway and/or a teacher in the same subject area for the day's assignment provide a support system for the success of the substitute teacher and should be implemented for the purpose of teaching, learning, and a safe learning environment.
3. A follow-up visit from a building administrator scheduled in the morning and the afternoon to ensure smooth operations for the day's assignment is strongly encouraged.
4. The provisions of attendance rosters and a detailed lesson plan(s) for the day's assignment are standard procedures for substitute teaching. (The assigned lead teacher who will provide support to the substitute teacher or the building administrator should assist with the location of the lesson plan, a review of the schedule, and an examination of the classroom layout.)
5. A layout of textbooks, manuals, equipment, and other supplies needed to complete the lesson plan of the day should be provided by the teacher for the substitute teacher.
6. A seating chart is needed for the substitute teacher to correspond with each class.
7. Class rules are expected. (Even if class rules are posted on the classroom wall, the teacher should leave a printed copy for the substitute teacher in addition to the attendance roster and the lesson plan.)
8. Support Support Support

SUCCESSFUL SUBSTITUTE TEACHING IS ... A

TWO-WAY COMMITMENT



Expectations of the School System

Given the qualifications, training, credentials, and code of conduct/professionalism and ethical standards for a substitute, the local school district (also known as the school system or local education agency/LEA) expects the substitute to meet the following conditions.

1. The substitute teacher needs to know how to find the location of the school and to be punctual. (A map of the school can be requested in the principal's office, upon arrival, in order to locate the classroom.)
2. The substitute teacher needs to be punctual and is required to stay at the school for the full assignment unless there is an extenuating circumstance that prompts an approved release by the principal.
3. The substitute teacher *is* required to dress professionally and appropriately for the assignment.
4. The substitute teacher is expected to follow the guidelines for classroom management, attire, and ethics. (Substitute teachers should not leave students unattended at any time.)
5. The teacher's routine and lesson plan are expected to be followed by the substitute teacher.
6. The substitute teacher should refrain from eating food and drinking beverages in the classroom during classroom time.
7. The substitute teacher is expected to have technical skills for maintaining discipline,
8. It is expected that cell phones and computers for personal business will not be used by the substitute teacher during scheduled classes.
9. A request for assistance is expected from the substitute teacher when lesson plans are not understood, accidents occur, or student behavior is not manageable.
10. An evaluation of the day's assignment is expected in order to build upon success and to correct undesirable conditions.