



## **SUBSTITUTE TEACHER RESPONSIBILITIES AND EXPECTATIONS**

- Arrive and check in by designated time.
- Report directly to the main office. A substitute folder will be given to you along with a time sheet. Become familiar with the rules and regulations for Crisis Management and fire/disaster drills.
- Note if there are any duties related to homeroom, lunchroom, playground or other activities in which you are expected to participate.
- Follow the teacher's lesson plans. If you are unable to locate plans, please contact the main office immediately.
- Record and submit student attendance and lunch count according to directions.
- Follow the set discipline procedures as listed in the building and classroom substitute folders. Any child showing symptoms of a disease or illness should report to the nurse's office.
- Report all accidents to the nurse or in the school office.
- Be responsible for all school equipment while on duty. Report any damaged or broken school property to the main office.
- Complete Substitute Feedback Form and place with teacher notes before leaving.
- A substitute teacher, while on duty, is subject to the same rules and regulations as D87 teachers and is considered to be a member of the teaching staff.
- Substitute teachers are expected to maintain professionalism in all interactions with students and staff while in D87 schools.
- Leave the classroom in order, close windows, lock the classroom door, and return keys to the office.
- Discussions about students should occur only between the substitute and the classroom teacher or the principal.
- Substitutes will be responsible for their own lunches and may purchase them in the cafeteria at the high school and middle schools. To purchase a lunch at the elementary schools, the substitute should add his/her name to the class lunch count.
- Personal Use of Internet, telephones, or other communication devices should only occur during an emergency or during scheduled release time.
- A substitute should not possess any items/books while at school that may be distracting for students.
- Substitutes are expected to maintain their eligibility status on AESOP by documenting unavailable days at least one day in advance. This prevents unnecessary contacts for unfilled openings.
- If you do not substitute at least 3 days in a 6-month period or you do not maintain your eligibility status in a timely fashion, your AESOP account will become inactive. This will enable the district to maintain an accurate and up-to-date substitute list.



## **CLASSROOM MANAGEMENT SUGGESTIONS**

- The initial impression of the substitute teacher is a key factor in successful classroom management. Self-confidence, self-knowledge, resilience, initiative, and resourcefulness are some necessary prerequisites.
- Plan to arrive early enough so that you have time to review the lesson plans and notes for the day.
- As a substitute, you can help set the stage for a successful experience by being prompt, neat, patient, honest, flexible, enthusiastic, and accepting.
- Discipline is based on mutual understanding through honest, open communication.
- Review the day's schedule and become familiar with related activities. When the students arrive, introduce yourself and write your name on the board. Try to call students by their names by using a seating chart or name tags.
- Teach what the teacher planned and keep students busy with that subject matter for the entire period scheduled. If you do not understand the notes/plans left by the teacher, please contact a "buddy" teacher for further information.
- If discipline problems arise which you are unable to manage, contact an administrator immediately for assistance.
- No matter how well-managed the classroom, problems with which you need assistance may occur. When these accidents, illnesses, the need to administer medication, or any other emergencies arise, immediately contact the office.
- Good communication between you and the D87 teacher is essential to the students' continuity of learning. Please provide the D87 teacher with a summary of each day's accomplishments on the given form.



## **RESPONSIBILITIES OF THE PRINCIPAL OR DESIGNEE**

- Provide the substitute a folder with instructions.
- Direct the substitute to the room and encourage him/her to immediately locate the lesson plans, seating chart, etc.
- Inform substitute of any special school plans for the day – assemblies, trips, activities, events, etc.
- Provide room keys, if needed.
- Provide the Internet access log in and password, if needed.
- Provide a building map.
- Acquaint new substitute teachers with the location of the cafeteria, teacher's lunchroom, and other facilities.
- Invite the substitute to have lunch with D87 staff.
- Introduce a new substitute to a “buddy” teacher in a nearby room and ask that he/she offer assistance.

## **WHAT THE SUBSTITUTE TEACHER MAY EXPECT OF THE SCHOOL**

The substitute teacher may reasonably expect the school to:

- Provide a substitute folder listing procedures to be followed.
- Receive reasonable support from administration and staff in the fulfillment of substitute duties.
- Ensure the substitute is made welcome to the school, knows where the teacher facilities are located, and is aware of the basic rules and organization of the school.
- Monitor the classroom to ensure that positive and orderly learning is taking place.
- Inform the substitute directly if that person is not fulfilling the role of the substitute teacher.
- Provide feedback to a substitute when less than favorable assessments are received.



## **RESPONSIBILITIES AND EXPECTATIONS OF THE District 87 TEACHER**

Leave a substitute packet containing the following procedural information listed:

- Daily and weekly lesson plans on the desk or with the instructional department head.
- Teacher's manuals, seatwork, tests and other instructional materials in one accessible location.
- Up-to-date seating chart with photos if possible, including name tags for elementary students.
- Evacuation (Fire) and Shelter in Place (tornado) drill procedures.
- Daily and weekly schedule, indicating any duty responsibilities, and including PE, music, and Library Media Center times, if applicable.
- Statement regarding any special or assigned duties the substitute will have and indicate planning time(s) along with suggested tasks for completion during this time.
- Expectations for classroom, playground, building, restroom, hallway, library, etc. (PBIS Matrix).
- Procedures for lunch program – count, time, etc.
- Steps to take in case of injury and location of first aid supplies.
- Location of materials and supplies.
- Items of recent information pertaining to students in the substitute packet.
- Names of students in each reading or other subject area grouping (elementary and middle school).
- Lists of students who leave classes for various activities (i.e. band, strings, reading, and speech).
- Lists of dismissal plans for all students.
- Names of students who may give reliable assistance to the substitute.
- Names of students who may need special attention (i.e. health problems, directions repeated, reminders, etc...).
- Provide information relative to activities scheduled with other teachers.
- Prepare students to work cooperatively with the substitute.
- Complete a "Substitute Teacher Assessment Form" on AESOP when a substitute displays exemplary work or is ineffective. The principal should be emailed when this form is needed or desired.
- Refrain from criticizing the substitute or his/her work with students and other personnel.

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Refrain from criticizing the substitute on his/her work with students and other personnel.