

Substitute Teacher Handbook



Maypearl I.S.D.

Introduction

We welcome you as an important member of the Maypearl Independent School District substitute teaching faculty. Your service is particularly important because you often become a substitute on short notice. We understand that your regular plans for the day must be changed or canceled abruptly and that you have little time to prepare.

This handbook will provide you with information that will clarify policies and procedures while enabling you to be more comfortable and effective in the classroom. From time to time, please review this information so that you might give your best to the students.

You can provide the greatest service by maintaining the continuity of regularly scheduled learning activities in the classroom. This will lessen the task of “catching up” when the regular teacher returns. Do not be concerned with the possible necessity of some reteaching when the teacher returns. Reteaching is an instructional strategy and receiving two viewpoints on the same topic is a valuable contribution to student learning.

You represent a dedicated core of substitute teachers whose desire is to provide students with a quality educational experience. Please do not hesitate to contact the building principal if you have any concerns regarding your role as a substitute teacher in the district.

We are indeed grateful for your services for the students of Maypearl ISD.

Ritchie Bowling, Superintendent
Kathy DeGeest, Primary School Principal
Cristin Votaw, Elementary Principal
Brandi Beckham, Elementary Assistant Principal
Lee Joffre, Middle School Principal
Andria Bone, Middle School Assistant Principal
Eric Janszen, High School Principal
Kathryn Southard, High School Assistant Principal

Instructions for Substitute Teachers

Applications and Qualifications

In order to become part of the substitute teaching system, you will need to apply through the Teacher Job Network. A link is located on the Maypearl ISD website at <http://maypearlisd.org> under the employment tab at the Teacher Job Network link. Approved substitutes shall have the following on file at the central office:

- Completed application
- Drivers License
- Social Security Card (The name on your social security card is considered your legal name and will be used on all documents.)
- High school transcript and/or diploma or GED documentation
- College transcript
- Texas Teaching Certificate
- Completed After Hire Packet
- Fingerprint Receipt
- Contact the administration office if you have a change in your name, phone number, address or if you are no longer available to substitute

No person will be hired as a substitute teacher that does not have a high school diploma or the equivalent. All applicants must attend a district lead substitute orientation, complete all paperwork, provide all required documents and have completed the fingerprint process. After all, requirements have been met, you will be added to the approved sub-list and receive a “Welcome Letter” containing your Aesop login information. You should receive your welcome letter in about two weeks.

Pay Information

Daily Rates

Non-certified substitute: \$80.00/day

Certified substitute: \$90.00/day

Long-Term Substitutes

Long-term substitution refers to a situation in which a person substitutes for the same classroom teacher in the same classroom assignment for more than thirty (30) consecutive days. Long-term substitutes are involved in planning for instruction and evaluation of students. They are expected to attend faculty meetings, in-services and staff development meetings, as well as other responsibilities assigned to permanently employed teachers.

The following provisions apply to those substitutes engaged in a long-term assignment:

- Work thirty (30) consecutive days; long-term status begins on the **thirty-first (31) day**.
- Pay as a long-term substitute is not retroactive to day one of the assignment.
- Rate: Non-certified substitute -- \$80.00/day
- Certified substitute -- \$90.00/day

Additional provisions include the following

- Time absent is without pay, long-term status and rate of pay are uninterrupted if returning to the same position.

Paraprofessional Substitutes

There is no "long-term" substitution for paraprofessionals.

Payroll

Time is reported to the payroll department on the 15th of each month and substitute teacher's pay is direct-deposited on the 27th of each month.

Fingerprinting

The State Board of Education has mandated through Senate Bill 9 that all substitutes must be fingerprinted. Maypearl ISD will provide a FastPass (fingerprinting form) to all substitutes that need to be fingerprinted. Substitutes are responsible for making an appointment to be fingerprinted. The FastPass and a photo ID are required at the appointment. The completed Fastpass is your receipt and a copy should be provided to the business office. The charge for fingerprinting is approximately \$50.

Substitute Assignment

Maypearl ISD uses the Frontline automated subsystem. Helpful resources for Frontline can be found at <https://help.frontlineeducation.com/>. Click "Absence Management" and scroll to find "Substitute Resources". Please contact the district's business office if you need additional assistance.

If school is delayed or closed, you will receive a call from the Maypearl ISD automated calling system containing the schedule for that day. Also, all television and radio stations in the Dallas/Fort Worth area will broadcast the delay/closing information.

General Instructions/Guidelines

The following guidelines will be helpful upon accepting a substitute assignment. You will receive further information concerning your assignment and campus regulations once you report to specified campus.

Personal Substitute Expectations and Responsibilities

- ❖ Become acquainted with this handbook, as well as student and employee handbooks. Student and employee handbooks are available on the district's website.
- ❖ Help with supervision in the halls and other areas of the building.
- ❖ Report serious accidents or illness to the principal or nurse immediately.
- ❖ Long terms subs should attend all faculty, grade level or departmental meetings unless the principal instructs otherwise.
- ❖ Consult the campus principal if you have an issue concerning a student, teacher or school program.
- ❖ If there is a time in the day when you don't have students and aren't preparing for the next class, go to the office to help out.
- ❖ Cell phone use must be kept to a minimum and used only during conference and lunch times.
- ❖ Remember that confidential information about students or teachers **MUST** remain confidential.
- ❖ Never speak negatively about other campuses as you substitute throughout the district.

PRIOR to Assigned Substitute Day:

- ❖ By virtue of your request to be placed on the list of substitute teachers, you have made a commitment to teach when you are called. School officials understand that it is not always possible to comply with a request to substitute, but we would ask that you always make a good faith effort to accept substitute jobs.
- ❖ When you receive a call for a substitute assignment, please be certain that you (a) write down the date and time you are to report to substitute, (b) record what campus and what teacher you are to report for, (c) report to the principal's office or secretary to receive further assignment instructions on the date you are to substitute. Please report to the office of the campus where you substitute about 30 minutes prior to the start of the assigned class to sign in and receive any special instructions. After you go to the classroom you can get acquainted with the teachers and staff in nearby classrooms. If you need any materials or equipment to carry out the planned activities or assignments, they will be able to help you. Campuses may rearrange subs/staff to best suit the students' needs.
- ❖ If you are assigned a whole day, you are expected to be on duty the **entire day** and perform all classroom and extra duties (bus, lunch or hall duty) of the regular teacher, unless otherwise requested by the school's administrative staff. If the conference period is the first or last period of the day, you should be present the entire day.

DURING your Assigned Substitute Day:

Organizational Responsibilities

- ❖ When taking attendance use the attendance sheets provided by the office or left by the teacher, please highlight students that are absent, then sign your full name and date. Return the sheets to the office immediately. If you need to write any additional explanation for any reason, do so on a separate sheet of paper and attach to the attendance sheet. Tardy admits may be attached as well.
- ❖ Computer login information can be found with the campus secretary only if teacher has left an assignment needing technology.
- ❖ A seating chart may be provided and can be used to identify students. Familiarize yourself with recess, lunch, computer, art, music and PE times and the schedule and routine of the class.

Academic Expectations and Responsibilities

- ❖ **The lesson plans provided by the regular teacher should be followed as closely as possible and the regular class routine should be maintained.** The teacher may leave lesson plans or special instructions on Aesop. In the event there are no lesson plans available, a substitute must assume the responsibility of conducting an educationally meaningful activity using their own resources. Neighboring teachers will be a great help with this. Please leave a note for the teacher, relating how much of the lesson plan you were able to accomplish and list any special problems you may have had during the day.
- ❖ Grade assignments and/or tests only if you are requested to do so and if a key is provided and only if you have extra time. Unless requested by the regular teacher, do not assign extra written work and leave it to be graded. Written work, which is assigned beyond the lesson plans of the regular teacher, should be graded and left for review by the teacher.
- ❖ If asked to administer a specialized test, spend extra time going over the instructions. Only certified teachers may administer these tests.

Classroom Management Responsibilities

- ❖ Welcome the students at the class door when they arrive and start the day out quickly, firmly and concisely. Be pleasant. Appear confident. Let the students know that “anything doesn’t go.” The substitute’s first words and actions usually go a long way to set the day’s discipline.
- ❖ Accept the responsibility for helping to create and maintain cordial relationships between teachers, students, the school and community. Your role as a substitute is professional, even though you may not be the regular classroom teacher.
- ❖ Be enthusiastic and positive- students mirror your attitude.
- ❖ Motivate your students. Relate to them as a person. Incorporate your experiences.
- ❖ Keep activities moving. Praise students for making an honest effort to complete all assignments that are given.
- ❖ Involve students who are not interested. Try to find ways to motivate them. Should a student refuse to become involved, don’t force the issue. Let him/her observe quietly.
- ❖ Go to the students when they need help. This avoids confusion and needless commotion.
- ❖ Encourage student direction. Enlist student advice in a structured way.
- ❖ Be flexible. Teaching demands flexibility. Substitute teaching demands flexibility plus. Strive to be fair to all students.
- ❖ Be sensitive to the mood of the class if a special situation exists.
- ❖ Keep notes, bulletins and other classroom communications for the classroom teacher.
- ❖ Monitor students’ work, work-stations (i.e. computer, tablet, etc.), and conversations to ensure they are completing all given tasks in a timely manner.

Discipline Management Expectations and Responsibilities

Maintain good discipline. Avoid yelling or showing anger. This tends to escalate the problem.

Proper discipline, or classroom order, is a prerequisite to good teaching. Be firm, business-like and command respect. Model ideal behavior.

- ❖ If your best efforts to redirect the student have been unsuccessful, utilize your neighbor teacher to assist in regaining the classroom.
- ❖ Every reasonable effort should be made by the substitute teacher in attempting to solve problems before they are referred to the front office or principal.
- ❖ If there is a discipline problem that gets extremely out of control, call the office immediately. There are phones in most classrooms.

Safety Expectations and Responsibilities

See powerpoint



- ❖ **Locate Severe Weather and Fire Evacuation Plans**

At the END of your Substitute Assignment

- ❖ At the end of the day, leave the regular teacher a note of what was accomplished and what needs to be completed. Include any positive comments of your day.
- ❖ Complete whatever reports are requested, both for the teacher and the school office.
- ❖ Turn in all money collected to the office, with detailed notes concerning who turned in the money and why.
- ❖ Before leaving at the end of the day, report to the principal's office to let them know you are leaving for the day.

Substitutes who fail to comply with these requirements may be permanently removed from the "Approved Substitute List".

General Policies

Release of Children

Any outsider who comes to the classroom for information about a child or who comes to the classroom asking that a child be released from school must be directed to the principal's office. **In any event, children are not to be released from the classroom without official notice in writing or a phone call to the room from the building principal or office personnel during school hours.**

Regular school hours for students are as follows:

Maypearl Primary	PreK - 1st grade	7:55 to 3:25
Maypearl Elementary	2nd - 5 th grade	7:55 to 3:25
Maypearl Middle School	6 th - 8 th grade	7:55 to 3:35
Maypearl High School	9 th - 12 th grade	7:55 to 3:35

School hours for substitutes will be displayed in the Frontline (Aesop) system. Please make note of the hours for each particular teacher as times differ from campus to campus and teacher to teacher.

Visitors to the Campus

All visitors to the campus will have a badge created through the Raptor system. The badge will be a copy of their driver's license and will list what school they are signed in with.

Professional Confidence

Substitute teachers are expected to hold in professional confidence any information about the school (students, teachers, parents, and principal) which might be gained while substituting. Do not comment or post any information you gain while subbing on social media. Please respect the privacy of the school district. (FERPA)

School Property

It is expected that the substitute will maintain good order wherever assigned and create such conditions as are conducive to a good learning environment. The regular classroom teacher is legally and morally charged with the school property as well as the welfare of the students, and no less is expected of the substitute teacher.

Substitute Evaluation System-Performance

The teaching performance of substitutes will be observed and evaluated by the building principal. If the principal does not judge the performance to be satisfactory, she will recommend that the substitute teacher's name be removed from the approved list of substitute teachers. All substitutes should be aware that if the Central office receives, in writing, three complaints about the performance of a substitute, he/she would no longer be called for service.

Substitute Dress Code

- Be meticulous about your clothing- clean and well chosen. The dress code is included in the next section of this handbook.
- Avoid the extreme in clothing and make-up; the conservative approach is usually safer.
- Keep yourself well groomed.
- Follow the district's Dress Code for all Maypearl ISD Staff Members (see below).

Dress Code

Policy DH

As educators, our commitment to excellence should be reflected in our appearance. In general, a business casual style is appropriate for professional and paraprofessional employees. Campus administrators will have discretion to make decisions regarding issues not covered by this dress code, and they may allow exceptions to the dress code for certain activities or events. The following guidelines for all professionals and instructional/office assistants have been developed to answer most questions about the district's standards for dress.

Guidelines for Males

Male employees should wear collared shirts, such as polo style, oxford style or dress shirts, turtlenecks or sweaters. Most shirts should be tucked in unless they are designed to be worn un-tucked. Unacceptable types of shirts include T-shirt and sweatshirts (unless allowed by the principal for special occasions or as a Friday spirit shirt). Ties are acceptable but not required.

Dress slacks or business casual (Dockers® style) pants in a fabric other than denim are considered appropriate for the instructional and office settings. A belt should be worn if the pants have belt loops. Sweatpants, wind pants, warm-ups and cargo style pants are not considered appropriate for the instructional and office settings. Shorts, wind pants, or sweatpants should only be worn in P.E. or athletics classes, and coaches should be in professional dress while in the regular classroom.

Jeans are only acceptable on Thursdays if worn with a college shirt, or on Fridays and other days designated by the principal and should be worn with spirit shirts that promote Maypearl ISD, which may include T-shirts and sweatshirts. Jeans worn to work should fit appropriately and not be torn/overly faded or show signs of excessive wear. Men may have neatly groomed mustaches and/or beards. Men may not wear sandals.

Guidelines for Females

Female employees should convey a professional image by being coordinated, modest and appropriate for a business setting. Thin straps (thin being defined as less than 3 inches width) shirts and dresses are only acceptable for the workplace when worn under a jacket or sweater. Tops that are low-cut, excessively tight, or reveal the midriff are not appropriate.

Skirts and dresses should be a professional length, falling within 2 inches of the knee. Capris are appropriate if they extend below the knee. Long shorts, sweatpants, wind pants and warm-ups are not appropriate for the office or instructional setting. Shorts, sweatpants, wind pants and warm-ups should only be worn in P.E. or athletic classes as appropriate, and coaches are to be in professional dress while in the regular classroom.

Jeans are only acceptable on Thursdays if worn with a college shirt or on Fridays and other days designated by the principal and should be worn with spirit shirts that promote Maypearl ISD, which may include

T-shirts and sweatshirts. Jeans worn to work should fit appropriately and not be torn/overly faded or show signs of excessive wear. Excessively tight skirts and pants or low-rise jeans that prevent modesty are not acceptable. Shoes and sandals should have a professional appearance. Casual flip-flops (commonly worn as beachwear) are not appropriate for a school setting.

Guidelines for handling blood and other bodily fluids in schools:

- Wear disposable, waterproof gloves that are supplied by the school nurse for any contact with bodily fluids.
- Dispose of gloves in a plastic bag or lined trash can, secured and disposed of daily.
- Wash hands vigorously for at least 30 seconds with soap and warm running water after disposing of gloves.
- Dry hands thoroughly with paper towels or a blow dryer.
- If gloves are not available, wash your hands and other affected skin for at least 30 seconds with soap and warm running water after direct contact has ended.
- Handle contaminated disposable items (tissues, paper towels and diapers, etc.) with gloves and dispose of these items in the same manner as used gloves.
- Contact the office to request a custodian to clean up body fluids.

Sexual Harassment Information

- ❖ Sexual harassment is a form of sex discrimination that is illegal under Title IX of the Civil Rights Act of 1972 to include students and the educational system.
- ❖ Sexual harassment is a double violation of the student when it takes place and his/her reports are deemed unimportant by the adults they tell. They have been violated once by the harasser and are being violated a second time by reactions that imply that what happened to them is insignificant or the result of something they did to “deserve” it.
- ❖ What is not sexual harassment: flirting or expressions of attraction when there is mutual agreement by all involved that what is happening is not unwanted or offensive.

Who are the victims of sexual harassment?

- ❖ Women/Men
- ❖ Girls/Boys
- ❖ People of the opposite or the same sex as the harasser
- ❖ Anyone who witnesses harassment of another person

Common methods of dealing with sexual harassment:

- ❖ Passive: ignoring the act-most incidents go unreported to school authorities-avoidance, withdrawal, tolerance
- ❖ Assertive: communicate to harasser that words or touch are not acceptable-leave the situation-tell someone-teacher, counselor, nurse, principal, family member-keep telling until someone believes you
- ❖ Aggressive: physical or verbal abuse

Results of sexual harassment:

- ❖ Decline in academic performance
- ❖ Lowered self-esteem
- ❖ Sense of powerlessness, helplessness and vulnerability
- ❖ Confusion and self-blame
- ❖ Fear and anxiety

- ❖ Feeling of isolation from other students
- ❖ Emotional disturbance such as chronic depression
- ❖ Disillusionment
- ❖ Physical illness
- ❖ Development of negative attitudes toward sexual relationships
- ❖ Desire to stop attending school

What should I do?

- ❖ Take all reports of sexual harassment seriously
- ❖ Take immediate steps to protect the child who makes the complaint (i.e. provide a safe place to sit, separate victim from harasser)
- ❖ Report the incident to the principal for disciplinary action

What should I NOT do?

- ❖ Tell the victim to just ignore the harasser
- ❖ Imply that the victim provoked the verbal or physical assault
- ❖ Tell the victim they must provide proof or there is nothing you can do
- ❖ “I didn’t see anything” is not acceptable

Code of Ethics

Substitute teachers are expected to observe the Code of Ethics and Standard Practices for Texas Educators as adopted.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not

restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Substitute Teacher Daily Checklist

Date:		Name:	
Substitute For:			
Lunch Time:		Duty:	

Task	Initials
Report to the office upon arrival 30 minutes early.	
Become familiar with the routine of the school. (bell schedule, teacher schedule, lunch time, teacher duties)	
Locate all materials needed for the day.	
Write your name on the whiteboard.	
Introduce yourself to neighboring teachers.	
Start class on time.	
<u>Follow lesson plans, discipline plan, and teacher requests.</u>	
Fulfill the classroom teacher's extra duties (lunchroom duty, etc.).	
Monitor students' work, work-stations (i.e. computer, tablet, etc.), and conversations to ensure they are completing all given tasks in a timely manner.	
Be enthusiastic and act professionally.	
Leave the room orderly, turn off lights, as well as any AV equipment used.	
Collect appropriate papers.	
Write a detailed report to the classroom teacher.	
Return keys, badges and/or any other items given to you from the front office.	
Avoid criticism of the regular classroom teacher, students, or other staff members.	
Keep confidential matters at school.	

7 CLASSROOM MANAGEMENT SECRETS

FOR SUBSTITUTES

CLASSROOM MANAGEMENT TIPS FOR SUBSTITUTE TEACHERS

1. **Don't ever view yourself as "just the sub."** The students might imagine this is a free day, but that should never be our point of view. We've got to have high expectations and a definite goal of helping these students actually learn something new. If we expect things to go poorly, there's about a 99.999% chance that they will.
Chris C. always starts off by saying, "Your teacher called me because she said you were the best class, and I am the best substitute. That means we have lots of great learning to do."
2. **Always be armed with extra activities.** If the teacher doesn't have an activity to start class, have one ready to go. That will give you time to get adjusted and should provide a less-chaotic start to the class (See the post "[how to start class without the chaos](#)" for more details.) Extra activities are also great in case students finish early and become disruptive.
3. **Learn their names as fast as you can.** Start memorizing their names while you take attendance – the "good" kids as well as the challenging ones. This builds relationships and helps you accurately report problems to the teacher. – Laura T.
4. **Let them know your expectations.** Tell them you are a guest teacher and explain what you want from them. – Patricia D.
5. **Deal with the very first problems.** Explaining your expectations is an important first step, but you've got to follow through. The first time someone is disruptive, you need to kindly say something, even if it's simply, "Natalie, please remember to raise your hand for permission to speak."
6. **Identify a "helpful student" and ask them about procedures.** If possible, ask the teacher ahead of time for the name of a helpful student. If they don't provide one, try to identify one by asking a question about a procedure and seeing who volunteers an answer (and seems trustworthy). When you're not sure how you should handle a procedure, quietly ask that student (when the rest of the class is doing something else), "When do you guys normally take a restroom break?" etc.
7. **Learn & adapt standard classroom management techniques.** Don't fall into the trap of thinking "I can't do that because I'm a sub." Most classroom management techniques work across the board or can be adapted to work for relief teachers.

Need additional assistance? Check out this resource: "From Survive to Thrive"
<http://bit.ly/substitutetips>