

Smart Practices™

Guiding Principles for Substitute Educators

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Unit One



Smart
Start

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UNIT ONE

Welcome to Unit 1, *Smart Start*, where you will begin your journey to enter the important field of education as a substitute teacher or paraprofessional.

As you move through the unit you will learn how important you are to school districts – not only to keep students safe in the absence of the regular teacher but also to make sure that instruction continues in a smooth and continuous manner. Regardless of whether you are a substitute educator by choice, or are seeking to obtain a full-time classroom position, you are very important to our education system. As a substitute educator, you make a difference in the lives of students. And while being a substitute or paraprofessional carries great responsibilities, both you and the students can also reap great rewards.

Before this journey takes you into the classroom; however, you must be properly trained. In this unit you will discover all the important things you need to consider, know and do before you arrive in the classroom. Completion of this unit will lay the groundwork for you to develop all of the essential tools and skills that you will need to be an effective substitute teacher or paraprofessional.

Over the course of this unit, we will discuss the important characteristics of a substitute teacher or paraprofessional, as well as review the ethical, legal and social behavioral requirements related to your role in the classroom. We'll also share guidelines for using technology in your instruction, as well as review principles for preparation, attire, arrival and what to do once you're in the classroom. Finally, we'll review common-sense guidelines and procedures for emergency situations.

This unit contains several lessons and activities, which are appropriate for the substitute teacher working with a permanent or temporary paraprofessional; or the substitute teacher working alone; or for the paraprofessional working with a classroom teacher.

Before we get started with the lessons, we're going to review a few basic concepts:

- Student ages and grades;
- How substitute teachers should work with paraprofessionals;
- And how substitute paraprofessionals should work with classroom teachers.


Introduction to Age Groups

Substitute teachers and paraprofessionals may work with students of all ages. Students are generally broken into three age groups: elementary (or primary) grades are usually kindergarten through fifth or sixth; middle school grades are usually sixth through eighth or ninth; and high school grades are usually ninth or tenth through twelfth. Some school districts may group all elementary and middle school grades together into K-8 schools (K stands for Kindergarten).


The needs and characteristics of each group are very different and important for you to understand. Each group has its challenges and each its rewards and in time you may find that you enjoy working with one group over another.

Introduction to Unit 1


Three Age Groups



Elementary
or Primary
Usually K-5th or 6th



Middle
School
Usually 6th-8th or 9th



High
School
Usually 9th or 10th-12th

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Elementary School Students

Elementary students are usually in a self-contained classroom with one teacher providing instruction in all academic areas. You may work with other teachers, for example art, music, physical education, as well as school staff and paraprofessionals throughout the school day. These students often need a set of classroom rules to follow when relating to peers. They may need to be reminded to stay in their seats or work quietly. Structure and routine are important to their feelings of security and confidence.

Middle School Students

Middle school students often, but not always, move from classroom to classroom throughout the day. As a middle school substitute you may teach one subject to five or more groups of students throughout the day or you may teach multiple subjects to one group of students. The maturity levels of these students may vary greatly as some children mature sooner than others. Social interactions are of primary importance to students of this age; it's at this time that challenging authority may begin.

High School Students

High school students will typically move to various classrooms throughout the day, following a schedule punctuated by a bell system. Like a middle school substitute, you will usually teach one subject to five or more groups of students throughout the day. While the subject may be the same, often the lesson plans will vary depending on the age or ability of the students. High school students may sometimes look like adults and in fact may be taller than the teachers; however, maturity levels will vary greatly. Students of this age are able to understand cause and effect as it pertains to their behavior. There may be times when students challenge the teacher on an intellectual level and can often participate in appropriate and interesting discussions. Remember, though, you will be their teacher; not their friend.

Introduction for Substitute Teachers Working with Paraprofessionals

As a substitute teacher you will work with students, administrators, and other teachers and staff members. You may also work with a paraprofessional or teacher's aide who is assigned to your classroom. This paraprofessional may work with you to help provide tutoring or support to all students in the class, or she may work with one specific student with special needs.

Having a paraprofessional in the classroom can be a great help to you but you must always remember that you are the teacher for that day. While the paraprofessional can help you navigate the schedule and transitions throughout the day, you are still the person who is responsible for the safety and education of the students. Paraprofessionals should never be in charge of the classroom or have sole supervision of students in or out of the classroom.

Paraprofessionals can be a valuable resource to you and the students. It's important that you develop a positive working relationship with them and show appreciation for the work that they do.

Introduction for Substitute Paraprofessionals



There are guidelines that the paraprofessional must know. These do's and don'ts are also important for the substitute teacher since these two educators will be forming a team in the classroom.

- The paraprofessional is to support the classroom teacher or special education teacher. The teacher may ask the paraprofessional to support student learning through working with some or all of the students. In any classroom, this may look like one or more of the following:
 - Supporting all of the students in a classroom;
 - Supporting a small group of the students;
 - Supporting a single student;
 - Supporting students in a special education classroom.
- The paraprofessional must always work under the direct supervision of a teacher or other district or school professional. The paraprofessional's role is strictly to support teachers. Working independently with a classroom is not allowed.

- While supporting the classroom, there are several situations that the substitute paraprofessional must avoid:
 - The paraprofessional must never touch or have physical contact with students. This includes any one-on-one contact with special needs students including physical restraints or diapering, toileting and/or dressing involving personal undergarments.
 - The paraprofessional should never be asked to design curriculum or lessons. Paraprofessionals are not qualified for designing lessons that meet state and district standards and student needs.
 - The paraprofessional should never be asked to present instruction in place of a teacher. The paraprofessional's role is to support the teacher.
 - Similarly, the paraprofessional should not be asked to serve as a teacher in the event the teacher is absent.
 - The paraprofessional should never be asked to evaluate or assess a student's learning unless under the direct supervision of a professional.
 - The paraprofessional should never be responsible for sole supervision of a student or students. A school or district professional must always be present when the paraprofessional is with students.
 - The paraprofessional should never administer medication.
 - The paraprofessional should never contact parents or speak to a parent without a school/district professional being present.

Supporting teachers' instruction of students can be an exciting and rewarding activity. Just remember, the role of the paraprofessional is always to support the classroom teacher in his or her responsibilities, not to replace them.

Now that we have covered some basics, let's move into the main lessons for this unit.

CONTINUE to Lesson 1

Important Qualities of a Substitute Teacher

UNIT 1 Lesson 1

Important Qualities of a Substitute Teacher

Welcome to Lesson 1: Important Qualities of a Substitute Teacher or Paraprofessional.

In this lesson, we identify and examine the Important Qualities of a Substitute Teacher or Paraprofessional. This is the opportune time to take inventory of your personal qualities and skills.

Generally, there are many basic but vitally important qualities that educators must possess, including being organized, kind, communicative, creative, patient and child-centered. Let's also remember that you are a professional, responsible for providing a continuity of learning and student achievement. And as a professional you must always conduct yourself accordingly.

UNIT 1 Lesson 1 – Important Qualities of a Substitute Teacher

Take Inventory of Your Personal Qualities and Skills



- Organized
- Kind
- Communicative
- Creative
- Patient
- Child-Centered

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The book *The Skillful Teacher* identifies a set of profile characteristics that are common across effective educators. They include the ability to:

- Build or create a sense of community within the classroom
- Foster confidence among students
- Display a sense of humor and have fun when appropriate
- Be a positive role model for students; even just one or two days spent with students can have a lasting influence when you display kindness, patience and generosity
- Be a good, thoughtful listener with students, other teachers or paraprofessionals, and parents; it will not only make you a more empathetic person, but it could help you in others way, too. For example, understanding why a student might be struggling with an assignment...or maintaining a level of neutrality during a conflict...or recognizing out-of-classroom factors that are affecting a student's performance.
- Reflect and ponder in an effort to improve his or her practice

The goal of a substitute teacher or paraprofessional should be to recognize, understand and exhibit the qualities of an effective educational professional. But there are three others that are critical for your success in the classroom: Reliability, Flexibility and Self-Control. Take a few moments to reflect on why you think these are important traits for a substitute teacher or paraprofessional.

- Reliability – When a teacher is absent, you, the substitute teacher, become vitally important. Principals, secretaries, teachers, paraprofessionals and students all count on you to step in and continue to educate the students. You are the cog that makes the educational process continue to move forward smoothly. The more reliable you are, the more your employer and the school or district will turn to you when they need to fill an assignment. Reliable substitutes:

...are on-site: Your employer needs you in the classroom or another designated location. Make sure you are there.

...are focused on the task-at hand: Your employer or school needs you to perform an important job. Focus on your job and job-related tasks.

...are on-time: Being present and on-time in the classroom or designated location helps the school to function smoothly and establishes you as someone students can trust.

- Flexibility – Educating students often involves making many decisions in a short amount of time. Sometimes plans may change or you may be interrupted. As a substitute teacher, even if you have a lesson plan in front of you, you will have to make decisions that affect students, lessons, and technology, to name a few. Be flexible enough to support student needs while meeting the rules and requirements, even when presented with unexpected situations.
- Self-Control – This is an important quality both in and out of the classroom. You should never lose your temper with children (or with stubborn technology!). In emergency situations you should stay calm and controlled so that you can focus on the students and their safety.

CONTINUE to Activity 1

UNIT 1 Activity 1

Take a few minutes to think about Reliability, Flexibility and Self-Control. Match each statement below to the appropriate qualities; each quality may be used more than one time.

1. You become the teacher in that classroom for that day. Your employer, principals, secretaries, teachers, paraprofessionals and students all count on you. This important quality is _____.
2. You should never lose your temper, use sarcasm or physically reprimand your students. This will always allow you to maintain respect in the eyes of the students. This important quality is _____.
3. If you are consistently available when called to substitute the employer will turn to you when there is a need for a substitute teacher. This important quality is _____.
4. If you present a lesson from the teacher's lesson plans and the students are struggling, you should be prepared to re-teach and check for understanding before moving on, even if re-teaching is not specified in the lesson plans. This important quality is _____.
5. You are teaching a lesson and the bell rings for lunch before you are finished. You take time over lunch to review the teacher's lesson plans and determine how you can finish what you started before lunch and complete the afternoon plans from the teacher. This important quality is _____.

How did you do?

CONTINUE to Lesson 1 Answer Key

UNIT 1 Activity 1 Answer Key

1. *Reliability*
2. *Self-Control*
3. *Reliability*
4. *Flexibility*
5. *Flexibility*

CONTINUE to Lesson 2

UNIT 1 Lesson 2

Ethics of Teaching

Welcome to Lesson 2, which instructs you on the critical ethical issues that come with being an educational professional in the classroom.

The Ethics of Teaching provide a set of guiding principles for behaving within the school. These principles balance students' need for safety and their need to develop academically toward adult citizens that can participate economically and democratically.

These seven ethical principles should form the basis for your actions in and around the classroom:

1. Every person has worth and dignity
 - a. It is important to believe in your students and treat them with the respect they deserve. They each have their own dignity, as do their parents, your teaching peers and support staff.



2. Pursuit of truth
 - a. As a professional educator you should always continue to seek the truth in any situation.
3. Devotion to excellence
 - a. Never settle for just okay from yourself or your students. Always strive to be your best.
4. Acquisition of knowledge
 - a. The world changes quickly and educators must change with it. You must continue to develop your knowledge base so that you can offer your students the best education. This contributes back to the pursuit of truth and devotion of excellence principles.

5. Nature of democratic citizenship

- a. As professional educators, a student's gender, ethnicity, disability or sexual preference should have no impact on our thinking. All students deserve to be treated equally and respectfully by their teachers and peers.

6. The educator's primary professional concern should always be the student and development of the student's potential

- a. As professionals we must always be thinking of our students as individuals. It's important that we continually assess the individual student's needs – whether physical, educational or emotional – and then conduct or present lessons to best meet those needs. When a student's needs are met, he can then develop to meet his full potential. This also means protecting the students from conditions that could be detrimental to learning, health or safety.

7. The educator strives to achieve and sustain the highest degree of ethical conduct

- a. Educators, whether in the classroom, in administrative positions, or as support staff, must always remember that the most important thing is to model ethical behavior for students and their families. It's important that we commit to academic openness, fairness, honesty and objectivity to students and the learning material.

You have some important legal responsibilities as well.

As a Substitute Teacher or Paraprofessional, you have a legal responsibility to report to your employer any suspicions you may have of abuse. Your employer will guide you in your responsibility in this area. Do not make this call without their guidance.

You should also notify your employer about any conversations you had with school officials regarding your suspicions of abuse. In fact, most states have laws that require the reporting of abuse. It's important that you are aware of any 'mandated reporter' laws that govern the state where you work. We'll talk more about these legal responsibilities later in this training.

CONTINUE to Activity 2

UNIT 1 Activity 2

You've made it to Activity 2! To complete this activity you will read the scenario and choose the appropriate ethical standard that is illustrated. Select the best answers. Some scenarios will have more than one best choice.

1. Two students in the classroom are arguing about whose turn it is to pass out papers to the other students. In an effort to stop the arguing, you ask the two students to come to your desk and confer with them about the best way to resolve the conflict. You want to be sure that both students have an opportunity to feel heard and validated. When you have finished conferring with the students, you tell them that you feel the fair thing is to let one student pass out papers to half the class and the other student to the other half. What ethical point(s) are you illustrating?

_____ Every person has worth and dignity

_____ Pursuit of truth

_____ Devotion to excellence

_____ Acquisition of knowledge

_____ Nature of democratic citizenship

_____ The primary concern should always be the students and development of the student's potential

_____ Strive to achieve and sustain the highest degree of ethical conduct

2. You have heard about a course at your public library that will introduce you to new and high-interest books for children of varying ages. You will be allowed to look at the books, the instructor will share information on the authors, and you'll leave the course with a list for future referral. You decide this is a course that will really help you in your work as a substitute teacher so you register for it. What ethical points from the seven previously presented are you illustrating?

- _____ Every person has worth and dignity
- _____ Pursuit of truth
- _____ Devotion to excellence
- _____ Acquisition of knowledge
- _____ Nature of democratic citizenship
- _____ The primary concern should always be the students and development of the student's potential
- _____ Strive to achieve and sustain the highest degree of ethical conduct

3. You are eating lunch in the teacher's lunchroom when two teachers sitting near you begin to complain about an administrator in the building. They are saying derogatory things about the administrator's decisions in dealing with student behavioral issues and responses to parent concerns. Because you are near them, they try to draw you into the conversation. You politely tell them that you would rather not be a part of the conversation and go back to eating your lunch. What ethical point(s) are you illustrating?

- _____ Every person has worth and dignity
- _____ Pursuit of truth
- _____ Devotion to excellence
- _____ Acquisition of knowledge
- _____ Nature of democratic citizenship
- _____ The primary concern should always be the students and development of the student's potential
- _____ Strive to achieve and sustain the highest degree of ethical conduct

4. You are substituting in a high school social studies classroom. The teacher has given students an opportunity to write an essay on a topic of their choice. As the students begin to write, you move around the classroom, talking to students about their essays and offering help as needed. When you talk to one student, you are surprised to hear that he is writing about a rather controversial topic surrounding same-sex marriage. As he explains the premise of his essay to you, you respond by telling him how impressed you are with his level of maturity and understanding. You tell him that his teacher must have trust and pride in his ability to deal with this topic. What ethical points from the seven previously presented are you, the teacher and the student illustrating?

_____ Every person has worth and dignity

_____ Pursuit of truth

_____ Devotion to excellence

_____ Acquisition of knowledge

_____ Nature of democratic citizenship

_____ The primary concern should always be the students and development of the student's potential

_____ Strive to achieve and sustain the highest degree of ethical conduct

How did you do?

CONTINUE to Activity 2 Answer Key

UNIT 1 Activity 2 Answer Key

1. Possible answers:

- *Worth and dignity of every person*
- *Pursuit of truth*

2. Possible answers:

- *Devotion to excellence*
- *Acquisition of knowledge*
- *The educator's primary professional concern will always be the student's and development of the student's potential*

3. Possible answers:

- *Worth and dignity of every person*
- *Pursuit of truth*
- *The educator strives to achieve and sustain the highest degree of ethical conduct*

4. Possible answers:

- *Worth and dignity of every person*
- *Nature of democratic citizenship*

How did you do?

CONTINUE to Remediation for more information and instruction.

UNIT 1 Activity 2

Remediation

If the Learner responded incorrectly to: 1, 5, 6, or 7, display the following statement below the question.

- At the heart of everything we as professional educators do should be the student. Broadly, we must provide the best possible education, while more narrowly meeting the individual needs of each and every student.

If the Learner responded incorrectly to: 1, 2, or 7, display the following statement below the question

- We have an ethical duty beyond providing lessons. We must treat all students and their parents with dignity and always be truthful and honest in our dealings with both.

If the Learner responded incorrectly to: 3 or 4, display the following statement below the question

- To meet the needs of our students and provide them with a well-rounded education, we must ourselves be learners. We must be role models that show students that it is important to always do your best and to continue our education.

If the Learner responded incorrectly to: 1 or 5, display the following statement below the question

- We must honor and respect all students, no matter their gender, ethnicity or sexual preference and treat all of them equally.

CONTINUE to Lesson 3

UNIT 1 Lesson 3

Legal Obligations

As important as the Ethics of Teaching, so are the Legal Obligations, which we'll now cover in Lesson 3 – and they apply to both substitute teachers and paraprofessionals.

As someone who will spend time with children, you have legal responsibilities to uphold three specific laws.

The first is the Child Abuse Prevention and Treatment Act, also known as CAPTA, which requires you to report any suspected child abuse or neglect. You may also hear this referred to as “mandated reporter” law. This is specifically defined as: 1) Any recent act or failure to act on the part of a caretaker—such as a teacher—that results in death, serious physical or emotional harm, sexual abuse or exploitation. And 2) an act or failure to act which presents an imminent risk of serious harm.

The four major areas of harm to report are:

1. Neglect – failure to provide for a child's basic needs
2. Physical abuse – physical injury to the child
3. Sexual abuse – activities of a sexual nature by an adult
4. Emotional abuse – behavior that impairs a child's emotional development or sense of worth

The second law you have a legal responsibility to uphold is HIPAA or the Health Insurance Portability and Accountability Act of 1996 – which states that it is illegal for you to share a student's medical information with ANYONE without a parent's or guardian's permission.

The third law is FERPA, or the Family Educational Rights and Privacy Act of 1974, which makes it illegal for you to share information about a student's grades and personally identifiable information with ANYONE without a parent's or guardian's consent. This includes sharing grades and/or personally identifiable information about a student. If you are ever asked to share information that you believe to be governed by FERPA law, please politely refuse to share the information at that point and reply that you will contact your employer for further guidance.

CONTINUE to Activity 3

UNIT 1 Activity 3

You made it to Activity 3! To complete this activity you will read the scenario and choose the best answer.

Question 1:

You are substituting in a classroom for the day. In your first class, a student arrives with dark bruises all over his wrists and arms. You are worried he may have been harmed at home. What do you do?

- A. Welcome the student normally but question him to find out what happened
- B. Welcome the student normally but discretely tell the appropriate administrator at the earliest possible moment.
- C. Welcome the student normally and ask the classroom if anyone knows what happened to the student.
- D. March the student to the principal's office to report the incident.

The Correct answer was B. This is an example of CAPTA. If you suspect any possible abuse, you must report it. But it is not your responsibility to confirm whether abuse actually occurred. You must protect the student's dignity and their physical safety.

Question 2:

You have just finished substituting for the day and are very proud of how your students did. You have a list of their grades for the day. Are you allowed to share the list or specific performance of individual students with your friends?

YES NO

The correct answer is No. Under FERPA, You are not allowed to share the performance of individual students with ANYONE without parent or guardian's consent.

Question 3: Which law governs student medical information you might become aware of?

- A. FERPA
- B. HIPAA
- C. CAPTA
- D. GOTCHA

The correct answer is B. HIPAA, the Health Insurance Portability and Accountability Act.

CONTINUE to Lesson 4

UNIT 1 Lesson 4

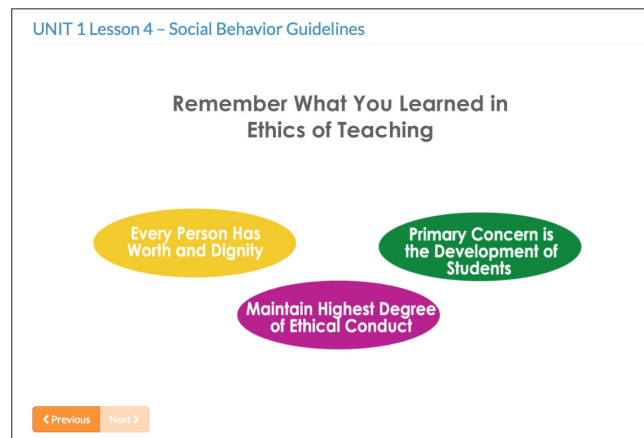
Social Behavior Guidelines

In Lesson 4, you'll learn about the guidelines for acceptable social behavior, both in the classroom and throughout your time working with schools.

First Social Guideline:

Social interactions with students should be kept professional and courteous – whether in the classroom, on the playground or in the hallway – and not involve any physical contact whatsoever. Be very careful to maintain your professionalism in the way that you speak and interact with teenagers as well as younger children. Remember what you learned in “Ethics of Teaching”. In particular

- Every person has worth and dignity
- Your primary concern is the development of students
- Maintain the highest degree of ethical conduct



When speaking to students, other staff members, and anyone on school grounds, keep the following rules in mind:

- Never use profanity anywhere in the school.
- Never use abusive, embarrassing, harassing or discriminating language when speaking with students or staff.
- Avoid the use of sarcasm and slang in your speech with both students and staff. Professional verbal and written communication skills are important.
- Don't gossip with students or staff.
- Don't try to be “friends” with the students. You are the adult, as well as the professional.
- Don't comment on a student's personal appearance, even if you think the comment is positive. You never know how the student will react to or interpret your comment.
- Don't “high five” or “fist bump” with students.

Second Social Guideline:

Do not touch students. To avoid any possibility or appearance of inappropriate touching, we support a stringent No Touch policy. This is the best way to protect you from any accusation of inappropriate touching. Whether you are substituting as a teacher or a paraprofessional, your role is to act as the professional instructor.

You should find alternate ways to communicate with students. Sometimes your natural inclination may be to use physical contact to provide feedback. However, this is not appropriate in schools. The following are other ways of communicating with a student that do not include physical contact:

- Kneel in front of them: If a young student is sitting at a desk or table and is unhappy or frustrated you may kneel down to look eye to eye with the child. This conveys that you are listening and empathizing without any physical touching.
- Use a calm voice: If you are dealing with students (old or young) that are excited or upset, you can let your voice convey your concern and compassion. If you speak softly and soothingly your voice can calm a child.
- Thumbs-up instead of high-five: If a child has answered a question correctly or done some other things that deserve praise, rather than a high-five or other touching response, give the student two thumbs up. Even a little applause can convey your positive response.

Sometimes a student may initiate physical contact with you. This does not mean that it is ok to touch them in response. If a child touches you:

- Pull away gently: the child may need comforting or feel that hugging or touching is a positive action, so your reaction matters. Don't pull away sharply; you don't want to react in a way that makes them feel uncomfortable. Rather, use slow movements to create space between you and use the responses you've learned, such as kneeling in front of them.
- Remember to always speak in a calm manner.
- Redirect the conversation and move into a new activity. Redirection is important in this type of situation so that more students don't try to get close in order to hug or touch you.

Never allow yourself to be in a closed room with one child. Even if the door is open be sure that another adult is always in the room with you. Never be alone in a room with a student of any age or under any circumstances. If anything were to happen, it would be your word against the child's.

Do not engage in physical relations with any student. Any sexual contact with a student is a legal offense. This includes your time while on assignment and outside of school hours. All students are considered legally to be children, even if a student is at or older than the age of consent. The bottom line is this - do not engage in physical relations with any student at any time.

Third Social Guideline:

Only share the minimum amount of information necessary. For example, if you need to discuss a student or students with another professional, be very careful about what you reveal. Give only the minimum amount of information needed for the person to understand your concern or to be able to offer you help. Be careful that you do not move into the area of gossiping, name-calling or conjecture. In the unlikely event that you interact with parents, the same applies. Only share the minimum amount of information necessary to resolve an issue or support students. Remember, student safety and development are your first concerns.

Interacting socially with students, whether in person, calling, texting or through social media, is absolutely not appropriate under any circumstances. Social media and sharing plays a big role in everyone's lives, but you should avoid any engagement within the context of your role as a substitute teacher or paraprofessional.

- NEVER bring any personal tablet or laptop into the school with you. It could be damaged and you don't want to take a chance on it being stolen, which would allow access to your personal information.
- NEVER have your personal phone turned on when you're in the classroom. It should remain turned off or silenced when you are in the classroom with students. Be aware that bringing a phone to the classroom not only creates the opportunity for you to be distracted by it but also the opportunity for it to be stolen and, as with your laptop, your personal information accessed. It should remain turned off or silenced when you are in the classroom with students.
- NEVER share your email address or phone number with a student.
- NEVER text a student or reply to a text from a student
- NEVER initiate or accept a social media connection or 'follow' request from a student
- NEVER take pictures or videos of your students with your personal technology
- NEVER gossip or complain about co-workers, administrators, students or parents
- NEVER post anything offensive or incriminating—remember that you are a professional
- Again, NEVER respond to any attempt a student may make to contact you on any social media site – such as Facebook, Twitter, or Instagram. If you choose to adopt a public social media profile, keep it professional.

CONTINUE to Activity 4 Part 1

Unit 1 Activity 4 Part 1

Identify each of the following legal requirements or social behavior guidelines/policies. Choose your answers from this list:

CAPTA:

Requires you to report any suspected child abuse or neglect.

HIPAA:

It is illegal for you to share a student's medical information with ANYONE without a parent's or guardian's permission.

FERPA:

It is illegal for you to share information about a student's grades and personally identifiable information with ANYONE without the parent's or guardian's consent.

No Touch:

For your own protection, never touch a student and learn alternatives to the No Touch policy.

Minimal Information Sharing:

Give only the minimum amount of information needed for the person to understand your concern or to be able to offer you help.

Appropriate Social Interaction and Use of Social Media:

Intentionally interacting socially, outside of the assignment, with students whether in person or through social media is absolutely not appropriate under any circumstances. This includes, but is not limited to, face-to-face, texting, phone calls, or social media activity via mobile or electronic devices.

1. _____ Educators are legally bound to report any suspected child abuse or neglect.
2. _____ When you are discussing a student with an adult other than their parent, you must not reveal too much information or talk about that student in a way that could be interpreted as gossip.
3. _____ A teacher or paraprofessional cannot share a child's education or personally identifiable information with anyone without the consent of a parent or guardian.
4. _____ Don't post pictures of students, don't gossip, don't say derogatory things about school or district policies or employees, don't be "friends" with students or parents outside of the assignment.
5. _____ No one can share another person's health information without their consent or consent from a parent or guardian.
6. _____ A policy that says you are not to touch students for any reason and offers alternatives to touching.

How did you do?

CONTINUE to Activity 4 Part 1 Answer Key

UNIT 1 Activity 4 Part 1 Answer Key

1. CAPTA
2. *Minimal Information Sharing*
3. FERPA
4. *Appropriate Social Interaction and use of Social Media*
5. HIPAA
6. *No Touch*

CONTINUE to Activity 4 Part 2

UNIT 1 Activity 4 Part 2

For each scenario, choose which of the laws or guidelines/policies the teacher is following or breaking:

CAPTA

HIPAA

FERPA

No Touch

Minimal Information Sharing

Appropriate Social Interaction and use of Social Media

1. At lunchtime you are sitting with other teachers. One of them asks you if you gave your students a social studies test that the teacher had left in her plans. When you replied that you did do this, she asks you about the results for a particular student that she had in her classroom the previous year. She tells you that it's okay for you to share and she will keep the results confidential. You feel very uncomfortable but reply that you cannot tell her the results of the test for that student.

What law or policy does this follow or break? _____

2. You are substituting in a kindergarten room. A student trips and falls and begins to cry. You approach him and he reaches up to hug you. You hand him a large stuffed animal and explain that this stuffed puppy wants to help him feel better.

What law or policy does this follow or break? _____

3. At the end of the day, you are leaving the classroom and walk out of the building with a full-time teacher. You tell this teacher that one of the students in your classroom that day "drove you crazy because she was so needy and acted like a big baby".

What law or policy does this follow or break? _____

4. Over a long-term assignment in the same classroom, you notice that a student comes to school on a daily basis in clothes that are unkempt and without having had breakfast. Living this way is beginning to make the student have serious emotional problems. You decide that you need to talk to someone about this situation, so you contact your employer for guidance about what can be done to help this student.

What law or policy does this follow or break? _____

5. A student tells you she has heard that a fellow student has received a serious medical diagnosis and will not be in school for a number of days. She asks you if she can share that information with the rest of the class so that they can make get-well cards to send to the student. You tell her that while you are sorry to hear that the student is sick, she cannot tell the class about the diagnosis and you feel it would be best for the class to wait until the regular teacher returns to make the get-well cards.

What law or policy does this follow or break? _____

6. The students in the sixth-grade classroom where you are substituting present a play based on the life of famous Revolutionary War heroes. It is a huge success and you are very proud of the students and their accomplishments. A parent who is watching the play tells you that she forgot her phone but would like some pictures. She asks if you would use your phone to take pictures and send them to her. You reply that you are sorry but you don't have your phone in the building with you.

What law or policy did you follow or break? _____

How did you do?

CONTINUE to Activity 4 Part 2 Answer Key

UNIT 1 Activity 4 Part 2 Answer Key

- FERPA
- No Touch
- Minimal Information Sharing
- CAPTA
- HIPAA
- Appropriate Social Interaction and Use of Social Media

How did you do?

CONTINUE to Remediation for more information and instruction.

Unit 1 Activity 4 Remediation

There are some very specific legal do's and don'ts that teachers and paraprofessionals, including substitutes, must adhere to.

CAPTA

If you suspect any type of abuse or neglect, whether it is physical or emotional, you are required to report this. This is called being a mandated reporter. As a substitute you should first report it to your employer and the administrators of the school. They will guide you in the steps to take. Be sure that you always complete any written reports that are required and that you submit everything to your employer as well as the proper authorities.

HIPAA and FERPA

These are two of the don'ts that you must adhere to. You can never share any information about a student's medical history or current health with anyone without specific parental consent. This is also true of a student's educational record and behavior – both historical and current. If you have any questions about any specifics of these two laws, you should check with your employer who can provide clarification and guidance.

No Touch

This is not a law or a regulation but is a policy enacted by many school districts/employers to protect you. Either the student or any onlookers can misinterpret a touch, even on a student's shoulder. You never want to put yourself in the position of having to defend yourself from a student's allegations. An added important component is to never be in a room alone with a student. If a student wishes to speak with you alone, move so that you are in a quiet area of a hallway or room with other people present.

Minimal Information Sharing

This is very much like HIPAA and FERPA. You must be very guarded in what information you reveal to other adults. This is particularly important when you are talking to other teachers or adults in the building. Even though they are also professional educators it is never appropriate to share personal information about a child. And never gossip about a student or his family.

Appropriate Social Interaction and Use of Social Media

As in our example, even though your class made the cutest art projects or presented the best science projects or won a hard fought basketball game you should never take pictures of students with your personal technology. Remember, you must never intentionally attempt to contact or be contacted by a student outside of the assignment. This includes, but is not limited to, face-to-face, texting, phone calls, or social media activity via mobile or electronic devices. Also important here is that you never accept a student's or parent's request to connect or follow on Facebook, Instagram or any other social networking sites. Likewise, never initiate a 'friend' or connection. You must always keep your private life private. It is also a good idea to delete any incriminating pictures you might have on your sites and, once you are employed as a substitute, make sure that your social networking sites are locked from public viewing. If you choose to adopt a public social media profile, keep it professional.

CONTINUE to Lesson 5

UNIT 1 Lesson 5

Learning About Technology

There's a lot to learn about Technology in the Classroom; welcome to Lesson 5.

It's a digital world and you'll need to be familiar with the technology being used in your classroom. There is tremendous variety in school technology integration across schools in the United States. Some classrooms will not use any computing devices or technology while others may be fully equipped with the latest in education devices and software. You can get information from other teachers or paraprofessionals --and also the Internet--about current, commonly used classroom devices. Refer to guidance left by the teacher or administrator for how devices should be used. If you are a substitute paraprofessional, follow the lead of the classroom teacher or ask for input in how you can assist in technology implementations.

Some devices commonly found in the modern classrooms include:

- Desktop computers – Many classrooms contain a desktop computer for entering attendance or controlling the other devices in the classroom.
- Projectors – These may sit on carts or be mounted to the wall or ceiling. If mounted, there is often a remote control for turning the projector on and off. Typically projectors will be hooked to a desktop computer or require plugging in a laptop.
- Smart Boards – These combine projectors with a special type of whiteboard. When used with appropriate software, interacting with the whiteboard can change images or even capture drawings on the computer.
- Student Response Systems – These systems capture student responses to questions and compile the results on another computer or device.
- Dreambox – Students are sometimes directed to use the dreambox or similar systems for computer-directed learning.
- Laptops (Microsoft Windows or Apple OSX) – Students may have their own laptops or they may use laptops provided by the school for specific lessons. Sometimes the laptops are stored in special carts called ELMOs.
- Tablets – The school may provide students with tablets for specific lessons using a specialized ELMO cart.
- Smart phones – Students often have smart-phones of their own. Refer to the school policies and procedures for how smart phone use is governed within the classroom. Each school may have different policies regarding student use of personal devices; you should familiarize yourself with the policy prior to beginning your assignment by inquiring at the office at check-in.

In all cases, be sure to refer to directions from the teacher or administrators on how best to use technology. When in doubt, even for how to use the desktop computer, ask!

Many classrooms have a desktop computer. There will be many uses for it. You may have to access it to complete and submit the daily attendance. And it's very likely the students may use it to complete some of their work. If your duties require access to the school computer or other technology, ask the secretary or principal for the login and password as well as how to contact a tech support person if needed. Don't be afraid to ask for help!

As stated in Lesson 4, a Substitute Teacher or Paraprofessional should NEVER bring a personal laptop or tablet to the school. It's highly recommended that you not bring your phone into the school building either. If you must bring your phone with you, it should be turned off or silenced when you are in the classroom with students. Your focus should be on your students; you don't want your personal technology to be a distraction to either you or them. Also, there might not be a secure, locked place to store your devices.

UNIT 1 Lesson 5 – Learning About Technology

**As You Learned in Lesson 4,
NEVER Bring Your Personal Devices to the School**



- Stay focused on the students
- Avoid distractions

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Remember, you should never use the school's computers or tablets to access your personal email, social media sites or information that may be on the cloud.

Also, do not install any software on school computers and never use school resources for purposes that are not job-related.

Never direct students to a website that is not specifically noted by the teacher in the lesson plans. You should never initiate browsing on sites of your own choosing.

CONTINUE to Lesson 6

UNIT 1 Lesson 6

Your First Placement – The Night Before

Welcome to Lesson 6, which provides you with things to think about the night before your first placement.

OK. You've made it. You've got the job! Now get ready. In general it is wise to consider preparing in advance. As a suggestion, the day before, check the school's website for important information, including the principal's name, the secretary's name, the location of the school and the length of the school day. Be sure to prepare directions to the school so you can arrive in a timely manner.

You want to make a good first impression, so dress appropriately. A well-dressed teacher is perceived as a professional:


- Never wear blue jeans or denim jeans of any color
- Comfortable and preferably non-slip footwear is advised (Sandals, flip-flops, Crocs™, sneakers and gym or tennis shoes are not appropriate)
- Women shouldn't wear skirts that are too short, heels that are too tall, or blouses that are too tight or revealing.
- Men should always wear dress pants, and a collared shirt. While not required, adding a tie and/or a sport coat significantly elevates your level of professionalism.
- You should also consider the nature of the day's assignment; what you wear to substitute for gym class may be different than what you wear for a high school history class.

Remember that students perceive paraprofessionals as another teacher in the room. Paraprofessionals should match the same appropriate dress guidelines as teachers.

CONTINUE to Lesson 7

UNIT 1 Lesson 6 – Your First Placement – The Night Before

Make a Good First Impression By Dressing Appropriately



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UNIT 1 Lesson 7

The Day Has Arrived

The day has arrived! Lesson 7 looks at what that means for you.

Remember, timing is everything, especially now. Don't just be on time...arrive with sufficient time to be prepared for the day! There's a lot to do before the kids get there!


Once you arrive, check in with the school secretary or principal. If your employer has asked you to check in with other staff members, be sure to do so.

When you check-in, introduce yourself, address them by name, be friendly and cheerful but not overly chatty. Remember that mornings are very busy in a school office. Find out where the important rooms are, including your classroom, the washrooms and the student lunchroom. You can always ask for directions or even a school map.


Be sure to have contact information for at least two people at the school – the principal, secretary or a teacher. Paraprofessionals should always have the contact information for the classroom or supervising teacher as well as the school secretary or an appropriate administrator.

UNIT 1 Lesson 7 – The Day Has Arrived


The Day Has Arrived – What That Means For You



Arrive with sufficient
time to be prepared



Check in with the
school secretary
or principal



Introduce yourself –
be friendly and
cheerful

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There are many school and district-specific policies, procedures or rules that you will want to have knowledge of for your assignment. Substitute teachers can ask the secretary or school administrator and paraprofessionals can ask the classroom teacher about the following:

- How to report student tardiness or absence.
- The school or district rules on student use of their own digital devices, particularly mobile phones.
- The school or district process for reporting disciplinary issues – documentation of any incident involving students is of primary importance.

Also, ask the secretary or school administrator if there is a student and/or teacher handbook that you can refer to as needed.

In addition, you should be sure that you understand the following important policies:

- You should never bring any food or drink into the classroom to share with students.
 - NEVER use food as a reward for good behavior.
 - NEVER give a child a snack on your own. If young students have a snack break and a student does not have a snack, contact the office to see if they have snacks available and how you should proceed.
 - NEVER bring food to share if the students are celebrating a particular holiday, such as Halloween, Valentine's Day, etc.
 - NEVER eat or drink anything in the classroom when students are present.

UNIT 1 Lesson 7 – The Day Has Arrived

Policies, Procedures, Rules
Understand You Should NEVER:

 Bring food or drink into the classroom

 Use food as a reward for good behavior

 Give a child a snack on your own

 Bring food to share for a special occasion

 Eat or drink in the classroom

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- You should never transport a child in a vehicle.
 - If your assignment involves a field trip (for example, zoo or museum), this should have been communicated to you ahead of time and appropriate approval should have been obtained from your employer. As a rule, contact your employer if there are issues or last minute changes to your assignment at any time.
 - NEVER volunteer or agree to drive your car and take any students with you if you have to go on a field trip for your assignment.
 - NEVER drive a student home after school.
 - NEVER drive a child home during lunchtime to retrieve a forgotten item.
- NEVER dispense any kind of medication yourself. If a student requires medication, send him or her immediately to the school office.
 - Even cough drops or any other over-the-counter medications, including medicated salves or lotions, should never be administered by the substitute teacher or paraprofessional.
 - NEVER diagnose a student. When there is a potential illness or injury, send the student to the nurse or appropriate school representative.
 - NEVER move a student who has been injured but contact the nurse or office immediately.
 - ALWAYS allow all students to see the on-site nurse or visit the school clinic if and when they request to do so. Never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by school personnel.



Similarly, ALWAYS allow students to use the restroom if and when they request to do so. Never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by school personnel. Even if you suspect the students are 'faking' it and are trying to take advantage of the situation, you must not prevent them from using the restroom or visiting the clinic when they ask.

CONTINUE to Lesson 8

UNIT 1 Lesson 8

You Are in Your Room

Welcome to Lesson 8: The Day Has Arrived – You Are In Your Room

When you get to your classroom use the following checklist to prepare for class:

- Check for lesson plans and review the day's schedule. If lesson plans were not available for you upon check-in at the office, look for them in the classroom. This should be one of your first priorities.
- Make sure you have all the materials you need, including your teacher's guides to all textbooks. Follow the teacher's notes for any duplicating or photocopying that need to be done for the day's lessons.
- If you are in an elementary or self-contained classroom for the whole day, write your name, the day's schedule and notes on the board. You should write your name on the board in plain view so that students know how to address you. It is best to use "Mr. or Mrs. or Ms" and your last name as opposed to your full name.
- If you are in a high school or school with different teachers for each subject, write the schedule for class and notes on the board.
- If you are a substitute paraprofessional, ask the classroom teacher how you can be helpful in preparing for the day or period.

Be sure that you know the bell schedule as well as if there are warning bells and then final bells. If you are substituting in a middle or high school, the bell schedule is a critical protocol for ensuring students arrive and depart from each classroom on time. Be sure you know the proper time allowed for passing between classes. If the teacher or administrator has not left details, ask a neighbor or the administrator. If you don't have time, use your skills for being flexible.

Check carefully for end-of-day dismissal. If you're in an elementary school you should be sure that you know which students are walkers, which ride the bus, which are picked up by parents and which may be staying for after school programs.

As a substitute teacher, you should not be responsible for any student release during the academic day. Release of any student during the day should **ONLY** be conducted by the school's office.

UNIT 1 Lesson 8 – You Are in Your Room

Know End-of-Day Dismissal Procedures

Elementary School Substitutes Should Know Which Students –



- Are walkers
- Ride the bus
- Are picked up by parents
- Stay for after-school programs

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Then it's time to check out the room arrangement. Make sure you understand how the furniture is arranged, including students' and teachers' desks, tables and chairs. Figure out where you'll meet with a small group, how students will work together, and how you can move seamlessly around the room. All of this will make for smoother transitions during the day.

It's possible that you'll be using technology today. Be sure you know where to find the technology and other classroom equipment you'll need, for example laptops and tablets. If they're located outside of your assigned room, be sure you follow the appropriate protocol for checking them out. It's also a good idea to locate the electrical outlets in the room.

Get to know your teacher neighbors. You don't know when an incident may arise and you will need their assistance. It's important to know who your neighbors are and how they can help you. Introduce yourself to the teachers near your room and in the department office; they can be a good source of advice. Ask if there is anything you need to know before the day starts. And ask them to recommend one or two dependable students in your room.

So much to do, so little time, right? And the students aren't even here yet!

CONTINUE to Activity 5

UNIT 1 Activity 5

You've made it to Activity 5! Review the activities below, paying attention to their order. Choose the option that provides the BEST order of activities for when you arrive at the classroom, from first to last.

- A.**
 - 1. Meet your teacher neighbors
 - 2. Arrange the room
 - 3. Check for lesson plans
 - 4. Learn the Bell Schedule
 - 5. Write your name on the board
 - 6. Check for dismissal procedures
 - 7. Locate technology

- B.**
 - 1. Check for lesson plans
 - 2. Write your name on the board
 - 3. Learn the Bell Schedule
 - 4. Check for dismissal procedures
 - 5. Arrange the room
 - 6. Locate technology
 - 7. Meet your teacher neighbors

- C.**
 - 1. Locate technology
 - 2. Meet your teacher neighbors
 - 3. Arrange the room
 - 4. Check for dismissal procedures
 - 5. Learn the Bell Schedule
 - 6. Write your name on the board
 - 7. Check for lesson plans

Answer Key/Correct Order:

B

Remember: Your goal is to ensure students are ready to learn. The classroom teacher should have left you with plans for the day to maximize learning. If there is no lesson plan or instruction from the school available you can contact the school office for direction. If a specific lesson plan has been supplied, it is your responsibility to follow it. Once you have followed the plans, make sure the students can transition smoothly (bell schedule) and then prepare your room and yourself for class.

How did you do?

CONTINUE to Lesson 9

UNIT 1 Lesson 9

In Case of Emergency

Emergencies can and often do happen. Lesson 9 explores what you should know to prepare for one.


When you arrive, be sure to check for fire, natural disaster, and lockdown drill information. Whether a drill or the real thing, you as the substitute teacher are in charge of the classroom. It is your responsibility to know exactly what to do. If you are uncomfortable with any aspect of these drills, ask for guidance.

- Know where students should go during a natural disaster drill, such as a tornado or earthquake, and if there are specific requirements for how students should sit.
- Know what door students exit through and where they should go during a fire drill. Know what to do as you leave the room with windows, lights and doors. Know how the students are required to walk to the exit; for example, silently, on the right or left hand side of the hallway, single file or with a partner.
- Know how to lock the classroom door and know where the students should be placed in the room during a lockdown drill. You'll want to move them out of sight of the doors and windows. Draw all shades, blinds and curtains and turn off the lights. Keep children quiet and still, below windows and along a solid wall.

Generally, disaster drill information should be posted in the classroom, usually near the door of the room. If it's not, ask a teacher near you for instructions... it's always better to be over than under-prepared. If there is nothing in your classroom to use for guidance, you may want to relay this information to your employer. In all disaster drill or emergency situations you should have a roster of the students in your classroom with you at all times.

UNIT 1 Lesson 9 – In Case of Emergency

In Case of Emergency



- ▶ Know what to do during a lockdown drill
- ▶ Move out of sight
- ▶ Close shades, turn off lights

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Sometimes emergencies are a result of human behavior rather than natural disasters. As a substitute teacher you must know how to handle a wide array of situations. Take some time to think about each of the following possible episodes and how you would handle them.

Episode 1: Behavior Incident

This could be a verbal disagreement between students or a physical disagreement. Never get in the middle of a physical disagreement between students, or a verbal one that you feel may escalate to a physical one.

Episode 2: Threatening Behavior from a Student

This could be a threat to the class as a whole, to a specific student or to you.

It could be a verbal threat or a physical threat, i.e., hitting, kicking, or pushing. REMEMBER that the most important thing for you to do is to ensure the other students are safe from the threat.

Episode 3: Student Illness

If a student becomes ill during the school day, send him or her immediately to the school nurse or main office. ALWAYS notify the office and ask if somebody can escort the student. Do not try to diagnose the illness yourself. And NEVER dispense any medication to the student.

Episode 4: Student Injury

The guidelines for injury are similar to those for illness. Never move or touch an injured child. Contact the school nurse or office immediately for assistance.

Episode 5: Weapons or Drugs

If the student has a weapon, never try to disarm him yourself. If there is a telephone in the classroom you should call 911 and then notify the office of the threat and that 911 has been called. If you become aware that a student has drugs, notify the office or appropriate school official immediately. Again, REMEMBER that you must always keep the other students safe.

Episode 6: Threatening Behavior from an Adult

This could happen if you have students on the playground and an outside person, a person not employed by the school or district, approaches. If you perceive this adult is displaying threatening behavior move the students as quickly as possible into the building. If this threat happens in the building contact the appropriate school official.

UNIT 1 Lesson 9 – In Case of Emergency

**Know How to Handle
a Wide Array of Situations**

		
Behavior Incident: Verbal or physical disagreement	Threatening Student Behavior: Verbal or physical threat to you, a specific student or the entire class	Student Illness: <ul style="list-style-type: none">• Always notify the office• Do not try to diagnose the illness• Never dispense medication

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In all of these instances you should:

- Know whom to contact immediately by phone or intercom system.
- Call into the hallway if you need another adult immediately.
- Maintain the safety of all students—this is your number one priority.
- Never leave them unattended, even in an emergency situation.
- Above all, remain calm while acting swiftly and decisively.

UNIT 1 Lesson 9 – In Case of Emergency

**Know How To Handle
a Wide Array of Situations**
In all instances:

			
Know whom to contact	Call another adult	Maintain the safety of all students	Never leave them unattended

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Incident Reporting

No matter how minor an episode may feel or how successfully it may have been resolved, even if you were simply an observer rather than a participant, you should always report the incident to your employer. Be sure to follow the incident reporting procedure defined by your employer. In the event that the employer does not specify a process, these are important elements to remember.

1. Provide a complete report about what you observed. Whether in writing or verbally, it's important to provide a full accounting.
2. Include names of all students, school personnel, and non-school persons who may have been involved in the incident.
3. Include the place and time that the incident occurred.
4. Write about how the incident ended or was resolved.
5. Report your role in or observation of any of the episodes.
6. Include only the facts, not your opinions or feelings about the incident.
7. Leave a copy of the incident report for the classroom teacher.
8. Give a copy of the incident report to the proper school official, i.e. principal, assistant principal, or school safety officer.
9. DO NOT talk about the incident with anyone other than your employer and proper school officials.

CONTINUE to Activity 6

UNIT 1 Activity 6

1. What are the three important drills that are usually practiced in schools?

- _____
- _____
- _____

2. Where would you typically find information about drills posted in the classroom?

If the information is not posted in the classroom, what should you do?

3. What are the basic things you should remember to do in a lockdown drill?

- _____
- _____
- _____
- _____
- _____

4. If an emergency arises in your classroom or the hallway, what are some important things to do?

- _____
- _____
- _____
- _____

How did you do?

CONTINUE to Activity 6 Answer Key

Activity 6 Answer Key

1. Fire

Lockdown

Tornado or other weather drill

2. The drill information is normally posted near the classroom door.

If it is not posted in the classroom, ask a neighboring teacher or school administrator. If neither of these educators can help you, call your employer for further guidance.

3. Lock door

Turn off lights

Close blinds

Seat children away from and below windows

Seat children by a solid wall if possible

4. Know whom to contact immediately by phone or intercom system.

Call into the hallway if you need another adult immediately

Maintain the safety of all students – this is your number one priority

Never leave them unattended, even in an emergency situation

Above all, remain calm while acting swiftly and decisively.

How did you do?

CONTINUE to Remediation for more information.

Activity 6 Remediation

Display the following additional information below the questions

- One of the important reasons to arrive at school with sufficient time to prepare is to give you an opportunity to learn about the logistics of the various drills. Learn how to lower the curtains, find out where the key is to lock the door (if it is not already locked), check out the closest exit and learn exactly how to get there from your room. If you have any questions or concerns about the logistics of any of the drills, never be hesitant to ask a neighboring teacher, a school administrator or contact your employer for guidance.
- If you feel that your students are in danger, i.e., an outsider or student with a weapon, contact the School Resource Officer or other school administrator, or if the danger is imminent or if actual violence is taking place, call 911.
- If a student is seriously injured call 911 first, then notify the school nurse and appropriate school administrator. Remember that you should not move or touch the student.
- In all emergency situations you must remain calm so that you can keep your students calm and under control. Remember that even during an emergency situation you are responsible for the safety of all of your students.

CONTINUE to Unit 1 Key Learnings

UNIT 1 Key Learnings

Congratulations! You've completed Smart Start, Unit 1, of Smart Practices. Here is a chance for you to review what was presented in this unit.

Important Qualities

Reliability.

Flexibility.

Self-control.

Ethics of Teaching

Worth and dignity of every person.

Pursuit of truth.

Devotion to excellence.

Acquisition of knowledge.

Nature of democratic citizenship.

Primary concern is always for the student and development of the student's potential.

Strive to achieve and sustain the highest degree of ethical conduct.

Legal Obligations

CAPTA – Report any suspected abuse or neglect.

HIPAA – Keeping medical information private.

FERPA – Keeping student performance and related records private.

Social Behavior Guidelines

Never physically or verbally abuse a child.

Supervise all students constantly.

Never leave a classroom unattended.

If there is a medical situation, call the office or another teacher for assistance.

Do not touch students.

Never use corporal punishment.

Know which students are walkers and which ride the bus and who will supervise the bus riders.

During the school day students should only be released through the office.

The substitute or paraprofessional may release a student(s) to the school bus ONLY under the physical supervision of school district personnel and following the school district policy.

Never disburse medication. This can only be done by a school nurse or other designated employee.

Do not move or touch injured students. Notify someone in the school office.

Keep accurate records of things that happened in the classroom.

Know district and school disciplinary guidelines and rules.

Do not offer food to students.

Never transport a child in your vehicle.

Follow school policies for books and videos.

Social Interaction and Media Guidelines

Never gossip about students or volunteer more information than is necessary.

Always act and talk like a professional.

Never attempt to contact or be contacted by a student outside of the assignment.

Never connect with a student on social media.

Never write about students on social media.

Never respond to anything on social media concerning a student.

Never make or post derogatory comments about the school, school employees or district policy.

Technology in the Classroom

Do your homework on what's being used.

Never bring or use your personal devices.

Dress is Important

Be appropriate for the classroom.

Arrive with Sufficient Time to Prepare for the Day

There are important people to meet.

Check for lesson plans.

Learn the building and layout of the room.

Know bell schedules.

End-of-day dismissal procedures.

What to Do In Case of Emergency

Fire, disaster, lockdown drills – Learn where students are to go, how to get there, what to do when you leave the room.

Keep students safe.

Get assistance immediately.

Never leave students unattended.

Stay calm so you can act quickly and decisively.

Always write a report of your observations when the emergency is over.

Incidents and Incident Reporting

Always contact your employer as soon as possible to report any incidents.

By definition, an incident is any occurrence, accident, event, or allegation that involves a substitute who is either actively involved or merely present at the time of the incident.

Continue to Let's Review

Let's Review Unit 1

Determine which of the following each of these statements illustrates:

Ethics of Teaching
Legal Obligations
Policies or Guidelines
Social Interaction and Social Media Guideline
Drills
What to do In Case of Emergency
Incidents and Incident Reporting

1. Get assistance immediately
2. Always act and talk like a professional
3. Do not touch students
4. Learn where students are to go, how to get there, what to do when you leave the room
5. Worth and dignity of every person
6. HIPAA
7. Stay calm so you can act quickly and decisively
8. Never gossip about students or volunteer more information than is necessary
9. Primary concern is always for the student and development of the student's potential
10. Lockdown
11. Never "friend" a student on social media
12. Do not offer food to students
13. CAPTA
14. Always contact your employer as soon as possible to provide a report of what happened
15. Supervise all students constantly. Never leave a classroom unattended.

How did you do?

Continue to Let's Review Answers

Let's Review Unit 1 Answers

1. Get assistance immediately

Answer: What to do In Case of Emergency

2. Always act and talk like a professional

*Answer: Social Interaction and social media guidelines
Policies or guidelines*

3. Do not touch students

Answer: Policies or Guidelines

4. Learn where students are to go, how to get there, what to do when you leave the room.

Answer: Drills

5. Worth and dignity of every person

Answer: Ethics of Teaching

6. HIPAA

Answer: Legal Obligations

7. Stay calm so you can act quickly and decisively

Answer: What to do In Case of Emergency

8. Never gossip about students or volunteer more information than is necessary

Answer: Policies or Guidelines

9. Primary concern is always for the student and development of the student's potential

Answer: Ethics of Teaching

10. Lockdown

Answer: Drills

11. Never "friend" a student on social media

Answer: Social Interaction and Social Media Guideline

12. Do not offer food to students

Answer: Policies or Guidelines

13. CAPTA

Answer: Legal Obligations

14. Always contact your employer as soon as possible to provide a report of what happened.

Answer: Incidents and Incident Reporting

15. Supervise all students constantly. Never leave a classroom unattended.

Answer: Policies or Guidelines / What to do In Case of Emergency

CONTINUE to Unit 1 Reflect, Act and Wonder

UNIT 1 Reflect, Act and Wonder

Reflect:

Why is it so important to arrive at the school with sufficient time to prepare and what tasks should I accomplish there before the students arrive?

Act:

What things can I be doing, before I get my first substitute teaching or paraprofessional position, to prepare?

Wonder:

I wonder who could help me review the types of lesson plans I might encounter when supporting various grade levels?

You have completed Unit 1

CONTINUE to Unit 2

Unit Two



Classroom
Smarts

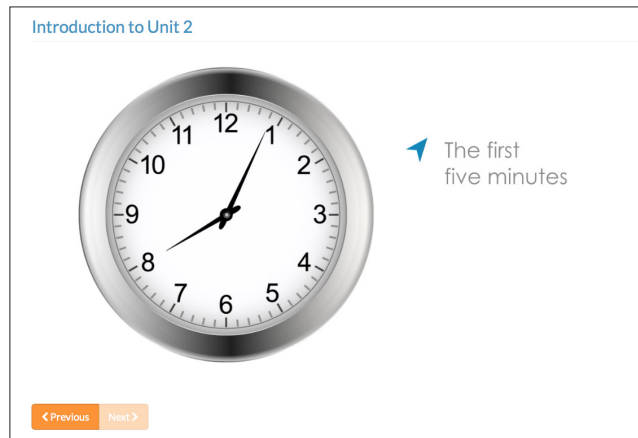
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UNIT TWO

Welcome to Unit 2, *Classroom Smarts*, where we review everything from the first five minutes to the last five minutes of your time in the classroom!

Your first moments with the students set the tone for the day, so you'll want to start strong. It's critical that as a substitute, you manage the classroom right from the start. Equally important is planning for dismissal procedures, for recess time, and the end of the day. Through it all, classroom management is key, and that includes knowing how to identify and manage various forms of students behavior, such as bullying and harassment. But the most important thing to remember as you navigate your day is this—YOU are the teacher today! You are the authority figure and you should establish this from the moment you enter the classroom.



If you are working as a paraprofessional, you are an important adult and role model in the classroom and you should conduct yourself accordingly. Remember that students often see you as a second teacher in the classroom.

This unit contains several lessons and activities, so let's get started!

CONTINUE to Lesson 1

UNIT 2 Lesson 1

YOU Are the Teacher Today

Welcome to Unit 2, Lesson 1, YOU Are the Teacher Today...where we review some important To Do's for your day in the classroom, some of which we covered in Unit 1.

1. It is important that you give students a normal academic day by keeping things as routine as possible. Students will often know the rhythm of the school day very well. So when you know the rhythm too, you keep them, and the day, moving along smoothly. To keep the routine,

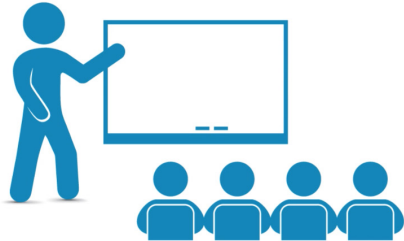
- Know the bell system for the building: Bells often ring every 50 minutes, with a bell to start and end a period. Learn the length of each period, and the time between classroom periods. Sometimes there is only one bell, and you need to know how much time you have to transition.
- Know where supplies and materials are kept so you can access them quickly.
- Know where the teacher's seating chart is located. The chart tells you where students are supposed to sit and can help you learn the names of the students. Refer to it continuously.
- Know the protocol for recess and lunch dismissals. These are special periods with their own processes.
- Know the process for end-of-day dismissals as well as the end-of-day bell configuration; some students will ride the bus while others will either walk home, be picked up by parents, or participate in an after-school activity. Make sure you have information from the school administrator and your employer on how to handle these end-of-day procedures.
- Know any activities or classes outside of the classroom that the students must attend, for example, physical education, art, music, or computer lab
- Know how to time the day's lessons so that you can complete everything. Refer to the lesson plans provided by the classroom teacher. If you were not provided with a lesson plan, check with the main office.



2. Write your name on the board and leave it there all day. This is a reminder to students of who you are and how they should refer to you.
3. Wear your ID at all times so that the students and other adults in the building see you as the classroom teacher for the day.
4. Paraprofessionals have a special role that can be an invaluable asset in any classroom.
 - It is this educator's job to follow the directives of the classroom teacher, whether it's in supporting his or her lessons, or in working with an individual student who may have physical or learning disabilities.
 - If you are a substitute paraprofessional, you and the teacher should always function as a team. But remember, the teacher has the leadership role. The substitute teacher should NEVER ask you to be in charge of the classroom or leave you alone with the students.
 - If you are a substitute teacher and your classroom has a paraprofessional that is present, the paraprofessional can be of assistance by providing support and guidance to you. However, it's important for both of you to remember that YOU have the leadership role.

UNIT 2 Lesson 1 – YOU Are the Teacher Today

Remember...
YOU Have the Leadership Role



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CONTINUE to Lesson 2

UNIT 2 Lesson 2

The First Five Minutes

The first five minutes can be critical – let's look at them here in Lesson 2

Once the students arrive, the first five minutes will set the tone for the day. Begin by opening the blinds and turning on all the appropriate lights. But most importantly, you and the paraprofessional, if applicable, should be positioned at the door to greet the students warmly as they enter the classroom. Even though you won't know them by name, you can smile and wish them a good morning.

Throughout the entire day, the paraprofessional should work in concert with you, or the classroom teacher, as a unified team.

As the students enter the room, have them review any instructions that the teacher, paraprofessional, or you have written on the board. In an elementary school, students should hang up their coats, unload their backpacks and put their homework in the appropriate place.

It's also helpful to provide a short 'starter activity' that students can begin immediately at their desks in order to provide a systematic and efficient start to the instructional day. The absent teacher may have left a starter activity for you to use. If not, you should be prepared to provide one yourself. As you continue this training program, we'll provide some examples of 'starter activities' that can be assigned right away and require little explanation.

UNIT 2 Lesson 2 – The First Five Minutes

Provide a 'Starter Activity'

Creates a systematic start to the day



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Middle and high school students, who usually move from classroom to classroom throughout the day, should enter the room and if appropriate, hand in homework and find any books or other material they might need.

Now students of any age should be in their seats and ready to start their day!

CONTINUE to Activity 7, Part 1

UNIT 2 Activity 7 Part 1

Think about walking into an unfamiliar setting. What kinds of behavior from the other people in the room make you feel comfortable? How can you translate this to your work as a substitute teacher?

Place a check mark next to the activities that will set the tone for the day for both the students and you:

- Smile
- Say hello
- Look students in the eye
- Positive comments about good behavior
- Questions about previous evening's activities, etc.
- Engage students in a short starter activity (where appropriate)

How did you do?

Continue to Activity 7, Part 1 Answer Key

Activity 7 Part 1 Answer Key

USER should have selected all options.

Below the list, display: Each of these activities can help you set the tone for the day!

How did you do?

Get ready for part 2.

Unit 2 Activity 7 Part 2

At the start of the day, there are a variety of situations that can occur. In general, you must expect the unexpected. To help you prepare, consider the following unusual situations for the beginning of the day:

You leave your home with plenty of time to get your assignment. You know that you will need time to prepare for the day. However, there is an accident on your route that ties up traffic and you have no way of finding an alternate route. You get to school just a few minutes before the students begin to enter the building. You hurry to get the room ready, read the lesson plans, and write the opening assignment on the board – but before you can do any of these things, the students begin to enter the room.

What should you do first?

1. Continue getting the room ready and reading the lesson plans so that you feel that you are prepared to begin the day.
2. Stop what you are doing and move to the doorway so that you can greet the students with a smile and a “good morning” as they enter the room.

Answer: 2

Remember that the students are the most important part of the day. Your first job is to greet them and make them feel welcome. This will set that important “tone for the day.” When they are in the room and seated, you can introduce yourself and give them verbal instructions for the opening assignment. Once they are settled and working on the assignment, you can continue to get the room ready, for example, opening the shades or blinds, writing your name and opening assignment on the board, and reviewing the day’s lesson plans. Take a deep breath and stay calm. The chaos of the beginning of the day is over and you are now ready to move forward.

Scenario 2:

As the fourth-grade students enter the building and begin removing their coats and boots, one student approaches you to say that he is not feeling well. He proceeds to get sick right there in the hallway. Now what do you do?

Do you:

1. Request that the office send a custodian to clean up?
2. Look for a mop or cleaning supplies in the classroom and clean up the mess yourself?

Answer: 1

Display the following:

In this case, use the intercom or phone in your classroom to call for a custodian immediately. Make sure that other students avoid any contact with the fluids on the floor. Move them calmly into the classroom and have the student who is ill sit somewhere you can see him, preferably with a wastebasket nearby, until someone can come and take him to the nurse.

Remember:

As with emergency situations, it is important for you to keep calm so that in turn the students remain calm. Never take the sick student to the office and leave the other students unattended. If there is no intercom or telephone for you to use to contact the office for help, send a student to the office with the message that you need a custodian and a school nurse or administrator. NEVER CLEAN UP BODILY FLUIDS ON YOUR OWN.

All right, let's consider another situation.

As the students are beginning to enter the classroom, you get a call from the main office, on the intercom system, that the teacher's lesson plans have arrived. Now what should you do?

Do you:

1. Go to the office to get the lesson plans immediately?
2. Ask for the office to send the lesson plans to you?

Answer: 2

Using the classroom phone, ask if someone in the office is available to bring them to you. If that is not possible, ask one of the students to go to the office and to retrieve and deliver the plans. Tell the secretary that you are sending a child and give the secretary that child's name. Continue with your own plans until you have time to look carefully at the teacher's plans.

Remember:

- Once students are in your class, you should never leave your classroom to go and retrieve the lesson plans. You should be prepared with alternate lessons or activities until the lesson plans arrive and you have had a chance to carefully look at them.

For this next situation, we will discuss interactions with a parent. While this is not something that a substitute is typically responsible for, it can happen—even more so for a substitute teacher in a long-term position. Let's think about what to do in this situation.

You are welcoming the kindergarten students into the classroom, directing them to remove their coats, boots, and hats and get them hung in the right places. In the midst of this, a mother walks into the classroom and says that she needs to talk to you immediately about a situation with her child. Now what do you do?

1. Politely request that the parent contact the main office so you can focus on the class?
2. Listen to the parent's concerns and do your best to address them?

Answer: 1

Explain calmly to the mother that as a substitute, you need to get the students into the room and settled as quickly and quietly as possible. Ask her if she can go to the office to talk to the principal or write you a note about her concerns. If she does not comply with either of these requests, use the intercom or classroom phone to call for the principal or assistant principal.

Remember: Always stay with your class!

- You can never leave your students unattended, even to stand in the hallway with the parent. If the parent does agree to write her concerns in a note, be sure to share that information with your employer who can provide further guidance about appropriate school personnel who should be notified.

CONTINUE to Lesson 3

UNIT 2 Lesson 3

Attendance and the First Assignment


Welcome to Lesson 3: Attendance and the First Assignment. Now that the students are in the classroom, it's time to take attendance and review the first assignment.

Taking attendance is a critical priority once the students arrive; it provides you with a complete picture of who is present and who might be missing due to sickness or tardiness. You should know how attendance is normally completed. Look for the seating chart – if there isn't one, walk the room as students are working on their first assignment. This is a time when the paraprofessional can be helpful, by taking attendance and helping the substitute find documents like the classroom seating chart or lesson plans.

UNIT 2 Lesson 3 – Attendance and the First Assignment

Taking Attendance

- ▶ A critical priority
- ▶ Provides you with a complete picture of who is present



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Getting students started on the first assignment of the day gives them an immediate focus; it allows them to work quietly and independently; and it provides you or the paraprofessional the opportunity to begin the process of taking attendance in a calm, orderly manner. Please note: If the teacher has left lesson plans, always use the opening activity in the plans. If the teacher has not left an opening activity, you can use an appropriate one that you have developed.

CONTINUE to Activity 8

UNIT 2 Activity 8

What do you think would be some good opening assignments for the following age groups? Look at the starter activities below and determine for which age group each would be appropriate.

Primary grades (K–2)

Intermediate grades (3–5)

Middle school science

High school language arts

1. Read to the students a short article from the newspaper about a legislative bill to make pumpkin pie the state pie. Ask them to respond in a paragraph or two about how they feel about 1) the pumpkin pie choice and 2) state lawmakers passing a bill about this.

2. Students will sit in a circle on the floor. Ask them to answer a general question, such as, what is your favorite animal? What is your favorite book?

3. Students will sit at their desks and take out a sheet of writing paper. Tell them that you would like them to make a name tag to put on their desks so that you will know their names. They can use their crayons to draw on the name tag.

4. Students will sit at their desks and take out their journals. Ask them to write a paragraph about the last experiment they attempted in class. Ask them to write about the success or failure of that experiment.

How did you do?

Continue to UNIT 2 Activity 8 Answer Key

UNIT 2 Activity 8 Answer Key

1. High school language arts

Opening activities for high school students in any content area can be a writing activity. You could give students a prompt, for example: "What do you think is the greatest scientific discovery of all time?" "Who is the most important living American?" Or, show or read them a short newspaper article and ask them to respond to it. If time allows you can ask them to share their entries.

2. Primary grades

Circle time is a good way to open the day. Students can share one thing they did the night before or another piece of general information about home. You could also talk about the date and the weather. You could have them sing a song. If you want to do seat work, asking them to draw a picture of their family, pets or that day's weather would be appropriate.

3. Intermediate grades

This is a good age for students to make their own name tags. You could also do a short writing assignment with them. This would be a good way for you to learn a little more about each student and his or her interests or family. You could also do circle time with these students. Be sure that you have an appropriate question for them to answer that will be non-threatening to all students.

4. Middle school science

You may want to ask students to write a short journal-type entry about the work they have been doing in science class over the past two or three days. You can also ask them to write about aspects of science that interest them.

CONTINUE to Lesson 4

UNIT 2 Lesson 4

Classroom Management

Welcome to Lesson 4: Classroom Management.

Before any instruction can occur, students have to be ready to learn. The way that an effective teacher prepares her students to learn is by managing the classroom in a clear and consistent manner. Often this is defined in a classroom management plan. The plan describes the ground rules for the class and how to respond to particular situations.

If your classroom has been left with a classroom management plan, familiarize yourself with it.

If there is no classroom management plan, ask the students or paraprofessional to tell you about it. For earlier grades, the plan may remind students to sit still, raise their hands when they have questions, and/or only use positive words. For later grades, the plan may remind students to avoid side conversations, and/or respect everyone's opinions.

Make sure that the students understand that you and the paraprofessional are adhering to the classroom management plan – and that they clearly understand the rules, consequences, and rewards of following it.

All rules are effective outside the classroom – for example, in the hallways and lunchroom. As in Unit 1, if you observe a physical altercation or other serious behavior issue in or out of the classroom, always notify the proper school official immediately. Wait until a school official arrives but again, **DO NOT TOUCH** the students in any way. If the school official asks you to document what you observed, do so--and also be sure that all incidents are reported to your employer as soon as possible.



An important part of any classroom management plan is knowing how to react to inappropriate behavior.

1. You should first try to redirect student behavior, re-evaluate the situation and then reinforce appropriate behavior.
2. As a teacher or paraprofessional, you should reinforce your physical proximity to the student, restate your expectations and explain the consequences of the student's inappropriate behavior.
3. When an individual student misbehaves, do not discipline the entire class.
4. If you need further guidance, be sure to contact your employer.

Remember that it's as important to acknowledge positive behavior as it is to redirect inappropriate behavior. The paraprofessional can offer rewards to the student if you and the teacher have agreed upon that. Otherwise, the paraprofessional can give the teacher his notes about good behavior and the teacher can offer the reward. But do not vary from the agreed-upon procedures when there is a substitute in the classroom. Remember that rewards for good behavior can never be in the form of food or drink. Often verbal praise is adequate, and can actually be the best reward.

If the students seem to be having problems completing a lesson or activity, don't hesitate to interrupt the work in order to repeat the directions. Or, you just might need to revise them. Remember that quality of Flexibility from Lesson One in Unit 1? It's important here.

Throughout your day you'll encounter several types of transitions that you'll need to be prepared for. They could be as simple as transitioning from activity to activity... or moving to a different classroom, to the lunchroom or to recess. You may even have to make transitions at the beginning and end of each period. This is where your earlier work to learn placement of small groups, computer work, and other exercises becomes important.

For assistance, check out the books at the end of this unit video. They provide a thoughtful list of ideas and strategies for facilitating student transitions between academic tasks.

CONTINUE to Activity 9

UNIT 2 Activity 9

Verbal reward statements for students of all ages

You should always first think about ways that good behavior can be rewarded. This will, of course, vary by grade level or subject area. The best way to begin is with verbal rewards. For each grade or age level, think of two or three positive things that you can say to students who demonstrate good behavior. (Remember that you are rewarding THE BEHAVIOR – for example, “I like the way you are sitting,” not THE PERSON – for example, “You are such a good boy.”)

1. Preschool and kindergarten _____
2. Intermediate (grades 3–5) _____
3. Middle school language arts _____
4. High school PE _____

How did you do?

CONTINUE to Activity 9 Answer Key

UNIT 2 Activity 9 Answer Key

1. *Preschool and kindergarten*

- *I like the way you are sitting.*
- *That was a nice thing to say.*
- *You shared very nicely.*

2. *Intermediate (grade 3-5)*

- *You lined up very nicely.*
- *I like the way you are listening to me.*
- *I'm so happy with the way you got out your math books.*

3. *Middle school language arts*

- *I'm impressed with how quietly you entered the room.*
- *Thank you for passing out the papers so quietly.*

4. *High school physical education*

- *That was a great example of team play.*
- *Good job putting the equipment away.*

CONTINUE to Activity 9 Part 2

UNIT 2 Activity 9 Part 2

It's time for some unusual situations; consider the following:

You take attendance by calling student names and asking them to respond. You notice that while you are doing this, students giggle when two of the students, Joe and William, respond to the calling of their names. You ignore the giggling, finish taking attendance, and move on to your first lesson. The giggling happens again when you call on either of these boys. When you refer to the teacher's seating chart you realize that these two students have switched names to confuse you.

Now what should you do?

1. Ignore the giggling and move forward, referring to these two boys by their correct names for the remainder of the day.
2. Stop your instruction, and tell the boys that you are not going to continue teaching until they admit what they have done. Ask them why they would do such a thing, that it wasn't funny, and that you are going to report them to the teacher.

Answer: 1

If you have a seating chart, switching names is not a major problem. In this situation it is probably best to ignore the giggling students and move forward with your instruction, referring to the two boys by their proper names from this point on. You should report this to the teacher in your end-of-day notes.

If you do not have a seating chart and this name switching is being disruptive to the rest of the class, you can do a few things: If you know who the two boys are you can remind them of the rules and tell them that you are going to give them appropriate consequences if the behavior continues. If these two boys insist that the names they have given you are correct, regardless of the giggling of the other students, you could send one of the boys to the office with a note that asks the secretary or administrator to respond in writing with the student's name.

Whatever you do should be as non-disruptive to your instruction as possible.

Scenario 2:

You are teaching language arts at a high school today and are greeting the tenth-grade students as they enter the classroom. When they get inside the room, two students begin to argue and almost instantly the argument becomes physical. Other students start to gather around. Now what do you do?

1. Stop the fight immediately, putting you between the students if necessary.
2. Keep your students in the classroom and call the office to address the fight.

Correct Answer: 2

Use the intercom or classroom phone to call for help immediately. Ask the other students to disperse and go to their appropriate seats. Do not under any circumstances put yourself between the two students who are fighting. Talk to them in a loud, but not yelling, voice and ask them to step away from each other. Tell them that you have called for help. Your focus at this point should be verbally trying to stop the fight and making sure that the other students are safe.

We repeat: DO NOT EVER PUT YOURSELF BETWEEN FIGHTING STUDENTS. Remember that you are not ever to touch a student. Continue to talk calmly but firmly to the two students. If the students do not respond to you, wait quietly until help arrives. You should stay calm and focus on keeping other students calm and out of danger. Be sure to document everything that you observed about the argument and its escalation.

Scenario 3

You are supervising a class of tenth-grade students. A student approaches you and asks to be excused to use the restroom and you allow him. Upon his return, a second student asks to use the restroom, which you again allow. Upon his return, a third student makes the same request almost immediately. You suspect that the students are not actually using the restroom and are taking advantage of the situation to roam the halls. Another student continues the pattern and wishes to use the restroom. Now what do you do?

1. Put a stop to this behavior and inform all students that there will be no more restroom breaks for the remainder of the period.
2. Allow the student to go to the restroom. If the pattern continues, direct the student to the main office to request permission.

Answer: 2

Allow the student to go to the restroom. It is not your responsibility to make such judgment calls regarding students who wish to use the restroom or claim they are ill and wish to see the school nurse. You must allow any student who claims to need to use the restroom or see the school nurse to do so. If the situation calls for it, you may want to direct the student to the school office for permission to use the restroom.

UNIT 2 Lesson 5

Managing Bullying and Harassment

Welcome to Lesson 5: Managing Bullying and Harassment.

Bullying can be a major problem in many schools today. The first thing a substitute teacher or paraprofessional must do is recognize what characterizes bullying behavior:

1. The abuse or behavior is intentional and may be aggressive, unwanted and threatening
2. There is usually some kind of an imbalance, whether real or perceived, between the bully and the bullied; for example one is physically bigger than the other; one is wealthier than the other; or, one is part of a popular group and the other one is not
3. The bullied person fears for his or her well-being or safety
4. The abuse happens numerous times

Bullying can manifest itself in many forms, including but not limited to:

- Verbal bullying, such as name-calling, put-downs, mocking, laughing, or note-passing
- Emotional bullying, such as isolating and excluding others, as well as spreading rumors
- Physical bullying, such as bodily harm or intimidation with intent to harm
- Sexual bullying, such as unwanted physical contact, as well as sexually abusive or inappropriate comments
- Cyber bullying, such as emails, texts, or social networking posts

UNIT 2 Lesson 5 – Managing Bullying and Harassment

Many Forms of Bullying

Physical bullying

- Bodily harm



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The following rules should always apply when addressing situations of bullying—whether in the classroom, in the hallway or on the playground:

- Remember to stay calm, which in turn will help keep students calm
- Make sure students involved are physically safe, separated from each other if necessary, without touching them
- Do not become a bully by verbally humiliating one; remember that they are still children – you'll want to model appropriate behavior
- Be consistent with consequences
- Reiterate classroom rules around bullying
- If the behavior does not abate, the principal should be contacted
- Always completely document any claim or incident of bullying that you can leave for the classroom teacher and submit to your employer

Harassment is another unacceptable behavior you should be familiar with.

- Harassment is any verbal or written incident that is motivated by race, creed, color, national origin, marital status, sex, sexual orientation, or disability
- Behavior that creates an intimidating, hostile or offensive environment is harassment.
- To be clear, if the victim FEELS offended it is considered harassment

An example of harassment would be hearing one student use a racial slur when talking to another student. Another example might be a student referring to another in a sexual manner or creating an environment that excludes others using gendered, sexual, or racial language. In these cases,

- It is important that you respond immediately and appropriately
- You should separate the students and contact the appropriate school official to provide help
- You should always completely document any incident and file this report with the school and your employer.

Paraprofessionals should never handle bullying or harassment situations on their own but should always enlist the help and/or guidance of the classroom teacher.

CONTINUE to Activity 10

UNIT 2 Activity 10

Use each word to the proper place to complete the sentence about bullying or harassment.

abuse	environment	intimidating
acceptable	fears	numerous
aggressive	imbalance	popular
color	intentional	safety

1. The abuse or behavior is _____ and may be _____, unwanted and threatening.
2. There is usually some kind of an _____, whether real or perceived, between the bully and the bullied, for example one is physically bigger than the other; one is wealthier than the other; one is part of a _____ group and the other is not.
3. The bullied person _____ for his/her well-being or _____.
4. The _____ happens _____ times.
5. Harassment is another _____ behavior of which you should be aware.
6. Harassment is any verbal or written incident that is motivated by race, creed, _____, national origin, marital status, sex, sexual orientation, or disability.
7. Harassment creates an _____, hostile or offensive _____.

How did you do?

CONTINUE to Activity 10 Answer Key

UNIT 2 Activity 10 Answer Key

1. The abuse or behavior is **intentional** and may be **aggressive**, unwanted and threatening.
2. There is usually some kind of an **imbalance** between the bully and the bullied, for example one is physically bigger than the other; one is wealthier than the other; one is part of a **popular** group and the other is not.
3. The bullied person **fears** for his/her wellbeing or **safety**.
4. The **abuse** happens **numerous** times.
5. Harassment is another **unacceptable** behavior of which you should be aware.
6. Harassment is any verbal or written incident that is motivated by race, creed, **color**, national origin, marital status, sex, sexual orientation, or disability.
7. Harassment creates an **intimidating**, hostile or offensive **environment**.

What if a substitute teacher is bullied by a student? Let's look at the following scenario and see what you would do in this situation.

Your assignment is substituting in a ninth-grade mathematics classroom. This is a new assignment for you. You introduce yourself to the students and begin the teacher's lesson for the day. As you are teaching, you hear a student mumbling something. You stop your instruction and ask if he has a question. He replies that he doesn't but makes an insulting comment about you. The other students begin to giggle and the student makes another comment.

Now what do you do?

1. Remind the student of the consequences for interrupting instruction and tell him that if his interruptions continue, you will be dealing with his behavior appropriately.
2. Ask the student why he thinks that he can insult you? Tell him that what he has said about you is not true and he has hurt your feelings.

Answer: 1

The most important thing to remember here is NOT TO ENGAGE with the student on his level. This is a form of bullying and bullies should never be given the stage, nor should you EVER resort to the same type of behavior. Your best option is to ignore the insult, remind the student that he is interrupting instruction and if it continues he will face appropriate consequences. Be sure that you review those classroom consequences with the entire class if you have not done so already. If the interruptions and insults continue, even after you have given classroom consequences, you may have to ask to have the student removed from the classroom. Remember that the primary importance here is for the rest of the class to have uninterrupted instruction.

As soon as you can, you should document the exchange between you and this student. If the student is using vulgar language or an ethnic or gender slur, this would be considered harassment and must be documented and reported as such.

CONTINUE to Unit 2 Reflect, Act and Wonder 1

UNIT 2 Reflect, Act and Wonder 1

We're halfway through Unit 2 so let's take some time to record your thoughts in this Reflect, Act and Wonder activity.

Reflect:

First impressions can mean the difference between a good day and a less than good day in a classroom. Why do you think this is true and what can you do to make sure you make a good impression both with the adults and students in the building?

Act:

Responding to good behavior is as important as responding to inappropriate behavior. Start a list of things that you can say to students of all ages who are acting appropriately.

Wonder:

I wonder if I will be comfortable in classrooms of all levels and all subjects or if I should focus on one age group or subject?

CONTINUE to Lesson 6

UNIT 2 Lesson 6

Dismissal Time Already?

Welcome to Lesson 6: Dismissal Time Already?

Now you've arrived at the last five minutes of the day.

You should plan for these minutes before the day even begins. Be sure that you look at the organization of the activities throughout the day so that you can plan your time carefully. Pace your last lesson so that you can end it on time, leaving enough time for you and/or the paraprofessional to collect work, write the homework assignment on the board, and check assignment books as needed.

If the students are working independently at the end of the day, do NOT begin packing up your own things. Your time to organize and pack is after the students have exited the room. Remember that you want to model the behavior you wish to see from the students.

The last five minutes can be very chaotic, so be prepared.

Transitioning to the end of the day activities should be as quiet and orderly as the transitions between academic activities. Be sure to allow enough time for students to put their books and papers in the appropriate places, hand in any assignments that you are collecting, organize their homework, get their backpacks and coats, and line up for dismissal.

UNIT 2 Lesson 6 – Dismissal Time Already?

**The Last Five Minutes
Can Be Chaotic...
Be Prepared!**



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If you have to send students into the hallway to get their coats and backpacks, you must keep an eye on both the classroom and the hallway areas. Remember that the paraprofessional cannot be alone with students whether in the hallway or in the classroom.

Students are dismissed by the sound of the bell, not the reading on the clock. Know the end-of-day bell configuration. For example, is there a five-minute warning bell? Is there a bell for students who ride the bus and a bell for students who walk? Is there only one bell?

Make sure that you know WHO rides the bus and WHO is walking. If there are after-school programs that your students will attend, make sure you know where they should go. If there is a paraprofessional in the classroom, this is an area where he or she can help you stay organized.

It is important that you have students ready to board the bus on time. Missing the bus can be a serious issue for students who do not have a parent or guardian who can pick them up at school.

You should also understand that as a substitute teacher, or substitute paraprofessional, release of a student to a bus or other vehicle should ONLY be done under the physical supervision of school district employees.

Students should not leave the room until you dismiss them, and that should occur in an orderly manner. Stand at the door as they leave and give them a smile and a positive word about the day. If coats and backpacks are in the hallway, try to keep an eye on both the classroom and the hallway areas. Be sure students leave through the appropriate outside doorway.

You should never detain a student in the classroom after the school day, whether for additional academic help or as a response to inappropriate behavior. As a substitute teacher or paraprofessional, it is not your responsibility to correct behavior once the class or school day has ended.

CONTINUE to Lesson 7

UNIT 2 Lesson 7

Finishing the Day


Welcome to Lesson 7: Finishing the Day.

The students are gone, but you still have some things to do. Take time to write comprehensive notes for the teacher. If you made notes throughout the day, now is the time to compile them. Remember that your written communication should be professional, and present the facts without any personal bias or prejudice.

UNIT 2 Lesson 7 – Finishing the Day

You Still Have Some Things To Do

Write comprehensive notes for the teacher



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It's a good idea to keep a professional journal. You'll want to make notes about the school, the classroom setting, the teacher's organization and the technology. Be sure to note the students who were helpful and those who might have displayed behavior issues. And make notes about your own teaching skills during the day. These notes will be valuable if you are asked to return to this classroom at a later date.

As a paraprofessional, keeping notes on a day when a substitute is in the classroom can be helpful for the classroom teacher. You can make note of students who were helpful and well behaved as well as students who may have misbehaved. You should note any work or lessons that you attempted or completed with students and work that was assigned as homework.

When you leave the room, leave it organized and tidy the way you found it. Resist the urge to make major changes to the way things are located or organized. Chances are, the permanent teacher has set up the classroom purposely to reflect his or her style and needs. You don't want to accidentally insult anyone.

Be sure that all equipment is stored and locked where it should be. If you checked out books, computers, or tablets, be sure to indicate that they have been returned and checked in.

Stack and label the student papers you've collected.

Check with your neighbors about any other end-of-day routines.

When finished in the classroom, check out with the secretary or department head, and return keys and your temporary ID if needed. Never take home any school materials or supplies for personal use.


Be sure to discuss any serious behavior issues with the principal or department head – and give them any documentation that you have regarding these behavior issues. Be sure that your employer has a copy of all your documentation and that you keep a copy for your records.

Paraprofessionals should discuss any behavior issues with the classroom teacher and present appropriate documentation to the teacher and the employer.

UNIT 2 Lesson 7 – Finishing the Day

When Finished in the Classroom...

Discuss serious behavior issues with the principal or department head



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CONTINUE to Unit 2 Key Learnings

UNIT 2 Key Learnings

Congratulations! You've completed Unit 2, Classroom Smarts. Here is a chance for you to review what was presented in this unit.

YOU ARE THE TEACHER!

- Be prepared and professional.
- Handle the classroom behavior situations effectively.
- Present the lessons left by the teacher.
- Have interesting and exciting starter activities available.
- Enjoy this opportunity to enrich the lives of students.

The first five minutes can set the tone for the day

- Greet students at the door.
- Introduce yourself.
- Start off strong with attendance and the first assignment.
- Engage students in productive activity.

Classroom management is key

- Follow the classroom plan.
- Have positive interactions with students.
- Handle wrong answers appropriately – redirect and echo the correct response.
- Be sure that students know your instructional and procedural expectations.

- Respond correctly to inappropriate behavior.
 - Redirect student behavior.
 - Re-evaluate the situation.
 - Reinforce your proximity.
 - Restate expectations.
 - State the facts.
 - Explain consequences.
 - Correct individuals vs. the entire class.
- Reinforce positive behavior with verbal rewards.

Bullying and the various forms it takes

- Handling bullying in the classroom.
- Harassment and how to handle it.
- Follow school and district discipline policies.
- Always document for employer, school, and your files.

Planning for dismissal time

- Understand the bell schedule and school dismissal procedures for recess, lunch and the end of the day. This includes a roster detailing which students are walkers and which ride the bus.
- If there are after-school programs that your students attend, make sure that you know where they should go and that they get there safely.
- Remember that release of a student to a bus or other vehicle should be done ONLY under the physical supervision of school district employees.

Completing the day means organizing, journaling, and summarizing the day for the teacher and leaving the room organized just as you found it.

- As you leave the building always check out with the secretary or someone in the main office.
- Return any keys or other school property that was given to you for the day.
- Never take any school property home, including books, papers, or supplies.

Let's Review Unit 2

Mark each statement below as true or false

1. Always take your own lesson plans to use instead of the teacher's lesson plans.
2. It is important to have interesting and starter activities available.
3. The first five minutes of the day are important.
4. Always sit at the teacher's desk when the students enter the room.
5. Positive interactions are an important way to respond to students.
6. Food and drink are a good way to reward good behavior.
7. An important way to deal with inappropriate behavior is to redirect students to a new behavior.
8. Whenever you deal with a bullying or harassment incident it is important to document your observations for the school and your employer.
9. If the students prepare for the end of the day by going into the hallway to get their backpacks and coats, you may stay in your seat until all the students are ready to leave.
10. Be sure you know which students ride a bus and who will supervise them as they go to the bus.
11. It is a good idea to leave a written report about the day's events for the classroom teacher.
12. If you used laptops or tablets during the day but don't have time lock them in the appropriate cabinet, don't worry about it because the classroom door will be locked.
13. If you didn't like the teacher's room arrangement, go ahead and change it.
14. Always check out with someone in the office before you leave the building.
15. If you like some of the activities that the teacher left for the day, go ahead and take the papers and books home and return them the next time you are substituting at the school.

Continue to Let's Review Answers

Let's Review Unit 2 Answers

1. Always take your own lesson plans to use instead of the teacher's lesson plans.
False statement - Always use the teacher's lesson plans, never your own.
2. It is important to have interesting and fill-in activities available.
True statement.
3. The first five minutes of the day are important.
True statement.
4. Always sit at the teacher's desk when the students enter the room.
False statement – You should stand at the door of the classroom to greet students as they enter the room.
5. Positive interactions are an important way to respond to students.
True statement.
6. Food and drink are a good way to reward good behavior.
False statement – Food and drink should never be used as rewards; positive behavior statements are more effective rewards.
7. An important way to deal with inappropriate behavior is to redirect students to a new behavior.
True statement.
8. Whenever you deal with a bullying or harassment incident it is important to document your observations for the school and your employer.
True statement.

9. If the students prepare for the end of the day by going into the hallway to get their backpacks and coats, you may stay in your seat until all the students are ready to leave.

False Statement – If the students prepare for the end of the day by going into the hallway to get their backpacks and coats, you should stand at the door so that you can observe all students in the hallway and in the classroom.

10. Be sure you know which students ride a bus and who will supervise them as they go to the bus.

True statement.

11. It is a good idea to leave a written report about the day's events for the classroom teacher.

True statement.

12. If you used laptops or tablets during the day but don't have time lock them in the appropriate cabinet, don't worry about it because the classroom door will be locked.

False statement - Be sure that all equipment is stored and locked as it was when you started your day. If you checked out books, computers, or tablets, be sure to indicate that they have been returned and checked in.

13. If you didn't like the teacher's room arrangement, go ahead and change it.

False statement – The classroom teacher had the room arranged the way she liked it and you don't want to create problems for her by changing it.

14. Always check out with someone in the office before you leave the building.

True statement.

15. If you like some of the activities that the teacher left for the day, go ahead and take the papers and books home and return them the next time you are substituting at the school.

False statement – Do not, for any reason, take any school or teacher materials or supplies home with you at the end of the day.

CONTINUE to Reflect, Act and Wonder 2

UNIT 2 Reflect, Act and Wonder 2

Now that you're done with Unit 2, take some time to record some of your thoughts in this final Reflect, Act and Wonder activity.

Reflect:

A journal of your substituting days would be helpful. What kinds of things would you record in such a journal?

Act:

Begin building an end-of-day-notes template that can be used for any grade level or subject area, to note-share with the teacher about your day in his classroom.

Wonder:

I wonder what, if anything, I should say to the employer, teacher, and principal if I had problems controlling the students?

CONTINUE to End of Unit 2

CONGRATULATIONS!

You've completed the first steps in your journey of becoming a substitute teacher or paraprofessional. By now, you're beginning to see that your dream of working with children is balanced with learning some of the more practical points of essential classroom experiences.

In this unit as well as in Unit 1, you were given a tremendous amount of information to digest. Using all of this information in the classroom will enrich your teaching experience and contribute to the overall success of your journey.

Sources:

- *Enhancing Professional Practice* by Charlotte Danielson
- *The First Days of School* by Harry K. Wong and Rosemary Wong
- *Teacher as Architect* by Shawn K. Smith, Ann M. Chavez and Garrett W. Seaman
- *Teach Like a Champion* by Doug Lemov
- *The Skillful Teacher* by Jon Saphier, Mary Ann Haley, Robert Gower