



# **Hunterdon Central Regional High School**

## **Substitute Training Program**

**2020-2021**


# **WELCOME & THANK-YOU FOR YOUR INTEREST IN SUBSTITUTING AT HUNTERDON CENTRAL REGIONAL HIGH SCHOOL**

**Your contributions allow us to continue the education process even when one of our valued staff members has to be out of work.**

**We couldn't be successful without you!!!**



# **IN ORDER TO BE APPROVED AS A SUBSTITUTE EMPLOYEE IN OUR DISTRICT, YOU MUST:**

- **Complete the Online application via Applitrack**
  - **Receive Fingerprint Clearance Letter and receipt from Identogo**
  - **Be in possession of a state issued Substitute or Teaching Certificate**
  - **Have your Photo ID Picture taken**
  - **Complete the I-9 Form with documentation**
  - **Complete Federal and State W-4 Forms**
  - **Review and Sign Affirmative Action Packet**
  - **Provide proof that you are free from tuberculosis**
  - **Complete and Sign Verification of Employment Form**
  - **Complete State of NJ New Hire Form**
  - **Most importantly, you must care about kids and want to make a positive difference in their lives.**
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## ***Substitutes are important!!***

**On any given day, approximately 274,000 substitute teachers serve in this country's classrooms.**

**By the time a student graduates from high school, that person will have spent the equivalent of a full year being taught by a substitute.**



# ***TOPICS TO BE COVERED***

***Professionalism and the Substitute Teacher***

***The Daily Routine***

***Legal aspects of being a substitute teacher***

***Classroom management & discipline***

***Special Education***



# **PROFESSIONALISM**

**One of the most important aspects of becoming an effective substitute teacher is how you view and portray yourself to students, staff and the community.**

**Above all, you need to consider yourself a professional.**

**Remember, students will encounter substitutes on a regular basis, and for that reason alone you are a very important part of the educational process.**



# Code of Ethics

**As a foundation of professionalism, the National Education Association (NEA) adopted the Code of Ethics of the Education Profession.**

**It is based on the following principles:**



# PROFESSIONALISM

## 1. Commitment to the Student

- The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.





# PROFESSIONALISM

## 2. Commitment to the Profession

- The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.



# ***YOUR ACTIONS SPEAK SO LOUDLY, I CAN'T HEAR YOUR WORDS***

**"I didn't always follow this advice, and even at age twenty-seven I was being asked on dates by high school boys. I was also informed by a school secretary that there were teachers who did not want me to sub in their classrooms because of the way that I dressed!"**

***-Experienced substitute***

**Students and other staff will respect you more if you exercise good judgment in how you dress.**

**Your appearance contributes to creating a good first impression from the moment you walk into a school building--and every time thereafter.**

**The following tips should be helpful:**

***Dress in a manner that sets you apart from students and enhances a businesslike atmosphere in the classroom.***

**First impressions are important, and, like it or not, the way you dress will make a difference in how you are treated by students and staff.**

**You may find that many teachers dress more casually, please remember that they already have a relationship with their students.**

**Teachers have established their authority in the relationship with students and in maintaining classroom management.**

**As a substitute teacher, you are making a first impression virtually every day.**



**It is especially important for younger-looking substitute teachers to be mindful of perception and to dress a bit more conservatively.**

**This helps establish you as the authority figure in the classroom.**

**Students will look at you as a teacher and not as a peer (and hopefully treat you as such).**

**As you can imagine, this is especially important when you are subbing at the high school level.**



***DRESS COMFORTABLY SO YOU CAN MOVE  
AROUND THE CLASSROOM AND BUILDING WITH  
EASE.***

**Women will want to wear comfortable shoes - avoid high heels, please avoid short skirts, and severely tight attire.**

**Men may want to wear khaki or dress pants, a button-down or polo shirt, and comfortable shoes.**

**In most cases, jeans, t-shirts and sandals are not a good idea for any substitute.**



# GENERAL RULES OF CONDUCT

## Rule #1.

*You are to be attentive and present for the benefit of all students in the classroom.*

**The most crucial reason you are in the classroom is to promote education and ensure safety.**

**To accomplish that, your attention must be focused on the students at all times.**



# **THIS MEANS:**

- **Do not give an assignment then sit down to read the newspaper or work on a computer.**
- **Do not walk out of the classroom.**
- **Do not make phone calls.**



## **Rule #2.**

***Never use the Internet at school to surf inappropriate web sites!***

**This may sound obvious, but ...**





## **Rule #3•**

### ***Do not discuss classes or students.***

**This rule applies whether you are in the teachers' lounge at school or anywhere outside of school.**

**It is all right to ask advice about how to deal with certain students or classes from school staff, but don't let the conversation develop into one of complaining, ridiculing or spreading innuendoes about students or staff.**

***Discussing students inappropriately can be a violation of their rights and Federal Law!***



## **Rule #4.**

***Please do not discuss your political, religious, and social beliefs.***

**You are there to teach the scheduled lesson, not to share your opinions or convert students to your way of thinking.**

**By sticking to the teacher's lesson plans, you should be able to avoid these situations.**

**If you find yourself in a class where students ask about your beliefs, be respectful of their inquiries but stick to the lesson at hand.**



## **Rule #5.**

***Be friendly, positive and enthusiastic.***

**You are not there to become friends with students, you do need to be pleasant and demonstrate an interest in their assignment.**

**Students are very quick to pick up on your overall attitude, and you want them to be cooperative, if not deeply engaged.**



# **EXERCISING PROFESSIONAL JUDGMENT INTERACTION WITH STUDENTS**

- **Maintain a professional barrier between you and students. You are the adult, the teacher, and the professional; act like the expert - not like another one of the "kids."**
- **Avoid any behavior that could be misinterpreted when interacting with students.**
- ***Do not leave your students unsupervised.***
- **Use verbal praise and reinforcement.**
- **Do not lose your temper**
- **Do not socialize with students.**



# ***EXERCISING PROFESSIONAL JUDGMENT INTERACTION WITH STUDENTS***

- \*Do NOT transport students in your car.**
- \*Do NOT make telephone calls or write notes of a personal nature to students.**
- \*Respect students and their cultural backgrounds.**
- \*Use only proper humor (do not use sexual, racial or other inappropriate jokes or humor).**
- \*Be confidential (*what you hear at school stays at school*).**
- \*Avoid criticizing others, especially students and staff.**



# THE DAILY ROUTINE

**First -**

*Arrive on time*

**Which means approximately one-half hour before the first class is scheduled to begin. You should stop at the teacher's mailbox in the House Office, pick-up the teacher's daily schedule and other materials needed to substitute.**



# **THE DAILY ROUTINE**

**Second -**

**Always dress professionally.**

**A Phoenix teacher says, "I dress to the 'T' as a substitute teacher. The kids hold the door for me. One on each side! That's pretty scary and wonderful that they are influenced so easily by appearance. My daughter's been on her job for only two weeks and she says they hold the door for her, also."**



# **THE DAILY ROUTINE**

**Third -**

**Follow the teacher's lesson plan as given to you.**

**Teachers are responsible and want their students to learn. You are expected to carry on with the academic program**





# THE DAILY ROUTINE

## Prior to Entering the Classroom

- **Report to the House Office.**
- **Check the teacher's mailbox for lesson plans, student passes.**
- **Check with the Department Supervisor or Dee Jablonski (x7282) if there are any extra duties on assignment.**
- **Ask the names of the teachers on both sides of your classroom, introduce yourself to them and have them unlock your classroom door.**



# THE DAILY ROUTINE

## Homeroom/Block 1 Attendance

Homeroom takes place the first six minutes of Block 1 class. *You must call attendance in by **7:41 AM**.* This will serve as both Homeroom and Block 1 attendance.

The telephone number for the student attendance line is 5504. Please speak **clearly**, leaving the following information only on voicemail:

1. Your name.
2. Name of the teacher for whom you are substituting.
3. Class block you are reporting.
4. Names of students who are absent.

Student I.D. numbers are not needed.

**Check the class rosters for any students that have medical problems.**



# **THE DAILY ROUTINE**

## **Classroom Attendance**

**Block 2, 3 and 4 – attendance must be taken and called-in during the first 15 minutes of class, listing absentees or stating “All Present”. It is essential to report attendance for each and every class regardless of whether there were absent students or not. This must be done to verify that attendance has been taken for each class.**

### ***Tardiness to Homeroom/Class:***

**Students arriving to school after 7:35 are required to report to the nearest house office to obtain a pass to class.**

**Arrival after 8:15 will be recorded as an absence to Block 1.**



# THE DAILY ROUTINE

## Instruction

*The staff at Hunterdon Central believes that having a substitute teacher should not mean an interruption in a student's program.*

*Therefore, each teacher is asked to provide detailed plans for the day, and each substitute is asked to carry out those plans.*

*The department supervisor is available to answer your questions and provide assistance when necessary.*

*Feel free to call on the supervisor with your questions and concerns.*

## Classroom Technology

The classrooms at Hunterdon Central are equipped with a variety of hardware and software to support instruction.

Substitutes should not allow students to use the technology unless directed by the classroom teacher.

If use of technology is part of the lesson, the substitute should closely monitor the students to ensure proper use related to the lesson.

Substitutes should not try to adjust or fix technology problems.

Almost immediate assistance is available by calling **extension 4444**.



# **THE DAILY ROUTINE**

## **Discipline**

***For emergencies dial “0” from the classroom phone.***

**If you encounter a discipline problem in a classroom situation which requires immediate attention, contact should be made with the Administrator in the nearest House Office.**

**For less pressing discipline problems, a discipline report (available in the House Offices) should be completed and turned in at the House Office by the end of the day.**

**This discipline report should be discussed with the Administrator before you leave for the day.**

**You are encouraged to handle as many discipline problems as possible in the classroom; however, the staff is ready to help and support you in matters which go beyond the realm of minor classroom disruptions.**



# THE DAILY ROUTINE

## Two-Way Communications Devices

*Two-Way communication devices are to be in the off position during class time, tutorials and club activities unless approved by the staff member in charge.*

### Permissible Use:

- Use is permitted during unit lunch.
- Use is permitted during posted passing time outside of the classroom. Lateness to class will not be tolerated and regulations will be enforced as outlined in the Student Handbook.
- Use during field trips is with the staff member's approval.
- In the IMC after school, two way communication devices may be on **VIBRATE** and may be used for silent activities such as texting or using the calendar. Phone calls are only permitted after school in the IMC's *After School Cell Phone Zone*.



# THE DAILY ROUTINE

## Two-Way Communications Devices (continued)

### Listening Devices

- Portable listening devices such as (mp3, CD player, etc.) may be used during passing time only if one ear is left clear for attention to external input.
- Portable listening devices may be used during unit lunch and study hall only in the areas designated for lunch or study hall.
- Portable listening devices may only be used within the classroom during instructional time at the permission of the staff member. Portable listening devices *with earphones* may be used in the IMC only after school.



# THE DAILY ROUTINE

## Two-Way Communications Devices (continued)

### Recording Devices

- Photographic and, audio/video recording devices are prohibited unless with specific permission by staff member.





# THE DAILY ROUTINE

## Two-Way Communications Devices (continued)

### Consequences (are cumulative for any and all electronic devices)

- **1st infraction:** The device will be confiscated and held in the nearest House Office until the end of the day and returned to the student. Staff member shall complete a Misconduct Report and submit to appropriate vice principal. The student will receive a discipline report warning.
- **2nd infraction:** The device will be held at the nearest House Office and only be returned to a parent at the end of the day. Staff member shall complete a Misconduct Report and submit to the appropriate vice principal. The student will be assigned a house detention.



# THE DAILY ROUTINE

## Two-Way Communications Devices (continued)

### Consequences (are accumulative for any and all electronic devices)

- **3rd infraction:** The device will be held at the nearest House Office. The student will be assigned a Extended day detention and the device will be returned to a parent after the Extended day detention is served.
- **Additional infractions** will include confiscation of the device and will be considered willful disobedience and open defiance as stated in NJ Statue 18A:37-2 and will result in more serious consequences to be determined by the administrative team following a mandatory meeting with the student and parent.



# THE DAILY ROUTINE

## **Procedures for Enforcement of violations of two-way communication device regulations:**

*The staff member who observes a student using the device during restricted times shall:*

- Call the switch board for a pick up of the device which will be taken to the nearest House Office.
- In all cases:
  - The staff member shall follow-up with a timely Misconduct Report to the appropriate House Office.
  - Staff members shall report all infractions to the House Office on each and every occasion.



# THE DAILY ROUTINE

## BYOD – Bring Your Own Device

After careful consideration of the rapidly changing availability of personally-owned devices, the District has made the decision to offer all students the option of using personally-owned devices within our as learning tools while on campus, connecting to our guest wireless network.



# THE DAILY ROUTINE

## **BYOD – Bring Your Own Device (Continued)**

Within each class, once approved and guided by their teacher, students have been allowed to use their cellphones and smartphones during their classes. This has allowed appropriate use of student owned devices and the opportunity to realize the benefits of our students using their cell phones and/or smartphones for instructional purposes.



# THE DAILY ROUTINE

## BYOD – Bring Your Own Device (Continued)

Substitute teachers are advised that they are to follow the lesson plans provided by the regular classroom teacher.

If the lesson plan requires the use of student owned devices, then the lesson plans should be followed and students permitted use of their personally owned device.

*If the lesson plan does not require the use of student owned devices, then the district policy on the use of student owned devices, including cell phones and smart phones remains in place and students should not use those devices during the regularly scheduled class.*



# **THE DAILY ROUTINE**

## **Unit Lunch**

**COUNSELING SERVICES/CST** – members of the counseling department and the Child Study Team are available to students everyday during unit lunch.

**UNIT LUNCH DETENTION ROOM** – is Room 519. This room will be supervised by a VP and a DRA. It is a silent room. Students will be permitted to eat, and work silently at their desk. Use of all electronic devices is prohibited and students will not be permitted to talk. Students will report directly to the detention room at the end of block 2.

**EATING LOCATIONS** – (Inside locations) Students may eat in any of the food service stations (commons cafeteria, 600, auxiliary gym), hallways, classrooms with teacher present, Little Theater, designated gyms and fieldhouse.



# THE DAILY ROUTINE

## Unit Lunch (continued)

### LOCKOUT - If a LOCKOUT occurs during unit lunch:

- Those teachers and students who are outdoors will immediately proceed inside and proceed to their block 2 class. **Teachers and staff in the building will proceed to their block 2 class. All teachers regardless of location will proceed to their block 2 class.** Students not on the correct campus: on the 11/12 campus - the Little Theater; on the 9/10 campus - the auditorium.

### LOCKDOWN - If a LOCKDOWN occurs during unit lunch:

- Listen for PA announcement.
- **Seek immediate shelter; supervisors in the areas will unlock doors then: lock door, close blinds, move away from windows, remain silent.**
- **If outside, listen for PA directions; seek shelter at nearest building, or if necessary relocate to a reunification area (Fieldhouse or bus garage). Lock doors, move away from windows, remain silent.**
- **Remain hidden until a verbal announcement releases you**
- **Evacuations** start from the fire drill location, then moved to a designated location: 11/12 to 9/10; 9/10 to 11/12 or our off campus locations; 9/10 to the Public Works, 11/12 to Aspen Ice.





# THE DAILY ROUTINE

## Unit Lunch (continued)

**QUIET ROOMS** – The following room is designated as a quiet room –IMC Conference Room. They will be supervised by our counselors and child study team members and opened everyday. These room are the students who would prefer a smaller, more quiet setting in which to eat their lunch or to “hang out”.

**SECURITY** – One of our security guards will be monitoring the cameras which the other two will be supervising the outside areas along with one VP and 3 supervisors

**SUPERVISION** – Teachers assigned to help with lunch supervision will be assigned a particular area or hallway to patrol. To begin, all teachers will be actively patrolling their area and will not be stationary. Additionally, a supervisor or administrator will be assigned areas to cover that overlap with teachers. It is important that staff be at their scheduled position for the entire length of the duty.



# THE DAILY ROUTINE

## **TARDIES TO BLOCK 3**

- All students will be expected to be in their 3rd block on time. Third block teachers should close their doors at the bell.
  - Students reporting to your 3rd block class late must be sent to the office for a pass and be assigned a lunch detention.

## **DISMISSING STUDENTS FROM CLASS**

- *Students should not be permitted out of 3rd block for the first half of the block unless it is an emergency.* Students have just had 52 minutes to go to the nurse for non-emergent matters and use the bathroom. Please let your students know that you will not be permitting them to leave during the first half of 3rd block unless it is an emergency.



# THE DAILY ROUTINE

## **DISMISSING STUDENTS FROM CLASS (continued)**

- Students needing to use the lavatory must sign in and sign out on sheet provided in the classroom.
- For other purposes, a student should not be permitted to leave the classroom unless he/she is in possession of a pass from the nurse, counselor or administrator. If you feel a student has a legitimate reason for leaving the classroom, the student must be provided a student ID and a pass signed by you. Prior to dismissing a student, it is best to call someone at the location the student is requesting to visit. The pass should be collected upon the student's return.



# THE DAILY ROUTINE

## Duty Assignments

The Teacher's Daily Schedule will indicate his/her duty assignment. If the Daily Schedule card is missing or incomplete, contact a vice-principal, the person's supervisor or Dee Jablonski, Ext. 7282. Refer to the procedures for the assigned duty.

## STUDY HALL

### Procedure for Study Hall Assignment

- The professionals assigned to study hall are responsible for the maintenance of an orderly and safe atmosphere. Mature student behavior must be insisted upon at all times. The following are guidelines for the assignment:
  1. **Arrive punctually** for the duty to ensure maximum coverage.
  2. Work out a **seating arrangement** that balances the requirements needed for effective control with your needs. In the Commons area it is advised that staff consolidate the seating area to provide for efficient supervision.



# THE DAILY ROUTINE

## STUDY HALL (continued)

3. **Follow the attendance procedure, which provides for accurate student accountability.**
  - A. Take careful attendance and record an absence for all students unaccounted for.
  - B. On the third tardy a Report of Misconduct shall be submitted to the appropriate office.
  - C. Use the formal sign-in and sign-out sheet to control student movement.
4. Police the area before and after the period for vandalism and garbage which may be a potential health and/or safety hazard and report it to the appropriate house office.
5. Make sure all students are seated during study hall and that student movement is kept to a minimum.
6. Students should either work or talk quietly in a manner that does not disrupt the study hall atmosphere



# THE DAILY ROUTINE

## STUDY HALL (continued)

7. The study hall proctors should not be preoccupied with any work or activity which may interfere with the carrying out of this assigned duty of supervising study hall.
8. The study hall proctors shall be visible and mobile to ensure proper student behavior and discourage improper behavior.
9. Inform students of the behavior requirements that are essential to preserve an orderly atmosphere and that are required by school policy. No gambling of any type is permitted.
10. At the end of each period, require the students to police the area.
11. No food shall be consumed during study hall when the study is located somewhere other than a cafeteria.



# THE DAILY ROUTINE

## STUDY HALL (continued)

### Instructional Media Center (formerly the Library) procedure:

- **A.** All students must first report to study hall for attendance. Ten (10) students may visit the IMC during any blocks.
- **B.** Students sent to the IMC during the first half of the block will return to you with their pass signed by an IMC staff member. The IMC will keep and file the passes brought by the students arriving during the second half of the period.
- **C.** If additional students need to use the IMC, please call ext. 7141 to check availability.

Any **student failing to conform** to expected standards of behavior should be referred to the appropriate house office.



# THE DAILY ROUTINE

## Hall Duty/Lavatory Monitor

**Report to area designated by supervising vice-principal.** When this area has been cleared of student traffic, continue with a periodic check of halls and lavatories in your designated area. Advise the respective House Office(s) when it is necessary for you to leave your assigned area.

Supervise all student traffic in these areas by checking hall passes and ensuring that students are in proper areas.

Report all violations to the appropriate grade level administrator by submitting a discipline report explaining the infraction.

Coverage of classes may occur if substitutes on staff are delayed or have left due to an emergency situation.

Duties may change due to the needs of the institution.





# **THE DAILY ROUTINE**

## **GENERAL EXPECTATIONS**

**Whenever possible, it would be helpful for you to stand outside the classroom door during the change of blocks. This will help control problems in the hallways and will help students to recognize you as part of the staff.**

**Because the Hunterdon Central Regional High School Administration views a substitute as an integral part of the staff, the substitute is expected to report any problems, rule infractions, etc. which they may witness to an Administrator or Supervisor.**



# **THE DAILY ROUTINE**

## **END OF DAY REPORTS**

**At the end of each day, turn in the block by block teacher report to the teacher's mailbox. Please do not put in interoffice mail, the teacher will not receive it in time for the next day's class. Turn in or send the white copy of the Substitute Teacher Report form to the Human Resource Office mailbox, you can get an interoffice envelope in any House Office; keeping the yellow copy for your records.**

**Teachers and supervisors will be completing similar forms regarding your performance. We hope that this procedure will provide our students with the best possible situation in the absence of a teacher.**



# THE DAILY ROUTINE

## In the Classroom Before School

*Enter the classroom with confidence.*

- Write your name (as you wish to be addressed by the students) on the board.
- Review the expectations, or rules, if any are posted.
- Locate the school evacuation map.
- Read through the lesson plans left by the permanent teacher.



# THE DAILY ROUTINE

## In the Classroom Before School

- Locate the books, papers, and materials which will be needed throughout the day.
- Study the seating charts. If you can't find any, get ready to make your own.
- When the bell rings, stand in the doorway and greet students as they enter the classroom.



# THE DAILY ROUTINE

## Throughout the Day

Greet the students at the door and get them involved in a learning activity immediately.

Carry out the lesson plans and assigned duties to the best of your ability.

Improvise using the materials in in the classroom to fill extra time, enhance activities, or supplement sketchy lesson plans as needed.

Be fair and carry out the rewards and consequences you establish.

Be positive and respectful in your interactions with students and school personnel.



# THE DAILY ROUTINE

## At the End of Each Class Period

*Make sure that all classroom sets are accounted for.*

*Challenge students to recall projects and topics they have studied that day.*

*Remind students of homework.*

*Have students straighten and clean the area around their desks.*



# THE DAILY ROUTINE

## At the End of the Day:

- **Write a brief report about your day**, neatly organize the papers turned in by the students and leave it for the permanent teacher. Return all materials to the teacher's mailbox, unless teacher leaves other instructions. **Do not put in interoffice mail.**
- **Close windows, turn off lights and equipment, and make sure the room is in good order before you lock the door.**
- Jot down a few notes to yourself about what was accomplished, how things went, and ways to improve.



# ***OTHER WAYS TO GET ASSISTANCE...***

## **Principal**

**Ms. Suzanne Cooley**

**x7255**

**Email: [scooley@hcrhs.org](mailto:scooley@hcrhs.org)**

## **Dean of Students**

**Edward Brandt**

**X7190**

**Email: [ebrandt@hcrhs.org](mailto:ebrandt@hcrhs.org)**

**Ms. Jessica Long**

**Senior Class Vice-Principal**

**x8457**

**Email: [jlong@hcrhs.org](mailto:jlong@hcrhs.org)**

**Mr. Scot Ebner**

**Junior Class Vice-Principal**

**x7152**

**Email: [scot.ebner@hcrhs.org](mailto:scot.ebner@hcrhs.org)**

**Mr. Richard Schneebeli**

**Sophomore Class Vice-Principal**

**x7142**

**Email: [rschneeb@hcrhs.org](mailto:rschneeb@hcrhs.org)**

**Mr. Andrew Estrada**

**Freshman Class Vice-Principal**

**x7142**

**Email: [aestrada@hcrhs.org](mailto:aestrada@hcrhs.org)**



# ***OTHER WAYS TO GET ASSISTANCE...***

**School Nurse – 9<sup>th</sup> Grade  
Lauren Tomeski x7304**

**School Nurse-10<sup>th</sup> Grade  
Jennifer Amato x7143**

**School Nurse-11<sup>th</sup> Grade  
Janet Jeans X7235**

**School Nurse-12<sup>th</sup> Grade  
Cathleen Stenger x7140**

**Director of Curriculum and Instruction  
Jessica Cangelosi-Hade x7151**

**Director of Special Services  
Carol Webb x7149**

**Supervisor of Counseling Services  
Dana Kurilew x7160**

**Supervisor of Athletics/Student Activities  
Jesse Spencer x7175**

**Supervisor of English  
Brendan McIsaac x7145**

**Supervisor of World Language  
Laura Arredondo x7189**

**Supervisor of Mathematics  
Robert Cole x8429**

**Supervisor of Health/PE/Business/Fine Arts  
Jacqueline Cole x7157**

**Supervisor of Science  
Matthew Hall x7134**

**Supervisor of Special Education (Teachers)  
Ann Suter x6249**

**Supervisor of Special Services (Paraprofessionals)  
Scott Rebholz x7249**

**Supervisor of Social Studies/Family Consumer  
Science  
Rebecca Lucas x7147**

**Supervisor Special Projects/Design  
Technology/Radio/TV/Broadcasting  
Jane Armellino x7178**



# ***OTHER WAYS TO GET ASSISTANCE...***

**Emergency  
Dial "0"**

**School Nurse  
Dial "0"**

**Disciplinary Problem  
Dial "0"**

**Personal Emergency  
Dial "0"**

**Attendance Line  
X 5504**

**Technology Help Desk  
X4444**

**Dee Jablonski,  
Human Resources  
X 7282**

**Don Thornton  
Manager of Operations  
X 7172**



# **LEGAL CONSIDERATIONS**

**An overall consideration when substitute teaching is your legal responsibility in the classroom and school.**

**The following are some legal responsibilities you should be aware of. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.**



# LEGAL CONSIDERATIONS

## Supervision Of Students

*The substitute teacher who has physical control of a classroom has a duty to keep children safe and orderly.*

**In New Jersey, a teacher acts “*in loco parenti*” - in the place of a parent - and is allowed to use his/her judgment in a manner similar to a parent. The standard is the reasonable use of professional judgment for the safety and orderly education of students.**



# **LEGAL CONSIDERATIONS**

## **Due Care And Caution**

**A teacher is required to exercise due care and caution for the safety of the students in his/her charge.**

**Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.**



# **LEGAL CONSIDERATIONS**

## **Release Of Children**

**Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the principal.**



# **LEGAL CONSIDERATIONS**

## **Administering Medication**

**Medication should only be administered by the school nurse or other appropriate health personnel, not a classroom or substitute teacher.**

**If you know of medication requirements of a student, the health professional should be notified.**



# **LEGAL CONSIDERATIONS**

## **Confidentiality**

**It is unprofessional and against the law in New Jersey to disclose confidential information about your students.**

**Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.**





# LEGAL CONSIDERATIONS

## Discipline Policies

*The state of New Jersey does not allow for the use of corporal punishment.*



# **LEGAL CONSIDERATIONS**

**When a student is referred due to discipline matters, the substitute teacher maintains the duties of supervision and due care for both the individual child and the remainder of the class.**

**Therefore, it is in your best interest to utilize the services of a vice-principal or duty release aide when dealing in any student matter.**



# **LEGAL CONSIDERATIONS**

## **Dangerous Situations**

**A substitute teacher is responsible for making sure the learning environment is safe.**

**This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment.**



# **LEGAL CONSIDERATIONS**

**A teacher must also consider the potential for problems in certain kinds of classes.**

**Planned activities in a physical education, science, design technology or family and consumer science class may be uncomfortable for the substitute teacher.**

**In such cases, the substitute teacher should contact the department supervisor to discuss their concern.**



# **LEGAL CONSIDERATIONS**

**The purpose of child abuse reporting legislation is to protect the best interests of children, offer protective services to prevent harm to children, stabilize the home environment, preserve family life whenever possible, and encourage cooperation among the states in dealing with the problem of child abuse.**



# **LEGAL CONSIDERATIONS**

**Any school employee (including a substitute teacher) who knows or reasonably believes that a child has been neglected, or physically or sexually abused, should immediately notify appropriate authorities.**



# LEGAL CONSIDERATIONS

*What is sexual harassment?*

**Definition: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:**

- **Submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or a student's academic success**



# LEGAL CONSIDERATIONS

*What is sexual harassment? (continued)*

- **Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals**
- **Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working, or learning, environment**





# LEGAL CONSIDERATIONS

**What are some examples of verbal, non-verbal, and physical sexual harassment?**

**The following are behaviors which could be viewed as sexual harassment when they are *unwelcome*:**



# LEGAL CONSIDERATIONS

- **Whistling or making cat calls at someone**
- **Making sexual comments about a person's clothing or body**
- **Telling sexual jokes or stories**
- **Referring to an adult woman or man as a hunk, doll, babe, or honey**
- **Spreading rumors about a person's personal sex life**



# LEGAL CONSIDERATIONS

- Repeatedly "asking out" a person who *is not* interested
- Paying unwanted attention to someone (staring, following)
- Making facial expressions (winking, throwing kisses, licking)
- Making lewd gestures
- Giving gifts of a sexual nature



# LEGAL CONSIDERATIONS

## Physical Contact

- **Hanging around, standing close, or brushing up against a person, touching a person's clothing, hair, or body**
- **Touching oneself in a sexual manner around another person, hugging, kissing, patting, stroking, massaging**



# **CLASSROOM MANAGEMENT**

**Here are ten techniques that you can use in your classroom that will help you achieve effective group management and control.**

**These techniques have been adapted from an article called: “A Primer on Classroom Discipline: Principles Old and New” by Thomas R. McDaniel, *Phi Delta Kappan*, September 1986.**



# **CLASSROOM MANAGEMENT**

## **1. Focusing**

**Be sure you have the attention of everyone in your classroom before you start your lesson.**

**Don't attempt to teach over the chatter of students who are not paying attention.**



# CLASSROOM MANAGEMENT

Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down, the students will see that things are underway and it is time to go to work.

Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson.

They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.



# CLASSROOM MANAGEMENT

The focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down.

Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet.

Then they begin their lesson using a quieter voice than normal.

*A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her/his students sit still in order to hear what s/he says.*





# **CLASSROOM MANAGEMENT**

## **2. Direct Instruction**

**Uncertainty increases the level of excitement in the classroom.**

**The technique of direct instruction is to begin each class by telling the students exactly what will be happening.**

**The teacher outlines what he/she and the students will be doing this period. You may set time limits for some tasks.**



# CLASSROOM MANAGEMENT

## 3. Monitoring

**The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.**

An effective teacher will make a pass through the whole room about two minutes after the students have started an assignment.

You should check that each student has started and that everyone is on task.

The delay is important - you want the students to progress a bit so you can check that the assignment is being completed correctly.

You should provide individualized instruction as needed.



# **CLASSROOM MANAGEMENT**

**Students who are not yet quite on task will be quick to get going as they see her approach.**

**Those that were distracted or slow to get started can be nudged along.**

The teacher does not interrupt the class or try to make general announcements unless they notice that several students have difficulty with the same thing.

The teacher uses a quiet voice and their students appreciate your personal and positive attention.



# CLASSROOM MANAGEMENT

## 4. Modeling

**McDaniel tells us of a saying that goes “Values are caught, not taught.”**

Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The “do as I say, not as I do” teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use quiet voices in your classroom while they work, you too will use a quiet, but assertive voice as you move through the room helping students.



# CLASSROOM MANAGEMENT

## 5. Non-Verbal Cuing

**A standard item in the classroom of the 1950's was the clerk's bell. A shiny nickel bell sat on the teacher's desk. With one tap of the button on top he had everyone's attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom.**

Non-verbal cues can be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.



# CLASSROOM MANAGEMENT

## 6. Low-Profile Intervention

**Most students are sent to the office as a result of confrontational escalation.**

The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.



# CLASSROOM MANAGEMENT

**An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention.**

S/he monitors the activity in their classroom, moving around the room and anticipates problems before they occur.

Their approach to a misbehaving student is inconspicuous.

Others in the class are not distracted.



# CLASSROOM MANAGEMENT

**While teaching their class a teacher makes effective use of name-dropping.**

If you see a student talking or off task, you may simply drop the student's name into your dialogue in a natural way.

“And you see, David, we square the radius and multiply by pi.”

David hears his name and is drawn back on task.

The rest of the class doesn't seem to notice.





# CLASSROOM MANAGEMENT

## 7. Assertive Discipline

**This is traditional limit setting authoritarianism.**

Lee Canter has made this form a discipline one of the most widely known and practiced.

Executed with intention, it will include a good mix of praise.

This is high profile discipline.

The teacher is the boss and no child has the right to interfere with the learning of any student.

Clear rules are laid out and consistently enforced.



# CLASSROOM MANAGEMENT

## 8. Assertive I-Messages

**A component of Assertive Discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving.**

They are intended to be clear descriptions of what the student is suppose to do.

The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior.

“I want you to...” or “I need you to...” or “I expect you to...”



# CLASSROOM MANAGEMENT

**The inexperienced teacher may incorrectly try “I want you to stop...” only to discover that this usually triggers confrontation and denial**

The focus is on the misbehavior and the student is quick to retort: “I wasn’t doing anything!” or “It wasn’t my fault...” or “Since when is there a rule against...” and escalation has begun.



# CLASSROOM MANAGEMENT

## 9. Humanistic I-Messages

**These I-messages are expressions of our feelings.**

Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts.

- First, include a description of the child's behavior.  
*"When you talk while I talk..."*
- Second, relate the effect this behavior has on the teacher.  
*"...I have to stop my teaching..."*
- Third, let the student know the feeling that it generates in the teacher.  
*"...which frustrates me."*



# **CLASSROOM MANAGEMENT**

**A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings:**

**“I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect.”**



# CLASSROOM MANAGEMENT

## 10. Positive Discipline

**Use classroom rules that describe the behaviors you want instead of listing things the students cannot do.**

Instead of “no-running in the hallway,” use “*move through the hallway in an orderly manner.*”

Instead of “no fighting,” use “*settle conflicts appropriately.*”

Instead of “no gum chewing,” use “*leave gum at home.*”

Refer to your rules as expectations.

Let your students know this is how you expect them to behave in your classroom.



# **CLASSROOM MANAGEMENT**

- **Make ample use of praise.**
- **When you see good behavior, acknowledge it.**
- **This can be done verbally, of course, but it doesn't have to be.**
- **A nod, a smile or a “thumbs up” will reinforce the behavior.**



# **DISCIPLINE PRACTICES**

**Treat all pupils with fairness, impartiality, and responsible fairness.**

**Be alert -- spot potential behavior problems in the early stages and take action before the situation gets out of hand.**

**Remember that some pupils will test a substitute teacher to determine what behavior limits are. Teachers must take a firm stand when the limits are reached.**

**Stress to students that they must assume some responsibility for their own actions.**





# **DISCIPLINE PRACTICES**

**If possible, try to speak privately with pupils who cause problems.**

**Try to avoid reaching an impasse with a student and *allow him or her to save face*, if possible.**

**Seek administrative assistance when necessary.**

**When you call in the vice-principal or building aide, you are asking someone outside your classroom to discipline a student for behavior inside your classroom.**



# **DISCIPLINE PRACTICES**

**Watch attention spans.**

**It is important to know when to change activities, speed up or slow down.**

**Do not leave the class unattended.**

**Sometimes pupils will encourage certain activities or procedures which vary from regular teacher's routine.**

**If such a situation arises, be pleasant but firm as to how things are going to be done that day.**

**Try to adhere as closely as possible to regular teacher's normal routine.**



# **SPECIAL EDUCATION**

**The Special Education setting is varied and can be very rewarding.**

**No matter what your special education classroom may look like, there are several skills that will make your class run more smoothly if put into practice.**



# SPECIAL EDUCATION

## Those skills include:

- **Having an Attitude of Respect**

When you interact with students with disabilities or special needs, be respectful of them as individuals and treat them with dignity.

The way you talk *about* students can reveal your attitudes toward them. *Use language that refers to the student as a person with a disability, not a disabled person.*

**Do not** use demeaning words like “crippled”, “handicapped”, or “retarded”.

The way you talk *to* students can also reveal your attitude toward them.

**Talk directly to the student**, not to the paraprofessional or other helper that may be with them.

**Be welcoming and caring**, but don't baby students or feel sorry for them. As with all students, you want to be firm and fair.



# SPECIAL EDUCATION

- **Having an Attitude of Respect**

Recognize that students with disabilities have individual differences-both from their non-disabled peers and also from other students that have the same or similar disability.

Remember that students with disabilities or special needs, like all students, have a lot in common with their peers.

***Confidentiality is particularly important*** when working with a special education setting.

Refrain from talking about students to anyone who does not work with them.

Any private details about a student's disability or program that you learn or hear about should remain private.



# SPECIAL EDUCATION

- **Having an Attitude of Respect**

***Confidentiality is particularly important*** when working with a special education setting.

A good rule of thumb is the term, “Need to Know Basis”.

Does the person you are about to tell any detail to “need to know” information in order to help the student?

***If not, don’t say anything.***

For example, a spouse doesn’t need to know who is in a resource class. Information to be communicated on a “***need to know basis***” ***includes only school district personnel and parents/guardians.***

Assume that others do not need to know.



# SPECIAL EDUCATION

- **Having an Attitude of Respect**

**There will be times when you will have to discipline a special education student.**

**During those times it is important to remember:**

- **Do not be confrontational** – escalating the situation is not productive! Use non-confrontational strategies.
- You are not alone – **seek help from other in-class support personnel**, DRA's, Vice-Principal's, Child Study Team members, etc.
- **Remember to write a detailed report** for the regular teacher, outline the circumstances that lead to the incident and detail how the student behaved.



# SPECIAL EDUCATION

## Working with a paraprofessional

**One of the greatest things about the special education classroom is the amount of support generally available from experienced professionals and paraprofessionals.**

***Access their individual expertise* about classroom procedures and specific students to make your day successful.**

**It is important, however, that you remember when you are substituting for the teacher, not the paraprofessional, to willingly delegate when appropriate.**

- *Define your working relationship early.* You are the teacher. You are responsible for ensuring that the lesson plans are carried out.
- *Ask questions to clarify your responsibilities.* After reading the lesson plans, address any questions you have about the classroom routines, students, or specific responsibilities with the paraprofessional.





# **SPECIAL EDUCATION**

## **Working with a paraprofessional**

- Define what you and the paraprofessional(s) will do in case of emergency. Do not think that asking questions or asking for help makes you appear less capable.
- Let the paraprofessional do her/his job.
- The classroom paraprofessional may be willing and able to assume some degree of authority for conducting classroom activities.
- Some students may work better with a familiar face.
- Discuss roles and responsibilities with the paraprofessional before issues develop.



# **SPECIAL EDUCATION**

## **Working with a paraprofessional**

***Respect the paraprofessional's level of knowledge and expertise.***

- \* Be teachable.
- \* The paraprofessional knows the classroom and the students.
- \* You can value their experience without diminishing your own.



# **SPECIAL EDUCATION**

## **Being the Paraprofessional aide**

**Thus far we have focused on your role as a teacher in a special education classroom.**

**At Hunterdon Central you may also choose to work as a substitute paraprofessional aide in support of the classroom teacher.**



# **SPECIAL EDUCATION**

## **Being the paraprofessional aide**

**Most HCRHS paraprofessional aides write substitute plans for their assignments, and some have very specialized and unique jobs.**

**As a substitute paraprofessional aide you should be aware of the difference of being a special education classroom aide and a personal aide to a special education student.**



# **SPECIAL EDUCATION**

## **Being the paraprofessional aide**

**As a special education classroom aide you will support and assist children in learning class material using the teacher's lesson plans, and provide students with individualized attention.**

**Paraprofessional aides may also supervise students in the classroom and hallways, or on field trips; you may record grades, set up equipment, and help prepare materials for instruction.**



# **SPECIAL EDUCATION**

## **Being the paraprofessional aide**

**As a personal aide you may be responsible for attending to the physical needs of students with disabilities, including teaching, grooming, and assisting students during lunch.**

**Some paraprofessionals work with young adults to help them obtain job skills or utilize community services that will support them after their schooling ends.**

**Paraprofessionals help assess an individual student's progress by observing the student's performance and recording relevant data to report to the classroom teacher.**



# **SPECIAL EDUCATION**

## **Being the paraprofessional aide**

**As a personal aide you may escort a student from room to room, assist a student to use the elevator, or otherwise assist a student physically.**

**Our special needs students have a wide range of abilities.**

**If you have any questions about substituting as a paraprofessional contact Kim Dubiel, Special Education Coordinator at x7149.**



# SPECIAL EDUCATION

## Be familiar with special education terms and laws

As a substitute teacher, you need to have a basic understanding terms and acronyms used in special education situations.

Below are some key terms and a brief synopsis of special education law that you need to be familiar with.

### Key Terms

- **Assistive Technology:** The use of devices that increase the ability of students to get along in society or that improve their quality of life (wheelchairs, computers, hearing aides, etc.).





# SPECIAL EDUCATION

## Key Terms (continued)

- **Behavior Intervention Plan (BIP):** A plan written by the IEP team for an individual student that specifically outlines what procedures and practices will be used to reinforce positive behaviors and decrease undesirable behaviors.
- **Curriculum-Based Assessment (CBA):** The practice of obtaining direct and frequent measures of student performance based on a series of objectives from a classroom curriculum.



# SPECIAL EDUCATION

## Key Terms (continued)

- **Individualized Education Plan (IEP):** An individualized, written program that is developed and carried out by the members of the IEP team.
- **IEP Team:** A group of educational and related services personnel who develop, carry out, and evaluate the individual education plan, or IEP.
- **Case Manager:** The student's case manager is a powerful resource in assisting you to identify effective learning strategies to assist the student to meet learning objectives.
- *Case managers can be reached by contacting one of the Special Service Secretaries at x7330 or x7331.*



# SPECIAL EDUCATION

## Key Terms (continued)

- **Inclusion:** Involving students with disabilities as active participants in general education classroom activities.
- Five effective, or attitudinal, benefits of inclusion are
- 1) the non-disabled students learn to be more responsive to others;
- 2) new and valued relationships develop;
- 3) non-disabled students learn something about their own lives and situations;
- 4) students learn about values and principles; and
- 5) students gain an appreciation of diversity in general.



# SPECIAL EDUCATION

## Key Terms (continued)

- **Least Restrictive Environment:** A location in which students have a maximum opportunity to interact with students who do not have disabilities; students must be educated and treated in a manner similar to their non-disabled peers.

## Public Law 94-142 -Individuals with Disabilities Education Act (IDEA)

Passed in 1975 and updated most recently in May 2004, “the Education for All Handicapped Children Act” has been amended and is now called “IDEA” or the “Individuals with Disabilities Education Act.”

This Federal Law entitles all students with disabilities between the ages of 3 and 21 to **free, appropriate public education (FAPE)**.

Presently, the terms disability and disabled are used in place of handicap and handicapped.



# SPECIAL EDUCATION

*Be familiar with special education terms and laws*

**IDEA defines individuals with disabilities to include those who are mentally handicapped, hard of hearing, deaf, speech-impaired, Visually handicapped, seriously emotionally disturbed, or orthopedically impaired; have multiple handicaps; or have other health impairments or learning disabilities and therefore need special educational services.**

IDEA also provides *ALL students* with disabilities with the right to be served in the ***least restrictive environment***—this means that they must be educated and treated in a manner similar to their non-disabled peers.

This usually consists of placing children with disabilities in the regular classroom, this is ***inclusion***.



# SPECIAL EDUCATION

## Be familiar with special education terms and laws

### Who decides how children with disabilities will be educated?

IDEA requires that a team consisting of the student, her/his parents(s), teachers, principal, and other professionals develop an ***individual education plan (IEP)*** detailing the goals and objectives of the educational services to be provided.

The IEP lists all special and regular activities that the student will participate in.



# SPECIAL EDUCATION

## Be familiar with special education terms and laws

### Section 504

**This section of the Rehabilitation Act of 1973 prohibits discrimination against people based on their disability.**

Students may not be left out of a public school activity only because of a disability.

The major difference between Section 504 and IDEA is that the definition of a “disability” is broader under Section 504.

In addition to categories of disability mentioned above, it covers students with AIDS, tuberculosis, hepatitis, allergies, asthma, diabetes, heart disease, and many others that may not be covered by IDEA.



# **SPECIAL EDUCATION**

## **Instructional Consistency**

**You will often be working with students who especially need structure and consistency, possibly more than their peers without disabilities, when working in the special education classroom.**

**It is extremely important to continue instruction by following the lesson plans and schedule left by the permanent teacher.**

Additionally, be sure to implement the same classroom procedures.

Some undesirable behaviors from students can be avoided by ***maintaining their structural routines.***

Carefully note the daily schedules for each student.

Related service personnel (language or hearing specialists, occupational therapists) often come into the classroom.

At other times they may leave the classroom to attend classes in other school locations.





# **SPECIAL EDUCATION**

## **Instructional Consistency**

**It is also important to become familiar with behavior intervention plans (BIPS) that may have been implemented for some students.**

These plans have been written by the IEP team and must be carried out with precision.

There are usually specific things that should happen when a student does something either desirable or undesirable.

If the permanent teacher's lesson plans do not mention any students with behavior plans, you may want to check by asking the paraprofessional.

In some cases, behavior reports go home daily to parents that detail the behavior of the student throughout the day.

Ask for any help you need to continue this system.



# **SPECIAL EDUCATION**

## **Instructional Consistency**

**As a general guideline of achieving continuity of instruction, if you know the permanent teacher does something, you should keep doing it too.**

**It is important to let the permanent teacher know in your substitute teacher report what you were or were not able to accomplish with the students so that she/he knows where to continue upon return.**



# SPECIAL EDUCATION

## Adapting Lessons and Activities

By knowing a little bit about the students and their diverse needs, you will be able to make appropriate adaptations throughout the day.

It will be necessary to make adaptations for students with special needs, especially when they participate in the general education classroom.

Making adaptations or accommodations for students with disabilities does not need to be difficult.

Remember that students with disabilities already know their capabilities and limits—simply encourage them and be ready to assist if needed.

*Focus on what the students can do.*

Depending on the lesson plan or guidelines provided by the permanent teacher, it may be acceptable to modify the assignment or activity for the whole group, or just for certain students and not others.

Keep the assignment as similar to the rest of the class as possible.

**Be sensitive**—especially with new students or students with disabilities—and start slowly and develop gradually.



# **SPECIAL EDUCATION**

## **Adapting Lessons and Activities**

### **Ideas for adapting lessons/assignments**

- Reduce the number of pages or questions.
- Reduce the difficulty of activities/assignments (for students with barriers due to physical or emotional disabilities).
- Read aloud; use overheads; move desk for better hearing, seeing, and monitoring; speak more slowly; speak louder; repeat, rephrase, and redirect instructions and questions.
- Increase confidence, compassion, and cooperation by reinforcing success.
- Use lots of examples, use “warm-ups”, model, review, practice, practice, practice; I do one and you do one, I do part and you do part, provide patterns or steps to follow.
- Be patient and smile.
  - Provide breaks between tasks and assignments.
  - Structure tasks so that the student does an easier task that she/he is more successful at after a difficult task.



# **SPECIAL EDUCATION**

## **Knowing Students and Meeting All Their Needs**

Meeting individual student needs requires sensitivity to their behaviors and developing a keen ability to communicate with each student.

Some students have specific needs involving medical issues, transportation, materials, and strategies for instruction and behavior.

Be as attentive as possible to the students and keep the following guidelines in mind:

- The permanent teacher knows the students, what is required by their IEP, and has drawn up lesson plans to meet those needs.
- You may need to locate yourself in close proximity to offer assistance and help the students stay focused. A gentle reminder will often suffice.



# SPECIAL EDUCATION

## Knowing Students and Meeting All Their Needs

- Use the student's name first to get her/his attention (e.g., “Tamara, please place the paper in the trash” *avoid* “Place the paper in the trash, Tamara.”)
- You may need to repeat yourself more often than usual - *be patient - check for student understanding* (e.g., “Tamara, please tell me what I asked you to do.”)
- *Be flexible.* Schedules can change. Students may be transitioning in and out of the general education setting throughout the day.



# SPECIAL EDUCATION

## Knowing Students and Meeting All Their Needs

- Be aware that some students may have experienced years of failure. Help them find success by recognizing and praising small successes.
- In class discussions, if a student responds with an incorrect answer, *provide clues or a follow-up question to help* her/him think of the correct answer.
- *Look for ways to praise students* for their thinking, behavior, and correct answers.
- Deal with a student individually if problems arise. **Do not** single her/him out in front of the class



# **SPECIAL EDUCATION**

## **Knowing Students and Meeting All Their Needs**

- Present short and varied instructional tasks planned with the students' success in mind.
- Allow students to use learning aids to assist them with their work as directed by the instructions left by the permanent teacher.
- Check with a paraprofessional, the supervisor, or another teacher before using any specialized teaching equipment or machines.
- Do not hesitate to ask for assistance from the supervisor or another teacher if you have concerns or questions during the day.





# **SPECIAL EDUCATION**

## **Knowing Students and Meeting All Their Needs**

**While some special teaching strategies have been identified to appropriately teach students with some particular disabilities, it remains true that good practices apply in most situations.**

**Use the strategies for behavior and instruction as previously outlined and remember to focus on meeting the students needs.**



# SPECIAL EDUCATION

## Key Terms - Defined above:

- Assistive Technology
- Behavior Intervention Plan
- Curriculum Based Assessment
- Individualized Education Plan
- IEP Team
- Inclusion
- Least Restrictive Environment



## ***SUMMARY -***

**Substitute Teachers are expected to:**

- \* Be professional**
- \* Follow the daily routine**
- \* Develop proper classroom management techniques**
- \* Be aware of the legal aspects of the job**

