



What would be the best practices to ensure that a substitute teacher will be effective in their role?

What resources does a substitute teacher ideally need to have?

1. There is continuity of instruction driven by the classroom teachers and their lesson plans, which are based on curriculum goals set by the Department of Education. Substitutes will be provided the basic text and materials that the regular teacher intended to use.
2. The working hours set by the Subfinder when the job is accepted are the working hours and cannot be changed later. If a school needs a substitute to cover for someone else on prep, perform extra lunch or bus duty they should be asked when they arrive at the school.
3. If this assignment involves special languages, skills such as music, PE, Arts, Shop, this must be noted on the job assignment. Ensure that the classroom teacher has completed their profile in Frontline and includes what they teach and details on their day which are valuable for the Substitute to see in making a decision to accept the job.
4. Ensure that the Profile of the Substitute teacher is updated with email address, degree, language, content specialization, endorsement which gives information to the classroom teacher on how they should outline their lesson plan— i.e. a lesson plan for a person who know how to teach Algebra 1 is different for one who does not, based on degree, endorsement and experience.
5. Lesson plans can be provided through the SubFinder system but must also be emailed to the school so that a paper copy can be provided to the substitute, assuring that the lesson plan is not locked in a computer inaccessible to the substitute teacher. Along with electronic or paper copies of lesson plans, expectations should be given about how classwork should be graded. The lesson plan should be made available as early as possible, preferably the night before..
6. Provide information to the substitute when they enter the building - like Staff Bathroom, Breakroom, Policy on Fights, Cell Phone, Calm rooms for students to take a break, Hall Passes, Bathroom closure, attendance delivery, lunch counts. Critical phone numbers.
7. Seating charts, student information, bell schedules, duty schedules and any planned assemblies or drills are mandatory. The more information that can be given about individual students the better, especially those on IEP's. Give information about any special requirement of any students, triggers, behavior patterns and then the best way to get help if a problem develops. This can come from the classroom teacher per class, per period., Also note two helpful students whom the substitute can rely on for technology setup, class procedures and where to locate things in the classroom. When taking roll, if you cannot pronounce a name or there is another name they go by, ask your student helper, identified by the teacher, to help you.
8. Substitutes need the 30 minute prep to come into the building, get all the details, and then go to the classroom and read lessons, test and make the technology work as described by the lesson plan. They

may see that there is not enough material to make it through the period so look for other materials. Ensure enough copies of materials, books, whiteboard markers, extra pencils and paper. To facilitate the presentation of a lesson, easy of copying materials for class use will be helpful.

9. The substitute should introduce themselves to their neighbor teachers in case they need help with students during the day.

10. Substitutes develop various ways of greeting students and introducing themselves or rewarding students; but whatever is done, if the student feels appreciated, they will work harder the next time that substitute comes.

11 The substitute teacher needs the assurance that they have a supportive principal who will act immediately to assure there is an appropriate learning environment for all students. By maintaining this spirit and watchfulness throughout the school, education can proceed effectively any day with or without substitute teachers in the building.

12. Fostering a welcoming attitude toward substitutes at the office, teachers room, and by students gives substitutes an incentive to return to the school and boosts the opportunity for productive learning to take place on future visits.

13.As classroom teachers, substitutes want to work as a team with colleagues to advance student learning and to be held accountable, especially in long-term assignments. Being able to work for school districts makes it more possible for them to work closely with colleagues.

14. If there is a complaint about a substitute teacher - it is helpful if the substitute teacher receives feedback while at the school rather than being banned through hearsay reports, sometimes from students, with no recourse to give their side of the story or to improve their teaching as a result. Several substitutes may be banned from a school if they failed to control a class that the school and regular teacher find difficult to control. Instead of being banned outright, they might be offered other positions in the school to determine the skills and best placement of the teacher.

15. Having completed an MA licensure program in education, with practice in student teaching ( along with a degree in the subject matter being taught) will go a long way toward giving a substitute teacher confidence while standing in front of a class of young people– and knowledge of best educational practices will prepare them to share that knowledge in an interesting manner appropriate to the age level.

16. Qualities of a successful substitute teacher include a positive attitude, flexibility, quick thinking, showing respect and interest toward students, knowledge of a variety of subjects, their teaching degree, and ability to make complex learning seem simple and fun. These professional factors are important for all teachers in whatever capacity they serve: direct hire or outsourced, represented or unrepresented.

17. Several factors work together for the success of a substitute teacher: the quality of the lesson plan they have received, the support of administration and colleagues, the receptivity of students, the

working of technology—but most of all their own education, personal qualities and ability to translate that lesson plan into an exciting educational experience.