

2014-2015 Substitute Teachers & Aides

Handbook



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Substitute Office

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Patience More Precious Than Gold

Dr Kirk Lewis

Poor Job endured a lifetime of afflictions, walking away with a fabled reputation for patience We recall his name as we fray at the edges when the new car breaks down or the cashier at the checkout counter has to call on the manager for assistance for the fifth time

Certain professions require individuals in whom patience is ingrained Vascular surgeons must tie minute stitches into fragile and threadbare arteries or vessels The work is tedious and intricate Police who ticket speeding motorists with attitudes must exercise patience despite blue clouds of verbal abuse Patience is a premium for mothers of children whose sentence structure repeatedly begins with “Why” or ends in “No”

When Webster put his definition of patience in print he may have had these people in mind No illustration of patience would be complete, however, if it did not include the substitute teacher

Enterprising students recognize opportunity when they seek it When a substitute walks into the classroom, it is an opportunity with a capital “O” It’s almost like announcing “Let the games begin!” because they most certainly will

Students switch names, change the seating arrangements and alter or erase the assignment written on the board Some classes and some students engage in the classic parlor game, “Let’s Make the Sub Cry” Normally well-behaved individuals make unnatural noises while lively conversation drowns out the daily announcements It can be a zoo

One legendary substitute teacher, armed with the patience of Job and the eye of the tiger, defused a classroom rebellion of almost graduated seniors several years ago She kept her cool and marched the class, the entire class, to the principal’s office in silent, single file When she returned to a freshman class the next day, you might have thought she had sprouted horns, a tail and belched fire and brimstone When the proverbial pin dropped in the back of the room, everyone heard it

The Pasadena Independent School District hired more than 1,200 substitute teachers this year On any given day, the district calls approximately 300 substitutes to cover classes vacated by personal or family illness or staff development

Substitute teachers are like the brakes on our cars: We never pay that much attention to them until they fail We know they are there We call upon them every day We expect them to do what they are employed to do Unless they fail in their assignment, we take little notice They are often taken for granted

True, there are occasional substitutes whose temperament and classroom management skills point them to a different career They are not cut out for the classroom Often, they come to that realization between the first tardy bell and lunch duty during their first day on the job If they miss the signs, the school seldom does All it takes are a few assignments left undone, a few lesson plans ignored and a few parent telephone calls to the teacher or principal



Dr Kirk Lewis

Thankfully, failures are rare Many of the district’s substitute teachers are retired teachers, college students and mothers who work part-time so they can be home when their children are home Others are men and women who enjoy the flexible schedules Most of the district’s substitute teachers are consummate professionals who love working with children and young people

Substitute teaching may be the roughest assignment in a school Subs have little chance to build relationships with the students or the staff The lesson plans and notes they are given are usually compiled in haste by a teacher who realizes they have to miss class the next day

Subs often walk onto a campus knowing no one Busy teachers can easily overlook them during the day All the while, they are held to the same ethical and legal standards as regular classroom teachers In the hands of quality substitutes, like those in the Pasadena ISD, there is little disruption to the learning process

Classroom teachers will tell you that a good substitute teacher is more precious than gold Patience, it seems, is a virtue

Did You Know?

Substitute teachers are responsible for teaching over one full year of every child's K-12 education!

You are vital to the daily efficiency of operating our school programs. When the regular teacher is absent, you must bridge the gap. Every school day is important to the student's educational growth; therefore, a "normal" program should be strictly adhered to whenever possible.

In order to be more effective as substitute teachers in the Pasadena ISD, it is essential that all substitutes read and become familiar with the contents of this handbook in its entirety **BEFORE** the first teaching assignment. Remember that all schools in the district are site-based, which means that each school has its own policies. This handbook is simply a generic overview. Situations may differ slightly among schools.

It is important that a substitute teacher dignify the profession by maintaining an attitude of cooperation with associates, by respecting the authority of those in administrative positions and by maintaining high standards of loyalty and service. Promptness and a businesslike approach to making and keeping agreements to work are of utmost importance. A positive attitude and careful attention toward prescribed plans and procedures can greatly enhance your success and make substituting a rewarding experience for you and for the students of the Pasadena Independent School District.



Qualifications for Substitute Teachers

- Pasadena ISD online application
- 30 semester hours of college credit (verified by official transcripts)
- Proficient in the English language
- A clear criminal history–National Finger Print Database
- Attendance at a Substitute Orientation
- Nurses must have a RN or LVN license
- Good people skills
- All substitutes must work at least 5 days each semester; failure to do so will result in termination
- Return letter of Reasonable Assurance every spring for following school year; failure to return letter will result in termination

Qualifications for Substitute Aides

- Pasadena ISD online application
- 30 semester hours of college credit (verified by official transcripts)
- Proficient in the English language
- A clear criminal history–National Finger Print Database
- Attendance at a Substitute Orientation
- Nurses must have a RN or LVN license
- Good people skills
- All substitutes must work at least 5 days each semester; failure to do so will result in termination
- Return letter of Reasonable Assurance every spring for following school year; failure to return letter will result in termination

NOTE: Special Education Aides may be required to do heavy lifting, diapering, and/or feeding of students

Permanent Paraprofessional Position Requirements

If you are interested in a permanent instructional paraprofessional position, please consider the following information

Federal guidelines for the “No Child Left Behind Act” (NCLB Act) require that a paraprofessional with instructional support duties (instructional aides) must meet one of the following requirements:

- Associate’s degree or higher
 - Two years of completed study at an institution of higher education (minimum of 48 hours or more)
- or
- Pass the Pasadena ISD PACT (Paraprofessional Assessment of Competencies Test)

Permanent, non-instructional paraprofessional (secretary, clerk, etc) minimum requirements are as follows:

- High school diploma or
- GED

Substitute Teacher Pay Scale

Regular per day assignments:

Non-Degreed (30 or more college hours or Associates).....	\$75.00
Degreed Sub (Bachelors, Masters or Doctorate Degree)	\$80.00
Certified Teacher Sub.....	\$90.00
Licensed Vocational Nurse	\$85.00
Registered Nurse	\$105.00

Long term assignments:

Non-Degreed (30 or more college hours or Associates)	\$85.00
Degreed Sub (Bachelors, Masters or Doctorate Degree)	\$95.00
Certified Teacher Sub.....	\$120.00
Licensed Vocational Nurse	\$95.00
Registered Nurse	\$120.00
Retired Educator.....	Standard Rate

*Definition of long term: Working for the same teacher in the same assignment for 11+ days. Long term pay begins on the 11th day of employment (i.e.: maternity leave, severe illness or 11 or more days out.

Bonus Pay for substitute teachers and nurses only-\$200.00 every 20 days worked

Substitutes teachers shall be called for duty for no less than one-half day. Substitutes who are on duty more than four hours and 16 minutes per day shall be paid for a full day. Those who are on duty for four hours and 15 minutes or less shall be paid for one-half day. Payroll checks will be issued twice per month.....on the 1st and 15th or next business day.

Employment by a TRS (Texas Retirement System)- covered employer for one-half or more of the standard work load at a comparable rate of pay is generally eligible for membership; substitute service of at least 90 days in school year is also eligible.

Substitute Teacher Aide Pay Scale

Instructional Aide-\$8.00 per hour or \$64.00 per day. On call basis.

Clerical Aide-\$8.00 per hour or \$64.00 per day. On call basis.

**PASADENA INDEPENDENT SCHOOL DISTRICT
PAYROLL CYCLE SCHEDULE
2014-2015**

Payroll Cycle	Beginning Pay Period	Ending Pay Period	Direct Deposit Date
1	08/04/2014	08/17/2014	09/02/2014
2	08/18/2014	08/31/2014	09/15/2014
3	09/01/2014	09/14/2014	10/01/2014
4	09/15/2014	09/28/2014	10/15/2014
5	09/29/2014	10/19/2014	11/03/2014
6	10/20/2014	11/02/2014	11/17/2014
7	11/03/2014	11/16/2014	12/01/2014
8	11/17/2014	11/30/2014	12/15/2014
9	12/01/2014	12/07/2014	01/01/2015
10	12/08/2014	12/28/2014	01/15/2015
11	12/29/2014	01/18/2015	02/02/2015
12	01/19/2015	02/01/2015	02/17/2015
13	02/02/2015	02/15/2015	03/02/2015
14	02/16/2015	03/01/2015	03/16/2015
15	03/02/2015	03/16/2015	04/01/2015
16	03/17/2015	03/29/2015	04/15/2015
17	03/30/2015	04/19/2015	05/04/2015
18	04/20/2015	05/03/2015	05/15/2015
19	05/04/2015	05/17/2015	06/01/2015
20	05/18/2015	05/31/2015	06/15/2015
21	06/01/2015	06/14/2015	07/01/2015
22	06/15/2015	06/28/2015	07/15/2015
23	06/29/2015	07/19/2015	08/03/2015
24	07/20/2015	08/02/2015	08/17/2015

Deferred Compensation

- Substitute teachers and substitute aides have a mandatory salary reduction to the Pasadena ISD Deferred Compensation Plan. (This plan is also called a FICA Alternative 457 Plan.) David Schamerhorn is the district's compensation plan representative.
- If there is ever a change in your name, address, phone number, beneficiary, or any other information change, please contact Schamerhorn Financial Group directly so they can keep your file updated accurately and can send statements and other information to the correct address.
- If a participant becomes a full time employee the account can be liquidated or rolled over provided a two year period of no contributions to the plan has occurred beginning from the initial date of full time employment.
- If a participant is terminated from the district, a period of 12 consecutive months of separation from the district must occur before they are eligible for liquidation or rollover.
- When separating from the district and attempting to withdraw your contribution to the compensation plan, please take the following steps:

1. Send a letter of resignation to:
Substitute Office
Pasadena I.S.D.
1515 Cherrybrook Dr.
Pasadena, Texas 77502

2. Contact Schamerhorn Financial Group directly.
11200 Broadway Street Suite 2743
Pearland, TX, 77584
281-486-9700

(Be sure to keep files updated with the Schamerhorn Group)

Workers' Compensation

Work related injuries must be reported IMMEDIATELY. Substitute employees should report any and all work related injuries to the administrator in charge at the campus/location where he/she is working whether he/she will be seeking medical treatment or not. The employee is required to choose a treating physician from the Alliance provider list. This is required for you to receive coverage of health care costs for your work related injury. To locate a provider, go to <http://www.pswca.org> or call (866) 997-7922. If and when the employee seeks medical treatment, he/she must report to the Safety Office at the Administration Building to complete paper work. If the employee is released from the doctor's office late in the afternoon and will not make it to the Safety Office by 4:30 p.m. , he/she should report to the Safety Office the next business day. Any additional questions regarding Workers' Compensation can be referred to the Safety Office at (713) 740-0258.

Notice...Notice...Notice...Notice...

THE FOLLOWING INFORMATION IS PROVIDED FOR YOUR SAFETY AND FOR THE SAFETY OF THE STUDENTS IN YOUR CARE:

Any information regarding a student or a staff member with AIDS or HIV is absolutely confidential and unauthorized disclosure of such information may result in civil and criminal penalties and grounds for immediate dismissal from employment with Pasadena ISD.

UNIVERSAL PRECAUTIONS:

- Wear gloves when in contact with blood or other body fluids containing blood and when handling supplies and equipment or surfaces soiled with blood or other body fluids.
 - Do not provide direct client care when you have open or oozing skin lesions.
 - Immediately and thoroughly wash hands or other skin surfaces that come into contact with blood or other body fluids.
- Report the incident to the school nurse and follow her instructions on the correct measures to take.

Employee Dress and Grooming Standards

Board Policy DH - R (LOCAL)

See policy DH The professional standard of dress requires that staff members should be readily distinguishable from students. Role modeling is a part of the employee's professional responsibilities.

According to DH (LOCAL) the dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent. Employees shall be expected to abide by the dress and grooming standards specified for students in FNCA and the Student Code of Conduct.

Further dress code standards as set out in the Student Code of Conduct include the following:

- Articles of clothing, garments, makeup and accessories with inappropriate decorations or advertisements are prohibited. This includes, but is not limited to, any item that depicts the occult, gang membership, death, suicide, violence, drugs or alcohol.
- The hem length of all skirts and/or jumpers must be no higher than 2 inches above the kneecap.
- Shirts and blouses must be buttoned within one button of the throat.
- Halter tops and shirts or blouses with plunging necklines are prohibited.
- All tattoos must be appropriately covered.
- Males are not permitted to wear earrings of any type. Employees are not permitted to wear other nontraditional piercings such as nose, lip, etc.

Further guidelines for School District employees:

- Male employees shall be allowed to wear a well-trimmed mustache and beard.
- Male employees shall wear collared dress shirts or collared polo shirts
- Employees may not wear tennis shoes, flip-flops, crocs or other casual footwear.
- Employees shall not be allowed to wear jeans or capris. Pants/slacks must be ankle length/full length. Gauchos are not allowed. Leggings are not allowed.
- Jeans are to be worn on campus ONLY on Fridays with a spirit shirt. Spirit days for employees in any administration building or ancillary facility are limited to the first Friday of every month, unless an exception is granted by the Superintendent.
- When attending off-campus functions, such as workshops, staff development, etc., all employees are to dress professionally, regardless of the day of the week.
- Male employees are not required to wear ties.
- Female employees are not required to wear hose.

Exceptions:

Dress requirements may be relaxed by the building administrator for field trips and/or special designated days throughout the year limited to once per month unless approved by the superintendent or for campus-sponsored staff development programs on non-instructional days.

Only physical education personnel may wear shorts, and only in the performance of physical education/coaching responsibilities.

Special permission to make alterations to the dress code will still be possible for religious, job-related and/or medical reasons.

• ID badges are property of Pasadena ISD. The ID badge must be worn and visible at all times during an assignment. If you resign or if you are terminated from the substitute list, your ID badge must be returned to the substitute office immediately. There is a \$3.00 fee to replace ID badges.

**CELL PHONES MUST BE TURNED OFF OR ON VIBRATE.
NO BLUETOOTH DEVICES OR LAPTOPS.
NO SMOKING ON CAMPUS OR ANY PASADENA ISD PROPERTY**

Substitute Evaluations

When poor performance by a substitute is reported to the Human Resources Department, the substitute will be required to conference with the Substitute Office.

1st Negative Evaluation– Substitute will be required to conference with Substitute Administrator and may be suspended from the substitute list until conference.

2nd Negative Evaluation - Substitute is suspended from the job list and must conference with the Substitute Administrator to outline a plan of action for substitute's reinstatement to the sub list.

3rd Negative Evaluation– Substitute will be terminated. A substitute will have 10 school days in which he or she may appeal to the Substitute Administrator concerning the complaint.

Substitutes may be dismissed immediately for:

- Improper conduct i.e. striking a student, using inappropriate language, etc.
- Inappropriate communications with student via texting and/or social media at anytime.
- Falsification of records or other documents related to the district's activities.
- Improper computer/cellphone usage
- Excessive Tardiness
- At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the district.





Substitute Evaluation Form

Substitute Teacher/Aide Name

Lawson ID

Assignment Date (s)

Classroom Teacher/Aide Name

Location

Data Source (check all that apply): classroom teacher report conversation with substitute

faculty/staff reports student reports parent reports walk-through by campus administrator

Instructions: Rate the substitute's performance on any of the criteria for which you feel you have appropriate data. Please use the following scale:

0 = Not Observed 1 = Below Expectations 2 = Met Expectations 3 = Beyond Expectations

Interpersonal Skills:

1. _____ Courteous to staff and students.
2. _____ Establishes an appropriate level of rapport with student.
3. _____ Cooperative and flexible with campus requests.

Comments/Other Concerns: _____

Instructional Skills:

1. _____ Makes efficient and meaningful use of instructional time.
2. _____ Adequately interprets and implements instructional plans left by classroom teacher/aide.
3. _____ Effectively manages classroom behavior.

Comments/Other Concerns: _____

Professional Skills:

1. _____ Arrives promptly and completes all duties.
2. _____ Professional Attire/Appearance in accordance to district dress code.
3. _____ Understands and follows rules, procedures and routines required of substitute.

Comments/Other Concerns: _____

Check One:

This substitute is **RECOMMENDED** to return to my _____ school _____ classroom

This substitute is **NOT RECOMMENDED** to return to my _____ school _____ classroom.

Principal Signature **REQUIRED**

Date



Campus Evaluation Form

Please complete this form and submit to the Substitute Office as needed. Thank you.

 Substitute Teacher/Aide's Name Lawson ID Classroom Teacher/Aide's Name

 Campus Date (s) of Assignment

	YES	NO
Substitute Information was provided:		
a. Daily Schedule	___	___
b. Daily Lesson Plan	___	___
c. Class List and/or Seating Chart	___	___
d. Classroom and School Rules	___	___
e. Discipline Procedures	___	___
f. Emergency Procedures	___	___
g. Medical Concerns for Students (If Needed)	___	___
h. List of Classroom Teacher's Duty Assignment	___	___
i. Building Map	___	___
j. List of Contact Numbers	___	___
 I was greeted and oriented to the building in a friendly manner.	 ___	 ___
Staff members were willing to answer questions that arose during the day.	___	___
A building administrator visited me during the day.	___	___
I received support when requested on disciplinary actions.	___	___
I want to return to this school as a substitute.	___	___

Anything you needed, but not available: _____

Other Comments: _____

 Substitute Signature

 Date

Important Information to Know

DISTRICT SUBSTITUTE LIST:

Substitute's will be placed on the official list with SmartFind Express. The list states the grades and/or subjects the substitute desires to teach, the home address of the substitute, and geographic preferences within the school district.

All Substitutes must register with SmartFind Express as explained during the orientation session. Substitutes are subject to calls from SmartFind Express at anytime during the day as the need arises. Individuals on the substitute list should arrange their personal schedules so they are able to leave home on very short notice. If substitutes arrive late for assignments they will be replaced and the original substitute will not be paid due to extreme tardiness. Excessive Tardies May Result In Removal From Active Substitute List.

If the substitute is called for late assignments they must call the Substitute Office to ensure the job is still available and they must be able to report to duty within one hour. If this is not possible they should NOT accept the assignment.

The substitute should provide written notify to the Human Resources Office of any permanent changes in address or telephone number. Substitutes who wish to be removed permanently need to send a resignation letter. Substitutes who wish to become temporarily unavailable should make necessary changes in SmartFind Express and update when they return to active employment.



Substitute Information

ABILITY TO RELATE TO OTHERS:

The ability to work successfully with others is essential. Substitute teachers should treat students, parents, secretaries, classified staff, teachers, administrators, and all others with whom they come into contact in a friendly, courteous and respectful manner. Negativity, absence of a sense of humor, or an unwillingness to be flexible, cooperative, or helpful, may result in not being invited back as a substitute teacher. The substitute teacher must be particularly understanding in his / her attitude toward the absent teacher. A teacher rarely knows in advance when he / she will be absent, and this sometimes leaves the room and the work not as adequately prepared as the teacher might wish. It would be unfair for the substitute to form an opinion based on this situation. It is extremely unprofessional to voice such an unfavorable opinion of an absent teacher, thereby damaging his / her professional reputation.

CHILD ABUSE REPORTING:

Even suspected child abuse must be reported to the proper legal authorities. Substitute teachers who suspect child abuse should seek the guidance of school administrators.

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Even suspected child abuse must be reported to the proper legal authorities. Substitute teachers who suspect child abuse should seek the guidance of school administrators.

STUDENTS ON MEDICATION:

Students are prohibited from taking medication without being under the immediate supervision of appropriately designated and trained staff. Students who bring medications to class should be referred to the school nurse immediately. This includes over-the-counter medications.

WEAPONS AND DRUGS:

Pasadena ISD has a zero tolerance law regarding weapons and drugs in schools. Any student suspected of being in possession of weapons or drugs or under the influence of drugs, is in violation of the law and school administrators should be notified immediately.

SEXUAL HARASSMENT:

Sexual harassment (use of sexually explicit language, requests for sexual favors, sexually graphic materials / language, or the creation of a sexually hostile work or learning environment) between and among students, between staff and students, or between staff members is legally prohibited and should be reported immediately to the appropriate school administrator.

SCHOOL VISITORS:

Most schools require school visitors to report to the school office prior to actually visiting classrooms or the playground. If you observe individuals at the school who you believe are unauthorized, report them to the school office immediately. Most schools will provide visitors with nametags or written authorization.

USE OF PHYSICAL FORCE:

Rarely, and only under emergency situations, is it legally or professionally permissible for teachers to use physical force with students. Physical force may only be used in order to prevent injury to students, others, or self. The use of physical force must be limited to the amount of force absolutely necessary to prevent injury. Teachers should avoid placing themselves in danger of injury when supervising students.

INTERNET ACCESS:

Substitutes ONLY have access to computers for instructional purposes! All student Internet access must be teacher monitored. It is recommended that you allow student access to the Internet only if the teacher has left written instructions for this activity.

CELLPHONE USE:

Under no circumstance should a substitute use their cellphone in the presence of student or share their personal contact information such as cellphone number, e-mail address or social media user name.

BEING ALONE WITH STUDENTS:

Unfortunately in today's society, teachers are placing themselves and the DISTRICT IN "HARM'S WAY" IF THEY ALLOW themselves to be alone and outside the view of others with individual students. Teachers should avoid situations where they are left alone with an individual student.

TOUCHING STUDENTS:

Teachers should exercise extreme caution in touching students. Hugging, putting your arms around students, patting, or touching students in any way can easily be misunderstood and can place a teacher at a legal and professional risk.

Please confirm with a campus administrator if you have questions and/or concerns about the above mentioned situations.

Substitute Responsibilities

TRY TO BE READY WHEN YOU'RE CALLED

Since the need for substitute teachers cannot always be anticipated ahead of time, it is advantageous for persons on the substitute list to be ready to report to work on short notice. Substitutes who have expressed the desire to work on specific days should strive to truly be available on those days.

REPORT TO THE CAMPUS OFFICE

Upon arrival at school, the substitute should report to the principal's office to check in, to secure a bell schedule, and to receive whatever special instructions the principal desires to give. Please make sure that you wear your substitute identification badge at all times during an assignment.

EXECUTE ALL EXTRA DUTIES

Substitutes are expected to execute all extra duties that have been assigned to the regular teacher. These duties may include bus duty, hall duty or other special duties assigned by the principal. The school day in the elementary and secondary schools vary because of transportation schedules. It is imperative that substitutes know what time to be in the classroom. At the end of the day, substitutes should remain on duty until released by the principal's office. Substitutes are entitled to a lunch period but not entitled to the teacher's conference or off period. The principal reserves the right to assign duties as needed during that time.

LUNCH DUTY

The substitute may bring his / her own lunch and eat in the teacher's lounge or eat with the teachers in the school cafeteria. Please refrain from leaving the campus for the 30 minute lunch period/break.

CHECK ROLL**MAKE ANNOUNCEMENTS****LUNCH DUTY****FOLLOW LESSON PLANS CLOSELY**

DVD's and movies may not be shown without administrative approval. Leave your personal videos at home.

SUPERVISE STUDENTS AT ALL TIMES

- It is imperative that students be closely supervised in the classroom. If an emergency should arise which would necessitate the substitute's leaving the classroom unattended, he / she should notify the front office and / or a neighboring teacher so the classroom will not be left unsupervised. Elementary students must be supervised to and from other classes, special programs, lunch, etc. at all times.
- Maintain good order in the classroom and also supervise the behavior of students in the hallways and at whatever activities you may accompany them.
- Discipline problems which cannot be handled in the classroom without instructional morale or undue loss of teaching time should be referred to a campus administrator. Under no circumstances should the substitute teacher administer corporal punishment or any other physical aggression to any student.
- Remain in the classroom until all students in the class have left the room or until another teacher assumes control of the classrooms.

NEVER ALLOW A STUDENT TO LEAVE SCHOOL

- A student must be checked out in the office before he / she has permission to leave the campus. Never allow a student to leave school even when adults come to the classroom for him / her until the student has office permission.
- In the secondary schools, do not excuse a student from your classroom for any purpose without a properly signed permit.
- If an elementary student becomes ill or has an accident while in school, immediately notify the clinic and / or a campus administrator to send someone to accompany the sick or injured child to the clinic. If the nurse is not in the clinic, notify the secretary or the principal. A secondary student who is not seriously ill may be sent to the clinic with a proper permit.

FOLLOW ALL LUNCH PERIOD PROCEDURES

- No student is permitted to leave campus for lunch.
- In elementary schools, the substitute should know the exact time of the lunch period.
- Most secondary schools have a split lunch period. It is necessary to have several passing bells during this split period; therefore, it is imperative that the substitute teacher know exactly which lunch period to take and at what time.
- It is advisable to check roll after students return to the classroom from a split lunch period.
- Unless approved by the principal, no substitute should allow a class or an individual student to take a lunch period other than the one regularly assigned. Students may remain in the cafeteria for only one lunch period.
- The substitute should return to the cafeteria at the end of the lunch period to take students back to the classroom in an orderly fashion.

DO NOT ACCEPT MONEY FROM STUDENTS

Receive money from students only when specifically instructed to do so. If collected, ascertain the procedure for collection and deposit the money with the proper school personnel before leaving the building. Under no circumstances should money be left in the classroom.

BECOME FAMILIAR WITH EMERGENCY SYSTEMS

The substitute teacher should become familiar with the alarm system used to indicate a fire drill or any other emergency drill. A card which gives the information concerning the fire alarm is usually found in each classroom. Portable buildings have fire boxes. Know the operating procedure.

DO NOT ISSUE BOOKS TO STUDENTS

LEAVE THE CLASSROOM IN ORDER

- Make a brief written report to the regular teacher indicating what assignments have been made and what has been accomplished.
- Leave all materials and reports on teacher's desk.
- Make sure the room is in good order.
- Close the door when leaving.

- Before leaving the building for the day, go to the campus office to determine whether or not your services will be needed for the next day and to receive whatever instructions the principal desires to give.
- If you are to serve as a substitute teacher for the same teacher the following day, check that teacher's mailbox for any information that pertains to your duties and obtain his / her telephone number so you may call for special instructions regarding lesson plans.
- Sign out on the teachers' attendance sheet in the school office and turn in badges, name tags, etc.

BE PROFESSIONAL IN YOUR RELATIONSHIP WITH THE DISTRICT'S SCHOOLS

Substitute teaching involves many different situations and often more than one school. Resolve never to compare one school with another, one principal with another, one teacher with another, or one set of students with another.

Working with Special Needs Students

- Substitute teachers should carefully read instructions left by the classroom teacher, pertaining to special needs students in their classrooms. Schools will normally have learning resource teachers and teachers with special education backgrounds who can be consulted with regarding learning strategies for students with special needs. Substitute teachers should consult with the office staff at the beginning of the day regarding special needs student procedures.
- Special needs students will always be identified by an ARD decision, which will consist of an IEP, Individualized Education Program, along with learning and behavioral modifications.
- Students with special needs often require shorter learning assignments and frequently demonstrate a need for positive reinforcement within short periods of time. Depending upon the age of the student, the nature of the learning disability, and the student's behavioral progress, positive teacher reinforcement may be required every five to ten minutes or less.
- Many students with special needs have been subject to negative and physical events in their personal lives. As a result, some students may react with violent outbursts when touched, threatened, or interacted with in a negative manner. Students with special needs normally need to have positive behaviors strengthened therefore, extinction, "time-out" areas, and positive recognition are useful classroom management tools when working with this population.
- Students with special needs (depending on the nature of the disability) often require more frequent learning assistance from the teacher. The teacher's instructions need to be simple, precise and clear when working with these students. It is advisable to have students repeat the instructions frequently, so the teacher can monitor the student's level of understanding.

**ALWAYS ADHERE TO ANY SPECIAL EDUCATION POLICIES,
PROCEDURES, AND RULES. THIS IS FEDERAL LAW**

SPECIAL EDUCATION PROGRAMS

BSS– Behavior Support Services K-12

This program generally serves students with severe behavior disorders that cannot be managed in the general educational environment. They generally require low pupil/teacher ratio in a self-contained environment with support in order to make adequate academic and behavioral progress. In addition to academic instruction, these students receive social skills and training.

ABLE (AU)– Academic and Behavior Learning Environment K-8

This program generally serves students with the diagnosis of Autistic or Pervasive Developmental Disorder who require a highly structured environment (not all students with Autism are served in this program). This program emphasizes compliance training and communication skills training as well as emphasis on academic instruction on the student's functioning level.

PABLE (AU)– Pre-School Academic and Behavior Learning Environment 3-4 year olds

ACCESS– Alternative Curriculum Centered for Exceptional Student Success K-8

This program generally serves students with severe physical and /or mental impairments. These students are not independently mobile and often times require full assistance to care for their daily needs. Focus instruction is visual and auditory stimulation, motor skills development, interaction with others and, if possible, communication skills.

PACCESS– Pre-School for Alternative Curriculum Centered for Exceptional Student Success 3-4 year olds

PPCD– Pre-School Program for Children with Disabilities 3-5 year olds

This program is designed to serve children with disabilities ages three to five who have been identified as being at risk of not achieving academic or like-skills without intervention. The curriculum contains five major areas- Cognitive (thinking and perception skills), Communication (language development), Self-Help, Fine/Gross Motor skills, and Social/Emotional (development of self-awareness and responsibility). The curriculum is designed to meet the wide variety of needs of young learners.

SUCCESS– Students Utilizing Curriculum K-8

This program generally serves students who require “life-skills” curriculum focusing on functional academics, communication/social skills, vocational training, and/or living training.

ATP– Adult Transition Program 12th grade +

OMEGA– Outcome-Based Measures Educating Growing Adults 9-12

This program generally serves high school students with intellectual disabilities or autism who require a “life skills” curriculum focusing on functional academics, communication, social skills, vocational training, and/or independent living skills training as determine by their postsecondary goals. OMEGA combines the philosophies of both ABLE and SUCCESS while focusing on transition and life beyond high school.

Legal Aspects of the Job

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.

- **Supervision of Students** – The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. In many states, a teacher acts in loco parentis – in the place of a parent – and is allowed to use his/ her judgement in a manner similar to a parent. The standard is the reasonable use of professional judgment for the safety and orderly education of students.
- **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.
- **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 office.
- **Administering Medication** – Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- **Confidentiality** – It is unprofessional and against the law in many states 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.
- **Anecdotal Records** – Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.
- **Discipline Policies** – A substitute teacher should know the state’s position on corporal punishment and the school’s policy over various aspects of discipline. Some states require a school to have a policy, and often these policies indicate a specific person such as the principal as disciplinarian. If in doubt, referring students to the principal 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. Proper action may be detailed in the school policy or may require your independent sound judgment. Possible actions include having another child accompany the child, sending a child to bring someone from the office to intervene, or having another teacher watch your class while you take the child to the office.
- **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. A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education, science, shop, or home economics class may be uncomfortable for the substitute teacher. In such cases, the substitute teacher may choose to do an alternate activity which they feel they can conduct safely.

NEVER Leave Your Students Unsupervised.

Information Regarding Classroom Management and Teaching Resources



Classroom Management

Most new teachers find management and discipline to be their biggest challenge. Even veteran teachers must keep abreast of strategies to enhance the classroom environment. The following tips are written to aid you in successful procedures to keep your classroom orderly and safe.

CLASSROOM MANAGEMENT HINTS:

At Home:

- Prepare Professional Attire
- SUB PACK-snacks, lunch, activities, book to read aloud, Sub handbook
- Read Substitute Handbook
- Visit the following websites for addition resources: <http://stedi.org/subs> The Substitute Teaching Division

At the campus:

- Be positive
- Arrive on time (the assignment starting time is 30 minutes before school starts)
- Meet neighboring teachers
- Strive for professionalism

In the classroom:

- Write your name on the board before students arrive
- Locate and review classroom rules and consequences
- Read lesson plans and prepare assignments
- Greet students at the door as they enter the room. (Smiles are always nice.)
- Be professional, friendly and enthusiastic

During the day:

- Do your best to follow the lesson plans left by the teacher
- Follow posted procedures (If there are established routines, make no changes. For example, if children are to sharpen pencils as they come in, if helpers should dust, water plants, or get supplies, stay with the Procedure.)
- Be fair, firm and consistent.
- To ensure students are on task, continue to move about the room and monitor their work. (Close proximity to students helps maintain control.)
- Be prepared with “time fillers” appropriate for the grade level.
- Speak softly enough to be private whenever possible. (Make all personal corrections in private, avoiding ridicule and sarcasm.)
- Praise good work and behavior publicly.
- Keep a sense of humor and avoid sarcasm. (Every problem is not a tragedy. And it's important to make light of situations whenever possible.)
- Watch attention spans. (It is important to know when to change activities, when to speed up, and when to slow down.)
- Be positive and respectful in your interactions with students and campus personnel. Use common sense at all times – this is the greatest rule of all. All the rules, regulations, guides, and directive in the world are no substitute for it!

The end of the day:

- Collect all assignments/materials
- Challenge students to summarize their learning
- Remind students of homework the teacher assigned
- Have students organize their work area/classroom
- Be sure all students have left your assigned area

Verbal Guidance

Throughout the day a teacher will need to convey instructions, warnings, directions, reprimands, and encouragement to students. Of the many ways to convey these messages, the most common is by speaking directly to the student or students. To be most effective, verbal guidance should be brief, firm, and positive.

Say:

Talk in a quiet voice.
Use both hands when you climb.
Climb down the ladder.
Keep the puzzle on the table.
Turn the pages carefully.
Be sure the ladder is safe.
Sit on your chair
Time to go inside.
Walk.

Do Not Say:

Don't Shout.
You will fall if you dont watch out.
Don't Jump.
Don't dump the puzzle pieces on the floor.
Don't tear the book.
Be careful, you might fall.
Don't rock in your chair.
Are you ready to go inside?
Don't run.

You will find it necessary to acquire techniques in keeping with your personality. However, the following general rules should be observed.

Do:

1. Speak in a calm, kind voice.
2. Speak directly to the student, do not call across the room.
3. Speak in short, meaningful sentences which the student can understand.
4. Try to express your request in a positive way.
5. Keep your voice and facial expressions pleasant.

Do Not:

1. Make fun of the student.
2. Give students a choice if they cannot have one.
3. Compare one student with another, "Look at how many questions Susan has completed."

Behavior Management

When kids don't live up to your expectations, don't treat it as a crime, but as a problem to be solved.

-Scott Willis

So what do you do if they choose not to cooperate with you?

That's when we have to exercise our effective discipline plan. The behavior management plan is designed to PREVENT problems. The discipline plan is our tool when a problem has occurred--when we have to hold a student accountable for the choices he has made. Remember our goals for students are still the same, even when they misbehave.

Standard Operating Procedures

When a student misbehaves, always intervene at the lowest possible level that still holds him/her accountable. Here is a plan to live by everyday.

- **Ignore** the behavior if at all possible. If it stops – great!
- **Make eye contact** with the person. It says, “I see you; stop it.”
- Use **proximity**. Move into his/her area.
- **Drop** his/her name in the lesson. “Did you know, John, that India is..”
- **Stop** teaching and remind the student of the rule. “Jill, what are you supposed to be doing?”
- **Wait** for answer. “Please, do that now.”
- **Pause** for student to correct behavior.
- **Respond**, “Thank you,” or assign consequence

Attitude - The Key to Success

The key to the success of this method or any method is your attitude.

Your choices are to be:

Passive – “I’m afraid of you, so do what ever you want.”

Aggressive – “You will do as I say.”

Assertive – “I’m holding you accountable for the choices you’ve made.”

Assertive is the only teacher attitude that works with discipline. You are to be firm, fair, friendly and focused on your goals. Avoid yelling, using sarcasm, anger, raising your voice, threats, or rude comments. Remember: they are kids; you are the adult. Your job is to train and model respect.

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a person's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a person humanized or dehumanized.

-Hiam Ginot

Teaching the Lesson

Have Materials Ready

MOTIVATE THE LESSON

Students need motivation. Remember however, the primary purpose is to teach, not to entertain. Be brief, set the stage, arouse curiosity, and relate to the previous lesson. This can be done by a question, picture, story or shared experience.

MAKE YOUR PRESENTATION CLEAR

What the students gain from the lesson will depend on how well you present it.

- Keep the language on the student's level of understanding.
- Present one point at a time.
- Go from the known to the unknown, the easy to the difficult.
- Stop often and review.
- Do not hesitate to repeat.
- Give the students an opportunity to ask questions.
- Use your voice to emphasize, maintain interest, change and control tempo.

ASK GOOD QUESTIONS

Good teaching is a process of drawing out from within rather than stuffing them with knowledge. To do this depends much on your art of questioning. A good question is one that:

- Asks something you really want to know.
- Is concise and expressed well.
- May often require a series of intermediate answers.
- Directs and stimulates a child to observe and sends him in search of new data.
- Guides and stimulates thought, helps with analysis of complex problems.
- Gives a child a mind set for what is to follow.
- Causes children to formulate new or unexpressed ideas.
- Does not call for mere repetition of book material.
- Encourages thinking and problem solving.

Bloom's Taxonomy provides a questioning structure that addresses various levels of students' intellectual abilities

BLOOM'S TAXONOMY

1. Knowledge: Ability to recognize, recall, and state facts, terms, basic concepts, and answers.
2. Comprehension: Ability to understand the concepts at a very basic level.
3. Application: Ability to apply learned knowledge in a particular concrete manner.
4. Analysis: Ability to understand the concepts by breaking those concepts into component parts.
5. Synthesis: Ability to assemble elements or parts into a whole.
6. Evaluation: Ability to evaluate or judge the value of concepts, materials, or ideas.

MECHANICS OF ASKING QUESTIONS

- State questions first - then call on a student.
- Discourage hand waving.
- Respect the student's answers.
- Dignify wrong answers.

PROVIDE FOR ACTIVE PARTICIPATION

In a really good lesson, the student is engaged in much activity. Make sure that directions are clear. Provide proper supervision and help.

LEAVE TIME FOR A SUMMARY

All facts and concepts need to be brought together before the close of the lesson. Ask students what they learned.

Note:

When students finish assignments early, it is necessary that you have additional activities ready.

- Locate books or magazines they can read.
- Have a favorite book ready to read to the class.
- Use a “sponge” or “filler” activity.
- Fun Critical Thinking activities..

Working with the Lesson Plan

How Should I Do That?

When substituting, you are expected to cover the material outlined in the permanent teacher's lesson plan. However, sometimes lesson plan instructions are general and very nonspecific with regard to lesson presentation. Here are several techniques for presenting lesson plans that will cover the material in a positive and creative way.

Lesson Plan: Have students read chapter 18 and answer questions.

1. Pre-test and Post- test: Ask students to guess what will be covered before they start reading. Share ideas aloud and write down five facts or ideas as predictions. Afterward, conduct a post-test by checking the accuracy of their predictions.
2. Togetherness: Read the assignment out loud with students to find the answers. By making the assignment a class activity, you promote classroom cooperation.
3. Group Effort: Divide the class into groups and ask each group to report on part of the reading. This method is best used with material that does not require continuity to be meaningful.
4. Quiz Board: Give the assignment and tell the students that you will stop 15 minutes before the end of the class and establish a quiz board. Appoint three to five students or select volunteers to be members of the board. Ask them to come to the front of the room. The rest of the students pose questions to these students about the day's reading. After a certain number of questions have been answered, a new board may be selected. This technique works well for review. An added advantage is that you don't have to know the subject well in order to handle it.

Lesson Plan: Have the class write a composition and XYZ.

1. Sentence Starters: To make any topic more meaningful, encourage students to relate to it personally. One way is to write sentence starters that use the students' natural speech pattern, such as, "I wish," "I like," "I'm glad I'm allowed to," "I think."
2. Whole Class: If the students are assigned to write a story, suggest that they first decide on a cast of characters, a setting, a time, etc., as a class. By doing the groundwork together, the students will be "into" the story before they lift a pencil.
3. Brainstorm: If the assignment is an essay, consider using a brainstorming technique. Ask students to say whatever comes to mind about the topic and write their ideas on the board in some quick, abbreviated form. When everyone has had a chance to study the list, students can begin to write using whatever brainstorming ideas they wish.
4. Free Association: Whatever the topic, propose that the students write free association word lists about it. Tell them to start with the given word, such as "freedom," "pets," or "winter," and then add up to ten other words that immediately come to mind about the key word. Now the students can write their own compositions.
5. Clarify Values: Before students start to write, initiate a values clarification exercise that will help students relate an abstract subject to their own lives. For example, if the topic is "conservation of electricity," have the students start by listing five electrical gadgets or appliances they use, that they could do without. Record their answers on the board. From this specific exercise, the students can move on to the broader issue.

Lesson Plan: The class has a test tomorrow. Have them study and review.

1. Games: Try a game format for drill material, such as spelling, number facts, state capitals, and vocabulary. Use familiar games like tic-tac-toe, Jeopardy, Baseball, etc.

2. Model Tests: Have pairs or small groups of students make up model tests. Assign one group true and false questions, another multiple choice questions, etc. Spend the last part of the class going over the questions. Ask each group to read their test, while the rest of the class gives the answers.

3. Students as Teachers: Have the students teach each other:

A. Give five minutes in which students are to write five to ten things they know about the material covered without opening their books or using their notes.

B. Ask students to compare their list with the student next to them. In pairs, have them add additional items during the next ten minutes.

C. Have the students remain in pairs and open their books and notes. Add to their lists using their notes and text during the next ten minutes.

Sponge Activities

Students are often fidgety and unruly when there is nothing planned for them to do and idleness can truly become a time when classroom management is even more difficult for the substitute. Interesting time-fillers can help prevent problems from occurring in the classroom.

Hopefully the sponge activities on the following pages may help you when you find that there is “time on your hands”. These suggestions are from a book called “The First Days of School”. You will find that these ideas can be implemented without extra supplies on “short notice” if and when there is a lapse in time when all other work left by the teacher is completed. **These activities should never be used INSTEAD of the assigned work, but only when there is extra time.**

The “sponges” are divided into primary, upper grade, and secondary assignments and can be interchanged as you see fit according to the ability-levels of the students you are teaching.

Sample Primary Sponge Activities

Managing Instructional Time

BEGINNING SPONGES:

- Be ready to tell one playground rule.
- Be ready to tell me the names of the children in our class which begin with “J” or “M,” etc.
- Be ready to draw something that is only drawn with circles.
- Be ready to tell a good health habit.
- Have a color word on the board. Have children draw something that is that color.
- Flash fingers – children tell how many fingers.
- Say numbers, days of the week, months – and have children tell what comes next.
- “I went to the sporting goods store and I bought . . .” – each child names an item.
- What number comes between these two numbers: 31 - 33, 45 - 47, etc.?
- What number comes before / after 46, 52, 13, etc.?
- Have a word written on the board. Children make a list of words that rhyme.
- Have a word written on the board. Children list words with the same long or short vowel sound.
- Put spelling words in alphabetical order.
- Count to 100 by 2’s, 5’s, 10’s, etc. – either oral or written.
- Use T squares to drill math fundamentals.
- Think of animals that live on a farm, in the jungle, in water, etc.
- Give names of fruits, vegetables, meats, etc.
- Hangman, using the names of the children in the class or colors or numbers.
- Simon Says
- List things you can touch, things you can smell, big things, small things, etc.
- List the colors you are wearing.
- Clapping games
- Finger plays

Sample Upper Grade Sponge Activities

- List the continents of the world.
- Make up three names for rock groups.
- Name as many kinds of windstorms as you can.
- Take a number. Write it. Now make a face out of it.
- Name as many gems or precious stones as you can.
- Write the names of all the girls in the class.
- Name as many teachers at this school as you can.
- List as many states as you can.
- Write:
 - (a) an abbreviation
 - (b) a Roman numeral
 - (c) a trademark
 - (d) a proper name (biographical)
 - (e) a proper name (geographical)
- How many countries and their capitals can you name?
- How many baseball teams can you name?
- Write down as many cartoon characters as you can.
- List as many kinds of flowers as you can.
- Turn to your neighbor. One of you tell the other about an interesting experience you have had.

The listener must be prepared to re-tell the story to the class.

- List all the things in your living room.
- Write what you would do if you saw an elephant in your backyard.
- Name as many kinds of ice cream as you can.
- List five parts of the body above the neck that have three letters.
- List one manufactured item for each letter of the alphabet.
- List as many nouns in the room as you can.
- List the mountain ranges of the U.S.
- Write the twelve months of the year correctly. Stand up as soon as you are finished.
- Make a list of five things you do after school.
- List one proper noun for each letter of the alphabet.
- Write one kind of food beginning with each letter of the alphabet.
- Name as many holidays as you can.
- How far can you count and write down by 6's?
- Name as many balls as you can that are used in sports games.

Sample Secondary Sponge Activities

- List as many states as you can.
- Write: (a) an abbreviation, (b) a Roman numeral, (c) a trademark, (d) a proper name (biographical), (e) a proper name (geographical)
- How many countries and their capitals can you name?
- How many baseball teams can you name?
- Turn to your neighbor. One of you tell the other about an interesting experience you have had.

The listener must be prepared to retell the story to the class.

- List all the things in your living room.
- Name as many kinds of ice cream as you can.
- List five parts of the body above the neck that have three letters.
- List one manufactured item for each letter of the alphabet.
- List one proper noun for each letter of the alphabet.
- Write one kind of food beginning with each letter of the alphabet.
- Name as many holidays as you can.
- List as many U.S. presidents as you can.
- List as many models of cars as you can.
- How many parts of an auto can you list?
- Name as many countries of the world as you can.
- List as many personal pronouns as you can.
- List as many kinds of transportation as you can.
- Write as many homonyms as you can (Example: past - passed).
- Name as many movie stars as you can (not T.V.).
- Name as many politicians as you can.
- List all the places you find sand.
- List as many breakfast cereals as you can.
- Make a list of the ten largest things you know.
- Name as many planets as you can.
- List all the sports you can think of.
- List all the foods you can that are green in color.
- List all the foods you can that have milk in them.
- Name as many rock groups as you can that begin with the letters A - F.
- Name as many teachers at this school as you can.
- Name all the models of Datsun cars you can think of.
- Name all of the parts of speech and give an example of each.
- Why were these dates important: 1492, 1606, 1776, 1812?
- Find these rivers on your map: Mississippi, Rio Grande, Colorado, Hudson.



Substitute Advice from Students

- Trust us.
- Be fair to everyone.
- Punish only the troublemakers.
- Make learning fun.
- Give us an assignment and let us go to work.
- Allow study time in class.
- Show concern and be willing to help with assignments.
- If I raise my hand, don't ignore me.
- You can be both strict and nice.
- Do not shout.
- Be straightforward with us.
- Be organized.
- Speak quietly and be patient.
- Give us something to work toward.
- Leave your personal life at home
- Think positively of every student.
- Speak clearly.
- Be reasonable in your expectations.
- Have a sense of humor.
- Follow through with promises and consequences.

Name _____

Grades
4-12

Word Puzzles 1

Directions:


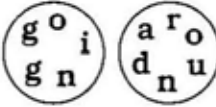
These puzzles represent common expressions and phrases. Solve them by carefully noticing the positions of the words and letters. Are they under, over, mixed-up, inside, or a certain size?

<p style="text-align: center;">E K A KISSM</p>	<p style="text-align: center;">search and</p>	<p style="text-align: center;">NEFRIENDED</p>	<p style="text-align: center;"><u>wear</u> long</p>
<p>egsg gesg segg sgeg</p>	<p style="text-align: center;">S M O K E</p>	<p>GIVE GET GIVE GET GIVE GET GIVE GET</p>	<p style="text-align: center;"><u>cover</u> agent</p>
<p>NOT GUILTY STANDER</p>	<p style="text-align: center;"><u>man</u> board</p>	<p style="text-align: center;"><u>EZ</u> iiii</p>	<p>LM AL EA AE EM ML</p>
<p style="text-align: center;"><u>BELT</u> HITTING</p>	<p style="text-align: center;">A D S L A</p>	<p>he } art</p>	<p style="text-align: center;">T.V.</p>
<p>ar up ms</p>	<p style="text-align: center;">CHAIR</p>	<p style="text-align: center;">TYRE</p>	<p style="text-align: center;">T O W N</p>

Word Puzzles 2

Directions:

These puzzles represent common expressions and phrases. Solve them by carefully noticing the positions of the words and letters. Are they under, over, mixed-up, inside, or a certain size?

	1,000, 1 000	C O S T S	<u>ground</u> feet feet feet feet feet feet
	time time	<u>stand</u> I	T O U C H
F R I E N D S <u>standing</u> F R I E N D S miss	WALKING	SOUP	ter very esting
reading	b sick ed	LO <u>head</u> VE heels	<u>knee</u> lights
g r u the block n i n n	everyrightthing	R O O A D D S S	$\frac{i}{8}$

Answers to Word Puzzles

Word Puzzles 1:

- | | | | |
|-------------------------------|---------------------------|--------------------------|---------------------------|
| 1. kiss and
make up | 2. search high
and low | 3. friend in need | 4. long underwear |
| 5. scrambled
eggs | 6. up in smoke | 7. forgive and
forget | 8. undercover agent |
| 9. innocent
bystander | 10. man
overboard | 11. easy on
the eyes | 12. three square meals |
| 13. hitting below
the belt | 14. tossed salad | 15. broken heart | 16. black and
white TV |
| 17. up in arms | 18. high chair | 19. flat tyre | 20. downtown |

Word Puzzles 2:

- | | | | |
|---|---|--------------------------------|----------------------------|
| 1. sock in
the eye | 2. one in a
million | 3. rising costs | 4. six feet
underground |
| 5. going around
in circles | 6. time after time | 7. I understand | 8. touchdown |
| 9. mis-
understanding
between friends | 10. walking tall | 11. split pea soup | 12. very interesting |
| 13. reading
between the lines | 14. sick in bed | 15. head over heels
in love | 16. neon lights |
| 17. running
around
the block | 18. right in the
middle of
everything | 19. cross roads | 20. I over ate |



Brain Teasers and Riddles

Grades
3-8

1. What is full of holes, yet holds water? **A sponge**
2. What is bought by the yard, yet worn by the foot? **Carpet**
3. What is the longest word in the English language? **Smiles.**
There is a mile between the first and last letter.
4. If eight birds are on a roof and you shoot at one, how many remain? **None. They all fly away.**
5. Why can't it rain for two days continually? **Because there is always a night in between.**
6. What speaks every language? **An echo**
7. Why is a nose in the middle of a face? **Because it is the scenter.**
8. What table is completely without legs? **A time-table**
9. What is the difference between a jeweller and a jailer? **One sells watches, the other watches cells.**
10. What is black and white and read all over? **A newspaper.**
11. Can a man living in Chicago be buried west of the Mississippi? **No. He is still alive.**
12. How far can a dog run into the woods? **Halfway. The other half he is running out.**
13. A farmer had seventeen sheep. All but nine died. How many did he have left? **Nine.**
14. A man has two coins in his hand. The two coins total thirty cents. One is not a nickel. What are the two coins? **A nickel and a quarter. (The other is a nickel.)**
15. Why is Ireland the wealthiest country? **Because its capital is always Dublin.**
16. If a telephone and a piece of paper had a race, who would always win? **The telephone, since the paper will always remain stationery.**
17. Why should fish be well-educated? **They are found in schools.**

18. Which takes the least amount of time to get ready for a trip: An elephant or a rooster? **The rooster . . . He only takes his comb, but the elephant has to take a whole trunk.**
19. Do they have a Fourth of July in England? **Yes. (But it is not a holiday.)**
20. Take two apples from three apples. What have you got? **Two apples.**
21. Four men can build four boats in four days. How long will it take one man to build one boat? **Four days. (Four men building four boats is the same as one man working sixteen days.)**
22. Can you measure out exactly two gallons of water using only two unmarked containers? One of the containers will hold eight gallons and the other will hold five gallons. **Pour five gallons into the eight gallon can. Then repeat this until the eight gallon can is full. (Two gallons remain in the five gallon can.)**



101 WAYS TO SAY “GOOD JOB!”

Everyone knows a little praise goes a long way in a classroom. Whether it is spoken or written at the top of a student’s paper, praise reinforces good behavior and encourages work. But the same traditional phrases used over and over can sound rehearsed and become ineffective. Here are 101 variations of ways to give praise, show interest, and offer encouragement:

1. You’ve got it made
2. Super!
3. That’s right!
4. That’s good!
5. You are very good at that.
6. Good work!
7. Exactly right!
8. You’ve just about got it.
9. You are doing a good job!
10. That’s it!
11. Now you’ve figured it out.
12. Great!
13. I knew you could do it.
14. Congratulations!
15. Not bad!
16. Keep working on it; you’re
17. Now you have it.
18. You are learning fast.
19. Good for you!
20. Couldn’t have done it better myself.
21. Beautiful!
22. One more time and you’ll have it.
23. That’s the right way to do it.
24. You did it that time!
25. You’re getting better and better.
26. You’re on the right track now.
27. Nice going.
28. You haven’t missed a thing.
29. Wow!
30. That’s the way.
31. Keep up the good work.
32. Terrific!
33. Nothing can stop you now.
34. That’s the way to do it.
35. Sensational!
36. You’ve got your brain in gear today.
37. That’s better
38. Excellent!
39. That was first class work
40. That’s the best ever
41. You’ve just about mastered that.
42. Perfect!
43. That’s better than ever.
44. Much better!
45. Wonderful!
46. You must have been practicing.
47. You did that very well.
48. Fine!
49. Nice going.
50. Outstanding!
51. Fantastic!
52. Tremendous!
53. Now that’s what I call a fine job.
54. That’s great!
55. You’re really improving.
56. Superb!
57. Good remembering!
58. You’ve got that down pat.
59. You certainly did well today.
60. Keep it up!
61. Congratulations, you got it right!
62. You did a lot of work
63. That’s it!
64. Marvelous!
65. I like that.
66. Cool!
67. Way to go.
68. You’ve got the hang of it.
69. You’re doing fine.
70. Good thinking.
71. You are learning a lot.
72. I’ve never seen anyone do it better.
73. Good for you!
74. Good job!
75. You remembered!
76. That’s really nice.
77. Thanks!
78. What neat work.
79. That’s “A” work.
80. That’s clever.
81. Very interesting.
82. You make it look easy.
83. Good thinking.
84. Muy Bien! (very good in Spanish)
85. That’s a good point.
86. I’m very proud you.
87. Nice going.
88. I knew you could do it.
89. That looks like it is going to be a great paper.
90. That’s coming along nicely.
91. That’s an interesting way of looking at it.
92. Out of sight.
93. It looks like you’ve put a lot of work into this.
94. Right on!
95. Congratulations, you only missed
96. Super - Duper!
97. It’s a classic.
98. I’m impressed!
99. Good going.
100. That’s a real work of art.
101. Keep on trying!

Substitute Teacher Report

Substitute: _____ Date: _____

Phone Number: _____ Grade: _____

Substituted for: _____ School: _____

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Terrific helpers:

Students who were absent:

Message for permanent teacher:

Please let me know of any areas you feel I can improve to be a better substitute for you.

Substitute Teaching Institute / Utah State University

Substitute Links

Utah State University-Substitute Teaching Division- <http://www.stedi.org/subs/>

Discipline by Design...The Honor Level System—Techniques for effective group management <http://www.honorlevel.com/techniques.xml>

DiscoverySchool's Puzzlemaker—generate customized puzzles online <http://www.discoveryeducation.com/free-puzzlemaker/?CFID=13508339&CFTOKEN=62013495>

edHelper.com provides reading comprehension, vocabulary, geography and other lessons. <http://edhelper.com/>

Inspiring Teachers—These pages offer new teachers a way to network with other teachers and to get answers to their classroom questions from real veteran teachers. <http://www.inspiringteachers.com/>

Lesson Plans Page—More than 2,500 free lesson plans available by subject or specific topics <http://www.lessonplanspage.com/>

Math World has detailed materials on algebra, calculus, probability and more. <http://mathworld.wolfram.com/>

PBS TeacherSource offers free lesson plans in literature, health, math, science and social studies. <http://www.pbs.org/teachers>

ProTeacher—Lesson plans, classroom management tips, child development, and other educational resources <http://www.proteacher.com/>

Sub Station: Tips and Resources for Substitute Teachers—provided by Education World http://www.educationworld.com/a_curr/curr359.shtml

Substitute Teaching: Tricks of the Trade, Written by Mr. Sturgeon—A complete description of the good, bad and the ugly of Subs. <http://users.qnet.com/~rsturn/>

Teachology—Resources for teaching with technology <http://www.teach-nology.com/>

TeachOne: New and Substitute Teachers—Sites for new teachers <http://teachone.tripod.com/>

The Teachers Net Substitute Teaching Chat-board—Exchange ideas, stories, and questions about the wonderful world of teaching. Share those rainy lessons, and one-day wonders http://teachers.net/mentors/substitute_teaching/

USA Today Education Online—Daily Lesson Plans and other timely resources for learning. <http://usatodayeducate.com/wordpress/>

Utah Education Network—A partnership between the Utah State Office of Education and the Utah System of Higher Education that provides online resources for K-12 Educators and Students. <http://www.uen.org/k12student/>

Book:

First Days of School: Wong, Harry K and Rosemary T.

ISBN: 978-0-9764233-1-7, 4th Edition

Information Regarding Schools



School Times

Be prepared to arrive at schools thirty minutes ahead of starting time if at all possible, and plan to stay until you are released by the principal's office.

**These times may not apply to all campus.
Please listen carefully to job assignments, as they may be different than these listed times.**

ELEMENTARY SCHOOLS

Grades K - 4..... 7:50 a.m. - 3:05 p.m.

Schools still offering fifth grade-Bailey, Fisher, Jensen, L.F. Smith and Williams

Schools offering Pre-Kindergarten

Morning Pre-K session: 7:55 a.m. -10:55 a.m.

Afternoon Pre-K session: 12:05 p.m. - 3:05 p.m.

MIDDLE SCHOOLS

Grades 5 - 6 8:40 a.m. - 4:00 p.m.

INTERMEDIATE SCHOOLS *

Grades 6 - 8..... 8:20 a.m. - 3:30 p.m.

Schools still offering sixth grade-Queens and ParkView

** Starting and stopping times may vary slightly at these schools.*

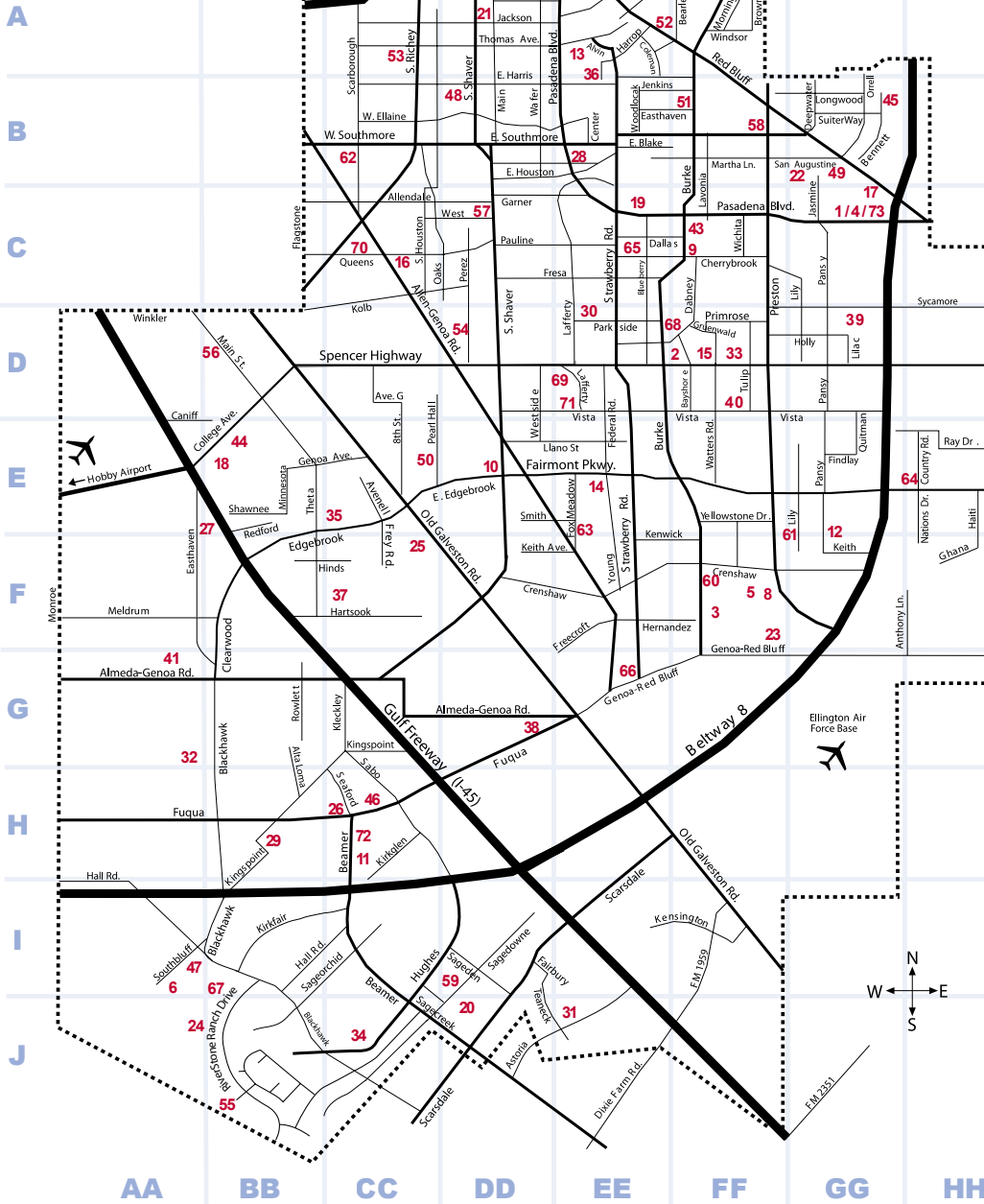
HIGH SCHOOLS

Grades 9 - 12..... 7:15 a.m. - 2:30 p.m.



PASADENA Independent School District

2014 - 2015



ALTERNATIVE SCHOOLS

- 1. Community School C-GG
- 2. Guidance Center D-FF
- 3. L.P. Card Career & Tech. Center... F-FF
- 4. Summit, The C-GG
- 5. Tegeler Career Center F-FF

HIGH SCHOOLS

- 6. Dobie, J. Frank I-AA
- 7. Pasadena A-DD
- 8. Pasadena Memorial F-FF
- 9. Rayburn, Sam C-FF
- 10. South Houston E-DD

INTERMEDIATE SCHOOLS

- 11. Beverly Hills H-CC
- 12. Bondy E-GG
- 13. Jackson A-EE
- 14. Miller E-EE
- 15. Park View D-FF
- 16. Queens C-CC
- 17. San Jacinto C-GG
- 18. South Houston E-BB
- 19. Southmore C-EE
- 20. Thompson J-DD

MIDDLE SCHOOLS

- 21. De Zavala A-DD
- 22. Keller B-GG
- 23. Lomax F-FF
- 24. Melillo J-BB
- 25. Milstead F-CC
- 26. Morris H-CC
- 27. Schneider E-BB
- 28. Shaw B-EE

ELEMENTARY SCHOOLS

- 29. Atkinson H-BB
- 30. Bailey D-EE
- 31. Burnett J-EE
- 32. Bush G-AA
- 33. Fisher D-FF
- 34. Frazier J-CC
- 35. Freeman E-CC
- 36. Gardens A-EE
- 37. Garfield F-CC
- 38. Genoa G-DD
- 39. Golden Acres D-GG
- 40. Jensen D-FF
- 41. Jessup G-AA
- 42. Kruse A-DD
- 43. Mae Smythe C-FF
- 44. Mathtys E-BB
- 45. McMasters B-GG
- 46. Meador H-CC
- 47. Moore I-AA
- 48. Morales B-DD
- 49. Parks B-GG
- 50. Pearl Hall E-CC
- 51. Pomeroy B-FF
- 52. Red Bluff A-EE
- 53. Richey A-CC
- 54. Smith, L.F. D-DD
- 55. South Belt J-BB
- 56. South Houston D-BB
- 57. South Shaver C-DD
- 58. Sparks B-FF
- 59. Stuchbery I-DD
- 60. Teague F-FF
- 61. Turner E-GG
- 62. Williams B-CC
- 63. Young E-EE

SUPPORT LOCATIONS

- 64. Gulf Coast Ed. Fed. Credit Union E-HH
 - 65. Administration Building C-EE
 - 66. Agriculture Complex 1 G-EE
 - 67. Agriculture Complex 2 I-BB
 - 68. Athletic Complex D-FF
 - 69. Operations D-EE
 - 70. Softball Fields C-CC
 - 71. Warehouse, Transportation & Maintenance D-EE
 - 72. Collaborative Learning Center H-CC
 - 73. The Frank Braden Center ... C-GG
- Orozco Professional Development Center
Wellness Center, Library & Textbooks

PASADENA INDEPENDENT SCHOOL DISTRICT

Atkinson Elementary	9602 Kingspoint Rd HOUSTON 77075	713-740-0520
Bailey Elementary	2707 Lafferty Rd PASADENA 77502	713-740-0528
Beverly Hills Intermediate	11111 Beamer Rd HOUSTON 77089	713-740-0420
Bondy Intermediate	5101 Keith Rd PASADENA 77505	713-740-0430
Burnett Elementary	11825 Teaneck Dr HOUSTON 77089	713-740-0536
Bush Elementary	9100 Blackhawk Blvd HOUSTON 77075	713-740-0928
Community School	1838-A E. Sam Houston Pkwy., PASADENA 77503	713-740-0784
De Zavala Middle	101 E Jackson PASADENA 77506	713-740-0544
Dobie, J. Frank High	10229 Blackhawk HOUSTON 77089	713-740-0370
Fisher Elementary	2920 Watters Rd PASADENA 77502	713-740-0552
Frazier Elementary	10503 Hughes Rd HOUSTON 77089	713-740-0560
Freeman Elementary	2323 Theta St HOUSTON 77034	713-740-0568
Gardens Elementary	1105 East Harris PASADENA 77506	713-740-0576
Garfield Elementary	10301 Hartsook St HOUSTON 77034	713-740-0584
Genoa Elementary	12900 Alameda Genoa Rd HOUSTON 77034	713-740-0592
Golden Acres Elementary	5232 Sycamore PASADENA 77503	713-740-0600
Guidance Center	3010 Bayshore PASADENA 77502	713-740-0792
Jackson Intermediate	1020 East Thomas PASADENA 77506	713-740-0440
Jensen Elementary	3514 Tulip PASADENA 77504	713-740-0608
Jessup Elementary	9301 Alameda Genoa Rd HOUSTON 77075	713-740-0616
Keller Middle	3102 San Augustine PASADENA 77503	713-740-5284
Kruse Elementary	400 Main St PASADENA 77506	713-740-0624
Lomax Middle	1519 Genoa Red Bluff HOUSTON 77504	713-740-5230
L.P. Card Career & Technology Center	4320 Crenshaw PASADENA 77504	713-740-0802
Mae Smythe Elementary	2202 Pasadena Blvd PASADENA 77502	713-740-0728
Mathys Elementary	1500 Main St SOUTH HOUSTON 77587	713-740-0632
McMasters Elementary	1011 Bennett Dr PASADENA 77503	713-740-0640
Meador Elementary	10701 Seaford Dr HOUSTON 77089	713-740-0648
Melillo Middle	9220 Hughes Road HOUSTON 77089	713-740-5260
Miller Intermediate	1002 Fairmont Pkwy PASADENA 77504	713-740-0450
Milstead Middle	338 Gilpin HOUSTON 77034	713-740-5238
Moore Elementary	8880 Southbluff HOUSTON 77089	713-740-0656
Morales Elementary	305 W Harris PASADENA 77506	713-740-0664
Morris Middle	10415 Fuqua HOUSTON 77089	713-740-0672
Parks Elementary	3302 San Augustine PASADENA 77503	713-740-0680
Park View Intermediate	3003 Dabney PASADENA 77502	713-740-0460
Pasadena High	206 South Shaver PASADENA 77506	713-740-0310
Pasadena Memorial High	4410 Crenshaw PASADENA 77504	713-740-0390
Pearl Hall Elementary	1504 9th Street SO HOUSTON 77587	713-740-0688
Pomeroy Elementary	920 Burke Rd PASADENA 77506	713-740-0696
Queens Intermediate	1452 Queens Road HOUSTON 77017	713-740-0470
Rayburn, Sam High	2121 Cherrybrook Lane PASADENA 77502	713-740-0330
Red Bluff Elementary	416 Bearle St PASADENA 77506	713-740-0704
Richey Elementary	610 South Richey PASADENA 77506	713-740-0712
San Jacinto Intermediate	3600 Red Bluff Rd PASADENA 77503	713-740-0480
Schneider Middle	8420 Easthaven HOUSTON 77075	713-740-0920
Shaw, Bobby Middle	1200 East Houston PASADENA 77502	713-740-5268
Smith, L.F. Elementary	1401 Avenue A SOUTH HOUSTON 77587	713-740-0720
South Belt Elementary	1801 Riverstone Ranch Houston 77089	713-740-5276
South Houston Elementary	900 Main St SOUTH HOUSTON 77587	713-740-0736
South Houston High School	3820 South Shaver SOUTH HOUSTON 77587	713-740-0350
South Houston Intermediate	900 College Ave SOUTH HOUSTON 77587	713-740-0490
South Shaver Elementary	2020 S Shaver PASADENA 77502	713-740-0842
Southmore Intermediate	2000 Patricia Lane PASADENA 77502	713-740-0500
Sparks Elementary	2503 E Southmore PASADENA 77502	713-740-0744
Stuchbery Elementary	11210 Hughes Rd HOUSTON 77089	713-740-0752
Summit, The	1838 E Sam Houston Pkwy So PASADENA 77503	713-740-0290
Teague Elementary	4200 Crenshaw PASADENA 77504	713-740-0760
Tegeler Career Center	4949 Burke Road PASADENA 77504	713-740-0410
Thompson Intermediate	11309 Sagedowne Ln HOUSTON 77089	713-740-0510
Turner Elementary	4333 Lily PASADENA 77505	713-740-0768
Williams Elementary	1522 Scarborough Ln PASADENA 77502	713-740-0776
Young Elementary	4221 Fox Meadow Ln PASADENA 77504	713-740-0784



2014-2015 SCHOOL YEAR CALENDAR

PASADENA INDEPENDENT SCHOOL DISTRICT

1515 Cherrybrook Lane, Pasadena Texas 77502 • Main Phone Number: 713-740-0000

Pre-Kindergarten Early Registration **August 12, 2014**
 Early Registration **August 13-14, 2014**

For Students

Freshmen Kick-Off August 25, 2014
First Day August 26, 2014
 Last Day June 4, 2015

For Teachers

First Day August 18, 2014
Last Day June 5, 2015

Holidays

Student and Staff Holidays **
Labor Day September 1, 2014
Thanksgiving November 24-28, 2014
Christmas/Winter Dec. 22, 2014-January 2, 2015
Spring Break March 16-20, 2015
Easter April 3, 2015
Memorial Day May 25, 2015
Independence Day July 3, 2015
****240 Day Employees will work:**
 November 24-25, 2014; April 3, 2015

Make-up Days (If Needed)

January 19, 2015 • February 16, 2015

First Semester

August 26, 2014-December 19, 2014

Second Semester

January 6, 2015-June 4, 2015

[Nine Weeks Grading Periods] Elementary & Middle Schools

August 26 - October 17, 2014
 October 20 - December 19, 2014
 January 6 - March 27, 2015
 March 30 - June 4, 2015

{Six Weeks Grading Periods} Intermediate Schools & High Schools

August 26 - October 3, 2014
 October 6 - November 7, 2014
 November 10 - December 19, 2014
 January 6 - February 20, 2015
 February 23 - April 17, 2015
 April 20 - June 4, 2015

+ Early Dismissal

October 3, 2014 • December 18, 2014 • December 19, 2014
 June 3, 2015 • June 4, 2015

/ Teacher Preparation Days

August 22, 2014 • January 5, 2015 • June 5, 2015

Staff Development Days

August 18-21, 2014

Staff Development /Student Waiver Days

August 25, 2014 • October 20, 2014 • January 19, 2015
 February 16, 2015



August 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

S	M	T	W	T	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

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1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

{ Six Weeks Grading Periods }
 [Nine Weeks Grading Periods]
 ● Staff Development Waiver Days

■ Student and Staff Holidays
 / Teacher Preparation Days

+ Early Dismissal
 ● Staff Development Days

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