

SUGGESTIONS FOR SUBSTITUTES

- Take time to go to the schools where you would like to work and introduce yourself to the person in charge of substitutes.
- Prepare a small card with your name, phone number and subjects/grade level that you are willing to cover. Ask that this be posted or made available to teachers.
- Dress professionally. No blue jeans, shorts, tank tops, or flip flops. Remember, students need positive role models.
- Arrive as early as possible. Find out about parking.
- Check in with the responsible person in the office.
- In the classroom, check for lesson plans, schedules, and class rolls. If these are not available, see the designated person in the office to get help.
- **IT IS MOST IMPORTANT THAT YOU FOLLOW THE LESSON PLANS THAT HAVE BEEN LEFT BY THE TEACHER.**
- Be actively involved in the lesson plan. Move around the room and maintain a watchful eye on students at all times. You can not be successful sitting behind the teacher's desk.
- Keep students busy and involved. This cuts down on chatter and discipline problems. Maintaining discipline is the most important thing you can do with good instruction.
- As a substitute, you are taking the place of a teacher for the day. This means that you are responsible for **NON-teaching** duties as well as teaching duties. This may include cafeteria supervision and other duties as designated. **Substitute Teachers do not have planning periods.**
- **Students MUST be supervised at all times.** If it is necessary for you to leave the room, contact a near-by teacher or the office for help. **Never leave students unsupervised on the playground.**
- Never give a student any type of medication. **All medications are given by a designated person in the office.**
- Be alert to methods that students use to take advantage of substitutes (i.e. distractions from the lesson plan, reasons to leave the classroom, changes to classroom rules, etc.)
- **Profanity has no place in a school.** You can maintain discipline and good order without using strong language.
- **Avoid touching students.**
- Take accurate notes about any incident or discipline problem that occurs in your classroom so that it can be handled by the administration
- Find out what materials are available for use. **NEVER** let a student go into a teacher's desk or cabinet. If it is necessary to use materials from these areas, hand them to the students.
- Be alert to adults or students coming to the classroom trying to see students.
- To avoid confusion, develop procedures for passing out and taking up materials as well as for lining up to leave the classroom or building.
- At the end of the day, leave the room as neat and clean as possible. Make sure you leave notes for the teacher to help them understand what you covered with the students and how the overall day went.
- Use professional ethics—keep school business at school and home business at home.
- In the afternoon, check out in the office before leaving a school.
- **Remember, as a substitute, you are the adult in charge.**

Substitute Performance Feedback:

While formal evaluations are not conducted for substitutes, feedback regarding an individual's performance is often provided to the Substitute Coordinator. At times, this feedback may also be accompanied by a request that the Substitute not be assigned to a particular site/location in the future based on the event/incident(s) triggering the feedback. Serious or repeated performance concerns may result in being removed from the Winston-Salem/Forsyth County School's substitute listing.

Following is a listing of behaviors which are considered unacceptable, and which could result in being placed on a given location's "Do Not Use" list, or removal from the system-wide listing of approved substitutes. It is important to remember that the primary concerns driving these requirements are:

- the safety and security of our students and staff
- the smooth operation of the site with minimal impact or disruption to the overall educational process
- the maintenance of an environment which nurtures individuals and the educational process

Please note this list is not all-inclusive. Situations will be reviewed on an individual basis, and appropriate determinations will be made based upon consideration of all factors.

- Last-minute cancellation of an accepted job
- Failure to appear for an assignment or to notify the school in advance of inability to fulfill commitment
- Tardiness
- Failure to follow lesson plans left by the teacher. (This also might be considered a component of "poor classroom management")
- Failure to check in at the office during the teachers scheduled planning period for assignment in another location for that period of time
- Allowing students to watch television, view inappropriate videos, or listen to radios, etc. if not directly related to the instructional program/part of the lesson plan
- Use of the internet other than as specified in lesson plans provided by the teacher
- Failure to comply with an administrator's request to perform assignments outside the classroom (i.e. lunch monitor, bus duty, parking lot duty, etc.)
- Eating in the classroom
- Leaving classes/students unattended
- Inappropriate language/comments while on the assignment. Examples of this might include: remarks regarding race, sex, or sexual orientation, derogatory remarks, comments regarding someone's weight, calling someone "stupid" or "crazy", etc.
- Derogatory remarks made to students/others regarding the school, students, staff, or system, etc.
- Use of profanity or obscenities
- Use of cell phones, personal computers, or hand-held game devices while in the classroom
- Misuse of school system equipment/property, etc. for personal or otherwise inappropriate reasons
- Viewing or permitting student access to inappropriate materials (i.e. reading material, artwork, etc. which might be considered offensive, inflammatory, pornographic, or otherwise graphically inappropriate)
- Leaving campus without permission from an administrator
- Leaving assignment prior to its conclusion; abandoning the classroom
- Taking students off-campus
- Singling out students for undue/non-instructional personal attention
- Pressing one's religious or moral beliefs on students/staff members
- Inappropriate attire
- Any other behaviors exhibited which result in concerns regarding the safety, security or well-being of students and staff