

Alvin Independent School District



*****This handbook does not replace the AISD Employee Handbook, but is an addition to it*****

SUBSTITUTE HANDBOOK

Revised 11/29/17

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Alvin ISD Vision and Core Beliefs

Vision Statement:

Alvin ISD is a dynamic learning organization committed to excellence for all students and every program.

Core Beliefs:

- We believe students achieve their maximum potential when provided engaging learning opportunities.
- We believe parents expect excellence in educational experiences that will make each child's goals become achievable.
- We believe teachers create a safe and engaging learning environment that fosters the success of each student.
- We believe campus leaders establish a climate where everyone matters by creating a culture of pride and ownership in their schools.
- We believe the central office provides the foundation to equip staff with resources in a supportive environment so that each student has the opportunity to thrive.
- We believe the Board of Trustees engages the community to create an environment where excellence is prioritized to ensure each student reaches his or her maximum potential.

MISSION STATEMENT

It is the mission of the Alvin Independent School District, the center for public education, to offer exemplary programs enabling all students to possess the ability to learn for the rest of their lives and become productive citizens.

DISTRICT GOALS

Academic Performance

Student academic performance on state and national exams will reflect continuous improvement and excellence in learning.

Emphasis will be placed on initiating strategies aimed at closing the achievement gap for at-risk, limited English proficient, special education, and economically disadvantaged students.

Students will have access to extensive advanced academic offerings and programs designed to provide college credit.

Alvin ISD will expand course offerings in Career and Technology Education with an emphasis on skilled trades.

Teachers and Staff

Alvin ISD will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.

Competitive district salary schedules, benefits, and a quality environment for teaching and learning will be emphasized.

Meaningful professional development opportunities will be provided that support school district goals and continuous professional growth for personnel.

Technology

Alvin ISD will invest in evolving technology and maintaining existing infrastructure in order to promote student/technology engagement in the teaching and learning process.

The district will provide technology that supports efficient administrative, district support, and teaching activities.

Technology professional development and training opportunities for personnel will be emphasized.

Facilities

Facilities will be provided that are supportive of a quality instructional program and represent the importance of public education within the community.

Facility improvements will reflect the importance of energy management and conservation in maintaining efficient fiscal operations.

Community input and involvement will be sought if new facilities or significant renovations are proposed by the district.

Facilities will be provided that provide a safe and secure environment for students and district personnel.

Parental/Community Involvement

Alvin ISD will actively engage parents and the district communities in the education process of our students.

The district will provide opportunities for parents and community members to become active campus volunteers.

Available positions on the District Improvement Committee, Campus Improvement Committees, and other committees that contribute to the success of the district will be made known to the general public.

Fiscal Responsibility

Alvin ISD will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.

District goals and priorities will be supported by appropriate budget allocations.

Alvin ISD will widely distribute information concerning the district budget, tax rate, and accountability ratings associated with fiscal management.



SUBSTITUTE TEACHER JOB DESCRIPTION

JOB TITLE: Substitute Teacher STATUS: Non-Exempt

REPORTS TO: Principal/HR AESOP Administrator TERMS: As needed

DEPARTMENT: Assigned Campus

PAY GRADE: Per substitute pay scale

PRIMARY PURPOSE:

In the absence of the teacher, provide students with appropriate learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

QUALIFICATIONS:

Education:

Minimum of 60 or more hours from an accredited university

Special Knowledge/Skills:

Knowledge of subjects assigned

General knowledge of curriculum and instruction

Ability to instruct students and manage their behavior

Strong organizational, communication, and interpersonal skills

MAJOR RESPONSIBILITIES AND DUTIES

1. Assume all responsibilities and duties assigned to the classroom teacher.
2. Implement lesson plans provided by the classroom teacher that fulfill the requirements of district's curriculum program.

3. Implement classroom teacher designed lesson plans that reflect accommodations for differences in student learning styles, use appropriate instructional strategies and materials.
4. By following teacher lesson plans, present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
5. Work cooperatively with special education teachers to modify curriculum as needed for special education students according to guidelines established in Individual Education Plans (IEP).
6. Plan and supervise assignments of teacher aides(s) when necessary.
7. Be a positive role model for students and support mission of school district.
8. Create classroom environment conducive to learning and appropriate for the physical, social and emotional development of students.
9. Manage student behavior in accordance with Student Code of Conduct and abide by the substitute/employee handbook.
10. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
11. Establish and maintain open communication and professional relationship with parents, students, principals, and teachers.
12. Use effective communication skills to present information accurately and clearly.
13. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers.
14. Compile, maintain, and file all reports, records, and other documents required (examples may include but not limited to grading papers, completing attendance procedures, and filling out substitute teacher report).
15. Attend and participate in faculty meetings when serving as a long term substitute.
16. Record and turn in money to the office that was collected during the day.
17. Report all student injuries, accidents, and illnesses to appropriate authority immediately.
18. Report all suspected abuse to CPS/police and the principal.
19. Maintain confidentiality regarding students and staff personnel information.
20. Perform other duties as may be assigned.

WORKING CONDITIONS:Mental Demands:

Maintain emotional control under stress.

Physical Demands/Environmental Factors:

Frequent walking, standing, stooping, bending, pulling and pushing; move small stacks of textbooks, media equipment, desks, and other classroom equipment; occasional lifting of 45 lbs or more. The employee is regularly required to speak, hear and use hands to manipulate, file or sort objects. Specific vision abilities required by this job include close vision, distance, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:

While performing the duties of this job, the employee occasionally works in outdoor weather conditions, such as cold, hot, humid and wet conditions.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exclusive list of all responsibilities, duties, and skills that may be required.

PREFACE

The Alvin Independent School District recognizes the importance of the role of the substitute teacher in the total educational program. Recent statistics have shown that substitute teachers are used in place of regularly assigned teachers approximately 5% - 6% of the time during the school year. You will be expected to perform a variety of assignments which will be rewarding and challenging. This is not an easy task, but please be reminded - the administrative staff is prepared and willing to assist you in every way possible to make substituting a worthwhile experience for you and the students you serve.

While this handbook will not answer all questions, it is intended to provide basic information and suggestions to you relative to the role of the substitute. Please feel free to contact the Human Resources Department at the Administration Building for additional information concerning substitute teaching at 281-388-1130.

People you Need to Know:

Dr. Johnny Briseño - Executive Director of Human Resources

jbrisen@alvinisd.net

281-245-2517

Syreeta Presley, Executive Director of Human Resources

spresley@alvinisd.net

281-245-3363

Mellissa Montemayor, District Substitute Specialist

mmontemayor@alvinisd.net

281-245-3633

School hours: (Classes Begin/End)

| | |
|--------------------|--------------------|
| PreK Morning | 8:00 am - 11:00 am |
| PreK Afternoon | 12:25 pm - 3:25 pm |
| Primary/Elementary | 8:00 am - 3:25 pm |
| Junior High | 8:44 am - 4:00 pm |
| High School | 7:20 am - 2:50 pm |

Substitute Pay Rates

| | |
|-------------------------------------|---|
| Clerical - daily | \$65 (1/2 day is \$32.50) |
| Clerical - Long Term | 72% of paygrade (if more than \$65 per day) |
| Teacher - daily >60 college hours | \$80 (1/2 day is \$40) |
| Teacher - Long Term | \$100 (1/2 day is \$50) |
| Teacher - daily degreed (Bachelors) | \$90 (1/2 day is \$45) |
| Teacher - Long Term | \$120 (1/2 day is 60) |
| Teacher - daily certified | \$100 (1/2 day is \$50) |
| Teacher - Long Term | \$150 (1/2 day is 75) |

(Long-Term positions are 10 consecutive days in the same classroom for the same teacher; on the 11th day, the long term pay begins.)

Substitutes that work more than 4.5 hours will be paid a full day.

How to be Added to the Substitute Teacher OR Paraprofessional List

After successfully attending the required substitute orientation session, the receipt of all required documents, and approved fingerprinting, the applicant's name will be added to the AESOP System.

Only applicants approved by the Human Resources Department are eligible to substitute teach in the Alvin Independent School District.

Paraprofessional Substitute vs Teacher Substitute:

If a substitute only qualifies for the paraprofessional substitute list, the substitute cannot substitute for a teacher substitute assignment. If a teacher substitute wishes to substitute for a paraprofessional substitute assignment, the substitute can do so but will be paid at the paraprofessional substitute rate.

Change in Personal Status:

Any change of name, address, telephone number, educational status, or availability must be reported to the Human Resource Department before any changes will be effective. Documents validating a degree or teacher certificate must be added to the substitute teacher's personnel folder before a change in status will be approved.

Change in Payroll/Banking Status:

Any change of banking information or change in Social Security name requires original documents be provided to the Payroll Office.

Substitutes are expected to be available and accept assignments to any school in the district unless it was indicated on the substitute questionnaire that a specific school(s) or level(s) was desired AND as the substitute has indicated within their personal Frontline/Aesop portal once officially hired as a substitute.

NON-WORK DAYS:

If a substitute is unavailable to accept assignments, they must send Mellissa Montemayor, District AESOP Specialist, an email at mmontemayor@alvinisd.net explaining the reason(s) for the unavailability and the length of the unavailability. The AESOP Coordinator will inactive the substitute's status in the AESOP system until notified via email of the request to reactivate the substitute's status once they are available to accept assignments.

If a substitute does not substitute the equivalent of four times per month, they will be in jeopardy of being inactivated in the Aesop system. A call to the Substitute Coordinator with a reasonable explanation of work stoppage can reinstate the substitute. *****Non-Work Days must be entered if you are unavailable to substitute on any particular day.*****

Responsibilities of the Substitute Teacher

Working under the direct supervision of the principal, substitute teachers are expected to comply with the school laws of Texas, the regulations of the State Board for Education (SBEC), the directives of the Texas Education Agency (TEA), the policies of the Board of Trustees, and the administrative regulations of the school district.

Performance Responsibilities and Duties

1. Arrive promptly at the assigned time and location reporting directly to the principal or designee in order to receive necessary directions and to assemble materials needed for the day. The substitute teacher should report at the same time the regular classroom teachers report for duty and should arrive 15-30 minutes ahead of students.
2. Sign the timesheet and record the confirmation number to ensure proper reporting of the days employed. Before leaving school, report to the office to sign out and to inquire whether to return the following day.
3. Check the regular teacher's mailbox and bulletin board for notices or communications.
4. Assume all responsibilities and duties assigned to the classroom teacher.

5. Follow, as closely as practical, the lesson plans provided by the teacher and maintain the regular routine of the class. If time permits, the substitute teacher's own innovations may supplement the daily program.
6. Student attendance at the elementary schools must be recorded by 10:00 a.m. each day. Attendance at the middle school, junior high schools and high school should be recorded according to each individual school policy.
7. It is the responsibility of the substitute teacher to be aware of each campus' policies and procedures for dealing with discipline problems before administering any form of punishment. **UNDER NO CIRCUMSTANCES IS CORPORAL PUNISHMENT TO BE ADMINISTERED.**
8. If assistance is needed, notify a neighboring teacher or the principal's office. The neighboring teacher will oversee the class during the time needed. **AT NO TIME SHOULD A CLASS BE LEFT UNATTENDED.**
9. Inform the school nurse if a student needs medication. Only authorized district employees may administer medication.
10. All accidents, injuries, or other serious problems shall be reported at the earliest possible time to the building principal.
11. Leave a summary of work covered in each class and other pertinent information for the regular teacher including discipline problems. Also, attach any notes or communication from parents.
12. Any money turned in to the substitute teacher should be recorded for the regular teacher and taken to the principal's office immediately.
13. All suspected abuse must be reported. Contact the principal, counselor or a nurse.
14. Maintain confidentiality regarding students and staff.

15. ***Substitutes may not use cellular telephones when students are in the classroom. Substitutes must check with the campus secretary and sign out before leaving the campus for any reason and sign in upon return to the campus.***

Jury Duty

If the teacher returns from Jury Duty, the substitute will be reassigned on that campus for an unfilled substitute assignment. If there is not an unfilled substitute assignment on the campus, the substitute or secretary of the campus will call Human Resources to see where they will be reassigned. The substitute will be paid for an entire day.

Employee Responsible Use Guidelines for Technology

Alvin ISD provides employees with access to the District's electronic communications system for educational purposes. The electronic communications system is defined as the District's network, servers, computers, mobile devices, peripherals, applications, databases, online resources, Internet access, email, and any other technology designed for use by employees. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the District, students and its employees. These Responsible Use Guidelines are intended to minimize the likelihood of such harm by educating District employees and setting standards which will serve to protect the District. The District firmly believes that the advantages of digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Availability of Access

Acceptable Use. Computer/Network/Internet access will be used to enhance learning, teaching, and administrative purposes consistent with the District's educational goals. The District requires legal, ethical and appropriate computer/network/Internet use.

Privilege. Access to the District's computer/network/Internet is a privilege, not a right, and the district reserves the right to monitor all technology resource activity. Inappropriate use may result in a cancellation of those privileges.

Access to Computer/Network/Internet. Access to the District's electronic communications system, including the Internet, shall be made available to employees for instructional purposes. Each District computer and public Wi-Fi (available for employees who bring their own personal telecommunication devices) has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for employees, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). Filtered Internet access is provided to students and employees as defined by CIPA. However, while the

District uses filtering technology and protection measures to restrict access to inappropriate material, it is not possible to absolutely prevent such access. It is each employee's responsibility to follow the rules for appropriate and responsible use.

Telecommunications. The use of all district provided telecommunications equipment to include but not limited to desk phones, cell phones, pagers, walkie-talkies, etc. is a privilege not a right. These technologies have been publicly funded. For that reason, they should not be considered a private, personal form of communication. The contents of any communication of this type are subject to the Open Records Act.

Use of Personal Telecommunication Devices. AISD is now allowing employees the option to Bring Your Own Device (BYOD). Employees may use a personal device along with their district assigned devices if they choose.

Security. An employee who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the campus principal and/or Technology Services. Any employee identified as a security risk or as having violated the Responsible Use Guidelines may be denied access to the District's system. Other consequences may also be assigned. An employee who knowingly brings prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the District's system and may be subject to disciplinary action.

Content/Third-Party Supplied Information. Employees with access to the District's system should be aware that use of the system may provide access to other electronic communication systems in the global electronic network that may contain inaccurate and/or objectionable material.

Subject to Monitoring. All District computer/network/Internet usage shall **not** be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Employees should not use the computer system to send, receive or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the computer system will be treated no differently than any other electronic file. The District reserves the right to access, review, copy, modify, delete or disclose such files for any

purpose. Employees should treat the computer system like a shared or common file system with the expectation that electronic files sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose.

Employee Computer/Network/Internet Responsibilities

District employees are bound by all portions of the Responsible Use Guidelines. An employee who knowingly violates any portion of the Responsible Use Guidelines will be subject to suspension of access and/or revocation of privileges on the District's system and may be subject to disciplinary action.

Software. No software should, or will, be installed without documentation that shows the software purchase has gone through an approval process that includes the Technology Services department.

Software purchased for AISD may not be installed on personal computers, unless the software allows for such installations. Programs brought from home are not allowed to be installed on AISD computers. The cost of any fines levied upon the district due to the aforementioned behavior will be passed on to the individuals responsible for the illegal software. AISD reserves the right to remove any non-business related software or files from any computer without notification. Examples of non-business related software or files include, but are not limited to games, instant messengers, POP e-mail, music files, image files, freeware and shareware.

Use of Social Networking/Digital Tools. Employees may participate in District-approved social media learning environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and on-line meeting sessions. Currently approved systems are Moodle and Edmodo. The use of blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other District-approved digital tools.

The employee shall not communicate directly with any student between the hours of 9:00 p.m. and 6:00 a.m. unless communication is in relation to an extra-curricular

or school sponsored activity in which the communication is a necessary part of the job. (i.e. athletic competition, camp, overnight group travel, etc.)

AISD employees are encouraged to refrain from "friending" students (and student's parents) on their personal Facebook account. An appropriate response when denying such requests should be: "If you are a student or parent requesting to be my "friend" on Facebook, please do not be surprised or offended if I ignore your request. As an employee of AISD, I have been discouraged from "friending" students or parents on my personal FB Page. I would encourage you to become a fan of the AISD FB page or the Campus FB page."

Use of System Resources. Employees are asked to purge email or outdated files on a regular basis. Employees must not waste or abuse school resources through unauthorized system use (e.g. playing games online, downloading music, watching video broadcasts, participating in chat rooms, etc.).

Maintenance of Local Hard Drives & Network Shares. AISD employees are personally responsible for making backups of any data that you store on your local hard drive. AISD will attempt to backup network drives, but can not guarantee the validity of each file. Employees should check network drives frequently, delete unused/old/personal files and stay within the allotted network space provided.

Password Confidentiality. Employees are required to maintain password confidentiality by not sharing their password with others. Employees may not use another person's system account.

Reporting Security Problem. If knowledge of inappropriate material or a security problem on the computer/network/Internet is identified, the employee should immediately notify their campus administration and/or Technology Services. The security problem should not be shared with others.

The following guidelines must be adhered to by employees using a personally-owned telecommunication device at school:

- Employees must log in and use the AISDVIP filtered wireless network during the school day on personal telecommunication devices. Internet access is filtered by the District on personal telecommunication devices in the same manner as District-owned equipment. Therefore, employees may not use their own 3G/4G data service (cellphones, hot spots, air cards, etc.) to

circumvent the district filtered internet as these data services have the potential to disrupt internet services via the wireless network.

- Personal devices will only have access to the AISDVIP wireless network and will not have access to the district wired network. Personal devices will also not have access to district owned network drives.
- These devices are the sole responsibility of the employee owner. The campus or District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- Each employee is responsible for his/her own device: set-up, maintenance, and charging. The Campus/District will not store employee devices at any time, nor will any District employee diagnose, repair, or work on an employee's personal device.
- Alvin ISD cannot be held responsible for any possible device charges to your account that might be incurred during approved school-related use.
- Personally owned telecommunication devices must be in silent mode while riding school buses and on school campuses.
- Telecommunication devices are only to be used for educational purposes.
- Campus/District administrators have the right to prohibit use of devices at certain times or during designated activities (i.e. campus presentations, theatrical performances, or guest speakers) that occur during the school day.
- An appropriately-trained administrator may examine an employee's personal telecommunication device and search its contents, in accordance with District Policy and the Employee Handbook.

Inappropriate Use

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this computer/network/Internet system or any components that are connected to it. The following actions are considered inappropriate uses, are prohibited, and will result in revocation of the employee's access to the computer/network/Internet.

Violations of Law. Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

- threatening, harassing, defamatory or obscene material;

- copyrighted material;
- plagiarized material;
- material protected by trade secret; or
- blog posts, Web posts, or discussion forums/replies posted to the Internet which violate federal or state law.

Tampering with or theft of components from District systems may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a District computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the District will fully comply with the authorities to provide any information necessary for legal action.

Modification of District-Owned Devices. Modifying or changing computer settings and/or internal or external configurations without appropriate permission is prohibited.

Transmitting Confidential Information. Employees may not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information about oneself or others, such as, but not limited to, home addresses, phone numbers, email addresses, birthdays, etc. is prohibited.

Commercial Use. Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal, is prohibited.

Marketing by Non-AISD Organizations. Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

Vandalism/Mischief. Any malicious attempt to harm or destroy District equipment, materials or data, or the malicious attempt to harm or destroy data of another user of the District's system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such

prohibited activity includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism, as defined, above is prohibited and will result in the cancellation of system use privileges. Employees committing vandalism will be required to provide restitution for costs associated with system restoration and may be subject to other appropriate consequences.

Intellectual Property. Employees must always respect copyrights and trademarks of third-parties and their ownership claims in images, text, video and audio material, software, information and inventions. The copy, use, or transfer of others' materials without appropriate authorization is not allowed.

Copyright Violations. Downloading or using copyrighted information without following approved District procedures is prohibited.

Plagiarism. Fraudulently altering or copying documents or files authored by another individual is prohibited.

Impersonation. Attempts to log on to the computer/network/Internet impersonating a system administrator or District employee, employee, or individual other than oneself, will result in revocation of the employee's access to computer/network/Internet.

Illegally Accessing or Hacking Violations. Intentional or unauthorized access or attempted access of any portion of the District's computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited.

File/Data Violations. Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission is prohibited.

System Interference/Alteration. Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

Email and Communication Tools

Email and other digital tools such as, but not limited to, blogs and wikis, are tools used to communicate within the District. The use of these communication tools should be limited to instructional, school-related activities, or administrative needs.

All employees will be issued email accounts. Employees should check email frequently, delete unwanted messages promptly, and stay within the email server space allocations.

The software and hardware that provides AISD email capabilities is publicly funded. For that reason, it should not be considered a private personal form of communication as it is subject to the Texas Public Information (Open Records) Act. It is the policy of the district that information transmitted by email be retained in accordance with the district's record retention schedule.

AISD reserves the right to monitor all activity in AISD electronic resources, including district provided email accounts. Commercial use of AISD electronic resources is strictly prohibited.

AISD shall not be liable for an employee's inappropriate use of AISD electronic resources or violation of copyright restrictions or other laws or for any costs incurred by employees through the use of AISD electronic resources.

Employees should keep the following points in mind:

Perceived Representation. Using school-related email addresses, blogs, wikis, and other communication tools might cause some recipients or other readers of the email to assume that the employee's comments represent the District or school, whether or not that was the employee's intention.

Privacy. Email, blogs, wikis, and other communication within these tools should not be considered a private, personal form of communication. Private information, such as home addresses, phone numbers, last names, pictures, or email addresses, should not be divulged. To avoid disclosing email addresses that are protected, all email communications to multiple recipients should be sent using the blind carbon copy (bcc) feature.

Inappropriate Language. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in emails, blogs, wikis, or other communication tools is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.

Political Lobbying. Consistent with State ethics laws, District resources and equipment, including, but not limited to, emails, blogs, wikis, or other communication tools must not be used to conduct any political activities, including political advertising or lobbying. This includes using District email, blogs, wikis, or other communication tools to create, distribute, forward, or reply to messages, from either internal or external sources, which expressly or implicitly support or oppose a candidate for nomination or election to either a public office or an office of a political party or support or oppose an officeholder, a political party, or a measure (a ballot proposition). These guidelines prohibit direct communications as well as the transmission or forwarding of emails, hyperlinks, or other external references within emails, blogs, or wikis regarding any political advertising.

Forgery. Forgery or attempted forgery of email messages is prohibited. Attempts to read, delete, copy or modify the email of other system users, deliberate interference with the ability of other system users to send/receive email, or the use of another person's user ID and/or password is prohibited.

Junk Mail/Chain Letters. Employees should refrain from forwarding emails which do not relate to the educational purposes of the District. Chain letters or other emails intended for forwarding or distributing to others is prohibited. Creating, distributing or forwarding any annoying or unnecessary message to a large number of people (spamming) is also prohibited.

Consequences of Agreement Violation

Any attempt to violate the provisions of this agreement may result in revocation of the employee's access to the computer/network/Internet, regardless of the outcome of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken.

Denial, Revocation, or Suspension of Access Privileges. With just cause, the Executive Director of Technology Services and/or building principal, may deny,

revoke, or suspend computer/network/Internet access as required, pending an investigation.

Warning

Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for employees, or harmful to minors, as defined by the federal Children's Internet Protection Act. The District makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that employees may access material that may not be of educational value in the school setting.

Disclaimer

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

Professional Ethics

The substitute teacher has a professional obligation, even though he/she is not a regular classroom teacher. Keeping this in mind, the following should be observed:

1. The school exists for the students. The first obligation of the teacher is therefore to the student.
2. The substitute teacher is on the same professional level as the regular classroom teacher and should remain conscientious toward responsibilities.
3. The substitute teacher should dignify his/her profession by maintaining a positive attitude of cooperation with associates, respecting the authority of those in administrative positions, and by maintaining high standards of loyalty and service.
4. Under no circumstances should a substitute teacher criticize a regular teacher, administrator, or student in the presence of other teachers, students, or members of the community.
5. When serving in an assignment, the substitute must remember that substitute teaching is a position of public trust. Confidential information concerning individual students must not be disclosed.
6. A substitute teacher should observe the same rules of confidentiality that professional school district personnel must observe. **DO NOT DISCUSS A STUDENT'S CONDUCT, GRADES, OR ABILITIES WITH ANYONE OUTSIDE THE SCHOOL DISTRICT OR WITH UNAUTHORIZED PERSONNEL IN THE SCHOOL COMMUNITY.**
7. When two substitute teachers arrive for the same assignments: the job is to be given to the individual with the job number. The second person is to be dismissed without pay.
 - a. When a substitute teacher arrives on campus for a job assignment that has been canceled: an explanation regarding the situation should be provided. The substitute is to be dismissed without pay.

- b. When a substitute teacher arrives to take an assignment that has been scheduled incorrectly: (i.e., the wrong date and/or time were entered into AESOP): an explanation should be provided and the substitutes should be dismissed without pay. If available, the substitute teacher should be offered the assignment for the correct date and/or time. If any of the above occurs, a phone call should be made to the AISD Substitute Coordinator by the secretary of the campus to see if an assignment is available at another campus.

8. When the substitute discovers an error with his/her paycheck: The substitute should: **Step 1)** check with the campus secretary to ensure that their time was submitted to payroll correctly. **Step 2)** the substitute should contact the payroll department at 281-388-1130 to ensure that they received the correct number of days worked.

9. Substitute teachers are to verify their assignment when they check in at the campus. Campus secretaries will have a list of jobs reported for the day with half-day assignments and full day assignments.

Canceling an Assignment

1. One assignment cannot be canceled to take another assignment. This includes a substitute teacher canceling one job for another job within the district as well as canceling an assignment with Alvin ISD to take an assignment in another district.

2. If for some reason a substitute must cancel a job, the substitute needs to notify the campus secretary ASAP but if possible no later than the day before the assignment. **Do Not** contact the AISD District Substitute Coordinator.

Length of Substitute Teacher Employment

1. Substitute teachers are used during the 178 instructional-day school year. Substitute teachers are not eligible for unemployment compensation benefits drawn on school district wages during any scheduled school breaks including, but not limited to, the summer, Thanksgiving, winter break, Easter, and spring break. The district understands that a substitute teacher is ineligible for unemployment compensation benefits in the period between the last day of instruction in the current school year and the first day of instruction in the following school year. This is an at-will position. Employees who work in at-will positions do not have a contract, but work on a daily basis with the district. The employee may resign at any time without the consent of the district, by telephone and a letter.
2. Each May a letter of reasonable assurance for the next school year is emailed to each substitute teacher for completion. If the letter is returned to the human resources office by the date indicated on the form, the substitute teacher's name is added to the list of available substitute teachers for the next school year. If the letter is not returned, it is assumed the substitute teacher is unavailable for the next school year. Returning the letter of reasonable assurance is the responsibility of the substitute teacher.
3. The substitute teacher should dress appropriately for the assignment. Students DO notice what any teacher or authority figure wears to school. How you dress does affect the level of respect which students will give the "teacher". The standards for appropriate dress will change according to the teaching grade level and possibly the assignment.

Faculty and Staff Dress Code

Educators serve as role models for students. Research has shown that students in classrooms with teachers who are dressed casually tend to behave more casually. Our focus should be to maintain professionalism, as well as create an atmosphere for optimum learning. Staff members are to look professional in their daily attire. Staff dress shall exceed student dress standards.

District faculty and staff members must follow the guidelines listed below:

- Length of skirts and dresses must be slightly above the knee or longer.
- Leggings may be worn only with skirts and dresses of defined length.
- Jeans may be worn every Friday.
- Non-collared spirit shirts are appropriate for any day of the week.
- All tattoos **MUST** be covered.
- Piercings and hair guidelines will be in line with those standards specified for students. Men whose hair exceeds a length touching the top of the shoulder must wear a hairstyle that keeps the hair off the shoulder. Male employees may wear a well-trimmed mustache and beard.
- House shoes, beach shoes, rubber-soled flip-flops, and rubber croc style shoes are not allowed.
- Workout attire, shorts, and tight-fitting or revealing clothing may not be worn.

These guidelines apply to all school days, including staff development days on or off campus and are subject to the discretion of the administrator. Specific job assignments or campus activities may require deviations from these guidelines.

Qualities of a Good Substitute Teacher

- **Follow the sub plan** the classroom teacher left behind as closely as reasonably possible. Teachers spend a lot of time preparing for a sub, according to what they need to have accomplished that day. Show respect by doing what is asked.
- **Leave notes for the teacher** about the following issues:
 - What parts of the sub plan were accomplished and what things did not get done. A brief explanation of why is greatly appreciated.
 - Description of any discipline problems,
 - Positive comments about the class (Always give good with the bad!)
 - Detailed description of how much help you gave students when they worked on assignments. And it wouldn't be going too far to mention that you had a difficult time helping students with specific questions or assignments. This gives the teacher an idea of what may need to be re-taught when he/she comes back.
 - Let the classroom teacher know if you allowed students to work in groups (If they do not specify that they are to work in groups, they are to work individually.) High school students can be real persuasive when they think they may be allowed to work in groups. If they are successful, let the teacher know.
- **Grade Work** when possible. Teachers appreciate it when simple grading is completed. It is a nice touch for teachers to be able to come back without a load of assignments to grade. If the key (answers) were left behind, that may be your clue! Grade any objective or simple type assignments in the free time that you have. Leave complicated short answers, essays or themes for the classroom teacher to grade.
- **Leave the Teacher's Desk Organized** at the end of the day. Use the wonderful inventions of paperclips and sticky-notes to organize student work. Organize by part of the day (elementary), type of assignments or by class period (secondary). You cannot organize too much! The more organized you leave the room, the more you will be appreciated.

- **Be Flexible**, after all we expect our students to be flexible the day we have a sub. When transitions don't go as well as planned or when you find out you have music at 10:00 instead of math, don't lose your head or your sense of humor.
- **Be Patient**. Students (especially the young ones) are apprehensive and don't like changing from a normal routine. Expect them to ask the same question 15 times. Smile!!!

How Subbing Can Get You a "Real" Teaching Job

If you are not able to find a teaching job of your own right out of college, becoming a GREAT substitute teacher is the best way to get your foot in the door. Many districts across the states are struggling with finding good subs. If you can make a good impression, they will look to you first when positions open up. Subbing also gets you real teaching experience that you can't get any other way. We know it is not easy work, the pay is not great, but if you succeed here, you will most likely be an outstanding teacher when you have your own classroom. So buckle down and consider becoming a sub full time.

Student Teachers Serving as Paid Substitute Teachers

Since the main focus of the student teaching experience is the observance and practice of quality teaching, student teachers may not be compensated for substituting until after they have completed student teaching and met all the requirements of their university course.

When all course work requirements have been completed by the student teacher and they have permission from the university supervisor and/or the building principal, he/she may substitute for pay at the assigned campus.

A student teacher may substitute without pay so that the supervising mentor teacher may take one earned school business day if applicable to the university program. Student teachers may also substitute without pay so that the supervising mentor teacher may attend training required by the respective university.

Student teachers will follow their respective college requirements for substituting without pay.

Tips to make the subbing job turn into a "real" teaching job.

- Follow the guidelines above for qualities of a good substitute teacher.
- Do not treat your sub day as a "free-day" which on the elementary level translates to a "play-day" and on the secondary level translates to a "study hall". Follow the plans the teacher leaves for you.

- Don't let the class destroy the classroom. Maybe even straighten it up before you leave. Leave the class more organized than when you walked in that morning.
- Keep track of papers for the students who are absent.
- Checking off the work you are able to cover is a nice touch.
- Follow the discipline system that the teacher uses. Many of the elementary teachers have developed their own methods .. use them.
- Bring your own bag of "tricks". Included in your arsenal could be: crossword puzzles, coloring sheets, brain teasers, word puzzles, magic tricks, your favorite children's story or knowledge of games such as "Heads-Up Seven Up" or "1 Spy", for the elementary level and for the secondary level, brain teasers, trivia questions and even children's stories are appreciated at the higher levels.

Responsibility and Attitudes of School and Staff to Substitute Teachers

A. The responsibility of the school principal:

1. Schedules should be ready for both the regular school schedule and for any special schedule to which the substitute is assigned.
2. The school should provide other necessary routine information such as special duties, absence reports, permits, bells, or problems peculiar to the individual school. This information should be given to the substitute teacher in writing upon arrival at the school.

B. The responsibility of the regular teacher:

1. **IMPORTANT.** The regular teacher should request a substitute teacher as soon as possible before the substitute is needed. Any request after 7:00 am the day the substitute is needed must be made to the principal.
2. The teacher's lesson plans and class rolls with other information regarding rooms and duties should always be accessible, either in the teacher's desk or in some known place.
3. All keys to desks and cabinets should be accessible to the substitute if needed.
4. A pupils' seating chart should be left on the teacher's desk with marks by the names of those students who can be depended upon for reliable aid. Class helpers should be indicated and should know what assistance they can give to a substitute teacher.
5. The teacher should be willing to give other needed information over the telephone or by personal conference, unless the teacher's illness is so serious as to make contact unwise.

C. Attitude toward the substitute teacher:

1. It is desirable to create an attitude of helpfulness toward the substitute teacher. An attitude of understanding and respect for the problems a substitute may encounter is a clear responsibility of the school in which teachers and pupils share alike.
2. Teachers should not criticize or express dissatisfaction with the work of the substitute teacher in the presence of pupils. If, however, the substitute's work deserves criticism or involves the welfare of the school, such objection should be registered with the principal on an objective, professional basis.
3. Whenever absence is anticipated, the regular teacher should do everything possible to prepare the children for work with the substitute teacher. Such planning should emphasize helpfulness, consideration, good manners, and behavior.
4. Teachers should realize that the educational welfare of boys and girls is involved in the success or failure of the substitute teacher; therefore, the substitute should be recognized as an important factor in the educational program.

Exercising Professional Judgment

Previous Teaching Commitment: Should a principal call you to teach for an extended assignment but you have been previously engaged by another principal, make certain that you inform the latter principal of your previous engagement. The two principals may work out an arrangement suitable to their needs; however, until you are notified that your first assignment is canceled, you should plan to fulfill it.

Teaching Specialized Courses: Frequently at the secondary levels you will be called to substitute for a chemistry, foreign language, mathematics, computer, or other specialized teacher. Do not let this deter you from accepting the assignment. There will be lesson plans left by the regular teachers for the substitutes. Competent members of the class may be called on to help with explanations of the work in progress.

Ability to Relate to Others: The ability to work successfully with others is essential. Substitute teachers should treat students, parents, secretaries, 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.

Negativity: Substitute teachers should avoid speaking negatively about students, other teachers, or about the class or school. Negativity is almost never appreciated. The result is often damaging and frequently results in the substitute teacher developing a negative reputation and not being invited back.

Look and Act Like a Teacher: Substitute teachers are expected to dress appropriately and to serve as role models. Shirts, ties, dress pants and dress shoes (unless teaching a physical activity) are most appropriate for men. Appropriately cut dresses and blouses, pant suits, and women's slacks are appropriate for women. Short dresses, low cut blouses, blouses, which expose the navel, nose rings, unusual hair colorings and pierced body parts (other than ears), T-shirts, or pants with holes, are normally deemed not to be professionally appropriate. Refer to the Faculty and Staff dress code.

Assignment Preparation: In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. However, substitutes should plan on bringing alternative lessons and learning materials should lesson plans not be left, or if additional learning materials are needed. Substitute teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff will provide classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures, playground and school rules, etc. Substitute teachers should become familiar with this information as soon as possible.

Following Classroom Lesson Plans: Most regular classroom teachers leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely. Do not deviate from this plan.

Instructional Aides and Use of Students: Often substitute teachers will not be familiar with classroom or school procedures. If you are fortunate, you will have an instructional aide to assist you. Most often this will not be the case. When there is no instructional aide, substitute teachers will need to select responsible students to assist them and to provide them with necessary information.

Emergency Plans and Exists: Substitute teachers should identify emergency exits, routes, and procedures for student emergency, evacuation and drills.

Confidentiality: Confidentiality is not only a legal responsibility, it is essential for the protection of students and families. Discussing school matters outside of school should be avoided. If there is a serious concern, school administrators need to be notified, immediately.

Grading Student Papers: Substitute teachers should follow the direction of the classroom teacher when it comes to grading student papers. If there are no specific grading instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher should grade the student papers prior to leaving for the day, if possible. As a minimum, student papers should be organized, so the classroom teachers can more readily grade them upon their return.

Use of Controversial Materials: Substitute teachers should obtain prior approval from school administration before showing private or commercial videos to students. Videos need to serve a legitimate educational purpose and should be closely related to the school curriculum. If there is any question regarding the use of particular materials, administrative approval should be obtained prior to substitute teachers using the materials in the classroom.

Student Use of Computers and the Internet: AISD substitute teachers should have signed and placed on file with the Human Resources Department an Acceptable Use Agreement. Electronic communication is provided for the purpose of exchanging and accessing information consistent with the mission of the Alvin Independent School District. Personal email, Internet usage, faxes, and phone calls should not be conducted during working hours (except for emergency purposes)

This is a reminder that all electronic communications:

- Are subject to District review at any time.
- Cannot be used for private or commercial business, political or religious purposes.
- Language should not be rude, angry, inflammatory, or sexually explicit.

All student Internet access must be teacher monitored. In most locations, access to the Internet is password protected. It is recommended that you only allow student access to the Internet if the teacher has left written instructions for this activity. Please check with the principal to find out campus Internet procedures as these vary from school to school. Currently students are not provided with a district e-mail account and are not allowed to access or send e-mail.

Leaving a Comprehensive Report: Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher. A teacher report form is included in this handbook.

Leaving the Room Neat and Clean: Leave the room neater and cleaner than you found it at the end of the day. Close windows and lock all doors.

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 legal and professional risk.

Taking Attendance: It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period.

Bring Your Own Hallway Passes: Regular classroom teachers may not remember to leave hallway passes. Substitute teachers should bring their own hallway passes "just in case".

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.

Language Barriers: When a student and a teacher cannot readily communicate due to a language barrier, when possible, a substitute teacher should identify an instructional aide or a student who can serve as an interpreter.

Principal Observation of Substitute Teachers: Many substitute teachers desire a regular teaching position. Remember that the principal has many responsibilities and is very busy. Given the time, opportunity, and when requested, most principals will consider observing a substitute teacher who is a long-term substitute or who substitutes frequently at the school. Substitute teachers may want to ask permission to leave a copy of their resume and/or business card with the principal.

Checking Out at the End of the Day: Remember to turn your classroom keys into the office and to find out if your services are needed as a substitute teacher the following day.

Legal Responsibilities of Substitute Teachers

Theory of Common Law: Courts have held that schools have a special relationship with students and have a legal duty to protect students from foreseeable harm. The basic theory underlying the theory of common law is negligence. In order for schools to be held liable for injuries to students all three of the following elements need to be present:

1. A duty of reasonable care
2. A breach of duty
3. Actual damage to the plaintiff

Loco Parentis: While under the supervision of school personnel, staff members serve in loco parentis (in place of the parents).

Theory of Reasonableness: Courts will attempt to determine if school personnel acted as a reasonable and prudent adult would normally act under the same given circumstance if a student is injured.

Degree of Foreseeable Harm: Courts will seek to determine if any injury to a student could have been anticipated and prevented. The degree of foreseeable harm often determines the extent in which teachers, administrators, and school districts are held liable for injuries to students.

Leaving Students Unattended and Locking Classrooms: Teachers should not leave students in classrooms unattended without certified supervision. Teachers are responsible for all students under their charge and are legally responsible for the welfare of these students.

Reporting Dangerous Situations: If any employee at a school observes the existence of a dangerous situation, it is imperative that it be reported to school officials as soon as possible so preventive and/or corrective actions can be taken. Dangerous situations can include unsafe equipment, physical obstacles, unknown objections, potential and actual student confrontations, substance abuse, gang activities, etc.

Missing Students: Missing students should be reported to the school office immediately.

Injuries to Students: If any doubt exists in the mind of a teacher about moving an injured student, don't move the student. The school official should be notified immediately for medical assistance. An observing student may need to be sent to the office for assistance while the teacher attends the injured student.

Release of Students: Students should not be released directly to anyone other than school personnel without the written permission from office staff. Anyone who requests that a student be released to their care should be referred to the school office for written authorization before the student is released.

Confidentiality: Any request for information regarding students or families from outside school sources should be referred to the school principal. Substitute teachers need to be diligent in protecting the privacy rights of students and families.

Due Process: Courts have held that education is a property right. Student property rights may not be abridged without observing students' legal due process rights. The guarantee of a fair and impartial hearing must be afforded all students.

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.

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.

Letting Students Out Early: Letting students out early is disruptive to other classrooms, and it often results in students being unsupervised. If unsupervised students are injured, the school district and the assigned teacher(s) are legally responsible. The early release of students should not be permitted without prior authorization of school administrators and without appropriate student supervision being provided.

Weapons and Drugs: AISD 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.

Playground Supervision: If a student is seriously injured on the playground, courts will attempt to determine the following: if there was a proper number of assigned staff members on duty, if playground supervisors were properly located and diligent, if proper safety rules existed, if those rules were consistently and properly enforced, and if any foreseeable and preventable danger existed. If human error did occur, the courts will seek to determine if that failure was the proximate reason the student sustained the injury.

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.

Classroom Management

REMEMBER: It is important for the substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair.

Respecting Students: Remember that each individual student is a person who deserves to be treated with respect regardless of their primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them.

Staying in Control: It is extremely important for the teacher not to lose his or her temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self-control, their behavior often becomes the focus of attention rather than the student's behavior.

Eye Contact: Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

Raising Your Voice: Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

Establishing Standards of Conduct: Letting the entire class know your expectations is key to having a successful educational day. "Establishing standards" should be done as early in the day as possible. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

Logical Consequences for Student Behavior: Students need to understand that if they choose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should

be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices.

Positive Reinforcement: Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

Surprising Students: Students need and expect clear direction and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, it often results in the students perceiving the teacher as being unfair and unreasonable.

Correlation of Success and Student Behavior: There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.

Proximity and Classroom Management: There is a direct correlation of distance of the teacher from the student and student behavior. The closer a teacher is to a student, normally, the better the student's behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

Supervising Students From the Back of the Classroom: Supervising students from the back of the classroom is a highly effective classroom management tool.

Unoccupied Student Time: Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.

Extinction: Minor unacceptable student behaviors are often best dealt with by using a technique known as extinction (ignoring minor negative behavior so it is not reinforced by providing desired attention). This technique usually results in minor unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct and forceful disciplinary intervention strategies.

Typical Classroom Rules: Typical elementary and middle school classroom rules include the following: (a) Keep your feet, hands, and objects to yourself; (b) You may talk when you have raised your hand and been given permission to do so by the teacher; (c) Students are to remain in their seats unless given permission to be out of their seats; (d) No "put-downs," and (e) No student will stop another student from learning. Severe violations resulting in instant referrals to the principal's office include fighting, possession of drugs or weapons, physical threats, constant disruption and defiance, etc. Typically, high school student rules will vary from elementary and middle school rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students. Refer to specific classroom rules for your school.

Isolating Students: It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and the ability to directly supervise all students.

Arguing with Students: Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher's authority.

Dignifying Students: Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well being. Students should not be singled out or used as an example. When a teacher has had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that he/she cares about them, believes in them, and sincerely wants what is best for them. Teachers need to role model terms such as please, thank you, excuse me, etc.

Desired Teacher Characteristics: Teachers should conduct themselves as appropriate authority figures and as student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible, and responsive.

Listen Before You Discipline: It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

Seating Charts: The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their names.

Logical Consequences for Disciplinary Infractions: It is difficult to identify in advance appropriate disciplinary consequences for every circumstance that might arise in a school environment. Generally, substitute teachers should plan on utilizing the regular classroom teacher's rules and consequences. A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired results. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

Dismissal of Substitute Teachers

A substitute teacher may be dismissed immediately for any of the following reasons:

1. Failure to comply with district policies, guidelines, and practices including official directives from a supervisor, whether written or oral. Failure to follow the district's dress code.
2. Neglect of duties. Examples may include leaving an assignment without approval from the campus administration, falling asleep while on duty, or not following the lesson plan(s).
3. Inability to perform instructional responsibilities or other assigned duties.
4. Ineffective classroom management.
5. Improper conduct with a student or employee. Examples may include striking a student, using improper language, making inappropriate statements and/or gestures, or touching the student in any manner.
6. Conviction of a felony or other crime involving moral turpitude. Examples may include theft, swindling, forgery, indecency with a minor, DUI or DWI. The substitute must notify Human Resources within 3 calendar days of any arrest. Failure to notify within 3 days are grounds for termination.
7. Falsification of records or other documents related to the district's activities.
8. Misrepresentation of facts to the superintendent or other district officials in the conduct of district business.
9. Violating the district's internet access policy by using the internet without approval from designated campus administrator and/or AESOP Administrator

10. Communicating with students such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, MySpace, Twitter, LinkedIn).

Substitute Teacher Dismissal Procedures

A principal not satisfied with the performance of a substitute teacher may request the removal of the substitute from his/her campus. The principal sends human resource services written documentation to support his/her decision to remove the substitute teacher. [NOTE: All written documentation is subject to release to the Texas Unemployment Commission to refute any unemployment compensation claim.] Human Resources is responsible for removing a substitute teacher from the substitute list in AESOP. At the AESOP Administrator's discretion, the substitute teacher will be notified that his/her job performance has been questioned by the principal. The AESOP Administrator may arrange a meeting with the substitute teacher to discuss his/her job performance.

Should the action or job performance of a substitute teacher during the school day cause concern for the safety of students or severely inhibit their education, the principal may dismiss the substitute teacher prior to the end of the job assignment or school day. (The principal is requested to notify human resource services on the same day a substitute is dismissed.)

The substitute teacher will be paid half the daily rate for services that are greater than one hour and will be paid for the full-day pay if worked more than **four hours and thirty minutes**.

If the substitute teacher is involved in one of the reasons listed under the "Dismissal of Substitute Teachers" section above or any circumstance that places students in danger, the substitute teacher may be removed from the AESOP system and will no longer be able to substitute for Alvin ISD. That determination will be made by the AESOP Administrator in the Human Resource office and the substitute teacher will be notified of the decision.

Student Disciplinary Scenarios

REMEMBER: It is important for substitute teachers to establish their classroom expectations and consequences as early as possible in the day.

Scenario 1: Students Who Interrupt Learning: i.e., Minor Misbehavior

- Use extinction (refuse to recognize the student) until they raise their hand.
- Praise other students for raising their hands.
- Make eye contact with the student(s) and send a non-verbal message not to interrupt.
- Stand near the student.
- Privately, inform the student that you expect him to raise his hand and be recognized before he speaks.
- Write student's name on the board.

Scenario 2: Dealing with Students Who Refuse to do Work

- Check with individual students to ensure they understand the assigned work, be prepared to reteach and to adjust the level of difficulty of the work as necessary.
- Find out from the student if something is bothering him and if you can help him in some way.
- Contact other teachers who are familiar with this student to determine if this is the student's normal behavior pattern. Try various strategies that might be effective in getting this student to work.
- Withhold a special activity or privilege if the student persists in not doing their work.
- Call the parents/guardian if the student still refuses to do work and seek their help.

Scenario 3: Students Who Won't Follow Instructions

- Make certain to repeat and clarify the instructions and then check with the student(s) for understanding.
- Have students repeat that they need to follow instructions.
- Communicate with students regarding possible consequences if they don't follow instructions.
- Withhold a special activity or privileges if the behavior persists.
- Contact the parents/guardian and enlist their support.

Scenario 4: The Class that Refuses to be Quiet, Pay Attention, or be Cooperative

- Remember the students who are doing what they are supposed to do.
- If the students just arrived at class, and they still refuse to be quiet, cooperative or to pay attention, determine why the class is reacting in that manner. If there has been an incident that is upsetting the class, the teacher may need to discuss the incident with the class before academic instruction begins. If the incident has been particularly upsetting, the teacher may consider having students write about their feelings and then discussing those feelings with the entire class (without identifying individual students' concerns).
- Clearly and firmly (not in a hostile manner) state your expectations and the consequences students face if they choose not to comply with your need for quiet, cooperation, and your need for them to pay attention.
- Turning the lights off and on is often effective in getting the attention of the class.
- With elementary and middle school students, the teacher may consider counting orally to ten or marking ten separate marks on the chalkboard to communicate that you expect the class to give you their attention now.
- If an elementary or middle school class has a quiet signal, such as all students raising their hands, the teacher may initiate the class signal for quiet. The substitute teacher may want to establish a signal for class quiet early in the day, if the regular classroom teacher does not have a signal.
- With primary students, the teacher may require students to lay their heads on the desk and observe five minutes of quiet time to compose themselves.
- Writing individual students' names on the chalkboard that refuse to be quiet or cooperative is often effective (provided there is an appropriate sequence of consequences for each failure to comply).

Scenario 5: Student Activity Transitions

- Teachers should be very precise about the directions they give students. Examples of precise directions include: "Stop what you are doing; put away your English book; take out your math book and turn to page 356; take out a pencil and paper and write your first and last name in the top right hand corner of your paper now.", etc.
- Teachers should have educationally beneficial "Sponge activities" for students who complete their work before other students are ready to transition to another educational activity.
- Student movement creates increased opportunities for students to become disruptive. Unless the educational activity dictates student movement, it is normally better for the teacher to move to the students.

Scenario 6: Strategies for Working with Problem Student(s)

- If you expect students to misbehave, they will usually live up to your expectation. Every student should be able to start each day with a "clean slate". However, when a student has been identified as a problem, the substitute teacher may ask other teachers who have worked with this student about educational strategies which have been effective in the past.
- Enlist a problem student's support by asking for his help or by assigning him a classroom responsibility.
- Individual praise, recognition, or granting of an educational privilege often is effective in encouraging problem students to be more cooperative.
- Short-term rewards are usually more effective than long-term rewards when working with problem students. Usually, the younger student, the shorter the time recognition needs to be.
- Have the problem student restate what is expected of him.
- If a student has a difficult time cooperating, moving the student closer to the teacher and/or isolating that student from the group may be appropriate (remember, students should remain in full view of the teacher so proper supervision can be provided).
- Calling the parent/guardian and praising or pointing out areas of concern is often effective in getting the student to be more cooperative.

Scenario 7: Students Switching Seats

- The regular classroom teacher generally will leave a student seating chart. If there is no seating chart, the substitute teacher may want to consider making one.
- If the substitute teacher suspects that students are not sitting in their assigned seats, the teacher should explain to the students that for safety reasons they must be seated in their assigned seats.
- Students need to understand that if they are sitting in the wrong seats, they may also be wrongfully blamed for something that they didn't do.
- Giving students the opportunity to sit in their assigned seats, immediately after sharing the expectation that students are to sit in their assigned seats, without disciplinary consequences, will usually solve the problem.
- If students still refuse to sit in their assigned seats, an appropriate disciplinary consequence should follow.

Scenario 8: Student Use of Profanity and "Put-Downs"

- Substitute teachers should have established their expectations and consequences at the beginning of the day, which deal with these issues. "Put-downs" of other students are not to be tolerated.
- Students need to immediately stop that behavior, a private correction needs to be given, and the student needs to repeat the expectancy.

Scenario 9: Fights, Threats, Weapons and Drugs

- Texas has zero tolerance laws with regard to weapons and drugs. Students in possession of weapons or drugs or who are suspected to be under the influence of alcohol and drugs should be referred to school administrators immediately.
- Schools must provide a safe and secure environment for students to learn, and threats and fighting are not acceptable. Students who are involved in fighting should be referred to school administrators immediately. Threats should be considered as legitimate threats to the welfare of others and should also be dealt with immediately. If threats appear to be serious in nature, then the school administrators need to be notified immediately.

Scenario 10: Sexual Harassment

- Student-to student sexual harassment is not to be tolerated. Students who subject other students to a pattern of unwelcome sexual jokes or comments are engaging in illegal sexual harassment and should be referred to school administrators. Whenever this type of behavior is observed or brought to the attention of the teacher, the teacher needs to intervene and stop the behavior from reoccurring. Students who touch other students in a sexual manner are also guilty of sexual harassment and need to be immediately referred to school administrators.

Logical v. Illogical Consequences

- The best consequences are logical and reasonable.
- Students will rebel only when the consequences do not make sense!
- What is a reasonable consequence?
 "A reasonable consequence is one that follows logically from the behavior rather than one that is arbitrarily imposed."
- The best logical consequences teach the students to choose between acceptable and unacceptable actions.

Examples:

| Student Behavior | Logical Consequence | Illogical Consequence |
|---|--|--|
| Chews Gum | Disposes of Gum | Teacher sends student to office |
| Turns in sloppy paper | Redoes the paper | Teacher gives the student a "0" |
| Student walks in the classroom noisily | Walks in again | Teacher ignores behavior |
| Student does not bring a pen or pencil to class | Teacher lets the student borrow a pencil - sign for it | Student sits without one, doing no work |
| Student uses profanity | Teacher explains inappropriate use of language and sends the student to the office | Teacher asks student not to use inappropriate language |

Key points while reprimanding children ...

1. Try not to reprimand students in front of the class
2. Always remain calm - Never speak to children in an "angry voice"
3. Don't stop the lesson for minor misbehavior
4. Always let the child know what they did wrong
5. Calmly explain to the child there are consequences for inappropriate behavior

Reasonable and Logical Consequences

Note: The following are general examples. Remember, all rules and consequences must be age and developmentally appropriate. For example, giving a junior high student "time out" might not be the most effective form of discipline.

Examples:

- Time Out
- Detention
- Extra assignment
- Being the last person to leave the classroom
- Deprivation of some reward
- Exclusion of class participation

Giving out the consequence ...

1. Do not stop your instruction when giving out the consequence.
2. Remembering #1, it is important to reprimand students soon after the rule violation (especially the younger the child).
3. If necessary, give out the penalty quietly as you continue with the lesson (TESA).

How can I give out consequences?

- A. **Chalkboard** - Do not stop the lesson. Just go to the designated area on the chalkboard and write the student's name or place a check mark after the student's name.
- B. **Transparency** - Similar to the process using the chalkboard but you write the name of the child on the overhead transparency.
- C. **Ticket** - This is similar to receiving a traffic ticket. Develop a method for giving the student a ticket. There is no need for a fancy form. A piece of paper with the student's name and the rule number broken is all that is needed.
- D. **Heart** - Have the students make a pattern with their name on it. Place all the patterns inside a heart - your heart - on the bulletin board. If there is a violation of a rule, kindly remove the pattern and place it outside your heart. Encourage the student to return to your heart.

The Argumentative Student

*When dealing with argumentative students, remember
"it takes one fool to talk back, it takes two fools to
make it a conversation!"*

What do you say to the three following questions asked by students worldwide?

What are you picking on me for?

What did I do?

Everyone else is doing it. Why me?

Response

Do not argue. Do not ask the student if he or she is questioning your authority. Do not yell, scream, or raise your voice. Just calmly say every time.

"BECAUSE YOU CHOOSE TO BREAK THE RULES"

FINALLY,

Remember, the best managed classroom is not the classroom with 10 -15 discipline referrals but instead the classroom where the teacher and students have developed a strong relationship of mutual trust, caring & respect.

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 improving.
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. Sensational!
35. That's the way to do it.
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 today
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. Good going.
73. I've never seen anyone do it better.
74. That's a real work of art.
75. Keep on trying!
76. Good for you!
77. Good job!
78. You remembered!
79. That's really nice.
80. Thanks!
81. What neat work.
82. That's "A" work.
83. That's clever.
84. Very interesting.
85. You make it look easy.
86. Good thinking.
87. Muy Bien! (very good in Spanish)
88. That's a good point.
89. Superior work.
90. Nice going.
91. I knew you could do it.
92. That looks like it is going to be a great paper.
93. That's coming along nicely
94. That's an interesting way of looking at it.
95. Out of sight.
96. It looks like you've put a lot of work into this.
97. Right on!
98. Congratulations, you only missed ...
99. Super - Duper!
100. It's a classic.
101. I'm impressed!

LESSON PLANS

1. Arrive early, if possible, to review the lesson plan for the day. Lesson plans and other materials necessary for the day are usually found in or on the teacher's desk. Any questions concerning the plans should be referred to the principal, department chairman, or lead teacher. Examine textbooks, workbooks, and teacher's editions to familiarize yourself with the material to be covered.
2. If a substitute teaching assignment is scheduled in advance, the substitute teacher may wish to contact the regular classroom teacher to discuss specific information that will make the substitute teacher's job more efficient and to continue the desired pace of instruction.
3. Substitute teachers should follow the daily lesson plan as closely as possible. You are obligated to complete one assignment before starting another. However, there will be times when, due to unforeseen circumstances, the substitute teacher will have to develop his/her own contingency plan.
4. Written work should not be graded, except as otherwise requested by the regular teacher. Any written work, assigned by the substitute, which is beyond the lesson plans should be graded and left for the teacher to examine. **DO NOT WRITE** in the official grade book or other books of record unless instructed to do so.
5. Substitute teachers placed for long assignments are expected to produce their own lesson plans. It is in the best interest of all concerned to keep in close contact with the regular teacher. If the assignment is for more than one day, the substitute should contact the principal concerning the advisability of calling the regular teacher. When the assignment is long term, the substitute should take the responsibility for instructional planning, making appropriate assignments, grading papers, keeping record, and taking over special duties of the regular teacher. The substitute should attend faculty meetings and assume the duties of the regular teacher.

Model Questions and Key Words to Use in Developing Questions*

I. **Knowledge** *(eliciting factual answers, testing recall and recognition)*

| | | | |
|-----------|-------------------|----------|-----------------|
| Who | Where | Describe | Which One |
| What best | How | Define | What is the one |
| Why | How much | Match | Choose |
| When | What does it mean | Select | Omit |

II. **Comprehension** *(translating, interpreting, and extrapolating)*

| | | |
|---------------------------------|-------------|--|
| State in your own words | Classify | Which are facts, opinions |
| What does this mean | Judge | Is this the same as |
| Give an example | Infer | Select the best definition |
| Condense this paragraph | Show | What would happen if |
| State in one word | Indicate | Explain what is happening |
| What part doesn't fit | Tell | Explain what is meant |
| What restrictions would you add | Translate | Read the graph, table |
| What exceptions are there | Outline | This represents |
| Which is more probable | Summarize | Is it valid that |
| What are they saying | Select | Which statements support the main idea |
| What seems to be | Match | Sing this song |
| What seems likely | Explain | Show in a graph, table |
| | Represent | |
| | Demonstrate | |

III. **Application** *(to situations that are new, unfamiliar, or have a new slant for students)*

| | |
|---------------------------------------|-------------------------------------|
| Predict what would happen if | Explain |
| Choose the best statements that apply | Identify the results of |
| Select | Tell what would happen |
| Judge the effects | Tell how, when, where, why |
| What would result | Tell how much change these would be |

IV. **Analysis** *(breaking down into parts, forms)*

| | | |
|--|---|--|
| Distinguish | What's the function of | What's the theme, main, idea, subordinate idea |
| Identify | What's fact, opinion | |
| What assumptions | What statement is relevant, extraneous to, related to, not applicable | What inconsistencies, fallacies are there |
| What motive is there | | What literary form is used |
| What conclusions | | What persuasive technique |
| Make a distinction | What does the author believe, assume | What is the relationship between |
| What is the premise | State the point of view of | |
| What ideas apply, do not apply | What ideas justify the conclusion that | |
| Implicit in the statement is the idea of | The least essential statements are | |

V. **Synthesis** *(combining elements into a pattern not clearly there before)*

| | | |
|--|------------------------|--------------------|
| Write (according to the following limitations) | How would you test | Make up |
| Create | Propose an alternative | Compose |
| Tell | Solve the following | Formulate a theory |
| Make | Plan | How else would you |
| Dance | Design | State a rule |
| Choose | | Develop |

VI. Evaluation *(according to some set of criteria, and state reasons for your evaluations)* Appraise, judge, criticize, defend, compare, What fallacies, consistencies, inconsistencies appear, more important, better, logical, valid, appropriate, inappropriate, find the errors

SUBSTITUTE TEACHER REPORT K - 5

Substitute: _____ Date: _____

Phone Number: _____ Grade: _____

Substituted for: _____ Campus: _____

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Terrific helpers:

Students who were absent.

Messages for the permanent teacher:

SUBSTITUTE TEACHER REPORT 6 - 12

Substitute: _____ Date: _____

Phone Number: _____ Grade: _____

Substituted for: _____ Campus: _____

| Period | Notes about lessons | Notes about students |
|--------|---------------------|----------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |

Messages for the permanent teacher:

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

Characteristics of a Master Teacher

Strong Role Model for Students
Well-Founded in Discipline Area
Warm and Friendly with Student
Socialization Atmosphere
Idealistic Expectations
Enthusiasm for Teaching
Teaching Strategies Involve Students
Good Sense of Humor
Comfortable with Teaching Style
Well-Organized Presentations
Encourages Intellectual, Challenging Atmosphere
in the Classroom
Understands the Communication Process
Tolerant and Interested in Students

COMMON SPECIAL EDUCATION ACRONYMS

ARD - Admission, Review, Dismissal Meeting **Special Education Eligibilities**
BIP - Behavior Intervention Plan **AU** - Autism
ECI - Early Childhood Intervention **AI** - Auditorily Impaired
ESEA - Elementary & Secondary Education Act **DB** - Deaf Blind
ESY - Extended School Year Services **ED** - Emotionally Disturbed
FAPE - Free and Appropriate Public Education Act **LD** - Learning Disabled
FBA - Functional Behavior Assessment **MD** - Multiply Disabled
FERPA - Family Educational Rights & Privacy Act **ID** -Intellectual Disability
FIE - Full Individual Evaluation **NCEC** - Non-categorical Early Childhood
IDEA - Individuals with Disabilities Educational Act **OHI** - Other Health Impaired
IEE - Independent Educational Evaluation **OI** - Orthopedically Impaired
IEP - Individual Education Plan **SI** - Speech Impaired
LEA - Local Education Agency **TBI** - Traumatic Brain Injury
LEP - Limited English Proficient **VI** - Visually Impaired
LPAC - Language Proficiency Assessment Committee
LRE - Least Restrictive Environment **Instructional & *Related Services**
MDR - Manifestation Determination Review **ADPE** - Adapted PE
PPCD - Preschool Program for Children with Disabilities ***AT** - Assistive
Technology
REED- Review of Existing Evaluation Data ***IHPT** - In-Home/Parent Training
RTI - Response to Intervention ***OT** - Occupational Therapy
STAAR-State of Texas Assessments of Academic Readiness ***PT** - Physical
Therapy
TEA - Texas Education Agency **ST** - Speech Therapy
TEKS - Texas Essential Knowledge and Skills

Website Resources:

Texas Project First: <http://www.texasprojectfirst.org/index.html>

IN CONCLUSION

Your contribution to the educational programs of the Alvin Independent School District is important. The administration, the teachers, and the students appreciate your professional service to our schools.

Don't Ever Forget The Importance Of Your Role.

