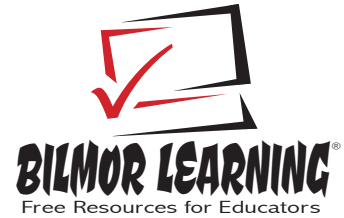


Substitute Teacher Binder



No matter how effective your program or experienced your teachers, there are always times when an instructor is absent due to sickness, family emergency, or even conference attendance. Having a schoolwide system for **Substitute Teacher Binders** not only helps keep instruction on track, but also provides the Substitute Teacher with vital information on rules and procedures.

For best results, an up-to-date Substitute Teacher Binder should be on every teacher's desk at all times. Essential components of the Binder include:

- Lesson Plans (both planned and emergency)
- Class Rosters (in period order)
- Special Concerns (both medical and academic)
- Absence/Tardy Procedures
- Classroom Rules
- Emergency Drill Procedures
- Staff Contact List

Lesson Plans - Every Substitute Teacher Binder should include at least two days of emergency lesson plans for each period. These are to be used only in the event that the teacher is unexpectedly absent and has been unable to create lesson plans in advance. Busywork should be avoided. Instead, the emergency lesson should focus on a meaningful stand-alone skill that may be taught at any point during the year. For example, a plan for 7th English might be to watch a short video on "How to determine plot," discuss this in regularly-assigned groups, then individually respond to a short-answer quiz. (Include the video or link, and a supply of quizzes with the binder.)

Class Rosters - Printed class rosters should be provided for each period. Placing these in order on separate sheets makes it easier for the Sub to manage. It's also helpful to highlight the names of two or three responsible students who can assist the Sub. Also, if you have student leaders for emergency drills (fire, tornado, lock down), be sure to indicate those, too.

Special Concerns - It's vital that the Sub have a list of students who have accommodations due to academic or medical issues (SpEd, diabetes, etc.). For example, sometimes a hypoglycemic

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student may need to snack in class to maintain blood sugar levels. Subs may not be familiar with this practice. In addition, specifying special academic needs help maintain compliance with 504 or IEP requirements.

Absence / Tardy Procedures - Every school has specific procedures for reporting absences and tardies, and these often vary widely from school to school. Making the Sub aware of these routines makes things run much more smoothly.

Classroom Rules - These are the teacher's specific expectations for students in his/her classroom (cell phone use, bathroom breaks, etc.). They often vary widely from school to school, as well as from classroom to classroom.

Emergency Drills - Fire, Tornado, and Lock-Down emergencies can happen at any time. It's important that the Sub knows your school's specific procedures if one of these situations (or a drill) occurs.

Other - Be sure all information is up-to-date and presented in as concise a manner as possible.

The following pages contain samples of what binder pages might look like. Creating a school template with similar pages will keep your Binders consistent throughout the school, making it much easier for Subs to adjust to different classrooms.

Dear Friend,

Thank you for substituting in my classroom today.

This **Substitute Teacher** binder includes:

- today's lesson plans (in flap at left)
- class rosters in period order *
- special concerns (medical & academic) tab 1
- absence/tardy procedures tab 2
- classroom rules tab 3
- emergency drill procedures tab 4
- staff contact list (phone #s) tab 5
- emergency lesson plan tab E

** students who can assist you are highlighted*

Special Concerns

Medical:

John Doe (9th) - diabetes

Susan Doe (9th) - allergies

Roger Doe (10th) - allergic to penicillin

Betty Doe (10th) - allergic to penicillin

John may need to eat snacks during class. He also has permission to go to the nurse whenever he feels the need. The other three students medical concerns will probably never impact classroom instruction.

Academic:*

Peggy Doe (9th) - Individual Education Plan

Randy Doe (9th) - 504 modification

Mary Doe (10th) - Individual Education Plan

Mike Doe (10th) - Individual Education Plan

Roger Doe (10th) - 504 modification

* Primary academic modifications for these IEP and 504 students are additional instruction if needed, alternate location (may sit at side tables if they wish), and extra time to complete assignments. In addition, please be sensitive to any special requests that these students might make.

Absences / Tardies

Classroom Rule:

Students are expected to be in the classroom, seated, and ready to begin when the bell rings. They are aware of this expectation.

Procedure:

After you have taken roll, call the school secretary (extension 222) and report any absences or tardies. Even if everyone is on time and present, you still need to call with this information.

The call should take place no later than 10 minutes after the bell rings.

Classroom Rules

Basic: (posted on bulletin board)

- 1) Be prepared
- 2) Be responsible
- 3) Be respectful

Specific:

1) Students may not leave the room except to use the restroom, and then only with a hall pass. Only one person out at a time. RESTROOM BREAKS ARE FOR EMERGENCIES ONLY!

2) If a student has permission from another teacher or the school administration to be elsewhere during my class, you must document this on the “out-of-class” form (sitting on my desk), and they must carry a completed out-of-class slip (back folder, left-hand drawer of my desk) when they leave.

3) Working in teams is not permitted unless the Lesson Plan specifically says otherwise.

4) Cell phones and other electronic devices may be used ONLY for school assignments. Personal messaging and social networking is prohibited in my classroom.

5) If you have questions about a rule or procedure, any student listed as “responsible” on the roster should be able clarify it.

Emergency Drills

Fire:

Usually held on the first Friday of the month. When you hear the fire alarm (the red box to the left of the door will also flash), have students exit the building through the north doors, then line up along the rock wall. Take roll to make certain all students are present. If not, send a responsible student to notify the administration immediately.

Tornado:

Usually conducted in September, October, and February. The type of drill (“shelter in place” or “tornado shelter area”) will be announced in advance. If “shelter in place,” students should assume the safety position under their table. If “tornado shelter area,” students should line up along the wall in the hall immediately to the left of the door, then assume the shelter position. There should be NO TALKING during a tornado drill. If a student is missing, get another staff member to monitor your students and immediately notify the administration.

Lock Down:

Lock Down drills are never announced in advance. Students know what to do during a lock down. Immediately lock the classroom door. Make sure the blinds are closed, the lights are out, and the door window is covered. Students should remain still and be totally silent until the all clear signal. Phone lines must remain open for intercom announcements.

Emergency Lesson Plan

This plan is for use ONLY in the event that I am unexpectedly absent and have been unable to create substitute lesson plans in advance.

All English Classes:

Show the movie “Hugo”. (One of the “responsible” students can help you set this up if necessary.) Before you begin, pass out the related study guides (red folder in the back of this binder).

The movie should take two or three class periods to show, and completing the study guides will take at least two class periods ... so **this emergency Lesson Plan will cover at least a week.**

Journalism:

Journalism is an advanced project-based class. Students are constantly working on independent assignments. This requires little or no instruction from you. Feel free to help if they request assistance ... otherwise, just let them do their work.