



Cumberland County Schools

Substitute Teacher Handbook

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Preface

In every state, district, and school in America, substitute teachers are teaching an estimated 8% of all the children attending school each day. Depending upon whether one looks at this as an opportunity or a problem will greatly affect the quality of the teaching during this time.

The goal of this handbook is to establish a process for smooth transition from the regular classroom teacher to the substitute teacher. This process should be in a manner that is least disruptive and most conducive to the continuation of a productive learning environment.

Classroom teachers, especially, should be supportive of substitute teachers, because what substitute teachers do affects what takes place in their classroom and the overall performance of their students. This handbook contains many tips and suggestions for activities to help the substitute teacher maintain control of the classroom. It is expected that you, the substitute teacher, read and follow these guidelines.



Remember!

The information in this handbook is not intended to replace the Board's rules and regulations. In the event of a discrepancy between any of the information contained in our orientation materials, the Employee Handbook and the Cumberland County Schools Board Policy, Board Policy will govern.

If in doubt, ask.

Chapter One

Qualifications

To qualify as a substitute teacher in the Cumberland County School System, a person must:

- A. Hold a valid high school diploma or equivalency
- B. Must be a minimum of 21 years of age unless currently enrolled in or graduated from an accredited college program
- C. File an annual application with the Director of Schools
- D. Take the one-time substitute teacher orientation
- E. Have a satisfactory background check*.
- F. Have a satisfactory drug screen*

** Only required at initial employment, unless there is a break in service exceeding 12 months*

Normally, the principal or designee from the school shall contact substitutes. The substitute shall assume all duties of the teacher, for whom they are substituting.

Other duties may be assigned by the principal when you have established yourself, for example, bus duty or other supervisory needs. Substitutes shall be paid on a daily basis an amount established annually by the board, which is \$85.00 per full day and \$42.50 per half day for teachers with a valid Tennessee teaching license. Non-certified substitutes shall receive \$75.00 per full day and \$37.50 per half day.

Substitutes are also called upon to assume the duties of Special Education and Pre-K assistants at the same rate of pay.

Chapter Two

Expectations

Professionalism

Substitute teachers are expected to maintain the same professional and ethical standards as a permanent teacher. Professionalism encompasses a wide range of attributes that are very important for the substitute teacher who wants to excel at this vital need in our school district. Here are three key points to consider:

a. Dress the Part

A professional looking substitute teacher arrives wearing clothes that are clean, pressed, and appropriate for an educational setting. Various schools have different dress codes. Your best bet is to always dress in good taste, keeping with the dignity of the profession.

No Shorts * No Yoga Pants * No Piercing, other than ears.
If you have any questions, you can always check with the principal.



b. Be Positive

Teachers care about the students in their class. They know each student's individual strengths and weaknesses, and will want to see those areas handled appropriately. They expect the substitute teacher to appreciate the good in their students and bring out the best in them.

Substitute teachers should be aware of how small things, like using a normal voice, can affect the children in a positive manner. Use praise and maintain an upbeat attitude. When a substitute teacher uses common sense, good judgment, avoids criticism, and adapts to circumstances in a positive way, the daily normal routine can continue in the classroom.

A mature and well-liked substitute teacher comments, *"I just try to relax, smile and enjoy the day. I do my best and don't worry if things don't go exactly as planned."*

c. Respect the Students

Many students resent a teacher who talks down to them. They may even act out. Students are also offended by a teacher who is not fair. Regardless of the rules, the rewards must be fair. One substitute teacher noted, *"If I respect the students' rights by being fair and listening to their opinions, they will usually do the same for me."*

Treating the students as individuals is important. Talk "one-to-one" with students that are misbehaving. Do not blame the whole class, or punish the group for the misdeeds of a few. It is best to reprimand in private, and reward in public.

Confidentiality – FERPA Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information and class schedules.

As an employee of Cumberland County Schools you have a legal and ethical responsibility to safeguard educational data pertaining to student and family information. As best practice, do not discuss individual students with anyone outside of school, and only as necessary with other school professionals. Ask your building principal if you are asked to share a student's educational information.

Trusting Those We Know

Permanent teachers, schools, and principals need to meet you. People in general trust those they know. Early in the school year meet the principals of the schools in your area. Introduce yourself as a substitute teacher who would like to teach in their school and ask for time to meet the faculty in one of their meetings. In the meeting, tell the teachers about yourself and what you can share with their students when substituting. You will receive requests from day one by just being assertive. When practical, arrange with the permanent teachers to visit and observe their classes in session before you substitute. Soon you will become known by teachers, principals, and students. As their trust grows in you, so will your success.

Take the time to visit with the principals at the beginning of the school year. Ask for their advice about discipline and classroom management. If they know you and your procedures, they will be better able to extend the professional support you may need.

Communication

Permanent teachers want, and need, to know what went on in their class while they were gone. Which students were “naughty” and which were “nice” as well as which parts of the outlined lessons were covered and a general overview of how things went. Take time to leave a short note to the teacher about the day’s events. Then be sure to straighten the room before you leave. This also communicates a positive message to the permanent teacher.

Chapter Three

Classroom Management



Starting the Day and Setting the Tone

Tradition has it that substitute teachers should arrive wearing sturdy armor, helmet, and combat boots to meet the rigors of the day. However, having a successful experience as a substitute teacher doesn’t depend on your choice of war gear, but rather on how well the students respond to your leadership of the class.

Some key principles of successful classroom management, as well as providing specific tips to help in making the tough decisions those substitutes are faced with daily follows. There isn’t one “true” recipe that guarantees a good day, but these guiding

principles will help. With experience, you will devise your own strategies for gaining students' cooperation and attention.

Getting Started

Whenever possible, be sure to arrive at your assigned school at least 15 minutes before class begins. When you check in at the office, ask if there are any special instructions, "special needs" students, or special events for the day. By arriving early, you will have ample time to review the teacher's plans for the day and possibly have the chance to meet the teacher next door, which could prove to be a friend and ally as the day progresses. When reviewing the teacher's plans, find the materials needed for the day. Should you have any questions regarding the teacher's plans or necessary materials, be sure to ask the teacher next door.

Possible questions for your fellow teachers may include:

- 1) Do I need to supervise outside at recess or do you share supervision?
- 2) How does the lunch procedure work?
- 3) Does the teacher I am substituting for have any ongoing programs in their room that I should be aware of? (Reading, contests, super speller, etc.)

If the teacher's plans are not clear, be ready with paper, pencils, and the class roll. In case you arrive late, which can happen if you are called at the last minute, do the best you can to glance at the teacher's plans and get the lay-of-the-land before the students arrive.

When the bell rings, it is a good idea to be standing at the door greeting the students or standing in the front of the room ready to receive the class. Even if you are late and need more time to figure out the teacher's plans, don't be fumbling through papers while the students are entering the class.

Look ready for the day to start, because it has!

Welcome the students

- Put your name on the chalkboard
- Introduce yourself as the teacher
- Establish incentives for the day
- Take roll
- Check or make a seating chart



Observe the students as they enter the classroom. Most teachers will have a previously established morning routine with their students, and you may see this routine begin as the students start their day. The students will probably find their seats and wait for you to give them directions. Occasionally, you may encounter a classroom filled with excitement, energy, and possibly even chaos. Whatever the situation, it's time for you to get their attention and introduce yourself.

First . . . don't begin speaking until you have everyone's attention. Introduce yourself as their teacher for the day and explain, if you so choose, the reason for the teacher's absence. Establish your credibility as a teacher with the class. Give them a brief resume of your experience: *"I am a teacher and I have taught every grade from kindergarten to grade six and even in junior high school."*

Remember to state that you are a "teacher," not that you are a substitute.

Say something positive about the class: *"When I first arrived today, your principal told me that you are a wonderful class and that I should expect to have a good day."* Describe to the class the plan and schedule of activities for the day. It doesn't matter what the plan is, but once you state it, stick with it. Firmness, fairness, and consistency are the keys!

Let the students know that you are excited about having the opportunity to teach them today and want to learn everyone's name. This will help you tremendously throughout the day. Also, calling students by name helps them to pay attention to your directions and lets them know that you want to get to know them on a first-name basis.

Many experienced substitutes will interject a fun activity early on in the morning, or outline a reward system to be used throughout the day. Procedures for taking roll and obtaining a lunch count may differ from school to school and classroom to classroom. Follow their procedure if instructions have been provided. Otherwise, it is best to give the students a quiet seat work assignment such as, *"List 10 things you saw on the way to school today,"* while you take roll.

It is critical that you always know where the students are and what they are doing. Some teachers have classroom passes that students need to leave the room for the office or rest room. Since you cannot always count on the teacher or school to have passes, you might:

- Make your own classroom passes
- Laminate them, bringing them with you to each assignment
- Write your name on them: Mr. Brown's Pass
- Have passes for the rest room (2 passes only), office (for injured students), phone, hall, and library

If the students say, *"We don't do it that way,"* politely tell them, *"Thank you, but for today we will do it this way."* If a seating chart has been provided, you will be able to see who is in their seats and who is absent. Generally, elementary students don't try to "fake-out" the sub by changing seats, since all of their belongings are in their own desks. Though in high school, seat changing is a typical ploy used with substitute teachers. There is a scenario dealing with this problem later.

It is important to continually reinforce the behavior standards for the day. Many teachers will have classroom rules posted, but in case you are unable to find any, be sure to have your own rules prepared and ready to put into action. A key factor is

having students behave in accordance with the rules is to have them prominently displayed. You may want to list them on a large poster or on the chalkboard.

- Use the teacher's class rules if they are available.
- Have your own classroom rules ready to post and implement.
- Verbally reinforce adherence to rules, by using the student's name.
- Reward good behavior fairly but intermittently throughout the day.

Classroom rules should be specific and operational, so the students can easily understand what they mean. Phrases such as "*be cooperative,*" "*respect others,*" "*be polite and helpful*" are too general and take too much time to explain. "*Follow directions the first time they are given,*" is direct and covers a lot of territory.

Positive reinforcement is another key aspect of achieving appropriate student behavior. You can continually reinforce the students in a positive way each time they follow the directions by saying, "*Thank you for following my directions the first time they were given,*" or "*Thank you for raising your hand.*"

It is equally important that you do not reinforce negative behavior, such as students who talk without raising their hands. If you let students speak out of turn or answer a question without raising their hands, then you are not going to get the type of behavior you want.

Generally speaking, reinforce the behavior you want and do not condone behaviors that are inappropriate. When you see appropriate behavior, be sure to respond with specific praise, by using the student's name.

Effective "permanent" teachers have clear and concise procedures for how things are to be done. They also have clear and specific rules with consequences that students can understand. Effective teachers continually give genuine, positive reinforcement to students for following the rules. Paying close attention to the steps previously described will provide both you and the students with a rewarding experience. Remember prevention is 80% of your success for the day. Be confident, firm, assertive, and positive, eliciting the behaviors you want from the students. Now that you have established the day's plan for the class, you are better prepared to deal with those few difficult situations that may emerge.



Challenging Scenarios

Here are few situations you might encounter with some suggestions on how to respond to them, in a calm, positive manner, thereby gaining student compliance. You may wish to discuss these or other scenarios with a group of fellow teachers or even write down your own ideas in the margins. To plan ahead, and have a course of action decided and ready to implement, is the best way to prepare yourself for these types of situations.

Scenario 1: The Interrupter

When asking a question of the class, a student responds without raising their hand for permission to speak or speaks out of turn when a student response is not called for.

Strategy: Reinforce the behavior you desire, ignoring the inappropriate behavior.

Step 1: Do not respond to the disruptive student. Look positively at those who are raising hands, calling on one of them saying, *“Thank you for raising your hand,”* as they then proceed to answer the question.

Step 2: If the student continues to speak without raising their hand when you ask the next question, continue to reinforce the students who are behaving appropriately and move closer to the student who is not cooperating. Do not acknowledge the student who is speaking out of turn. If you give in and let that student answer, you are actually reinforcing the inappropriate behavior.

Generally after Step 1 and Step 2, the non-compliant student will cooperate and raise their hand. It is important that you call on them as soon as they raise their hand, reinforcing them verbally for the appropriate behavior.

Scenario 2: Refusal to Do Work

After giving an assignment, a student refuses to do their work. When you encourage them to complete the assignment, they make a statement such as, *“You can’t make me.”*

***Strategy:** Agree and disarm.

Disarm the student by agreeing that they are correct and then restate your expectations and consequences if they are not met.

Example: *“You are right, I can’t make you complete this assignment but I can expect you to have it completed before recess. If it is not finished by then, you will stay in and work on it. I also expect you to remain quiet and not disrupt the other students who are choosing to complete the assignment at this time.”*

***Note:** Many times a refusal to do work is an indication that the student doesn’t know how to complete the assignment. They would rather appear bad, than stupid. If you

suspect this may be the case, you may need to re-teach the concept before expecting them to complete the work.

Scenario 3: *Not Following Instructions*

You have instructed the class to get their math books and open to page 24. Two students are talking and laughing, not following your directions.

***Strategy:** Reinforce the behaviors you expect.

Repeat the instructions focusing on the students who are following your directions, *“Thank you for following the directions, Andy,”* or *“I appreciate John, Mary, and Joe for following my directions so quickly.”*

***Strategy:** Proximity.

It is a good idea to use proximity. In other words, “move toward the problem” while you are talking. Move closely to the non-compliant student(s), repeating the instructions for the whole class. Your change in proximity to the non-compliant student(s) will generally elicit compliance.

Scenario 4: *The Class That Won’t Be Quiet*

After being given a “no talking” assignment, class members are talking to one another and won’t be quiet.

Strategy: Reevaluate the situation.

Step back and take a look at why the students are talking. Perhaps they do not understand the assignment and are trying to figure it out together. Maybe something has happened at lunch that needs to be dealt with. If you find that this is the case, you may need to deal with the disruptive event, reattach the objective, or perhaps restructure the assignment to be completed as a class or in groups.

***Strategy:** Restate the expected behavior, motivators, and consequences.

You may not have been clear in communicating your behavior expectations for the activity. It may be necessary to gain the attention of the entire class and restate these expectations.

Example: “Many of you are not behaving appropriately during assignment. Let me explain exactly what I expect. I expect feet on the floor, students facing forward, and absolutely no talking. If you have a question, please raise your hand and I will come to your desk. Students who follow these instructions will receive a ticket (or other motivator). Students who choose not to follow these instructions will be assigned the consequences outlined in the classroom rules (review the consequences).”

Having restated your expectations, it is often helpful to then call on students and have them restate the expectations, motivators, and consequences. In addition, you may want to develop a noise level chart so students can see how they are doing.

Scenario 5: Transitions

You find that it is taking more than one or two minutes to make the transition from one activity to the next.

Strategy: Make it a step-by-step process.

Students often waste a lot of time going from one activity to another. This is often because instructions that seem simple such as, “*Get ready for math,*” are reality quite ambiguous. Students need to know five specific things to make a quick transition from one activity to the next.

1. What to do about the activity they are currently engaged in.
2. What to do with the materials they are using.
3. What new materials they will need.
4. What to do with these new materials.
5. How much time they will have to make the transition.

Example: “Stop reading and put your reading book away. Get out your math book and paper. Open the book to page 112. You have one minute to do this. Please begin.”

Scenario 6: Assemblies

The principal informs you when you arrive at the school that there will be an assembly that day.

Strategy: Have a plan.

This seemingly pleasant break in the school day can turn into a nightmare for a substitute teacher who does not have a plan for managing the students during this activity. Here are some suggestions to help you survive the event with nerves still intact:

1. Find out the time, location, and whether or not the students will need to bring chairs from the classroom.
2. Talk to permanent teachers. Many schools have specific procedures for going to and returning from an assembly, as well as assigned seating for each class.
3. If such procedures exist, familiarize yourself with them and do your best to follow them.
4. If there are no established procedures, devise your own (i.e., walk in a single file line down the hall to the assembly, sit together as a class, return in a single file line, etc.).
5. Determine the specific behaviors you expect during the assembly, with consequences and rewards dependent on how these expectations are met. Beware of punishing the whole class for the misdeeds of a few. This can create

a hostile environment with the students acting out against each other as well as you.

6. Teach or review with the students the procedures, expected behavior, and consequences or rewards associated with the activity.

Scenario 7: Refocusing the Class

The class is not paying attention or resuming their studies after an assembly, fire drill, or other disruptive event.

Strategy: Incorporate and redirect.

A common experience is a great foundation for a learning activity. Regardless of how unwelcome the disruption may have been, it is an experience the entire class is familiar with. Use the experience as the basis for the next lesson. For example, if it was a fire drill and you are about to study science, talk about which parts of the school would burn the fastest, if you are about to study math have students calculate the approximate number of people in each room that would need to be evacuated and the number of transportation vehicles that would be needed for taking everyone home. If you were preparing a writing lesson have the students write about what would happen if the school really did burn down.

Strategy: Captivate and redirect.

Sometimes the best way to deal with a disruption is to minimize the event by capturing and redirecting their attention. For example, after an exciting assembly complete a fun activity that requires them to do something. Involving students in a fun learning activity will help them settle back down to the routine of the day.

Scenario 8: Getting Their Attention

The class is in the middle of or just finishing an activity; you need to get their attention to either give further instructions to close the activity.

Strategy: Lights out.

If you want the attention of the entire class in a hurry, simply walk to the light switch and flip the lights off then on again. Be prepared to begin speaking in the moment of surprised silence, when you have everyone's undivided attention. If you wait too long to start talking, the class will begin discussing the lights going out and the event itself will become a real distraction.

Strategy: Whisper.

Your first instinct in this scenario may be to raise your voice above the noise level of the room and demand attention. This, however, can incur some unwelcome side effects. The students hearing you speak loudly will assume that it is O.K. for them to raise their voices as well. A better strategy is to do the opposite of your instincts. Move

to the front of the room and begin talking and giving instructions very quietly. As students hear you, they will be quiet and focus their attention on understanding what you are saying. The quieter the room becomes, the quieter your voice should become. Soon students who are still talking and interacting will instinctively begin to feel awkward about making noise in such a quiet atmosphere and will become silent also. When you have the attention of the entire class, you can then give the instructions they need to hear with regard to what they are working on.

Example (to be spoken in a very quiet voice): “If you can hear what I am saying, please put your pencils down and turn around to face the front of the room. Place your hands on your desk and look to see if the person sitting next to you is listening and doing the same. Now use your finger to trace your name on the top of your desk . . . ”continue with these simple, silent activities until you have the attention of the entire class.

Scenario 9: Wrong Names/ Wrong Seats

You are using a seating chart to call on students by name. You notice that several students are not responding to their name and you suspect they have switched seats.

Strategy: State the facts.

Make a statement to the effect that it is better for everyone involved if you know the students’ correct names. This information would be vital in the case of an emergency and will also help to insure that the wrong student doesn’t get in trouble when you write your report to the permanent teacher at the day.

Scenario 10: The “You vs. Them” Class

You get the feeling that the whole class, or at least several of the students, have banded together to make the day as difficult as possible for you.

Strategy: Work together.

Most “You against Them” scenarios turn out to be a lose-lose situation for everyone involved. Take the initiative early in the day to do a teacher and student interactive activity. Interact with the students; let them see that you have a sense of humor. Chances are, once you break the ice the rest of the day will go much more smoothly. Making the classroom a battleground for control will usually only make things worse.

Scenario 11: Inappropriate Language/Derogatory Remarks

A student uses profanity or makes a derogatory remark about you, another student, or the permanent teacher.

Strategy: You chose to break the rule.

Hopefully, the classroom rules and consequences, established at the beginning of the day, have provisions for dealing with this challenging situation---*Implement Them!* You might say something like, “Susan, you chose to break the classroom rule number three. The consequence for doing so is that you will not be allowed to participate in the end of the day drawing.” Do not ask the student why they said what they said (you really

don't want to know), just acknowledge that the student chose to break a rule and state the consequence. Try not to take the remarks personally. Keep you cool. Concentrate on dealing professionally with the behavior and not letting your feelings towards the student cause you to behave inappropriately. Then dismiss the incident and resume class work as quickly as possible.

Strategy: Remove and reprimand.

In some situations, it is best to remove the student from the classroom before dealing with the behavior. Calmly ask the student to please step in the hall. Redirect the class to resume their work and go into the hall yourself. Stay calm and in control of the situation. State the rule that was broken or explain that their behavior was unacceptable in your classroom. State the consequences and go on to explain the consequences if the rule is broken a second time.

Express your confidence in the student's ability to behave appropriately, then both of you return to the classroom.

There are two words that can stop any protestations, from any student, and let you take control of the situation. These words are, "I understand." If a student says, "but that's not fair," you can say, "I understand, but that's the way it is." If a student says, "I hate you" you can say, "I understand, however, I am the teacher today and you are expected to follow my directions." Two simple words that no one can argue with.

Scenario 12: A Fight

You are supervising students at recess when you see two students yelling at each other, poised for a fistfight.

Permanent teachers understand the difficulty of substitute teaching and will be ready to assist you in extreme circumstances. Respond quickly and decisively, not hesitating to get help from another teacher on the playground with you, if needed.

Strategy: Quickly and decisively.

Verbal jousting can be extinguished by a firm command from you as you move toward the problem saying, "I need both of you to take a quiet seat," or "Stop this right now and take a quiet seat against the wall." Your voice and the authority it represents convey your message.

Strategy: Firm but not demanding.

If students are engaged physically, you must quickly and with authority tell them to step back away from each other. Placing yourself between the students may stop the engagement, but can be dangerous for you. Do not get angry, excited, or show much emotion, this will compound the situation. By giving firm and positive directions consistently, the students will respond and comply as requested.

Scenario 13: Threats

A student threatens you or another student.

Threats are a very challenging scenario, and the best strategy and response will vary with each situation. The most important thing you as the teacher must do is to stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation.

Strategy: Diffuse the situation then redirect the student's actions.

A threat is often the result of an emotional response. Ignoring the student will probably invoke more threats, and perhaps even aggression. Responding with threats of your own may accelerate the confrontation. The sooner the threat is acknowledged and the situation diffused the better. Once the student has calmed down you can then direct their actions to something constructive. If you feel the student needs to discuss the situation, it is often wise to wait until after class, later in the day, or refer them to a school counselor so that they can gain some emotional distance and perspective on the situation.

Example: *"I understand that you are very angry right now. However, I need you to sit down and begin completing page 112 in you math book. We can discuss this situation after lunch."*

Strategy: Get help!

If you feel that you or any of the students are in danger of physical harm, stay calm and immediately send a student to elicit the help of a permanent teacher or principal. After help has arrived and the situation is under control, document the occurrence. Record what happened prior to the threat, what you said and did, what the student said and did, as well as the involvement or actions of anyone else in the situation.

Emergency Procedures

In addition to managing the classroom, there are a few additional procedures and precautions to consider as a substitute teacher:

- Since every building and classroom is different, it is important for you to know how to evacuate the class in the event of a fire drill or other emergency.
- Know where the nearest exit is, and have a class list available to grab when you evacuate the building.
- If you hear the fire alarm or a message over the intercom, instruct the students to quickly and quietly leave the room in single file, heading for the exit door.

Handle most classroom accidents with common sense. Students who are injured can be taken to the office where a secretary or school nurse can administer first aid. Don't

fall into the “Band-Aid” or “ice” trap, where students are continually asking to go the office for ice or Band-Aids for fake injuries. Be sure you know how to handle a situation involving blood either in the classroom or on the playground.

Do not touch a student who is bleeding even if you use gloves.

For example: If a student has a bloody nose or cut knee, hand them the box of tissues or paper towel, instructing them to hold it on their wound. Take them to the office or infirmary for further care.

There are two other supervision issues you should inquire about:

- In the event of inclement weather, schools have different procedures for teachers during lunch. Often teachers are expected to return to the class, supervising the students indoors. Be sure to find out what is required of you so that you students are adequately supervised.
- Some schools have procedures for escorting students to the bus. Find out what is expected of you.

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| <ul style="list-style-type: none">• Know safety and evacuation procedures.• Handle accidents with common sense.• Know what to do on inclement weather days.• Escort students to the bus. |
|---|

Conclusion

Your efforts to be early, organized, and to communicate clearly with a discipline plan in place will pay off! Your goal as a substitute teacher is to provide continuity to the students while the teacher is absent. By minimizing the time spent on procedural matters such as roll, you can maximize the time spent on learning.

Remember to require students to pay attention and to stay on task. You might require students to repeat your directions after you give them. Continually move about the room while students are completing seatwork or during group activities, ensuring that all of the students are participating and completing their work.

Communicate to the students the importance of learning by providing them with feedback regarding their work. Feedback tells them how well they are doing, reinforcing the importance of each lesson. Allow time to review any independent work completed, checking to see if anyone is having any difficulty. Collect all of the work, even correcting it if you have time, this sends the message to the students that the work they are doing is very important.

At the end of each day, provide closure for the learning activities by reminding the students to complete necessary homework and hand in work that is due that day. Have them clean up their workspace and get ready to go home. Leaving the room in neat condition is a must, so allow time at the end of the day for proper closure and cleanup.

Compliment the students on their academic achievements for the day, letting them know how much you enjoyed teaching them.

Teachers will often receive messages during the day over the intercom, on their computer, or on notes. Returning teachers appreciate it when you keep track of these messages, and leave them on the desk.

Finally, reporting the day in a note to the teacher is always a good follow-up activity to do. Write down what you think the teacher should know the next day, in terms of work completion, problems, significant incidences, and successes. Teachers really appreciate hearing from you regarding the day and are more likely to ask you back if they feel you are competent in handling any difficult situations, using effective strategies to solve any problems that may arise.

Check out with the school office staff, your contribution to the students' learning experience is over for the day and hopefully your learning experience was also productive.

Chapter Four

Lesson Plans

All lessons, for all grade levels, should be contained in a lesson plan or plan book. The teachers' plans should indicate page numbers from the teacher's edition for the textbook being used, a brief outline of the objectives of the lesson, and the materials (handouts, visual, etc.) that support the lesson. The lesson plan or outline leads structure to the instructions. Students sense this structure, and actually behave better because they know what is expected of them.

If you are fortunate enough to have a few minutes of quiet time, scan the lesson plans for the following information:

- Materials needed for instruction (any text with correct page references or non-text materials such as films, reference books, or maps).
- The content of the skill to be taught.
- Any prior instruction that leads into the day's lesson.
- How to start (if possible with student involvement. If a reading assignment is appropriate, try to locate from the plan a purpose for reading and any difficult vocabulary or concepts. Introduce these ideas before making the assignment.)
- What the students should accomplish (if possible determine what the students should be able to do as a result of instruction. This should be stated in the objectives in the lesson plan).

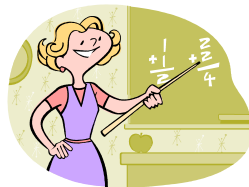
Follow the Lesson Plans

Nationally, over 75% of teachers surveyed, reported that they spend approximately 45 minutes or more writing lesson plans. Is it any wonder that teachers feel it is very important their plan is followed?

Not knowing whom the substitute will be and not knowing their level of experience explains why most teachers feel quite strongly about having things ready for their class.

On the other hand, you may enter a classroom where you are unable to locate the lesson plans or necessary materials. Whatever the challenge may be for that particular day, your best approach is to act quickly, quietly, calmly, and with confidence.

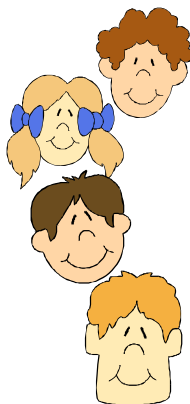
Most teachers, however, do take the time to leave plans that should be followed. One clever substitute teacher lists the lesson plan agenda prepared by the teacher on the board and tells the class, "If there is time, after we get the required work done, I have brought some fun activities for the class." Not surprisingly, this particular substitute teacher is called upon often because permanent teachers can guarantee the work will get done and the students will have fun at the same time.



Chapter Five

Characteristics of Various Age Groups

Primary Age Children (K – 3)



Language is important, both body language and verbal language. Most children regard "gushy" language as insincere, and they do not respond positively. Do not say to first grade children, "Put your little coats in the lockers." This is demeaning. On the other hand, small children are genuinely frightened by cold, stern, behavior with language to match. However, they can appreciate firm but gentle direction.

The attention span is short. Talking to a primary class for more than fifteen minutes without their active involvement is futile. Long assignments particularly writing assignments are inappropriate and result in misbehavior. This kind of "helping them to keep busy" is ineffective, not only as a learning activity but as a strategy for control.

Monitor the fatigue level of young children, and vary activities – for their sake and yours.

Always give a purpose for textbook reading and introduce difficult works (often located in the teacher's guide).

Intermediate and Middle Grades (4-8)

Children vary widely in every way – ability level, social, and emotional maturity. Physical activity is a must – so sitting still for a long period of time is very difficult, especially for those who are having rapid growth spurts.

There is frequently a lack of physical coordination, so stepping on toes, tripping over their own two feet, and dropping things are often not their fault, and punishment is inappropriate. It has been said of this age group, “they love to learn, but hate to listen.” The moral to this story is to devise activities that are as self-directed as possible. Peer interaction and approval is very important to this age group. The implication of this developmental characteristic is to plan structured group work and allow for responsible interactions.



High School Grades (9-12)

These students change almost daily between childishness and maturity in appearance, in dress, in behavior, and in academic talent. They can be stimulating and exasperating in the space of a single period.



A Few Helpful Hints Are:

Do not try to fake what you do not know. Too many are too bright for you to get away with this. Your adult skill is one of “know how”, to find, organize, and appreciate information. Do not try to be “one of them”, you are not. They need an adult friend and leader, not an adult masquerading as a teen-aged buddy.

Techniques of Classroom Management

Probing: Follow a structured lesson plan with a well-defined beginning, middle, and end, so students know what to expect. Demonstrate an interest in each student and in the class. This enhances control. Involve students in active participation. Avoid dull work that is only busy work.

Allow students to work together, if a clear structure and a definite product are assigned. Use humor with firmness. Avoid sarcasm.

APPENDIX A

Questions to Ask

Individual School Policies

1. Duty Hours
2. Routine assigned duties (bus, cafeteria, early arrival, etc.)
3. Library Visits
4. Class Schedule
5. Special Activities Schedule
6. Teacher Lounge
7. Dress Code

Legal Guidelines

1. Paddling a Child
2. Releasing of Students to Non-Custodial Parents
3. Illegal Use of Drugs
4. Fighting
5. Other

Where May I Locate the Following

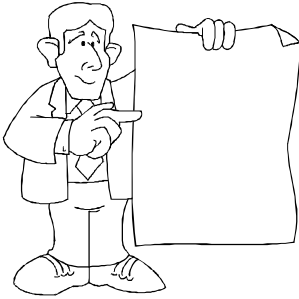
1. Lunch Report Forms
2. Absentee Report Forms
3. Roll Book
4. Lesson Plans
5. Seating Charts
6. Materials Listed in Lesson Plans
7. A Teacher of the Same Grade Level or Content Area Who Can Serve as a Resource or Support Person

Classroom Policies

1. Rest Room Breaks
2. Going to Lunch

3. Going to Recess or Breaks
4. Procedures When Work is Finished
5. Role of Class Leaders
6. Emergency Drills

APPENDIX B



Substitute Hints & Suggestions

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or material for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns a second one may go.
3. If there is no seating chart left by the teacher quickly make one. It is much easier to maintain discipline when you can call a student by name or not just refer to him as the boy in the blue shirt.
4. If a student doesn't respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong student doesn't get in trouble.
5. Do not let students start any name calling or being rude to other students. It is much easier to stop a disagreement by talking before it gets to pushing or a fight.
6. Try to get in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom. If the students see a teacher, they are less likely to start a fight or start trouble.
7. Have a couple extra pens or pencils with you for those who have "forgotten" and would rather go to their lockers and walk the halls than be in class.
8. If you do give a student a pen or pencil and you would like it back, be sure to ask. Many students will just plain forget that it isn't their pen.
9. Try to have the names of one or two trustworthy students who will tell you the truth to help out the class.

- 10.** Never let a class go early for lunch or the next class unless the teacher or the next-door teacher says it is okay. Some schools have very strict rules about the number of students in the cafeteria at a time.
- 11.** Make your rules and expectations very clear at the beginning of the day.
- 12.** Do not allow the students to use the phone in a classroom. Have them use the phone in the office.
- 13.** Do not discuss the teacher's class with other people, especially out of school. You are a professional and shouldn't discuss individual students or problems. If you need to talk to someone about a problem talk to the principal.
- 14.** Keep your opinions about students or the teacher's class to yourself.
- 15.** Be neat in your appearance.
- 16.** Follow the lesson plans the teacher has left. Incorporate your own ideas if there is extra time.
- 17.** Correct the students' work for the day if possible.
- 18.** Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them.
- 19.** Most students will acquiesce to your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, "I know this may not be the way Mr. Smith does it, but this is the plan for today."
- 20.** If you are not sure how the teacher wants an assignment done, ask another teacher or develop your own plan. Then be sure to leave a note for the regular teacher explaining what you assigned.
- 21.** Be assertive, so the students don't feel they can manipulate your decisions and authority. You can use statements such as:

I need you to start reading now.

I want everyone to pass their papers forward.

I don't need...

I don't want...

- 22. Don't let the students manipulate you by protesting or saying, "We never do that!" Just tell them, "I know it can be hard to have a sub, but for today we will read aloud instead of silently."
- 22. Walk around the room. Don't just sit by the desk, especially during homework classwork, or during a test. The students will be less likely to talk or cheat when you are close by them.
- 24. Don't try to catch a student by pulling his arm or his clothes. He could fall and you could twist his arm, or rip his clothes.
- 24. Don't let any student have a knife or any other weapon. Have them give it to you or have them go to the office.
- 25. Do not touch the blood of a bleeding child. Give a napkin, towel, or a cloth to the child to cover the cut. Take the child to the office to access need for further action.
- 26. If a teacher has classroom materials or equipment that are used by the students, be sure to have them all returned before the entire class can leave. It is easier to locate one book or calculator in a class of 30 than trying to find one in the whole school. Hopefully the calculators or books are numbered and have been assigned to be given out in order so you know who has the missing item.
- 27. Don't make statements lightly---"Students remember!"

APPENDIX C

Check List

At Home:

- _____ Dress neatly, cleanly, and appropriately for the teaching assignment.
- _____ Enter the school enthusiastically and serious about your role.
- _____ If possible, arrive at the school at least 15 minutes prior to the beginning of school. Check in at the school office.
- _____ Be sure to take along your sense of humor.

Prior to entering the class:

- _____ Report to the principal or the office to let them know you are there.
- _____ Ask about student passes, playground rules, bus duty, and lunch procedures.
- _____ Ask if there will be any special duties associated with the regular teacher's assignment.
- _____ Find out how to refer a student to the office.
- _____ Look for fire alarm and know drill procedures.

- _____ See if any child has medical problems.
- _____ Obtain any keys, which might be necessary.
- _____ Find out how to report absences and tardies.
- _____ Find the locations of restrooms and teacher's lounge.
- _____ Ask the names of the teachers on both sides of your classroom and if possible, introduce yourself to them.

In the classroom:

- _____ Enter the classroom with confidence, the first impression can take you a long way.
- _____ Write your name on the chalkboard and introduce yourself.
- _____ Follow lesson plans as closely as possible.
- _____ If money is to be collected, contact the office
- _____ Check to see if all the books, handouts, and papers are close at hand in the classroom.
- _____ Check seating chart.

End of day:

- _____ Remind students of homework.
- _____ Have students clean their desks and the area around their desks.
- _____ Leave desk, books, and room in good order.
- _____ Return any keys.
- _____ Turn in any money collected.
- _____ Leave the teacher a note about the day's events
- _____ Check out with the school office.

School Addresses/Phone/Fax Numbers

Cumberland County Schools

368 Fourth Street
Crossville TN 38555-4790
Phone: 484-6135 Fax: 484-6491
William G. Stepp, Director of Schools

Crab Orchard Elementary

240 School Road
Crab Orchard TN 37723
Phone: 484-7400 Fax: 456-5655
Debbie Beaty, Principal

Cumberland County High School

660 Stanley Street
Crossville TN 38555
Phone: 484-6194 Fax: 456-6872
Scott Calahan, Principal

Homestead Elementary School 3889

Highway 127 South
Crossville TN 38555
Phone: 456-8344 Fax: 456-8342
Mary Elizabeth Edmonds, Principal

Brown Elementary

3766 Dunbar Road
Crossville, TN. 38572
Phone: 788-2248 Fax: 788-2554
Stephanie Speich, Principal

Glen Martin Elementary School 1362

Miller Avenue
Crossville TN 38555-4753
Phone: 484-7547 Fax: 484-8785
Christie VanWinkle, Principal

North Cumberland Elementary 7657

Hwy. 127 North
Crossville TN 38555
Phone: 484-5174 Fax: 707-5556
Mary Jane Allen, Principal

Phoenix High School

208 Taylor Street
Crossville TN 38555
Phone: 931-456-1228
Fax: 931-456-9862
Mitch Lowe, Principal

Pine View Elementary School

347 Daysville Road
Rockwood TN 37854
Phone: 865-354-1986
Fax: 865-354-1922
Kara Spicer, Principal

Pleasant Hill Elementary School

486 Main Street
Pleasant Hill TN 38578
Phone: 277-3677
Fax: 277-3387
Tracie Buckner, Principal

South Cumberland Elementary

3536 Lantana Road
Crossville TN 38555
Phone: 788-6713
Fax: 788-1116
Dawn Hall, Principal

Stone Elementary

1219 Cook Road
Crossville, TN 38555
Phone: 456-5636
Fax: 456-5369
Stephanie Barnes, Principal

Stone Memorial High School

2800 Cook Road
Crossville, TN. 38571
Phone: 484-5767
Fax: 931-484-4801
Kelly Smith, Principal

Cumberland County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: County-Wide Employee Dress Code	Descriptor Code: 5.6001	Issued Date: 04/23/15
		Rescinds: 5.6001	Issued: 01/09/03

School Level and Central Office Personnel

Employees (professional and paraprofessional) are expected to present a neat, clean appearance in order to project a professional image to students, fellow employees and the public. The following clothing is considered acceptable in the projection of this professional image during regular school hours.

- a. Suits, sportcoats or blazers.
- b. Dress slacks, casual slacks or pantsuits.
- c. Dress shirts and blouses (with or without collars), collared pullover style shirts, turtlenecks, sweaters, cotton knit pullover blouses and sweater sets. Sleeve length, vests and neckties are optional.
- d. Dresses and skirts for female employees. **All** are to be worn no higher than three (3) inches above the middle of the knee.
- e. Clothing that would exhibit bare shoulders is not permitted.
- f. Shorts **are only permitted** for employees involved in athletic or physical education instruction and only in the immediate area where the instruction is conducted. The employee will be required to change into other approved apparel when departing that area.
- g. Nylon "running style" suits are considered professional dress only for physical education and wellness teachers.
- h. Denim jeans may be worn while on extracurricular duty such as ballgames.

Career and Technical Education teachers with shops or lab areas will be permitted to wear industry-approved clothing that meets all necessary safety requirements to include lab coats, aprons, jeans, scrubs, chef coats, gloves, and helmets along with other personal protective clothing in accordance with course appropriateness.

The following types of clothing are otherwise specifically prohibited except on casual days: All denim jeans, shorts, skorts, cotton sweat suits, tee shirts and nylon "running style" suits.

As on regular workdays, principals have the final say concerning appropriate attire on Casual Day, which will be every payday.

Special dress days may be designated by the principal to include but not limited to the following examples: Field days, picture days, school spirit days, etc. Employees are encouraged to participate accordingly.

Other Employees

Other system employees are currently required to wear uniforms as part of their normal duties. The following employees are not impacted by the clothing aspects of this dress code: custodians, maintenance technicians, transportation mechanics and food service personnel. Health Services personnel will continue to wear appropriate nursing attire. Bus drivers are not currently required to wear uniforms and are expected to maintain a professional appearance.

All Employees

Failure to personally adhere to the provisions of this dress code or to enforce it when authorized, shall result in the following consequences:

- a. **First violation:** Written reprimand placed in personnel file. If violation is determined to be flagrant, the employee will be sent home to change. 10
- b. **Second violation:** Three (3) day suspension without pay.
- c. **Third violation:** Will be considered an insubordinate act resulting in termination.

Cumberland County Schools Calendar

Please visit:

<http://www.ccschools.k12tn.net>

Cumberland County Schools

2024-2025

Board Approval 3/16/23

Events



July 2024				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2024				
M	Tu	W	Th	F
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September 2024				
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October 2024				
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8/5	Convocation Day (No students)
8/6	Administrative Day (No students)
8/7	Students first day - 10:00 release
8/8	Administrative Day (No students)
8/9	First full day of school
9/2	Labor Day - No school
9/27	Teacher In-Service (No students)
10/14-18	Fall Break - No school
11/27-29	Thanksgiving Break - No school
12/20	Abbreviated Day - 10:00 release
12/23-1/3	Winter Break - No school
1/2	Inservice Day (No students)
1/3	Administrative Day (No students)
1/6	School resumes
1/20	MLK Holiday - No school
2/17	President's Day - No school
3/17-21	Spring Break - No school
4/18	Good Friday - No school
5/26	Memorial Day - No school
5/27	Administration Day - No school
5/28	Students Last Day - 10:00 release
	Regular school day
	No School - holiday
	No School - F/S breaks
	Admin Day - No students
	Teacher In-Service - No students
	Abbreviated Day - Early release
	180 Student contact days
	Paid Vacation-F/S Breaks 10 days
	In-Service- 8/5,9/27,1/2
	Admin- 8/6,8/8,1/3,5/27
	P/T Conf 1 day Unscheduled In-Service 2 days

November 2024				
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October 2025				
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