Waynesboro
PUBLIC SCHOOLS

Substitute Teacher Training

Dear Colleague:

Welcome to the Waynesboro Public Schools and to the Waynesboro community. We are pleased you have selected to join us in the very important work of teaching our students. We hope your experience in our schools will exceed all of your expectations. Our school division has had a successful and rich history and looks forward to a bright and dynamic future.

You have chosen to be part of the most important profession in the world - teaching! It is exciting, challenging and rewarding. The Waynesboro School Board appreciates the efforts and dedication of our substitutes. We acknowledge the important work substitutes provide and recognize the meaningful contributions they make to our students' academic life. We hope you will bring with you a rich repertoire of experiences and energy into each school, classroom, and lesson.

We hope this handbook provides you with helpful information and ideas to make your time in our schools productive and meaningful.

Sincerely,

Jeffrey Cassell

Jeffrey D. Cassell, Ed.D.
Superintendent

WAYNESBORO PUBLIC SCHOOLS
301 Pine Avenue
Waynesboro, Virginia 22980
540-946-4600
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Name of School and Address	Principal and Staff	Phone
Wayne Hills Center 937 Fir Street	**Sarah Ross/ Principal** Karen Goins / Secretary	946-4626 Office 946-4643 FAX
Berkeley Glenn Elementary School 1020 Jefferson Avenue	**Michael Perry/ Principal** Erin Shiflett / Asst. Principal Linda Morris / Secretary Nancy Via / Secretary	946-4680 Office 946-4684 FAX
Wenonah Elementary School 125 N. Bayard Avenue	**Abby Arey / Principal** Jennifer Meyers / Secretary Tabitha Colvin / Secretary	946-4660 Office 946-4663 FAX
Westwood Hills Elementary School 548 Rosser Avenue	**Dr. Greg Harris/ Principal** Heather Cradock / Asst. Principal Elizabeth Moyer / Secretary Jayna Richardson / Secretary	946-4670 Office 946-4673 FAX
William Perry Elementary School 840 King Avenue	**Dr. Sharon Barker / Principal** Michelle Shiflett / Asst. Principal Debbie Carter / Secretary Dana Jackson / Secretary	946-4650 Office 946-4656 FAX
Kate Collins Middle School 1625 Ivy Street	**Marcia Nester / Principal** Amy Christian / Asst. Principal Dana Folks/ Asst. Principal Ryan McLaughlin / Asst. Principal Sandy Hall/ / Secretary Tammy McDaniel / Secretary Shannon Terry/ Secretary	946-4635 Office 946-4642 FAX
Waynesboro High School 1200 W. Main Street	**Bryan Stamm / Principal** Kathryn Ford / Asst Principal Joshua Herndon/ Asst Principal Katrina Lassiter / Asst Principal Jake Peeling / Student Athletics Dir Anita Honbarrier/ Secretary Denise Nichols / Secretary Bernadette Griffith/ Secretary to Guidance	946-4616 Office 946-4621 FAX

In order to be approved as a substitute employee in our division, you must do the following:

1. Complete the on-line training programs and complete the form verifying successful completion of both.
2. If you are not registered, please schedule an appointment with the Personnel Office to bring all paperwork, ID forms, and complete the necessary background investigation.
3. Most importantly, you must care about students and want to make a positive difference in their lives.

Sheila Torain

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Overview of Substitute Training

- Professionalism and the Substitute Teacher
- Rules of Conduct
- Legal Aspects of Being a Substitute Teacher
- Classroom Management and Discipline
- Substitute Teacher Expectations
- Helpful Guidelines for Substitutes
- Payroll Information
- Useful Websites
- Health Services Substitute Training

Professionalism

- One of the most important aspects of becoming an effective substitute teacher is how you view and portray yourself to students, staff, and the community. Above all, you need to consider yourself a professional. Remember, students will encounter substitutes on a regular basis, and for that reason alone you are a very important part of the educational process.

Professionalism: Code of Ethics

As a foundation of professionalism, the National Education Association (NEA) adopted the Code of Ethics of the Education Profession. It is based on the following principles:

1. Commitment to the Student

   The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

2. Commitment to the Profession

   The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

Professionalism: Dress in a manner that sets you apart from students and enhances a respectful atmosphere in the classroom.

- First impressions are important, and , like it or not, the way you dress will make a difference in how you are treated by students and staff. You may find that many teachers dress very casually, but you need to remember that they already have a relationship with their students. They are not making a first impression, and they are not attempting to gain control of a new classroom. As a substitute teacher, you are making a first impression virtually every day.

- It is especially important for substitute teachers whose appearance may be close to that of that students, to dress a bit more conservatively. This helps establish you as the authority figure in the classroom. Students will look at you as a teacher and not as a peer (and hopefully treat you as such). As you can imagine, this is especially important when you are subbing at the middle or high school level.
- Wear comfortable but professional looking shoes. For certain classroom settings, clothing that will allow for ease of movement, etc. For example, PE, Special Education, PreK.

- In most cases, jeans, t-shirts and flip flops are not acceptable attire for substitutes.

General Rules of Conduct

- **Rule #1**

You are to be attentive and present for the benefit of all students in the classroom.

The most crucial reason you are in the classroom is to ensure safety.

To accomplish that, your attention must be focused on the students at all times.

This means:

- Do not give an assignment then sit down to read the newspaper or play on the computer.
- Do not walk out of the classroom leaving students unsupervised.
- Do not use your cell phone in the classroom setting.

General Rules of Conduct

- **Rule #2**

Never use the school computer network at school to surf inappropriate websites!

This may sound obvious, but it happens and may have legal consequences.

- **Rule #3**

Do not engage in random conversations pertaining to classes, students, and staff. (i.e. “gossip”)

This rule applies whether you are in the hallway, teachers’ lounge, or any other location. It is all right to ask advice about how to deal with certain students or classes, but don’t let the conversation develop into one of complaining, ridiculing or spreading innuendoes about students, classes or staff.

This also applies to your personal social media posts and communications.

General Rules of Conduct

- **Rule #4**

Sharing your political, religious, and social beliefs with students is prohibited by policy.

Your responsibility is to teach the curriculum, not to convert students to your way of thinking or using the classroom setting for sharing your opinions on issues.

By sticking to the teacher's lesson plans, you should be able to avoid these situations, If you find yourself in a class where students ask about your beliefs, be respectful of their inquiries but stick to the lesson at hand.

General Rules of Conduct

- **Rule #5**

Be friendly, positive and enthusiastic.

Although you are not there to become friends with students, you do need to be pleasant with them and demonstrate an interest in their learning.

Students are very quick to pick up on your overall attitude, and you want them to be at least cooperative and respectful.

EXERCISING PROFESSIONAL JUDGMENT INTERACTION WITH STUDENTS

- Maintain a professional barrier between you and students. You are the adult, the teacher, and the professional; act like the expert – not like another one of the students.
- Keep the classroom door open when talking with students or individuals.
- Avoid any behavior that could be misinterpreted when interacting with students.
- Avoid leaving your students unsupervised.
- Use verbal praise and reinforcement.
- Avoid losing your temper and avoid corporal punishment.
- Chaperone only school sponsored functions. Do NOT socialize with students.
- Do NOT take children home with you or transport them in your car alone or without prior administrative approval
- Do NOT make telephone calls or write notes of a personal nature to students.
- Respect students and their cultural backgrounds.
- Use only proper humor (avoid sexual and racial jokes or humor).
- Be confidential (what you hear at school stays at school).

Legal Aspects

- An overall consideration when substitute teaching is fulfilling your legal responsibility while serving in this role.

The following are some legal responsibilities you should be aware of. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

Legal Aspects

- **Supervision of Students** – The substitute teacher who has physical control of a classroom has a duty to keep these students safe and orderly.

  In many states, a teacher acts in en *loco* parentis – in the place of a parent – and is allowed to use his/her judgment in a manner similar to a parent. The standard is the reasonable use of professional judgment for the safety and orderly education of students.

- **Due Care and Caution** – A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.

- **Release of Children** – Due to possible custody orders relating to specific students, students should not be allowed to leave the building during the school day or released without express consent or directions from the school office.

Legal Aspects

- **Administering Medication** – Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.

- **Confidentiality** – It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.

- **Anecdotal Records** – Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.

Legal Aspects

- **Discipline Policies** – Refer to school administration and or school staff.

- When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care for both the individual student and the remainder of the class.

- Proper action may be detailed in the school policy or may require your independent sound judgment. Possible actions include:
  - Utilize the phone/radio to call the office
  - Have another teacher watch your class while you take the student to the office
  - Send a student with another student to the office

Legal Aspects

- **Dangerous Situations** – A substitute teacher is responsible for making sure the learning environment is safe. This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment.

- A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education, science, shop, or home economics class may be uncomfortable for the substitute teachers. In such cases, the substitute teacher may choose to do an alternative activity which they feel they can conduct safely.

- Any school employee (including a substitute teacher) who knows or reasonably believes that a child has been neglected, or physically or sexually abused, should **immediately notify** the building principal.

Legal Aspects

- **What is sexual harassment?**

Definition: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made, wither explicitly or implicitly, a term or condition of a person's employment or a student's academic success.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual.
3. Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working, or learning environment.

Legal Aspects
Verbal Sexual Harassment

- What are some examples of verbal, non-verbal, and physical sexual harassment?

The following are behaviors which could be viewed as sexual harassment when they are unwelcome:

- Whistling or making cat calls at someone
- Making sexual comments about a person's clothing or body
- Telling sexual jokes or stories
- Referring to an adult woman or man as a hunk, doll, babe, or honey
- Spreading rumors about a person's personal sex life
- Repeatedly "asking out" a person who is not interested

Legal Aspects
Non-Verbal Sexual Harassment

- Paying unwanted attention to someone (staring, following)
- Making facial expressions (winking, throwing kisses, licking)
- Making lewd gestures
- Giving gifts of a sexual nature

Legal Aspects
Physical Sexual Harassment

- Hanging around, standing close, or brushing up against a person, touching a person's clothing, hair, or body
- Touching oneself in a sexual manner around another person, hugging, patting, stroking, massaging

Classroom Management

- Here are techniques that you can use in your classroom that will help you achieve effective group management and control.

They have been adapted form an article called: “A Primer on Classroom Discipline: Principles Old and New” by Thomas R. McDaniel, *Phi Delta Kappan*, September 1986.

Classroom Management

1. **Focusing**

- Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.
- Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The students will see that things are underway now and it is time to go to work. Sometimes this works, but the students are also going to think that you are willing to compete with them, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.
- The focusing techniques means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3-5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

  A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

Classroom Management

2. **Direct Instruction**

- Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the student exactly what will be happening.
- The teacher outlines what the students will be doing this period. He may set time limits for some tasks.
- Clear rules and expectations are laid out and consistently enforced.

Classroom Management

3. **Monitoring**

The key to this principle is to circulate. Get up and move around the room. While your students are working, make the rounds. Check on their progress.

- An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment.
- Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.
- The teacher checks that each student has started, that the students are working on the correct assigned task.
- The teacher provides individualized instruction or assistance as needed.
- The teacher does not interrupt the class or try to make general announcements unless he/she notices that several students have difficulty with the same thing. The teacher uses a calm voice and positive tone with students, especially those having difficulty with the assignment.

Classroom Management

4. **Modeling**

McDaniel tells us of a saying that goes “Values are caught, not taught.”

- Teachers who are courteous, responsive, interested, patient and organized provide examples for their students through their own behavior.
- The “do as I say, not as I do” teachers send mixed messages that confuse students and invite misbehavior.
- If you want students to use lower voice levels in your classroom while they work, you will not raise your voice, but still be assertive as you move through the room helping students.

Be mindful of the quote, “Your actions speak so loudly, I can hear your words.”

Classroom Management

5. **Low-Profile Intervention**

- Most students are sent to the principal's office as a result of confrontational escalation. Much of this can be avoided when the teacher's intervention is not emotional and direct.
- The teacher anticipates problems before they occur. The approach to a misbehaving student needs to be as inconspicuous as possible so that others in the class are not distracted.
- An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention.
- If a student is talking or off task, the teacher will simply try to engage the student into the lesson in order to draw them back on task in a manner that the rest of the class doesn't notice and is not encouraged to join in the misbehavior.

Classroom Management

6. Positive Discipline

- Use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of “no-running in the room,” use “move through the building in an orderly manner.” Instead of “no fighting,” use “settle conflicts appropriately.” Instead of “no gum chewing,” use “leave gum at home.” Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.
- The teacher should focus the student's attention first and foremost on the behavior he/she wants, not on the misbehavior. “I want you to…” or “I need you to…” or “I expect you to…”
- The inexperienced teacher may incorrectly respond with “I want you to stop…” only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: “I wasn’t doing anything!” or “It wasn’t my fault…” or “Since when is there a rule against…” and escalation has begun.
- Make ample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a “thumbs up” will reinforce the behavior.

Discipline Practices

1. Treat all students with impartiality and responsible fairness.

2. Be alert – spot potential behavior problems in the early stages and take action before the situation gets out of hand.

3. Remember that some students will test a substitute teacher to determine what behavior limits are. Teachers must take a firm stand when the limits are reached.

4. Stress to students that they must assume some responsibility for their own actions.

5. If possible, try to speak privately with students who cause problems. This may be done in the school corridor or quietly at the teachers desk.

6. Try to avoid reaching an impasse with a student and allow him/her to save face if possible.

Discipline Practices

7. Seek administrative assistance when necessary but do not lean too heavily on the principal to handle discipline problems. When you call in the principal or send a student to the office, you are asking someone outside your classroom to discipline a student for behavior inside your classroom.

8. Watch attention spans. It is important to know when to change activities, speed up or slow down.

9. Do not leave the class unattended unless there is a real emergency.

10. Sometimes students will encourage certain activities or procedures which vary from regular teacher's routine. If such a situation arises, be pleasant but firm as to how things are going to be done that day. Try to adhere as closely as possible to the regular teacher's normal routine.

Substitute Teacher Expectations

1. Arrive on time, which probably means at least one-half hour before the first class is scheduled to begin. You should sign in at the office with the principal or secretary.

2. Be neat in your appearance. Dress appropriately, keeping in mind your teaching assignment

3. Follow the teacher's lesson plan as given to you. You are expected to carry on with the academic program and maintain daily routines as much as possible.

Helpful Guidelines for Substitutes

At Home

- When accepting a substitute assignment, make note of pertinent information about the school/classroom position you are requested to cover.
- Respond to calls or messages as soon as possible, even if you are unable to accept the substitute assignment.
- Leave early enough to arrive at school at least 20 minutes prior to the beginning of class.

School Day	
Wayne Hills Center	8:00 – 2:20
Elementary	7:50 – 2:40
Kate Collins Middle	8:15 – 3:15
Waynesboro High	8:30 – 3:20

SmartFind Express

- Our school division uses an automated system for securing substitute teachers and job assignments.

  After your onboarding appointment and processing you will receive an employee number and a welcome packet. Once the background check is complete you will receive a welcome email with instructions on how to register. Once registered in the system, you are not required to register again.

- You may click here for the Substitute Quick Reference Card

- If you have any questions, please contact the Help Desk Phone Number

  540-946-4600, Ext. 8110

Helpful Guidelines for Substitutes

Prior to Entering the Classroom

- Report to the office secretary
- Obtain any keys that might be necessary
- Ask about student passes and special procedures
- Ask if there will be any extra duties associated with the teacher's assignment
- Remember you cannot leave the building during the day
- Refer to the lesson plans and other information regarding attendance procedures, office referrals, tardies, and identification of students with medical conditions
- The teachers in nearby classrooms are usually available to answer questions about schedules or materials for class

Helpful Guidelines for Substitutes

In the Classroom

- Enter the classroom with confidence
- Give clear directions for the day or the class period
- Clarify expectations, or rules, if they are posted
- Refer to class roster and/or classroom seating chart (if available). It is much easier to maintain discipline when you can call students by name
- Read through the lesson plans left by the teacher.
- Check schedule possible for resource teachers and instructional aides assigned to the classroom
- Locate the books, resource materials, and handouts which will be needed throughout the day.
- When the bell rings for class changes, stand in the doorway and greet students as they enter the classroom (secondary level).

Helpful Guidelines for Substitutes

Throughout the Day/Class Period

- Engage students in the learning activity immediately
- Establish your expectations, and rules, very clearly at the beginning of the day/class period
- Be positive and respectful in your interactions with students and school personnel
- Have several extra pens/pencils with you for students who have “forgotten.” Have students “sign” for any materials which are lent to them
- Carry out the lesson plans and assigned duties. **Follow the lesson plan.**
- Move around the classroom to assist students at their desks or on an as-needed basis
- Improvise using the materials in classroom to fill extra time, enhance activities, or supplement lesson plans as needed
- Be fair and carry out the consequences you establish
- Don’t feel intimidated when administrators visit your classroom
- Expect schedule changes needed to accommodate fire drills, school assemblies, etc.
- Make note of referrals to the office, nurse, etc for the classroom teacher to review upon their return
- Send only one student out of the classroom at a time
- Never release a class early for lunch, the next class period, or dismissal unless the teacher for whom you are substituting or the office has provided you with those instructions

Helpful Guidelines for Substitutes

At the End of Class

- Ask students to summarize the topics they have studied that day or class period
- Remind students of homework assignments (if any)
- Have students put away any materials used during the lesson
- Organize and label students' work per class/per period. Make sure that students have put first and last names on all work that is turned in at the end of class/period
- Make notes for the regular teacher after each class/period of how things went. Be specific about what was accomplished, questions or problems that arose, names of troublesome students, etc.
- Make sure that all classroom sets are accounted for before the end of the class/period. These items may include additional books, calculators, individual computers, etc
- Close windows, turn off lights and equipment, and make sure the room is in good order before you lock the door
- Turn in keys and any money collected to the office
- Check to see if you will be needed again the next day.
- Make notes to yourself about what was accomplished, how things went, and ways to improve.
- Sign out with the office

Payroll Information

TIMEKEEPING:

- All substitute job dates are documented by SmartFind Express, and the school secretary.
- If schools do not open due to inclement weather or emergency, the substitute will not work or be paid.

PAY PERIODS:

- Substitute employee payroll is dated the last workday of the month for the hours worked in the preceding month. Example: hours worked October 1st through 31st will be paid on the last workday in November.
- If the last day falls on a weekend, deposits will take place the prior Friday.

- *You may view the most up to date pay scale on the WPS website*

Useful Websites

Interested in learning more about instruction? Need ideas to keep your class on task? Check out these great resources!!

- **Classroom Management Strategies**

Becoming an effective classroom manager is one of a substitute teacher's most reliable tools. the National Education Association's classroom management expert might be able to help.

- WE ARE TEACHERS

50 Tips and Ideas for Substitute Teachers

- **Education World -** (links for substitute resources)

www.educationworld.com/preservice/classroom/substitute.shtml

Health Services Substitute Training

Bloodborne Pathogen Annual Review

- You will need to know how to respond to an accident/incident.
- You will need to know how to protect yourself from bloodborne pathogens.
- To access the Bloodborne Pathogen Training, click on the button below. Please review each slide carefully.

