

***SUBSTITUTE  
TEACHERS'  
HANDBOOK***

*OCTOBER 2011*

SANTA BARBARA UNIFIED SCHOOL DISTRICT  
720 SANTA BARBARA STREET  
SANTA BARBARA, CALIFORNIA 93101  
(805) 963-43381

## ***TABLE OF CONTENTS***

Requirements for Service .....	1
Procedure for Substitute Assignments .....	2
Substitute Teacher Evaluations & Checklist.....	3
Useful Suggestions.....	5
Class Control .....	6
Teaching the Lesson .....	7

## REQUIREMENTS FOR SERVICE

The following requirements **MUST** be completed before any substitute teacher can be employed in the District:

**Teaching credential.** A valid California credential must be filed with the Santa Barbara County Schools, 4400 Cathedral Oaks Road, Santa Barbara, CA 93111. (Designated subject or community college credentials do not meet this requirement.) Teachers holding an Emergency Credential are not allowed to teach more than 30 days for any one teacher during a school year.

**CBEST.** California law requires that no person can be hired to teach in California public schools unless that person has passed the California Basic Educational Skills Test (CBEST). Any Certificated person who has been employed in a position requiring certification in another California school district within the last 39 months prior to Santa Barbara employment is exempt from taking the CBEST exam.

The following forms and information regarding compliance will be provided by the Personnel Office:

- |   |  |
|---|--|
| * Application                                   | * Ethnic Designation Form                |
| * Payment of Warrant                            | * STRS Retirement information            |
| * Supp Instructional Materials Policy           | * Child Abuse Reporting                  |
| * Withholding tax form (W-4)                    | * Tuberculosis clearance report          |
| * Drug & Alcohol Free Workplace Policy          | * Tobacco-Free Policy                    |
| * Nondiscrimination in Employment Policy        | * Workplace Violence Policy              |
| * Infectious Disease Brochure.....              | * .....Live Scan Fingerprint Information |
| * Employment Eligibility Verification (I-9) ... | * .....Acceptable Use Policy             |
| * Workers' Compensation Info Sheet .....        | * ..... Oath of Office                   |

**Note:** Changes in telephone number, address or name change should be submitted in writing to the Human Resources Office. Forms are available for this purpose.

## **PROCEDURE FOR SUBSTITUTE ASSIGNMENTS**

- \* You are required to arrive at least 30 minutes before class begins. This allows you time to be prepared and ready to start when the students walk in the door. You should check in with the Principal's secretary for class plans and **check again before you leave**. Ask if your services are required for the following day and have your time card initialed to verify the day's service.
- \* Time cards are available at each school office. They must be turned in to the Payroll Office by the 1st of the month. Your check will be available at the Payroll Office on the last working day of the month and will represent payment for all service on your card. Your card is the only validation for service. Do not lose it or you will forfeit pay!
- \* Pay is \$105/day and \$52.50/half day. Elementary half day is 3 hours (teaching time); secondary half day is 3 periods (3 periods with a lunch break between any periods is paid as a full day). Assignments which continue into the 21st day without any absences, are paid \$115/day retroactive to the first day. STRS (State Teachers Retirement System) retirement funds will be withheld from your pay if you are employed in the District for 100 or more days in a school year, or 600 hours. The contribution is 8% of your total gross earnings. Once a member of STRS, a Certificated person continues to be a member, so long as his/her contribution is not withdrawn. Teaching six periods in the High School District: Some of our teachers teach an additional period above their regular five period assignment. If you substitute for one of these teachers, your daily rate for that assignment will be \$126. The secretary at the school will note on your substitute card that it is a six period assignment.
- \* Substitutes are usually telephoned between 6:00 a.m. and 7:00 a.m. Substitutes are given advance notice whenever possible, but may be called at any time during the day if the need arises. You will be called for an assignment by either the Human Resources Office's Substitute Callers, school secretaries or by one of the Human Resources Office staff members. **DO NOT ACCEPT ASSIGNMENTS FROM A TEACHER.**
- \* PLEASE be prepared to make an immediate YES/NO decision. Do not engage the caller in long conversation.
- \* If you are unavailable to substitute for a period of two or more days, please notify the Human Resources Office.

Substitutes are placed on the basis of: (1) substitutes requested by name from the school, (2) by assignment. New substitutes are used as soon as possible so that they might become known; however, assignments are apt to be slow at first. Please call the Certificated Coordinator Personnel, not the Substitute Callers, if you have any problems as a substitute teacher. The Human Resources Office is always ready to assist you.

## ***SUBSTITUTE EVALUATIONS***

Attached is a copy of the Substitute Teacher Check List (Evaluation). Schools are encouraged to use this form to report exceptional, as well as, unsatisfactory service by a substitute. The substitute is sent a copy of the form.

If a substitute teacher's service has been unsatisfactory, the principal or his/her designee shall complete the form, notify the Personnel Office immediately and forward a copy to the Human Resources Office. A copy is then forwarded to the substitute by the Human Resources Office.

The principal or his/her designee shall have the right to exclude any substitute teacher from the classroom at any time when such action is in the best interest of students and shall notify the Human Resources Office of such action. A principal may also request that a substitute teacher not be assigned to their school due to unsatisfactory service.

If the Human Resources Office receives two written notices of unsatisfactory service from different schools, a conference will be scheduled and termination of services will be considered. Termination may occur prior to a second negative evaluation.

Your input of the assignment is important to most teachers and schools. Ask the principal or his/her designee for help on any particular problem that cannot be solved satisfactorily from the information available.

Remember, the District wants you to be successful working in our schools and feel that you are part of our educational team.

***SUBSTITUTE TEACHER CHECK LIST***

Name of Substitute Teacher \_\_\_\_\_ School \_\_\_\_\_

Name of Classroom Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Date of Assignment \_\_\_\_\_

**This portion to be completed by Classroom Teacher**

<u>The Substitute:</u>	Yes	No
1. Maintained classroom control	_____	_____
2. Followed lesson plans	_____	_____
3. Corrected student class work	_____	_____
4. Had rapport with class	_____	_____
5. Left summary of day's activities	_____	_____
6. Left room in order	_____	_____

Would you request this substitute teacher again? \_\_\_\_\_  
(If this is checked no, we must have a signature below from the site administrator)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Classroom Teacher's Signature: \_\_\_\_\_

**This portion to be completed by Principal and/or School Office Manager**

<u>The Substitute:</u>	Yes	No
1. Checked in at office	_____	_____
2. Arrived on time	_____	_____
3. Followed school schedule	_____	_____
4. Followed safety procedures	_____	_____
5. Checked after school for messages or directions	_____	_____
6. Returned room key	_____	_____
7. Would you have this substitute teacher return to your site in the future?	_____	_____

Comments: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

## **USEFUL SUGGESTIONS**

Please arrive at school at least one half hour before the instructional day begins. **YOU MUST BE ON TIME.** Report to the Principal's office immediately upon arrival at the school in order to receive assignment information and instructions. Please be sure to present yourself in a professional manner. This will allow for the staff and for your students to take you more seriously.

**SUBSTITUTES ARE EXPECTED TO FOLLOW LESSON PLANS LEFT BY THE TEACHER.** However, if no lesson plans are available, substitute teachers should have materials and lesson plans prepared for any level they expect to teach, so that they can teach effectively.

Set expectations at the beginning of the day. Tell students that you will be doing things a little differently. Set rules that work for you.

Have your name written on the chalkboard. If your name is difficult to pronounce, repeat it to the students. This will allow them to realize that you are a person, their teacher for the day, not just "the substitute."

If name cards or seating charts are not available, have the students help you make them so you can call them by their name right away.

Do not let students work ahead of the teacher's assignment.

Be available for any special assignments that fall within the teacher's responsibility during the instructional day.

Leave important conferences with parents for the regular teacher.

Leave room neat and orderly with materials and supplies returned to proper area. Students can help with this.

Leave a note describing:

- 1) what was covered or not covered in the lesson plan,*
- 2) names of students who were particularly helpful or creating problems,*
- 3) what you shared, what you did during the day,*
- 4) list of activities accomplished,*
- 5) any difficulties in locating plans, supplies, schedules,*
- 6) your overall feeling about the day.*

Substitutes should be familiar with operating overhead projectors, video recorders, VCRs, DVD players, Smart Boards and PowerPoint projectors.

Learn the correct attendance procedures and take roll accurately.

Report to the school office before leaving and check if you are needed to return to the same assignment the next day. (The secretary must notify the substitute caller if this is the case.)

If a substitute is paid for a full day and the specific assignment is less than the full day, the principal has the prerogative to assign other duties to the substitute.

### **CLASS CONTROL**

Class control can be a major problem for a substitute. A few simple suggestions will help you establish good class routines, provide for efficient learning situations, and establish mutual respect of teacher and pupils.

**BE PATIENT** - It is natural for a class to test a substitute. You represent a change, and change produces insecurity. Patience, understanding, and treating students with respect will alleviate distrust.

**BE FAIR AND CONSISTENT** - Your success in class control will depend to a great extent on your degree of fairness and consistent treatment. Students must know what to expect of you and what you expect in turn. Uncertainty is a breeder of misbehavior.

**RECOGNIZE THE IMPORTANCE OF EVERY STUDENT** - Students are human beings. Treat each student impartially to the best of your ability. Respect student's individual differences. Usually students are not slow "on purpose". They need help, understanding and encouragement, not lectures. Frustration is a prime cause of poor discipline. Make all personal corrections in private. Avoid ridicule and sarcasm.

**HAVE MATERIALS READY** - Groups waiting for materials can be starting points for discipline problems.

**BE READY FOR A REAL PROBLEM** - In spite of your best efforts you may have a pupil who is a definite discipline problem. If at all possible avoid excluding him/her from the group, and **never lay a hand on the student**. As a last resort, refer the student to the principal or assistant principal.

**WATCH ATTENTION SPANS** - It is important to know when to change activities, when to speed up and when to slow down.

**DO NOT LEAVE THE CLASS** - Except during a real emergency, **DO NOT** leave the class unattended.

**TAKE A CLINICAL POINT OF VIEW** - Seldom, if ever, does a discipline problem involve personal dislike of the teacher. Do not take school problems home with you, and likewise, leave personal problems at home. Do not inflict your frustrations on the students. Your tension will only be reflected in the behavior of the students in the room.

**GIVE STUDENTS RESPONSIBILITIES** - Responsibilities suited to their age and understanding help create a sense of belonging. When students feel that they belong, problems are few.

**AVOID MAKING THREATS** - Not only is this approach negative, but you place yourself in the position of destroying your whole control through a threat you cannot carry out.

**BE POSITIVE** - Praise what is good far more than you criticize what is bad.

**USE COMMON SENSE AT ALL TIMES** - This is the greatest rule of all. All the rules, regulations, guides and directives in the world are no substitute for common sense.

**KEEP YOUR SENSE OF HUMOR** - Every problem is not a tragedy. If you do not have a sense of humor, work on developing one. If you cannot develop one, consider another field.

### ***TEACHING THE LESSON***

**BE PREPARED** - The outcome of the lesson as well as class control depends largely upon your preparedness. If you substitute for more than one day, you are under the same obligation to plan as the regular teacher.

**BE READY TO START** - Have your materials ready before class. Be sure that the class is listening and do not start until you have the attention of every student in the classroom.

**MOTIVATE THE LESSON** - Students need motivation. Remember, however, the primary purpose is to teach, not to entertain. Be brief, set the stage, arouse curiosity, and relate to the previous lesson. This can be done by a question, picture, story or shared experience.

**MAKE YOUR PRESENTATION CLEAR** - What the students gain from the lesson will depend on how well you present it.

... *Keep the language on the students' level of understanding.*

... *Present one point at a time.*

... *Go from the known to the unknown, the easy to the difficult.*

- ... *Stop often and review.*
- ... *Do not hesitate to repeat.*
- ... *Give students opportunities to ask questions.*
- ... *Use your voice to emphasize, maintain interest, change and control tempo.*

**ASK GOOD QUESTIONS** - Good teaching is a process of engaging the students with the lesson. To do this depends much on your ability to question. A good question is one that:

- ... *asks something you really want to know.*
- ... *is concise and expressed well.*
- ... *may often require a series of intermediate answers.*
- ... *directs and stimulates a student to observe and sends him/her in search of new data.*
- ... *guides and stimulates thought, helps with analysis of complex problems.*
- ... *gives a student a mind-set for what is to follow.*
- ... *causes students to formulate new or unexpressed ideas.*
- ... *does not call for mere repetition of book material.*

**MECHANICS OF ASKING QUESTIONS:**

- ... *State your question; then call on a pupil.*
- ... *Discourage hand waving.*
- ... *Respect student's answers.*
- ... *Do not fake answers.*

**PROVIDE FOR ACTIVE PARTICIPATION** - In a really good lesson, students engage in much activity. Make sure that directions are clear. Provide proper supervision and help.

**LEAVE TIME FOR A SUMMARY** - All facts and concepts need to be brought together before the close of the lesson. Vary your ways of summation. It can be teacher-, pupil- or activity-directed.

**GIVE CLEAR ASSIGNMENTS** - Assignments should be clear, concise, purposeful, and take into account individual differences. The homework you assign should be of the same kind and length as that of the regular teacher. If you are in doubt about how much to give, consult with the regular teachers or other department members.

***MISSION STATEMENT  
SANTA BARBARA UNIFIED SCHOOL DISTRICT***

The mission of the Santa Barbara Unified School District is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

**Core Beliefs and Commitments**

- We believe that the achievement of the district's mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members, and the community.
- We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement.
- We will effectively and transparently manage our financial and human resources to support our educational goals.
- We will maintain safe and orderly school environments for all students and employees.
- We will promote a culture of mutual trust and respect among students, parents, staff, and community members.
- We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities.