

A Day in the Life of a Substitute Teacher



Spokane Public Schools
excellence for everyone

NUTS & BOLTS



SPS Mission

The mission of Spokane Public Schools is to develop each student's talents and skills to their full potential through high standards, rigorous academics, real-life applications, and supportive relationships.

Non-Discrimination Statement

- ▶ Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status.

Payroll Information

- ▶ Payday is the last working day of the Month
- ▶ The pay period begins on the 11th and goes through the 10th of the following month.
- ▶ If the 11th falls on a weekend, the pay period does not start until the next working day.
- ▶ Any payroll questions can be directed to the SUB DESK at 509-354-7343.

Job Knowledge - Helpful Hints

- ▶ Know arrival/departure times
- ▶ Wear appropriate attire
- ▶ Follow instructions
- ▶ Please do not bring food/treats
- ▶ Have a positive can-do attitude
- ▶ Be aware of cell phone usage rules
- ▶ Communicate & ask if need be

Arrival/Departure times

	Full Day	Morning	Afternoon
Elementary	8:00AM-3:30PM	8:00AM-11:45AM	11:45AM-3:30PM
Middle School	8:30AM-4:00PM	8:30AM-12:15AM	12:15AM-4:00PM
High School	7:30AM-3:00PM	7:30AM-11:15AM	11:15AM-3:00PM

- Split assignments can be challenging
 - Contact the second building's office if you anticipate being late
- Arriving earlier is always advantageous

Checking In

- Report to the public office
- Introduce yourself to office staff and sign in
- Pick up a substitute folder. It will contain:
 - A bell schedule specific to the building
 - Health and crisis plans
 - An important contact list
- Make sure to collect the office phone number
- Introduce yourself to an administrator, if possible

Before Your Class Arrives

- Turn on Lights
- Turn on Technology
- Lower Chairs
- Get Organized
- Go over lesson plans
- Plan your greeting

Planning your greeting and building community

- ▶ Greet students at the door.
- ▶ Have a “morning meeting” to introduce yourself and to allow students to introduce themselves
- ▶ Keep the copy of the class list and call students by name (Use name tags if you have them).
- ▶ Allow students to shine by pointing out positive behaviors.

Getting organized

- ▶ Turn on lights/Technology
- ▶ Be aware of how to take attendance
- ▶ Have emergency contact information handy
- ▶ Teachers have rules and procedures.
 - ▶ Refer to the substitute plans
 - ▶ Pieces may be posted in the classroom

Lesson plans - What to expect

- ▶ **Most** of the time you will find clear lesson plans and handouts ready for class.
- ▶ Once in awhile, you may substitute for a teacher who had to call in last minute and was unable to provide lesson plans.
 - ▶ If there are no lesson plans -
 - ▶ Check with the office staff
 - ▶ Check with neighboring teacher or department leader
- ▶ If there are lesson plans - **FOLLOW THEM**
 - ▶ “The first priority is to teach what the kids would have been getting if their teacher was present.”

Sample Lesson Plan

- ▶ Thank you for subbing for me! My attendance binder is on the front podium with seating charts and student emergency plans. Please take time to read the health plans before class starts.
- ▶ Period 1: See Katy Sayles in the front office to see if she needs help with anything.
- ▶ Period 2: Prep - You should have enough copies but my number is ##### if needed.
- ▶ Period 3-6:
- ▶ Students are starting the Cell unit today. They will begin this unit with the Dr. Snow, Mapping Death activity. Start the activity by having students read pgs. 21, 22, and 23 from the binders at their table (one per partner group). Once they are finished reading, hand out the list of names and addresses and a copy of the 1849 London map. Have students tape the two parts of the map together (maps are labeled Part 1 and Part 2 at the top). Once taped together, have students use the list of names to map the cholera deaths that occurred in 1849. This may take the whole period but if students finish, have them answer the Data Processing questions on pg. 25 on the back of their maps. If a class completes the activity faster than predicted, you can have them read Activity 5 on pgs 26-28 and discuss the possible causes of the cholera outbreak. Next week, they will be taking the role of Dr. Snow and will write a letter to the City of London about the cause of cholera and possible treatment options.
- ▶ Thanks for subbing for me! I hope you have a good day. Please let me know of any concerns you have and please take note of the students' names who were extra helpful.

When going over a lesson plan

- ▶ “Unpack” the lesson plan.
 - ▶ **Look for:** the context of the lesson - what is being taught? What have the students been doing?
 - ▶ **Your action steps:** What do you need to do? What materials do you need?
 - ▶ **Outcomes:** What do students need to complete? What do you need to collect?

Substitute Binders

Most teachers have a substitute binder/folder with important information. Items include:

➤ **Emergency Information**

Student Health Plans, *504 Plans, Crisis Plan, Fire Drill Information, Reporting Suspected Child Abuse/Neglect

➤ **Management**

Class List, Discipline/Behavior Plan, *Student Behavior/Success Plans, Class Schedule, *Interventionist Schedule, Field Trip Information

➤ **Academics**

Lesson Plans, Emergency Lesson Plan, Curriculum Guides/Materials/Copies for Lessons



504's, IEP's & Medical Plans

- ▶ What is a 504 plan and an IEP?
 - ▶ AN IEP and/or 504 is a legal document with structures in place to meet the student's educational needs.
- ▶ What are medical plans?
 - ▶ Student medical plans are put in a place to safe guard students physical health issues. Example of medical plans are plans for students with diabetes, peanut allergies, and asthma. Medical plans **MUST** be followed in the interest of student safety.
- ▶ What other services might students receive that I should be aware of?
 - ▶ Other services that may be in place for some students might be various therapy from an O.T, counseling, Math and/or Reading intervention.

During Classes



In elementary schools...

- Students spend the majority of the day in one room.
 - Some buildings use a block schedule for 6th and/or 5th grade.
- Students are walked to specialists, lunch, and recess.
- Teachers accompany students to recesses other than “lunch recess”.
- Many buildings have a walkie-talkie to check out prior to going to recess in case of a crisis (lockdown, fire drill, etc.)

During Classes (continued)

Middle and High Schools

Daily Schedule

- Schedules vary between buildings, but usually consists of...
 - Teaching five class periods between 50-55 minutes long
 - One “prep” period
 - A 30-minute lunch break during the middle of your day

Finishing the Day

- Clean up the room
- Shut down and Turn off electronics
- Leave a note-
 - What did you get to today?
 - What did you not get to today?
 - What went well?
 - What did not go well?
 - Who had a good/bad day
- Leave completed student work and other materials on teacher's desk, or where binder/materials were located when you arrived.