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***Substitute Teacher Training  
Osceola School District  
2017-18***

# Welcome!

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- Thank you for your interest in being a substitute teacher in the Osceola School District. We hope you find this module useful and informative.

# **Substitutes are Important!**

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- On any given day, approximately 274,000 substitute teachers serve in this country's classrooms. By the time a student graduates from high school, they will have spent the equivalent of a full year being taught by a substitute.

# Topics to be covered

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- Professionalism
- District policies and procedures
- Classroom management and discipline
- The daily routine

# Professionalism

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- 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

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- Code of Ethics
  - As a foundation of professionalism, the National Education Association (NEA) adopted a Code of Ethics of the Education Profession.
- Please review this code of ethics by clicking on the link below
  - <http://www.nea.org/home/30442.htm>

# Professionalism

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- 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 some teachers dress very casually, but you need to remember that they already have established relationships 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.

# Professionalism

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- It is especially important for younger-looking substitute teachers 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, not 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 levels.



# Professionalism

## General rules

### Number One - Supervision

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- 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 safety, your attention must be focused on the students at all times.
- This means...
  - do not give an assignment then sit down and read the newspaper or text message,
  - do not walk out of the classroom,
  - do not make personal calls or text.

# Professionalism

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## General rules

### Number Two - Confidentiality

- Do not gossip about classes, students or staff. This rule applies whether you are in the teachers' lounge at school or anywhere else. It is alright 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 innuendos about students or staff.

# Professionalism

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## General rules

### Number Three - Personal Views

- Keep your political, religious, and social beliefs to yourself. You are there to teach, not to proclaim your opinions or convert students to your way of thinking. By sticking to the teacher's lesson plan, you should be able to avoid these situations. If you find yourself in class where students ask about your beliefs, be respectful of their inquiries but stick to the lesson at hand.

# Professionalism

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## General rules

### Number Four - Be positive

- Be positive, friendly 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 assignment. Students are very quick to pick up on your overall attitude, and you want them to be at least cooperative if not deeply engaged.

# Professionalism

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- **Exercising professional judgment** is critical. Below are some tips to ensure you are adhering to the expectations of the Osceola School District:
  - Do not transport students without administrative approval- never in your personal vehicle.
  - Do not write notes, make phones calls, text, email, etc, your students.
  - Osceola District Policy states that cell phones should be turned off during school hours.

# Professionalism

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## Exercising professional judgment continued...

- Respect students and their cultural backgrounds.
- Use only proper humor.
- Be confidential (what you hear and see at school stays at school).
- Avoid criticizing others.
- Avoid losing your temper.
- Keep the classroom door open when speaking to a student individually.
- Do not socialize as a peer with students.

# District Policy/Procedure

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The following are some policy/procedures you need to be aware of as a substitute teacher:

- **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.

## **District Policy/Procedure**

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- **Release of children** - Students should not be allowed to leave the building during the school day without the expressed consent from the office. This is due to possible restraints on who may have custody of a student.



## District Policy/Procedure

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- **Administering medication** - Medication should only be administered by the school nurse or other delegated school personnel, not ever by a substitute teacher; unless said substitute has been delegated the authority by the school nurse.

# District Policy/Procedure

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

# District Policy/Procedure

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- **Corporal Punishment** - It is against the law in the State of Wisconsin to administer any form of corporal punishment.

If physical force is used or witnessed, a report (verbal immediately and written within 24 hours) must be made to the building principal as soon as possible.

# District Policy/Procedure

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- **Supervision** - When sending a student out of the room for any reason, the substitute teacher maintains the duties of supervision and due care for both the individual student and the remainder of the class. Possible actions include having another student accompany the student, sending a student to get someone to intervene, or having another teacher watch your class while you escort the student to the office.

# District Policy/Procedure

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## Reporting

Substitute teachers who know or reasonably believe one of the following could be happening must immediately notify the building principal- if the principal is not available, the school counselor should be contacted.

1. A student is being hurt by someone else (i.e. physically, sexually, emotionally, etc)
2. A student is talking about hurting themselves (i.e. suicidal, self mutilation)
3. A student indicates they are planning to hurt someone else (i.e. threats, insinuations)

# District Policy/Procedure

- The following School Board Policies can be found on the Osceola School District Web site and should be reviewed as part of this online learning experience.
- Go to the school district webpage and click the “Policies” link on the right menu of the School Board page  
<http://www.boarddocs.com/wi/osce/Board.nsf/vpublic?open>
- Click on the policy number range (1000, 2000, etc.)
- Click on the policy number
  - 3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
  - 3122.01 - DRUG-FREE WORKPLACE
  - 3215 - USE OF TOBACCO BY PROFESSIONAL STAFF
  - 3362 - EMPLOYEE ANTI-HARASSMENT
  - 5517 - STUDENT ANTI-HARASSMENT
  - 5517.01 - BULLYING
  - 5630.01 - USE OF RESTRAINT AND SECLUSION WITH STUDENTS
  - 7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND INTERNET SAFETY
  - 8141 - REQUIRED REPORTING OF STAFF CONDUCT

# District Policy/Procedure

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- **Injuries/accidents** - If one of your students is injured in any way, an injury/accident report must be filed in the office. The office staff have the forms.
- **End of day Protocol for student injury** - If a student is injured at the end of the day, they should be brought directly to the office. Students are not to be sent home on the bus or allowed to drive home until a parent/guardian has been notified and they agree on transport plan.

# District Policy/Procedure

**Anti-bullying/Harassment** - All substitute teachers should address any bullying/harassment behavior they may encounter. Below is the general information from the district policy. If you (as a substitute) believe that you have not been able to sufficiently deal with a bullying/harassment situation be sure to report the issue to the building principal.

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## **Purpose of Policy:**

Every student who enters Osceola School District deserves the right to a free and appropriate education without being subjected to bully/harassment/sexual harassment.

Definitions:

- **Bullying/Harassment:** To treat others in a disrespectful or intimidating manner.  
To irritate or torment persistently.
- **Sexual Harassment:** To disrespect, irritate or torment in a sexual way.
- **Victim:** One who is harmed by or made to suffer.
- **Perpetrator:** One who harms or targets another.
- **Repeat Offender:** One who harms or targets another more than once.

Some examples of:

**Bullying/harassment:** teasing, name-calling, spreading rumors, excluding another on purpose, tripping/pushing/bumping into on purpose, throwing things at a person, intimidating, laughing at, making comments, etc.

**Sexual harassment:** teasing, name-calling, spreading rumors, unwelcome touch/rubbing, unwanted pulling on clothing, (i.e. bra strap snapping, "pantsing", wedgies, etc) uninvited butt slapping, sexual jokes, comments about another's body, questioning/commenting to another about their sexuality, notes/graffiti of a sexual nature etc.



# District Policy/Procedure

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- **Blood Borne Pathogens-**
- Always use universal precautions when dealing with bodily fluids.
- Whenever possible avoid direct skin contact with bodily fluids, use gloves, dispose of blood contaminated objects properly and wash hands after removing gloves.
- Report significant bodily fluid contact to the school nurse as soon as possible.

# District Policy/Procedure

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- **Threats** - if you, as a substitute teacher, encounter any situations where a threat is made (in writing or verbally) this must be reported to the principal immediately.
- **Safety is our number one priority.**

# District Policy/Procedure

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## Drills/situations-

- Fire/tornado- It is your responsibility to determine where you are to go for each of these drills/situations as soon as you enter your classroom for the day.
- ALICE - Information available through building office

# District Policy/Procedure

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- **Handling Money** - Money collected for any purpose should be turned in to the office by the end of the day.

## District Policy/Procedure

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- **Working with classroom aides** - There are times where other adults will be present in your classroom. Please be sure to treat these people with respect.

# District Policy/Procedure

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- **Use of school equipment** - All district equipment is for district educational purposes only. Equipment should never be used for personal projects.

# District Policy/Procedure

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- **Logons and RUP** Substitute teachers are required to complete an RUP (Responsible Use Policy). You will then receive a logon and password, which is not to be shared with anyone at any time. In addition, do not ask anyone, including students, to share their logon as it is a violation of the district's RUP. The Employee RUP can be found by [clicking here](#).
- The Student RUP (required reading) can be found by [clicking here](#).
- Your account will be activated on the days that you are onsite. The building secretary will notify the Technology Dept to activate your account.

# District Policy/Procedure

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- Grades 5, 6, 7, 8, and 9 are 1 to 1 with laptops, and student devices are pervasive throughout the district for curriculum use. You must read and understand the **Student RUP** (Student Responsible Use) Policy prior to substituting for the district. The policy is located at <http://www.osceola.k12.wi.us/docs/forms/sturup201718.pdf> or can be obtained from any school office.



# District Policy/Procedure

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- Electronic devices-We strongly encourage students not to bring any electronic devices to school as they are/can be disruptive to the educational environment and may be lost or stolen.

From the Student RUP, Section D # 11:

The opportunity to use electronic devices is a privilege, not a right. Violation of any of the protocols will result in the following:

- 1st offense: Electronic device will be confiscated and kept in the office; student can retrieve the device at the end of the day.
- 2nd offense: Student will turn in their electronic device to the office each morning when they arrive for 2 consecutive days.
- 3rd offense: Student will turn in their electronic device to the office each morning until there has been a parent meeting.

\*Exceptions can be made with permission of administration.

\*\*The school is not responsible for lost/stolen devices

# District Policy/Procedure

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- Many of our classrooms have Interactive WhiteBoards installed. They should not be confused with a regular whiteboard and should never be written on, taped, scratched, or otherwise abused. They require a logon, password, and training for use. Take care to ensure that the board is protected from damage.
- Please let the District Office or [techsupport@osceolak12.org](mailto:techsupport@osceolak12.org) know if you have not yet attended a Promethean Board training and you will be notified of the next opportunity.

## **District Policy/Procedure**

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- Although the district utilizes an electronic attendance system, substitute teachers should take attendance on paper and turn it in to the office. Check with each office as you arrive for the day to ensure you understand where and when the attendance should be delivered.

# **District Policy/Procedure**

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- Personal laptops, PDAs (Personal Digital Assistants), iPods, iTouches, Kindles, Smartphones, iPads, and other network-aware devices are not allowed to be used by Middle, Intermediate, and Elementary students during the school day.

## **District Policy/Procedure**

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- The creation of a wireless hotspot or any method of creating an ad-hoc wireless or wired network allowing other users or devices to intentionally or unintentionally connect is not allowed at any time, and applies to both students and staff.

# **Classroom Management Strategies and Techniques**

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- The next 10 slides offer you some classroom management strategies and tips that could make being a substitute teacher an enjoyable experience for you and the students!

# Classroom Management Strategies and Techniques

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## 1. Don't obsess over being well-liked by all of the students.

All of us want to be liked, but it is a mistake to try too hard to be liked by your class. Students want to feel safe and protected, and sometimes the only way for you to provide that type of environment is to act a bit authoritative. Students aren't going to like it when you attempt to modify their behavior. You have to maintain control of the classroom. You are the leader that needs to rein your students in. A few frowns should be expected when you're doing your job.

# Classroom Management Strategies and Techniques

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## 2. Don't yell!

Classroom management is *not* about yelling. Instead you should use a firm and confident voice that lets your students know that their behavior is not acceptable. Your tone of voice and your body language tell a story to your classroom. Generally it is best to lower the volume of your voice as the volume of the students' voices increases. Using a quiet and strong voice is much more effective than trying to shout over a classroom full of out-of-control children.



# Classroom Management Strategies and Techniques

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## 3. **Maintain a balance system between rewards and consequences.**

Rewards are a great way to reinforce good performance and good behavior. It is important, however, to balance those rewards if the classroom's performance or behavior is not satisfactory. Use *both* rewards and consequences to manage the classroom. Sometimes there is already a reward and consequence system set up in the full-time teacher's classroom, and you should use that when you can. If the approach doesn't work for you, go to your back-up system. Continue using your system throughout the day. It is important to remain consistent.

# Classroom Management Strategies and Techniques

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## 4. **Get moving!**

One of the easiest things you can do to maintain order in your classroom is to walk around while students are working independently. Show interest in their work and comment on what you see. The best substitute teachers rarely sit at the teacher's desk. You also want to keep moving when you are directing a lesson. Walk from side to side, around and into the area occupied by the students' desks. If you notice that a child is off task, get a little closer to them (proximity.) Many times this can get the student back to work without you ever having to say one word.

# Classroom Management Strategies and Techniques

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## 5. Pay attention to your students.

The pace of your day is important and you need to watch your students' faces and body language to determine how a lesson or activity is playing out. If you pace the lessons too slowly, students will get bored and act out. If the lesson is paced too quickly, you'll lose some students and may even finish too early, leaving you with time to fill. Pay attention to your students to see if they are interested in a topic. When the class is very interested in an activity or really involved in a discussion, continue on with that part of the lesson. On the other hand, if children appear bored and disinterested, you'll need to adjust your pace and move on to a more interesting activity.

You should always start your day with a short introduction and then move right into your lesson activities. Get the day started immediately so that students see that you're in the classroom to teach them.

# Classroom Management Strategies and Techniques

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## 6. Know how to deal with the child with challenging behavior.

Sometimes you will have that one child in the classroom with challenging behaviors. If the child is a student with disabilities, handle the student per the behavior support plan. If the child does not have a behavior support plan, isolate them and talk with them privately. You might need to take them to the back of the room or into the doorway so that you can keep an eye on the rest of the students. By isolating the student, that child will no longer receive attention or feedback from the rest of the class. This can sometimes get them to calm down. When initiating the conversation, ask the student what you can do help him/her learn. Let them know that you're unhappy and disappointed with their behavior. Tell the student that you don't want to embarrass him or her in front of the classroom, but that you expect a change in behavior.

# Classroom Management Strategies and Techniques

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## 7. **Always have filler activities.**

As a substitute teacher, sometimes you walk into a classroom and the lesson plan isn't substantial enough. On the more difficult days the lesson plan is completely nonexistent. Unstructured time is an invitation for misbehavior, and you can very easily lose control of the classroom. You should always have something for students that finish their work early and for those times when the lesson runs short. Make sure to have a selection of fun and challenging worksheets/activities available. Word searches, crossword puzzles, hidden picture puzzles, math sheets, and riddles are great examples of some fun filler activities for your classroom.

# Classroom Management Strategies and Techniques

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- 8. Post your own set of classroom rules.** You should have a sheet that outlines four or five classroom rules. They should be stated in positive terms. Put your rules at the front of the classroom and go over them before the lessons begin. Some examples of possible rules include: always put up your hand to speak; stay in your chair during a lesson unless you have permission to get up; be respectful to others; be truthful about classroom routines and procedures.

# Classroom Management Strategies and Techniques

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## 9. Establish a noise or action that means "Stop, Look and Listen!"

You should show the class this action at the very start of the day. Explain that whenever you want them to stop, look and listen quickly, you will do this certain action or make this certain noise. Have the students practice making the noise or acting out the motion themselves so that they fully understand what to look out for throughout the day. (for example, "Show 5" is a cue used at OES)

# Classroom Management Strategies and Techniques

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10. **Don't be too proud to ask for help.**  
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.



# Seclusion and Restraint

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The use of seclusion and restraint in the school setting is governed by state law. Unless there is no other option to protect yourself/others, you cannot restrain or seclude a student. Each building has staff members trained in proper restraint techniques. If a situation arises where there is a physical danger to the student/others, remove the other students from the area and send someone to get help from the office while you monitor the student in crisis. A report will need to be filed with the principal and, for students with disabilities, the director of special education regarding the incident.

# **Special Education**

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Confidentiality is of utmost importance.  
Never disclose any student information  
to unauthorized persons.

# Special Education

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Review the substitute folder in regard to any special issues concerning the students in your care such as:

- Seizures
- CPR issues
- Transfers
- Goals/objectives
- Transportation
- Allergies
- Feeding issues
- Medical concerns
- Medications
- Behavior support plan (BSP)

# Special Education

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## Behavior Support Plan (BSP)

Thoroughly read any behavior support plan for a student. If there are any sections you are not sure of, ask another professional in the special education department or the principal.

# Special Education

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- When subbing within a general education classroom, check the folder for any issues regarding special education students within the classes (e.g., accommodations/modifications to the environment/assignments, 'passes' to leave the room, special seating arrangements, etc).
- If you have students with special concerns, check with the special education department for any information you may need to know.
- If in a team teaching arrangement with another teacher or paraprofessional, review the distribution of responsibilities for that class period.

# The Daily Routine

- Prior to entering the classroom:
  - Sign in to the office
  - Obtain any keys that may be necessary
  - Ask about any special events that day
  - Ask if there are any extra duties associated with the permanent teacher's assignment
  - Ask if there is anything else you might need to know about the teaching assignment you are being given

# The Daily Routine

- **In the classroom before school**
  - Review expectations, or rules, if any are posted
  - Locate school evacuation plans
  - Read through the lessons plans and be sure you are clear in what you are going to be doing throughout the day.
  - Locate all the resources you will need to expedite the lesson (books, paper, etc.)
  - Locate and study the seating chart
  - Write your name (as you wish to be addressed by the students) on the board.

# Daily Routine

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- **Throughout the day**
  - Stand at the door and greet the students as they enter
  - Take attendance (completed attendance should be turned into the office by 9:00 elementary and intermediate schools- each hour for middle and high schools)
  - Expedite lesson plans to the best of your ability
  - Be positive and respectful to students and school personnel.



# Daily Routine

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- At the end of each class period
  - Make sure all materials are accounted for
  - Remind students of homework
  - Have students clean up their work areas

# The Daily Routine

- **At the end of each day**

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- Write a brief report about your day and leave it for the permanent teacher
- Neatly organize assignments turned in by students
- Close windows, turn off lights and equipment, make sure the classroom is in good order, lock the door (if you have keys)
- Turn in keys (if you have any)
- Reflect- Jot down a few notes to yourself about what was accomplished, how things went and ways to improve.

# The Daily Routine

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- You are welcome/encouraged to partake in school breakfast/lunch. The building office has tickets for substitute teachers to purchase before they go through the line. The cost of breakfast for staff is \$1.75 and \$3.50 for lunch. Give your ticket to the cashier at the end of the line.

# Payroll – Human Resources

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- After 1<sup>st</sup> day substituting in the Osceola School District, stop in the District Office to complete payroll forms.
- Please bring the following items:
  - Drivers License
  - Social Security card (must be original)
  - Banking information (Void Check) for direct deposit.

# Payroll – Human Resources

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- Be sure to sign in at the building you sub as this is our tracking for payroll.
- We recommend you keep your own record of days worked to ensure proper payment.
- In some cases you may also sub as a teacher aide or support staff position. This time worked is recorded on a separate timesheet and paid an hourly rate. Timesheets should be turned in to the building worked at for that building's approval process.

# Payroll – Human Resources

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- Payrolls are bi-weekly and are two weeks behind time worked.
- The 1<sup>st</sup> paycheck is a live check you will need to cash. This process confirms all account numbers with the banking system. After that you will receive a direct deposit payment notice.
- On payday checks are sent to the building you are subbing in. If you are not working on payday you can pick your check up in the district office until 1pm, after which time the checks are mailed.

# Conclusion

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- Substitute teachers in the Osceola School District are expected to:
  - Be professional
  - Be aware of the policies and procedures of the school district
  - Manage the classroom they are assigned to

# Substitute Application Process

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1. Step One- Hold a current Wisconsin teaching or substitute teaching license from the Wisconsin DPI
2. Step Two- Complete online training and submit signed certificate
3. Step Three- Once your application is reviewed and your background check has been returned you will be notified (via email) if you have been added to the Osceola Substitute teacher list.



# Resources

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Tips for Substitute Teachers: Classroom Management Strategies and Techniques; January 19, 2009 by [Kristin Ketteringham](#)

# Final Steps

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We appreciate your participation in this training.

Please complete and return the Osceola School District **Substitute Teacher Training Completion Certificate** that was mailed to you in your packet, or contact the District Office at 715-294-4140 if you need another copy. Signing and turning in the certificate completes step one in the process of becoming an Osceola School District substitute teacher.

Fill out and sign the certificate and mail it to the Osceola School District along with your application and license. Mail or deliver to:

Osceola School District  
District Office  
331 Middle School Drive  
Osceola, WI 54020