Substitute Teaching In Action

Get ready to fill your personal toolbox with skills that will prepare you to better support the teaching and learning process!
Today we will learn more about...

- Responsibilities & Procedures
- Classroom Management
- Strategies for Success
- Interacting w/ Students in Special Programs
Responsibilities

Supervision:
- You are legally responsible for all students in your charge
- Keep a watchful eye over them at all times
- Report missing students to the office immediately
- Notify the main office of any dangerous or potentially dangerous incident as soon as you are made aware.
- DO NOT WAIT!

- Never leave students unattended anywhere in or around the building
- Follow-up with the main office about their arrival and dismissal of students procedures
- DO NOT WAIT!
Safety & Confidentiality

Confidentiality

• Only discuss students with their own parent(s) or their regular teacher(s)
• Avoid discussing matters concerning

Student Safety & the Law

• The use of force is PROHIBITED
• Any suspected abuse should be reported to the principal as soon as you are made aware
Do’s & Don’t’s of Substitute Teaching

**Do’s**
- Obtain directions to the school the night before and leave early.
- Have students quiet down BEFORE speaking.
- Communicate a signal you intend on using to gain student attention.
- Identify what reward will be earned by students (extra recess, free time & etc.).
- Walk your students to their special area classes.
- Quiet your line before moving students to their destination (Elementary Only).

**Don’t’s**
- Discuss students with anyone other than their teacher, administrator or their parent.
- Raise your voice.
- Dwell on negative behaviors.
- Show up unprepared.
- Arrive late to work or at the same time students are scheduled to arrive.
Do’s

• Arrive 15 minutes **BEFORE** your designated start time
• Use only passwords left for you by the teachers
• Keep your personal cell phone away and in a safe place while you are working
• Always be prepared for surprises or changes
• Have activities/assignments planned for extra time or for instances where you have to occupy students until you are supplied with lesson plans

Don’t’s

• Use/text on your phone while in the classroom (NO EXCUSES)
• Search anything explicit or anything that is not related to direct instruction
• Show movies to students that are not in the lesson plan
• Show personal photos or anything else to students from your device
• Video or take photos of students (even w/ their permission)
**Do’s**

- Show compassion for all students.
- Discuss your expectations surrounding acceptable electronic usage early in the day and reinforce throughout.
- Have a system in place by which students will receive assistance in special area, raised quiet hand, personal item in a designated area, special classroom student assistants, etc.

**Don’t’s**

- Allow students to use their electronic device unless it is in the lesson plan and is part of the lesson plan.
- Allow students to take photos/videos of/with you.
- Play music from your device or allow students to play it from theirs.
- Use sarcasm with students for any reason.
Why Is Having Good Classroom Management Such a Big Deal?

- Preventative Actions
- Supportive Actions
- Corrective Actions
Robert Marzano - Importance to set expectations for student behavior

Harry Wong - Have clear procedures and routines for behavior
- Include when, where, how
- Sequence
- Clear
- Demonstrated and practiced (modeled, review, rehearse the procedures)

Procedure - how you want something done

Routine - what students do automatically without prompting

The Importance of Establishing and Implementing Classroom Procedures

It ALL Starts Here!

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Scenario: There are times during the day when students may seem rambunctious (arrival, before lunch, and at the end of the school day). Students may be wandering around the classroom and displaying minor behavior concerns. What procedures could be put in place to alleviate these issues?
Typical Functions of behavior

Why Do Students Misbehave?

TO OBTAIN SOMETHING OR TO AVOID SOMETHING

• Attention: peer attention, adult attention
• Escape: get out of an activity or away from other students/staff.
• Sensory stimulation-self reinforcing behaviors such as thumb sucking, rocking, foot shaking, tapping drumming, and etc.
• Access to materials, a preferred person or activity
  — something tangible the student wants.
### Immature or Defiant?
That is the question.

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<thead>
<tr>
<th>IMMATURE</th>
<th>DEFIANT</th>
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<tbody>
<tr>
<td>(Socially Delayed)</td>
<td>(Morally Challenged)</td>
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<tr>
<td>Talkative</td>
<td>Insubordinate</td>
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<td>Fidgety</td>
<td>Accusatory</td>
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<tr>
<td>Distracted</td>
<td>Challenging</td>
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<td>Possessive</td>
<td>Sabotage</td>
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Behaviors which lead to **satisfying consequences** will be **strengthened** and are **likely to be repeated**.

Behaviors that lead to **unsatisfying consequences** will be **weakened** and are **less likely to occur again**.
Scenario: A student sitting in the middle of the class has to be constantly reminded to stop talking. When this is addressed with him, he argues with the teacher and states that he was just asking a question. How could his teacher handle this behavior?
Consequences

- Rules and Expectations must first be set
- Post consequences that are within your control
- Illogical consequences
  - Do not attach behavioral consequences to grades
  - Ask about discipline referral process in the morning (last resort)
- Post rewards and discuss along with the discussion about consequences
Logical Consequences

- Logical consequences teach students how to be responsible for their actions
- Use logical consequences opposed to punishment
- Allows children to see relationship between their behavior and the consequence
- Long-term Implications

What Logical Consequence Fits?

1. The whole class does not follow hallway rules.
2. One student is messing around in line.
3. One of your students is running down the hall.
4. A student throws all of the art supplies in the art center.
5. A student is talking excessively during a lesson.
6. A student uses mean or hurtful language towards a classmate.
Using Engaging Instructional Practices to Influence Learning Behaviors

- Students who are bored or don’t understand will often misbehave
- Diverse classrooms (IEP, ELL, behavior, sensory, cognitive difficulties)
- Vary the activities and student groupings
- Avoid too much whole group instruction
- Incorporate ‘brain breaks’ to allow students to release excess energy in a productive way
- Reserve a space where students can meet you for help
Students Learn By Doing

- Give students some information and provide them time to find information and discuss varied outcomes with each other
- Allow individual groups to share out to the class
- Give groups accountability rewards (group points and etc.)
- Students should be doing most of the work around instruction
- The substitute should not do the greatest amount of speaking during instruction
The Effect of Fear-Based Emotions

When the Substitute Teacher is personally challenged, your competence is threatened and compromised, and you feel as if your credibility is on the line with the whole class.

If you let fear-based emotions govern your responses, you are NOT capable of reaching the disruptive student.

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Proximity Control

– Standing near a student who is experiencing difficulty
– Moving around the room helps students stay on task because of your “proximity” to them.

-The students know you’re aware of what’s going on – and “with it.”
-Substitutes who sit at a desk for the greater part of the day are inviting problematic behaviors into the classroom.

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Reinforcing New Behaviors

Important:

1) Timing of the reinforcement (needs to be immediately after the behavior.)

2) Continuous. Reinforce every single time the behavior occurs (in the beginning – you can space it out more later.)

3) What we use as a positive reinforcer must be reinforcing.
Is Disruption the Intent?

“Never attribute to malice what can be attributed to ignorance.” (V. Ruggerio)

Most of the time students are not trying to be malicious and often are not aware that they are being disruptive.

A simple request for them to return to the task at hand is all that is needed.
Disruption = Teachable Moment

Changing behavior is a continuous learning experience

See all conflicts as an opportunity to educate the student(s) involved.

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The Attention Seeker

Am I Reinforcing the Behavior I Want to Extinguish?

• If at all possible, deal with any significant issues of disruption or disagreement in private such as off to the side of the classroom while other students are engaged.

• Dealing with an issue in front of others can unwittingly, bring others into the discussion.

• Don’t supply the audience.
Use **I statements** to address the concern. This way, you are owning the problem and giving the student an easy opportunity to save face and get back on task.

**I statements avoid the issuance of consequences.** “I would appreciate it if you would not talk when I am talking…”

Always leave room for a child to make a better decision! No one wins when you back a student into a corner.
Preventative Actions

Stopping Problems Before They Start

What Behaviors Are Typically Displayed By Students When Their Regular Teacher is Absent?
Important Things to Remember

Your students are waiting for you to set the stage when they make the first point of contact with you.

- Hallway
- Designated Area Pickup
- Classroom
Teaching at Its Best

By Linda Nilson

- Balance authority and approachability
- Model correct behavior, and reward it in students
- Be aware of your voice and non-verbal communication; use them to subtly communicate your desired response
- Avoid overly long lectures
- Keep cool and don’t be baited
- Consult with problem students in private whenever possible
For low attention, switch activities
Start with an assumption of honesty—don’t believe the worst in students
Get to know students to head off angry confrontations
Keep your cool – don’t respond instantly
Remember that students are human who need sympathy and help
Interacting w/ Students in Special Programs

Special Programs

• English Language Learners (ELLs)
• Gifted
• Response to Intervention
• Special Education
Instructing Diverse Learners

- Diverse learners may need more time and support to complete tasks
- May benefit from the use of visual cues (pictures and etc.)
- Small group instruction is most beneficial
- Value the culture and language of all students
- Set reasonable expectations
- Confirm that the student understands what they are learning.

- Provide multiple examples
- Give time for students to share ideas with their peers
- Show students they belong
- Avoid putting them on the spot and treat them as equal learners
- Pair higher performing students with lower performing students for specific activities
- Use cooperative learning strategies when possible

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Interacting w/ Varied Ability Students

Things to Consider

• Need to be given opportunities to move during instruction
• Assign them to instructional groups that will be given the opportunity to engage in Book Talks with their peers.
• Offer choice seating (tie this in with your behavioral expectations)

• Model expected behaviors and instructional outcomes
• Follow this model:
  • I Do
  • We Do
  • You Do
Final Thoughts & Questions
Sources & Additional Resources

Sources


McKeachie, Wilbert & Svinicki, Marilla. McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers

Additional Resources

www.Weareteachers.com

https://thecornerstoneforteachers.com/substitute-teaching/

http://www.educationworld.com/a_curr/curr260.shtml

www.settinglimits.com

http://effectiveclassroom.sfinstructionalresources.wikispaces.net/Rules+and+Logical+Consequences