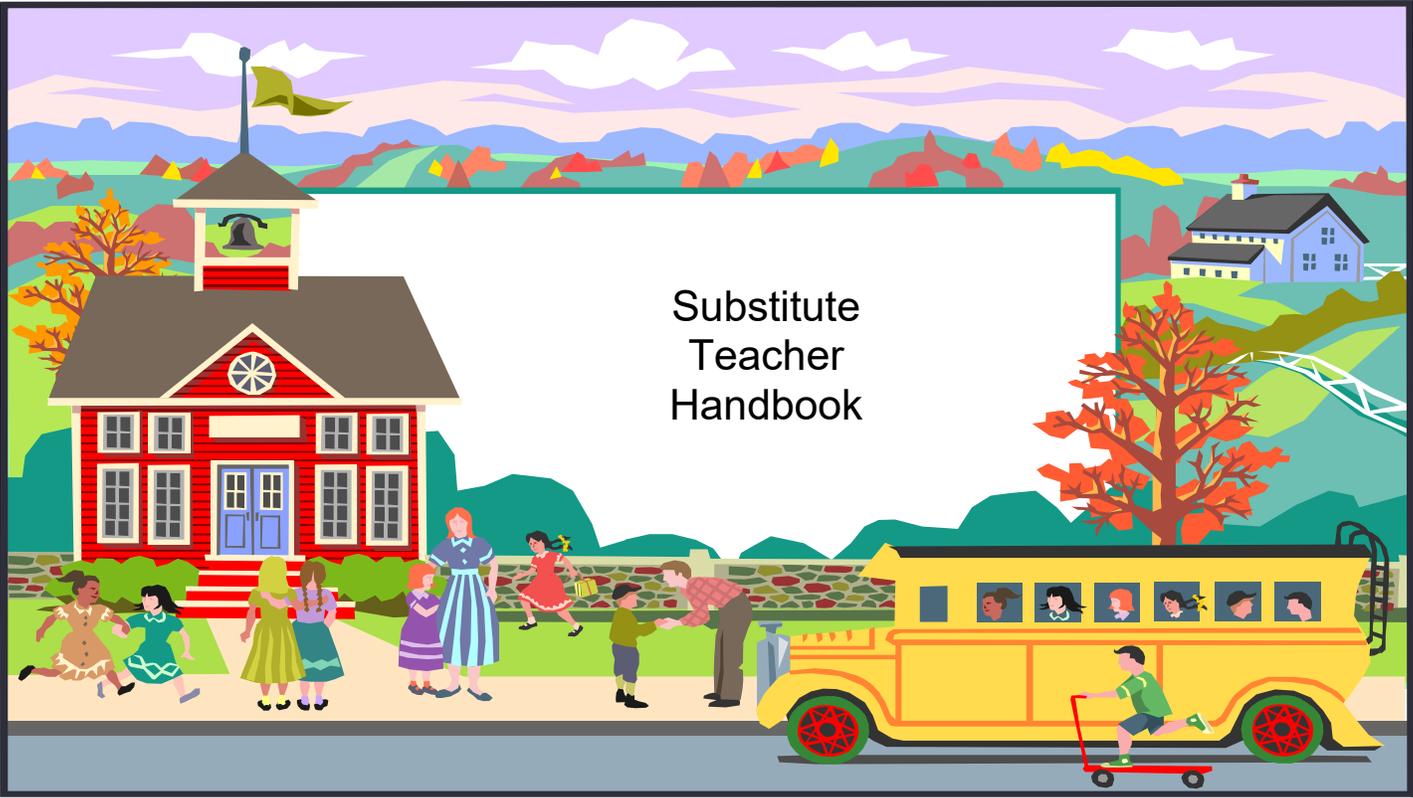


OAK RIDGE SCHOOLS 2016-2017



Substitute
Teacher
Handbook

The illustration depicts a vibrant school scene. On the left is a red schoolhouse with a bell tower and a flag. In the foreground, a yellow school bus is parked, with a boy pushing a red cart. Several children are gathered around the bus and the schoolhouse. The background features rolling hills with autumn foliage, a blue house, and a white bridge under a purple and blue sky.

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FOREWORD

It is hoped that this Handbook will be helpful to both the substitute and the regular classroom teacher. This is a revision of the Substitute Teacher Handbook, which was prepared by a committee of principals, classroom teachers, and substitute teachers. Although the basic role and functions of the substitute teacher has not changed over time, the nature of the instructional program, with innovative classroom techniques, with increased emphasis upon individualized learning, and rapid growth of teacher resource materials and technology, has complicated this role. This necessitates a clear understanding by the classroom teacher and the substitute teacher of the details and responsibilities of both staff members in this most vital phase of our daily instructional program.

IMPORTANCE OF THE SUBSTITUTE TEACHER

There is rarely a day when a school does not have a substitute teacher on duty. Estimates show that students will spend 10% or more than one year of their K-12 educational experience under the instruction of a substitute teacher. Collectively, you are a regular and important part of the total instructional program. Our schools could not operate without substitute teachers and would suffer greatly if substitute teachers were not available. Principals may not find the opportunity to see you in the classroom, but this does not mean that your contributions are considered unimportant. We are pleased with the manner in which you, our substitute teacher, carry on the instructional program under many hardships.

Please feel free to contact the Human Resources Office for clarification of regulations, additional information or for any assistance you may need.

Again, we appreciate your willingness to assist us in providing quality education to Oak Ridge students every day of the school year. In spite of the difficult situation in which you are placed, you are able to touch the lives of students by your words and actions. Thank you for accepting this important role.



Christine M. Lee, Ed.D
Executive Director of Human Resources

BECOMING AN ORS SUBSTITUTE

Each summer the Human Resources Office constitutes a new cadre of qualified substitutes for the next school year. All active Oak Ridge Schools substitutes will be eligible to work 120 hours per month (this equates to 16, 7.5 hour days). The AESOP online system will monitor hours worked. Hours worked in any capacity (i.e. substituting, intersession, after school programs, etc.) count toward the 120 hour limit. The annual cadre of substitutes will be closed once an adequate number of qualified substitutes is reached. The cadre may also be expanded on a case-by-case basis to meet special District needs.

Substitutes with successful prior service who wish to continue as a substitute are given priority to return to service. New applicants are then given the opportunity to pursue remaining available openings.

QUALIFICATIONS

Substitute teachers must meet the following requirements:

PRIORITY "A" SUBSTITUTE LIST

1. Possess a minimum of a Bachelor's degree and a valid Tennessee teaching license with appropriate endorsement.
2. Complete all application procedures and requirements listed on page 4 of this handbook.
3. Complete online training and receive approval by the Human Resources Office.

PRIORITY "B" SUBSTITUTE LIST

1. Possess a minimum of a Bachelor's degree.
2. Same as for "A" List.
3. Same as for "A" List.

SUPPLEMENTARY "C" SUBSTITUTE LIST

1. Possess minimum of a high school diploma and preferably have taken some college coursework.
2. Same as for "A" List.
3. Same as for "A" List.

RETIRED TEACHERS

Retired teachers can continue to work as substitutes as long as they meet the criteria set forth by the Tennessee Consolidated Retirement System (TCRS) for those who receive pensions. Contact Human Resources for specific information.

LICENSURE

The following regulation from the Rules, Regulations and Minimum Standards, Tennessee State Board of Education, governs substitute teacher employment.

0520.1.2.04 (6) (a- c):

- (6) Substitute teachers are those persons employed to replace teachers on sick, professional, or personal leave or to fill temporary vacancies (this exists until a licensed teacher is available and employed). Substitutes are employed and paid in the following manner:
 - (a) A person without a teacher's license or permit may serve as a substitute for the first 20 consecutive days of absence of a regular teacher on approved leave.
 - (b) After 20 consecutive days of approved leave, a person serving as the substitute must be licensed and hold the appropriate endorsement for the assignment or must be a retired teacher and have held the appropriate endorsement.
 - (c) After the regular teacher's accumulated leave is exhausted, the replacement teacher must be licensed and hold the appropriate endorsement for the assignment or be a retired teacher and have held the appropriate endorsement and must be paid based on the replacement teacher's training and experience record in accordance with the state and local salary schedules.

In Summary:

1. In designating a substitute teacher, the principal of the school has the responsibility to seek a substitute who can best meet the demands of the class or program where the teacher is absent.
2. Teachers on the "B" and *supplementary* lists however, can be used only on the following conditions:
 - a. That the teacher for whom the substitute is being called has not exhausted accumulated sick leave;
 - b. That the substitute will be teaching less than twenty (20) consecutive teaching days.

APPLICATION PROCEDURES AND REQUIREMENTS

Applicants who have applied for, or have received their Tennessee teacher's license, should go to the ORS website at www.orn.edu to complete an online "Substitute" application. The following documentation is provided online in a pdf file and will need to be downloaded, completed, and delivered to the Human Resources office at 304 New York Ave., Oak Ridge, TN 37830.

1. Application for employment including two written references.
2. Federal Withholding Form (W-4).
3. Employment Eligibility Verification (Form I-9).
4. Required TBI fingerprinting and DCS requirements.
5. Direct Deposit Form.
6. Policies and Procedures Form.

To be placed on the "A" List, applicants must present documentation of a valid teaching license.

All substitute teachers must have a Social Security number. If one has not been issued, an application form can be secured from the local Social Security Office.

TBI fingerprinting and a DCS check are also required. Board policy requires that all pay be directly deposited so a valid bank account is necessary.

After these requirements have been met, applicants must successfully complete mandatory on-line training. Upon completion of training, applicants will be reviewed for final substitute list placement to fill available vacancies.

Applicants who do not have a teaching license or a Bachelor's degree will follow the same procedures outlined above except for the presentation of a valid teaching license.

Pending applications and materials are kept on file until the end of the current school year. It is the responsibility of applicants to keep Human Resources notified of continuing interest prior to June 30th each year.

The substitute teacher cadre includes all applicants who meet district requirements. Substitutes are responsible for notifying Human Resources of any change in name, phone number, address, preference or request to be removed from the active list. Once substitutes are hired, or as needed when demographics change, they should also become familiar with AESOP's processes for viewing and editing personal information, setting up preferred schools, editing call times, etc. These are outlined in the AESOP guidance for substitutes section (page 19).

The annual cadre of substitutes becomes available as soon as possible after school starts each year. Personnel additions, deletions and changes will be made in AESOP as soon as the information is processed.

ASSIGNMENT PROCESS

When away from the classroom, teachers enter their absence first in SKYWARD (the district's employee time records system) and then into AESOP, our automatic substitute management system. Once an absence is created in AESOP, the system will follow established steps to fill the vacancy. Teacher and school preferred substitutes are called first and then attempts are made to fill the vacancy from the district-wide cadre. Substitutes also have the ability to be proactive and go to the website for call into AESOP to find available jobs. Detailed guidance regarding AESOP is found on pages 19-21 of this handbook.

When a last minute absence arises or there are unfilled vacancies on the current date, substitutes may receive calls from the school's administrators and /or sub managers to fill vacancies.

It is understood that a substitute may not be able to accept an assignment on each call; however, it is reasonable to expect that if several attempts to utilize the services of a substitute are met with refusals, the person responsible for assigning substitutes may have second thoughts about future calls.

RESPONSIBILITIES OF THE PRINCIPAL, TEACHER & SUBSTITUTE

To make sure the substitute's stay in the school is pleasant, profitable, and effective, school personnel have certain clear responsibilities.

A. The Principal's Responsibility

Upon entering a building, the substitute should report to the principal's office. The principal or someone designated by the principal will provide directions and/or take the substitute to the classroom and assist the substitute in finding the essential materials for the day's work. The substitute should be given information on any special activities, as well as routine information and reports that are required. The substitute teacher will usually be interested in the following items:

1. Pupil attendance procedures.
2. Class schedules for the day or days, with special class schedules particularly noted.
3. Routine assignments for the absent teacher:
 - a. special duties--lunch, playground supervision, assembly, etc.
 - b. cafeteria routine
4. General policies of the school regarding the following:
 - a. fire and safety drills
 - b. custodian calls
 - c. meaning of bells
 - d. disaster drill plan
 - e. office calls and payroll signature
5. Teacher lesson plans for the day with a listing of materials used or textbook/electronic references needed.

The above topics are merely suggestions and are not all-inclusive. Individual building principals may want to include specific information which relates to requirements for their individual school.

B. Responsibility of Regular Teacher

The teacher's lesson plans, along with other information regarding the care of the room and extra duties,

should always be accessible in the teacher's desk or may also be attached in AESOP. Lesson plans should include due dates for assignments and homework procedures. If cupboards and filing cabinets are locked, keys should be made available. It would be helpful to the substitute if a seating chart or a list of pupils is available. Children who are assigned pertinent duties in classrooms should know what assistance they may give a substitute teacher. Notice of needs of special students and student health information is also helpful. A classroom teacher should have records and forms accessible so that the substitute teacher may make any necessary reports. The attendance register should be available so that the substitute teacher may record absences. The regular teacher, upon his/her return to the classroom, should emphasize the importance of the work done during his/her absence, even though it may have varied from what he/she might have done. By so doing, the regular teacher can impress upon pupils that the substitute is a vital element of the school program.

The regular teacher can do a great deal to prepare students to work with the substitute, especially when the teacher knows the day before he/she is to be absent. Pupils can be told that they will have a substitute and that the regular teacher will be expecting a report from the substitute teacher.

In the elementary schools it would be especially helpful for the substitute to have information about various instructional groups. Who is in what reading group? Are they grouped differently for number work?

Unless the teacher's illness is of a serious nature the teacher should be willing and available to give needed information over the telephone if called upon to do so. The creation of an attitude of helpfulness toward the substitute teacher is a clear responsibility of the school in which teachers and pupils share alike. This includes an understanding of and a respect for the problems of the substitute.

Teachers should never criticize nor make light of a substitute's work in the presence of pupils or other teachers, nor voice dissatisfaction with what may have been done. If, however, the work of the substitute deserves criticism, this should be made known to the principal in a professional manner.

Teachers should recognize the substitute as an important part of the educational program. If the schools convey and validate the importance of the role played by substitutes, they will do a great deal to enhance the pupils' attitude toward the substitute.

C. The Responsibility of the Substitute Teacher

A substitute who anticipates being called, should have as much knowledge as possible about the routine and general policies of the school. Teachers in the substitute cadre who are not acquainted with the principals in the various buildings, may find it helpful to visit the buildings and make themselves known to the principals.

The substitute must use extreme caution in expressing personal reactions and opinions about what is observed in the classroom. There is need for tolerance of differences in teaching procedures and respect for the effort each individual is making. The substitute should realize that often they are not seeing the usual reaction of the class. The substitute should refrain from making unprofessional comparisons between schools, classes or teachers with whom the substitute comes in contact. Any constructive criticism or comments made in a professional manner will be welcomed by the building principal.

The substitute should endeavor, if possible, to preserve the regular routine of the class, and perform all the duties expected of the regular teacher. The substitute should not leave a class unattended.

The substitute should arrive promptly. The substitute will then be able to assemble more readily the materials needed for the day. He/she will also have time to receive the necessary directions and assistance from the principal.

The substitute must make whatever reports are required, both for the information of the office and the regular teacher. If the regular teacher's absence is a short one, it is possible that no written report is required. If, however, the regular teacher's absence is an extended one, the substitute will want to make a report which is somewhat comprehensive, giving the regular teacher a summary of what has been accomplished and an estimate of the pupils' progress.

The substitute should recognize the importance of the classroom work to be accomplished and should strive to develop a good atmosphere for learning. He/she should be prepared to meet many varied situations. The substitute teacher should develop ways to win the cooperation of the students and preserve the morale of the class. In the elementary and middle schools where a substitute is responsible for a group of students the entire day, a planning period will prove helpful to prepare for the day's activities.

The substitute teacher should be prepared to handle a class without proper plans or materials. This can be done if a substitute will prepare a special collection of stories, songs, games, art work, that can be adapted to many situations. In the middle and high schools, the teacher might be aware of new developments in the subject field, and have some practical and interesting information for the class.

A few years ago a group of substitute teachers pointed out some common expectations for the substitute, the school, and the classroom teacher. These include:

1. Make a routine check on the heating and ventilation.
2. Become acquainted with the classroom supplies and learn about the school's general supplies storage room.
3. Check the class schedule to learn the time for each activity scheduled, including use of drinking fountains and restrooms.
4. If electronic equipment is to be used, ascertain if such equipment is available at the desired time.
5. Leave summary of work done and notes to classroom teacher.

A suggested end-of-day form for substitute teacher's reports is included on the 14th page of this handbook. This form may be reproduced in quantity and handed out to substitute teachers. While the form is optional, it does outline some items which should be included in the substitute teacher's report.

If you need to cancel a confirmed job you should cancel in AESOP **AND** contact Bookkeeper/Secretary or principal at the school. If you cancel within 24 hours of the start time you cannot accept another job.

Individual school buildings, especially the high school, will have additional suggestions and aids available for the substitute.

PROFESSIONAL AND ETHICAL RESPONSIBILITIES OF THE SUBSTITUTE

Substitute teachers should complete the daily teaching requirements. These would include:

1. Carrying out lesson plans left by the regular teacher.
2. Assuming attendance taking responsibilities.
3. Correcting assignments given during substitute's stay in the classroom.

4. Supervising students as needed in classrooms, halls, special activities, etc.
5. Making all reports required of the regular teacher, including incidents in areas such as the cafeteria and hallways.
6. Maintaining professional behavior regarding perceptions of students and school culture.

If questions arise about any of the above or any other responsibilities, information and guidance may be obtained from the principal, department head, regular classroom teacher or the school secretary.

All school records and reports should be handled with care. Many records are confidential. They are maintained in order to provide information on child development for the professional staff. It is essential that, as a substitute, you are careful not to divulge any confidential information, which has been received from contact with children and other people in the profession.

As a substitute traveling from school to school, you will observe many situations and modes of operation. Rather than disparaging teachers for whom you substitute, we hope you will keep in mind that teachers do not all work in the same way. Understanding, rather than criticism, will make your teaching assignment more pleasant for you and others around you.

Instead of expressing comparisons among classrooms, teachers and schools, you should make every effort to carry on the program of the regular employee, and to fit in with the existing schedule. KEEP YOUR OWN COUNSEL.

SUBSTITUTE APPRAISAL/TERMINATION

Each substitute who serves during a school year may be appraised informally by the building principal. If the principal or regular teacher has concerns, a report may be submitted to the Central Office. The substitute may then be asked to have a conference with system wide administration. A decision will be made either to permit the substitute to remain as an active substitute by taking appropriate actions to address the problem or be removed from duty as an active substitute.

In instances involving serious breach of responsibilities, a substitute may be immediately removed from the active list. Examples of behaviors which may result in immediate removal include:

- Using profanity in the presence of students;
- Endangering students by leaving them unattended for inappropriate amounts of time or by falling asleep in the classroom;
- Making sexually or racially inappropriate oral/written comments or displaying inappropriate graphic or physical conduct, or subjecting students to racial or sexual harassment;
- Using alcohol or unlawful drugs on school premises;
- Insubordination;
- Willful violation of school rules/regulations;
- Willful refusal to follow instructions and or lesson plans left by the classroom teacher; or
- Any other inappropriate behavior.

Substitutes will be notified by mail that their services are no longer required. Once a substitute has been removed from the active list, reinstatement will be made only upon recommendation of the Superintendent of Schools.

SEPARATION FROM EMPLOYMENT

Oak Ridge Schools will consider that you have voluntarily terminated your employment if you:

1. Resign from ORS.

A letter of resignation must be submitted to the Human Resources department. In some cases a verbal resignation or other form of communication will be accepted. Please include the following information in your resignation letter:

- ✍ Name
- ✍ Social Security Number
- ✍ Last day of work
- ✍ Clear statement of your intention

2. Do not complete the Substitute Teacher Data Form on an annual basis.

PROCEDURAL INFORMATION FOR SUBSTITUTE TEACHERS

1. Following are the school hours:

GRADES	DAYS	BEGINS	ENDS
Preschool	M,T,TH,F	8:00 a.m.	2:00 p.m.
	W	8:00 a.m.	12:00 p.m.
Grades K-4	M,T,TH,F	8:30 a.m.	3:30 p.m.
	W	8:30 a.m.	1:30 p.m.
Grades 5-8	M,T,TH,F	7:40 a.m.	2:45 p.m.
	W	7:40 a.m.	12:45 p.m.
Grades 9-12	M,T,TH,F	7:50 a.m.	3:06 p.m.
	W	7:50 a.m.	1:49 p.m.

2. Substitutes should report at least fifteen (15) minutes prior to the first class and earlier, if possible.
3. Substitutes should remain in the building at least fifteen (15) minutes after school, allowing sufficient time to plan for the next day's work. The room should be left in good order. All children should have left the room.
4. The teaching schedule and hours of work are unique on Wednesday of each week. Due to the special in-service activities on this day, students are dismissed early. Substitutes should remain in the building at least fifteen (15) minutes after school and leave when they are released by the principal.

If a substitute teacher will be teaching on a continuous basis, i.e., teaching the next day(s), the principal will have the right to expect and/or request the substitute to remain for the normal teacher day in order to plan for the next day. The stated hours are considered to be a minimum requirement.

On Wednesday afternoons, in the absence of specific instructions by the principal and after the students have been dismissed, the substitute teacher can arrange the room and materials, check papers, and make any written reports and plans that are necessary.

EMERGENCY PROCEDURES

The substitute teacher should carefully review the following:

1. Fire Drill
Instruction for fire drill exit procedures should be posted in the room near the door. If the substitute is away from the regular location at the time of the sounding of the alarm, take the class out the nearest exit and proceed to a safe distance away from the building. Teachers go with the class after closing all windows, checking to see the ALL students have left the room, and closing the door.

2. Emergency Procedures

Each school has a safety plan. These plans cover procedures for all types of emergencies, weather, security (intruder), etc. Substitutes should familiarize themselves with these procedures. Ask Principals for assistance to review this information.

3. Injury to a Pupil

In case of an accident, take the injured person to the nursing station or principal's office for first aid, if possible. If not, make the person comfortable and report the accident to the principal's office and wait for instructions. Universal precautions must always be observed.

Substitutes should report all accidents involving themselves or students to the principal or school secretary.

Any children who are ill should be sent or brought to the principal's office. The office should be notified about the nature of the referral and advised that the child is en route to the office.

CHECKING ATTENDANCE

Attendance reporting varies with the schools. Procedures for the reporting of class cuts, irregular absences, tardiness, are distinctive and should be explained by the building principal or designee.

No teacher shall permit a student to leave class or school prior to regular dismissal hours except with the approval of the principal. No elementary child shall be permitted to leave school prior to dismissal unless both the permission of the guardian or parent and the principal has been secured.

REPORTS FOR REGULAR TEACHER

The substitute should make a report to the regular teacher at the end of the teaching assignment. If the regular teacher's absence is a short one, it is possible that no written report is required. If, however, the regular teacher's absence is an extended one, the substitute should make a comprehensive report giving the regular teacher a summary of what has been accomplished and an estimate of the progress made by the pupils. A suggested report form is included on page 14 of this handbook.

The substitute teacher should keep careful records of any money collected. Check with the principal's office to assure compliance with state and local accounting procedures.

DISCIPLINE

The substitute teacher is expected to maintain an effective learning climate in the classroom. In general, in order to secure and maintain respect of the students, the substitute teacher should control and handle all minor discipline problems that may be encountered.

When students behave inappropriately (and they all will at one time or another), responding non-coercively is important. This means that your response does not involve the use of threats or force to change student behavior and that you should act and speak in a calm and controlled manner. Many non-coercive strategies can be used in a classroom setting. Here are three that can be easily utilized in a variety of situations:

1. Reinforce Appropriate Behavior

Temporarily overlook and ignore inappropriate behavior while at the same time publicly recognizing a specific student and action that is expected. Many times a misbehaving student will comply with expectations in an attempt to get attention too. When he or she behaves appropriately, be sure to acknowledge it. Example: *"I like the way Serena followed my*

instructions and has her book open to page 47.” As soon as Beth, who was not previously following instructions opens her book say, “Beth, thank you for getting your book ready too.”

2. Proximity

Move closer to the group or student who is off task. Often just having a teacher close by where he or she can see exactly what a student is doing or not doing is enough to get the student back on task, many times without a single word even being said.

3. Redirect Student Behavior

Provide specific instructions for a student to stop what he is doing and then redirect his actions to something appropriate. Getting students to stop an inappropriate behavior is only half the battle; they also need to begin doing something appropriate. Beginning the directive with a positive comment will make the student more receptive to the subsequent instructions you give. Example: *“John you did a great job getting your math done this morning, now will you please put your markers away and begin silently reading.”*

The substitute teacher should not, however, hesitate to refer pupils to the principal if they become disrespectful or hard to control. Oak Ridge Schools policy prohibits the administration of corporal punishment. The substitute teacher can be expected to have his/her sense of humor tested by some students who will take advantage of the situation, but no substitute is expected to tolerate abusiveness or gross misconduct. At the same time, all students should be treated with respect. Substitutes should refrain from using sarcasm and/or “put downs” when dealing with students.

Having access to rolls and seating charts so that students can be readily identified is important. A well-planned daily schedule in which the students are involved, well-motivated and busily occupied will diminish the possibilities of unpleasant encounters.

SALARY AND PAY PERIODS

Substitutes are paid on the 15th and the 30th of each month. Pay on the 15th will be for services rendered from the 13th through the 25th of the previous month. Pay on the 30th will be for services rendered from the 26th of the previous month through the 12th of the month just ending. The substitute teacher should maintain a record of days taught at each school and the name of the teacher for whom he/she substituted. Substitutes may see their own assignments in AESOP. This may be helpful to verify errors that may occur in any given pay period. Pay is directly deposited into banking accounts, no checks will be issued.

AESOP records became the basis for payroll beginning in January 2015. The current payroll schedule is included for information (page 18).

The pay rates for substitute teachers may vary each year according to the budget. (See page 13). Typically, after fifteen (15) days of continuous service in the same position in our system, a substitute teacher shall be placed on the State Minimum Salary Schedule at a level and step for which he or she is qualified. Such person, in accordance with state regulations, must have a degree and teaching license and hold the appropriate endorsement. This person, therefore, must be listed on Priority List "A".

PART-TIME SUBSTITUTE SALARY POLICY

Pay for full and part-time substitutes are calculated as follows:

1. For less than a half day of substituting, substitutes are paid for a half day of service. One-half time is the minimum pay.

2. A full day of substituting is considered to be the assignment for which the regular teacher on a given day is responsible. On Wednesday the substitute is expected to stay until released by the Principal.

In summary:

1. Substitutes teaching a full day schedule for a regular teacher will receive a full day's pay.
2. Substitutes who accept an assignment for less than 3.75 hours will be paid for 1/2 day.
3. One-half day's pay is the minimum pay.

DEPARTURE

Before leaving school each day, the substitute should report to the school's main office to report their departure and to receive necessary instructions. The substitute should:

1. Return any keys belonging to the building.
2. Verify if his/her services will be required in the same assignment for the next day.
3. Turn in any school materials which have been given during the period of substitution.
4. Complete and verify hours worked with campus sub manager.

SUBSTITUTE PAY RATES

	0-4 YRS. EXP. IN ORS	5-9 YRS. EXP. IN ORS	10+ YRS. EXP. IN ORS
No degree daily rate	\$69.00	\$73.00	\$75.00
Degree daily rate	\$76.00	\$78.00	\$80.00
Substitutes for secretaries, clerks or aides are paid \$7.25 per hour.			



304 New York Avenue
P.O. Box 6588
Oak Ridge, TN 37831
(865) 425-9008
(865) 425-9023 Fax

SUBSTITUTE TEACHER'S REPORT

SCHOOL:

DATE:

NAME OF SUBSTITUTE:

THIS REPORT IS TO BE MADE OUT COMPLETELY AND TURNED IN TO THE REGULAR TEACHER UPON COMPLETION OF THE SUBSTITUTE TEACHER'S TOUR OF DUTY.

Remarks concerning class plans and achievements for the days taught.

Remarks concerning special activities such as playground duty, lunch duty or extra-curricular assignment.

Remarks concerning discipline.

Other comments, criticisms or suggestions.

Name of teacher whose class was taught:

Time taught in this
assignment:

Month

Day

**OAK RIDGE SCHOOLS
CENTRAL OFFICE AND SYSTEMWIDE PERSONNEL**

The following offices are located in the School Administration Building on New York Avenue unless otherwise noted.

Superintendent of Schools	Dr. Bruce Borchers	425-9001
Executive Director, School Leadership	Mr. Bruce Lay	425-9002
Executive Director, Business & Operations	Ms. Karen Gagliano	425-9003
Director, Pupil Services	Dr. Larrissa Henderson	425-9026
Executive Director, Human Resources	Dr. Christine Lee	425-9008
Executive Director, Teaching & Learning	Dr. Tracey Beckendorf-Edou	425-9013
Director, Technology Information Systems	Mr. Doug Cofer	425-9015
Supervisor, Food Service	Ms. Jennifer Taylor	425-9006
Supervisor, Special Ed. School Psychologists	Mr. Myles Hebrard Ms. Amy Perry Ms. Cynthia Durman Ms. Connie Hill Ms. Vicki Balcom	425-9009 425-9009
Supervisor, Maintenance (located at 100 Woodbury Avenue)	Mr. Allen Thacker	220-1810
Supervisor, Transportation (located at 100 Woodbury Avenue)	Ms. Diane Gibson	220-1812
School Principals		
Preschool	Ms. Lisa Downard	425-9101
Glenwood	Ms. Pearl Goins	425-9401
Linden	Mr. Roger Ward	425-5701
Willow Brook	Ms. Sherrie Fairchild-Keyes	425-3201
Woodland	Ms. Nancy West	482-9501
Jefferson Middle School	Mr. Phil Cox	425-9301
Robertsville Middle School	Mr. Garfield Adams	425-9201
Oak Ridge High School	Mr. Martin McDonald	425-9601
Secret City Academy	Mr. Christopher Scott	425-9601

DISTRICT MAP

1 – Linden Elementary

2 – Willow Brook Elementary

3 – Robertsville Middle

4 – Oak Ridge High School

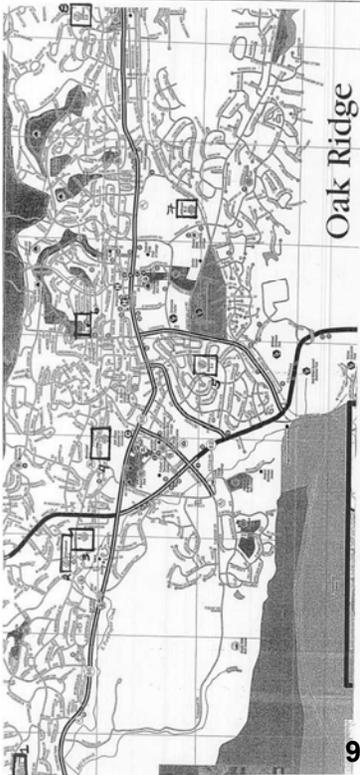
5 – Woodland Elementary

6 – Preschool/Admin Bldg.

7 – Jefferson Middle School

8 – Glenwood Elementary

9 – SCA (located next to ORHS)



**OAK RIDGE SCHOOLS
SCHOOL CALENDAR FOR 2016-2017**

Counselors/Facilitators Report: July 11th

Teachers Report: July 25th

Students Report: August 1st – Early Dismissal All Students

Labor Day Holiday: September 5th

Fall Break: October 3th – 14th

Optional School Intersessions: October 3th – 7th

Fall Parent/Teacher Conferences: November 1st-2nd

Early Dismissal Elementary: November 1st

Election Day: November 8th – No students/staff

Thanksgiving Holiday: November 23rd-25th

Winter Break Early Dismissal Friday, December 16th

Winter Break: December 19th – December 30th

No Students: Professional Development Day

Monday, January 2th

Students Report: January 3th

Dr. Martin Luther King Jr. Holiday: January 16th

Winter Parent/Teacher Conferences: February 22nd/23rd

Early Dismissal Elementary: February 23th

Spring Break: March 13th – 24th

Optional School Intersessions: March 13th – 17th

Good Friday Holiday: April 14th

Memorial Day Holiday: May 29th

ORHS Commencement: June 1st

Student Last Day Early Dismissal: June 6th (Wednesday schedule)

Teacher Last Day: June 7th

PAYROLL SCHEDULE 2016-2017

Payroll Number	Payroll Beginning	Payroll Ending	Check Date	Payroll Remaining
1	6/13/2016	6/25/2016	7/15/2016	24
2	6/26/2016	7/12/2016	7/29/2016	23
3	7/13/2016	7/25/2016	8/15/2016	22
4	7/26/2016	8/12/2016	8/30/2016	21
5	8/13/2016	8/25/2016	9/15/2016	20
6	8/26/2016	9/12/2016	9/30/2016	19
7	9/13/2016	9/25/2016	10/14/2016	18
8	9/26/2016	10/12/2016	10/28/2016	17
9	10/13/2016	10/25/2016	11/15/2016	16
10	10/26/2016	11/12/2016	11/30/2016	15
11	11/13/2016	11/25/2016	12/15/2016	14
12	11/26/2016	12/12/2016	12/30/2016	13
13	12/13/2016	12/25/2016	1/13/2017	12
14	12/26/2016	1/12/2017	1/30/2017	11
15	1/13/2017	1/25/2017	2/15/2017	10
16	1/26/2017	2/12/2017	2/28/2017	9
17	2/13/2017	2/25/2017	3/15/2017	8
18	2/26/2017	3/12/2017	3/30/2017	7
19	3/13/2017	3/25/2017	4/14/2017	6
20	3/26/2017	4/12/2017	4/28/2017	5
21	4/13/2017	4/25/2017	5/15/2017	4
22	4/26/2017	5/12/2017	5/30/2017	3
23	5/13/2017	5/25/2017	6/15/2017	2
24	5/26/2017	6/12/2017	6/30/2017	1

AESOP GUIDANCE for SUBSTITUTES

Oak Ridge Schools uses AESOP (Automated Educational Substitute Operator) automated calling service to secure substitutes for teachers and other staff members when they need to be away from school.

Easy step-by-step instructions can be found in the Substitute Quick Start Guide which is attached for your reference.

STEPS TO GET STARTED

- Log in to AESOP using the ID Number and PIN that is provided in your Welcome Letter.
- Change the PIN (something unique to you, 4-5 numerical characters).
- Review your own General Information listed in AESOP.
- If your information is incorrect, please contact Human Resources.
- Set up your preferred schools. This will help avoid receiving calls from schools where you don't want to work.
- Set up your preferred calling times. Morning calls begin at 5:30 am and evening calls begin at 4:00 pm.

AESOP TRAINING RESOURCES AVAILABLE

- Click the HELP tab in AESOP to access the AESOP Learning Center
 - Substitute Basic Training Video
 - Logging in to Aesop
 - The Substitute's Home Page
 - Searching for available jobs
 - Viewing and editing Personal Information
 - How to change your PIN
 - Where to find Help Resources
 - Substitute Advanced Training Video
 - Viewing scheduled jobs
 - How to create Non-Work Days
 - Viewing job history
 - Setting up Preferred Schools
 - Editing call times
 - How to turn off calling
- District AESOP Coordinator, **Elizabeth Huffman** at ext. 9022 or evhuffman@ortn.edu

GENERAL INFORMATION

- Link shortcut to the AESOP website: www.aesopeducation.com.
- AESOP is available to substitutes 24 hours a day, 7 days a week online or by telephone.
- Substitutes can be proactive and go to the website or call in to AESOP to find available jobs.
- When you accept a job in AESOP, either via telephone or computer, **make sure you receive a confirmation number**, otherwise the job has not been confirmed.
- If you need to cancel a confirmed job you should cancel in AESOP **AND** contact the Bookkeeper/secretary or principal at the school. If you cancel within 24 hours of the start time you cannot accept another job.



Logging in on the Web

To log into Aesop, type <http://www.aesoponline.com> in your web browser's address bar. Enter your ID number and PIN; then, click **Login**.

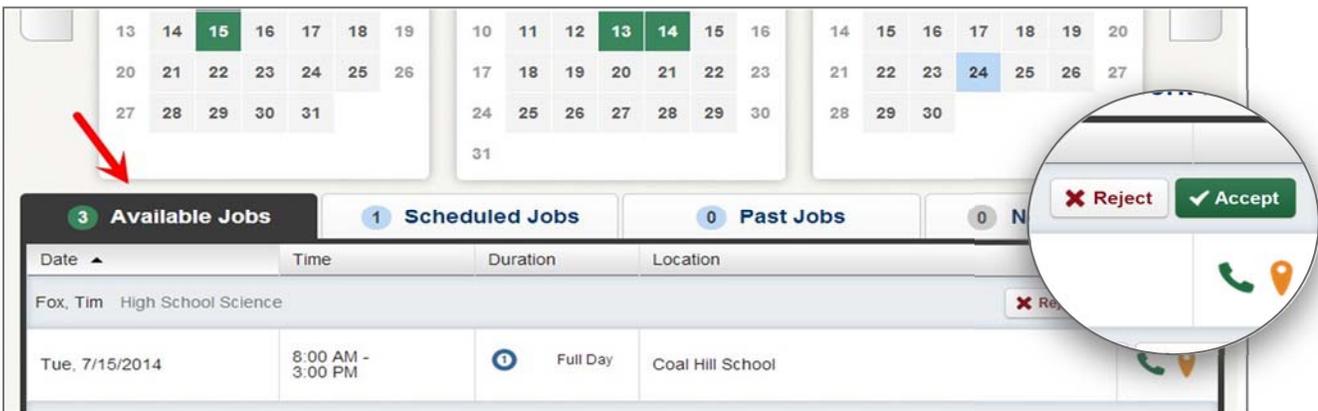


Can't remember your login info?

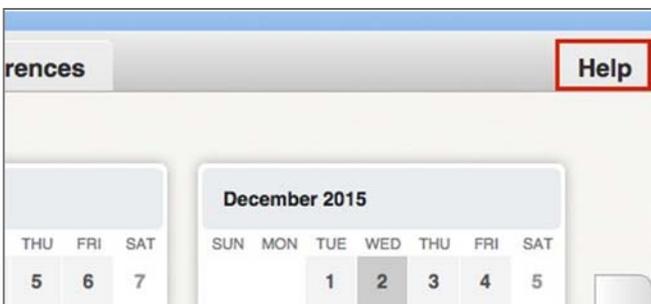
If you're having trouble logging in, click the **Login Problems** link next to the "Login" button for more information.

Finding Available Jobs

Aesop makes it easy to find available jobs right on the homepage. Jobs available for you to accept show in green on the calendar and in list form under the "Available Jobs" tab.



To accept a job, simply click the **Accept** button next to the absence. If you do not want to accept this job, click the **Reject** button, instead.



Getting Help and Training

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click the **Help** tab to go to the Aesop Learning Center to search Aesop's knowledge base of help and training materials.



Using Aesop on the Phone

Not only is Aesop available on the web, but you can also find and accept available jobs, manage personal information, change your PIN number, and more, all over the phone.

When You Call Aesop

To call Aesop, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling Aesop, you can:

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs – **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

When Aesop Calls You

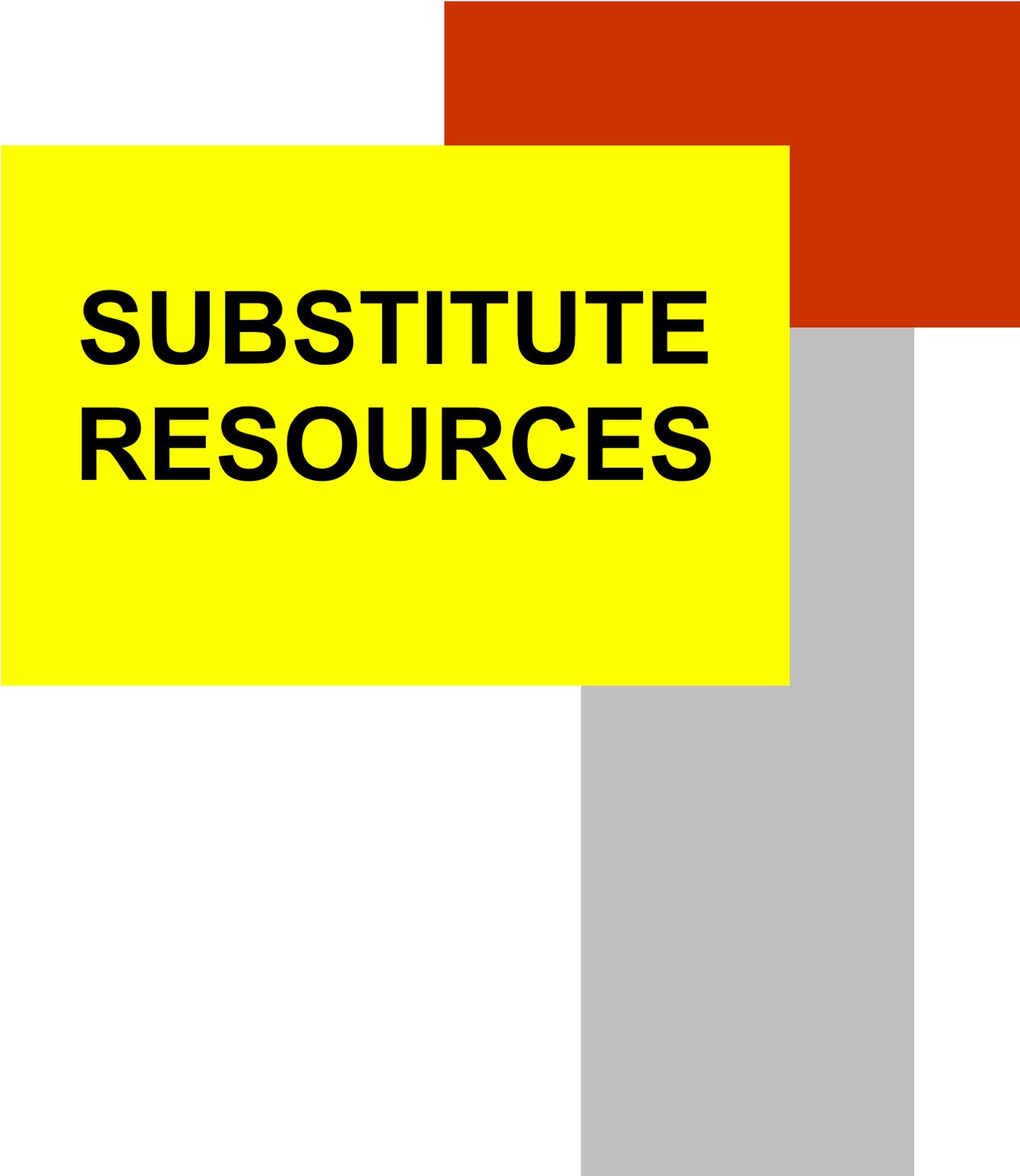
If an available job has not been filled by another substitute two days before the absence is scheduled to start, Aesop will automatically start calling substitutes, trying to fill the job. Keep in mind, when Aesop calls you, it will be calling about one job at a time, even if you're eligible for other jobs. You can always call into Aesop (see "When You Call Aesop" section above) to hear a list of all available jobs.

Note: When Aesop calls you, be sure to say a loud and clear "Hello" after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call from Aesop, you can:

- Listen to available jobs – **Press 1**
- Prevent Aesop from calling again today – **Press 2**
- Prevent Aesop from ever calling again – **Press 9**

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). At this point, Aesop will list the job details, and you will have the opportunity to accept or reject the job



SUBSTITUTE RESOURCES

SUBSTITUTE TEACHER CHECKLIST

At Home

- Organize a get ready quick clothing option in your closet.
- Keep a note pad or calendar and pen by the phone you will be using to answer your morning calls.
- Answer the phone yourself.
- Assemble a sub pack of items you wish to take with you anytime you sub.
- Leave early enough to arrive at school at least 15 minutes prior to the beginning of school

Prior to Entering the Classroom

- Report to the Principal's office.
- Obtain key (if needed) and badge/nametag.
- Check teacher's sub packet for extra duties, students with medical problems, how to report attendance or tardies, and names of teachers near your classroom. Ask if there is information you do not have.
- Check permanent teacher's mailbox.

In the Classroom before School

- Put your name on the board.
- Review the expectations or rules if posted.
- Locate the school evacuation map.
- Read through the lesson plans left by the teacher.
- Locate the books, papers, and materials which will be needed throughout the day.
- Review the seating charts. If you can't find any, get ready to make your own.
- When the bell rings, stand in the doorway and greet students as they enter the room.

Throughout the Day

- Greet the students at the door and get them involved in a learning activity immediately.
- Carry out the lesson plans and assigned duties to the best of your ability.
- Improvise with other activities to fill extra time or enhance activities to supplement sketchy lesson plans as needed.
- Be fair and positive in your interactions with students.

At the End of the Each Class Period/Day

- Make sure that all classroom materials are returned.
- Bring closure to the day by recalling projects and topics pupils studied that day.
- Remind students of homework.
- Have students straighten or pick up the area around their desks.

At the End of the Day

- Complete a substitute teacher report.
- Organize the papers turned in by the students.
- 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 other items at the office.
- Check to see if you will be needed again the next day.
- Jot down any notes to yourself about the day and what was accomplished that you wish to remember.

TIPS – THE DIRTY DOZEN

1. Arrive early; put your name on the board; review the lesson plans.
2. Always have a backup plan if the teacher did not leave lesson plans; say in your introduction, “Ms. Jones will not be in today, but she left things she wants you to do.”
3. Greet the students at the door in a casual manner and give them time to settle in.
4. Tell them a little about yourself and your background – do not make this too personal.
5. Move around the room throughout the period. Tell them to raise their hands to ask for assistance if needed.

Always remember: A teacher on her feet is worth two in her seat!

6. Be courteous, polite, and respectful at all costs at all times.
7. Keep your sense of humor; don't personalize their actions or comments.
8. Encourage them to remain at their desks.
9. Don't appear to be trying too hard. Relax.
10. Be assertive but do not get pulled into a confrontation.
11. Do not hesitate to ask for assistance from a neighboring teacher or administrator.
12. Always leave exit notes and documentation regarding work, behavior, attendance, and any unusual occurrences or students leaving your immediate supervision (nurse's office, bathroom, etc.)

REMEMBER THESE ARE STUDENTS WITH A VARIETY OF LEARNING STYLES SO.....

- ☺ WRITE DIRECTIONS ON THE BOARD
- ☺ SAY IT CLEARLY
- ☺ CHECK WITH A FEW INDIVIDUALS TO SEE IF THEY UNDERSTAND

(Excerpt from Substitute Teacher Handbook Fifth Edition K-12 Substitute Teaching Institute Utah State University)

BEHAVIOR MANAGEMENT

Behavior is largely a product of its immediate environment. If students misbehave, act out, or are easily distracted, it is likely that this behavior is in response to something in the immediate classroom environment. To a large degree, your actions as a teacher determine this environment.

Five skills for effective Behavior Management

- ❖ Teaching expectations
- ❖ Communicate to students the behaviors that are expected in the classroom—be specific (i.e. “follow directions the first time they are given” not “be cooperative”).
- ❖ Provide clear boundaries and establish standards for student success.
- ❖ Model the expectations of the permanent teacher.

Getting and keeping students on task

- ❖ Begin instruction/activities immediately; teach ‘bell to bell’.
- ❖ Move about the room.
- ❖ Don’t let students draw you off task

Maintaining positive teacher-to-pupil interactions and risk-free student response opportunities

- ❖ Verbally recognize appropriate behavior.
- ❖ Ignore the inconsequential.
- ❖ Never belittle a student’s attempt to answer a question.

Responding noncoercively

- ❖ Again, ignore the inconsequential. Giving negative behavior attention generally reinforces the behavior and extends it.
- ❖ Never coerce or threaten students. This will only make you look weak.

Avoid being trapped

- ❖ Once trapped, teachers lose their power to be effective educators.
- ❖ Recognizing and avoiding these traps will improve your classroom management skills:
- ❖ Criticism Trap—the more students are criticized for their behavior, the more likely they are to continue the same behavior.
- ❖ Common Sense Trap—using logic to persuade a student to change is ineffective without a ‘tangible’ incentive to change.
- ❖ The Questioning Trap—do not ask a question unless you really want and are willing to accept the answer. (‘Why did you call Jane that name?’ ‘Because she is an ugly and stupid cow!’)
- ❖ The Sarcasm Trap—no one responds positively to sarcasm. It is never appropriate.
- ❖ The Despair and Pleading Trap—this communicates to students that you feel inadequate and incapable. This puts the students in charge of the classroom.
- ❖ The Threat Trap—the majority of threats are inappropriate and unenforceable. What will or can you do if the students call your bluff?
- ❖ The Physical and Verbal Force Trap—this is not only unproductive and inappropriate, but also contrary to Board Policy.

ADVICE FROM STUDENTS

- Trust us.
- Be fair to everyone.
- Punish only the troublemakers.
- Make learning fun.
- Give us our assignment and let us go to work.
- Allow study time in class. (This should be broken in to short chunks.)
- Show concern and be willing to help with assignments.
- If I raise my hand, don't ignore me.
- You can be both strict and nice.
- Don't yell.
- Be straightforward with us.
- Be organized.
- Speak quietly.
- Be patient.
- Give us something to work toward.
- Leave your personal life at home.
- Think positively of every student.
- Speak clearly.
- Be reasonable in your expectations.
- Have a sense of humor.
- Follow through with promises and consequences.

ADDITIONAL REFERENCES FOR SUCCESSFUL SUBSTITUTE TEACHING

Substitute Teacher Web Sites

There are literally hundreds of good "sites" available on the Internet for substitute teachers. Of course some are better than others, but feel free to "browse" for yourself until you find what you need. To get you started, here are a few excellent sites to explore. Take some time to check them all out!

www.disciplinehelp.com The *Discipline Help* website provides substitutes (and parents) access to information and assistance in dealing with a wide array of student misbehaviors in the classroom. This amazing website lists the causes, effects, appropriate actions to take, and frequent mistakes made when dealing with 117 different student misbehaviors! This is a must visit for all substitute teachers...and parents too! You will want to bookmark this site.

www.subed.usu.edu This is the site created and maintained by the Substitute Teacher Training Institute at Utah State University. It contains many articles and resources for substitute teachers and managers. There is also a self-assessment one can take to test their readiness and effectiveness as a substitute teacher.

Books and other Resource Materials

In addition to the excellent resources available through the Internet, there are many books, videotapes, magazines, and handbooks available to assist the substitute teacher. The Internet sources listed above all have links to additional material. Some of the more popular books currently available from Barnes and Noble and other bookstores are:

Classroom Management for Substitute Teachers, **S. Harold Collins, Kathy Kifer (Illustrator)**

A Survival Kit for the Substitute and New Teacher: Your Blueprint to Having a Successful Day, **Jennifer Gaither**

Mastering the Art of Substitute Teaching, **S. Harold Collins, Gary J. Schubert (Illustrator)**

Lifesavers for Substitutes, **Mary McMillan**

Substitute Teaching: A Handbook for Hassle-Free Subbing, **Barbara Pronin**