

Cool Tool

Six Steps for Substitute Success!

School-Wide Expectations: Respect Yourself and Respect Others

Purpose of the Lesson:

To show respect to ourselves and others, especially your teacher, when a substitute is in your classroom.

Six Steps for Substitute Success!

1. Enter the classroom quietly, sit in your assigned seat, and answer correctly when attendance and lunch count is taken.
2. Show the substitute teacher the same respect that you show your regular teacher. If your classmates goof off and treat the substitute disrespectfully, refuse to join in. Use your quiet symbol to let other know to behave.
3. Understand that everything is new for the substitute and he or she might not do everything exactly the same as your regular teacher. Even though the teaching style or methods are different, it does not mean they are wrong. Help the substitute to learn the class routines and schedules if asked. Use kind words to let the substitute know the routine.
4. Cooperate with the substitute teacher and follow their instructions. If you feel the requests are unreasonable or inappropriate, discuss the problem with the principal, assistant principal, or another teacher.
5. Do your work. It is your responsibility to complete work assigned by your teacher, even if your teacher is not there.
6. Behave the way your regular teacher would expect you to behave, and follow the North School rules. The substitute always leaves notes for the teacher about behavior and work completion and you want to make your teacher proud of you.

Teaching Examples:

1. There is a substitute in your classroom. The sub asks everyone to complete an assignment quietly at their seats. Several students begin to talk and do not work on the assignment. These students try to get you to join in their conversation, but you *remember that it is important to cooperate with the sub, follow their instructions, and do your work. You know that it is important to treat the sub with the same respect you show your classroom teacher, so you show them the class quiet signal and continue to work on your assignment.*
2. The substitute teacher is walking your class to a special. On the way there, several students are talking out loud in the hallway, goofing around in line, and giving the sub a hard time. You *remember to follow the school rules and walk silently, single file down the hallway, just as your teacher would expect you to do.*
3. During attendance and lunch count, the sub is having trouble with your classroom's regular routine. Your classmates are all talking at once complaining about what the sub is doing. You are about to join in the conversation, but you *remember to raise your hand*

and wait to be called upon by the sub. When the sub calls on you, you ask if you can help with the lunch count because you are familiar with the classroom routine.

4. The substitute is having difficulty understanding the way your teacher has taught you a previous math lesson. You are confused about how the substitute has shown you to do the problems and you don't understand the homework. You want to stop listening and talk with your friend, but instead *you raise your hand to ask the substitute for help. If you still don't understand how to do the work, you wait until your teacher returns and explain that you need more help to complete the assignment*
5. You notice the substitute has misunderstood the schedule and you are supposed to be leaving for lunch. You want to yell out that it is time to eat, but you *remember to raise your hand, wait to be called upon, and let the substitute know what time your lunch period starts.*

Role Plays

1. Have the students verbalize and practice situations they have experienced when a sub has been in their classroom encouraging students to respond appropriately to the sub's requests.
2. Have students discuss why it is important to be respectful to a sub.
3. Ask students to brainstorm ways to help a sub have a successful school day when working in their classroom.

Follow-up

1. Provide star cards for the sub to use when s/he notices appropriate or helpful behavior.
2. Ask substitutes to leave notes on what went well during their day(s) with the class and who the helpful students were, share this information with students when the classroom teacher returns.
3. Ask the students to share the good things that happened with the sub and things that they can improve on the next time there is a sub.