

2020-2021  
School Year



Prepares Students  
for College AND Careers

# SUBSTITUTE TEACHER HANDBOOK



REVISED 8/2020

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## A Message from the Superintendent

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Your substitute teaching assignment, whether for one day or a semester, is vitally important to students. You have just become their instructor and their model for the employment world in which they soon will function. Please keep your dual role as mentor and role model in mind as you work with the students.

We recognize and appreciate your contributions. We want to facilitate your success. Please let us know how we can support your efforts. Best wishes for a productive and rewarding experience.

## Governing Board

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Rev. 7/2020

Mr. Jeff Baird	President	WUHSD
Ms. Carolyn Castillo	Vice President	ERUSD
Dr. Ralph Pacheco	Clerk	WUHSD
Dr. Teresa Merino	Member	ERUSD
Dr. Monica Oviedo	Member	WUHSD

## Contact List

(562) 698-9571

Absence Request Line x150

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Dr. John Smith	x100	Superintendent	<a href="mailto:jsmith@tricitierop.org">jsmith@tricitierop.org</a>
Daniel Barajas	x103	Director of Technology and Operations	<a href="mailto:dbarajas@tricitierop.org">dbarajas@tricitierop.org</a>
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Therese Kennedy	x104	Pathway Coordinator	<a href="mailto:tkennedy@tricitierop.org">tkennedy@tricitierop.org</a>
Ruth Sudick	x105	Human Resource Coordinator	<a href="mailto:rsudick@tricitierop.org">rsudick@tricitierop.org</a>
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# General Information

## Vision

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Tri-Cities ROP Prepares Students for College AND Careers.

## Mission

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Tri-Cities ROP Prepares Students for College AND Careers by Offering Excellent Career Technical Education Leading to Employment, Industry Certification, or Post-Secondary Education.

## Accredited Public School

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Tri-Cities Regional Occupational Program is an accredited public school approved by the Western Association of Schools and Colleges.

## Nondiscrimination Policy

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Tri-Cities does not discriminate in education programs and activities or in the employment process therein as follows:

The Governing Board desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The Governing Board prohibits discrimination against and/or harassment of district employees and job applicants at any district site or activity on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

## Substitute Teacher Information

### Professional Standards

As a visiting Instructor, you are a representative of Tri-Cities ROP in your contact with the students, other professionals in the field, and the community at large. You are expected to uphold the high ethical and professional standards for the educational community.

The substitute has a professional obligation to exercise care in expressing personal reactions and opinions concerning the school and classroom operations. Avoid criticisms of the regular instructor and organization.

Loyalty is a particularly desirable trait. Gossip and tale bearing from school to school are unprofessional and unacceptable.

Furthermore, it is essential that, as an instructor, you are careful to protect confidential information which has been obtained from contact with students, parents, or people in the profession.

### Employment Requirements

#### **1. Possess a Proper Teaching Credential -**

Substitute Instructors must hold a valid California Vocational Education or Career Technical Education Teaching Credential authorizing instruction at the K-12 and Adult levels or have on file a Temporary County Certificate. A Substitute Instructor cannot serve in a classroom unless he/she possesses a credential or TCC. Some substitutes qualify with an Emergency Substitute permit.

The Human Resources Office must be advised of all credentials held by the substitute and any renewals. The credential from the California Commission on Teacher Credentialing must be kept current. It is the responsibility of the substitute to be certain it is valid and free from any legal entanglements.

**NOTE:** Your paycheck may not be issued by the Los Angeles County Office of Education Payroll Section for non-compliance with the above.

#### **2. Be Free from Tuberculosis -**

The Substitute Instructor must comply with requirements set forth by the Governing Board that all Instructors provide evidence of freedom from tuberculosis. This certification is valid for up to four years. You may submit an affidavit requesting exceptions for religious reasons.

#### **3. Fingerprint Clearance -**

All employees are required to be fingerprinted as a condition of employment. Prior to completing New Employee Packet and commencing employment, the ROP must receive a criminal background check conducted by the Department of Justice (DOJ) indicating that the individual has not been convicted of a serious or violent felony.

### Employee Injury

Report any on-the-job personal injury to the ROP Human Resource Coordinator.

### **Official Substitute List**

No one is to be assigned to a substitute position without having been processed through the Human Resources Office and designated to the official substitute list of Tri-Cities ROP. Substitutes must be available at the discretion of this office and willing to provide services throughout the Districts.

Assignment to the official substitute list applies to a given fiscal year only. Substitute staff are surveyed annually by the Human Resources Office to determine if they desire to be on the substitute list for the following year.

Upon written negative evaluation from an administrator of a particular school, the substitute will not be sent to that location. If three (3) negative recommendations of non-reassignment from an administrator are received by the Human Resources Office, a conference with the Superintendent will be scheduled to determine continuance of employment.

A substitute instructor will not be assigned to the substitute list without a fully authorized teaching credential, temporary county certificate, or emergency substitute permit.

### **Substitute Availability**

Substitute Instructors are required to maintain a current Substitute Availability Form on file with the ROP Human Resources Office. If you are not available for assignments for an extended period of time, please notify the ROP Human Resources Office and your substitute status will be placed on hold.

Substitute Instructors will maintain status dependent upon favorable evaluations. Those who indicate everyday availability, and accept a range of Substitute Instructor responsibilities, will be called more frequently.

### **Assignment of a Substitute Instructor**

The responsibility for the assignment of substitutes for absences for Tri-Cities ROP employees rests solely on the Sub Desk at the ROP Office, not the teacher. (The teaching assignment for a particular period is the responsibility of the teacher.)

Substitute Instructors receive the job assignments from the ROP Human Resources Office. Regular instructors have been directed to provide as much advance notice as possible, but illness or emergency situations may preclude such notice. Assignments may be made one or two weeks in advance, but may also be made the day before or the morning of the absence. If assignments are made the day of the absence, substitutes may be telephoned beginning at 6:00 a.m.

## **Salary Payment**

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Substitute Instructors are paid at a fixed rate for scheduled hours of class only. The minimum to be paid is one hour for a cancellation after substitute has arrived on campus; two hour minimum per assignment. Any extra duty must be pre-approved by the ROP Superintendent.

The Human Resources Office is responsible for submitting the Payroll Authorization for Substitutes to the Accounting Technician. The monthly timecard must be completed and signed by the substitute instructor by the proper due date. Check the Monthly Activities Calendar on the staff website for projected pay dates.

Substitute Instructors are encouraged to maintain personal copies of records regarding the dates, times and locations for services performed. Paychecks are usually available after 11:00 a.m. on the payroll date listed on the Monthly Activities Calendar. Contact the Human Resource Coordinator at the ROP Office if you have any questions regarding time worked or other payroll issues.

All paychecks are held for pickup on the day of issuance. Remaining paychecks are mailed to the employee that evening unless a request has been received to hold it for pick up.

## **Classroom Related Information**

### **Once You Arrive at Designated School**

Before going to the classroom, you must check in at the Principal's Office and pick up the classroom keys from the Principal's secretary. This is also the time to check on the procedure concerning daily attendance reporting.

### **Regular Teacher Substitute Folder**

Each Instructor will maintain a Substitute Folder for your convenience. The folder will be left on the regular instructor's desk in the classroom. While the format of the folders may differ, you should expect to find such items as:

1. Substitute Instruction form completed by regular instructor.
2. Lesson Plan and student seating chart.
3. Special school programs or class activities.
4. Any special directions.

The regular instructor may designate a student assistant in each period to help with absence reporting, audiovisual equipment, bell schedules, identity of students, and special schedules/events for the period. While these students may assist you, the Substitute Instructor remains accountable for proper classroom procedures and decorum.

At the end of the teaching day, Substitute Instructors are to complete the Class Evaluation Sheet and leave it with the regular ROP instructor.

### **Classroom Responsibilities - What to Do**

1. Take daily attendance.
2. Maintain normal classroom routines and discipline procedures.
3. Do not allow students in your room without supervision.
4. Contact an Administrator in case of a serious discipline problem.
5. Leave the regular instructor a report of work done, especially if lesson plans have been altered, by completing a Class Evaluation Sheet.
6. Correct papers and list grades, if indicated by the regular instructor. The regular instructor will post grades in the grade book.
7. Bring with you supplemental grade-level material whenever possible. Emergencies do happen, and this material will help you make the transition a productive experience for the students. Always have the students work on the lesson plan the Instructor prepared for the students first.
8. Leave adequate notes regarding absences, transfers, new students, disciplinary problems, and referrals in the teacher's mailbox.



9. Leave the room neat, clean, and orderly at the end of your duty day.
10. Lock the classroom whenever you and the students are out of the room. If you are the last session teacher, be sure all windows and doors are closed and locked.
11. If the classroom supplies are insufficient, contact the ROP Human Resources Office.
12. Report any personal or student injury to an Administrator and, at his/her direction, make notifications to the appropriate Campus Administrator. An accident or incident report may be required by the Administrator prior to leaving the campus or as soon as possible after treatment. Notify ROP Human Resources Office of same.
13. Perform any extra duty or supervision duties assigned to the position.

### **Classroom Procedures - What Not to Do**

#### **Under No Circumstances will the Substitute Instructor:**

1. Leave money, room key, or valuables on or in the desk.
2. Resort to the use of CORPORAL PUNISHMENT.
3. Release a student from his/her jurisdiction during school without seeking approval from an Administrator, school attendance office, designated Administrator in charge of discipline, or Guidance Counselor.
4. Discuss with students any controversial material (sex, drugs, suicide, religion, etc.)
5. Leave the campus without checking out through the Principal's secretary at the high school or Site Administrator.
6. Initiate bulletins or notes to parents without first seeking authorization from an Administrator. The regular instructor or Counselor may already have initiated lines of communication with a parent concerning their child. Check before contacting parents.
7. Change class or group seating chart unless absolutely necessary.
8. Dismiss class ahead of scheduled time. Students must remain in class for full period including tutorial when the Substitute instructor is scheduled. Your designated class time is set for you by the ROP Human Resources Office. If the bell schedule changes, notify the ROP Human Resources Office.

## Discipline Procedures

Substitute Instructors are responsible for maintaining good discipline in their classrooms and will be evaluated on their ability to do so. The following is intended to help you create the optimum environment for learning.

1. Be firm, fair, and consistent.
2. Do not allow yourself to be intimidated, antagonized, or made the object of ridicule.
3. Positively reinforce appropriate behavior.
4. Be friendly, but do not compromise your professional position.
5. Start class work promptly. Tell the students that you plan to carry on a regular day and student cooperation is expected.
6. Use the regular Instructor's rules. If unavailable, use your parameters for the class.
7. Don't use sarcasm or profanity.
8. Be patient and recognize the importance of each student.
9. Tell the students at the beginning of the class what you expect them to do during the class and how you intend to evaluate their performance.

When the need arises for disciplinary action, the Substitute Instructor may consider using any of the following steps:

1. Verbally warn the student (quietly and personally).
2. Change student seating.
3. Leave a list of names of students exhibiting poor attitude or conduct for regular instructor.
4. Isolate student from class, but make sure you can keep an eye on them.
5. Send student to the Guidance Office with a referral.

Should the previous techniques fail or a special problem occurs, the Substitute Instructor should feel free to immediately notify the Guidance Office or the Principal's Office for advice and/or help. Special problems either in the class or on the campus could include:

1. Gross disrespect.
2. Fighting.
3. Gambling.
4. Possession of illegal drugs.
5. Possession of a weapon.
6. Destruction or damage to school or other student property.
7. Theft.

Whenever it becomes necessary to call for help, the Substitute Instructor should not feel that his/her request in itself is a reflection upon his/her ability. Remember that there can be no productive learning for the student until you have control of the classroom.

### Suggested rules to have students follow:

1. Ask permission to be out of seat (except for specified activities).
2. Keep hands and feet to yourself.
3. Follow all directions of the Instructor (in the classroom and elsewhere).
4. Raise hand before speaking.
5. No eating or drinking in the classroom.
6. Any object throwing will result in immediate referral.
7. Do not allow students to leave the room.

### Corporal Punishment

Substitute Instructors are not allowed to administer any form of corporal punishment. This does not apply to self-defense or force reasonably necessary to stop a fight or prevent an attack on another student or upon you.

### Detention

The assignment of a detention may be an action of the Instructor, counselor, or the designated Administrator in charge of discipline. Check for school policy. Do not keep students after class for detention or to assign detention. If you believe detention or some other means of discipline is appropriate, contact the Guidance Office or an Administrator and explain the circumstances. Do not overlook misbehavior. You could be condoning it and setting the next teacher up for a hard time with the class and the particular student, who may believe he/she can get away with misconduct.

### Sexual Harassment

It is a violation of federal laws, and State regulations and Tri-Cities ROP policy, to harass or intimidate based on gender, any person in a workplace. This includes students and employees. Complaints should be directed to the Supervisor of any person deemed to be violating this legal protection.

### Emergency Procedures

Each classroom should have a DISASTER GUIDE with detailed instructions. If the classroom does not have a guide, contact the Principal's secretary.

Follow the general practices directed in the school emergency plan. If you do not have a classroom copy of the emergency procedures applicable to the classroom(s) to which you are assigned, request a copy from the Principal's secretary.

### Exit Procedures at the End of the Period/Pay

Release students promptly at the end of the class session. Do not keep students for any prolonged period after your class. This will make them tardy for the next class. Remember: You dismiss the class. The bell is only a signal. Students must remain in class until you excuse them. If the school where you are substituting is on a special schedule, you are required to assist with supervision of your class during a special assembly or other activity. Note: Students are to remain in class during embedded support.

Bus riders have special needs. They may have to exit the class promptly to meet a bus schedule. Be sensitive to their needs.

### **Ill or Injured Students at the High Schools**

Students who complain of illness or perceived illness should be sent to the Guidance Office on campus with a note (referral) indicating the nature of the illness or injury.

Students who appear to be ill and in significant discomfort due to some illness or injury are to be referred to the Guidance Office immediately even if the student does not wish to go. When the student has gone to the Guidance Office after leaving your room, call or send a note to confirm that the student has arrived.

Students with serious injuries or illness:

1. Do not move an injured student.
2. Remain with the injured student.
3. Send someone to the Guidance Office to request assistance or direct a student to call the office on the telephone to request assistance. Include information regarding your location, the nature of the injury, and whether any special supplies or equipment is necessary, e.g., wheelchair. Substitute Instructors are to report promptly any accident or injury to the Principal's Secretary or an Administrator as soon as practical. Be prepared to provide details regarding the student's age, identity, circumstances relating to the injury, etc. An official report may be required.

### **Security**

- DO NOT leave students unattended in the classroom at any time.
- LOCK all doors when you are not in the classroom.
- LEAVE ALL DOORS UNLOCKED when students are in the classroom, unless school policy dictates otherwise.
- Visitors are NOT allowed in your classroom.

When you first enter your assigned classroom, check the telephone (if there is a telephone available) and verify that it is in good operating order. If it is not, report it to the Principal's secretary. Familiarize yourself with the location of the posted telephone list so that you know how to contact the Principal's secretary or Guidance Office in case of a problem in the classroom.

At the End of the Period/Day: Lock All Windows and Doors

Remember to turn in your room key to the appropriate person, even if you will be returning to the classroom the next day.

Do not allow students not enrolled on the class roster to remain in the classroom during a class period. Take the student's name and report this to the Attendance or Guidance Office.

## Guidelines for Computer Use

1. Absolutely no eating or drinking is allowed in the computer rooms.
2. Computers are turned on once a day and turned off once a day. (Please tell your students not to turn off the computer unless you are the last class to use the room.)
3. If possible, students need to use the same computer each time they come in.
4. No disks are allowed from outside of the classroom without being scanned first.
5. There is absolutely no installation or alteration of software on the computers.
6. Saving to the C:\drive is prohibited.
7. The teacher's computer is **never to be used by the students.**

## Lesson Planning and Preparation

A directed lesson plan is included below to assist you in providing an appropriate lesson presentation. This process should also facilitate your lesson planning for periods longer than a few days.

### **Directed Lesson Plan**

1. **Anticipatory Set.** Mentally prepare student for the lesson. Focus on the learner. State the objective of the lesson. Very Important! (Today we will learn.....)
2. **Instruction/Presentation.** Present new information. Use a variety of techniques to teach students (demonstration, short informal lecture, audiovisuals, computer programs, small group discussion, cooperative learning). Be certain to break the material into small, logical steps and check for understanding as you go. You will alternate presentation with application. If they will be taking notes, give them an outline with headings to organize their notes. Also, give them vocabulary and key concept handouts.
3. **Guided practice.**
  - a. Perform mass practice while students are still under instructor guidance.
  - b. Elicit overt responses that demonstrate the behavioral objectives.
  - c. Provide specific knowledge of results by giving students feedback regarding their success.
4. **Independent Practice.** Have students put the new information into use.
  - a. Continue mass practice and then move to distributed practice.
  - b. Monitor carefully.
  - c. Provide immediate knowledge of results.
5. **Closure (Post-test).**
  - a. Make final assessment to determine if each student has met the objective(s).
  - b. Summarize learning for the class.

### **Lesson Plan Enrichment**

An example of a lesson plan is included below to assist you. This lesson plan should facilitate your days as a Substitute Instructor.

## Read and Answer

Dear Substitute:

"Students are to read pgs. 39-44 and answer questions on page 54."

To lead the way to a more meaningful classroom activity:

1. **Pre-test and post-test.** To arouse student interest in a reading assignment, try this. Ask the students to guess/anticipate what will be covered before they start reading. They can share ideas aloud or write down five facts or ideas as predictions. Afterward, conduct a post-test by checking the accuracy of the predictions.
2. **Togetherness.** Instead of asking the students to do the assignment individually, read it either orally or silently with the students to find the answers. By making this a class activity, instead of an individual one, you decrease the potential for trouble and promote classroom cooperation. Students who do not work well together can do the assignment alone.
3. **Quiz Board.** Give out the assignment and tell the students that you will stop 10-15 minutes before the end of the period and establish a quiz board. Appoint 3-5 students or select volunteers to be members of the board. Ask them to come to the front of the room. The rest of the students pose questions to these students about the day's reading. After a certain number of questions have been asked and answered to the satisfaction of you and the class, a new board may be selected.

## Review for Tests

Dear Substitute:

"The class has a test tomorrow. Have them study and review. They know what to do."

Your job is to facilitate the study for the students. Don't be upset if you can't answer all their questions. Throw the questions back and let them try. If there are questions that can't be answered in this way, leave the Regular instructor a note.

1. **Drilling Games.** Try a game format for drill material such as spelling or multiple choice answers to a given question.
2. **Quizzer's Review.** Set up a quiz board as previously described. Board members can help each other find the answers. If disagreements or uncertainty develop, the rest of the students can check back through their textbooks or notes.
3. **Make One, Take One.** Have pairs or small groups of student's make up model tests. Assign one group true-false questions, another multiple choice, etc. Spend the last part of the period going over the questions.
4. **Teach Me.** Another good review technique is to have the students teach you the subject. Show your interest by asking leading questions.

## Discussion Leads

Dear Substitute:

"Discuss topics A, B, and C with the class."

This can be the most challenging! The students have been dealing with the topic and you haven't. Here are some ways you can lead the discussion constructively.

1. **Student Leaders.** Have one or more students lead the discussion. In some classes, you will find that students do quite an admirable job.
2. **Simulations.** If the topic is controversial, divide the class into sections, each representing special interest groups. During the discussion, each group will give its view on the subject.



