

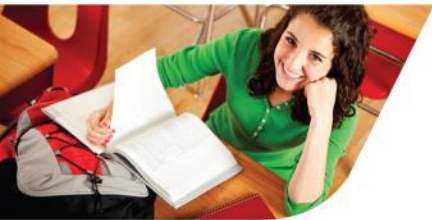
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Substitute Teacher Training Advanced Topics





Agenda

▪ Welcome and Introductions

- Kelly Educational Staffing is pleased to provide you with this training session regarding Educator Professionalism and Classroom Management.





Substitute Training

▪ Lesson 1: Classroom Management Skills

- Management vs Discipline
- Managing the Classroom
- Communication Skills
- Classroom Discipline
- Instructional Technique (KWL)
- Classroom Scenarios
- 21st Century Issues
- Child Abuse Reporting

▪ Lesson 2: ESE Students & Paraprofessionals

- Substitutes vs Paraprofessionals
- ESE Defined
- Tips for Working with ESE Children
- Paraeducator Defined

▪ Lesson 3: Diversity

- Honoring Diversity
- Facts about Diversity

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Lesson One

Classroom Management Skills



What is the difference between
CLASSROOM MANAGEMENT
and
CLASSROOM DISCIPLINE?

Hint: Effective use of one of these makes
the other unnecessary!



Classroom Management

Is the process of establishing classroom procedures to facilitate an orderly environment and effective instruction. It is an effective way of developing a positive culture in the classroom.

▪ Establish Rules

- Outline 4 or 5 classroom rules that you put up at the front of the class before school starts. Go over these rules with the class immediately. It is a good idea to have different sheets already made up for different grade levels. **Does the regular teacher have posted rules? – if so use them!**

▪ Use Physical Proximity

- Don't just sit behind the desk. Making sure to circulate around the classroom will help to keep students on task. Students are less likely to act up when the teacher is right over their shoulder!

▪ Have Filler Activities

- To keep those students who always finish their work early on task, make sure to have a selection of fun and challenging work sheets available for them to try. Good options are word searches, crossword puzzles, hidden picture puzzles – keep a variety of age appropriate things.



Classroom Management

Additional points to remember about managing the classroom:

- **Avoid any type of corporal punishment – NEVER TOUCH A STUDENT**
 - No spanking, slapping, or arm twisting. No taking a student by the hand or physically forcibly directing them to their chair, etc. Remember the ‘no-touch’ policy!
- **Don’t make promises or threats you can’t keep**
 - Don’t promise an hour long recess for good behavior. Don’t threaten a student with detention when you can’t or won’t be the one administering it. Also - **never punish the entire class for the misbehavior of one individual.**
- **Avoid sarcasm and shouting**
 - Sarcasm is inappropriate and unprofessional in an educational setting. Instead of shouting, try whispering. As students struggle to hear you, everyone will typically quiet down as a result. Example: whisper “*if you can hear my voice, raise your hand because you will be getting 5 mins of free time at the end of the day*”



Classroom Management (continued)

- **You are not their “pal” – you are an authority figure**

- It is natural and common that students will test your authority. How you respond dictates how others in the classroom will react.
- Insist that students address adults by their titles
- Use your voice, eyes, and other non-verbal cues to communicate

- **Praise appropriate behavior (*expect students to behave well*)**

- Following directions
- Working with little prompting
- Staying on task
- Following rules





TEACHER TALK – Communication Skills

All educators need specific communication skills to ensure that the students understand what is expected of them and to diffuse conflict.









Three specific tools include:

- **Positive Phrasing** – Telling a student what **you DO want** him to say or do, rather than what you don't want. Positive Phrasing is more effective. *Ex. Walk! Instead of, "Don't run!"*
- **Pause Time** – Taking the time **to listen** to a student when he/she is upset, PAUSING to take it in, and then responding. This makes students feel heard, even if you don't agree.
- **"I" Messages** – Composing statements from your own or the "I" point of view to **diffuse conflict**. "You" statements tend to escalate emotional conflicts. *Ex. "I feel frustrated when you interrupt me." instead of, "You never listen!"*





Provide a **Positive** Learning Environment

Instead of...		Try this...	
	Praising an individual student out loud		Praising the pupil privately and praising the entire class publicly
	Writing the names of deviants on the board		Write the names of achievers, good citizens, etc. on the board or a special chart
	Repeatedly explaining the directions		Modeling the response desired with a few practice examples
	Nagging the child who is not working		Praising his or her neighbor who is working well



Classroom Discipline

Helpful Hints for Maintaining Classroom Discipline



Set rules early on and go over them with the class so that everyone knows what is expected. Follow the permanent teachers rules

When giving individual instructions, look at the student, call him/her by name, and use appropriate tone of voice as well as non-verbal cues.

Use specific, goal directed messages.
"Sit down in your chair, read silently to yourself, and do not get up until the bell rings"

Watch out for student manipulations and do not fall for traps like

- crying,
- pouting
- arguing



Questions? Problems?

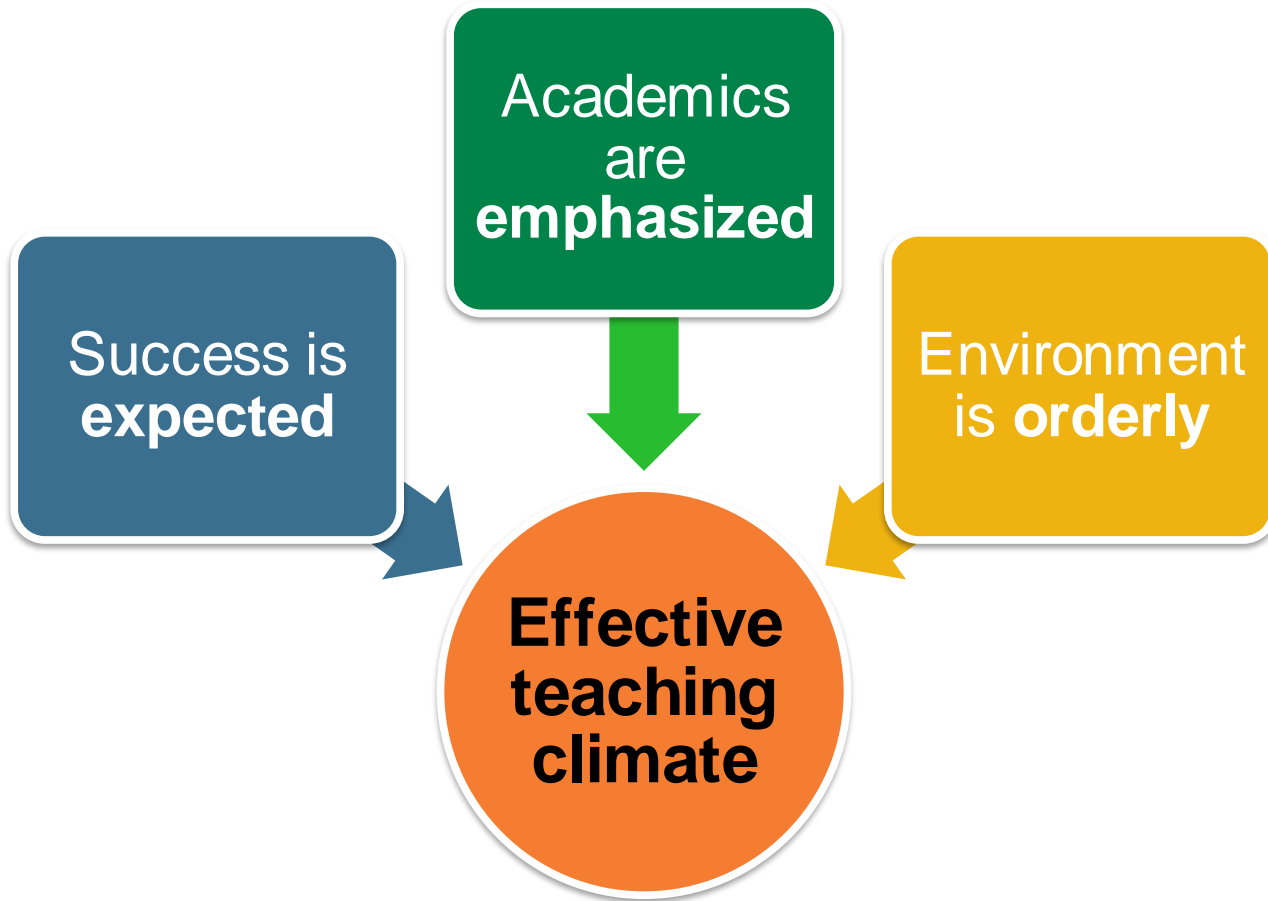
If you have problems maintaining classroom control, consult with:

- **Another teacher**
- **The department head**
- **An administrator**





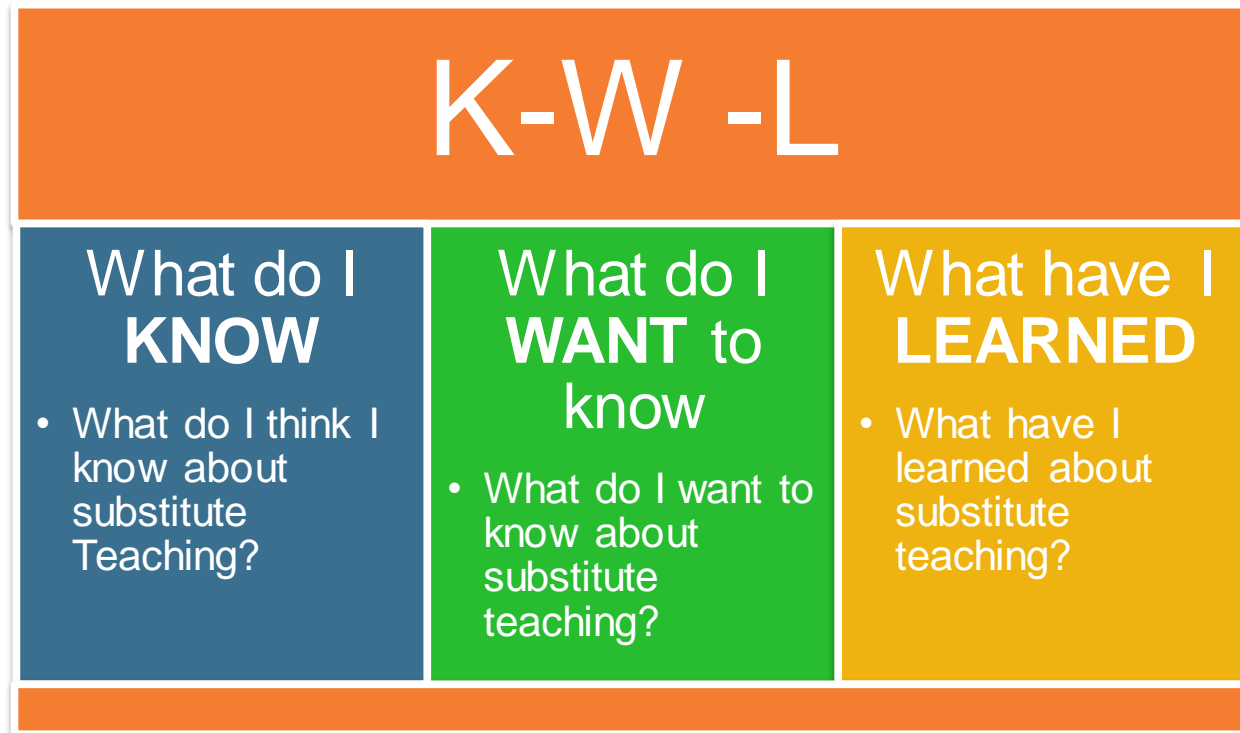
Classroom Management Summary





KWL (Know – Want – Learn)

This simple but effective strategy is useful for approaching any topic in the classroom. It facilitates learning by breaking things up into 3 basic components:





Classroom Scenarios

The following slides illustrate real world scenarios of day-to-day things that can and will happen in the classroom.

They are meant to provoke discussion and reflection in order to give you an idea for what kinds of things a substitute teacher must learn to deal with.





Managing Classroom Scenarios

- **Scenario 1: Students Who Interrupt Learning (i.e., minor misbehavior)**
 - Explain what behavior you expect and will recognize and stick to it. Ignore students who want your attention but don't want to attain it correctly.
 - Praise other students for raising their hands
 - Stop talking. Use eye contact with the problem student(s) to send a non-verbal message not to interrupt
 - Post and Review the consequences for not following the rules
 - Move to where the problem student is sitting
 - Carry a clipboard and look like you are writing down the problem student's name when he/she is acting out

Example:

A student refuses to stop talking while you are providing direct instruction to the entire class.



Managing Classroom Scenarios

▪ Scenario 2: Students Who Refuse To Work:

- Try giving them a specific time limit to do a portion of the assignment
- Give students a reward if they finish on time
- Challenge the students by making it a contest
- Seek help from other teachers who may know this student
- Give time warnings (i.e., “10 minutes left”)
- If the student claims to need more time, offer that he or she will get that time during recess

Example:

Two 7th grade students refuse to work on their mathematics seatwork. The rest of the class is working appropriately.



Managing Classroom Scenarios

▪ Scenario 3: The Class That Refuses To Be Quiet, Pay Attention, Or Be Cooperative

- Explain exactly what your standards are
- Move around the room. You own the portion of the room that you possess
- Call attention to students who are working effectively
- Sometimes students refuse to do work because they don't know how; you may have to re-teach or assist the students.

Example:

You have directed the class to complete an assignment but the majority are not taking it seriously and goofing off, laughing, etc.



Managing Classroom Scenarios

▪ Scenario 4: Transitioning Between Activities

- Tell the students what you expect them to do and how long you want it to take
- Teach the students your attention-getting technique and *use it*
- “I” messages and maintaining a set routine will effectively lend order
 - “I don’t like it when you...”
 - “It makes me feel ...”
 - “Next time, I want you to ...”
- Time/Rehearse the transitions (“Let’s see how quickly the entire class can line up along the board”)
- Make it game where students compete with one another (i.e., “Let’s see who can be the first student to *walk* over to the reading circle and have a seat on the rug”)

Example:

A 3rd grade class is transitioning from reading to math.



Managing Classroom Scenarios

▪ Scenario 5: Trouble Getting Their Attention

- Speak in a low tone so that if you do raise your voice, the contrast will be noticed immediately
- Create a signal that will alert students that you want their attention. Signals can include the following
 - Clap 3 times
 - Ring a bell
 - Give the thumbs up sign and have each student mimic you
 - Count from 5 to 1

Example:

A 4th grade class is not paying attention and making no attempt to complete their assignment. The noise level of chatter and laughter is rising.



Managing Classroom Scenarios

▪ Scenario 6: Students Switching Seats

- If you suspect they are sitting in the wrong seats, give them a one-time ‘free pass’ chance to get in their proper seats with no penalty
- Have work for students to do as soon as they come into the room and have them put their names on it
- As they are doing this, go around the room and make your own seating chart using the names they put on their papers
- Tell them you will be leaving a note telling the teacher the students with good behavior and those with bad behavior based on your seating chart

Example:

You strongly suspect multiple students have switched seats while your back was turned.



Managing Classroom Scenarios

■ Scenario 7: Student Use Of Profanity, “Put Downs” or Racial Slurs

- Explain and establish the classroom rules at the beginning of the day and the consequences involved
 - Put downs or other forms of verbal bullying will not be tolerated
- Address the bully directly but calmly as you would any violation and apply consequences consistently. Racial slurs are considered harassment and must be reported.
 - Ex: “John, you chose to break the classroom rules regarding use of inappropriate language. What is the consequence?” The student should state the consequence and it should be carried out.
- Practice “I messaging” - key phrases for dealing with the problem

Example:

When entering your 10th grade classroom, a white student directs a racial slur at a Hispanic student. The Hispanic student and other students and other students are obviously upset by the comment.



Managing Classroom Scenarios

▪ Scenario 8: Fights, Threats, Weapons, Drugs

- In the specific situation shown here, you would call 911.
- If you come upon a fight, send another student for help from the security guard, principal, etc.
- **With authority** tell the students to step back and away from each other.
- If weapons of any kind are found, immediately refer the child to the administrator. If the situation warrants, call 911.

Example:

Two 11th grade boys have just left your classroom. In the hallway, immediately outside your room, you hear them arguing. Other students begin to run in their direction. One student yells “fight!” Another student yells “He’s got a knife!”



21st Century Issues for Substitutes

▪ Cell Phones

- You may bring your personal cell phone in to the classroom but do not take personal calls during class.
- Do not text or attend to personal matters via cell phone while you are supervising students except in emergency situations.
- **Do not take pictures or video of students.** As innocent and well-founded as your intentions may be, this policy is for your own protection.
- Learn the schools policy on student cell phones and follow it

▪ Social Media

- Do not 'friend' students from class on Facebook
- Do not post comments about the students, the school, or your employer on social networks.
- Do not attempt to contact students via social media of any type (not even for homework or school business)
- Do not mention your students in your posts.
- Do not complain about administration, co-workers, students or students' parents to your social network.
- Do not post anything that could be considered offensive including photos, links, jokes, etc.



Child Abuse Reporting



This factsheet discusses laws that designate the groups of professionals that are required to report cases of suspected child abuse and neglect. Reporting by other persons, the responsibilities of institutions in making reports, standards for making a report, and confidentiality of reports also are discussed. Summaries of laws for all States and U.S. territories are included.



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Lesson 2

ESE Students & Paraprofessionals



Substitutes vs. Paraprofessionals

Though 99% of what you need to know in order to work with students, manage behavior, and teach content is the same for both groups, there are differences in your responsibilities.

▪ Substitute Teachers

- Are to remain in charge of the classroom and has all the responsibilities of the teacher for they day.
- Must teach the lesson and manage the entire class.
- Cannot leave the students unattended.

▪ Paraprofessionals

- Are NOT in charge of the classroom and are not the planner of the lesson
- Are often assigned to work with a single student or classroom.
- Often focus in specialized areas such as helping students with special needs or those who need tutoring.



Students with Disabilities

every child
every day

ESE Defined:

- ESE refers to **Exceptional Student Education**, and includes students with disabilities who may have developmental, learning or behavior disorders
- Students with Disabilities are becoming more common in classrooms; substitute teachers must learn to adjust their teaching practice and follow appropriate guidelines



What's different about working with Students with Disabilities

- You may have to adjust your standard teaching practices
- A paraprofessional may be in the classroom with you



What's NOT different

- The “No Touch” policy still applies
- You (the substitute) are still ‘in charge’ of the classroom



Exceptional Student Education

- **IDEA defines a child with a disability as a "child...with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance..., orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; AND, who (because of the condition) needs special education or related services. Under this federal law, students with disabilities must receive the services they need as outlined by their Individual Educational Plan.**



Best practices for working with these students include:

Use People-First Language.

- Describe a student first, rather than his/her disability. (A CHILD WITH AUTISM, ETC)
- **Treat all students with respect.**
- **Recognize that accommodating student special needs allows for a more diverse, more rich classroom.**
- **Follow any student educational plans.**



ESE Exceptionalities

- Autism Spectrum Disorder (ASD)
- Deaf/Hard of Hearing (D/HH)
- Developmentally Disabled (DD)
- Dual Sensory Impaired (DSI)
- Emotional/Behavioral Disabilities (E/BD)
- Gifted (AGP)
- Hospital/Homebound (HH)
- Intellectual Disabilities (InD)
- Language Impairment (LI)
- Occupational Therapy (OT)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Physical Therapy (PT)
- Specific Learning Disabilities (SLD)
- Speech Impairment (SI)
- Traumatic Brain Injury (TBI)
- Visually Impaired (VI)

ACCEPTANCE
Be a fan of
RESPECT
FRIENDSHIP

INCLUSION
UNITY



Working with Students with Disabilities

Get them Started

Let ESE student know when you are starting and how long they will probably take to complete a task. Stay close by why they are working on the assignment. If the whole thing is daunting for them, break it into small parts.

Help them Stay on Task

Clear away distractions as much as possible. Clean off their desk. Encourage them to keep working. Surround the child with others who know how to do the work. If possible, allow peers to help.

Keep them in their Seat

Make sure your student knows what you expect. This type of child may feel a great need to get up and walk around for a while. Ask if they can stand next to their seat or go sit in another area of the classroom if it helps them work. Keep them away from areas of distraction if possible.

Help Follow Directions

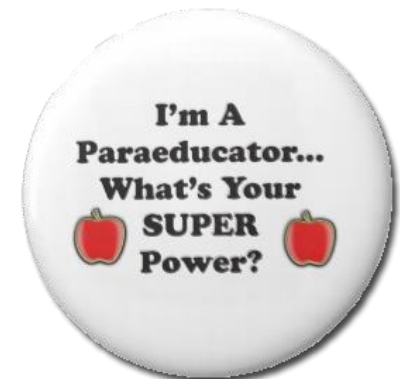
This child doesn't understand or register subtle hints. Have the child repeat and explain what he or she is supposed to do. You may have to go so far as role play the direction.



Paraprofessional

▪ A Paraprofessional is defined as:

- A qualified individual servicing the school who provides instructional, safety and or other services to students and works under the direction of a certified or licensed school professional.
- Paraprofessionals are an integral part of the educational process. A majority of paraprofessionals work directly with students in their formative years at the preschool, kindergarten, and elementary levels. An even larger number work with students with disabilities. Most have job responsibilities that relate to academic achievement and school safety.





Paraprofessional (continued)

▪ Keys to Working Effectively in the Classroom:

- Know the rules, routines and classroom procedures
- Enter the room unobtrusively
- Establish a communication system of either verbal or written practices (**Data Gathering and Reporting**)

▪ Important Questions for a Paraprofessional to ask:

- Who is my supervisor?
- Who will provide me with the specific information about the students I am to assist?
- From whom do I get guidance on what I am to do?
- Who will provide me feedback on my performance (and how often)?



Paraprofessional Responsibilities

Confidentiality	Protecting students from prying eyes, keeping student information private
Behavior Management	Helping students learn how to appropriately behave to get their needs met
Supplemental Instruction	Assisting students individually or in groups under the direction of a school professional
Activity Prep and Follow-Up	Setting up for planned activities, reviewing and practicing skills
Clerical Work	Copying, filing, organizing instructional materials
Student Supervision	Monitoring larger groups of students in common areas (hallways, library, etc.)
Data Collection	Documenting your actions as well as student responses and progress

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Lesson Three

Diversity



Honoring Diversity

One of the most important jobs of the modern teacher is to honor and embrace the growing diversity of the student body.

Students will differ:

- racially,
- culturally,
- spiritually,
- physically,
- emotionally,
- behaviorally,
- and intellectually.

Federal laws relating to children with disabilities, such as the **Individuals with Disabilities Education Act (IDEA)** specify that all students who have disabilities are entitled to a free, appropriate public education, regardless of skill levels or severity of disability, in the least-restrictive environment possible.



Diversity (continued)

Diversity – Facts

- By 2030 children of color will constitute over half of the students in U.S. schools
- At the close of the 20th century, poverty increased (1 in 5)
- Poverty has been shown to be highly correlated with low academic achievement



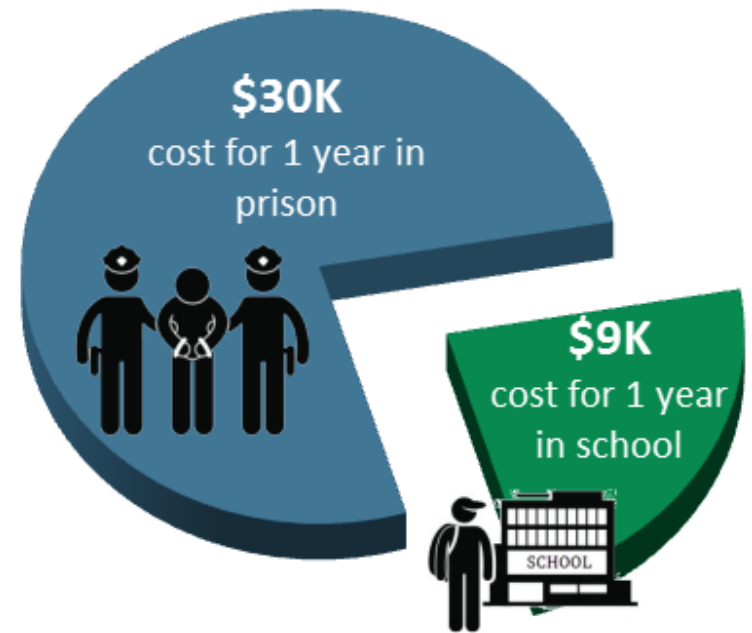
Source: Making the Case for Multicultural Education *The Education Case*



Diversity (continued)

Why is it important to be knowledgeable about diversity?

- There is continued disproportion in achievement and drop-out rates along gender, ethnic, and socio-economic lines
- All students will need multicultural competency and basic skills proficiency to function in an increasingly diverse and technological marketplace




U.S. Government Funds Incarceration vs. Education

Source: US Census Data via [CNN Money](#)



Pop Quiz!

- A. Telling a student his new shirt looks nice
- B. Helping a student braid her hair
- C. Asking a student about his ethnicity
- D. Taking a single student to the restroom
- E. Driving a few students you know on a field trip
- F. All of the above



Which of the following is not acceptable?





Answer:

F. All of the above! Here's why:

- A.** We appreciate your desire to communicate with and get to know the students—and certainly recognizing and complimenting a student seems innocent. But you should never comment on a student's personal appearance. If a student is wearing a new ball cap, instead of commenting on the hat, ask what position he plays.
- B.** You must adhere to a strict hands-off policy. Even being friendly or doing a child a favor by helping braid her hair violates this policy and can be misconstrued by the student, as hair pulling may be viewed by parents as inappropriate touching or a sexual advance.
- C.** As with A, you should not comment on a student's appearance, race, religion, sexual orientation, or ethnicity.
- D.** Substitute teachers are never to have sole custody of a student (e.g., to the bathroom, to the office, after school).
- E.** Substitute teachers are never to drive or transport students.



Key Components for Success

- Be prepared and professional
- Know who to contact if you have questions
- Handle the classroom and behavioral situations effectively
- Provide stimulating lessons and exciting fill-in activities
- Enjoy this opportunity to enrich the lives of students!

A *Teacher*
is a compass that activates
the magnets of *curiosity*
knowledge & *wisdom*
in the pupils.
Ever Garrison

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Thank You!

Substitutes *really* do make a difference!

