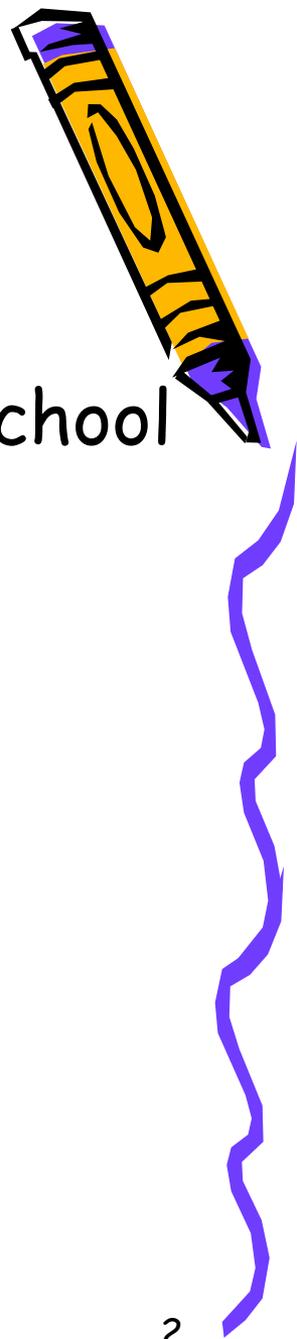




Substitute Orientation

A Special Calling!
September 28, 2016

Welcome!

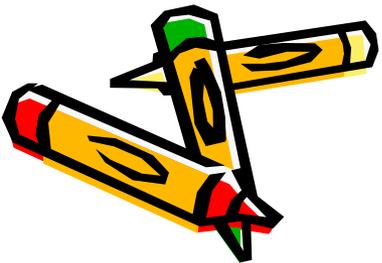
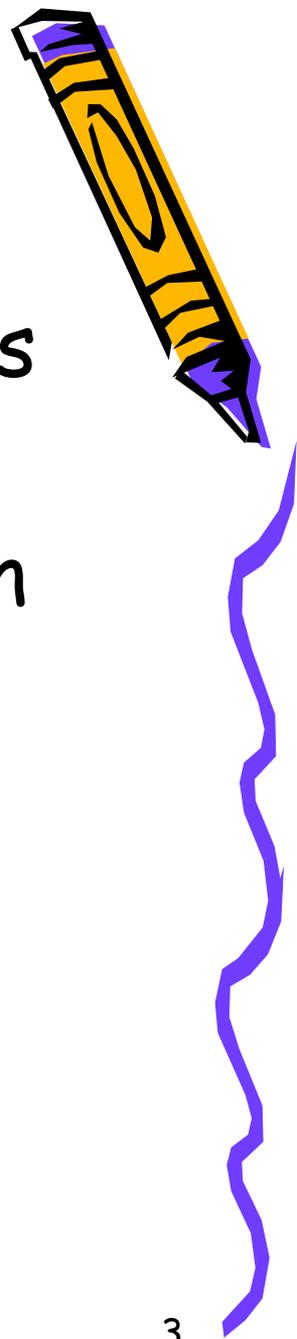


- Thank you for choosing Nashoba Regional School District
 - Nashoba Regional High School (9-12)
 - Florence Sawyer School (PK-8)
 - Emerson Wing
 - Mary Rowlandson Elementary School (PK-5)
 - Luther Burbank Middle School (6-8)
 - The Center School (PK-5)
 - Hale Middle School (6-8)



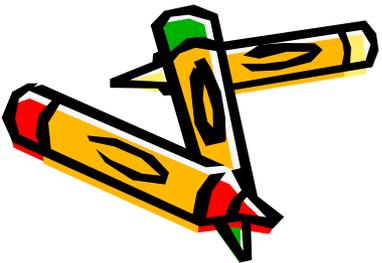
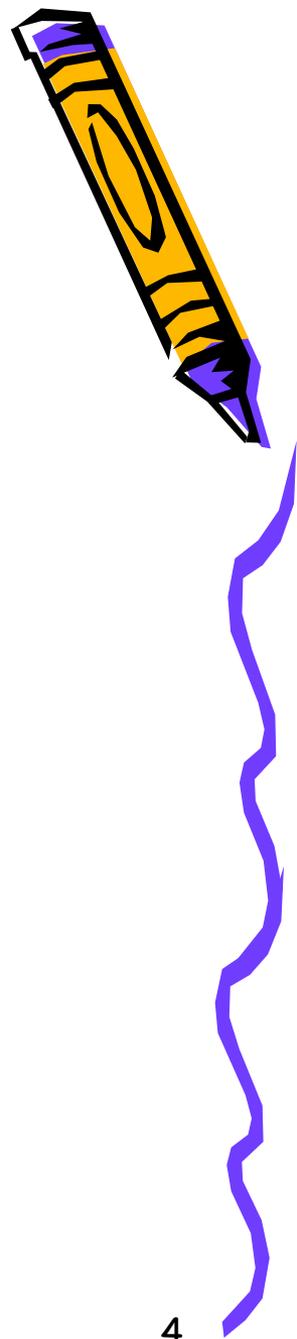
Nuts and Bolts...

- Aesop Calls for Unfilled Assignments
 - 5:30 am to start of school day
- Evening Calls when the need is known in advance
- Also, proactively search for assignments on the Aesop website



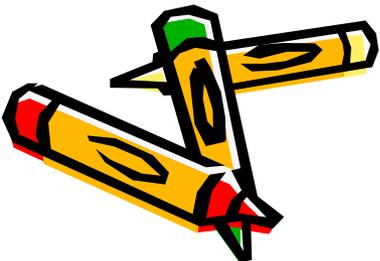
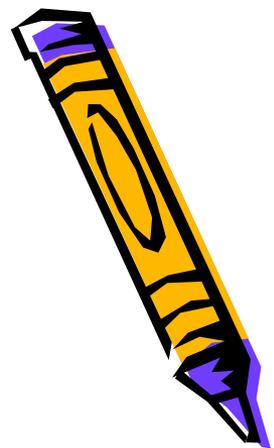
Nuts and Bolts...

- Substitute teachers are paid a daily rate of 85. per day; substitute instructional assistants, \$75. per day.
- Early Release Days are paid the same and subs are encouraged to attend relevant professional development. Principals may release you if no other task or responsibility is identified.



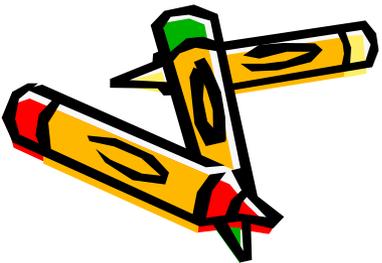
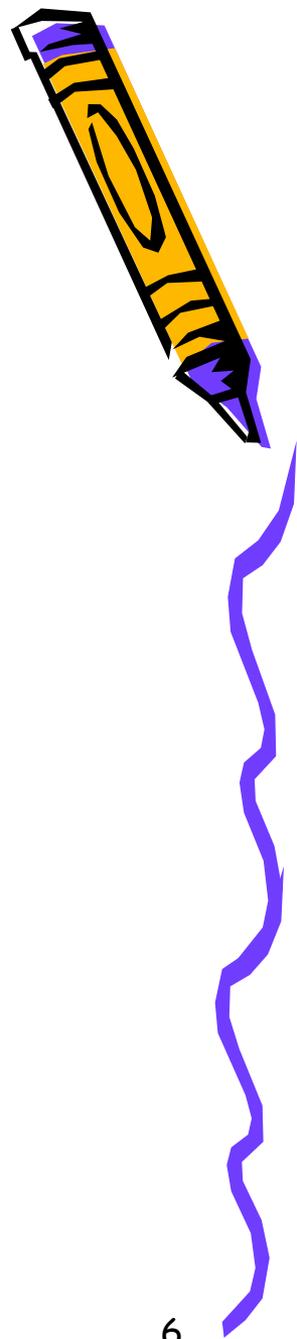
How do I get sub work?

- Be as flexible as possible
 - At first accept new roles
 - While you may have preferences, if they aren't where we need subs you won't get hired for that day.
 - Subs that work anywhere get more calls.
 - If a teacher approaches you to substitute, and you agree, the principal can assign you as the sub.
 - Advance calls for scheduled absences do occur



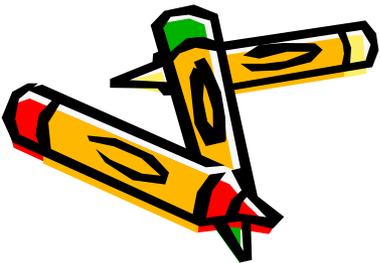
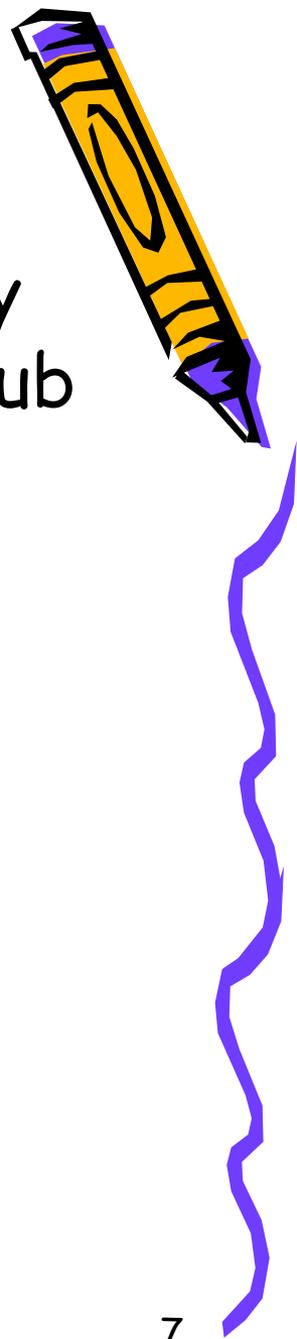
A Day in the Life . .

- Arrive at the school and report to the office (15 to 20 min. prior)
- Check in at the main office
- Wear your Identification Tag
- A student handbook and a substitute handbook for that school (First Time)
- Substitute Plans / Folder for the day will be shared with you.



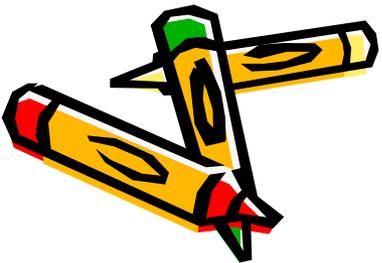
A Day in the Life . . .

- Principal, Assistant Principal or secretary will review the day with you, locate the sub folder, and provide a synopsis of any special information needed for the day
- A "Buddy Teacher" will introduce themselves (mostly in the PK-8 schools)
- The Department Chair Person for High School Content areas is available in the Department Office.

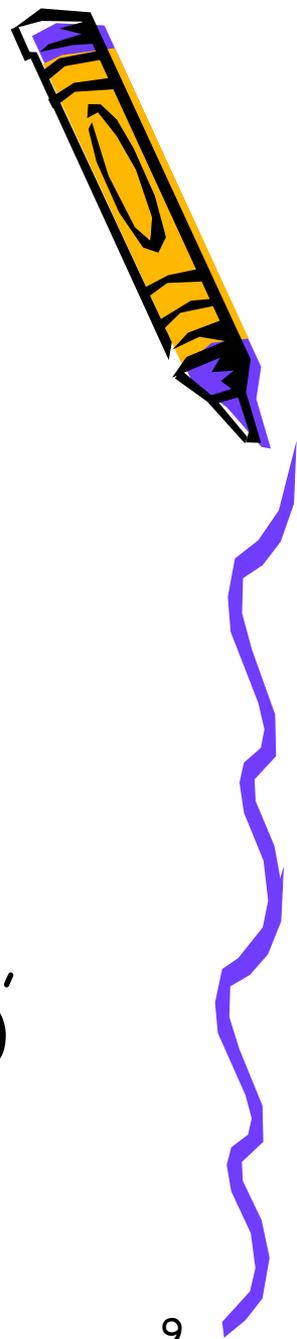


Getting Started

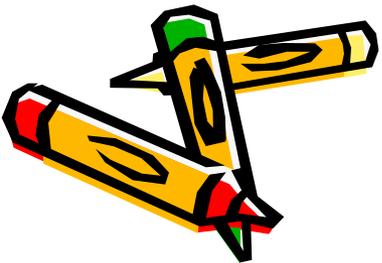
- Know what the plans are for the day.
- Introduce yourself to your classroom "neighbors."
 - Ask questions before students arrive.
- Meet the building administrators.
 - Walk around the building to get acquainted with it
- Go over the sub folder.
- Before you arrive, play the "What if.." game.
 - Have back-up plans in your mind.
 - Don't be afraid to ask questions!!



Staff Responsibilities

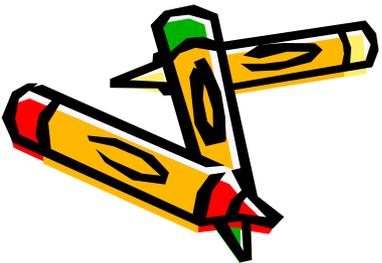
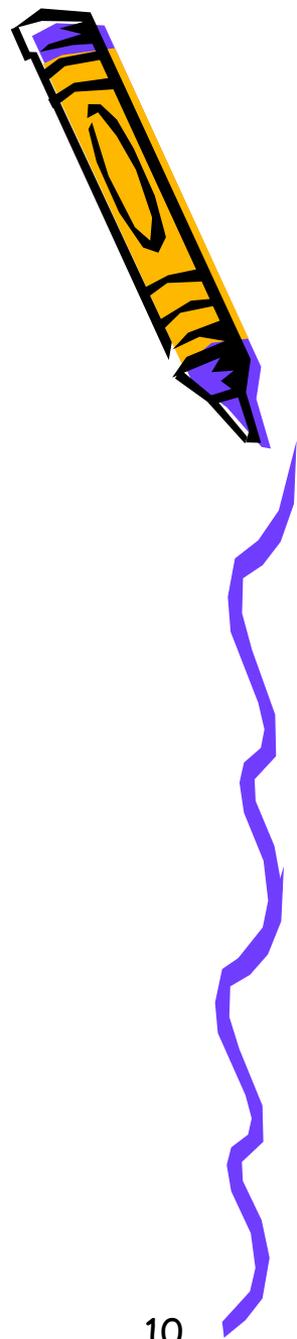


- Recess
 - Common sense
 - Safety
 - Courtesy
 - Proximity is key!
- Lunch Duty (In the Cafeteria)
- Dismissal Plans- make sure you know whether your students board a bus, walk home, or are being picked up (elementary and middle)



Getting Started . . .

- Medical Information
 - Student Health Care Plans
 - Allergy Aware Classrooms
 - District's Health and Wellness Policy
 - Only eat your own food
 - Clean up after yourself
 - Food is not to be used as a reward
 - Food is not to be used for instructional purposes



Getting Started



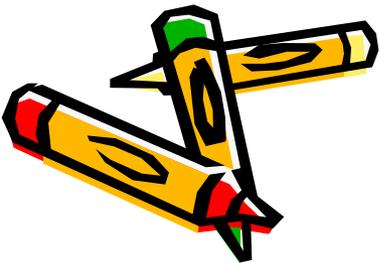
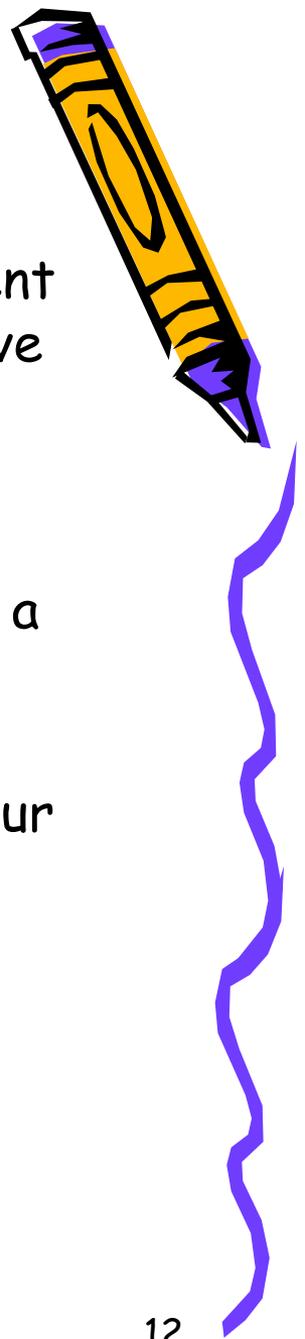
Resources Available

- School Nurse
 - A student might have an individual health care plan
- Interventionist (Guidance Counselor)
 - A student might have a 504 Plan or an Individual Behavior Plan
- Special Education Staff
 - A student might have an IEP/Ed Plan

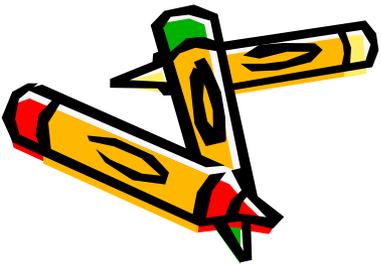
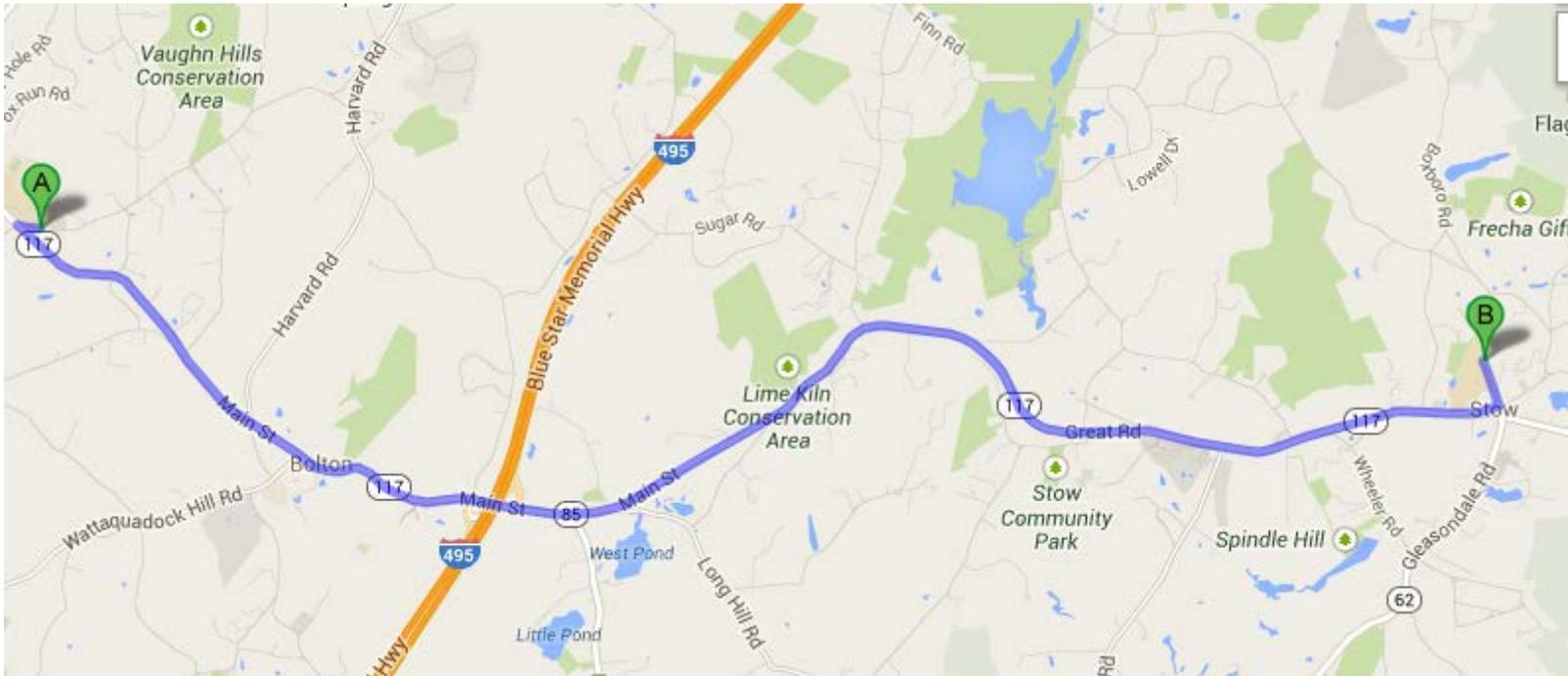


IEP's - 504 Plans - SAP's

- Look for notations within lesson plans that denotes student on IEP's, 504 plans, SAP's, and other students that receive guidance, speech and language, occupational therapy, physical therapy, or ESL/ELL services.
- All classrooms are full inclusion classrooms. This means that in addition to the classroom teacher, there could be a paraprofessional, special education teacher, literacy specialist, and/or progress monitoring from guidance.
- These professionals play a vital role in the education of our students. They often have worked with our students for multiple years and have knowledge of their needs. Reach out to them with questions you may have as they are a wealth of knowledge!

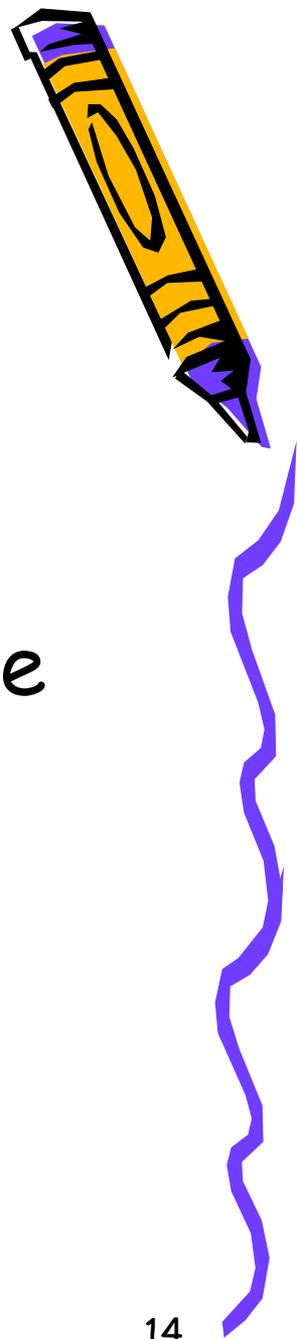


Site Map



Schedule

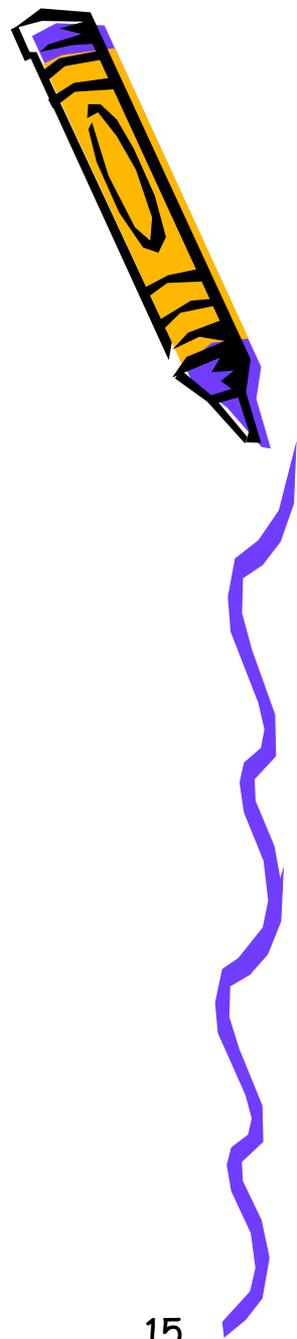
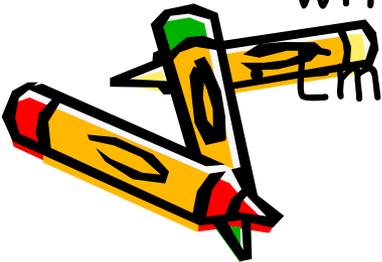
- District K-8 schools run a six-day cycle. (A-F)
- High School runs an eight-day cycle
 - ❖ Center School K-8 school hours 8:35am-3:05pm
 - ❖ Emerson/Florence Sawyer K-8 school hours 8:35am-3:05pm
 - ❖ Hale Middle School 6-8 school hours 7:45am-2:15pm
 - ❖ Luther Burbank Middle school 6-8 school hours 7:45am-2:15pm
 - ❖ Mary Rowlandson Elementary K-5 school hours 8:35am-3:05pm
 - ❖ Nashoba High School 9-12 hours 7:40am-2:20pm



Teaching and Learning

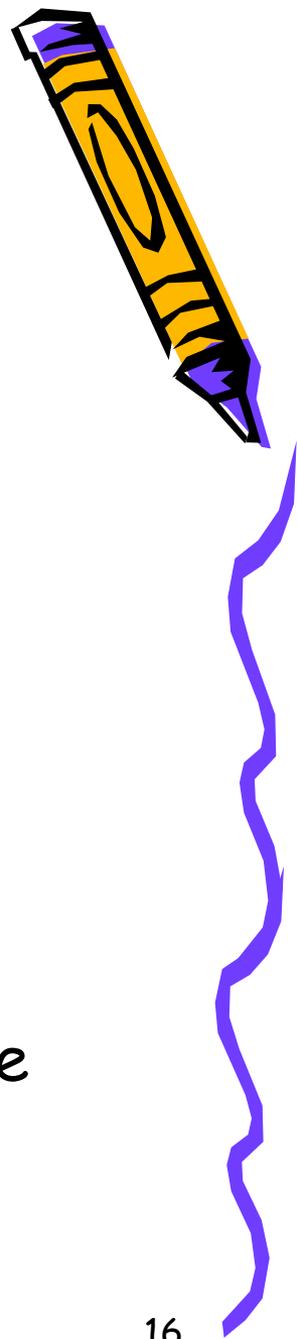
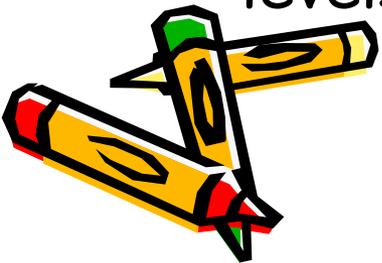
- Unit Plans
 - Lesson Plans
 - By Standard
- Locate the materials
 - Planned absences usually have everything organized on or near the teacher's desk
 - In the case of sickness the substitute may need to read plans from a fax, email or notes taken by the school secretary, along with the lesson plan book

Emergency plans



Teaching and Learning

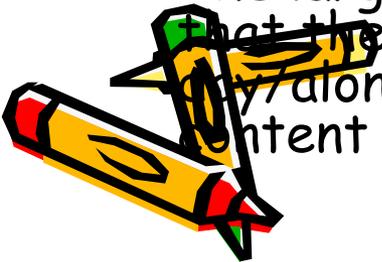
- Emergency Lesson Plans and Instructional Strategies . . . These are plans that are used in the case of an unplanned absence
 - May be off topic of the theme or current learning
 - Located in the Teacher's Sub Folder or in the main office
 - Provide differentiated learning opportunities for students
 - Develop your own "ICE" plans for various grade levels



Teaching and Learning: How to read a lesson plan



- The planning can take many forms:
 - All teacher lessons are based on teaching standards that follow the Common Core. When designing units of study, teachers use these standards to determine what students need to master.
 - Elementary Teachers: Teachers at these grade levels often keep plan books with blocks of time that they are teaching each subject. Within these blocks is a description of the lesson being taught for that subject. Embedded within those blocks, are snack, recess, specialist breaks, and lunch breaks.
 - Middle School: Teachers at the middle school level teach one specific content area (ELA, Math, etc.). These teachers often see several core classes a day and teach the same lesson to each section.
 - The largest difference between elementary and middle school is that the elementary teachers teach multiple subjects across a day/along a block of time. Middle school teachers teach a specific content to larger groups over multiple classes within a day.

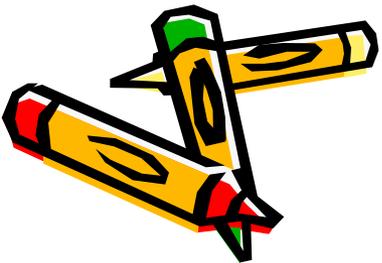


Reading the Lesson Plan

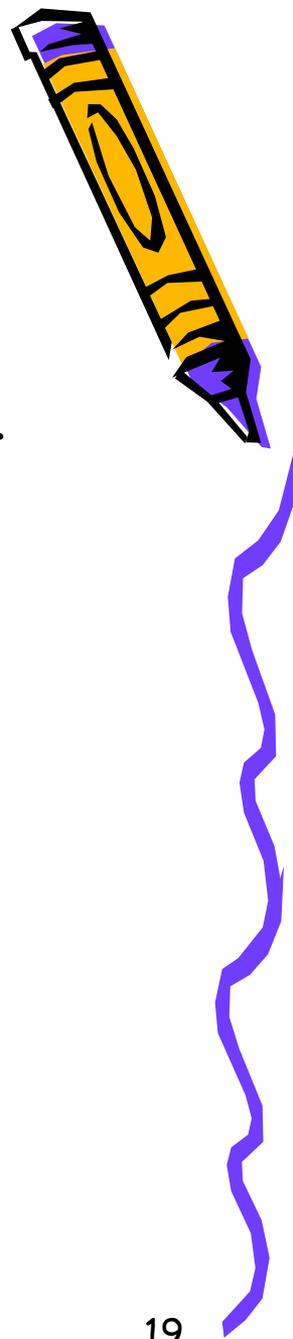


- Helpful Tips!

- Arrive early in order to give yourself the opportunity to review the plan for the day.
- Seek out a member of the teaching team (grade level) to clarify language or activities in the lesson plan (for example—"Word Wall" or "Caught Ya' Grammar").
- Set up any materials necessary for a lesson ahead of time. The more preparation outside the instructional block, the more time you will have to implement the lesson. For example, when the students in an elementary classroom are having a snack break, you are best served by looking ahead to the next lesson. In a middle school content classroom, you will often have a prep time in which you can look ahead.



Format of Lesson Plans

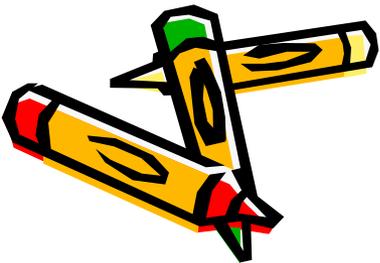
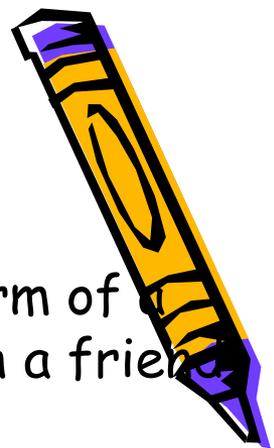


- Traditional, detailed lesson planner (elementary).
- Daily, detailed content specific lesson plan (middle school).
- Emailed lesson plans from home.
- Lesson plans or notes from the teacher on Aesop
- Transcribed notes from a team member.
- Emergency sub plans-these are typically activities that do not follow the current unit of study.
 - Examples—Open ended writing prompt, mathematical problems of the week, non-fiction reading materials focused on vocabulary and comprehension.



Instructional Strategies: How to Implement a Lesson

- Warm-Up: Each lesson typically comes with some form of warm-up (ex-five minute free write, checking in with a friend on homework, math warm-ups).
- Body of Lesson: This is the meat of the lesson. Depending on the structure of the lesson, the timing is usually between 30-40 minutes. This is when the active teaching takes place. Students are engaged, asking questions, working in small groups, conferring with classmates, and students may be working with other support personnel.
- Closing: This is where students have the opportunity to practice what they have learned and demonstrate their understanding. This could be a formative assessment, such as an "Exit Ticket."



A Sample Elementary Lesson Plan



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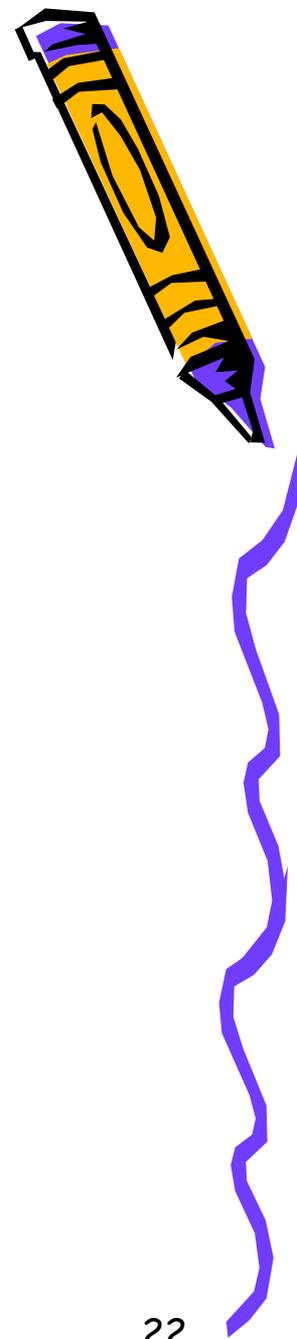
Comment Share

Click on Comment and Share to create, mark-up and send PDF files.

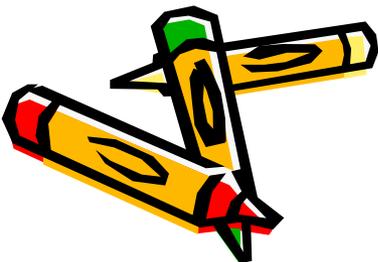
Day	8:25-9:00	9:00-10:00	10:00-10:15	10:15-11:25	11:25-12:05	12:05-12:45	12:45-1:05	
MONDAY	<ul style="list-style-type: none"> Read "Happy Journal" Pick new friend Reminders 	<ul style="list-style-type: none"> Definished work Pioneer journal Sailing Along 	10:00-10:15 - Snack	<ul style="list-style-type: none"> 9.5-How Many Days? (partners) Finish all math boxes (unit 9) Name That Number/Number Grid game 	<ul style="list-style-type: none"> 11:05-12:45 - Reading Chart (sub board) - Aliens Read Aloud Listen 2.0 - Splash Backward Audio 1-27 to The Jellyfish 	12:05-12:45 - Lunch/Recess	1:05-1:35 - Snack	
TUESDAY	<ul style="list-style-type: none"> Morning Work brown sheets Read "Happy Journal" Pick new friend Reminders 	<ul style="list-style-type: none"> 9:00-10:00 - Math Math Message (together) Reviewing How Exchanges MS pg. 231 (partners) Play money (Pione) Spinning For Money Game (Random rules) MS pg. 229 (if time) 10:00-10:15 - Snacks 	9:00-10:00 - Math	<ul style="list-style-type: none"> 10:15-11:25 - Writing Jellyfish Journals - IIM Initiative Brainstorm ocean words Box important info. together edit use "Sea Jelly" and S.F. story for 5 facts 	<ul style="list-style-type: none"> 11:25-12:05 - Lunch/Recess 12:05-12:45 - Reading Partner Read - 2 stories 12:45-1:05 - Read Aloud 1:05-1:15 - Snack 	11:25-12:05 - Lunch/Recess	12:05-12:45 - Lunch/Recess	1:05-1:35 - Snack
WEDNESDAY	<ul style="list-style-type: none"> Morning Work brown sheet (1) math sheet (1) Read "Happy Journal" Pick new friend Reminders 	<ul style="list-style-type: none"> 9:00-10:00 - Math Little Red Riding Hood assembly 	9:00-10:00 - Math	<ul style="list-style-type: none"> 10:15-11:25 - Writing Start writing Another info page together 	<ul style="list-style-type: none"> 11:25-12:05 - Lunch/Recess 12:05-12:35 - Quiet Reading 12:35-1:05 - Poem/Sheet Dancing 	11:25-12:05 - Lunch/Recess	12:05-12:45 - Quiet Reading <td>1:05-1:35 - Snack</td>	1:05-1:35 - Snack
THURSDAY	<ul style="list-style-type: none"> Morning Work brown sheet (1) math sheet (1) Read "Happy Journal" Pick new friend Reminders 	<ul style="list-style-type: none"> 9:00-10:00 - Math Math message (half sheet) Arms, > 910 and < 91 (calculator) practice together MS p. 234 + 235 Demonstrate + play Pick - a - Coin MB p. 239 (if time) 10:00-10:15 - Snack 	9:00-10:00 - Math	<ul style="list-style-type: none"> 10:15-11:25 - Writing Research pages Together (1) - map (3) F.A.Q. page (own words) Rough/Final Finish charts & diagram Writer's Notebook if finished 	<ul style="list-style-type: none"> 11:25-12:05 - Lunch/Recess 12:05-12:45 - Reading Groups 12:45-1:05 - Read Aloud 1:05-1:15 - Snack 	11:25-12:05 - Lunch/Recess	12:05-12:45 - Reading Groups <td>1:05-1:35 - Snack</td>	1:05-1:35 - Snack
FRIDAY	<ul style="list-style-type: none"> Morning Work Under the Sea Word Search Read "Happy Journal" Pick new friend Reminders 	<ul style="list-style-type: none"> 9:00-10:00 - Math MM 295 MM 302 Finish MB 229, 233, 239 Playing Spinning For Money for Pick - a - coin when finished 	9:00-10:00 - Math	<ul style="list-style-type: none"> 10:00-10:15 - Snack 10:15-11:25 - Writing A Day in the Life of a Jellyfish (model) Rough/Final Decide if finished with everything Writer's Notebook if finished 	<ul style="list-style-type: none"> 11:25-12:05 - Lunch/Recess 12:05-12:45 - S.F. quiz Quiet Reading 12:45-12:55 - Snack 12:55-1:05 - Read Aloud 	11:25-12:05 - Lunch/Recess	12:05-12:45 - S.F. quiz <td>1:05-1:35 - Snack</td>	1:05-1:35 - Snack



A Sample of a Middle School Lesson Plan



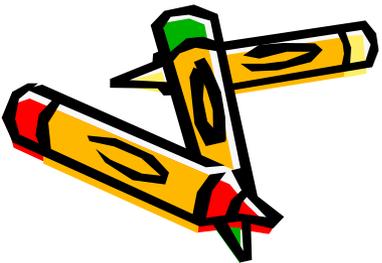
Thursday, May 31, 2013 A day	
Upon Arrival	Thank you for taking my class. My classes have received all of the pre-reading instruction for the short story “Harrison Bergeron” by Kurt Vonnegut, Jr. I hope you like the story because all of my classes are reading it—that’s five times for you. I have left some comprehension questions that you can hand out if you feel they are necessary to maintain the class’s focus during the reading. In general, all of my classes like to be read to. You can choose to read out loud or choose students to read out loud. If by chance you don’t finish the story in a class period, please let me know where you left off so I can pick up where you left off when I return to school on Monday.
Homeroom 8:35-8:40	<ul style="list-style-type: none"> Take attendance and lunch counts. There is a paper attendance slip at the front of my substitute teacher binder.
ELA 8-1 8:40-9:30	<ul style="list-style-type: none"> Warm-up: 3-2-1 Summary. Students should take out the Kurt Vonnegut, Jr. biography they read for homework and complete a 3-2-1 summary based on their reading. Students should write out the following: <ul style="list-style-type: none"> 3 biographical facts they have learned about Kurt Vonnegut, Jr. 2 works he has written 1 note on author’s style After a few minutes of working individually, students can turn to a neighbor to summarize what they remember about the Kurt Vonnegut, Jr. biography. Each partner should take a turn talking and listening. While students are sharing their summaries, hand out the <i>Animal Farm</i> books from the front table. The short story “Harrison Bergeron” can be found on page 130. Read aloud. As a whole class, read aloud the short story “Harrison Bergeron”. Homework: Independent Reading, 300 minutes (150 mins./week). Bookmarks due Mon. 6/4



Teaching and Learning

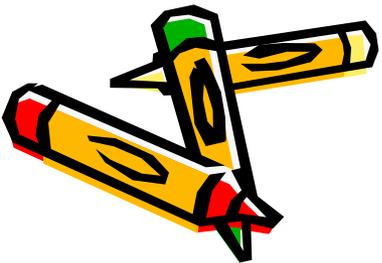
Developmentally appropriate, respectful and proactive.

- Offer choices of assignments
- Listen to the explanation to students
- Make common sense decisions
- Leave yourself an "out"



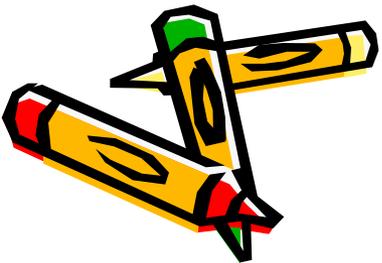
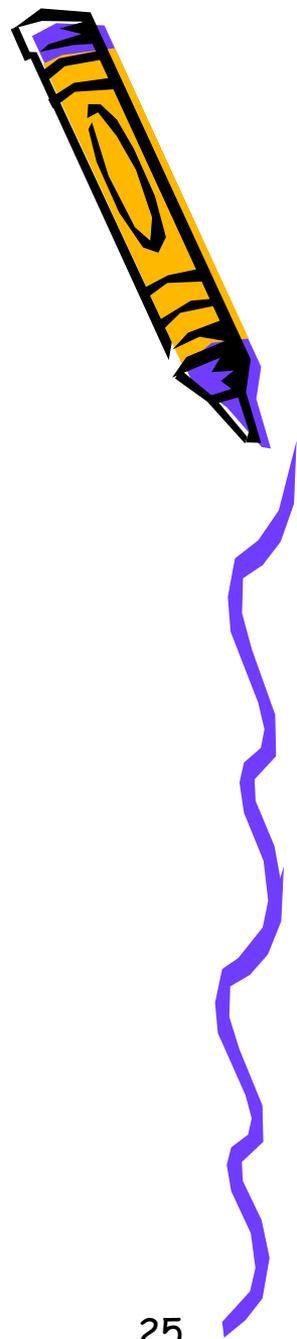
Activators

- Activators are designed to get students' brains engaged, connected and thinking!
- The purpose of activators is to call to mind students' past knowledge and experiences before engaging in the content.



Summarizers

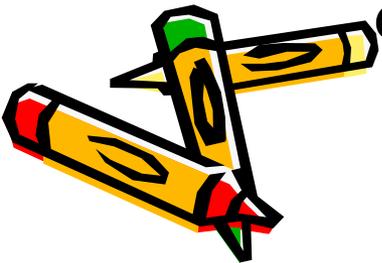
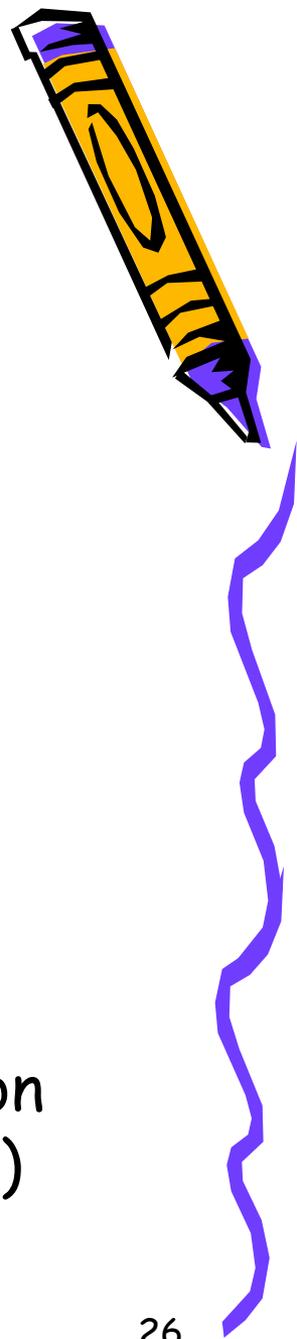
- Just as activators wake up the brain before learning, summarizers ask students to process what they have learned and summarize the information.
- Students who regularly process information experience long lasting effects with their learning.



Responsive Classroom

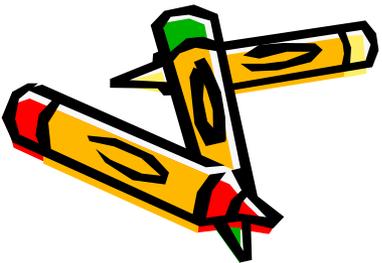
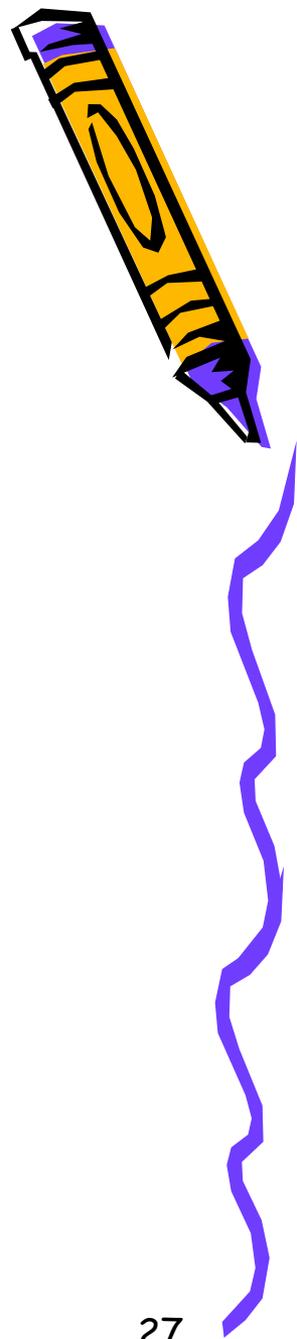
Enjoying a Responsive Classroom

- Introduce yourself
- Be fair, firm, and friendly
 - Review your expectations
 - Use the teacher's notes on class rules
- Communicate
 - Write your name on the board
 - Post the schedule on the board
 - Post the standards being covered or lesson objective on the board (if one is provided)



C.A.R.E.S.

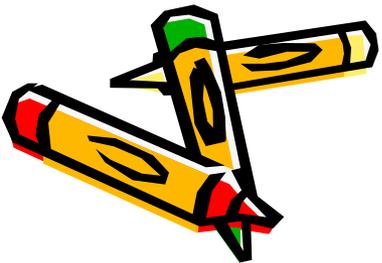
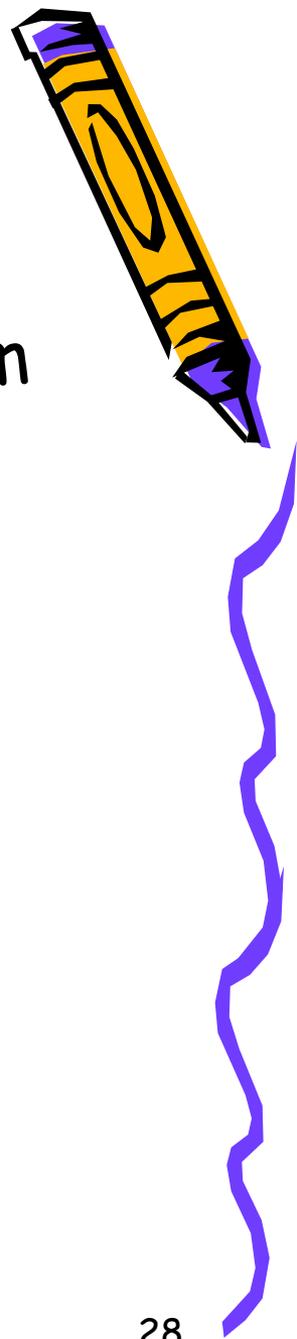
- Cooperation
- Assertion
- Responsibility
- Empathy
- Self-Control



Developmental Designs

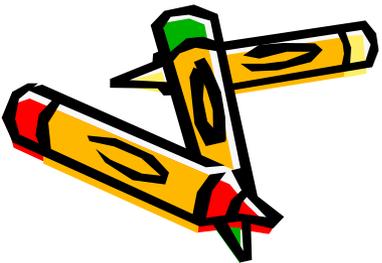
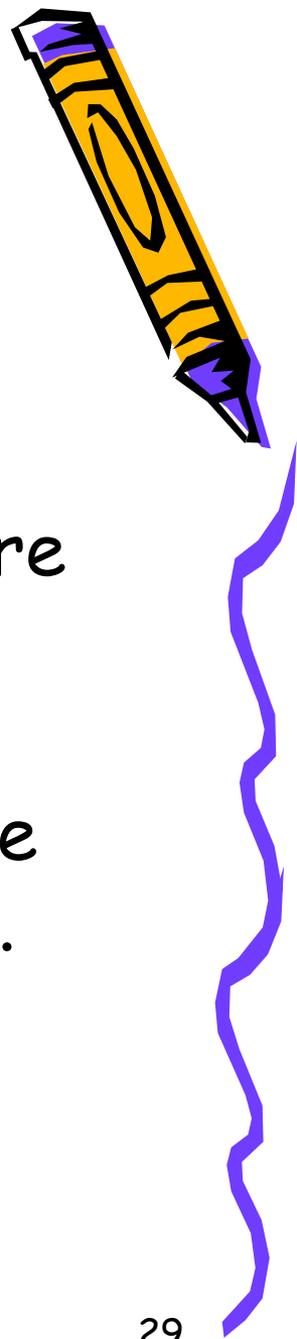
Enjoying a Developmental Designs Classroom

- Community-Building Advisory
- Social Contract
- Pathways to Self-Control
- Collaborative Problem-Solving
- Empowering Teacher Language



Classroom Management Tips

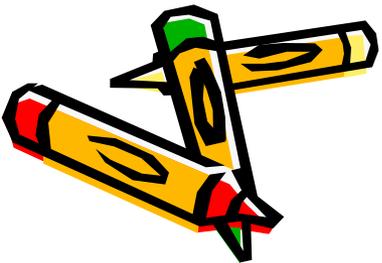
- Procedures and routines should be followed as closely as possible. Let the students know what your expectations are at the beginning and end of the lesson.
- The substitute is an extension of the classroom teacher and is in charge of the classroom in the absence of the teacher.



Classroom Management Tips

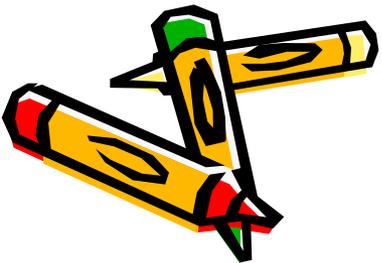
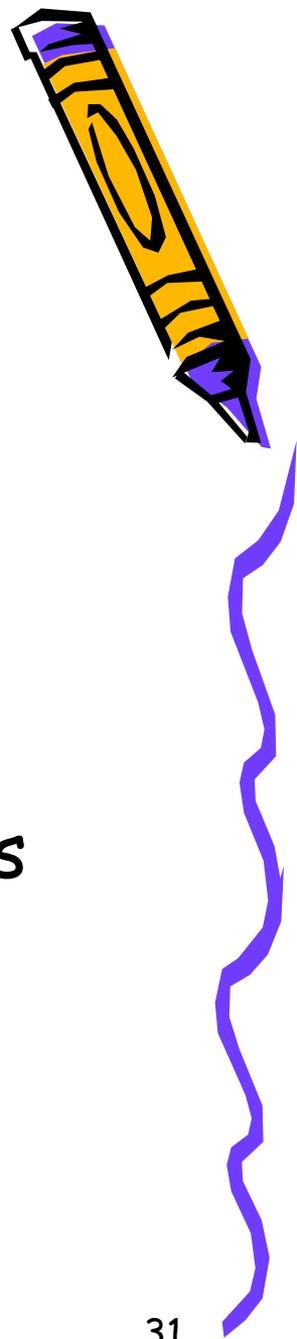


- It is ok to say, "I will try to do things like Mrs. Smith, but I am here today and I will need to handle it this way, since I don't know how Mrs. Smith would have handled it."
- Students should **NEVER** be left unattended. Ask your teacher neighbor to cover or call the main office for coverage if you need to leave the classroom.



Classroom Management Tips

- Respect & responsibility guide our decisions.
- When you are talking, students are listening.
- If you need to address an issue with a student, do it respectfully; away from his or her peers with appropriate tone.



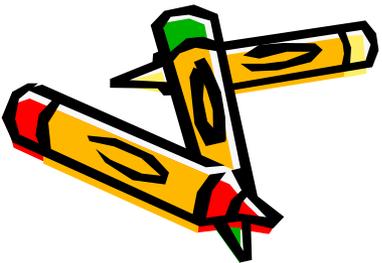
Middle School Experience or

What's in a name?

It's called **middle** school for a reason! Due to brain development,

- Students are usually more emotionally mature, independent, and capable of abstract thinking than elementary students, yet...
- They may not be as good as high school students in thinking ahead, envisioning consequences, resisting pressure from others and forgoing immediate rewards to get a bigger payoff.

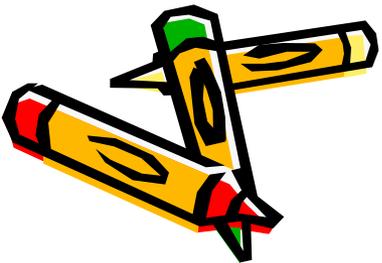
(Hence, they are *in the middle!*)



According to Richard Strong, Harvey F. Silver and Amy Robinson (Educational Leadership Sept 1995), middle-schoolers are energized by four goals:

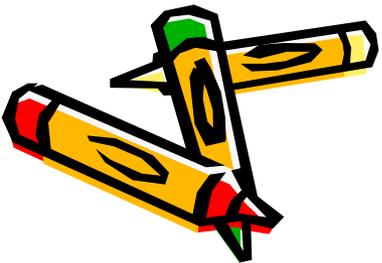
- * **Success** (the need for mastery),
- * **Curiosity** (the need for understanding),
- * **Originality** (the need for self-expression),
- * **Relationships** (the need for involvement with others).

Our addition: * **Humor!** (Just remember how old they are - or aren't.)

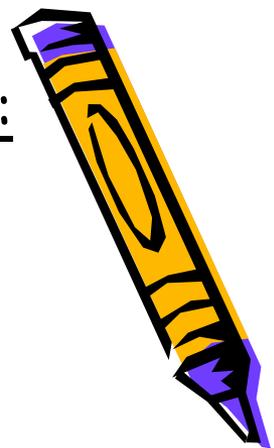


Tips for working successfully with middle schoolers:

- *Talk with them, not at them.
- *Laugh with them, not at them. No sarcasm!
- *Be friendly, but have more authority than a friend.
- *Accept them where they are, let them know where you are coming from, and cue them in on where you're all going. They will rise to your expectations.
- *Adhere as closely as possible to the teacher's plans. Middle school students like consistency, but some take pride in their ability to lead the class on a tangent.



*Be flexible.



High School Experience

"What you expect is what you get"

When communicating your expectations for students' work and behavior, be

Direct

Clear

Specific

Consistent

Concrete

Tenacious

If students don't engage, try the following techniques:

Turn off the lights

Use proximity to quell chatter or off-task behavior

Get involved in the activity

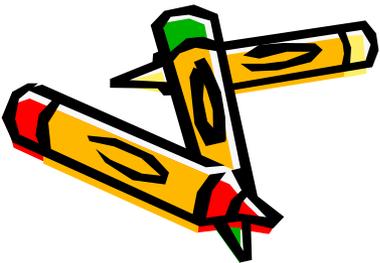
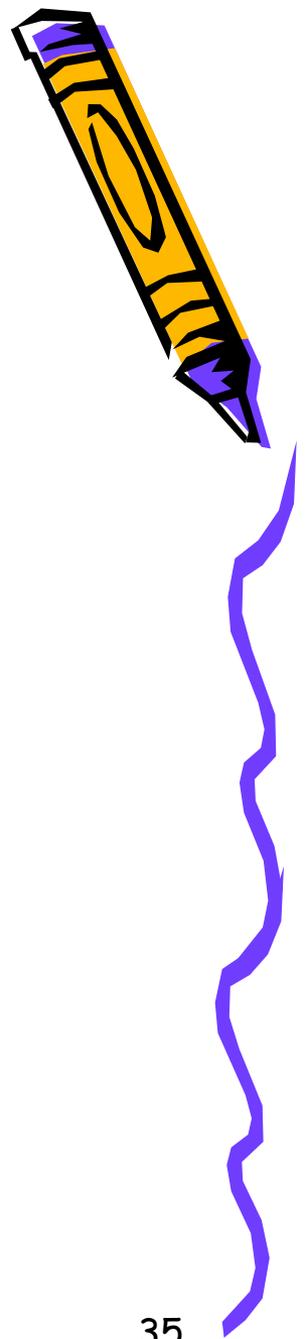
Be a "broken record"

Talk about behavior being a choice

Conference in the hall to avoid confrontation

Refer student to administration

Inform the teacher



Wrap-Up



Points to Ponder:

- Don't be afraid to ask the kids—they are knowledgeable in their classroom routines, daily structures, and lessons!
- If something is successful, don't be afraid to spend more time on it.
- Leave the classroom teacher notes on how the lesson(s) went. The teachers appreciate the feedback and like to know where you left off.
- Enjoy the time with the kids!

