



Amador County Unified School District
Amador County Office of Education

Guest Teacher Handbook 2020-2021

*Everything you need to know about substitute teaching....
But may not have had time to ask!*

Amador County Unified School District
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You have an important job as a guest teacher. You go into classrooms that are without a teacher and keep student learning on track. What's more, you help students through the tough transitions that can come from school staffing issues, and you serve the schools that need the most help.

To make your job easier, we've put together this comprehensive list of tips and classroom resources tailored just for you.

Guest Teacher Instructions:

Amador County Public Schools utilizes an automated service to process substitute teaching assignments called Frontline. This system utilizes both the telephone and the internet to assist you in locating substitute teaching assignments in the district. To access the Frontline System, you will be provided, via letter from the Human Resources Department, an ID and PIN number.

My ID number: _____

My PIN number: _____

Frontline Phone Instructions:

When Frontline calls you:

When you answer the phone, say "Hello" and the system will present you the following options:

If you are interested in a job, press 1

Frontline will play you the School district Name and the School Name.

- *Enter your Pin Number followed by the pound key (#)*

Frontline will now read off all the details of the assignment

- *To accept the assignment, press 1*
- *To hear the assignment again, press 2*
- *To reject but allow additional calls that day, press 3*
- *To reject this assignment and prevent additional calls today, press 4*

When you successfully accept an assignment, Frontline will play back the confirmation number.

If you are not interested in a job, Press 2 to prevent further calls that day

If you are unavailable, Press 3

When you call Frontline:

- *Dial 1-800-942-3767*
- *Enter your ID Number followed by the pound key (#)*
- *Enter your PIN Number by the pound key (#)*

To Hear a List of Available Assignments, Press 1

Frontline will play you a list of up to five (5) available jobs.

- *To accept an assignment, Press 1*
- *To hear the assignment again, Press 2*
- *To reject this assignment and not hear it again, Press 3*
- *To listen to the next assignment, Press 4*
- *To replay a bypassed assignment, Press 5*
- *To return to the Main Menu, Press 6*

To Review or Cancel your Upcoming Assignment, Press 2

- *To review your assignment for the next 7 days, press 3*
- *To return to the previous menu, Press **

Frontline will now read off all the details of the assignment.

- *To hear this assignment again, Press 2*
- *To cancel this assignment, Press 3*
- *To listen to the next assignment, Press 4*
- *To return to the Main Menu, Press 6*

To Review or Cancel a Specific Assignment, Press 3

Frontline will ask you to enter the confirmation number.

- *To cancel this assignment, Press 3*
- *To listen to the next assignment, Press 4*
- *To return to the Main Menu, Press 6*

To Review or Change your Personal Information, Press 4

- *To review or change your name recording, Press 1*
- *To change your PIN number, Press 2*
- *To change your phone number, Press 3*

Notes:

- When Frontline calls you, the phone number that appears on the Caller ID is: 1-800-942-3767
- Typically, Frontline will not leave a message on your home answering machine
- Please say “hello” in order for Frontline to begin the phone call

Frontline On-Line Instructions:

Log onto Frontline at www.aesoponline.com

- *Enter your ID and PIN numbers*

Download the On-Line Instruction Guide:

- *Select “Frontline Support” and then select “Substitute Help” and “Basics”. Then select “Substitute Quick Start Guide”*

General Duties:

Reporting to the Office:

- Arrive at least thirty minutes before classes begin unless other arrangements have been made with the school. If you receive a late call, arrive as soon as possible.
- Sign-in in the school office.
- Ask for a copy of the teacher's student roll sheet. Find out if there are any extra duties or activities for this day. Clarify the lunch schedule; bell schedules can be complicated.
- Obtain the teacher's lesson plans and/or materials if they have been left in the office.
- Obtain the classroom key
- Request a campus map, bell schedule, and any other routine forms (tardy slips, hall passes, etc.).
- Inquire about end-of-day responsibilities (such as walking the students to buses) and procedure (such as safeguarding the teacher's materials).

Before Classes Begin:

- Introduce yourself to the department head, team leader, and/or a teacher in an adjacent classroom so that you'll have someone to call on if you have questions or problems. Ask about special notices, etc., that need to be sent home with students.
- Make sure you can log in to the teacher's laptop with your **district email address** so that you can use the SMART Board or Monitor.

- My District email login: _____
- My password: _____

- Organize materials to be used during the day (notices from the office, handouts, etc.) and check any equipment that will be used to ensure that it is working properly.
- Locate the class seating charts.
- Locate the classroom telephone.
- Familiarize yourself with fire drill and other emergency procedures, as well as the evacuation plan posted in the classroom, and fire extinguisher locations.
- Locate the faculty lounge, adult restrooms, meeting areas, etc.
- Make sure you understand the lesson plans and have all of the materials necessary for the day. If not, talk to the department chair, grade level partner, or office staff for further instructions and support.

Planning Period and Lunch:

- If possible, lock the classroom when you leave. Do not leave handbags or valuables unattended.
- Do not leave the school during your planning period or lunch. If an emergency arises, consult the principal or his/her designee.
- Follow procedures given to you by the school's administrative staff.

End of the Day:

- Leave a note for the teacher in the plan book informing him/her how the day went. Be honest and note specific problems.
- Leave the teacher's materials and student work in the classroom or in the office as instructed.
- Lock the door and turn out the lights.
- Return the key to the office.

Teaching Duties:

Before Classes Begin

- Write your name on the whiteboard.
- Familiarize yourself with the teacher's lesson plans and Teacher's Edition of the textbooks.
- As time permits, make notes on the lesson in your own words so that you'll be more comfortable with the materials and better organized in your presentation.
- Anticipate student questions about the materials and be prepared to answer them.
- In elementary schools, where there are no breaks between classes, quickly review plans and organize materials for the next lesson while the children are completing the current activity.
- Once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes.

During Each Class

- Begin each class as soon as the bell rings. A prompt, organized beginning will project an "in charge" image.
 - If any students are still standing after the bell, direct them to be seated.
 - Greet the class and introduce yourself.
 - Smile.
- Follow the lesson plan furnished by the teacher or note any changes you implemented.
- Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class from the day before.)
- Introduce the first activity, including the following information:
 - The title/type of the lesson

- Write the instructional objectives on the whiteboard
- The student's roles (taking notes, reading, etc)
- The amount of time to be spent on the activity
- Related activities (discussion groups, homework, etc.)
- Evaluation (project, composition, test, etc.)
- During the introduction, motivate student interest by emphasizing the value of the lesson to them academically (it will help them pass the SAT) or personally (it will make learning meaningful to the student).
- Throughout the class, ensure that the students understand the lesson.
 - Give clear, concise directions and explanations.
 - Use the whiteboard or verbal cues to emphasize important points or to clarify complicated directions.
 - Watch for signs from the students that may indicate confusion or an inability to hear or keep up with the lesson, and adjust your presentation accordingly.
- If students are doing seat work or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
 - Do not sit at the teacher's desk while students are working independently.
- Don't let the instructional pace drag.
 - Handle materials in an orderly manner. Have everything organized so that you don't waste time looking for books, lesson plans, etc. while students are idle.
 - Ask serious students to assist you in passing out and collecting papers, books, etc. Check for lists of "suggested helpers".
 - Move quickly from one activity to another.
- Vary the order in which you call on students.
- Avoid confusing the students by jumping abruptly from one activity to the next. Make the transition between activities systematically, as follows:

- Step 1: Summarize the first activity
- Step 2: Pause for questions and comments
- Step 3: Introduce the next activity

At the End of the Class

- Collect student work.
 - Immediately secure papers with a paper clip or rubber band to ensure that none are misplaced.
 - Label the papers with a cover sheet.
 - Verify with students that all papers have been turned in.
- Review important points of the lesson, following these steps:
 - Step 1: Summarize the lesson, emphasizing the purpose of the day's activities.
 - Step 2: Answer and ask specific questions about the lesson. Example: "Why are whales classified as mammals rather than fish?"
 - Step 3: Review overall objectives. Example: A lesson on using an encyclopedia to identify types of whales could be related to the overall objectives of developing research skills, writing reports on endangered species, and/or improving environmental awareness.
- Preview the next class.
 - Example: "Tomorrow you will view a video on the different types of whales and form discussion groups to brainstorm methods for protecting endangered species."
- Go over the homework assignment with the class.
 - Carefully explain the assignment, encouraging the students to ask questions about any aspect of the assignment that they don't understand.
 - Give directions on how the work is to be done and when the assignment is due.

- Go over examples from the exercise with the class to ensure that the students know how to do the assignment.
- Give directions for the next class (bring textbooks, complete worksheets, review notes, etc.)
- Give the students specific directions for end-of-class housekeeping chores. For example, rather than asking the class to “put everything away,” request that the first person in each row collect the dictionaries or that students throw away scrap paper as they leave the room.
- Compliment the students on their performance, and thank them for their good behavior and work. Let them know that you will be informing the classroom teacher of what took place.

After Class

- ❑ Organize and label student work.
- ❑ If you were unable to complete the lesson leave a note for the teacher indicating how much you were able to cover.

Daily Checklist:

- Sign in at the Main Office.
- Collect room keys.
- Get directions to your classroom, a copy of the bell schedule and a school map if available. Check for special “School Policies” for handling disruptive or ill students.
- Check the teacher’s mailbox.
- Locate the class rolls or grade book.
- Locate the lesson plans.
- Get information from school staff about the bell schedule and any special activities for the day.
- Get special information about your assignment, such as schedules for exceptional students.
- Get a daily or weekly schedule as needed.
- Locate instructional and student materials.
- Write your name on the whiteboard.
- Check attendance and make a head count to ensure safety. Many substitutes find that checking and/or using a seating chart is especially helpful.
- Encourage the students to leave the room in an orderly condition at the end of the day.
- Return all materials to the proper location.
- Leave a note for the teacher informing him/her as to how the day went. Be honest and note specific problems.
- At the end of the scheduled work day, return keys and/or other materials, and check out through the main office.

Classroom Management and Discipline:

An effective substitute teacher strives to create a climate in which success is expected, academics are emphasized and the environment is orderly.

As a substitute teacher, it is essential to understand and practice good classroom discipline and management. This is necessary before any classroom learning can occur. Good classroom control can be the prevention of major classroom difficulties.

Often a class will “test” a substitute teacher. Students may try to gain status by upsetting class routines. Your response to these situations is crucial. Teacher self-control is a must! You must begin by establishing order during the first minute of the first day. Your responses must be calm, firm yet fair, and tempered with good humor. You can prevent many problems with a combination of planning, awareness, and sensitivity.

To assist you in maintaining discipline, the following guidelines are recommended. Study them and implement them appropriately in your specific substitute situation.

1. Before entering the classroom, ask the school administrator for information on the “school’s discipline plan” and other information on any special discipline policies or procedures followed at this school.
2. Expect students to behave well and PRAISE STUDENTS for their good behavior.
3. As you speak, CIRCULATE in the classroom to monitor activity and to target possible trouble spots.
4. Remember that you are an adult leader and therefore not a “pal” to these students.
5. Use your voice, eyes, and other nonverbal to communicate.

6. Pause and wait, if necessary, for attention and silence before speaking. Avoid sarcasm and shouting!
7. Be prepared. Keep activities moving and students working. Always have some additional activities planned.
8. Set clear limits/standards/rules for the students and then be CONSISTENT in enforcing them.
9. Use peer social pressure to encourage good behavior. Do not punish the group for the misbehavior of one.
10. Always insist that students address all teachers and adults by their titles: Mr., Mrs., Miss, and Ms.
11. GO TO THE STUDENTS when they request help. This avoids confusion and unnecessary commotion.
12. Avoid any kind of CORPORAL PUNISHMENT -- NEVER TOUCH A STUDENT!
13. Don't make promises or threats that you may not be able to keep!
14. Use a POSITIVE approach.
15. If you are having problems in maintaining classroom discipline, consult one of the school's administrators.

Classroom Resources:

1. Talk to the School Staff
 - a. The teacher you're subbing for if possible
 - b. Other teachers at the school
2. Bring "Just in case" supplies
 - a. crayons/markers
 - b. Extra glue sticks
 - c. Paper for name tags
 - d. Books for read alouds
3. Have some easy projects for fillers
 - a. People poems (acrostic poems that let you know a bit about your students)
 - b. Name games (*Primary Grades Only*)
 - i. Name chain (Say your name and a food, hobby, or something else that starts with the same letter as your name. Go around the circle with each student reciting the names and foods of those who went before them.)
 - ii. Clapping names (Have students clap out the syllables of their or classmates' names.)
 - c. Play a group game
 - i. Trivia/Jeopardy (Game creators can be found online)
 - ii. 100 trivia questions for kids
 - iii. 20 questions
 - iv. Heads Up 7-Up
 - v. Telephone
 - vi. Silent Ball

***** With adequate substitute plans, games should not be necessary!**

Do Not:

- Use your cell phone while supervising students.
- Place students in the hallway or in a corner of the room as a disciplinary action.
- Keep students after the bell.
- Use district technology for personal use.
- Use any form of social networking to interact with students at any time.
- Make a big deal out of minor problems
- Let students have access to the teacher's gradebook.
- Embarrass or humiliate a student in anyway
- Allow students to leave your class without a pass.

Avoiding Negligence:

Primary among many substitute teachers concerns is protecting their students from harm, and themselves from lawsuits. While not all accidents can be avoided, liability for them can be if the teacher has provided adequate supervision. The following guidelines are offered to help you prevent injuries to students under your care, act responsibly in the event of accidents, and avoid legal problems should mishaps occur.

1. **NEVER LEAVE STUDENTS UNATTENDED.** Use the classroom phone or send a student with a message if you need to contact the principal, another teacher, etc.
2. **NEVER USE CORPORAL PUNISHMENT WITH STUDENTS.** Corporal punishment includes putting your hands on a child for any reason, including hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do push-ups, or using any physical force.

3. MAINTAINING APPROPRIATE ADULT-STUDENT

INTERACTIONS. The Governing Board desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

a. (cf. 4119.21/4219.21/4319.21 - Professional Standards)

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

b. (cf. 5145.7 - Sexual Harassment)

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

c. Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

4. **NEVER GIVE MEDICINE OF ANY KIND INCLUDING ASPIRIN, COUGH DROPS, ETC. TO STUDENTS.** Refer students who are taking medication to the office or nurse for supervision.
5. Don't order a disruptive student to leave class unsupervised. Instead:
 - a. Use the phone to ask for assistance from the office.
 - b. Ask another teacher to supervise your class while you escort the student to the office.
6. Maintain a neat, orderly, and safe environment for the students.
7. Know how to quickly contact school personnel who can assist with an emergency (administrator, nurse, etc.)
8. Report accidents or injuries to the office immediately. As soon as possible, write down what happened for school authorities and keep a copy of the report for yourself.
9. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his or her status (excused to go home, waiting for parent pick-up, etc.).
10. Follow school procedures for allowing students to leave campus early.
11. Do not keep students after class or after school.
12. No persons from outside the school should be permitted to question or interview a student except in the presence of the principal, assistant principal, or principal designee.
13. If someone comes to the classroom to pick up a child, refer him/her to the office.
14. Obtain permission from the principal before sending notes or other communication home to parents.
15. Do not introduce controversial subjects or materials.
16. Do not give gifts, including candy to students.
17. Avoid being left alone with a student for extended periods of time.
18. Safeguard equipment and materials against abuse and theft.
19. If a student teacher, art teacher, or music teacher is assigned to your class, remain on duty in the classroom, assisting as necessary.

Emergency Procedures:

Call: 9-911

All of our phones require dialing 9 to make an outside call. Therefore, in an emergency you must dial 9 before dialing 911.

Evacuation

Universal Signal for Evacuation: Fire Alarm

- Students and staff will quickly evacuate buildings to a safe location.
- All classrooms have wall pocket charts by the exit door; red laminate cards or folders have instructions for emergency procedures.

Lockdown

Most lockdowns are announced via the loudspeaker. Some sites have unique bell signals. Check with each school office upon checking in.

- Students will enter the first available room.
- Teacher is to lock the door, close the blinds/curtains, and keep children on the floor.
- Teacher takes roll call of students and indicates the name of their homeroom teacher.

Wall Pocket Contents

- Red-laminate “Emergency Procedures Cards”
- Red and Green Card
- Class Roster
- First Aid Kit

Site Check-In Times

2020-2021

Please check in to the office no later than the time listed.
It is very **important** that you are on time!

School Site	Check In Before	Class Start Time	Class Dismissal Time	Check Out Time	AM Only (3.5 Hrs.)	PM Only (3.5 Hrs.)
Amador	8:00am	8:30am	3:12pm	3:30pm	8:15-11:45	12:00-3:30
Argonaut	8:00am	8:32am	3:11pm	3:30pm	8:15-11:45	12:00-3:30
Community	7:30am	8:30am	1:00pm	3:00pm	8:15-11:45	11:45-3:15
Independence	7:30am	8:35am	2:45pm	3:00pm	8:15-11:45	11:45-3:15
Ione Jr.	8:00am	8:15am	2:44pm	3:30pm	8:15-11:45	11:45-3:15
Ione Jr. (6 th)	8:00am	8:15am	2:42pm	3:30pm	8:15-11:45	11:45-3:15
Jackson Jr.	8:00am	8:25am	2:55pm	3:30pm	8:15-11:45	11:45-3:15
Jackson Jr. (6 th)	8:00am	8:25am	2:51pm	3:30pm	8:15-11:45	11:45-3:15
Triglia	8:00am	8:32am	3:11pm	3:30pm	8:15-11:45	12:00-3:30
North Star	8:00am	8:32am	3:11pm	3:30pm	8:15-11:45	12:00-3:30
Ione Elem.	7:45am	8:05am	2:10pm	3:15pm	7:45-11:15	11:15-2:45
Jackson Elem.	7:45am	8:12am	2:15pm	3:15pm	7:45-11:15	11:15-2:45
Pine Grove Elem.	7:45am	8:00am	2:00pm	3:15pm	7:45-11:15	11:15-2:45
Pioneer Elem.	7:45am	8:00am	2:00pm	3:15pm	7:45-11:15	11:15-2:45
Plymouth Elem.	7:45am	8:00am	2:00pm	3:15pm	7:45-11:15	11:15-2:45
Sutter Creek Elem.	7:45am	8:00am	2:10pm	3:15pm	7:45-11:15	11:15-2:45
Sutter Creek Primary	7:45am	8:00am	2:00pm	3:15pm	7:45-11:15	11:15-2:45
Ione State Preschool (AM Session)	8:15am	8:30am	11:30am	11:45pm	n/a	n/a
Ione State Preschool (PM Session)	12:15pm	12:30pm	3:30pm	3:45pm	n/a	n/a
Jackson State Preschool (Argonaut Campus)	8:00am	8:15am	11:15am	11:30am	n/a	n/a
Pioneer State Preschool	7:30am	7:45am	10:45am	11:00am	n/a	n/a
Plymouth State Preschool	8:00am	8:15am	11:15am	11:30am	n/a	n/a

