

# Teachers Checklist for Substitutes

## As soon as feasible:

\_\_\_\_\_ Ensure the materials the front office provides to the substitute teacher upon arrival are accurate and complete, e.g.:

- Indicate whether or not the substitute teacher should check and pick up items from your mail box (e.g., in the teachers' lounge), e.g., attendance sheet
- Times, room #'s, course titles, etc. for all classes
- Map
- Key(s) for all necessary doors, cabinets, lockers, etc.

\_\_\_\_\_ Explain to your students that whenever a substitute teacher is assigned, you will ask the substitute teacher to give you the names of students who misbehave and which classes were best and worst behaved

## When requesting a substitute teacher:

\_\_\_\_\_ Try to leave a short message with the phone system assignment, e.g.:

- Where to find the lesson plan, attendance sheets, materials, etc.
- Specific titles of the classes
- Your home phone number
- The web page address for your classes and/or the school
- Any special requirements, events, etc.
- Brief description of planned activities

\_\_\_\_\_ Avoid addressing it to a specific substitute teacher - the job might end up being offered to someone else

\_\_\_\_\_ Provide a detailed lesson plan, e.g.:

- For applicable items, give the substitute teacher something to read to students verbatim and/or to write on the board
- Whether the TV needs to be turned on for the Pledge of Allegiance, announcements, etc., and, if so, how to operate it (e.g., is it operated through the computer?)
- How to take roll, any unique pronunciations, where to put roll sheet when complete
- Try to give the substitute teacher options, e.g., if the substitute teacher feels comfortable, let the substitute teacher teach portions of the lesson plan
- Try to indicate how long the substitute teacher should spend on each part of lesson plan
- Try to let the substitute teacher know why students are supposed to do things or prohibited from doing things, e.g., no new shop materials today, no shop work today
- Specify whether the students need to turn anything in to you, e.g., homework, assignments, projects
- What to do if a student shows up late or has to leave early, e.g., if they need to take a test

- Your goals for the course and for that period
- Any homework the students are responsible for
- Whether a second roll should be taken at the end of class, etc.
- Whether there are any teacher's aides and/or instructional aides and if so, what they should do
- Names of students who can be trusted to provide assistance
- Names of students who tend to misbehave
- Names of students who have special needs

\_\_\_\_\_ Provide detailed instructions and information, e.g.:

- How to operate heater, air conditioner, etc.
- How to use the phone and who to call for help (e.g., unruly student)
- What students are and aren't allowed to do, e.g., listen to music on headphones, go to the bathroom (one at a time?), get a drink of water, change seats, eat/drink in classroom, use phone, sit outside classroom quietly, use computers in classroom, go to Media Center, play music out loud in classroom, play games on computers
- Any areas, cabinets, drawers, etc. students should not enter (e.g., by the teacher's desk)
- Whether or not to answer the telephone(s) and whether letting it ring will transfer the call to the teacher's voice mail
- How to tell if there's a message (voice mail) e.g., red light on phone, whether to retrieve messages, and, how to retrieve messages
- Nearest rest room(s) for teachers
- Location of extra supplies

### **If you're asking the substitute teacher to show a video:**

\_\_\_\_\_ Explain where and how to get a TV and VCR (if not already in room)

\_\_\_\_\_ Explain how to work the TV and VCR (e.g., are they operated through a computer)

\_\_\_\_\_ Let the substitute teacher know how long the video is

\_\_\_\_\_ State whether students need to take notes, what they should get out of the video and if there'll be a quiz on the video

\_\_\_\_\_ State whether the video should be rewound or left where the class stopped watching it

### **If you're asking the substitute teacher to have students complete a test, worksheet, etc.:**

\_\_\_\_\_ Keep test keys and originals separate from the copies and mark them well so that the substitute teacher doesn't accidentally pass them out

\_\_\_\_\_ Specify when students should start and finish them, and whether it's okay for them to finish them later

\_\_\_\_\_ Specify whether students can use calculators, textbooks, notes, etc.

\_\_\_\_\_ Specify whether students can write on the test or worksheet, or, if they should use separate paper

\_\_\_\_\_ Specify whether scratch paper should be used and/or provided and whether it needs to be turned in with their name on it

\_\_\_\_\_ Specify whether you'd like for the substitute teacher to grade them

### **For periods when a quiz/test is given:**

\_\_\_\_\_ Consider having a worksheet that the students pick up when they turn in their quiz/test and start working on - have it so they can finish it for homework - or just have an assignment out of the textbook for them to work on

### **For block periods:**

\_\_\_\_\_ Do the students get a break (e.g., 5 minutes) halfway through the period to get up, stretch, talk, etc.?

### **Other:**

\_\_\_\_\_ Ask other teachers to introduce themselves to the substitute teacher and offer to help/advise

\_\_\_\_\_ Provide materials in the classroom for the substitute teacher, e.g.:

- Teacher's edition of textbook(s)
- Tests, quizzes, answer keys
- Worksheets
- Calculators
- Hall passes
- Referral forms (to refer misbehaving students to front office)
- An extra copy of the class roster(s) - substitute teacher can use it to make notes about individual students, e.g., when they go to the bathroom
- Scrap paper
- Places (e.g., folders) for substitute teacher to put completed tests, assignments, etc.
- Blank report for substitute teacher to let you know how things went, who was absent, etc.

\_\_\_\_\_ Put agenda(s) on the board