



# Classroom Employee Workbook



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## **Role of the Guest Teacher**

EDUStaff Guest Teachers are professional and knowledgeable individuals who maintain the educational environment that classroom teachers have established by: striving to maintain student safety, working closely with school staff to keep consistency in the classroom, ensuring that the classroom rules and procedures are followed, and striving to keep students actively engaged in a dynamic, learning environment.

It is EDUStaff's priority to provide the best customer service possible while providing educational staffing to our partnering districts. As an employee of EDUStaff, you are expected to exercise professionalism in every interaction. You will be exposed to confidential information regarding students, their families, and the school. The importance of confidentiality is highlighted in the FERPA GCN training module and should be practiced at all times.

### **Working with School Staff**

When working with school staff, be friendly, approachable, and refrain from arguing. If you have a question about your assignment, inquire with grace and respect. As a Guest Teacher, your assignment is subject to change at any time throughout the day to better suit the needs of the school. EDUStaff expects you to be willing to adapt when necessary. Schools are more likely to utilize an employee again if the individual is willing to adapt to any changes to their assignment. Remember, we are there to serve.

### **Personal Opinions**

Please refrain from expressing your personal opinions on subjects such as race, gender, drugs, politics, religion, etc. There is a chance that a student and/or staff member may be offended.

### **Appropriate Attire**

Although appearance does not give a complete picture of who we are, impressions are formed immediately based on our appearance. Your attire should not be a disruption or distraction to the students and/or the staff of the school and should remain appropriately professional at all times. Business casual attire is appropriate for the majority of your assignments; blue jeans are rarely appropriate. Clothing should not contain inappropriate or offensive subject matter. This includes but is not limited to references to drugs, drug use, sex, violence, obscene language, gang-related colors and designs, and any words or symbols that are derogatory toward protected classifications such as race, sex, religion, or nationality. Wearing inappropriate attire could result in removal from the assignment and/or other disciplinary action.

### **Social Media**

If you choose to identify yourself as an EDUStaff employee on any social networking site, you must state that all views expressed are your own and not those of the company. It is strictly prohibited to discuss confidential information. This includes, but is not limited to, derogatory comments about students, school staff, schools, and school districts. We at EDUStaff reserve the right to monitor social networking sites. Violators of this policy will be subject to discipline, up to and including employment termination.

## Tips for a Successful Day

### **#1 Preparing for Your Assignment**

A Guest Teacher is responsible for and must be prepared for, each and every classroom assignment. Aesop will provide the details of your assignment including:

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|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Notes: \_\_\_\_\_  
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### **#2 Arriving at Your Assignment**

Arrive at school with a positive, flexible, enthusiastic attitude, prepared to work the entire scheduled assignment. Before going to the classroom: report to the main office, sign in, and pick up an EDUStaff identification badge. Be sure to locate important rooms on your way to the classroom (e.g. bathroom, teacher's lounge, lunch room, etc.).

#### *Checklist:*

- \_\_\_ Arrive at least fifteen minutes before the start of your assignment
- \_\_\_ Greet office staff and introduce yourself with a smile
- \_\_\_ Sign in and please be prepared to show a picture ID
- \_\_\_ Wear any provided guest badge/lanyard at all times
- \_\_\_ Ask any questions you have about the building (locations of important landmarks, most important procedures, etc.)
- \_\_\_ Introduce yourself to grade level teachers and other neighboring staff members

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### **#3 Starting the Day Right**

Classroom management begins the moment the students see you and realize that “*something is different.*” But, what is classroom management...

Classroom management is:

- ✓ All of the things a teacher does to organize students, space, time, and materials so that student learning can take place. – *Wong & Wong*
- ✓ A set of techniques and skills that allow a teacher to manage students effectively in order to create a positive learning environment for all students. – *Sternberg & Williams*
- ✓ Meaning business without being mean. The best discipline is good teaching. – *Jordan Reeves*

Goals of classroom management:

- ✓ Foster student engagement and cooperation for all classroom activities
- ✓ Establish a productive work environment
- ✓ Increase student achievement

*Before the Students Arrive:*

- \_\_\_ Review lesson plans, seating charts, materials needed, classroom procedures, building daily schedule, emergency procedures, staff restroom locations, main office phone extension, and building or classroom discipline procedures
- \_\_\_ Write your name on the board
- \_\_\_ Prepare “warm-up” activity and clearly display directions (Appendix A). *A “warm-up” activity is something that the students begin immediately upon entering the classroom after they are unpacked or organized*

*Welcoming the Students:*

- \_\_\_ Greet students at the door with a smile, handshake, or fist bump and instructions to complete the warm-up activity listed on the board
- \_\_\_ Identify potential classroom leaders

*Beginning the class period/the school day:*

- \_\_\_ Culminate the warm-up activity; thank the students for working diligently on the activity; you may choose to collect the activity if applicable
- \_\_\_ Make a proper introduction using your formal name
- \_\_\_ Communicate your expectations for the day and in the classroom; the best way to manage the classroom is to clearly communicate expectations and engage the students
- \_\_\_ Remind students of rules/procedures already in place, i.e. does the classroom have a “Social Contract?”
  - ✓ If there is not a “Social Contract” and/or the teacher did not leave specific rules/procedures, use the following example:

#### *One Rule and Two Procedures*

Rule: “We will respect each other and be honest.”

Procedure One: Have an attention getter (*allows you to gain student’s attention*)

Procedure Two: A downtime activity; “When you are finished with an assignment you can...”



*Have an Attention Getter:*

Suggestions include: rhythm clapping, “Give me five!” (raise hand), two fingers in the air, chimes, a shaker, or call and repeat (ex: Teacher: 1, 2, 3 eyes on me! Students: 1, 2, 3 eyes on you!)

What attention getter will you use?

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## Classroom Management

### **#4 Use Effective Classroom Management Strategies**

Conflict that is not managed immediately and properly can quickly escalate into a bigger situation.

If a conflict does arise:

- ✓ Actively listen
- ✓ Ask clarifying questions to ensure understanding
- ✓ Focus on solving the problem rather than placing blame
- ✓ Always try to find a win-win solution

Most conflict can be avoided before the situation begins through effective classroom management, i.e. engaging the students. However, when a situation arises, follow the school procedures for discipline. Some classrooms will have rules often referred to as a “Classroom Social Contract” and this is an effective tool for managing the classroom.

If students are being disruptive, ask yourself:

- ✓ “Is the student bored?”
- ✓ “Is the student unable to accomplish the task at hand?”
- ✓ “What can I do to actively engage the student in the task/activity at hand?”

If a student’s behavior becomes aggressive or disruptive to the point of harming themselves or others in the classroom, contact the office for help. You should never contact the parents or guardians of a student. If you feel this is necessary, the office should be involved and may decide to make such contact.

**Effective Transitions between Activities**

Transitioning from one activity to another is the number one opportunity for students to misbehave. Transitions account for 15% of class time and can aid in the learning experience or detract from it. Clearly communicate how you expect students to transition from one activity to another for the most successful learning environment. Suggestion: Use the “Go” strategy.

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**Engaging the Students**

A. *Non-Verbal Strategies*: facial expressions, the tone and pitch of your voice, gestures displayed through body language (kinetics), and the amount of physical distance between the communicators (proximity).

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|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

B. *Verbal Strategies*: change the tone or volume of your voice, dramatic pause, clarify directions, etc.

***Checklist:***

- \_\_\_ Consistently point out positive behavior
- \_\_\_ Stay involved in all student activities
- \_\_\_ Use students’ names as a way to interact and redirect
- \_\_\_ Repeat choices and what students should be doing

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**Redirection**

Redirection lets teachers provide external control and keeps students safe, productive, and engaged. You must have a plan for how to redirect students. If you try to make up this strategy on the spot, you may end up in a difficult situation or make a decision that will result in a bigger problem. Consider the following redirection strategies:

1. *Be direct and specific:* “Casey, please put your markers away and continue with your assignment.”
2. *Say what **to** do instead of what **not** to do:* “Freeze! Everyone return to your seat.”
3. *State a redirection as a statement and not a question:* “Anna, please refocus on your math.”
4. *Follow up with action if necessary:* This might include moving a student to a different seat or offering a “break.”

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**#5 Successful Direct Instruction**

Teaching requires enthusiasm and a sense of humor! Have fun and enjoy what you are doing. If you are having fun and are engaged, chances are the students are as well and learning is taking place.

- ✓ Be sure to follow the lesson plans prepared for you.
- ✓ Please do not add or detract from the teacher’s objectives.
- ✓ Stay on task and be aware of the time schedule.
- ✓ Engage the leaders in the classroom and the rest of the students will follow suit.
- ✓ Encourage active involvement and keep students on task and engaged.

Examples include:

- “That’s an interesting point, tell me more.”
- “Give me an example of that.”
- “I appreciate your questions and if there is time at the end of the day, let’s come back to that topic, but right now we need to...”

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**Strategies for Instruction***Checklist:*

## \_\_\_ Turn and Talk:

- ✓ This strategy permits all students to participate in a discussion, rather than only a few students.
- ✓ How-to use this strategy:
  - Pose a question or prompt for students to discuss in a one-to-two-minute discussion
  - Have students turn to a specific partner or pair
  - During the allotted time, have students discuss the question or prompt. When the time is up, ask students to share their thoughts and ideas from their discussion.
- ✓ When to use this strategy:
  - During class discussion as a way for students to discuss ideas before sharing them with the class.
  - As a closing activity so that students can review what was learned in the lesson.
  - As a clarification tool for a complex problem or question.

## \_\_\_ Call and Response

- ✓ This strategy is a group choral response to a question asked by the teacher. The teacher asks the question and the students answer in unison.
- ✓ This strategy is best for clarification of directions and engaging students in an otherwise monotonous task, i.e., a worksheet.
- ✓ How-to use this strategy:
  - Teacher has a specific cue for students, telling them exactly when they should be responding out loud as a class, i.e. "Can I have just the boys read question #1?"
  - Teacher has students repeat important information, report their answers, reinforce correct answers, review concepts, or solve a problem, all while gaining information about the levels of student participation and engagement.
- ✓ When to use this strategy:
  - Worksheets
  - To reinforce learning or take a quick review
  - Test review

## \_\_\_ Think-Pair-Share:

- ✓ This is a cooperative/collaborative strategy in which students work together to solve a problem or answer/discuss a topic or question. This is a student-centered learning strategy. This is great within a lesson, but is an easy strategy to use for spur-of-the-moment discussions.
- ✓ How-to use this strategy:
  - *Think*: students think about the topic individually and independently
  - *Pair*: students work in pairs or small groups to solve the problem or discuss the topic
  - *Share*: the group shares their ideas with the whole group

- ✓ When to use this strategy:
- Review
  - Discussion questions
  - Partner reading
  - Math
  - Brainstorming
  - Quiz review

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## **Closing Out the Day**

It is important to end the day on a positive note!

*With the students:*

- ✓ Thank the students for a great day
- ✓ Remind the students of any homework assigned
- ✓ Ask students to clean up their desks and the area around their desks, put away materials used during the day, and stack the classroom chairs if that is the arrangement the chairs were in when you arrived
- ✓ Dismiss the students according to the building schedule

*After the students leave:*

- ✓ Leave a detailed note for the classroom teacher; include information regarding the lesson plans and positive moments from the day
- ✓ Leave the classroom in the condition in which you found it
- ✓ Lock windows, cabinets, and doors. Be sure all classroom computers and projectors are turned off
- ✓ Say the proper good-byes:
  - Say “good-bye” and thank the neighboring teachers
  - Drop off your EDUStaff ID badge and/or key to the secretary and say “thank you”

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## **Appendix A: Warm-Up and Downtime Activities**

### **Suggestions for Warm-Up Activities**

*Lower Elementary* – (Consider drawing a picture for instructions in case students cannot read.)

- Manipulative tubs: no more than four students per tub. Use any materials the students can use independently at their tables or on the floor, e.g. puzzles, Legos, peg boards, pattern blocks, tracers, rubbing stencils, Playdough, Wiki Sticks®, small math manipulatives, felt boards, I Spy Books, etc.
- Play an audio book and have a student stand in front turning the pages, the book might play through twice before you greet everyone.
- Draw a picture of your favorite thing to do at school, write any words that you can to describe it.

*3<sup>rd</sup> Grade - 5<sup>th</sup> Grade*

- Write long unknown words on the board and students then write definitions they think would sound great for that word, e.g. *Cachinnation* (what you do when you laugh loudly or cackle and probably embarrass or annoy everyone around you), *Filipendulous* (an adjective meaning “hanging by a thread”), *Eccedentesiaist* (a person who fakes a smile).
- Words within words: write a long word and see how many words you can find in it.
- What is it? Draw an obscure picture and have students write a story or a fictitious description.
- Mystery Object: take in a random object and students write down questions they would like to ask in order to figure out the mystery object.
- Compare and contrast two pictures that are somewhat similar.
- “I thought it was a/an (shape), but it was really...”: Write this statement on the top of a sheet of paper and make enough copies for all students in the class. Students will finish the sentence and draw a picture that includes the designated shape.

*Middle School and High School*

- Have the students create a “name tent” for you to use during the class period.
- Quote of the day: journal about how this quote inspires you or how you have seen this to be true in your own life.
- Write 30 words on the board, then put them in pairs and justify your answers in written form.
- Write an acronym for your name. If time allows write first, middle, and last name. Use words that describe you. You can list words or write sentences. Note: Be sure to give an example using your name.

### **Downtime Activities**

Be prepared with extra activities so that you ensure learning continues when there is down time, however, do not replace instruction prepared by the classroom teacher with any other activities. EDUStaff believes you are a vital part of every school district’s vision of educational excellence. We encourage avoiding games and worksheets that are not educational in nature or developmentally appropriate for the level you are teaching. Your responsibility is maintaining the

learning environment that the regular classroom teacher has created for the students. “Filler” activities (e.g. picture finds or color pages), unless developmentally appropriate, just to “pass the clock” are not best practices and do not have the student’s best interests in mind in terms of learning.

*Using the Newspaper:* The newspaper is a great source for fill-in activities in all grades.

Lower Elementary:

- Circle specific letters of the alphabet or capital letters
- Circle sight words or words they can read
- Count the words in a sentence
- Graph the findings of any of the “searches”

Upper Elementary, Middle, or High School:

- Shop from ads using a budget
- Find the main idea or topic sentences in paragraphs
- Work out statistics for sporting events
- Create a budget by choosing an imaginary life from the newspaper, e.g. job opportunities, rent an apartment, grocery ads, etc.
- Look for spelling or grammatical errors

*Classroom Friendly Games:* Games can be used to encourage students to work together and can be used to break up the monotony of what may seem to be an uninteresting lesson. However, remember that games without an educational framework are just time fillers and take away from an environment of learning.

*Check for Understanding/Review:*

- “Mix and Make”
  - Teacher names two concepts that are related in some way, e.g. cell/protoplasm
  - Students combine the two to make a true statement, e.g. protoplasm is the living material found in a cell
  - Have students create as many sentences as possible to show the demonstration of the concept rather than just memorization

*Language Teasers:*

- Write a sentence that uses every letter in the alphabet.
- Write a sentence or paragraph in which there is a word that starts with every letter of the alphabet. Be sure the words are alphabetically arranged and each word begins with the next letter in the alphabet. The sentences must make sense, e.g. a bear came down... etc.

*Consider an internet search for “morning work” and “downtime” activities by age for more suggestions.*

## **Appendix B: Students with Special Needs**

You may have a student with special needs in your classroom. If this is the case, patience is essential for effectively working with these students. Begin with kind eyes. Put yourself in their shoes. You are a stranger. These students will require extra attention or instruction above and beyond what you give to the other students. However, remember that special needs students are still capable unique learners who deserve your very best. Be sure to do what you can to follow special instructions for students with special needs. Below are some tips for working with special needs students. Keep in mind, each student's needs are different and each situation cannot be treated the same.

- Give specific instructions
- Keep their workspace clean
- Give clear transition prompts
- Have student repeat instructions back to you to ensure understanding
- Pair special needs student with another student
- Utilize the paraprofessional or classroom aide to assist (if applicable)

### **Categories of Disability under IDEA**

***Autism***...means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined below. A child who shows the characteristics of autism after age three could be diagnosed as having autism if the criteria above are satisfied.

***Deaf-Blindness***...means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

***Deafness***...means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

***Developmental Delay***...for children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.

**Emotional Disturbance**...means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

**Hearing Impairment**...means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

**Intellectual Disability**...means significantly sub average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. (*Editor's Note, February 2011*: "Intellectual Disability" is a new term in IDEA. Until October 2010, the law used the term "mental retardation." In October 2010, Rosa's Law was signed into law. Rosa's Law changed the term to be used in the future to "intellectual disability." The definition of the term itself did not change and is what has just been shown above.)

**Multiple Disabilities**...means concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

**Orthopedic Impairment**...means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).

**Other Health Impairment**...means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

- (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (b) adversely affects a child's educational performance.



***Specific Learning Disability***...means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

***Speech or Language Impairment***...means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

***Traumatic Brain Injury***...means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

***Visual Impairment Including Blindness***...means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

*Taken from National Dissemination Center for Children with Disabilities  
<http://www.parentcenterhub.org/repository/categories/>*

## Appendix C: Resources

You may have heard the saying “*Give a man a fish and you feed him for a day, teach a man to fish and you feed him for lifetime.*” At EDUStaff, we want to equip our Guest Teachers with search terms that will provide you the information, websites, articles, and other resources that will help you engage students and be effective in the classroom.

### Search Terms

**Google:** *Quick creative educational activities*

- A search like this will lead you to an endless supply of free, developmentally appropriate, activities that reach across the curriculum and grade levels and involve critical thinking skills.

**Google:** *Brain teasers for (insert age group or grade level)*

- Stories, riddles, and conundrums for students of all ages. Great activities for your bag of tricks to use with individuals or in collaborative work groups.

**Google:** *Pictograms/rebus puzzles*

- The use of existing symbols and/or words to represent parts of words, words, or phrases to encourage creative, divergent thinking.

**Google:** *Story starters/creative writing prompts for (insert age group or grade level)*

- Opportunities for students to experiment together or individually with a story and its elements.

**Google:** *Developmentally appropriate practices for (insert age group or grade level)*

- A search like this will give you information regarding appropriate interaction with and instruction of students; e.g. what middle school students need from their teacher to optimize the learning environment and learning experience.

**Google:** *Developmentally appropriate behaviors of (insert age group or grade level) or what to expect from (insert age group or grade level) students*

- A great starting point to begin to understand what you can/should expect from students behaviorally, socially, relationally, etc.

**Google:** *How to build rapport with (insert age group or grade level) students*

- Here you will find everything from “Positive Classroom Management” tips to sharing a piece of yourself with students and building trust.

**Google:** *Learning styles multiple intelligences*

- Great research about the different ways students learn best as well as how they view and interact with the world around them. How they take in information, what they do with it once it is received, and how it comes back out is “how they learn.” This information will give you the knowledge to adjust your instruction and student interaction to serve all kinds of learners.

**Google:** *Elements of effective instruction*

- As you step into many different instructional environments throughout the year this information will allow you to learn and practice the very best parts of good instruction for the benefit of all of your students.

## **Appendix D: How to Become a Preferred Guest Teacher**

### **Examples of How to Become a “Preferred” Sub:**

- Be prompt
- Professional appearance
- Willingness to help in all areas and flexibility
- Ability to manage a classroom
- Ability to communicate effectively and make eye contact
- Be prepared
- Follow the lesson plan
- Use your “bag of tricks”
- Friendliness to staff
- Learn the building policies and procedures
- Leave a positive note
- Do not help yourself to a teacher’s supplies
- Help students understand
- Listen to students
- Be consistent, firm, and fair with students
- Be yourself and have fun
- Keep a calm voice

### **Reasons Guest Teachers Have Been Excluded From a Building/District:**

- Leaving an unqualified individual with students
- Leaving students unattended
- Being late for assignments
- Canceling jobs within 24 hours of an assignment
- Showing up for an unauthorized job
- Not following the lesson plans or procedures
- Poor classroom management
- Losing patience with the students
- Publicly humiliating a student
- Snooping around the school or in staff’s personal belongings
- Inappropriate dress, language, or use of technology
- Substance abuse of any kind
- Sleeping while on assignment
- Inappropriate relationships

## Guest Teacher Checklist

### Preparing for Your Assignment

- \_\_\_ Verify and write down your confirmation number
- \_\_\_ Check Aesop for lesson plans and/or notes left by the teacher (*Remember, teacher may not necessarily leave this information.*)
- \_\_\_ Dress professionally and wear comfortable shoes that will not slip
- \_\_\_ Map your directions to the school
- \_\_\_ Research any school themes, rules, and/or behavior plans by searching the building or district's website.
- \_\_\_ Prepare:
  - ✓ Back up lesson plans
  - ✓ Warm-up activity
  - ✓ Attention getter
  - ✓ Downtime activity

### Arriving At Your Assignment

- \_\_\_ Arrive at least fifteen minutes before the start of your assignment and be flexible
- \_\_\_ Greet office staff and introduce yourself with a smile
- \_\_\_ Sign in, please be prepared to show a picture ID
- \_\_\_ Wear provided guest badge/lanyard at all times
- \_\_\_ Ask any questions you have about the building (locations of restrooms, most important procedures, etc.)
- \_\_\_ Introduce yourself to grade level teachers and other neighboring staff members

### Starting the Day Right

#### *Before the Students Arrive*

- \_\_\_ Review lesson plans, seating chart, materials needed, classroom procedures, daily schedule, emergency procedures, staff restroom locations, main office extension, and building or classroom discipline procedures.
- \_\_\_ Write your name on the board
- \_\_\_ Prepare "warm-up" activity and clearly display directions on the board. (Appendix A)  
A "warm-up" activity is something that the students begin immediately upon entering the Classroom after they are unpacked or organized.

#### *Welcoming the Students*

- \_\_\_ Greet students at the door with a smile, handshake, or fist bump and instructions to complete the warm up activity listed on the board
- \_\_\_ Identify and utilize the leaders

#### *Beginning the Class Period or the School Day*

- \_\_\_ Culminate the "warm-up" activity; thank the students for working diligently on the activity; you may choose to collect the activity if applicable.
- \_\_\_ Make a proper introduction using your formal name.

- \_\_\_ Communicate your expectations for the day; the best way to manage the classroom is to clearly communicate expectations and engage students.
- ✓ *Remind students of rules/procedures already in place, i.e., does the classroom have a “Social Contract?”*
- ✓ *If there is no “Social Contract” and/or the teacher did not leave specific rules/procedures, use the following example:*

*One Rule and Two Procedures*

*Rule: “We will respect each other and be honest.”*

*Procedure One: Have an attention getter (allows you to gain students’ attention)*

*Procedure Two: A downtime activity; “When you are finished with an assignment you can...”*

### **Engaging the Students**

#### *Non-Verbal Strategies*

- \_\_\_ Smile, nod positively, gesture while teaching
- \_\_\_ Proximity control; be aware of all students at all times

#### *Verbal Strategies*

- \_\_\_ Consistently point out positive behavior; tell students what they **CAN** do verses what they **CAN’T** do. (*Rather than, “no running”, say, “Let’s use our walking feet.”*)
- \_\_\_ Stay involved in all student activities
- \_\_\_ Use strategies like “Think-Pair-Share,” “Call and Response,” and “Turn and Talk” during instruction to keep students engaged
- \_\_\_ Use students’ names as a way to interact and redirect
- \_\_\_ Repeat choices and what students should be doing

### **Strategies to Use for Instruction**

- \_\_\_ Think-Pair-Share
- \_\_\_ Call and Response
- \_\_\_ Turn and Talk

### **Closing Out the Day**

- \_\_\_ Thank students and remind of homework
- \_\_\_ Dismiss students at the building designated time
- \_\_\_ Leave a detailed, positive note for teacher
- \_\_\_ Clean up classroom (remember, students can assist with this task)
- \_\_\_ Check classroom for unlocked windows, cabinets, and doors as well as make sure classroom computers have been turned off
- \_\_\_ Say your “good-byes” to the school secretary and neighboring or grade-level teachers.
- \_\_\_ Drop off your EDUStaff ID badge and classroom keys to the secretary and say “thank you”

Notes: \_\_\_\_\_

[illegible]