

# Self Study Guide

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<b>Essential functions of a Substitute Teacher</b> (page 7)	<ul style="list-style-type: none"> <li>· Basic procedures</li> <li>· Health and Safety of Students</li> <li>· Comply with Applicable LAWS (DOE Policies rules and regulations)</li> <li>· Classroom Control</li> <li>· Effective Instruction</li> <li>· Exemplify Professionalism of Teaching</li> <li>· Exhibit Adaptability and Flexibility</li> <li>· Communicate Effectively</li> </ul>
<b>Lesson Planning Components</b> (page 40)	<ul style="list-style-type: none"> <li>· Input (Content, Knowledge, Information Needed)</li> <li>· Modeling (Showing, Demonstrating, Using Examples)</li> <li>· Checking for Understanding (Quick Feedback)</li> <li>· Guided Practice</li> <li>· Independent Practice (Class work, Practice, Homework)</li> <li>· Evaluation / Closure (Summary, Culmination, Ending)</li> </ul>
<b>Standards</b> (page 18)	Statement about learning expectations for students
<b>Content Standards</b> (page 18)	“What should student know, be able to do and think about”
<b>Performance Standards</b> (page 18)	“What does good performance look like?” and “How good is good enough?”
<b>Why Standards?</b> (page 18)	Insurance of schools improvement effort, Sets high expectations, Challenging Curriculum, Complies with Federal Directives
<b>Benchmarks</b> (page 20)	Measurements that are set for student achievement
<b>Teaching Tips</b> (page 40)	<ul style="list-style-type: none"> <li>· Treat Students with respect</li> <li>· Exchange information with students</li> <li>· Understand students language</li> <li>· Give directions in a way that students understand</li> <li>· Be clear about a situation before responding</li> <li>· Give and receive feedback</li> <li>· Learn to be comfortable saying “No”</li> <li>· Include parents in the communication loop</li> </ul>
<b>Presentation Skills</b> (page 56)	<ul style="list-style-type: none"> <li>· Use emotional facial expression</li> <li>· Make eye contact</li> <li>· Incorporate body movement</li> <li>· Vary vocal to</li> </ul>
<b>Reporting Incidences Class A &amp; B</b> (page 11)	Must be reported to School Principal
<b>CSSS</b> (page 24)	Comprehensive Student Support System <i>Social, Emotional and</i>

	<i>Physical support also families</i>
<b>Section 504</b> (page 28)	Civil Right Law protecting against discrimination in education
<b>IDEA</b> (page 29)	Individual with Disabilities Educational Act
<b>PEP</b> (page 29-30)	Protection in Evaluation Procedures
<b>FAPE</b> (page 29)	Free, Appropriate Public Education
<b>LRE</b> (page 29)	Least Restrictive Environment
<b>Confidentiality</b> (page 30)	Substitute Teacher must maintain confidentiality of Students and their Families
<b>Ineffective classroom management</b> (page 86)	LACK of procedures and routines
<b>Equalize Participation</b> (page 64)	Research show 75% of teacher interactions are with 25% of the class
<b>Ways to Equalize Participation</b> (page 64)	Use wait time, Pull Names out of hat, pass a ball or object, Allow silent signals, use talking chips
<b>Concrete</b> (page 104)	Involves manipulation of objects
<b>Semi-Concrete</b> (page 104)	Representational level - like drawings
<b>Abstract Sequence</b> (page 104)	Mastery at this level is essential
<b>The Writing Process</b> (page 124)	<ul style="list-style-type: none"> <li>· Pre-Writing</li> <li>· Composing</li> <li>· Sharing/Getting Feedback</li> <li>· Revising</li> <li>· Editing</li> <li>· Publishing</li> </ul>

Page numbers are based on the book: Substitute Teacher Course Manual published April, 2003 (RS 03-1250)