







## Instructional Techniques

The absent teacher will seldom request that you introduce material that is new to the students. Generally, work will be assigned that requires students to practice skills that have already been introduced or to review skills they have already learned. Practice and review assignments will have optimum results if the substitute teacher follows a few simple steps.

### Focus on the Lesson

Get the students' attention. You can do this by moving to the front of the room or to a lectern, by flipping lights off then on, or by calmly calling for quiet, etc. If possible, relate the day's work to some past or future learning or to everyday experience. This will get the students ready to concentrate and listen.








### Give Directions

-  Be clear when giving directions.
-  Give no more than 3 directions at a time.
-  If the assignment is complex, break the task into small steps.
-  Decide if directions need to be oral or written as determined by the age and ability level of the student and by the difficulty of the assignment.
-  Positively accept student' questions concerning directions.
-  Place directions where they may be seen and referred to by students.

### Check for Understanding

Give examples or demonstrate; If necessary, do the first problem, sentence, or question on overhead or board.

## Monitor Students

-  Do not sit down now. Circulate in order to maintain control of the class.
-  Give praise if a student is working on task.
-  Give encouragement if a student is experiencing difficulty.
-  Give corrective feedback if a student is doing work incorrectly.
-  Attempt to focus on positive accomplishments.
-  If most of the students are having problems with the work, adjust by either re-explaining the assignment or by completing a problem as a group.
-  Keep students on task, making sure that all are actively involved.

## Work Until the End of the Period

Students with nothing to do will misbehave, so keep them busy!

## Handling Minor Disruptions

1. Scan the class frequently in order to notice and respond to potential problems or minor disruptions.
2. The disruptive impact of an intervention to a disruption should not be greater than the disruption it is intended to reduce.
3. An inappropriately angry substitute teacher's response creates tension and increases disobedience and disruptive behavior.
4. A "positive ripple effect" is associated with a calm and immediate response to a problem.
5. When misbehavior occurs, the first step is to quietly make contact with the student.
6. When one or more students are being extremely disruptive, it is best to focus the other students' attention on their task and then talk privately with the disruptive student(s).