

## Professional Practices

### Expectations

- Expect a lesson plan; however, be prepared to improvise if the teacher has not left a plan for the day. Responsible teachers will have emergency plans available. Check in the office or ask another teacher to help. Ask a student what the current topic is, where the class is in the text, what the homework was the night before, etc. This will give the administration time to provide some plans for you.

- If possible, speak directly with the teacher about the assignments

- Leave a note explaining what you did in class especially if you did not understand the lesson plans.

- Believe that students will conduct themselves respectfully. When substitute teachers are organized and act confidently, students are more apt to behave and follow directions.

### Promptness

- Arrive at school as early as you can to get “settled” inside the classroom, read over plans, locate places and materials, etc.

- If classes change, begin each one on time and require students to work until the end of the period.

- If the plans ask for papers to be collect them. Sometimes students will complain about the assignment being too hard or too

long and want to finish at home. If they know that you “mean business,” they will probably work harder and more efficiently.

### Dress

- Students usually respond to the clothing of adults; for example, if the substitute teacher is dressed very casually, the students may think that the substitute teacher is not serious about the work.

- Blue jeans, tank tops, sundresses, short tops showing midriffs, short shorts, short skirts, soiled clothes, see-through garments, too-tight tops and pants, and other very casual attire tends to lessen the importance of school and may create disciplinary problems.

- Facial jewelry such as rings in the eyebrows; nose, lips or tongue create distractions for the students and hinders the learning process.