

Gordon Parks Elementary



Substitute Teacher Handbook





Gordon Parks Elementary School

3517 Wyoming, Kansas City, MO 64111

816-753-6700 (phone)

816-753-3436 (fax)

Dear Substitute Teacher,

Welcome to Gordon Parks Charter School, a non-profit public charter school established to educate urban-core children. Gordon Parks, the famed African-American photographer, writer, poet, composer, painter and filmmaker gave his name to the school because he believed in its mission. Our purpose is to academically prepare urban-core Kansas City children to enter middle school.

Its co-founders were inspired by St. Vincent's Family Center/Operation Breakthrough, at 31st & Troost, and planned the school to be its sister institution. Many students come by bus from there and return to Operation Breakthrough at the close of school. However, any child living within the boundaries of the Kansas City Missouri School District is eligible to apply.

We have unlimited expectations and the conviction that every child can learn. Therefore, we've created an environment with classes no larger than 18 students, urban-experienced teachers, an all-school discipline plan (BIST), and the Balanced Literacy instructional philosophy, all of which maximize those convictions.

Gordon Parks Elementary School is a great place to work and learn. We are happy to have you as a part of our teaching and learning team.

Respectfully,

Tysie McDowell-Ray, Principal
Gordon Parks Elementary School

Introduction



Substitute teachers provide an invaluable service to students, parents and staff members of Gordon Parks Elementary School. Substitute teachers are a vital part of the education process. Whenever a teacher has to be away from his/her classroom, for whatever reason, parents and students expect the educational process to continue with as little disruption as possible. Substitute teachers should assure this continuity of instruction.

Facing different situations everyday can be a demanding and challenging endeavor. This handbook will serve to address some of your questions and concerns. Gordon Parks Elementary stands ready to support you in your quest to assist teachers and staff in providing a quality education for our students. If you ever find yourself in need of assistance, please do not hesitate to contact the office manager at 816-753-6700.

We want to take this opportunity to extend our appreciation to you for the time and effort you expend in our classrooms for the benefit of students and the good of our community. Your efforts demonstrate your professional commitment to quality education. Education has been defined as a partnership for success. Thank you for being our partner in ensuring the educational success of all students.

Dean Johnson, Executive Director
Tysie McDowell-Ray, Principal
Sandy Elkins Regan, Office Manager

Number One Expectation: TO TEACH

First and foremost, we expect our substitute teachers to teach. You are assuming a demanding and critical role in the education of the youth in our community. The cumulative effect of substitute teachers over the course of a year is very significant to the educational process. You are vital to us and we expect you to give your best. Please let us know how we can assist you in your substitute teaching endeavors.

Mission Statement:

Acting on its conviction that every child has promise, Gordon Parks Elementary provides an enriched, individualized, academic program particularly to educate at-risk, urban core children to reach their potential.

Purpose:

The purpose of Gordon Parks Elementary School is to academically prepare urban-core Kansas City children to enter middle school.

Vision:

Children are our future. They are our future parents, educators, researchers, politicians, and entrepreneurs. At Gordon Parks we want our future to be filled with self-sufficient, empathetic, knowledgeable citizens with feelings of hope for the future.



Practices:

- Urban-experienced teachers
- No more than 18 students in a classroom
- A school-wide discipline policy (BIST)
- Balanced Literacy as our instructional philosophy. There are no basal texts in the school. All curriculum goals are reached using children's literature from the 1,500-2,000 book libraries in each classroom.
- Sitton Word Study Program supports Balanced Literacy instruction
- Math Investigations as primary math curriculum
- Art, music, physical education, and library science are given at least twice the time as in other schools and are integral to the academic program
- A Summer Program, extending the regular school year by six weeks
- Transportation available
- Extended day available

Job Description

Title: Substitute Teacher, Gordon Parks Elementary School

Reports To: Principal

Job Goal: In the absence of the classroom teacher, the substitute teacher enables each student to pursue his or her education as smoothly and completely as possible by providing instruction, encouraging student progress, and managing the learning environment.

Qualifications:

Essential Functions:

- Expected work day: 8:00-4:00
- Dresses in a manner consistent with school policies
- Reports to office upon arrival and performs all check in procedures as required
- Reviews with the office manager all plans and schedules to be followed during the teaching day
- Maintains, as fully as possible, the established routines and procedures of the school and classroom to which assigned
- Manages the learning environment by handling non-instructional tasks efficiently, using instructional time appropriately, maintaining an effective physical setting for instruction and maintaining appropriate student behavior in the classroom
- Maintains accurate, complete, and appropriate records and files (i.e. attendance, lunch count, etc.)
- Teaches the lesson as prepared by the absent teacher. Continuity of instruction is essential
- Reports in writing on the day's activities at the conclusion of the day
- Follows all school policies, rules, and procedures to which regular teachers are subject and which good teaching practices dictate
- Performs all duties assigned to the absent teacher unless excused by the administrator (i.e. lunch duty, bus, recess duty)
- Returns all instructional materials, equipment, and key to the proper place
- Ensures adequate supervision to assure health, welfare, and safety of all students
- Reports all student injuries, illnesses and discipline problems to the appropriate authority immediately or as soon as reasonably possible
- Models non-discriminatory practices in all activities
- Performs other duties as required or assigned

Salary: \$100 per day

Terms of Employment: As needed during the regular school term

Evaluation: Performance may be reviewed at any time by building administrator

Duties

- A. Arrive at school at 8:00 A.M. (30 minutes before classes begin). This will allow you an opportunity to become familiar with the school, the classroom, and most of all the lesson plans.
- B. Upon arrival at the school, you should report to the office, introduce yourself, and state for whom you are substituting.
- C. A staff member of the school should show you the location of your classroom, restrooms, cafeteria, etc.
- D. The regular teacher should leave the following for your use and information:
 - 1. Lesson plans in sufficient detail for you to readily use them
 - 2. A seating chart
 - 3. Procedures for taking attendance, lunch count, restrooms, fire and tornado drills
 - 4. A time schedule for the day's classes and activities
 - 5. A list of other duties to be performed (i.e. recess duty, lunch, etc)
 - 6. Instruction for usage and location of materials
 - 7. Instructions for collecting, grading and/or storing student papers for the teacher
- E. Follow the lesson plans left by the teacher. Do not deviate from the lesson plans left by the teacher. You may use supplemental activities after the lesson plans have been completed, time permitting. If you cannot find materials required for the lesson plans, contact the principal or nearby teacher. If lesson plans are not available, please report this to the principal.
- F. Proper discipline and classroom order are prerequisites to good teaching. Be firm, fair, professional, and command respect. Do not hesitate to exhibit a sense of humor. If you need assistance with discipline, do not hesitate to contact the building behavior interventionist.
- G. As a substitute teacher, you are expected to dress in a professional manner. Your appearance will have a great influence on the atmosphere you establish within the classroom. You should never wear jeans, shorts, tank tops, tee-shirts, flip-flops, etc.
- H. Do not hesitate to ask for assistance from fellow teacher. You will find that the staff is eager to assist you in having a successful day.
- I. At the end of the day, leave a report of the day's activities for the regular teacher. Substitute Teacher Report Forms are available in the back of this handbook.

Duties, continued

- J. While you are substituting, you are expected to follow school regulations, professional standards, and rules of ethical conduct, as are other staff members. If you have questions concerning school policy or practices, discuss concerns with the principal.
- K. Leave all hobbies at home. Parents, students, and other teachers will expect education to take place in the classroom.
- L. Do not leave students unsupervised. In case of emergency, contact the office or a nearby teacher.
- M. At the end of the day, you must check out with the office manager. Be sure to return all keys, records, materials, equipment, etc.
- N. The use of cell phones in the classroom during instructional time is prohibited except in extenuating circumstances.
- O. You are expected to perform any duties that the building administrator or designee may require you to fill.
- P. Do not leave the building without informing the office manager.
- Q. Have an enjoyable and rewarding experience!!

Evaluation



Formal evaluations of substitute teachers are not routinely completed. A substitute teacher performance report may be submitted at any time by the principal or the principal's designee.

A substitute may be immediately removed by the building principal or principal's designee for any incident involving unsatisfactory performance, incompetence, immorality, insubordination, misconduct, neglect of duty, physical or verbal abuse or students or others, and/or for accusations resulting in criminal investigation. An opportunity to explain and/or review the situation will be provided.

NOTE: Substitute teachers are employed on a day-to-day basis by Gordon Parks Elementary School. There is NO contractual agreement for employment between a substitute and Gordon Parks Elementary School beyond the day's assignment for which he/she may be called and/or agrees to work.

Dress and Grooming

Substitutes shall maintain high standards of professional appearance, thereby reflecting the dignity of the education profession and serving as role models for students.

- Skirt hemlines must be below mid-thigh.

- Shorts and other garments resembling shorts are generally not acceptable attire except in the gym and playground, on athletic practice fields, and on marching band practice fields. Knee-length walking shorts may be worn on other occasions only with permission of the principal. Gym attire (shorts or warm ups) are not acceptable dress for teaching in the regular classroom.

- No flip-flops or jeans are permitted.

Legal Issues and Ethics

SAFETY

- Treat all threats seriously. Report any threat immediately to the office.
- Locate the school's emergency plan with procedures for lockdown and/or evacuation.
- Refer students in need of conflict management to the Care Room.
- Contact the principal if you suspect a student is under the influence of illegal substances.
- NEVER LEAVE STUDENTS UNATTENDED.

CHILD ABUSE

- Report suspected cases to a teacher, counselor, principal or office manager. Document the person to whom you have reported the incident.
- NEVER USE CORPORAL PUNISHMENT WITH STUDENTS. This includes hitting, pushing, pinching, forcing a student to stand for long periods of time, making students do push-ups or using any physical force. DO NOT TOUCH KIDS!

HARRASSMENT

- DO NOT tolerate any form of harassment: sexual, racial, verbal, disability ,etc.
- DO NOT ignore student to student conversation. Report to a teacher, counselor, principal, or secretary. Document the person to whom you have reported the incident.
- DO NOT joke about these issues.
- DO NOT use the classroom as a forum for gaining support for you own belief system/life style.
- Remember that harassment may be student to student, student to staff, staff to staff, staff to student. No form of harassment is acceptable.

WEAPONS

- Do not bring weapons to school for any reason. Contact the appropriate personnel.
- ZERO TOLERANCE

HEALTH

- NEVER GIVE MEDICINE OF ANYKIND, INCLUDING ASPIRIN, TO STUDENTS. Refer them to the office for supervision taking medications.
- Report accidents or injuries to the office immediately.
- If a student becomes ill, CALL FOR HELP! Send the student to the office accompanied by someone. Follow up to verify the student's status.
- Use latex gloves provided in the classroom if you contact blood or any bodily fluid.

OTHER

- Avoid introducing controversial subjects or materials (i.e. information on the occult, racial cartoons, sexually explicit books, etc) to classes.
- Avoid being left alone with a student for extended periods of time. When alone with a student, keep the door open.

Sub Pack!

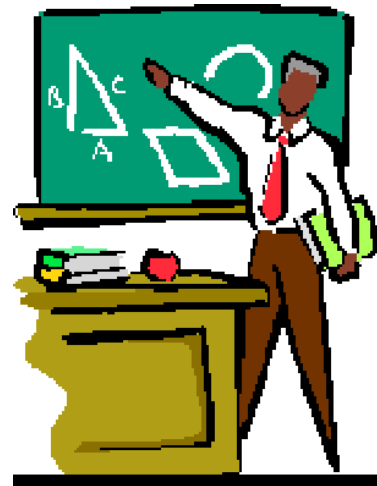


A Sub Pack! is like an emergency preparedness kit for the classroom. It should contain a variety of useful and necessary classroom supplies and materials. The contents of a Sub Pack! can be organized into 4 categories: Personal and Professional Items, Classroom Supplies, Rewards and Motivators, and Activity Materials. The specific contents of your Sub Pack! will be personalized to fit your teaching style and the grade levels you most often teach. Check the pack at the end of every day, refill it with what is necessary, and have it by the door or in the car ready for the next day.

<p>Personal and Professional Items:</p> <ul style="list-style-type: none"> • Pen, pencil, and colored marking pen • Substitute Teacher Report Form (to leave for regular teacher) • School information (map, address, phone number, policies, starting times) • A coffee mug or water bottle • A whistle (useful for P.E. or playground duty) • A small package of tissues • Snacks • An individualized hall pass • Band-Aids • Headache medicine (for you only) • Small sewing kit with safety pins 	<p>Classroom Supplies:</p> <ul style="list-style-type: none"> • Crayons, markers, and/or pencils • Rubber bands • Ball point pens • Pencils and a small pencil sharpener • Transparent and masking tape • White board markers and dry eraser • Chalk • Scissors • Glue sticks • Paper clips, staples, and a small stapler • Post-it Notes • Ruler • File Folders • Calculator • Lined and blank paper • Name tag materials (address labels or masking tape will work)
<p>Activity Materials:</p> <ul style="list-style-type: none"> • Tangrams • Bookmarks • Picture books and brainteasers • Estimation jar • Timer • Copies of a 5-minute filler or early finisher activity • Newspaper 	<p>Rewards and Motivators:</p> <ul style="list-style-type: none"> • Mystery Box • Tickets • Certificates • Stickers • Stamps and ink pad

Substitute Teacher Hints

- Arrive early
- Familiarize yourself with emergency exits, restrooms, specials classes, the office, etc
- Greet students as they arrive
- Write your name on the board
- Ask students their names and learn first names as quickly as possible
- Let students know your expectations immediately
- Use written hall passes
- Openly praise students who are behaving appropriately and doing what's expected of them
- When in doubt or confused, ask for help from another teacher
- Use positive reminders
- Make eye contact with students
- Move around the room to keep all students involved
- Talk privately, one-on-one with students who are disruptive
- Always consult an administrator for major discipline issues
- Helpful websites:
 - <http://substation.usu.edu>
 - www.proteacher.net
 - www.disciplinehelp.com
 - www.iloveteaching.com
 - www.teach-nology.com
 - www.education-world.com
 - <http://puzzlemaker.school.discovery.com>
 - www.honorlevel.com



Substitute Teacher Report

Substitute: _____

Date: _____

Substitute for: _____

Grade: _____

Notes regarding lesson plans: _____

I also taught _____

Notes regarding behavior: _____

Terrific helpers: _____

Students who were absent: _____

Other messages for the regular teacher: _____

Balanced Literacy

Gordon Parks utilizes Balanced Literacy as our means for teaching reading, writing, listening, and speaking. There are several components in a Balanced Literacy classroom:

<p>Reader’s Workshop: The reading workshop is comprised of a minilesson, student reading time, a mid-workshop teaching point, and a teaching share time. Students gather for a 5-10 minute minilesson where teachers clearly state the teaching point and demonstrate the skill/strategy. Then, students spend a majority of the workshop reading (independently, with a partner, or in a small group). At the end of the workshop, the teacher brings closure to the day’s lesson by asking the children to gather back in the meeting area and asking readers to show one another what they have done.</p>	<p>Writer’s Workshop: The writing workshop generally follows the same format as the reading workshop. It begins with a minilesson and is followed by independent writing time. During this time, students write about self-selected topics while the teacher goes around the room to confer or pull together small groups of children who need the same kind of support. At the end of the workshop, there is a teaching share time.</p>
<p>Guided Reading: A guided reading group is generally comprised of 4-6 children who are reading books at a similar level of difficulty. The teacher selects a text that he/she knows students will need support to read. The teacher introduces the text in a way that will help the children read it on their own without major difficulty. The teacher watches as each child reads the text on his or her own, noticing how each reader uses particular strategies to figure out tricky parts. The teacher lightly coaches readers individually. Once the students finish reading, there is a book talk and a specific teaching point based on students’ needs. The students will revisit the book using the particular skill or strategy the teacher taught. Guided reading groups last approximately 15 minutes.</p>	<p>Word Study: Word study is a daily time of day used to teach phonics. Teachers generally schedule 20-30 minutes daily for word study. The teacher often begins with a minilesson of sorts and provides time for students to work independently or in partnerships. Early readers study phonemic awareness; others readers study the wide range of vowel sounds and their spellings. Others learn prefixes, suffixes, word families, spelling strategies, and vocabulary.</p> <p>At Gordon Parks, we utilize the Sitton Word Study Program.</p>
<p>Shared Reading: Shared reading is an opportunity for the teacher to read a text with students. The text is always a text that everyone in the class or group can see, so it may be a big book, a poem on a chart, or a text projected by means of the overhead. Shared reading is used to teach concepts of print, word-solving strategies, fluency, and comprehension. Shared reading is approximately 10 minutes each day.</p>	<p>Shared Writing: Shared Writing is a cooperative activity in which the teacher serves as the scribe. Students contribute their ideas and the teacher negotiates the text. Shared Writing is a time during which the teacher may “think aloud”, or “think together” with the students, to demonstrate the writing process. It occurs at a quick pace for 10–15 minutes and results in a readable, error-free, familiar text that allows for continued use.</p>
<p>Read Aloud: During a read aloud, a teacher reads aloud to students in order to model and demonstrate the strategies that characterize proficient reading. Students learn how to have accountable conversations about books. Read alouds provide exposure to vocabulary, concepts, and text structures. Read alouds usually last for at least 20 minutes daily.</p>	<p>Interactive Writing: Interactive writing is the writing process where students “share the pen” with the teacher and classmates. The written text is composed by both students and teacher together. The purpose of interactive writing is to teach children proper writing conventions. Interactive writing helps students to advance in their own writing through the demonstration that the teacher provides, serving as the guide. Interactive writing can be used to write across the curriculum in any content area.</p>

Major goals: The curriculum is designed to:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades
- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics.

Guiding principles:

- Students have mathematical ideas. The curriculum must support all students in developing and expanding those ideas.
- Teachers are engaged in ongoing learning about mathematics content and about how students learn mathematics. The curriculum must support teachers in this learning.
- Teachers collaborate with the students and curriculum materials to create the curriculum as enacted in the classroom. The curriculum must support teachers in implementing the curriculum in a way that accommodates the needs of their particular students.

Based on extensive classroom testing, *Investigations* takes seriously the time students need to develop a strong conceptual foundation and skills based on that foundation. Therefore, each curriculum unit focuses on an area of content, in depth, providing 2 to 5 1/2 weeks for students to develop and practice ideas across a variety of activities and contexts that build on each other. The units also address the learning needs of real students in a wide range of classrooms and communities. The investigations are carefully designed to invite all students into mathematics—girls and boys; members of diverse cultural, ethnic, and language groups; and students with a wide variety of strengths, needs, and interests.

More information about Investigations can be found at: <http://investigations.terc.edu/index.cfm>

Behavior Intervention Support Team (BIST)

Educators today are challenged by the ability to reach students who are struggling with behavior and at times in crisis. This tremendous challenge inspired the creation of the BIST (Behavior Intervention Support Team) model. BIST supports a caring community and a productive academic environment. BIST empowers schools to change students' lives and behavioral skills by:

- Balance of grace and accountability
- Powerful language to problem solve
- Consistency in expectations

The BIST model utilizes four steps so educators have the ability to know when and how to intervene so students can stop acting out. These steps create a consistent, supervised, safe environment in order to teach and protect students. The four steps are:

- Early Intervention
- Caring Confrontation
- Protective Planning
- Outlasting

CONTINUUM OF SUPPORT:

