

# **SUBSTITUTE TEACHER EMPLOYMENT**

## **PROCEDURES**

Substitute teachers are asked to update their applications annually, prior to the opening of school, by notifying the Substitute Office, 1600 Midway Road, Menasha, WI 54952, (920)967-1613

Substitute teachers whose names do not appear on the approved listing of substitute teachers for the previous school year will be required to make personal application to the Substitute Office. Applicants are required to furnish credentials as evidence of their professional fitness and ability to do satisfactory classroom work. It shall be within the authority of the Administration Office to approve or reject any application on the basis of such criteria as professional training, experience, accomplishments or personal qualifications.

## **PROCEDURES FOR LICENSE APPLICATION**

Substitutes desiring certification should apply to:  
Wisconsin Department of Public Instruction  
Certification Division  
125 South Webster Street, P.O. Box 7841  
Madison, WI 53707

### **Substitute Teacher License:**

A substitute teacher license may be issued to an applicant who has held or is eligible to hold a regular Wisconsin license or the equivalent license in another state. Any teacher who holds a regular license may substitute teach as specified below:

A short-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a short-term substitute may be employed to teach any subject at any grade level. A long-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a long-term substitute may be employed only in the subject and grade level in which the teacher is licensed.

### **Substitute Teacher Permit:**

A substitute teacher permit may be issued to a person who holds a bachelor's degree but does not meet the substitute teacher requirements. Applicants must attend an approved substitute teacher training and receive a course-completed certificate to be sent with their license application to the Wisconsin DPI. You must include a check, money order or charge in the amount of \$100.00 with your application. A letter of recommendation is also necessary from a school district to which the substitute is applying. A permit issued under this paragraph is usually valid for a period not to exceed three years.

## **PAYROLL**

### **PAYROLL PROCEDURES**

Substitute teachers are paid on the semi-monthly payroll. The payroll dates are the 15th and 30th of each month unless the day falls on a weekend or holiday, then the payroll date is moved up to the last working day prior to the weekend or holiday. Direct deposit is required. Notification of payment will be mailed to your home address. Days worked from the 1<sup>st</sup> (or 31<sup>st</sup> of the previous month if applicable) up to and including the 15<sup>th</sup> of the month are paid on the 30<sup>th</sup> of the month. Days from the 16<sup>th</sup> through the 30<sup>th</sup> of the month are paid on the 15<sup>th</sup> of the following month.

Please keep track of your subbing days and contact the payroll office, (920)967-1411 if there is a discrepancy.

### **DIRECT DEPOSIT**

Direct deposit is mandatory. You will still receive a check stub in the mail. The direct deposit application is enclosed in the sub application packet.

### **SUBSTITUTE TEACHER PAY RATES (as of August 2006) subject to change**

\$91.00 per day from 1 to 25 days (consecutive or non-consecutive days)

\$96.00 per day from 26+ days (non-consecutive days)

\$101.00 per day from 26 to 40 (consecutive position)

\$175.00 per day after 40 days (consecutive position)

Any returning sub who put in at least 50 days of subbing the previous school year starts at the \$96.00 per day rate.

### **EMPLOYMENT ELIGIBILITY VERIFICATION (I-9 form)**

An employment eligibility verification form included in your application packet must be filled out by you and verified by an office person before you can substitute. A copy of your driver's license and social security card is also to be handed in with this form (a copy of a passport may be substituted).

### **W-4 AND WISCONSIN WITHHOLDING FORM PROCEDURES**

A W-4 and Wisconsin Withholding form must be filled out by you and submitted before initial employment. Payroll will not generate a check without a completed W-4 form.

### **POLICE BACKGROUND CHECK**

A form is attached to the application packet. Subbing will not occur until background check is complete.

## **EXPECTATIONS**

### **WHEN YOU ARE CALLED TO BE A SUBSTITUTE TEACHER**

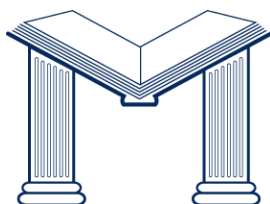
1. We hope that you will be able to accept this assignment. We realize that sometimes it may be impossible, but we appreciate the cooperation of our loyal substitutes who can make changes in their personal plans. On a daily call, you will be contacted between 5:45 a.m. and 7:00 a.m. We will let you know the day before, if possible. In every instance, you will be called as soon as possible.
2. Plan to arrive at the school by 7:10 a.m. at the middle school and at the high school and 7:45 in the elementary schools provided you were notified early enough to arrange it. The classes and dismissal times will vary. If you are called to substitute in the afternoon, the starting time will be 12:00 noon.
3. The substitute coordinator will set up subbing assignments with you. If you have any questions, please contact the sub coordinator at (920)967-1613

### **WHEN YOU ARRIVE AT THE SCHOOL**

1. Substitutes should report to the office upon arrival at the building. If the principal is not there, an office secretary will be designated to assist the substitute. Obtain information from the principal about any routine procedures to be carried out. Routines, individual building policies and procedures vary in each building. Please do not hesitate to ask. The principal or secretary may give you a sheet to sign; you are to indicate the name of the person for whom you are substituting. This is for payroll purposes.
2. Substitutes are expected to put in a regular teacher's day when on duty. As the regular day will vary slightly between buildings, check with the principal at the school in which you are substituting.

The lunch hour varies among schools. All substitute teachers are allowed a duty-free, thirty minute lunch period.

If you have questions, please do not hesitate to ask the principal or a staff member in the school.

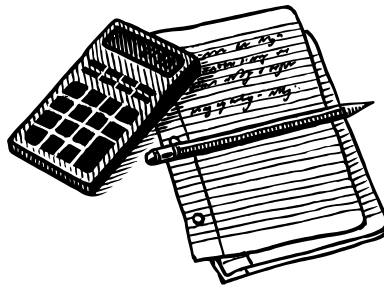


3. The building principal, or staff member designated by the principal, will direct you to your classroom. When there, you should do the following things:
  - a. Check teacher's mailbox for possible lesson plans, seating charts, etc.
  - b. Look for the teacher's plan book, the daily program, and class record book. Follow the daily program to the best of your ability. **Follow the teacher's lesson plans whenever possible.** Teachers expect that they can come back to school knowing their students have had the lesson provided by the teacher. The principal and other staff members will assist you. Procedures for reporting absences should be carefully followed. Check with the principal if you have questions.
  - c. If the teacher is absent unexpectedly so that there is no opportunity to leave the substitute special instructions, make the best possible effort to cover the basic facts, at least as found in the plan book, if available. At the primary level, be sure that reading and mathematics are not neglected. At the intermediate level be sure that mathematics, social studies, language, and reading are covered.
  - d. Sometimes it may be appropriate to use of some of your own ideas, but refrain from making drastic changes that upset the regular class routine. It is difficult for students to adjust to a new teacher without having to adjust to a completely revised classroom procedure at the same time.
  - e. Contact the principal or his designee if you have any questions.

### **WHEN YOU ARE TEACHING**

1. Establish rapport with the pupils. Tell them your name and the fact that you are substituting for their regular teacher. Treat the students with respect and courtesy and follow the plans efficiently and quickly. Your mannerism and preparedness will go a long way in setting the tone for the day.
2. It is expected that the substitute will not be critical of the regular teacher's method to anyone. We hope that substitutes will feel themselves a part of the school system, be loyal to it, and support its program. Confidentiality is a must.
3. Substitutes must keep in mind that students may "try out" the substitute teacher both in conduct and by an attempt to confuse classroom procedure by making a statement such as, "We have never done it this way before." The day will be easier if all time is well planned and activities are well organized.
4. Carry out (as well as possible) the lesson plans left by the regular teacher. When a teacher returns, he/she should find the instructional program has progressed as he/she planned it.

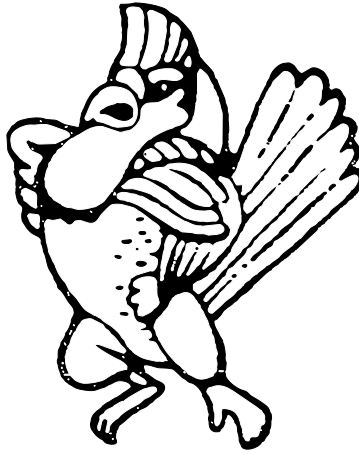
5. A substitute is expected to assume the responsibilities of the teacher; i.e. hall duties, playground duties, care of equipment, and housekeeping duties.
6. Accidents, note from parents, or unusual circumstances should be taken up with the principal. All unusual requests from parents and pupils should be referred to the principal. Examples include requests for permission to be dismissed early and to be absent from the classroom for some activity.
7. Students may be kept after school only when you have cleared this with the principal. Ordinarily, a student at the secondary level who rides the bus is given one day to make necessary transportation arrangements if he/she is to be kept after school. Check with the principal. We do not keep the whole class for the punishment of a few offenders.
8. Students should not be deprived, as punishment, of supportive teachers' classes in art, music, and physical education. Other privileges may be withheld, but we want our students to have the advantages of these supportive subjects.
9. At various times during the year, fire and tornado drills are held. The fire signal may sound at any time during the school day. Find out where your students exit. The principal should acquaint each substitute with the building rules, the school schedule, and other routines that affect all teachers. Drill procedures and other information are contained in the building handbook.
10. The description of the philosophy, purpose, guidelines, and educational value of homework will be found in the teacher's handbook.
11. Keep accurate daily attendance records. There are special procedures at different grade levels, K-12.
12. As a professional, you are expected to use discretion in discussing confidential information concerning your students.
13. When supportive teachers come to your elementary classroom, you need not stay in the room. If your class must move for a special class, you will be responsible for accompanying the students to their class and also picking them up.



## **WHAT WE EXPECT FROM OUR SUBSTITUTE TEACHERS**

1. Ability to continue with the regular educational program.
2. Ability to help the students as the classroom teacher as follows:
  - a. Keep papers and workbook pages graded and up-to-date.
  - b. Have students correct their errors and then check the papers or workbooks again to “okay” them.
  - c. Keep students moving in subject areas as fast as they are able.
  - d. Plan adequate seatwork each day.
  - e. Maintain good discipline and routines.
  - f. Teach adequately before the work is assigned for the students to do.
  - g. Maintain a good classroom climate.
  - h. Provide for individual differences through groups in reading and through differentiated assignments in other subjects.
  - i. Use a variety of teaching materials to teach.
  - j. Hold high standards for the students’ work and behavior.
  - k. Use teacher’s manuals.
  - l. Follow the policies for the school. (see handbooks)
  - m. Be a professional person who does not carry “tales” outside the school.
  - n. Leave the classroom in order at the end of the day.
3. Willingness to take the time to do the job should be noted as follows:
  - a. Coming to school as early as possible.
  - b. Following plans as outlined for the day.
  - c. Resourcefulness in going on to new units or new work if the present unit or material is finished.
  - d. Staying until things are done.
4. A good question to ask is this: “Have the students done as much with me as they would have done had their own teacher had the class today?”

Perhaps another question would be: “Have I done what I would have done if I were the regular teacher of these students?”



### **BEFORE YOU LEAVE**

1. If a substitute needs to leave before the regular time because of previous commitments that cannot be canceled, he/she should receive permission from the principal or his designee for such leave. This should be kept to a minimum.
2. Substitutes should leave a written report of the work covered that day. This report for the classroom teacher should include how the class got along and mention any matters which should be followed up the next day, particularly what you taught during the day in each subject, and how well the students understood the concepts taught.
3. Check with the principal or secretary before you leave. Drop off your sub folder, identification badge and key in the school office.

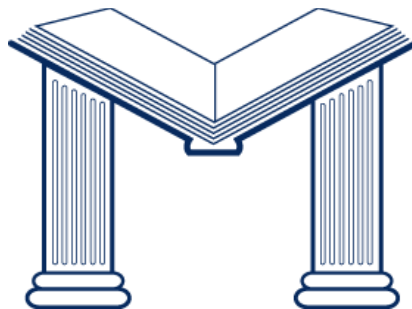
## **DAILY PROCEDURE FOR ALL MENASHA PUBLIC SCHOOLS**

- 1. Report to the office at Maplewood Middle School and Menasha High School prior to 7:15 a.m.**

**Report to the office at all Menasha Elementary Schools (Clovis Grove, Gegan, Jefferson, Butte des Morts and Nicolet) prior to 7:45 a.m.**

**Report to the office at Banta Early Learning Center prior to 7:40 a.m.**

- 2. Pick up folder, identification badge and schedule from the secretary.**
- 3. Fill out substitute report (if required) on class progress and turn it in to the secretary at the end of the day.**
- 4. Check in the office before you leave to find out if you are needed the next day.**



## **Top 10 Reasons for Being Invited Back**

1. You leave the impression with the teacher that when you sub in the classroom the students will be well cared for.
2. You leave other teachers with the impression that they wouldn't mind teaching next to you again.
3. When the teacher asks the class how things went, the class has nothing but positive things to say.
4. You use your free time to correct papers or somehow shoulder the burden of the classroom. You put yourself in the teacher's shoes.
5. You follow the teacher's lesson plans.
6. You leave the teacher notes about what work was accomplished.
7. You leave the teacher notes about which students were absent.
8. You leave a brief note explaining how things went and, if there were any problems, how they were handled.
9. When the teacher goes to her desk, she can tell at a glance where all her materials are.
10. When the teacher opens the classroom door, the classroom is in order.