



TEACHER IMMERSION PROGRAM

2021-2022

A partnership between CiTi BOCES,
Component School Districts & SUNY Oswego

Participant Handbook

Welcome to the Teacher Immersion Program @ CiTi BOCES

Welcome! You have been chosen as a fellow for the CiTi BOCES Teacher Immersion Program, TIP for short 😊. We hope you find participation in this program to be an invaluable experience as you begin your professional journey. We appreciate your willingness to provide a service to the students of Oswego County as you serve in the role of a substitute teacher. It is important to acknowledge that this role can be challenging at times and we are here to help you navigate those experiences.

This handbook has been designed to assist you in the requirements of participation in the program as well as to share important guidelines that will help you have a positive experience in the classroom.

Our goal at CiTi is to provide both a positive experience for the fellow as well as the school district that hires that hire you. We wish you a successful, productive, and rewarding experience. Please do not hesitate to reach out with questions or concerns.

Sincerely,

Kristen Foland

Kristen Foland
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Fellowship Participation Steps

Attend Program Orientation

This will be a 30–45-minute meeting to explain the program as well as expectations. Interested students should attend and are encouraged to ask questions.



Application Process

- Complete the online application (located on the CiTi BOCES website)
- Email Kristen Foland
kfoland@citiboces.org
 - Cover Letter
 - Resume
 - Two letters of reference – one from a current professor



Applications will be reviewed by CiTi BOCES and participating component districts.



School District Processes

Please reach out to your chosen district to follow employment procedures for the district.



Notifications

All candidates will be notified if they were chosen for the program and which district they will be employed by for the semester.



Interviews

Each fellow whose application is accepted will be interviewed by a panel of district administration and the Director of ISS at CiTi BOCES.

Program Participation Requirements

- SUNY Oswego Block 2 or Block 3 education major students with at least 1 full day a week of availability to substitute between 7:00 am - 4:00 pm - this could be undergraduates or graduate students
- Approved NYS fingerprint report
- Submission of weekly journal reflections about teaching experiences through an online platform
- Mandatory attendance at two professional development offerings per semester
- Professional appearance and behavior while serving as a fellow
- Commitment to a district is expected - if you say you are going to be there, we expect you to follow through

Frequently Asked Questions

1. How do I become a TIP fellow?

You will need to complete the online application as well as email Kristen Foland (kfoland@citiboces.org) a cover letter, resume and two letters of reference (one should be from a current professor). If your application is chosen, you will be asked to interview with a representative from the participating districts. Fellows will be placed based on those interviews and notified by CiTi BOCES shortly after.

2. Who is my employer?

You will be officially hired and employed by the district that chooses you. You will need to follow up with their HR department to ensure all of the proper paperwork is completed to be approved by their Board of Education.

3. Do I get paid for this experience?

Yes, fellows are paid at a rate of \$100 a day. This check would be cut from your employing district.

4. What do I do if I am scheduled to substitute in a building and I am ill or have an emergency?

It is important to ask your district this question during the hiring process. You will want to let them know immediately, but each district may have you communicate with someone different. The expectation is that you are in attendance unless you are ill or have an emergency. As a reminder, districts are counting on you to provide instruction to students.

5. There is an expectation to dress professionally, what does that mean?

There is not a dress code for educators. However, this experience is an on-the-job interview for you. The expectation is that your appearance is clean and professional at all times.

6. If a student wants to communicate with me outside of school hours what should I do?

There should *never* be any sort of communication with students or families outside of the school day. This includes but is not limited to texting, emailing, Facebook, Snapchat, Instagram, or any other digital platforms. If you are experiencing an issue with this, you should immediately speak to the administrator of the building you are in.

7. What are the advantages to my participation in this program?

Participation has many benefits. First and foremost is **paid** experience in your chosen field. Additionally, schools are always looking to hire high quality educators. This is a great opportunity for on-the-job interviewing. Putting your best foot forward every day is important.

8. Will I be asked to substitute outside of my certification area?

Yes. Districts that will be hiring you have the ability to place you anywhere they may need you. However, during the interview process you will be asked about your certification area and preference for days you are in their buildings.

9. Might I be asked to teach students remotely?

Yes. While this scenario is not likely, if the pandemic has taught us anything, it is that education and educators have to be flexible at all times. Because we do not know the future of what schools and education could look like, we have to assume that there will be some form of remote learning and you could potentially be asked to fill that spot.

General Duties

Reporting to the Office

1. Arrive at least fifteen minutes before classes begin unless other arrangements have been made with the school. If you receive a late call, arrive as soon as possible.
2. Register in the designated office with the building secretary and record your name on the appropriate sign in sheet (this verification of time spent on the job is used in determining your pay).
3. Ask for a copy of the teacher's schedule and find out if there are any extra duties or activities for this day.
4. Obtain the teacher's lesson plans, class rolls, books, attendance materials, etc., if they have been left in the office.
5. Obtain the classroom key, if applicable.

Before Class Begins

1. Introduce yourself to the department head, team leader, and/or a teacher in an adjacent classroom so that you will have someone to call on if you have questions or problems. Ask about special notices, etc., that need to be sent home with students.
2. Organize materials to be used during the day (notices from office, handouts, etc.) and check any equipment that will be used to ensure that it is working properly.
3. Locate the class seating charts. (if there is one)
4. Locate the classroom telephone and know how to call the office.
5. Familiarize yourself with fire drill and other emergency procedures, as well as the evacuation plan posted in the classroom, fire extinguisher locations.
6. Locate the faculty lounge/dining area, adult restrooms, team meeting areas, etc.

Planning Period and Lunch

1. If possible, lock the classroom when you leave. Do not leave handbags or valuables unattended.
2. Do not leave the school during your planning period or lunch. If an emergency arises, consult the principal or his/her designee.

End of the Day

1. Leave a note for the teacher in the plan book or on the desk informing him/her how the day went.
2. Leave the teacher's materials and students' work in the classroom or in the office as instructed.
3. Return the classroom key to the office.

Teaching Duties

Before Classes Begin

1. Write your name on the board.
2. Familiarize yourself with the teacher's lesson plans and Teacher's Edition of the textbooks.
3. As time permits, make notes on the lesson in your own words so that you will be more comfortable with the materials and better organized in your presentation.
4. Anticipate students' questions about the materials and be prepared to answer them.
5. In elementary schools, where there are no breaks between classes, quickly review plans and organize materials for the next lesson while the children are completing the current activity.
6. Once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes.

During Each Class

1. Begin each class promptly. A prompt, organized beginning will project an "in charge" image.
 - Greet the class and introduce yourself.
 - Smile.
2. Follow the lesson plan furnished by the teacher or note any changes you implemented. (The expectation is that lessons are closely followed)
3. Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class from the day before.)
4. Throughout the class, ensure that the students understand the lesson.
 - Give clear, concise directions and explanations.
 - Use the board or verbal cues to emphasize important points or to clarify complicated directions.
 - Check for Understanding
 - Watch for the signs from the students indicating confusion or an inability to hear or keep up with lecture notes and adjust your presentation accordingly.
5. If students are doing seat work or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
6. Do not let the instructional pace drag.
7. Vary the order in which you call on students.

At the End of the Class

1. Collect the students' work if directed to do so.
 - Immediately secure papers with a paper clip or rubber band to ensure that none are misplaced.
 - Label the papers with a cover sheet.
 - Verify with students that all papers have been turned in.
2. Review important points of the lesson
3. Go over the homework assignment with the class.

After Class

1. Organize and label the students' work.
2. If you were unable to complete the lesson, leave a note for the teacher indicating how much you were able to cover.

Daily Checklist

1. Sign in at the Main Office.
2. Collect room keys.
3. Get directions to your classroom, a copy of the period schedule (if appropriate).
Check for special “School Policies” for handling disruptive or ill students.
4. Check the teacher’s mailbox.
5. Locate the attendance or class lists.
6. Locate the lesson plans.
7. Get information from school staff about the period schedule and any special activities for the day.
8. Get special information about your assignment, such as schedules for exceptional students. Check to see if any students have IEPs and any special accommodations need to be made for them.
9. Locate instructional and student materials.
10. Write your name on the board.
12. Check attendance and make a head count to ensure safety. Many substitutes find that checking and/or using a seating chart is especially helpful.
13. Encourage the students to leave the room in an orderly condition at the end of the day.
14. Return all materials to the proper location.
15. Leave a note for the teacher informing him/her as to how the day went. Be honest and note specific problems.
16. At the end of the scheduled workday, return keys and /or other materials, and check out through the main office.
17. At the end of the day, be sure **all classroom technology is powered off.**

Classroom Management & Discipline

An effective substitute teacher strives to create a climate in which success is expected, academics are emphasized and the environment is orderly.

As a substitute teacher, it is essential to understand and practice good classroom discipline and management. This is necessary before any classroom learning can occur. Good classroom control can be the best prevention of major classroom difficulties.

Often a class will “test” a substitute teacher. Students may try to gain status by upsetting class routines. Your response to these situations is crucial. Teacher self-control is a must! You must begin by establishing order during the first minute of the first day. Your responses must be calm, firm yet fair, and tempered with good humor. You can prevent many problems with a combination of planning, awareness, and sensitivity.

To assist you in maintaining discipline, the following guidelines are recommended. Study them and implement them appropriately in your specific substitute situation.

1. Before entering the classroom, ask the school administrator for information on the “school’s discipline plan” and other information on any special discipline policies or procedures followed at this school.
2. Always insist that students address all teachers and adults by their titles: Mr., Mrs., Miss, and Ms.
3. Remember that you are an adult leader and therefore not a “pal” to students
4. Set clear limits/standards/rules for the students and then be **CONSISTENT** in enforcing them.
5. Do not punish the group for the misbehavior of one.
6. Expect students to behave well and **PRAISE STUDENTS** for their good behavior.
7. As you speak, **CIRCULATE** in the classroom to monitor activity and to target possible trouble spots.
8. Use your voice, eyes, and other nonverbal cues to communicate.
9. Pause and wait, if necessary, for attention and silence before speaking. Avoid sarcasm and shouting!
10. **NEVER TOUCH A STUDENT!**

Successful

- constantly survey the class
- walk around in the classroom
- anticipate difficulties and adjust to avoid them
- promote an image that you are there to help students to learn
- position yourself near prospective trouble spots
- speak to students quietly
- don't single out a student in front of his peers
- speak to students privately
- while helping students with individual work, continue to survey the class
- remind class that you want to be able to leave a positive report for their teacher
- organize all materials and clearly label all collected papers
- leave a short note for the returning teacher detailing the day

Unsuccessful

- raising your voice
- yelling
- being too authoritative
- insisting on having the last word
- using tense body language, such as rigid posture or clenched hands
- using degrading, insulting, humiliating, or embarrassing put-downs
- using sarcasm
- attacking the student's character
- acting superior
- using physical force ***NEVER TOUCH A CHILD!!!***
- drawing unrelated persons into the conflict
- having a double standard -- making students do what I say, not what I do
- insisting that I am right
- preaching
- making assumptions
- backing the student into a corner
- pleading or bribing
- bringing up unrelated events
- generalizing about students by making remarks
- making unsubstantiated accusations
- holding a grudge
- mimicking the student
- making comparisons with siblings or other students

Avoiding Negligence

A concern among substitute teachers is protecting their students from harm, and themselves from lawsuits. Your district is responsible for everything that occurs while you are subbing. While not all accidents can be avoided, district liability for them can be if the teacher has provided adequate supervision. The following guidelines are offered to help you prevent injuries to students under your care, act responsibly in the event of accidents, and avoid legal problems should mishaps occur.

1. **NEVER LEAVE STUDENTS UNATTENDED.** Use the classroom phone or send a student with a message if you need to contact the principal, another teacher, etc.
2. **NEVER USE CORPORAL PUNISHMENT WITH STUDENTS.** Corporal punishment includes hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do push-ups, or using any physical force. **NEVER TOUCH A STUDENT.**
3. **NEVER GIVE MEDICINE OF ANY KIND INCLUDING ASPIRIN TO STUDENTS.** Refer students who are taking medication to the office or nurse for supervision.
4. Do not order a disruptive student to leave class unsupervised. Instead:
 - a. Use the phone to ask for assistance from the office.
 - b. Ask another teacher to supervise your class while you escort the student to the office.
5. Know how to quickly contact school personnel who can assist with an emergency. (administrator, nurse, etc.)
6. Report accidents or injuries to the office or clinic immediately. As soon as possible, write down what happened for school authorities and keep a copy of the report for yourself.
7. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his or her status. (excused to go home, waiting for parent pick-up, etc.)
8. Obtain permission from the principal before sending notes or other communication home to parents.
9. Avoid being left alone with a student for extended periods of time.
10. If a student teacher is assigned to your class, remain on duty in the classroom, assisting the student teacher as necessary.