

GREAT SUBSTITUTES



In every school there are certain substitute teachers who are highly regarded and often requested by staff and administration alike. Following are traits and characteristics as described by building administrators, classroom teachers, and students, which are common to those substitute teachers perceived as superior by those they serve.

- Exceptional substitute teachers view themselves as professional teachers, not as baby-sitters who are in the classroom to maintain order. They are teachers who are replacing teachers who are absent.
- Exceptional substitute teachers are enthusiastic. Their attitude and behavior demonstrates that they like to teach and they enjoy the opportunity to do so.
- Exceptional substitute teachers seek support for management concerns when necessary, but generally use their own resources to control the classroom. They do not depend upon the threat of the office as their primary discipline technique. Instead, positive reinforcement strategies are the keys to their behavior management system.
- Exceptional substitute teachers enhance the lesson plans utilizing their own expertise, background, and unique teaching style to make the lessons more effective. They use creative ideas to personalize the lesson plans left to them.
- Exceptional substitute teachers make it a priority to develop a classroom climate which is stimulating; to encourage interaction and cooperation, and to assure that learning is fun. A substitute teacher's classroom can be both orderly and enjoyable.
- Exceptional substitute teachers maintain confidentiality. The substitute teacher does not discuss incidents that occur in the school, specific activities of the day, and other general and sensitive issues outside of the school.
- Exceptional substitute teachers have great relationships with students and other staff members. People enjoy having them in the building and look forward to working with them again.