

Sara Simpson  
Adaptive Special Education  
Example High School  
General Substitute Plans and Teacher Schedule  
TRADITIONAL SCHEDULE (Most Mondays, Tuesdays, and Fridays)

## **Good Morning, Esteemed Professional!**

Today, you'll be substituting in a variety of classrooms. The detailed schedule below will help guide you through your school day, letting you know the classes you'll attend, the locations of those classes, the colleagues you'll be supporting, and the students you'll be assisting.

On my desk in room 100, you'll see a stack of pocket folders. These folders contain handouts and documents for each of the classes I co-teach. If I have created modified versions of assignments for class, you'll find them either on my desk in 100 or in the classrooms where I teach with my colleagues.

Seating charts/rosters are here in this binder.

Because you are serving as an adaptive special education teacher today, you will be working with many students who have Individualized Education Plans (IEPs) or 504 plans (a piece of documentation that lets teachers know about any special learning needs a student may have, even though he/she doesn't have an IEP). As you consult the photo rosters for each class, students with a highlighted name have an IEP or 504. My co-teachers know students' needs and can help communicate with you the best ways to help each student.

### **Hour 1 (7:40-8:30) – English 11 with Ms. Jennifer Jones in room 200**

During this class period you will assist and make sure all students in class are following teacher directives and are understanding the assigned work (i.e. completing assignments and staying off cell phones, appropriately using technology). When students are working independently, walk around the room. Observe which students are getting stuck or showing signs of frustration; help these students by approaching them and offering assistance.

Take a moment to confer with Ms. Jones to make sure the appropriate materials for each student are ready to go for class.

If you aren't sure what you could do to be most helpful, please ask for direction! Ms. Jones will be glad to let you know where the most assistance can be provided.

#### **Class Rules to Know**

1. Students may use the restroom if they ask the teacher. Students should not ask to use the bathroom in the middle of direct instruction (while the teacher is talking). There is not a bathroom pass for this class.
2. Students should have technology (cell phones) set aside when there is active instruction going on (teacher is speaking).
3. During independent work times, students may use their phones or laptops. Ms. Jones believes in allowing students to choose how to use (or not use) their independent work time.

## **Hour 2 (8:35-9:25) –SPED Float**

At the start of the school day, please consult with Mr. John Doe (SPED DC) in room 140 to ask where you will be assigned for class and what your duties will be today.

## **Hour 3 (9:30-10:25) –English 11 with Mr. Stan Smith in room 300**

During this class period you will assist and make sure all students in class are following teacher directives and are understanding the assigned work (i.e. completing assignments and staying off cell phones, appropriately using technology). When students are working independently, walk around the room. Observe which students are getting stuck or showing signs of frustration; help these students by approaching them and offering assistance.

Take a moment to confer with Mr. Smith to make sure the appropriate materials for each student are ready to go for class.

If you aren't sure what you could do to be most helpful, please ask for direction! Mr. Smith will be glad to let you know where the most assistance can be provided.

### Class Rules to Know

1. There is a metal letter "s" on Mr. Smith's desk. This is the class bathroom pass. Students do not need to ask to use the bathroom. One student at a time may leave with the hall pass.
2. Mr. Smith generally instructs the students to act like young adults. They should treat everyone in the room courteously. This covers everything from listening when others are speaking, having good phone use etiquette, completing assigned work, etc.

## **Hour 4 (10:30-11:20) –Testing Center in room 100**

During this time, you will support students with IEPs and 504s for academics, behavior, or both in the Special Education Support Room. When students come to the support room, please have them sign in on the sheet provided (it's in a 3-ring binder on the desk). Ask the student how you can help him/her. Common requests may be reading a test out loud, assisting them with an assignment for an academic class, or allow them a quiet and distraction-free setting for completing work or a test. If there are students who use the room for behavioral support, there will be copies of their behavior intervention plans available so you'll know the appropriate course of action should they come in dysregulated--that plan will include the names of other people who can help you.

Please remain in the support room. Should you need to leave briefly (for example, to use the restroom), please ask another teacher in the department office to keep an eye on the room until you get back. That way, we can ensure that students will be assisted promptly.

## **Hour 5 (11:25-12:50) –Social Skills with Mr. Cole Conner in room 111**

You will eat lunch BEFORE going to this class.

Social Skills is a class that combines functional special education students (students with significant learning disabilities) and cadet students (typical peers who take the class and receive credit for assisting their classmates with disabilities). Our cadets are OUTSTANDING men and women; you'll quickly notice that they lead the class. As the name of the course would suggest, students in this class are working on improving their

social/emotional function. We work on skills such as appropriate greetings, table manners, identifying emotions and expressing them normatively, and other areas as determined by student need.

Mr. Conner, the paraprofessionals, and the cadets will be able to guide you and will let you know how you can best help with class today. Don't be afraid to interact with the students and our cadets; they are a fun group of kids!

Our classes eat lunch during 5th hour. Here's where you will be during each of the times during class. The bells can get confusing!

Lunch 1 (11:20-11:50)	Eat this lunch.
Lunch 2 (11:55-12:25)	In class.
Lunch 3 (12:25-12:55)	In class.

### **Hour 6 (12:55-1:45) –English 9 with Mr. Dan Daniels in room 222**

During this class period you will assist and make sure all students in class are following teacher directives and are understanding the assigned work (i.e. completing assignments and staying off cell phones, appropriately using technology). When students are working independently, walk around the room. Observe which students are getting stuck or showing signs of frustration; help these students by approaching them and offering assistance.

Take a moment to confer with Mr. Daniels to make sure the appropriate materials for each student are ready to go for class.

If you aren't sure what you could do to be most helpful, please ask for direction! Mr. Daniels will be glad to let you know where the most assistance can be provided.

#### Class Rules to Know

1. Students receive two bathroom passes per semester. If they don't have a paper pass, they shouldn't leave the room to go to the bathroom.
2. Cell phone should be out of sight (bag or pocket) unless Mr. Daniels explicitly says it is a time when devices may be out.
3. Remain in your seat until the bell rings; no lining up at the door.
4. Sit in assigned seats.
5. Have supplies and be ready for class. If students do not have a needed supply, they may borrow from a classmate or purchase one from Mr. Daniels (most items cost \$0.25).

### **Hour 7 (1:50-2:40) –Testing Center in room 100**

During this time, you will support students with IEPs and 504s for academics, behavior, or both in the Special Education Support Room. When students come to the support room, please have them sign in on the sheet provided (it's in a 3-ring binder on the desk). Ask the student how you can help him/her. Common requests may be reading a test out loud, assisting them with an assignment for an academic class, or allow them a quiet and distraction-free setting for completing work or a test. If there are students who use the room for behavioral support, there will be copies of their behavior intervention plans available so you'll know the appropriate course of action should they come in dysregulated--that plan will include the names of other people who can help you.

Please remain in the support room. Should you need to leave briefly (for example, to use the restroom), please ask another teacher in the department office to keep an eye on the room until you get back. That way, we can ensure that students will be assisted promptly.

I hope you had a great day! Thank you!

Sara Simpson