

## Tool 229

### A One Page Guide for Substitute Teachers

#### Substitute Tips for Rigor

1. Rigor is an emphasis in my classroom. Rigor is increasing expectations and the level of challenge, providing support, and expecting students to show what they've learned.
2. As the teacher, I've incorporated rigor within the lesson. Some of the steps may seem complex, but that is on purpose. Please follow the plans as I've designed them so that students can continue to work at rigorous levels while I'm gone.
3. Because I've provided challenging work, students will need assistance. Please move around the classroom and provide help as needed.
4. When I've provided a reading assignment, review the assignment after an appointed amount of time. Use question stems such as how did what you read relate to real life? I've included sample questions and answers in the lesson plan.
5. If a student can't or doesn't answer the question, don't give up. Use the guiding questions provided to push them to answer.
6. If students are struggling, group the students and have them come up with three key points from the reading and have each group report their responses.
7. In a math classroom, allow the students to check their responses in a group and then discuss various solutions to the problems.
8. Before the students leave class, pass out an index card or the students may use their own paper. They will complete an exit ticket by writing one thing they learned from the day's lesson and one thing they are confused about. This is a great informal assessment for the teacher when she returns.
9. You can help hold the students accountable for their assignments. The students must turn in all completed work along with responses to three self-reflective prompts: (1) I completed all of, or the amount completed, because . . . ; (2) I had trouble with the following problems, items or assignment . . . (3); When my teacher returns I will or will not feel comfortable moving ahead to new material because . . .
10. Review homework from the night before using partners at first and then have partners share answers with the whole group. Allow the students to help one another as you circulate the room and provide assistance. When they share with the group, ask them to share their partner's answer—this requires them to pay attention to and listen to their partner.

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