



**ALBUQUERQUE
PUBLIC SCHOOLS**

**Substitute
Teachers
& Assistants
HANDBOOK
2017-2018**

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WELCOME

Welcome to Albuquerque Public Schools (APS) as a substitute employee for the year 2017-2018. This is a very challenging career. The Substitute Services staff will do everything we can to make this a rewarding experience. Substitute teachers/educational assistants are a critical component in providing a quality education to the students in APS. It is estimated that students will spend 10%, or more than one year, of their K-12 educational experience under the instruction of a substitute teacher. I can't emphasize your importance enough!

Your assignment is on an "as needed" basis. In the absence of the contract employee, the District relies on each substitute to provide continuity of instruction for students. Substitutes are needed to manage unfamiliar and varying educational situations. It is necessary that you be prepared to assume responsibilities in different schools with a variety of expectations. At best, it is a difficult task, requiring professionalism at all times.

Consult your Substitute Teacher/Assistant Handbook to review District policies and procedures. You must become familiar with the APS Employees' Handbook as well.

The entire employee handbook may be accessed at www@aps.edu.

Please communicate with the Substitute Services staff regarding any aspect of your employment with APS.

Phone: 889-4848

Fax: 889-4884

Email: subservices@aps.edu

Physical Address: 6400 Uptown Blvd. NE, Ste. 115E
Albuquerque, NM 87110

Mailing Address: Substitute Services
Albuquerque Public Schools
P.O. Box 25704
Albuquerque, NM 87125-0704

Thank you for your commitment to the education of the students in Albuquerque Public Schools.

Albuquerque Public Schools

Foundations and Basic Commitments

A.01 MISSION STATEMENT

The Albuquerque Public Schools strives to create safe, secure and personal learning environments with high standards where all children excel and graduate by emphasizing the highest rates of attendance, aligning programs and the budget, partnering with parents and the community, obtaining satisfaction from the school community, and having high performing employees.

A.02 VISION FOR A LEARNING COMMUNITY

APS strives to ensure that every child graduates fully prepared and eager to become a world-class citizen.

A.03 NONDISCRIMINATION ON THE BASIS OF DISABILITY, RACE, ETHNICITY, COLOR, SEX, SEXUAL ORIENTATION, NATIONAL ORIGIN, RELIGION AND AGE

The Albuquerque Public Schools affirms its commitment to the rights of students, parents and employees, as set forth in Federal and State statutes, for nondiscriminatory treatment in relation to disability, race, ethnicity, color, sex, sexual orientation, national origin, religion and age in all its programs and activities. Nondiscrimination includes freedom from harassment and retaliation based on disability, race, ethnicity, color, sex, sexual orientation, national origin, religion and age.

This policy is implemented by the administration through processes delineated in the procedural directives cross-referenced below:

- Section 504/Americans with Disabilities Act: Requirements Related to Students
- Section 504/ADA Employment Practices
- Section 504/ADA: Physical Access for Students, Parents, and Employees with Disabilities
- Discrimination and Harassment
- Internal Grievance Process to Address Discrimination Allegations
- NSBA/NEPN Classification: AC

A.04 TOBACCO FREE SCHOOLS

Use of tobacco at all APS sites is prohibited.

Legal Obligations

Every person, private person or professional, in New Mexico who has a reasonable suspicion that a child under 18 has been abused is REQUIRED by law (Section 32-1-15 NMSA 1978) to report the suspected abuse. The law specifically names school teachers, nurses, social workers, physicians, and law enforcement officers acting in their official capacities because these professionals are in the position daily to observe and report signs of abuse and neglect shown by children who come into their care.

No person, regardless of his/her relationship with the child or the child's family, is exempted from the law's requirement to report suspected child abuse or neglect. This law, contained in the New Mexico Children's Code, requires that a person who has a reasonable suspicion of child abuse or neglect report that suspicion.

How to Report

Call the Statewide Central Intake (SCI) of the Children, Youth and Families Department at 841-6100 or (800) 797-3260 or cyfd.org

SCI is open 24 hours a day/ 7 days a week.

- You may be referred to local law enforcement.
- Provide information including what causes you to suspect abuse and neglect and general demographic information
- Cooperate with the investigators, including allowing the child to leave under protective custody with a law enforcement officer. (Remember to ask for proper identification.)

APS Policy on Confidentiality

“All information regarding known or suspected child abuse/neglect should be treated with the utmost confidentiality. It should not be discussed, even within the school, except on a need to know basis.” Principals, school counselors and heads of Health/Mental Health teams are covered under "need to know". Other confidentiality laws such as HIPAA apply to other information.

APS Policy Directive “Reporting Child Abuse or Neglect”

When confidentiality can be broken:

The student is considered harming him/herself or others.

- A major crime has been committed or the student is engaging in illegal activity at school.
- Child abuse/neglect.

Questions regarding child abuse or neglect may be directed to [Albuquerque Public Schools Police](#) or to the [Director of Health and Wellness](#).

Job Description: Substitute Teacher

Immediate Supervisor: Site Administrator / Manager, Substitute Services

SUMMARY: District Substitute: is eligible to substitute in any school in the district and must have a minimum of 60 hours of college credit or an Associate's Degree. If they are a teacher substitute, they can only work as a substitute teacher NOT as an educational assistant and vice versa. Carries out the essence and intent of the teacher of record. Acts as surrogate in a classroom and to teach, by creating a flexible program in an environment favorable to learning and personal growth, by encouraging students to develop skills, attitudes, and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and school staff by assisting in developing positive feelings toward themselves and others. Provides continuity at the selected school, by being available to aid in the classroom as determined by assignment or at the direction of school administration.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Carries out the essence and intent of the teacher of record.
- Cooperates in the implementation of the District program of instruction
- Implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with State Department of Education Standards and APS Board of Education goals and objectives.
- Guides the learning process toward achievement of curriculum goals.
- Utilizes clear objectives for all lessons assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives.
- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Meets and instructs assigned classes in the location and at times designated.
- Cooperates with other staff and support personnel in helping students with health, attitude, learning and behavioral issues.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Maintains a safe environment for student learning.
- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of District inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:

- Satisfactory completion of criminal background verification.

MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS: The minimum requirements for this job are as follows:

- High School Diploma.
- Minimum 60 college credit hours for teachers; Level 3A Educational Assistant license for EA's.
- Education requirement may be waived under extenuating circumstances
- Bachelor's Degree/teaching certificate, highly desired.
- Valid New Mexico Substitute Teaching license or APS Substitute Teacher Certificate

KNOWLEDGE, SKILLS, AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of District policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The Substitute will work with other APS staff members in a team environment, which may include the administrative staff, State department personnel, APS legal counsel, parents, students, advocates and others outside the District.
- Frequent interactions with people in person and/or on the phone as necessary.
- Functions are primarily indoors and outside in a normal school environment.
- The Substitute will also meet with and escort students outdoors and will perform the essential functions of this job in a variety of buildings and locations.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds of supplies which requires bending stooping and/or lifting.
- The employee must be able to use a variety of instructional materials in the classroom.
- The employee must be able to use hands and arms to manipulate objects.
- The employee must use keyboards, audiovisual, tools and other controls.
- The employee must be able to sit and/or stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about the campus area unaided during the day.

Substitute Salary Schedule 2017-2018

***Please refer to the Substitute Services department website for the substitute salary schedule at <http://www.aps.edu/human-resources/salary-schedules/substitute-salary-schedule>

<u>TYPE OF SUBSTITUTE</u>	<u>DAILY</u>	<u>Hourly</u>
Contingency ¹ / EA Substitute Teacher	6.5 hours x	Refer to online substitute salary schedule
AA Degree (60 credit hrs.) Substitute Teacher	6.5 hours x	Refer to online substitute salary schedule
BA/BS Degree Substitute Teacher	6.5 hours x	Refer to online substitute salary schedule
Secured ² Substitute Teacher (Retiree)	6.5 hours x	Refer to online substitute salary schedule
Student Teacher	6.5 hours x	Refer to online substitute salary schedule
Long Term Assignment	Current pay + one hour upon completing the 5 th day	Refer to long term compensation policy

1. Contingency substitute: Emergency Substitute

2. Secured Substitute.

- Certified teacher
- Retired teacher with a current license
- Substitute teacher with at least three years consecutive experience with APS Substitute Services, good work history, and no unacceptable performance reports. You can apply for secured status on your 3rd year anniversary date.

*** Secured Substitute status is the highest hourly pay rate available for substitute teachers.

The pay rates above are subject to the availability of funds. APS reserves the right to change these rates without notice.

Albuquerque Public Schools

2017 – 2018 Traditional School Calendar

Date	Day Event
Aug. 14.....	First Day of School
Sept. 4.....	Labor Day Holiday
Oct. 12-13	Fall Break
Nov. 8.....	Presidential Election Day
Nov. 22-24.....	Thanksgiving Holiday
Dec. 18 –Jan. 1.....	Winter Break
Jan. 3.....	First Day of 2 nd Semester
Jan. 15.....	Martin Luther King Jr. Holiday
Feb. 19.....	Presidents’ Day Holiday
March 26-29.....	Spring Break
April 14.....	Vernal Holiday
May 23.....	Last Day of School
May 24-25.....	Make-Up Days (if necessary)
May 28.....	Memorial Day

***Dates subject to change**

Compensation

I. Day to Day Assignments

- A. If a Substitute shows for a job but is no longer needed, the substitute will receive one hour of pay. S/he may call SmartFindExpress to see if there is job availability for the remainder of the day. A timesheet must be completed by the school and submitted to payroll.
- B. If a substitute is scheduled to work 1-2.25 hours, the substitute will be paid for 2.25 hours. Maximum paid hours per day is 6.5 hours.
- C. If the Substitute works from over 2.25 to 4.25 hours, s/he will receive 4.25 hours of pay. Maximum paid hours per day is 6.5 hours.
- D. If the Substitute works from over 4.25 to 6.5 hours, s/he will receive 6.5 hours of pay. Maximum paid hours per day is 6.5 hours.
- E. Working over 6.5 hours will be compensated at the substitute's hourly rate in 15 minute increments to a maximum of 7.5 hours. No work is to be scheduled or paid in excess of 7.5 hours. Must be preapproved by the school principal and paid by completing a timesheet under the school budget.
- F. If you accept an additional position with APS while simultaneously working as a substitute, you will need to be hired as a second assignment for that position.

II. Long-term Assignments

- A. Substitute teachers will receive one (1) hour extra pay per day (at their current scheduled salary rate) beginning on the 5th consecutive full day of an assignment. Long-term pay only applies to work days where students are present in the classroom. Long-term job assignments are daily job assignments. Note: Long-term salary is available only to substitute teachers, not to substitute educational assistants. Rationale: Substitute teachers take on the additional responsibility of lesson planning.
- B. **You must call Substitute Services @ 889-4848 on the 5th consecutive day of your assignment or email subservices@aps.edu on your 5th consecutive day to report the following: your status as a long-term substitute, your name, employee # and job # in order to receive long-term pay.** If you do not report your status as a long-term substitute on the 5th consecutive day of your long-term assignment, you will begin to receive your long term pay effective the day you report it to Substitute Services.
- C. **It is the responsibility of the substitute teacher to contact Substitute Services upon completing the 5th consecutive day. This notification is necessary to receive the long-term salary in a timely manner.**
- D. **If you accept another job assignment for a different teacher at the same school site or if you accept another job assignment at a different school site, this will break your long term job assignment. Once you break your long-term job assignment, you will need to call Substitute Services @ 889-4848 or email subservices@aps.edu on your 5th consecutive day of your long-term job assignment to be placed on the long-term substitute payroll list.**
- E. Substitute teachers working long-term, half-day assignments will receive extra time up to 30 minutes a day.
- F. **Effective 1/5/10, State Statutes & the Educational Retirement Board require that any substitute in a long-term job (for the same teacher) lasting more than 6 weeks (30 school days) must have a 7.9% contribution deducted from their check. You will be required to complete ERB paperwork if you work longer than 6 weeks (30 school days).**

III. Pay Increase Requests

Pay increases are not automatic or guaranteed; they must be applied for by completing the **Pay Increase Request form** that is provided by Substitute Services. Consideration for pay increases are based on one of the following conditions:

- You have received a current New Mexico Certified Teaching License. Please attach a copy of the License to the form.
- You have earned an Associate's/Bachelor's Degree. Please attach a copy of the official transcripts to the form. The transcript must clearly show that the degree was conferred and must show the highest level of education achieved clearly marked by the University.
- You can apply for Secured Substitute Status on your 3rd year anniversary date if you have had three consecutive years as a Substitute Teacher. You must be in good standing with no unacceptable behavior reports and consistent work history as determined by the Manager of Substitute Services. Please complete the Pay Increase Request form to apply for Secured Substitute Status.

Proper documentation **MUST** be attached to the Pay Increase Request form in order for the pay increase request to be considered. If you do not receive the form back with a response, you should assume that the request has not been received and **YOU** should follow up with Substitute Services.

Please note, your pay raise will be effective the date it is approved by the manager, not the date you received your degree or certified license.

You are already a Secured Substitute if you are a Certified teacher or Retired teacher with a current license. Secured Substitute status is the highest hourly pay rate available for substitute teachers.

Please refer to the Substitute Salary Schedule for qualifying pay rates: <http://www.aps.edu/human-resources/salary-schedules/substitute-salary-schedule>

IV. Payroll problems: After each check is received, the Substitute Teacher should check the pay stub or earnings statement for correctness of pay. If your pay is not correct, please do the following:

1. Requests for corrections should be made directly to the school Principal first. The school will be required to submit a timesheet to Payroll.
2. Contact Payroll second @ 872-6889 to confirm that they received the timesheet.
3. If there is no resolution to your pay issue, you must contact Substitute Services by your third paycheck. If no requests are made for corrections, the payroll will be considered correct after three pay periods. **NO CHANGES WILL BE MADE AFTER THREE PAY PERIODS.**

Keep an accurate record of all time worked!

See reproducible log sheet in Forms section.

Types of Assignments

Per the APS Negotiated Agreement, teachers and assistants must register absences in whole or half day increments.

1) Full Day Assignment:

- A. Assignments are considered day to day when they do not exceed four consecutive days.
- B. Assignments are considered long-term when they are five or more consecutive workdays for the same employee.
- C. The substitute's duty day is equal to the teacher's duty day. The full day includes a half-hour duty free lunch, which is unpaid time.
- D. Substitutes are **not** entitled to prep time. The school may assign a substitute to other teaching duties on an 'as needed' basis. This does **not** warrant additional pay.

2) Half Day Assignment:

- A. Assignments begin and end with the duty time of the absent teacher and will be paid a minimum of 4.25 hours for work over 2.25 hours (if the substitute is no longer needed for the assignment, the substitute will receive 1 hour pay, must be paid by timesheet).
- B. A substitute working over 4.25 to 6.5 hours will be paid for 6.5 hours. Maximum paid hours per day is 6.5 hours.
- C. Working hours over 6.5 will be paid in 15 minute increments to a maximum of 7.5 hours. No work is to be scheduled or paid in excess of 7.5 hours. Must be preapproved by the school principal and paid by completing a timesheet under the school budget.

3) Wednesday (Elementary) Assignments: Always verify the actual end time of a Wednesday elementary assignment with the school secretary upon arrival for the job (many are half days). If the assignment is a full day, the substitute must remain at the school for the entire duty time. Substitutes are required to perform before and after school duties as long as it is a part of your scheduled duty day.

Types of Substitutes

District Substitute: is eligible to substitute in any school in the district and must have a minimum of 60 hours of college credit or an Associate's Degree. If they are a teacher substitute, they can only work as a substitute teacher NOT as an educational assistant and vice versa.

Secured Substitute/Retiree: Substitutes who have worked in the district for at least three consecutive years with no unsatisfactory behavior/teaching reports and have applied for secured status with Substitute Services or who are currently licensed or retired teachers.

Contingency Substitute: is eligible to work at one school site* as either a teacher or EA substitute. A high school diploma or equivalent is required. These substitutes may **not** accept jobs longer than 5 consecutive days. Contingency Substitutes must complete one or more job assignments by April 1st to maintain active status.
**additional sites may be approved by Manager of Substitute Services*

Long Term Substitute: is asked to cover the same classroom for an extended (longer than 5 days) period of time. S/he must have a minimum of 60 hours of college credit or an Associate's Degree. **Automatic substitutes should not be assigned to long term jobs.**

Student Teacher Substitute: is working with a mentor teacher doing their student teaching. S/he may substitute for their mentor teacher only and no more than 10 days.

Educational Assistant Substitute: is assigned to substitute for educational assistants only. A high school diploma or equivalent and a Level 3A EA license are required.

* A substitute must be 21 years of age to substitute at a Middle School or High School.

Substitute Responsibilities

I. Substitutes must arrive early enough to:

- A. Report to office and check in with the secretary.
- B. Obtain information from secretaries that include school schedules, maps, and keys to classroom, duty schedules and other school information. If you are NOT given this information, ASK FOR IT.....
- C. Ask for the school's policy regarding teachers' mailboxes.
- D. Review teacher's written lesson plans and prepare supplementary activities as necessary. If plans are not available, ask for help. The teacher's contract requires written plans.
- E. Become acquainted with physical makeup of classroom and school.
- F. Review class lists, seating charts, etc.
- G. Review the evacuation map and locate the emergency procedure information (fire drill, lockdown & shelters in place) that should be prominently displayed in every classroom. If not provided, ask the office for the information. You can obtain addition emergency procedure information online at <http://www.aps.edu/about-us/lockdowns-and-shelters-in-place>

II. Substitute teachers are responsible for providing continuity of instruction for students by:

- A. Following written lesson plans as prepared by the classroom teacher.
- B. Working actively with students during the assigned duty day.
- C. Supplementing the instructional program, when necessary, with appropriate instructional activities.

NOTE: When a substitute teacher works in a classroom with an assistant, the substitute teacher is responsible for the classroom. S/he should collaborate with the educational assistant to determine what may work best in a particular situation. Decide together what would be best for students.

III. Substitutes are responsible for reviewing the District policy on discipline, as well as for maintaining classroom order during each duty day. Request the school's policy regarding discipline.

- A. Inquire at each assignment about procedures for securing assistance in troubled situations.
- B. Reach out for support starting with the closest teacher, the head teacher, lead teacher, department head, counselor, secretary, or school principals. Becoming familiar with administrative staff makes it much easier to request assistance.
- C. Leave exit notes describing unusual occurrences during the duty day. Be pro-active. Do not wait for students to report.
- D. Keep accurate records of:
 - 1. Work accomplished.
 - 2. Student attendance/absences. (Follow school policy.)
 - 3. Money collected (amount, from whom). **This applies only to long term substitutes.**
 - 4. Money or articles lost or found and by whom. Be sure to return all money/articles to the school office at the end of each day.

- IV. Substitutes are responsible for completing an assignment by:
- A. Checking in and out with the secretary--ALWAYS.
 - B. Leaving a completed substitute's assignment form with the secretary if requested by the school.
 - C. Reporting to the school office to return items such as keys, schedules and other school materials loaned to the substitute for the day.
 - D. Working the full duty day as assigned to the regular teacher or assistant or as needed by the school site.
 - E. Short term substitutes (those working four days or less for the same teacher) SHALL NOT COLLECT NOR BE RESPONSIBLE FOR ANY MONIES, i.e., lunch money, field trip money, candy money. Refer to secretary or bookkeeper.
 - F. Following Lesson Plans:
 1. All written work specified in lesson plans must be assigned by the substitute and collected for the classroom teacher. Written work will be corrected only if the classroom teacher leaves the answer key, and if time permits.
 2. Long term substitutes will correct all written work, record in grade book when applicable, and return it to students.
 3. Substitutes do not administer medication to students. Refer to nurse or health assistant.
 4. Make a copy of lesson plans, including your "exit" notes and keep a notebook. If questions arise, you can refer to them.
- V. **Dress Code:** Dress neatly and appropriately for the workday. Keep in mind that students will react to the model you present. More formal dress often helps establish authority. Exercise professional judgment in physical appearance, clothing, and hygiene. *You should always dress at least as professionally as your permanent teacher counterparts.*
- VI. Substitutes are responsible for maintaining a positive, professional attitude.
- A. Use a friendly, professional, cooperative approach when interacting with students, staff members and parents.
 - B. Refrain from making personal calls or having visitors during the day.
- VII. Educational assistants, physical educators/coaches, music teachers:
- A. Substitute assistants will be responsible for aiding the classroom teacher or substitute teaching during the scheduled day. If you see no schedule of duties for EA, request one.
 - B. Substitute physical educators/coaches and music teachers will be responsible for locating equipment and returning it to proper storage areas. Contact administrative staff when assistance is needed with these responsibilities.
- VIII. Substitutes must seek school site administration approval:
- A. Before allowing anyone to interview or remove a student from the classroom.
 - B. Before allowing a student to leave the campus.
 - C. Before communicating with parents.
- IX. **Substitutes must report any instances of physical violence and/or sexual harassment to a school administrator as soon as possible.**

Conduct Recommendations

If you follow the recommendations listed below, you will avoid most of the “common” mistakes made by substitute personnel:

1. Take attendance for all classes.
2. Follow available lesson plans as closely as possible.
3. Check in and out with the front office each day.
4. Use classroom management techniques that allow students to stay in the learning environment. Use office referrals as a last form of discipline. There are a number of books available on classroom management and the Internet can also provide helpful suggestions.
5. If lesson plans are not available, let the school administration know and create your own lesson plan to address the learning requirements of the students and/or subject matter. Rely on your own experiences, your substitute pack, ideas from other teachers, and materials in the classroom to facilitate your planning.
6. The school administrator is the substitute teacher’s immediate supervisor. Compliance must be given to any requests made by an administrator. If there are questions or concerns regarding the request, contact Substitute services after your assignment is completed.
7. No substitute teacher may physically discipline a student.
8. The educational assistant’s role is to support the primary classroom teacher.
9. Interaction with students should be positive and self-esteem building. The goal of the educator is to build students academically and emotionally.
10. There are good days and bad days in any public school classroom. In general, the teacher should try not to personalize negative student behavior, as it is often a response to a situation and not to the instructor.
11. At the end of an assignment, take a few moments to straighten the desk area, pick up large pieces of trash on the floor, put the desks in order, erase the board (if appropriate), turn out the lights, and lock the door.
12. The use of profanity in a public school setting is not appropriate and it is unprofessional. This should be avoided at all times.
13. Yelling at students conveys a message of desperation to the students. Yelling also tends to cause the volume of classroom noise to increase, rather than decrease. It is best to use alternate forms of attention gaining to regain control of a group of students.
14. Children should be actively supervised at all times.
15. Keeping students on-task is accomplished by walking around the class and actively engaging with the students to provide guidance and reinforcement as needed.
16. Interactions with school personnel are professional and cooperative in nature.
17. No teacher may make physical contact with a student in an angry, rude, or insolent manner.
18. Do not allow a classroom situation to get to the point where you are feeling extremely angry. Ask for assistance and suggestions from fellow teachers and/or administrators.
19. Interactions with school personnel are professional and cooperative in nature. Comments addressing the quality of a teacher and his/her lesson plans should not be made to students.
20. Classroom management is an issue that requires constant learning and the continuous acquisition of new skills. It is recommended that teachers research classroom management techniques. This can be done on the Internet or through written literature available in libraries and/or bookstores.
21. No teacher may make physical contact with a student as a form of classroom/behavior management.
22. It is important to act with an understanding that children are aware and affected by current events. Interactions with students should be tactful and respectful at all times.
23. Accommodations to meet the learning requirements of special needs students should be made by substitute personnel, as they are outlined by the regular classroom teacher in the lesson plan.
24. All videos shown to APS students must be pre-approved by the school administrator.
25. No substitute teacher may physically discipline a student. This includes any type of effort to gain compliance from a child.
26. It is a requirement to leave exit notes for the contract teacher. Without these notes, the teacher does not know what and how much material was covered in his/her absence. In addition, s/he does not know if any problems need to be addressed or if any or all students should be commended for positive behavior.

27. Any behavior that is considered to be “threatening, intimidating, or making someone feel unsafe or uncomfortable” is considered to be harassment. Avoid behaviors that “impede someone’s movements or prevent someone from moving freely”.
28. Substitute teachers must be flexible and able to improvise an effective lesson plan in the absence of one left by the regular teacher. Survey the classroom to get information about what is being taught. Find textbooks and other classroom resources to help develop your instructional plan. Ask similar grade level/subject area teachers and the students for information about what material is being studied. Finally, build your own “subpack” of teaching materials and resources.
29. Personal business, i.e. computer use, phone calls and correspondence, is to be taken care of during non-work hours.
30. The Substitute Teacher is responsible for being a positive role model to the students of Albuquerque Public Schools. As discussed in the Substitute Training Workshop and addressed in the Substitute Teacher Handbook, one should dress “professionally and appropriately”. This extends to multiple piercings and visible tattoos. Please exercise “common sense and professionalism” in determining how you present yourself to the students during working hours.
31. Discriminatory comments regarding a person’s race, color, religion, gender, age, sexual orientation, national origin or ancestry, disability, medical condition, veteran status, or any other protected status defined by law, will not be tolerated.
32. To protect the privacy of school staff, do not call staff members at home unless given permission to do so by the staff member.
33. The Substitute Teacher is responsible for maintaining the safety and well-being of the students as well as maintaining the integrity of the classroom and any belongings of the regular classroom teacher.
34. If there are questions about the appropriateness or safety of any student belongings, contact should be made with the school administration to further investigate the situation. Refrain from looking through backpacks and other student property.
35. It is crucial to the success of the students under the instruction of a substitute teacher that the substitute teacher keep accurate records and thorough documentation of classroom events, situations, and academic progress.
36. Substitute teachers must arrive on time for their assignments.
37. Flexibility is key in substitute teaching. The substitute must be willing to change job assignments as requested by the school administration to accommodate the needs of the students.
38. School computers should not be used unless instructed to do so in the teacher’s lesson plan.
39. Students must check out through the office.
40. Do not take any type of pictures/videos/etc. without consent of the school site administrator.

OBSERVATIONS

The principal/assistant principal or teacher being replaced may assess substitutes. The following criteria may be used:

- Personal observations of substitute's work and/or professional demeanor.
- Reported observations of substitute's work and/or professional demeanor.
- Adherence to teacher's plans.

Reports:

1. Commendable Performance Report (CPR)—the administration of teachers may complete a CPR for a substitute at any time. This report will be forwarded to the substitute by the Substitute Services office.
2. Probationary Status—All employees shall be placed on a probationary status upon employment or reemployment. Probationary status shall be defined as the first six (6) months of active employment. An employee who has completed three (3) consecutive full years of employment with the District may be discharged or terminated only in accordance with law.
3. Unsatisfactory Performance/Behavior Report (UBR)
 - A. The school administration is requested to complete an Unsatisfactory Performance Report for all incidents that reflect unacceptable professional behavior or performance of duties.
 - B. Recommendations for further action by the Manager of Substitute Services should be included in the report.
 - C. Written documentation from the school must accompany all UBRs.
 - D. An Unsatisfactory Performance/Behavior Report may require an appointment with the Manager of Substitute Services to discuss the incident.
 1. The Manager will determine if the substitute will be kept in rotation on SmartFindExpress.
 2. Seriousness of the charge is the determining factor of continued employment.
 3. If a substitute receives more than one (1) UBR during a period of 12 months, termination and/or discharge of your employment may follow.
 4. **Excessive UBRs (3 or more UBRs) may lead to the termination and/or discharge of your employment with Albuquerque Public Schools.**
 5. In addition to the guidelines listed in the Substitute Handbook, you must also adhere to policies in the APS Employee Handbook, comply with the APS Standards of Conduct & APS Procedural Directives which can be found online at the APS website: <http://www.aps.edu/human-resources/current-employees/employee-handbook>
 - E. A 'No Show' is recorded as a UBR but does not require written documentation from the school. **Two 'No Shows' may result in termination.**
 - F. UBR's are mailed to the substitute teacher.
 - G. Written rebuttal may be attached or submitted to the Manager of Substitute Services.
 - H. Reports are submitted at the school's convenience; therefore, a delay may occur between the incident and the actual report. This illustrates the need to keep good documentation on your teaching assignments.

Licensure Requirements

Substitute Teachers **MUST** be licensed with the State of New Mexico. New Mexico statutes require a school employee to hold a license within 90 days of their hire date. Options for licensure include a Substitute Teacher License (Level 1 or 2), a Certified Teacher License, or an Administrator's License.

Initial substitute licensure (Level 1) is valid for three (3) years. Renewal substitute licensure (Level 2) is valid for nine (9) years. To be eligible for a Level 2 license, the substitute must meet **one** of the following criteria:

1. Complete with a passing grade, 3 semester hours of college credit in areas related to long range planning, student standards, or classroom issues, or
2. Complete 48 hrs of professional development in the areas listed in # 1, or
3. Obtain written certification from the Superintendent that verified at least 270 hours of instructional time as a substitute teacher.

****Substitute Educational Assistants MUST hold a Level 3A Educational Assistants License.**

****You must submit a copy of your official license to Substitute Services within 90 days of your hire date. Online printouts of your license will not be accepted.**

Questions about licensure:

New Mexico Public Education Department
Professional Licensure Bureau
300 Don Gaspar
Santa Fe, NM 87501-2786
Telephone: 1 (505) 827-5821, Option 1
Email: LicensureUnit@state.nm.us
Website: www.ped.state.nm.us

Insurance

Substitutes are provided professional liability insurance. However, many substitutes supplement this protection with their own private insurance coverage for liability. Substitutes are not eligible for employee benefits, medical insurance, dental insurance, life insurance or disability insurance.

Retirement

Long-term substitutes qualify for membership in the New Mexico State Retirement System. Long-term substitutes are defined as a substitute who accepts a long term job assignment, for the same teacher, lasting more than 6 weeks (30 school days). The job assignment must be a full day, 5 days per week job assignment. A 7.9% contribution is deducted from the long-term substitute's paycheck. The long-term substitute will be required to complete ERB paperwork if the long-term substitute works longer than 6 weeks (30 school days).

Questions about retirement:

The State of New Mexico Educational Retirement Board
6201 Uptown Blvd. NE, Suite 204
Albuquerque, NM 87110
Telephone: 505-888-1560

Confidentiality

All school records and reports should be handled with care. Many records are confidential. They are maintained in order to provide information on child development for the professional staff. It is essential that, as a substitute, you are careful not to divulge any confidential information, which has been received from contact with children and other people in the profession.

As a Substitute traveling from school to school, you will observe many situations and modes of operation. Rather than disparaging teachers for whom you substitute, we hope you will keep in mind that teachers do not all work in the same way. Understanding, rather than criticism, will make your teaching assignment more pleasant for you and others around you.

Instead of expressing comparisons among classrooms, teachers and schools, you should make every effort to carry on the program of the regular employee, and to fit in with the existing schedule. KEEP YOUR OWN COUNSEL.

Workers' Compensation

All accidents and injuries must be reported.

- 1 Substitutes are covered by workers' compensation. If an employee becomes injured *through a work-related accident*, two criteria must be met:
 - A. It must be a work-related injury.
 - B. It must be an employee of APS.
- 2 What to do if someone gets injured:
 - A. Emergencies:
 1. Those not injured should render first aid and/or Call 911.
 2. If you are injured, and able to drive yourself, or be driven by another employee:
 - a. Go to nearest emergency room.
 - b. Advise caregiver that you are an APS employee with a work-related injury.
 3. Report to a Concentra Medical Center facility as soon as possible following treatment.
 - B. Non-life threatening injuries, you should:
 1. Employees requiring medical treatment must report to a Concentra Medical Center facility:
 - a. North Pointe Clinic – 5700 Harper NE – phone 823-9166
 - b. Encino Clinic – 801 Encino Place NE Suite E-12 – phone 842-5151
 - c. Commons Clinic - 3811 Commons NE – phone 998-4207
 - C. Night shift and overtime injuries:
 1. For injuries requiring treatment after regular business hours, seek treatment at the nearest urgent care or hospital emergency facility.
 2. Report to a Concentra Medical Center facility as soon as possible following treatment.
 - D. **Reporting on the job accidents or injuries** if no medical attention is immediately required:
 1. You must notify the site supervisor (Principal) and Manager of Substitute Services immediately. (After 15 days, you may lose your benefits.)
 2. This should be through filling out a Notice of Accident (or filing an E-1 if you are seen at the clinic).
 3. If it is done verbally, your supervisor must fill out a Notice of Accident and inform Risk Management.
 4. If you need medical attention later, you will be covered under Workers' Compensation for up to 12 months as long as you notified your supervisor within 15 days of the accident.
Note: If it is not an emergency, and you see your own doctor *before* checking with the Occupational Health Clinic, you *may* not be reimbursed.
- 3 Fraudulent Claims: Any employee who knowingly files a false claim can be criminally prosecuted.
- 4 If your injury prevents you from working as a substitute:
 - A. This will be explained to you in detail at that time, or you may contact Risk Management at 505-830-8466 at any time to get additional information.
 - B. If you are able to work in a limited duty status, you may be assigned an educational related duty somewhere in the district (for example helping in the District Library Technical Services building) until you are able to return to work as a substitute.
 - C. If you are not able to work in a limited duty status, you will be asked to periodically check with Substitute Services to follow your medical progress.

Accepting Assignments

- 1 When you accept an assignment from SmartFindExpress:
 - A. Write down all pertinent information and leave it where your family can find it daily. Also, as you accept jobs, listen carefully. Write information on the job log: job #, employee name, and location. Daily job review helps to eliminate errors.
 - B. **Be on time or early.**
 - C. If you have an emergency and are already assigned to a job, call the SmartFindExpress system to cancel yourself out of the job assignment; then, call the school secretary to notify them that you will not be there.
 - D. If reason for absence is Jury Duty, be aware that you may be released suddenly if the employee is dismissed. Substitute Services has the option of reassigning you or compensating you according to the schedule on p. 9.
 - E. If the reason for the absence is SpEd IEP, you will be assigned to various teachers as they meet to plan and review Individualized Education Plans for students. This is normal when covering an IEP absence.
- 2 Availability: Substitutes need to work **every** day that they are available. If you cannot work on a given day, call SmartFindExpress and make yourself unavailable. This saves valuable time for you and for SFE. Remember that Substitute unavailability is meant for short, infrequent periods of time only, not to exceed 10 working days. **A written request to Substitute Services is required for extended time off.**
- 3 Unavailable days: An unavailable day is one during which the sub does not want to work. If you already have a job, and you cannot keep your commitment, CANCEL. Making yourself unavailable does not remove you from an assignment, which you have accepted.
- 4 Accepting late assignments: (Those received after the job's start time has passed): Call the school before leaving for the assignment because the school may have already called an emergency sub.

CONSEQUENCES OF CANCELLING ASSIGNMENTS

If you cancel a job which you accepted in advance, SFE will not call nor allow you to accept any other job for that cancelled period of time. Subs are reminded that they are making a personal commitment to work for a teacher or assistant on a particular date and time. Your word is your bond. It is the absolute strength upon which Substitute Services relies. A pattern of cancellations will be considered when reemployment offers are made.

If the Long-Term Substitute Needs a Sub:

If you have a job, you are required to call Substitute Services one day prior to your job assignment to arrange coverage for your job. If you require a same day replacement, please call Substitute Services as early as 7:00 a.m. (889-4848). You must talk to a live person at Sub Services. Emails will not be accepted. Do **not** make yourself unavailable. Unavailability applies only to subs that do not already have a job.

When you call a Systems Operator:

1. Your current job # will be ended.
2. A new job # will be created for another sub during your absence.
3. A new job # will be created for when you return to your assignment.
4. If you need extended time off of more than 10 days, you will be required to notify Substitute Services in writing. Please see the Extended Time Off policy.

ACCOUNTABILITY

Substitutes will be held accountable for their work history. They are expected to work every day that they are available. Nothing impacts Substitute Services more than the substitute who fails to take an assignment on a day s/he is listed as available to work. *A substitute showing no work history for a period of 45 days or longer may be removed from the system and terminated without notice.*

EXTENDED TIME OFF**

Substitute must submit a letter prior to the date that leave is to begin stating the anticipated date of return and the reason for the request. Substitutes will receive a written response from Substitute Services regarding the status of their request for extended time off. Leave requests including leave extensions exceeding 1 year will not be approved. Substitute unavailability through SmartFindExpress is meant for periods of time no longer than 10 working days. Again, *a substitute showing no work history for a period of 45 days or longer may be removed from the system and terminated without notice.*

ACTIVE PHONE NUMBER

Substitutes must have an active call back number in SmartFindExpress.

SEPARATION OF EMPLOYMENT

APS will consider that you have voluntarily terminated your employment if you:

1. Resign from APS.
A letter of resignation must be submitted to the Substitute Services department. In some cases a verbal resignation or other form of communication will be accepted. Please include the following information in your resignation letter:
 - Name
 - Employee number
 - Last day of work
 - Clear statement of your intention
2. Fail to return to work from an approved leave by the specified date.
3. If you have had no work history for 1 year due to a leave.
4. Show insufficient work history for 45 days.
5. Remove your schedule from SmartFindExpress. Make yourself unavailable for over 10 days.
6. Nonworking call back phone number in SmartFindExpress.

Letters of Recommendation

The Office of Substitute Services does not write letters of recommendation since we are not out in the field doing observations. For letters of recommendation, rely on administrators and teachers who have actually “observed” you in action at the school site and can provide specific details about your teaching skills. Substitute Services does provide verification of employment, if requested in writing.

General Information

1. Substitutes shall not use corporal punishment – ever! In an age of “good” touch, “bad” touch, the conservative suggestion: **“Don’t touch!”** This warning is for your own protection.
2. Substitutes should report all accidents/unusual incidents involving students to administration immediately. It is better to be proactive rather than defensive after the fact.
3. Substitutes should send students appearing or claiming to be ill to the nurse or to the office. Document... always document. Do not refuse a child’s request to go to the nurse. Prepare a pass and send with the student. Then, leave a note for the classroom teacher, who can follow-up if needed.
4. Do not refuse to allow students to take a bathroom break if requested. Always document who left for the teacher.
5. Do not photograph students for any reason.
6. Be aware of individual student’s rights. Students are not required to recite or stand for the Pledge of Allegiance. You may require respectful silence.
7. Do not use religious materials (i.e. Christmas, Easter print outs).
8. Substitutes shall **not** detain students at the end of the school day – ever!
9. Profanity is **never** acceptable in a classroom or around students.
10. Beware of limiting yourself to sub only at certain schools or areas of the city if you need to work every day. The majority of our substitute pool lives in the same quadrant of the city, the Northeast. It is advisable to add additional school locations for more opportunities to work.
11. Substitute teaching opportunities are minimal during scheduled winter, spring, and summer breaks. Substitute teachers are **not** eligible for unemployment benefits.
12. Substitute teachers may use the services of the Nusenda Credit Union.

TIPS—The Dirty Dozen

1. Arrive early; put your name on the board; review the lesson plans.
2. Always have a backup plan if the teacher did not leave lesson plans; say in your introduction, “Ms. Jones will not be in today, but she left these things she wants you to do.”
3. Greet the students at the door in a casual manner and give them time to settle in.
4. Tell them a little about yourself and your background—do not make this too personal.
5. Move around the room throughout the period. Tell them to raise their hands to ask for assistance if needed.

Always remember: A teacher on her feet is worth two in her seat!

6. Be courteous, polite, and respectful at all costs at all times.
7. Keep your sense of humor; don’t personalize their actions or comments.
8. Encourage them to remain in their desks.
9. Don’t appear to be trying *too* hard. Relax.
10. Be assertive but do not get pulled into a confrontation.
11. Do not hesitate to ask for assistance from a neighboring teacher or administrator.
12. Always leave exit notes and documentation regarding work, behavior, attendance, and any unusual occurrences or students leaving your immediate supervision (nurse’s office, bathroom, etc.)

REMEMBER THESE ARE STUDENTS WITH A VARIETY OF LEARNING STYLES SO...

- WRITE DIRECTIONS ON THE BOARD
- SAY IT CLEARLY
- CHECK WITH A FEW INDIVIDUALS TO SEE THAT THEY UNDERSTAND

(Excerpt from Substitute Teacher Handbook Fifth Edition K-12 Substitute Teaching Institute Utah State University)

Behavior Management

Behavior is largely a product of its immediate environment. If students misbehave, act out, or are easily distracted, it is likely that this behavior is in response to something in the immediate classroom environment. To a large degree, your actions as a teacher determine this environment.

Five skills for effective Behavior Management

1. Teaching expectations
 - Communicate to students the behaviors that are expected in the classroom—be specific (i.e. “follow directions the first time they are given” not “be cooperative”).
 - Provide clear boundaries and establish standards for student success.
 - Model the expectations of the permanent teacher.
2. Getting and keeping students on task
 - Begin instruction/activities immediately; **teach ‘bell to bell’**.
 - Move about the room.
 - Don’t let students draw you off task.
3. Maintaining positive teacher-to-pupil interactions and risk-free student response opportunities
 - Verbally recognize appropriate behavior.
 - Ignore the inconsequential.
 - Never belittle a student’s attempt to answer a question.
4. Responding noncoercively
 - Again, ignore the inconsequential. Giving negative behavior attention generally reinforces the behavior and extends it.
 - Never coerce or threaten students. This will only make you look weak.
5. Avoid being trapped
 - Once trapped, teachers lose their power to be effective educators.
 - Recognizing and avoiding these traps will improve your classroom management skills:
 - Criticism Trap—the more students are criticized for their behavior, the more likely they are to continue the same behavior.
 - Common Sense Trap—using logic to persuade a student to change is ineffective without a ‘tangible’ incentive to change.
 - The Questioning Trap—do not ask a question unless you really want and are willing to accept the answer. (‘Why did you call Jane that name?’ ‘Because she is an ugly and stupid cow!’)
 - The Sarcasm Trap—no one responds positively to sarcasm. It is never appropriate.
 - The Despair and Pleading Trap—this communicates to students that you feel inadequate and incapable. This puts the students in charge of the classroom.
 - The Threat Trap—the majority of threats are inappropriate and unenforceable. What will or can you do if the students call your bluff?
 - The Physical and Verbal Force Trap—this is not only unproductive and inappropriate, but also probably illegal.

When students behave inappropriately

(and they all will at one time or another)

When students behave inappropriately (and they all will at one time or another), responding non-coercively is important. This means that your response does not involve the use of threats or force to change student behavior; that you act and speak in a calm and controlled manner. Many non-coercive strategies can be used in a classroom setting. Here are three that can be easily utilized in a variety of situations.

1. *Reinforce Appropriate Behavior* — Temporarily overlook and ignore inappropriate behavior while at the same time publicly recognizing a specific student and action that is expected. Many times a misbehaving student will comply with expectations in an attempt to get attention too. When he or she behaves appropriately, be sure to acknowledge it. Example: *"I like the way Serena followed my instructions and has her book open to page 47."* As soon as Beth, who was not previously following instructions opens her book say, *"Beth, thank you for getting your book ready too."*
2. *Proximity* — Move closer to the group or student who is off task. Often just having a teacher close by where he or she can see exactly what a student is doing or not doing is enough to get the student back on task, many times without a single word even being said.
3. *Redirect Student Behavior* — Provide specific instructions for a student to stop what he is doing and then redirect his actions to something appropriate. Getting students to stop an inappropriate behavior is only half the battle; they also need to begin doing something appropriate. Beginning the directive with a positive comment will make the student more receptive to the subsequent instructions you give. Example: *"John you did a great job getting your math done this morning, now will you please put your markers away and begin silently reading."*

Teaching Suggestions

KWL: A major challenge you may face is teaching a subject you know virtually nothing about. An excellent teaching method in this situation is the utilization of a KWL chart. KWL stands for ‘What do I **know**?’ ‘What do I **want** to know?’ and ‘What have I **Learned**?’ This chart provides an outline for the students to self teach the assignment.

List the letters K, W, L across the top of the board. Under each, write the question as above. Have students brainstorm and fill in a column under the first two headings. Using the text and any other provided materials, have the students begin to find the answers under the ‘What do I want to know’ heading. As the answers are found, the teacher then fills in the final column. A class discussion at the end of the period can be used to correct and clarify any confusing points and provide a review of the material covered.

Questioning: Good questions lead to good thinking—good thinking leads to more good questions—which leads to real learning.

Good questions should:

- Be developed logically and sequentially.
- Be adapted to students’ abilities.
- Cause student to think—not merely recite.
- Encourage students to ask more questions.

Good questions will:

- Help keep students on task and focused.
- Help determine skill and knowledge levels.
- Promote higher level thinking skills.
- Encourage broader student participation.

Concept Mapping: is especially effective if a video is left as a lesson plan. Have the students take notes of the film by listing the topic in the center of a piece of paper. As the presentation progresses, they should jot down key words and bits of information they are learning in a map surrounding the main topic.

The suggestions above are excerpted from the below listed handbooks. There are many excellent resources for Substitute teachers. The two listed below are highly recommended:

Substitute Teacher Handbook K-12

ISBN# 1-890563-15-3

Substitute Teacher Handbook Secondary 9-12

ISBN# 1-890563-09-9

Both are available through Utah State University
Substitute Teaching Institute
(800) 922-4693
<http://subed.usu.edu>

Resources for Successful Substitute Teaching

Substitute Teacher Web Sites

There are literally hundreds of good "sites" available on the Internet for substitute teachers. Of course some are better than others, but feel free to "browse" for yourself until you find what you need. To get you started, here are a few excellent sites to explore. Take some time to check them all out!

www.disciplinehelp.com The *Discipline Help* website provides substitutes (and parents) access to information and assistance in dealing with a wide array of student misbehaviors in the classroom. This amazing website lists the causes, effects, appropriate actions to take, and frequent mistakes made when dealing with 117 different student misbehaviors! This is a must visit for all substitute teachers...and parents too! You will want to bookmark this site.

www.subed.usu.edu This is the site created and maintained by the Substitute Teacher Training Institute at Utah State University. It contains many articles and resources for substitute teachers and managers. There is also a self-assessment one can take to test their readiness and effectiveness as a substitute teacher.

www.suite101.com In the Search Bar, type in "Guest Teacher." Then enjoy numerous articles and links to other sources useful to substitute teachers.

Visit busstop.stedi.org The Substitute Teaching Division introduces "The Bus Stop! - A groovy place for substitute teachers! This site lists up to date information for substitute teachers.

Books and other Resource Materials

In addition to the excellent resources available through the Internet, there are many books, videotapes, magazines, and handbooks available to assist the substitute teacher. The Internet sources listed above all have links to additional material. Some of the more popular books currently available from Barnes and Noble and other bookstores are:

Classroom Management for Substitute Teachers, **S. Harold Collins, Kathy Kifer (Illustrator)**

A Survival Kit for the Substitute and New Teacher: Your Blueprint to Having a Successful Day, **Jennifer Gaither**

Mastering the Art of Substitute Teaching, **S. Harold Collins, Gary J. Schubert (Illustrator)**

Lifesavers for Substitutes, **Mary McMillan**

Substitute Teaching: A Handbook for Hassle-Free Subbing, **Barbara Pronin**

Advice from Students

Excerpt from Substitute Teaching Institute/Utah State University

- Trust us.
- Be fair to everyone.
- Punish only the troublemakers.
- Make learning fun.
- Give us our assignment and let us go to work.
- Allow study time in class. (This should be broken in to short chunks.)
- Show concern and be willing to help with assignments.
- If I raise my hand, don't ignore me.
- You can be both strict and nice.
- Don't yell.
- Be straightforward with us.
- Be organized.
- Speak quietly.
- Be patient.
- Give us something to work toward.
- Leave your personal life at home.
- Think positively of every student.
- Speak clearly.
- Be reasonable in your expectations.
- Have a sense of humor.
- Follow through with promises and consequences.

Using the Substitute System, SmartFindExpress (SFE)

SFE can be accessed using the same means via telephone as in prior years. SmartFindExpress has been added to enhance the capabilities and accessibility for both schools and substitutes. Users **must** register and receive their pin numbers through the telephone system before accessing WebCenter.

SUBSTITUTE'S QUICK REFERENCE

System Phone Number 505-288-3684
Help Desk Phone Number 889-4848/4849

Write you PIN number here: _ _ _ _ _

Web Browser URL Albuquerque.eschoolsolutions.com

THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:

	<u>Today's Jobs</u>	<u>Future Jobs</u>
Weekdays	5:30 am-1:00pm	5:00-9:30 pm
Saturday	None	None
Sunday	None	5:00-9:30 pm
Holidays	None	5:00-9:30 pm

How to Register As a New User

And Receive Your Personal Identification Number (Pin)

1. Enter your Access ID (employee #), followed by the STAR (*) KEY.
2. Reenter your Access ID (employee #), followed the STAR (*) KEY. Follow all voice prompts.
3. Record Your Name, press STAR (*) KEY when done.
Press 1 to accept the recording.
Press 2 if you want to re-record your name.
Press 9 to exit and hang-up.
4. Hear your telephone number.
Press 1 to modify. Modify, enter telephone number, press the STAR (*) KEY, press 1 to correct, press 5 to re-enter, press 9 to exit to next step.
No modification, press 9 to exit to next step.
5. The system tells you your PIN is not valid.
Enter a PIN at least 6 digits in length, press the STAR (*) KEY. Write your PIN # down.
Hear your PIN.
Press 1 to correct.
Press 8 to re-enter.
Press 9 to exit and hang-up.

AFTER REGISTERING, YOU MAY

1. Follow steps 1 through 2 in the previous instructions as if you were registering.
2. Press 2 for calling as a substitute.
3. To review or cancel assignments, press 1.
To hear available jobs, press 2.
To change your callback number, press 3.
To review or modify do not call times, press 4.
To review or modify unavailability dates, press 5.
To review or modify daily availability, press 6.
To change your PIN or re-record your name, press 7.
To exit and hang-up, press 9.

WHEN SYSTEM CALLS, YOU MAY...

Enter your Access ID (employee #), followed by the STAR (*) KEY.
Enter your PIN, followed by the STAR (*) KEY
OR enter STAR (*) KEY.

...LISTEN TO THE JOB OFFER

1. To hear the job offer, press 1.
To set Do Not Call, press 2.
To exit and hang-up, press 9.
2. To hear the job description, press 1. To decline the job, press 2.
After hearing the job description...
Press 1 to Accept the Assignment and hear the Job Number, press 1 to hear the job number again.
Press 2 to repeat the job description
Press 3 to Decline the Assignment. Press 9 to exit.

...LISTEN TO THE CANCELLATION

1. Repeat job cancellation, press 1.
2. To exit and hang-up, press 9.

WHEN YOU CALL THE SYSTEM YOU MAY...

MENU OPTIONS

1. Review or cancel assignments.
2. Hear available jobs.
3. Change your callback number.
4. Do not call times.
5. Review or modify unavailability dates.
6. Review or modify daily availability.
9. To exit.

...REVIEW OR CANCEL AN ASSIGNMENT

1. Press 1 to repeat assignment.
2. Press 2 to cancel assignment, press 1 to accept cancellation, ENTER CANCELLATION REASON, press STAR (*) KEY (a list of cancellation reasons is played).
3. Press 8 to hear the next assignment. Press 9 to exit to menu options.

...HEAR AVAILABLE JOBS

1. Press 1 to repeat assignment.
2. Press 2 to accept assignment and hear the job number.
Press 8 to hear the next assignment.
4. Press 3 to decline the assignment.
ENTER DECLINE REASON, press the STAR (*) KEY. A list of reasons is played.
5. Press 9 to exit to menu options.

...CHANGE THE PHONE NUMBER THE SYSTEM CALLS (CALLBACK NUMBER) ****MUST HAVE AN ACTIVE NUMBER****

1. Press 3 to change and hear the callback number.
2. Press 1 to modify the callback number. Enter number, press the STAR (*) KEY.
The new callback number is played.
Press 1 to correct.
Press 2 to re-enter.
3. Press 9 to exit to menu options.

...UNAVAILABILITY (This is for short (less than 10 days) periods only)

1. Press 5 to access the unavailable period.
2. Press 1 to review or delete.
Hear unavailable date.
Press 1 to delete.
Press 8 to hear next.
3. Press 2 to add dates.
Enter start date (MMDDYY), Enter end date (MMDDYY)
Unavailable entire day? Press 1 for YES.
Enter the time. Start time (HHMM), End time (HHMM), press 1 for am or press 2 for pm.
4. Press 9 to exit to menu options.

.....REVIEW OR MODIFY YOUR DAILY AVAILABILITY

1. Press 6 to review or modify your daily availability.
2. Press 1 to review or delete.
Daily availability will play. Press 1 to delete this day/time period's availability.
Press 2 to hear next time period. Press 9 to exit to menu options.
3. Press 2 to add time period.
Select day of week. Press 1 to select Monday through Friday.
Press 1 for all day.
Press 2 to enter start and end time (HHMM), 1=am, 2=pm.
Press 9 to exit to menu options.
4. Press 3 to review or delete time period to not receive calls. Follow voice prompts.
5. Press 4 to add new time period to not receive calls. Follow voice prompts.

...EXIT, press 9 to indicate that you are finished.

REASON CODES FOR DECLINE OR CANCELLATION

- | | | |
|-------------------------|-------------------------|----------------------|
| 1. Car Problems | 5. Not Bilingual | 9. Other |
| 2. Child Care Issues | 6. Not Trained in Field | 20. Family Illness |
| 3. Bus Issues | 7. Refuse Work Location | 21. Personal Illness |
| 4. Physical Limitations | 8. Not Available | |

- You must be available to work all days and times of the job.
- You have specified that you will work at the location.
- You are specified for the job.

Follow these steps

- Select the date range for your search entering in the dates with forward slashes (MM/DD/YYYY) or using the calendar icon. Leaving dates blank will return all data.
- Press the *Search* button to display the list of jobs.
- Press the *Details* link to view the job details. Review the specifics and choose one of the following:
 - o Select the *Accept Job* button. A job number will be assigned to you if the job has been successfully assigned to you. **Please record this Job Number.**
 - o Select the *Decline Job* button. Select a reason for decline from the drop-down list, then select the *Decline Job* button.
 - o Select the *Return to List button* to return to the job listing.

Review Assignments

Choose the Review Assignments link to review past, present and future assignments or to cancel an assignment.

Follow these steps

- Select format for Assignment display. List or Calendar view.
- Search for assignments
 - o Enter the date range with forward slashes (MM/DD/YYYY) for your search or use the calendar icon. Leaving dates blank will return all data.
 - o Enter a specific job number (date range will not be used).
- Press the *Search* button to display the list of assigned jobs.
- Choose the *Job Number* link to view job details.
 - o Select the *Return to List* button to review other jobs assigned to you.
 - o Select the *Cancel Assignment* button to cancel your assignment. Enter a reason for canceling from the pull down list. Wait for the “Job was cancelled successfully” notification. You cannot cancel an assignment that has already started.

List of Forms:

Substitute's Record of Employment
Substitute Teacher Report Form

All forms may be obtained in the Substitute Services Office.

SUBSTITUTE'S RECORD OF EMPLOYMENT

Substitute Teacher Report Form

Date: _____ Substitute's Name: _____

Substituting For: _____

Were the following provided?

Textbook (s) _____

Class roster or other list of students _____

Lesson Plans _____

Seating Chart _____

Keys _____

Other Necessary Materials _____

Grading Key (If grading papers was requested.) _____

Please answer the following, using the back of this paper if necessary:

Did you take attendance? _____

Did you follow the teacher's lesson plans? _____

Did you give written work other than that specified in the lesson plans?
If so, explain:

Did you grade papers? _____

What was the general class attitude and atmosphere?

Were any students especially helpful? If yes, who and elaborate:

Did you have discipline problems? If yes, elaborate:

Uncooperative Students

Unprepared Students

Comments or suggestions: (Please use back of paper if necessary.)

NOTE: Please complete this form, leave copy for teacher, and turn into the main office with folder.

