

# **HANDBOOK for NYC SUBSTITUTE TEACHERS**



**NEW YORK CITY DEPARTMENT OF EDUCATION**

**Division of Human Capital  
Office of HR School Support / SubCentral**

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# Office of HR School Support

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Dear Colleague:

Welcome to the exciting challenge of becoming a Substitute Teacher with the New York City Department of Education (NYCDOE). You have chosen a path that will be challenging but also highly rewarding. In addition, you are taking on a role that is being shaped to meet the increasing rigor and expectations required by New York City Public Schools.

The New York City public school system is our nation's largest: over 1.1 million registered students; more than 1,800 schools in operation, citywide; 80,000 Teachers and Teacher-related positions, assisted by over 23,000 Paraprofessionals, all of whom share the goal of improving outcomes for students.

The role of a Substitute Teacher has evolved from being merely a coverage person, to one that provides quality classroom instruction in an on-going basis. You are an integral part of the student learning process. The same high standards and accountability expected from permanently assigned Teachers, are also expected from you.

The following understandings and expectations should guide you as you take on assignments:

- Continuation of student learning, along a continuum established by the permanent Teachers and school leaders, as your primary focus;
- Establishment of your professional presence and exuding self-confidence in your role; and
- Demonstration of effective instruction, consistent with school norms and classroom management.

The Division of Human Capital has created this Handbook to:

- Clarify processes;
- Describe expectations; and
- Introduce best practices for Substitute Teachers which will enable you to succeed in our schools.

Ultimately, our goal is to provide you with on-going support, so that you can help our schools achieve the shared goal of improved learning outcomes for our students. On behalf of the City of New York, the Department of Education, parents and students, we appreciate your interest and thank you for your commitment to applying your expertise and skills to the position of Substitute Teacher.

*Peter Ianniello, PhD*

*Executive Director*

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## TABLE OF CONTENTS

	Page No.
Letter from the Executive Director, HR School Support.....	3
Supporting New York City Public Schools .....	5
General Responsibilities of a Substitute Teacher.....	6
SubCentral/ <i>SmartFindExpress</i> System.....	9
• System Overview.....	9
• Registration for SubCentral.....	11
Code of Ethics.....	14
Course Credit Requirements for Uncertified Substitute Teachers.....	16
Full-Time Employment Opportunities.....	18
Regulations of the Chancellor and Other DOE Policies.....	19
Overview of the School Day.....	21
End of Day Reflections.....	24
Unsatisfactory Performance.....	25
Employee Information: Payroll and Benefits.....	27
Appendices.....	29
• Hints for Success.....	30
• Icebreakers .....	31
• Contacts and Links.....	36
• Professional Resources.....	39
• Additional Readings.....	41
• City and State Contacts and Links.....	41
• Chancellor's Regulations and Related Resources.....	42
• Substitute Teacher Assignment Tracking Form.....	43
• SubCentral Tracking Form.....	44
NOTES.....	48

SubCentral Help Desk – (718) 935 – 4401

SubCentral/*SmartFindExpress* Automated Dial-In (718) 935 – 6740

Web Page: <http://subcentral.eschoolsolutions.com>

SubCentral Help Desk E-Mail: [SubCentral@schools.nyc.gov](mailto:SubCentral@schools.nyc.gov)



## Organization of the New York City Public Schools Getting Started

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### **STRONG SCHOOLS, STRONG COMMUNITIES: Supporting New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators and communities, to improve student achievement and ensure that every child graduates from high school prepared for college, a career and a future as a critical-thinking adult.

With latitude for independent decision-making, the school system is organized with nine (9) Executive Superintendents who have direct oversight and supervision of geographically clustered schools and report to the Chief Academic Officer. This structure streamlines support, brings resources closer to schools and creates a clear line of accountability from each classroom to the Chancellor, while building the capacity of school communities to focus their time on instruction and increase student achievement.

Major Initiatives, at this time, include:

- *Accelerate Learning and Instruction*  
Provide inclusive, rigorous instruction to every child, in a safe, welcoming and affirming environment.
- *Partnering with Communities*  
Improve every community's experiences with the NYCDOE: empower families with a shared mission for student success and equitable outcomes.
- *Employees to Reach Full Potential*  
Cultivate a learning culture by valuing and developing individuals and teams.
- *Advance Equity in Schools*  
Investing in historically underserved communities with resources, time, attention and direction.

Other priorities include: Pre-K for All, Community Schools, expanded After-School Programs and more intensified programs for English Language Learners.

As a Substitute Teacher, you play an important role in supporting the daily life of a school. Principals must be comfortable with the Substitute Teachers who they nominate, as well as those sent by the Division of Human Capital. Our shared goal is to cover classes with highly qualified and appropriate Substitute Teachers.

- Principals and/or their designees interview prospective Substitute Teachers and determine if they are appropriate for hire.
- Principals must be able to offer potential Substitute Teachers at least twenty (20) days of service, over the school year, in their respective schools.
- Principals nominate the prospective Substitute Teacher and forward their profile to the Division of Human Capital, which determines final eligibility.

## GENERAL RESPONSIBILITIES of a SUBSTITUTE TEACHER

### SubCentral Training: *SmartFindExpress* System

- Quick Reference Guides are included in the Substitute Teacher orientation package, guiding you through the SubCentral process on a step-by-step basis. Copies may also be obtained at <http://schools.nyc.gov/Offices/DHR/SubTeachers.html> or by contacting the SubCentral Office. Additional details for use of the SubCentral System can be found on page 44 of this Handbook.

### Punctuality

- You need to report for duty before the official start of the school day.
- It is recommended that you arrive at school at least one (1) hour before the start of school in order to prepare the Classroom Teacher's plan for the day.
- Schools have different starting times. Therefore, you must be sure to make note of the time given in the assignment information, to know when to report.

A Directory of the various neighborhoods supported by the NYCDOE can be found on your SubCentral System home page (after log-in) at <https://subcentral.eschoolsolutions.com/>. The two-page document contains a map of districts and a listing of neighborhoods.

The beginning and ending times for Substitute Teachers will vary from school to school.

- You must be certain to listen carefully to the start times provided by SubCentral.
- You should call your assigned school the day before (unless the job offer was received on the morning of the assignment) to verify the start time and obtain directions to the school, if needed. Additional information about the school may be found on the NYCDOE school's website. Consult online resources, e.g., <https://www.google.com/maps> for exact locations and/or directions for various modes of travel.
- You can also call the Metropolitan Transit Authority (MTA) at (718) 330-1234 or visit them online at <http://www.MTA.info>. Directions can be obtained at <https://www.google.com/maps> or through other online resources.

### Work Hours

Substitute Teachers' work day is fixed at six (6) hours and fifty (50) minutes, inclusive of lunch, Monday through Friday, regardless of a school's professional development or parent engagement schedule. You may not leave the building before you have completed a full six (6) hour and fifty (50) minute work day, even if students have been dismissed.

### Substitute Teacher Schedule/6<sup>th</sup> Period Coverage

- You are required to cover the schedule of the absent Teacher. In general, the regular schedule of any Teacher includes five (5) periods of teaching, one (1) lunch, one (1) preparation period and one (1) Professional Activity Assignment. If you work a 6<sup>th</sup> period (i.e., during the Preparation Period or Professional Activity Assignment) you are entitled to additional payment for that coverage period.

### Extended Day for Professional Development

- If you work on days when a school day includes Professional Development, Parent Engagement and/or Other Professional Activities, you are required to remain at the school for these professional development opportunities.
- You are expected to attend professional development session/s, during the extra 30-minutes when students are not in attendance.

- Substitute Teachers, who are assigned on non-Professional Development Days, will use this time preparing an account for the Classroom Teacher being covered; lesson planning for the following day; reflecting on your day; returning and organizing classroom materials; reviewing records for accuracy; meeting with colleagues to obtain feedback; and/ or performing other classroom/instructional administrative tasks which might be assigned to you.

### **Change of Substitute Assignment**

- On occasion, you may report to a school and upon arrival, you are advised that your original SubCentral assignment has changed. These changes are entirely at the discretion of the School Administration. You are required to accept the re-assignment and do the best job you can do when faced with this situation.

### **Photo ID**

- You are required to have an official NYCDOE Photo ID, with you at all times, to present upon request.
- You may obtain NYCDOE Photo ID cards at 65 Court Street - Room 102.
- You will not be issued your NYCDOE employee ID card until fingerprinting requirements have been met; they have been processed through the Substitute Application Processing Unit; and have been approved to serve in NYC Public Schools.
- Should you resign, or are terminated, you must surrender your NYCDOE Photo ID to the NYCDOE SubCentral unit at 65 Court Street - 5<sup>th</sup> Floor.

### **Fire Drill**

- You are required to request, from the school's School Secretary, general information about fire drill procedures and specific information for their assigned classroom(s).
- Check near the front door of your assigned classroom for the fire drill procedure chart.

### **Parking**

Throughout the city, finding an appropriate parking space, especially around a school, is often very difficult.

- You are strongly encouraged to use public transportation, whenever possible, to avoid difficulties in finding parking spaces.
- If you prefer to drive, you must allow sufficient time to find an appropriate parking space. You may not park in designated school parking areas.

### **Important Questions for Substitute Teachers to Ask Upon Arrival**

- Are there unique classroom or schoolwide practices to be followed such as "Stop and Read", homeroom protocols, or Special Announcements?
- Who are the best staff members to consult if I encounter challenges during instruction?
- What are the procedures for issuing student passes, admitting latecomers and granting permission to leave class?
- What are the procedures for school dismissal and fire drills?
- What are the procedures for school attendance?
- Do I have students with medical issues and/or special education Individualized Education Programs (IEP)?
- Do I have additional duties such as cafeteria, attendance, homeroom, or playground?
- Are there special events scheduled for the day or week, such as a school performance, Dress for Success, fire drills, etc.?
- Will any students be picked up for additional services (guidance, speech, ESL, etc.)?



### **Mandatory Use of NYCDOE-Issued E-Mail Address**

- It is important for you to check your NYCDOE email on a regular basis. All system-generated correspondence related to your employment with the Department of Education is sent via e-mail.
- Effective June 2016, only NYCDOE email is used for correspondence.
- If you do not have a DOE email, or do not remember your information, please contact the DOE Help Desk at (718) 935-5100.

### **Social Media**

All Occasional Per Diem Substitute Teachers are required to read the NYCDOE's Social Media guidelines (<https://infohub.nyced.org/reports-and-policies/policies/social-media-guidelines-for-doe-staff>) and adhere to our professional standards of conduct. In an increasingly digital world, we seek to provide our students with the opportunities that multi-media learning can provide. As we challenge our students with new methods of learning, we will ensure that these tools are used responsibly and serve to enrich the learning environment in our schools. It is important for school-based and NYCDOE staff to use these tools in a way that protects the privacy and safety of our students, their families and employees.

NYCDOE employees should not use their employee (NYCDOE) email address for social media activities and employees should not communicate with students, who are currently enrolled in NYCDOE schools, on social media sites. Personal telephone numbers and email addresses should never be given to students.



## **SubCentral/SmartFindExpress System**

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### **SYSTEM OVERVIEW**

The SubCentral/SmartFindExpress System (SubCentral) is the central operations Division or “**home base**” for all Substitutes. The purpose of the system is to:

- Ensure the continuity of classroom instruction by assigning qualified Substitute Teachers to fill absences;
- Remove the responsibility currently placed on Principals and school staff to locate suitable Substitutes when Teachers are absent; and
- Track and maintain information on absences and Substitute usage.

SubCentral/SmartFindExpress Internet System is an electronic means for reporting absences and scheduling Substitutes. The Substitute Module of the SubCentral/SmartFind Express System ensures quick and easy access to the information you need, in order to review your profile; search for jobs; review and/or cancel assignments. This Handbook provides instructions for performing those required tasks, using an internet browser or telephone.

SubCentral can be accessed 24 hours a day, 7 days a week.

- SubCentral selects Substitute Teachers to fill absences and places calls to registered Substitute Teachers during the specified call-out times:
  - Monday through Friday from 5:30 AM until 30 minutes before the start of the assignment
  - Sunday through Friday from 5:00 PM to 10:30 PM for future assignments, up to 30 days in advance
- You have the ability to call the SubCentral System, or go online, to search for available jobs.
- SubCentral automates, prioritizes and assigns available Substitute Teachers for job assignments.
- SubCentral automates the absence entry procedure; Substitutes’ search for day-to-day assignments, the job selection and offer process. Both telephone Interactive Voice Response (IVR) and computer internet browser software (such as Internet Explorer, Firefox, etc.) communicate with SubCentral to update information in the database.
- You are strongly encouraged to use internet access, whenever possible, as onscreen access to job assignments is more efficient than waiting to receive telephone IVR job offers.
- You have the ability to decline jobs. If they do, they will still be offered other jobs, however, if a Substitute Teacher declines three (3) job offers in one day, s/he will not receive any other job offers during that day’s call-out session. The System repeats the process for the next selected Substitute Teacher, in sequence, after every decline.
- SubCentral records the assignment and tracks the status of calls made through completion, for record keeping and management reports.

You can access the SubCentral System directly, online at:

<https://subcentral.eschoolsolutions.com> or by telephone at: (718) 935-6740. You may contact the SubCentral Help Desk, by phone, during its normal business hours: 6:00 AM to 5:00 PM, at (718) 935-4401, or via email at [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov)

## LOCATIONS AND CLASSIFICATIONS ON THE SUBSTITUTE'S PROFILE

At the time of staffing, all Substitute Teachers are assigned Locations, i.e., Community School Districts (CSDs) and/or Boroughs, that correspond to the location of the Nominating School and their residence. You are also assigned the Common Branches Classification, Subject Area and additional Classifications that correspond to your Teacher Certification area and/or degree(s). You can review the Locations and Classifications attached to your Profile by signing into the SubCentral System. The Locations and Classifications assigned to you will limit the scope of the jobs you will be considered for by the SubCentral System. Therefore, it is imperative that you compare the Number, Location, Grade Level, etc., of schools in the assigned District(s) with the number of job offers you received from the System. If the number and/or scope of offers received are inadequate, you may request changes to the Locations and Classifications in your profile by emailing [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov) from your DOE-issued email address. Requests for changes are considered by SubCentral staff based upon the supply and demand for Substitutes in each Community School District and the school system as a whole.

- **Limitations to Location Changes**

Typically, a Substitute is not granted more than 10 Community School Districts or 2 Boroughs. However, if it is determined that you are not accepting assignments in particular Districts, the SubCentral Office may remove those Districts from your profile.

- **Limitations to Classification Changes**

Except for the areas of "Health and Physical Education" and "Technology and Human Sciences", both of which require NYS certification, there is no limit to the scope or number of classifications which can be granted to you. However, based upon poor performance in a specific subject area, a classification(s) may be removed from your profile. On the other-hand, you may request that a classification be removed from your profile.

## Record of Assignments /Jobs in SubCentral

You are expected to make every effort to ensure that all the days you have worked, or your future confirmed assignment dates, are reflected in SubCentral. The easiest way to fulfill this requirement is to review your Substitute Calendar (accessed by signing into SubCentral and clicking on the Review Assignments tab) and ensure that all your assignments are reflected. If you find an assignment missing, it would be because a school contacted you directly, but failed to record the confirmed assignment in SubCentral. Try to rectify the situation by requesting that the school record it in SubCentral. If the school still fails to record it, you must immediately inform the SubCentral Office by telephone or email. Until such time that your assignment is recorded in SubCentral, you will continue to receive calls from the system for assignments for the same days. **You MUST NOT make yourself Unavailable to avoid these calls.** The Unavailable feature must be used only if you are unavailable to work as a Substitute Teacher. Therefore, you must not work as a Substitute Teacher at any school on a date reflected on your SubCentral calendar as "Unavailable".

## REGISTRATION for SUBCENTRAL

### All Registrants

- You must register with the SubCentral System, in order to be called for Substitute Teacher assignments, even if you are providing Substitute Teacher service in one school or in a long-term substitute assignment.
- You must have a working telephone that accepts calls from the SubCentral System.
- If you have not registered for SubCentral you **WILL NOT BE CALLED** and you **WILL NOT BE OFFERED** any automated job assignments.
- The Access ID *and* Password PIN (Personal Identification Number) are used for all interactions with the System and should **never be shared** with or used by anyone else.
- You must manage your profile, appropriately and responsibly.
- You are able to manage your availability in the system and schools have the ability to pre-arrange assignments for you.
- You must maintain an up-to-date schedule in the SubCentral System, indicating your availability for a minimum of two (2) days per week.
- You are expected to respond to job offers and be available to work on the days that you indicated are available for assignments.
- If you are not available to work, it is your responsibility to update the SubCentral System by entering your unavailability date(s).

**Not registering with the Sub Central System, or not managing your profile responsibly, may lead to disciplinary action including suspension and/or termination.**

### One-Time Registration

- You will receive a NYCDOE File Number, located in a congratulatory email to be received once you are staffed as a Substitute Teacher and approved to serve in the New York City Public Schools. This File Number is permanent. You will need this number to register with the SubCentral System and to create a Personal Identification Number (PIN/Password). These numbers must be memorized, as they will be used regularly throughout the employee's career with the Department of Education.
- In order to access SubCentral, you must first register, via telephone, at (718) 935-6740 and follow the instructions below:
  - Listen carefully to the telephone prompts.
  - When the automated system asks for the Access ID, you must type in your File Number, followed by the star (\*) key. Do not enter any leading zeros.
  - When the automated system asks for the PIN (Personal Identification Number) you must type in your File Number, again, followed by the star (\*) key. Do not enter any leading zeros.
  - You will then be prompted to record your name and review/update the information listed for you in the System.
  - Towards the end of the call, you will be prompted to enter a new PIN (numbers only and must be between 6 and 9 digits in length) followed by the star (\*) key. The System will playback the number entered and you will be required to confirm the information. You may then end the call.

**NOTE: Once you have registered in SubCentral, you do not need to do so again. Your File Number will remain the same for the duration of your employment with the NYCDOE. However, you can change your PIN yourself, at any time.**

## Accepting a Job

Whenever possible, you should use the SubCentral system to accept jobs offered. These jobs can also be accepted through the internet or via telephone.

## Viewing Available Jobs via the Internet

Choose the **Available Jobs** link to view and accept assignments.

To view and accept jobs:

- You must agree to work at the assignment location, as posted
- You must be available to work all days and times of the job, as posted

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. **NOTE:** 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:
  - 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.
  - Select the **Decline Job** button. Select a reason for decline from the drop-down list, then select the **Decline Job** button.
  - Select the **Return to List** button to return to the job listing.

## Responding to a Job Offer via the Telephone

To Hear the Job Offer:

- **PRESS 1** to Hear the Job Offer
- **PRESS 9** to Exit and hang-up

### 1. If you pressed 1 to Hear the Job Offer:

- **PRESS 1** to Hear the Job Description
- **PRESS 2** to Decline the Job (without hearing the description). Enter your Decline reason followed by the star (\*) key or wait for a list of reasons

### 2. If you pressed 1 to Hear the Job Description:

**PRESS 1** to Accept this Job.

Record the Job Number. You are successfully assigned to the job.

- **PRESS 1** to Hear the Job Number, again
  - **PRESS 2** to Repeat the Job description
  - **PRESS 2** to repeat the Job Description, again
  - **PRESS 3** to Decline the job. Enter the decline reason from page 1 followed by the star (\*) key or wait for a list of reasons
    - **PRESS 1** to Accept
    - **PRESS 2** to Re-enter
    - **PRESS 9** to Exit and repeat this step
- Once you have accepted an assignment, you should make a personal note of the **date, time, location, job number, special instructions** and other information pertinent to the assignment. A sample log is located in the APPENDIX on Page 43. Also, for your convenience, the Quick Reference Card is located in the APPENDIX on Page 44.
  - If the System calls and offers a late assignment, contact the school to ensure that your services as a Substitute Teacher are still required for the day.

### **Canceling a Job**

- Once you have accepted a job, it is critical that you either fulfill the commitment or cancel the job in a timely manner.
- If, after accepting a job, you need to cancel that job, **you must do so at least 2 (two) hours prior to the start of the job**. Cancellation can be done using the SubCentral IVR system and following the prompts to cancel the job.
- If you must cancel a job less than two (2) hours before the job starts, you must telephone the school directly.
- Failure to cancel a job in a timely manner may result in a Principal excluding you from working at their school in the future. Repeated failure to cancel will result in your being restricted from working anywhere in the school system.

### **Failure to Report to a Job**

- If you accept an assignment from SubCentral or a school that pre-arranges a job for you and you fail to appear for that job, you may face disciplinary action. It is important that you review assignments in SubCentral on a daily basis.

Should you have a question regarding your eligibility to work, call the SubCentral Help Desk at (718) 935-4401, starting at 6:00 AM, Monday through Friday.

## CODE of ETHICS

A “Code of Ethics” defines and describes acceptable practices. The Code for Substitute Teachers examines specific responsibilities of the Substitute Teacher, as well as the relationships that must be maintained with students, parents, teachers, school and the community at-large.

Confidentiality is one of the most critical and important aspects of your job. It is your legal responsibility to observe the rights of both students and parents in regards to data privacy. You will have access to personal information about students and their families, including:

- Anecdotal behavior from within classrooms and other school settings; and
- Family circumstances and family relationships

### Accepting Responsibility

- Recognize that the Classroom Teacher has the ultimate responsibility for the delivery of instruction and classroom management; follow the directions prescribed by that Teacher.
- Communicate progress or concerns about students to parents, only when directed to do so by a School Administrator.
- Refer concerns expressed by parents, students and/or others, to a School Administrator.

### Relationships with Students and Parents

- Discuss a student’s progress, limitations and/or educational program only with the School Administration and in an appropriate setting.
- Discuss school problems and confidential matters only with designated personnel.
- Refrain from engaging in discriminatory practices, based on a student’s disability, race, gender, cultural background and/or religion.
- Respect the dignity, privacy and individuality of all students, parents and staff members.
- Present yourself as a positive adult role model.

### Relationship with the School Administration

- Recognize the School Administration as Supervisory.
- Establish communication and a positive relationship with the School Administration.
- Discuss concerns about the teaching methods directly with the School Administration.
- Utilize the appropriate grievance procedures when problems cannot be resolved.

### Relationship with the School

- Accept responsibility for improving your skills.
- Know school policies and procedures.
- Represent the School District in a positive manner.

Adapted from: *Supervising ParaEducators in School Settings: A Team Approach*, edited by Anna Lou Pickett and Kent Gerlach, 2009, Pro-Ed, Inc.



**Do Not Use (DNU) Policy**

At the end of each day, schools have the right to determine whether an individual Substitute Teacher should not be assigned back to that school. There could be many reasons for this, including poor attitude, inability to work in the specific educational environment and types of behaviors (erratic, aggressive, argumentative, etc.). Failing to appear for an assignment, or unexcused lateness to an assignment, will automatically disqualify you from future assignments at that school.

In order to ensure that our schools are getting the best Substitute Teachers, each time a complaint is registered against you, the information is placed in your record. This allows the SubCentral Unit to track your performance at assignments and allows the SubCentral team to maintain details contained within your profile.

- The SubCentral Team monitors, regularly, your performance and sends letters to you, via standard mail and/or NYCDOE email, each time a school reports an issue with your work ethic, quality or performance, or if you fail to report to an assignment.
- The SubCentral Office will then conduct a conference with you and your Union Representative, with the hope of improving the reported behavior and reaching mutual agreements regarding your continued employment. Areas for discussion may include ineffective classroom management, unprofessional demeanor or behavior.
- Additional training may be recommended to improve your overall performance and enhance your quality of employment. Continuous lateness to an assignment and allegations that may violate any of the Chancellor's Regulations will be carefully monitored.
- If there is no improvement and/or if you continue to receive negative performance reports, you may be suspended or terminated, as well as being blocked from obtaining future employment within the NYCDOE.

**Nominating School**

In some cases, the Nominating School may report a Substitute Teacher for Unsatisfactory or less than par performance. In these cases, you may be terminated, since the Nominating School was the school that endorsed your initial employment.

**Required Days of Service**

- You are required to work at least 20 days during the school year to be considered for renewal. Failing to complete twenty days of service will result in termination.

**Jury Duty**

Substitute Teachers who get called for Jury Duty are not paid by the NYCDOE for that time.



## **Course Credit Requirements for Uncertified Substitute Teachers Who Work More Than Forty (40) Days in a School Year**

Substitute Teachers who work more than forty (40) days in a school year MUST complete six (6) credits in Teacher Education (known as the “pedagogical core”) in order to maintain eligibility for the following school year. The “pedagogical core” includes courses designed to provide Teachers with the knowledge, skills and methodologies needed to be effective and successful in the field of education. This requirement is in effect until the Uncertified Substitute Teacher acquires twenty-one (21) credits in Teacher Education OR obtains Teacher Certification. **NOTE:** Once that plateau has been reached, no additional credits are required, however, all renewal requirements must be met. Requirements are subject to change, year-to-year.

### ***How do I earn these credits?***

All coursework must be earned at an institution of higher education, with an approved Teacher Education Program leading to Teacher Certification in the state in which the college is located. **NOTE:** For institutions in New York State, view the *Inventory of Registered Programs* and search Teacher Education programs. For institutions outside of New York State, consult that college or university’s catalog or that State’s Education Department for verification.

### ***Can I earn credit for education courses taken in the past?***

Teacher Education courses taken in the past, at an accredited 4-year college or university, may count toward your overall twenty-one (21) education credits requirement, however, these courses will not be credited to you for the current year. You MUST complete six (6) education credits for the current school year.

Coursework submitted for “Pedagogical Core” credits, taken at a community college or another college that does not offer approved Teacher Certification programs, will be credited only if it is accepted in transfer to an institution with an approved Teacher Education program and leads to Teacher Certification in the state in which that college is located. Such coursework MUST be submitted on official transcripts of both colleges attended.

### ***How do I submit proof of the credits I have earned or have taken in the past?***

All credits earned MUST be submitted on an official transcript. It is suggested that you submit an official student copy of your transcript. You should request that this transcript be given to you in a sealed envelope and you should submit the sealed envelope, in person, to 65 Court Street, 5<sup>th</sup> Floor.

### ***Are there examinations I can take to earn credits?***

There are examinations available to earn credits quickly, however, you should not take an examination in the same or similar content area, as you will not receive duplicate credit, if you have already completed an examination in the same content area.

### ***May I take an after-school professional development or continuing education course to satisfy these credit requirements?***

After-school professional development courses sponsored by the United Federation of Teachers (UFT) or other professional development courses, continuing education courses and/or seminars, do not count toward the fulfillment of the education credit requirement.

### ***Will I receive credit for student teaching, a practicum(s) and/or a seminar(s)?***

Although you may receive college/university credit for your participation in these opportunities, they do not satisfy your education credit requirement for renewal.

### ***How do I submit the education credits that I have successfully completed?***

Uncertified Substitute Teachers must submit an official transcript to the NYCDOE / Office of Substitute Application Processing located at 65 Court Street / Room 505, Brooklyn, NY 11201. Upon receipt, the transcript will be evaluated to determine if the education courses completed are acceptable and/or earned credits.

### ***Where can I view the education credits that have been reviewed and accepted by the NYCDOE?***

Uncertified Substitute Teachers can view an up-to-date listing of the Education courses reviewed and credits accepted by accessing the link <http://dhrnycaps.nycenet.edu/RA/> . After signing in, click on the “Substitute Education Credit Summary” link on the left-hand side of the screen and follow the on-screen instructions.

## Examinations Eligible for Coursework Credit

The New York City Department of Education has approved several examinations to satisfy the education credit requirement of those Substitute Teachers who have worked more than forty (40) days in a school year. Proof of “passing” examination results can serve as credits in lieu of some college/university coursework, up to a maximum of twelve (12) approved credits.

- 1.) **Developmental/Psychology Examinations** **NOTE:** Only one of the following (A, B or C) is acceptable:
  - A) **CLEP Exam: Introduction to Educational Psychology** – 3 Credits  
<http://clep.collegeboard.org/exam>
  - B) **CLEP Exam: Human Growth and Development** – 3 Credits  
<http://clep.collegeboard.org/exam>
  - C) **DANTES (DSST) Exam: Life Span Developmental Psychology** – 3 Credits  
<https://getcollegecredit.com/testprep/#courses>
- 2.) **DANTES – DSST: Foundations of Education** – 3 Credits  
<https://getcollegecredit.com/testprep/#courses>
- 3.) **Excelsior College: Literacy Instruction in the Elementary School (EDUX310) T** – 6 Credits  
<https://www.excelsior.edu/exams/literacy-instruction-in-the-elementary-school>

## Coursework Resources

In addition to traditional four (4) year college course credits, professional education courses sponsored by the organizations below will be accepted, provided there is no duplication and they are accredited courses leading to Teacher Certification.

- 1.) **United Federation of Teachers (UFT) – Teacher Center**  
**TEL: 212.475.3737**  
**WEBSITE:** <http://uft.org/teaching/uft-teacher-center>
- 2.) **Center for Integrated Teacher Ed (CITE)**  
**TOLL FREE: 1.877.922.2483 or 718.923.9333**  
**WEBSITE:** <http://citeonline.com/>
- 3.) **The SUNY (State University of New York) Learning Network**  
<http://navigator.suny.edu/>
- 4.) **New York State United Teachers (NYSUT)**  
<http://www.nysut.org>

## New York State Certification Workshop

- The NYCDOE Office of HR School Support offers “The Road to New York State Certification Workshop.” **NOTE:** This workshop is non-credit bearing.
- The two (2) hour workshop provides an overview of New York State certification requirements, various pathways to meet those requirements, inter-state reciprocity, foreign credentials evaluation and alternative certification programs.
- In addition, counselors discuss employment procedures, scholarship programs and opportunities available for individuals seeking to become Certified Teachers. A brief question and answer period follows each presentation.
- Visit: <http://www.TeachNYC.net> Click on: “Getting Certified” at the bottom of the screen under “Resources.” Click on the link “Road to Certification Workshops” for dates, locations and registration information.

## FULL - TIME EMPLOYMENT OPPORTUNITIES

### New York City Teaching Fellows

Should you wish to become a Certified Teacher through an alternative certification pathway, you may be eligible for the NYC Teaching Fellows Program which provides:

- A subsidized Master's Degree program.
- A regular teacher's salary and benefits.
- Ongoing support at the school level.
- A network of like-minded professionals committed to educational excellence for New York City students

For application and qualifications visit: <http://www.nycteachingfellows.org>

### EngageNY

EngageNY.org, developed and maintained by the New York State Education Department (NYSED) is dedicated to providing educators across New York State with real-time, professional learning tools and resources that support educators in reaching the State's vision for a college and career ready education for all students.

#### What you will find on EngageNY.org:

- Common Core Standards, curriculum and instructional resources, bilingual resources, performance tasks and assessment guidelines and materials developed by NYSED and its partners
- Teacher/Leader Effectiveness materials, such as: leading and planning for APPR; various Student Learning Objectives (SLOs) and Growth Reporting System resources; and information on the Value Added Measure (VAM)
- Data Driven Instruction and Inquiry resources, including: calendars; case studies; planning templates; implementation materials; and sample assessments, to improve student learning throughout the year
- Video Library featuring Common Core teaching, information on the instructional shifts and highlights from NYSED's Network Team Institutes
- Professional Development materials designed to support everything from school leaders and teachers to district-wide training
- Resources for Parents and Families designed to build understanding of the New York State education reform initiatives and how the changes help children

#### The Future of EngageNY.org

As reform priorities grow and evolve over time, EngageNY.org will grow and evolve, too – so that you always have the resources you need to ensure success in your school. Please reach out via the link [www.EngageNY.org](http://www.EngageNY.org) for the most current materials and resources available. If you have questions, write to [engageny@nysed.gov](mailto:engageny@nysed.gov)

Adapted from: New York State Education Department, 2018



## **Important Regulations of the Chancellor and Other DOE Policies**

There are many Chancellor's Regulations with which you should become familiar. These Regulations are located on the NYCDOE's website at:

<http://schools.nyc.gov/school-life/policies-for-all/chancellors-regulations>

For Substitute Employees, several Regulations play a more prominent role in day-to-day scenarios. Below are Regulations with which you should be familiar:

- **Chancellor's Regulation C-105 (Procedures in Case of the Arrest of Employees)**

Outlines the procedure employees must take if they are arrested, specifically Section 9.

NYCDOE Substitute Employees, who are arrested and charged with a felony, misdemeanor or other violation, must immediately notify the Office of Personnel Investigation (OPI) in writing and provide a copy of the Criminal Court complaint. Additionally, you are required to report your arrest to SubCentral. OPI must be notified separately, in writing via email or fax. Failure to report the arrest immediately will result in disciplinary action. Inquiries concerning Chancellor's Regulation C-105, should be directed to:

Administrator, Office of Personnel Investigation (OPI)  
New York City Department of Education  
65 Court Street - Room 223  
Brooklyn, NY 11201  
**Telephone:** 718-935-2666/2668 **Fax:** 718-935-4366  
[opiinfo@schools.nyc.gov](mailto:opiinfo@schools.nyc.gov)

SubCentral, HR School Support  
New York City Department of Education  
65 Court Street - Room 505  
Brooklyn, NY 11201  
**Telephone:** (718) 935 - 4401 **Fax:** (718) 935 - 4758  
[subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov)

- **Chancellor's Regulation C-110 (Conflicts of Interest, Community Education Council Members, Employment of Family Members)** - Applies to all NYCDOE employees.

Pursuant to these laws, there are restrictions regarding financial relationships and other conduct of all DOE employees, as follows:

- All school staff, including Substitute Teachers, are prohibited from entering into any financial relationship or business relationship with any parents or students from their school, or with any sibling of any student from their school, no matter what school the sibling attends.
- Prohibited financial relationships include, but are not limited to: tutoring, babysitting, loaning of money, selling of products (such as cosmetics or other items; selling Girl Scout cookies; contributing to charitable causes; and participating in a savings club. **NOTE:** Tutoring is defined as: teaching a student(s) outside of school, for pay directly from a parent, or through a separate entity, on any school subject, sport, art, musical instrument, or test preparation.
- The prohibitions for Substitute Teachers and other school staff who work in more than one school, apply to all schools in which they work.
- NYCDOE employees, including Substitutes in all titles, are also restricted from accepting gifts with a value of more than \$50 from any person or firm doing business with New York City, not just the NYCDOE. This includes cash, tickets to concerts, plays, sports events, travel expenses and/or meals.
- It is important for all Substitutes to visit the Conflict of Interest (COI) website to ensure awareness of all COI-related policies: <http://www.nyc.gov/html/conflicts/downloads/pdf2/leaflets/doemailer.pdf>

- **Chancellor’s Regulation A-420 (Corporal Punishment)**  
Defines and prohibits the use of corporal punishment against students
- **Chancellor’s Regulation A-421 (Verbal Abuse)**  
Defines and prohibits the verbal abuse of students
- **Chancellor’s Regulation A-640 (Filming and Videotaping Students)**  
Defines the parameters under which students may be filmed. Subsection I is related directly to staff filming students
- **Chancellor’s Regulation A-750 (Child Abuse)**  
Outlines the New York State mandate for reporting possible Child Abuse
- **Chancellor’s Regulation A-820 (Confidentiality and Release of Student Records)**  
Outlines the confidentiality access and sharing of student records
- **Chancellor’s Regulation A-830 (Anti-Discrimination Policy and Procedures for Filing Internal Complaints of Discrimination)**  
Establishes the NYCDOE’s Anti-discrimination policy and provides employees with the internal review process for employees
- **Chancellor’s Regulation A-832 (Student to Student Discrimination, Harassment and Bullying)**  
Establishes the procedure for filing, investigating and resolution of complaints of student to student, bias-based harassment, intimidation and/or bullying

It is the policy of the NYCDOE to provide educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, prior record of arrest or conviction, except as permitted by law, predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation.

All NYCDOE employees are required to maintain an environment free from discrimination and unlawful harassment based upon any of the above-referenced protected classes.

Inquiries concerning this Regulation should be directed to:

The Office of Equal Opportunity  
65 Court Street, Suite 1102  
Brooklyn, NY 11201  
(718) 935 – 3320 or (877) EdCivil  
**Email:** [AskOEO@schools.nyc.gov](mailto:AskOEO@schools.nyc.gov)  
**Website:** <http://schools.nyc.gov/oeo>





## Overview of the School Day

*To begin with the end in mind means to start with a clear understanding of your destination.*

- Stephen R. Covey



### Preparing to be a Substitute Teacher

The following are suggested best practices, used by effective instructors, to prepare for the school day as a Substitute Teacher:

- Arrive well before the school day begins.
- Review the Classroom Teacher's lesson plan(s) and seating chart to familiarize yourself with students' names.
- Anticipate classroom challenges and plan strategies to meet them.
- Walk around and familiarize yourself with the physical layout of the

school including classrooms, entrances and exits, department offices, cafeteria, gymnasium, library, auditorium and staff lounges.

- Obtain information regarding fire drill regulations and correct line of exit for your classroom(s).
- If time permits before class, you should introduce yourself to the Teachers in the surrounding classrooms.

## LESSON PLANNING

### Instructional Expectations for the Substitute Teacher

Your primary goal is to continue student learning along a continuum established by the Classroom Teacher. Classroom Teachers are expected to leave emergency lesson plans in the event of their absence. In the event that no lesson plan is available, you must be prepared with an adaptable lesson plan that is appropriate and beneficial to the population which you will be working. Notify the Administrator if no lesson plan was available. Some classes that you teach may include students whose learning and instruction is supported by an Individualized Education Plan (IEP) or for whom their first language is not English. You will need to diversify your instructional strategies to meet their needs. A list of resources for lesson planning and what you should expect the absent Teacher to provide are found in the **Appendices** to this Handbook.

Many times you will not know the grade level for which you are providing Substitute Teacher service. This is common in elementary schools, therefore, it is expected that you arrive prepared with several grade-appropriate lesson plans. These plans should be clearly written and outlined for you to follow.

### Classroom Management

*Effective classroom management is essentially invisible*

- Rick Smith

Though classroom management is often discussed separately from exemplary instruction, studies have shown that they are related directly. Therefore, the primary contributor to a well-managed classroom is a well-planned lesson. If disruptive behavior occurs, you should be prepared to act appropriately. In order to be prepared, you should familiarize yourself with the rules of the school. Most schools will provide this information to you when you are assigned to a classroom. Remember that despite the fact that disruptions may occur, the students are counting on you to create a positive atmosphere in which learning can take place. You can be firm with students while still being respectful. Remember that **YOU** are the adult in the room. Physically restraining or confronting students, shouting at students or calling them names, denying access to the bathroom or nurse's office, sarcasm, isolating children in the back of the room or outside the classroom, or confiscation of personal items are not permitted.

## Strategies for Promoting Positive Behavior

- Ensure you have a “Do Now” assignment available to the students when they walk into the classroom.
- Focus on instruction, immediately
- Familiarize yourself with the lesson plan(s) for the day
- State your expectations clearly and simply
- Introduce, in as precise a manner as you can, the goal of the lesson and what you want students to do and understand
- Use your strengths/skills to motivate students – be positive and encouraging
- Walk around the classroom to assess students’ understanding and provide support – make sure they know you can see and hear everything that goes on in the room
- Acknowledge and reinforce appropriate behavior with positive verbal reinforcement.
- Use time limits to maintain the structure of the lesson
- Encourage students to participate fully with assigned responsibilities, such as keeping time, or other engaging behaviors
- Use the names of students whenever possible
- Assess continually to ensure understanding – ask students to reinterpret instructions or key ideas
- Please use positive feedback: verbal praise, a nod, a smile, a ‘thumbs up’, etc.

## Suggestions and Exemplary Practices

- **Learn the names of students quickly, if possible.**
- **Issuing Classroom Passes:** Before you begin, ask in the General Office what the school rules are for issuing an Official Hall Pass and document each occurrence.
- **Promoting Constructive Discussion:** Establish and remind class of protocol that will guide discussion among students. Rewards and incentives should prove effective since many schools incorporate class participation as part of a student’s overall grade.
- **Differentiated Instruction:** Students have different learning styles and levels. Each lesson should accommodate the needs of all students.
- **Be friendly but remain professional:** Some students get confused about the fine line between a teacher/mentor and a buddy. You can be professional and friendly at the same time. Students are less likely to act out if they think you genuinely like the role you are playing for the day.
- **Remain flexible:** A day in a typical school may have interruptions.
- **Assess your personal style:** Determine if there are distracting aspects to your delivery of instruction such as the manner in which you dress, how you choose to interact with your students, the rate at which you speak and/or present instruction, etc.
- **Accept responsibilities:** You occupy the most effective level in the chain of command. You are expected to meet the challenges that come your way without overreacting.

## **Completing Administrative Tasks**

*In an effective classroom, students should not only know what they are doing, they should also know why and how.*  
- Harry Wong

You will be required to maintain and at times share student information. As a result, you are expected to maintain proper documentation such as: student absences, lateness or other information asked of you in the plans of the absent Teacher. You may want to use a copy of the attendance sheet to record student performance and student anecdotes. Be mindful that your records, in general, should have at least a name with an ID number, a time and a location.

The maintenance of records is necessary; however, it should not overshadow the instruction process. For example, Teachers will use brief periods between classes to complete attendance records such as:

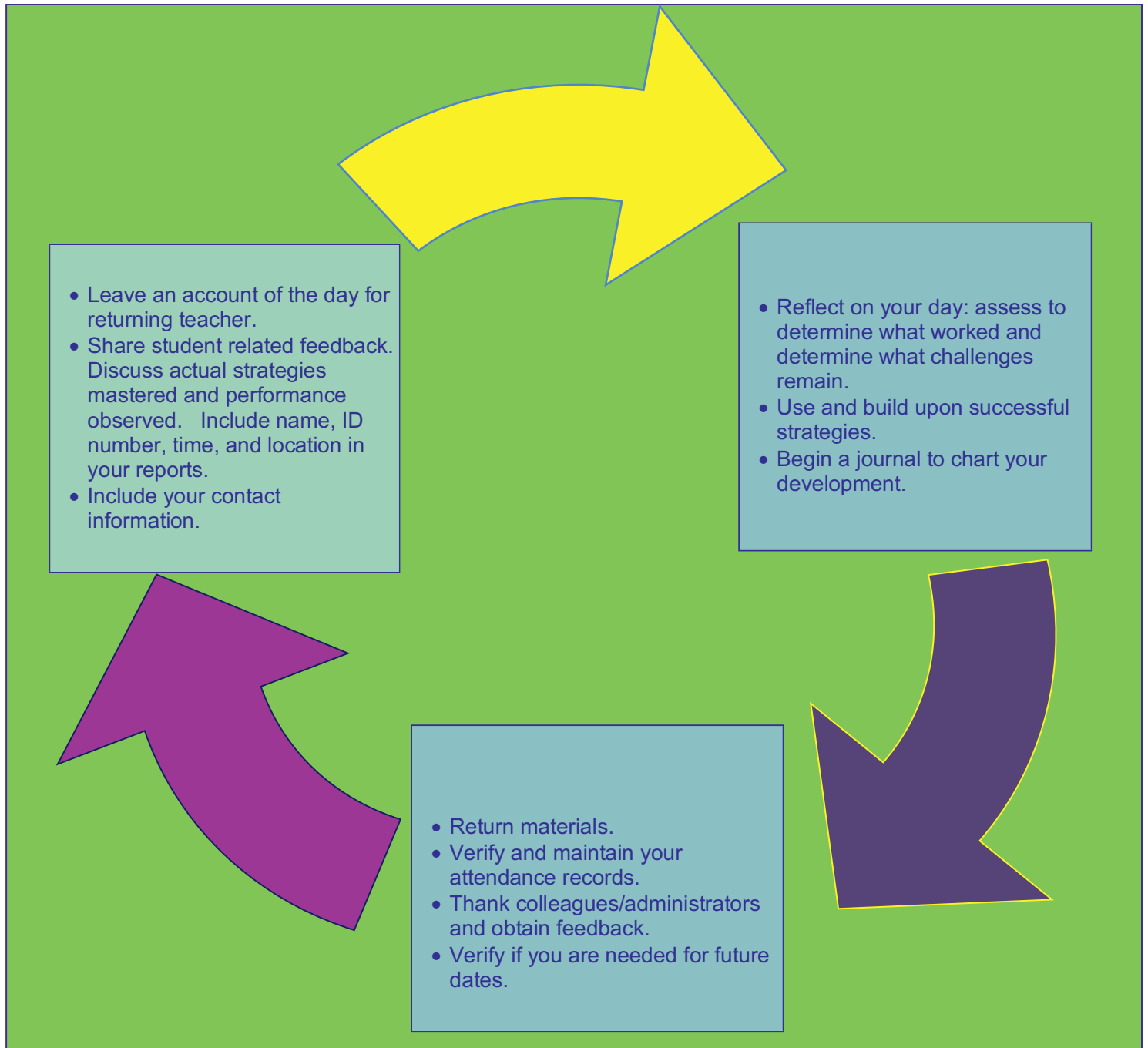
- Daily Attendance Forms
- Subject Attendance Scan Sheets
- Delaney Cards

### **Issuing Passes, Admitting Latecomers and Granting Permission to Leave Class**

- Always ask for documentation if students are being admitted to or pulled out of class
- If you are issuing permission to allow students to leave class, be mindful that your records, in general, should have at least a first and last name, ID number, time, and a location



## END OF DAY REFLECTIONS



## UNSATISFACTORY PERFORMANCE

It is the policy, of the NYCDOE, to provide you with an opportunity to work as much as needed and contribute to our shared goal of improved student achievement. Occasionally, a school will find the services of a Substitute Teacher less than satisfactory. This could happen for a number of reasons: lateness; failure to report to an assignment; insubordination; and/or the inability to follow procedures, among other reasons. Additionally, Substitute Teachers who exhibit poor classroom management skills, ineffective or non-existent lesson planning, poor communication skills (oral and/or written) and other performance-based concerns, will be reported to the SubCentral Office at 65 Court Street - 5<sup>th</sup> Floor.

If you exhibit unsatisfactory performance at a school while working as a Substitute Teacher, the school has the option of submitting a request to the SubCentral Office to not utilize your services in the future. The SubCentral Office will notify you, in writing via email, of any requests received. Once the SubCentral Office receives a request from a school, a progressive discipline process is initiated which includes one or more of the following in ascending order: warning letter(s), disciplinary conference(s), suspension(s) and/or termination of service. If applicable, documentation will be kept on file in the SubCentral Office, the Office of Personnel Investigation and in your record/file.

Should you exhibit poor classroom management, lack of planning or other instructional issues, you may be given additional training in the form of an online training program. This program will provide you with strategies and techniques that are most useful in the classroom. It offers suggestions and insights into student learning along with best practices for creating and maintaining a positive, well managed, learning environment. Completion of the online training program will not only result in greater knowledge and understanding of the principles of learning, but also strengthen the foundation upon which effective instruction is built. Training is assigned at the discretion of the NYC DOE Division of Human Capital.

While it is our overall goal to support and assist you, sometimes these efforts are not successful. The NYCDOE will initiate termination procedures for Substitute Teachers whose performance does not improve as a result of these efforts.

### Grievances

- The New York City Department of Education recognizes the United Federation of Teachers (UFT) as the exclusive bargaining representative for all Substitute Teachers.
- The Department of Education provides you, the Substitute Teacher, the opportunity to discuss incidents or events which may lead to disciplinary action.
- In all disciplinary matters at the Central level, only you and Representatives from the UFT are permitted to attend disciplinary conference, grievance hearings or ratings appeals. Outside counsel or other representation is not permitted.
- Union representation is recommended if complaints could result in your being permanently excluded from assignment as a day-to-day Substitute Teacher.

### Evaluations and End of Year Ratings

- Principals are required to rate Substitute Teachers who work ten (10) days or more in a school assignment.
- Principals have the option of rating Substitute Teachers who work less than ten (10) days in their respective schools.
- Ratings are given at the end of the school year.

### **Evaluations and End of Year Ratings (continued)**

- If you receive an end of year rating of Unsatisfactory, Developing or Ineffective, you will be ineligible to work as a Per Diem Substitute Teacher going forward.
- Should you be terminated for unsatisfactory or ineffective service, you may appeal the termination through a hearing through The Office of Appeals and Review. A full explanation of the process is explained in Chancellor's Regulation C-31, found at:

<https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/c-31-english.pdf>



## Employee Information – Payroll and Benefits

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### PAYROLL

Substitute Teachers are paid semi-monthly based on the established teacher payroll schedule. The per diem payroll calendar can be accessed via the DOE website by entering “per diem payroll calendar” in the search box. The per diem payroll calendar can also be viewed on the payroll portal at <https://payrollportal.nycboe.net/>. **NOTE: The daily rate of pay, effective February 1, 2019, is \$188.75.**

**The Employee Self Service (ESS)** tab, within the Payroll Portal, allows you to view your paycheck information online via the payroll portal. Paystubs can also be printed from this portal. You can generate payroll inquiries and receive responses directly from payroll staff. A NYCDOE email address is required to access the portal, along with a password and either your File Number (EIS ID), or Employee ID (EMPL ID) which is displayed on the check stub. Contact the Help Desk/Support Center at (718) 935-5100 if you have issues with your NYCDOE email.

**Electronic Fund Transfer (EFT) or Direct Deposit** is mandatory for all Department of Education (DOE) employees. Direct Deposit provides for the electronic transfer of your pay directly to your bank account. You may enroll online through the [Payroll Portal](#). This can be accessed through the DOE intranet using your DOE Outlook email ID and password. <https://payrollportal.nycboe.net/>.

### Payroll Support

The Office of Human Resources School Support, which includes SubCentral and the Substitute Teacher Application Processing Unit does not handle payroll inquiries. These inquiries should first be addressed at the school level. Payroll entries are always submitted by the school. Additional inquiries regarding payroll may be referred to the Office of Substitute Teacher Payroll at (718) 935-2236.

### Long-Term Substitute Teaching

- Long-term Substitute Teaching is defined as 30 or more consecutive days substituting for the same teacher in the same classrooms, without interruption.
- Long-term Substitute Teachers are required either to be eligible for New York State certification or to be working towards certification.
- If you are not eligible for New York State Teacher Certification, you are limited to a maximum of 40 working days per year unless you are taking courses yearly to become certified. If you are not a certified teacher and plan to work more than 40 days per school year, you are required to submit additional requirements including: ***documentation of completion of at least six (6) professional education credits, due by the end of August of each school year.*** This annual submission of transcripts validating professional education credits is required until you complete all 21 credits in professional education courses. Therefore, if you have not completed the 21 education credits and you accept more than 40 days of employment during the school year, you must submit transcripts by mid-August validating completion of a minimum of six professional education credits per school year until the 21 credits is reached.

### **Per Diem Teacher Renewal Process**

- Beginning every January, the Renewal Requirements for the upcoming school year may be accessed by visiting the following website:  
<https://infohub.nyced.org/nyc-doe-roles/school-staff/substitutes>  
**NOTE:** You must sign in utilizing your DOE User Name and Password to view the Renewal Requirements.
- As part of the renewal process, you must renew your intent to work the following year, online. You will be notified of the instructions to access the online system, in June, via email. The instructions will also be posted on your SubCentral home page.
- Renewal of service is contingent upon you meeting **all** renewal requirements by the deadline, receiving satisfactory ratings and being in good standing (as determined by the Office of Personnel Investigations).

### **Vacation, Holidays and Sick Leave**

- Substitute Teachers, except those on long-term assignments, are not entitled to vacation days, sick days or payment for holidays.
- A Substitute Teacher who covers the same absent Classroom Teacher for 30 or more consecutive days, without interruption, is considered a Long-Term Per Diem Substitute Teacher with a corresponding payroll status of "Z", ONLY for the duration of that assignment.
- A Substitute Teacher on Z-status earns one sick day, for every 20 days of service. The use of a sick day requires that medical documentation be submitted to the payroll secretary of the school. Unused sick days are accumulated throughout the Substitute Teacher's career and if hired full-time, would transfer to the full-time Teacher Sick Leave Bank. Unused sick days will not be paid out, if the Substitute Teacher does not get hired as a full-time Teacher.
- A substitute on Z-status for 60 full days will earn 3 vacation days; an additional vacation day will be added for every 20 days worked thereafter, up to a maximum of nine (9) days. These days are paid out at the end of the school year, in a lump sum.
- Substitute Teachers on Z-status are paid at a higher rate, for the period that they remain on that status. **NOTE:** The Substitute Teacher will lose Z-status and the higher rate corresponding privileges, if there is a break to the consecutive days of service.



## APPENDICES

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### School Year Calendar

(For the current calendar year <http://schools.nyc.gov/Calendar>)

Our School Year Calendar begins in late August for staff, in early September for students and possibly Substitutes; and ends in late June for all. The school year calendar incorporates the following understandings:

- The School Year Calendar meets the State Education Department requirement of a minimum of **180** days in all schools in the City School District.
- Schools will not be in session on Labor Day, Yom Kippur, Eid al-Adha, Columbus Day Observed, Thanksgiving Day and the day after Thanksgiving, Winter Recess (December 25 through and including January 1, including Christmas and New Year's Day), Dr. Martin Luther King, Jr. Day, Lunar New Year, Mid-Winter Recess (including Washington's Birthday), Spring Recess (including Good Friday, Easter and Passover), and Memorial Day.

*Our Calendar is adhered to unless notifications of subsequent changes and school closures, such as weather conditions, are announced and enforced by City government.*

### EXTERNAL RESOURCES

<http://www.disciplinehelp.com>

The Discipline Help website provides Substitute Teachers and parents with access to information and assistance in dealing with a wide range of student misbehaviors in the classroom. This website lists the causes, effects, appropriate actions to take and frequent mistakes made when dealing with 117 different student misbehaviors.

<https://stedi.org/>

This site is created and maintained by the Substitute Teacher Training Institute at Utah University. It contains many articles and resources for substitute teachers and managers. Also, a self-assessment test to assess your readiness and effectiveness as a substitute teacher is included.

<http://www.proteacher.com>

Type "Substitute Teacher" in the SEARCH bar. This site serves as a bulletin board for Substitute Teachers. In addition to many helpful hints and success stories, you will be able to relate to the challenges colleagues face.

## HINTS FOR SUCCESS

A Substitute Teacher's leadership of the class is defined by his/her classroom skills and management strategies. Hints for Success provide some guiding principles that have been proven to be effective and may assist you in having a successful experience:

- Be prepared to receive a call for an assignment. You may be called any morning to provide Substitute Teacher service. Preplan to meet your family needs.
- Arrive at school early; report to the office; pick-up a Substitute Teacher's folder, if available. Read it carefully, as it will guide you through the school's daily routines and emergency procedures.
- Go to your classroom. Hopefully, there will be a lesson plan for the day. Carefully read instructions and/or rules left by the person you are covering. Examine the room. Locate the materials you will need for the day.
- Write your name on the board.
- Learn the names of your students, from a seating chart, if available. If not, walk around the classroom and identify the names of students often posted on their desks. This will help in building rapport.
- Once the students are in the classroom, begin immediately and in an organized manner. Review expectations and class rules, if age and disability appropriate. Introduce an "Icebreaker".
- Carry out the Teacher's lesson plans to the best of your ability.
- Be over-prepared. If students complete their assignments in less time than expected, have activities that you have prepared available, for example: conversation topics/questions for guided group discussions or for students to complete in pairs.
- Leave a brief summary of the day and what was accomplished.
- Leave the classroom in good order: desks, work tables and/or learning centers organized; papers neatly stacked; shades adjusted; etc.

Adapted from: Prince George County Public Schools/Substitute Teacher Handbook (2014 – 2015)

# ICEBREAKERS

## Student Engagement Icebreakers

"Icebreakers" will help you promote a well-balanced, caring environment, while helping students get to know each other, better, as well as you. This will also help you to create a foundation of understanding and respect in the classroom. Icebreakers encourage friendships and will help students, Teachers and Paraprofessionals learn each other's names.

Instead of coming on "too strong" focus on approachability. Substitutes need to be intriguing, familiar and safe, especially in order to win over the disruptive student. A great way for Substitutes to achieve this is to tell stories...about themselves! Substitutes need to allow students to get to know them.

To give students more power, enhance personal narratives with images: become photojournalists. In anticipation of receiving an assignment, create a "Picture File". Take pictures of interesting happenings and be prepared to share them with your class. Contemporary children and youth are comfortable sharing and reading trivia; details about their daily existence. Think about what students post on social media.

You might think it odd to announce to your class what you may have prepared for dinner and display images for impact, but your students won't. They'll embrace it. Bond with students by sharing your life and in the process, watch classroom management improve and evidence of new learning. NOTE: When sharing personal stories, always be sensitive to your students and adjust contents appropriate to specialized populations; e.g., students with disabilities; students in temporary housing (STH) etc.

Excerpted and adapted from: "Sharing the Connections That Students Value" (March 4, 2016) <https://www.edutopia.org/blog/sharing-connections-that-students-value-penny-and-james-sturtevant>



## ICEBREAKER: Who Am I?

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

The following questions are about you: who you are and what you like. Think about the people you know and who know you; the skills and abilities you have; and the dreams you have. Take time to think about your answers. Discuss them with a partner. The responses are yours, but the people around you may have some important information to give you. Be prepared to discuss your answers in a group meeting.

I am good at:

---

---

I am not so good at:

---

---

I like doing these things:

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---

I learn best when:

---

---

These are the ways I have already become independent:

---

---

I would like people to know that:

---

---

Before I finish high school, I would like to learn these things:

---

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Adapted from: Raising Special Kids, Phoenix, AZ (2001)

## ICEBREAKER: Preferences Map

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

\*\*\*\*\*

**Draw a picture(s) of things you enjoy**

\*\*\*\*\*

**Draw picture(s) of things that make you upset or frustrated**

## ICEBREAKER: How Can Self-Determination Help Me?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Name an experience you had when you were not in control; when someone else had control over something that was important to you.

---

---

How did it feel NOT to be in control?

---

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Some feelings we might have when we are not in control:

- |             |               |               |             |
|-------------|---------------|---------------|-------------|
| - Powerless | - Frustrated  | - Incompetent | - Depressed |
| - Angry     | - Belligerent | - Helpless    | - Sad       |

Name an experience you had when you were in control over something that was important to you:

---

---

---

Some feelings we might have when we are in control:

- |               |             |           |                   |
|---------------|-------------|-----------|-------------------|
| - Powerful    | - Motivated | - Excited | - A little scared |
| - Responsible | - Energized | - Happy   | - Confident       |

**Think of self-determination as being in charge of your own life.**

Adapted from: "Self-Determination: A Critical Educational Outcome for Children and Youth with Disabilities" by Brian Abery. (1999)

## ICEBREAKERS FOR SUBSTITUTE TEACHERS

### Icebreakers for Substitute Teachers

(<http://www.teachervision.com/icebreaker/resource/6063.html>)

Some curriculum-based resources for Substitute Kits that you can preview for future use:

- The Five Senses (Kindergarten)  
This Substitute Kit explores the five senses.
- A Visit to the Zoo (Grades 1 - 2)  
This Substitute Kit encourages students to explore the world of animals.
- An Ocean Adventure (Grades 3 - 4)  
This Substitute kit explores oceanography topics through a series of cross-curricular activities.
- A Day in Space (Grades 5 - 6)  
This Substitute Kit encourages students to learn about outer space.
- Poetry Jam! (Grades 7 - 8)  
This Substitute Kit assists students write and appreciate poetry.
- Seeing the World (Grades 7 - 8)  
This Substitute Kit focuses on the development of Geography skills.
- What's in the News? (Grades 7 - 8)  
This Substitute Kit teaches grammar by having students use a newspaper.
- Postcards Icebreaker ( All Grades)  
Holidays provide themes and seasonal topics that can be explored in an educational way.  
Below are some examples for your information, review and appropriate follow-up:

MONTH	HOLIDAY
January	New Year's Day (January 1)
January	Martin Luther King, Jr. Birthday (January 15)
January / February	Lunar New Year (A.K.A: Chinese New Year)
February	Black History Month
February	Ground Hog Day (February 2)
February	Valentine's Day (February 14)
February	President's Day (3rd Monday in February)
March	International Women's Day ( March 8)
March	St. Patrick's Day (March 17)
March / April	Easter ( 1st Sunday after first full moon after Equinox)
April	National Poetry Month
April	April Fool's Day (April 1)
April	Passover (15 <sup>th</sup> Day of Nissan/1 <sup>st</sup> Mo on Jewish Calendar)
April	Earth Day (April 22)
May	May Day (May 1)
May	Cinco de Mayo (May 5)
May	Mother's Day (2 <sup>nd</sup> Sunday in May)
May	Memorial Day (Last Monday in May)
June	Flag Day (June 14)
June	Father's Day (3 <sup>rd</sup> Sunday in June)
June and rotating months	Eid al-Adha (last day of Hajj) and Eid al-Fitr (based on Hijri)
July	Independence Day (July 4)
September	Labor Day (1 <sup>st</sup> Monday in September)
October	Columbus Day (2 <sup>nd</sup> Monday in October)
October	Halloween (October 31)
November / December	Hanukkah (25 <sup>th</sup> Day of Kislev on Jewish calendar)
November	Veteran's Day (November 11)
November	Thanksgiving (4 <sup>th</sup> Thursday in November)
November / December	Hanukkah (25 <sup>th</sup> Day of Kislev on Jewish calendar)
December	Christmas (December 25)
December	Kwanzaa (December 26)

## CONTACTS AND LINKS

### **Important NYCDOE - Contacts and Links**

- SubCentral - <http://schools.nyc.gov/Offices/DHR/SubTeachers.htm>
- SubCentral Help Desk - (718) 935-4401
- SubCentral E-Mail address – [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov)
- SubCentral/SmartFindExpress Dial-In (718) 935-6740
- SubCentral Web Page - <http://subcentral.eschoolsolutions.com/>
- New York City Department of Education - <http://schools.nyc.gov/>
- Chancellor's Regulations - <http://schools.nyc.gov/school-life/policies-for-all/chancellors-regulations>
- Citywide Standards of Discipline and Intervention Measures (The Discipline Code) - <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

### **Important NYSED - Contact and Links**

- New York State Education Department - <http://www.highered.nysed.gov/tcert/>
- Teaching Assistant (Paraprofessional) Exams - <http://www.nystce.nesinc.com>
- Child Abuse Identification Workshop - <http://www.highered.nysed.gov/tcert/certificate/ca.html>
- School Violence Prevention and Intervention Workshop - <http://www.highered.nysed.gov/tcert/certificate/save.html>
- Teachers Exams - <http://www.nystce.nesinc.com/>
- NYSED Learning Standards - <http://www.nysed.gov/curriculum-instruction/>

### **Important PROFESSIONAL ORGANIZATIONS - Contacts and Links**

- National Resource Center for Paraeducators - <http://www.nrcpara.org>
- Council for Exceptional Children - <http://www.cec.sped.org>
- National Center for Learning Disabilities – <http://www.ncld.org>
- United Federation of Teachers (UFT) - <http://www.uft.org>
- National Education Association of the United States (NEA) - <http://www.nea.org>
- Association for Supervision and Curriculum Development (ASCD) - [www.ascd.org](http://www.ascd.org)
- National Council of Teachers of English (NCTE) - <http://www.ncte.org>
- National Council of Teachers of Mathematics (NCTM) – <http://www.nctm.org>
- National Science Teachers Association (NSTA) - <http://www.nsta.org>
- National Council for the Social Studies - <http://www.socialstudies.org>
- STEM Education Coalition (Science/Technology/Engineering/Mathematics) - <http://stemedcoalition.org/>
- National Alliance of Black School Educators (NABSE) – <http://www.nabse.org>
- TESOL International Association (Teaching English to Speakers of Other Languages) – <http://www.tesol.org>
- International Reading Association (IRA) – <https://www.literacyworldwide.org/>

NOTE: Internet addresses active at the time of publication

## CONTACTS AND LINKS (cont'd)

### (Resources for engaging students; managing classrooms; and planning lessons)

NOTE: Internet addresses active at the time of publication

ORGANIZATION	ADDRESS	DESCRIPTION
• National Library of Virtual Manipulations	<a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a>	Computer-based Math games
• Wordsmyth	<a href="http://www.wordsmyth.net">http://www.wordsmyth.net</a>	Online dictionary/thesaurus
• Google Earth	<a href="https://www.google.com/earth/">https://www.google.com/earth/</a>	Geography; map generator
• EDSITEment	<a href="http://www.edsitement.neh.gov">http://www.edsitement.neh.gov</a>	Offers resources in the areas of literature/language arts; foreign languages; art/culture; history/social studies
• Education on Science	<a href="https://science.education.nih.gov/">https://science.education.nih.gov/</a>	Resource for Science education
• Smithsonian Kids	<a href="http://www.si.edu/kids">http://www.si.edu/kids</a>	Virtual tours of exhibitions; connect w/experts in the field; lesson plans
• Figment	<a href="https://www.getunderlined.com/create/">https://www.getunderlined.com/create/</a>	Share writings; receive comments and encouragement from other writers; best for middle schoolers
• Scholastic	<a href="http://www.scholastic.com/stacks">http://www.scholastic.com/stacks</a>	Reviews of books posted by young readers; get recommendations
• Scholastic	<a href="http://www.scholastic.com/bookwizard">http://www.scholastic.com/bookwizard</a>	Guidelines for leveling classroom libraries and resources for books
• Crayola	<a href="http://www.crayola.com/educators">http://www.crayola.com/educators</a>	Activities for every grade level
• Scholastic	<a href="http://www.scholastic.com/teachers/daily-starter">http://www.scholastic.com/teachers/daily-starter</a>	Activities to start the day; whiteboard compatible
• Smarttech	<a href="http://www.Exchange.Smarttech.com">http://www.Exchange.Smarttech.com</a>	Ready-made, interactive whiteboard lessons; guide on how to create lessons for whiteboards
• Promethean Planet	<a href="http://www.prometheanplanet.com">http://www.prometheanplanet.com</a>	Teacher tips and practical advice for integrated use of whiteboards; graphics
• Teacher Tube	<a href="http://www.teachertube.com">http://www.teachertube.com</a>	Source for instructional videos
• Glogster	<a href="http://www.edu.glogster.com">http://www.edu.glogster.com</a>	Resource for making digital posters containing pictures, text, video, links and animation
• Powtoon	<a href="http://www.powtoon.com">http://www.powtoon.com</a>	Resource for creating short, animated clips to accompany student-generated scripts
• Tolerance	<a href="http://www.tolerance.org">http://www.tolerance.org</a>	Teacher blog addressing difficult to teach topics w/in an educational setting. Includes supporting teacher-to-teacher activities and materials
• Annenberg Foundation	<a href="http://www.learner.org">http://www.learner.org</a>	PD video series; presents challenging subject-specific topics that teachers must address in their classrooms
• Scholastic	<a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a>	Veteran teachers share experiences and knowledge

## CONTACTS AND LINKS (cont'd)

ORGANIZATION	ADDRESS	DESCRIPTION
<ul style="list-style-type: none"> <li>EDUTOPIA (George Lucas Educational Foundation)</li> </ul>	<a href="https://www.edutopia.org/">https://www.edutopia.org/</a>	A great resource that provides tools for increasing student engagement
<ul style="list-style-type: none"> <li>Ask A Technology Teacher</li> </ul>	<a href="http://askatechteacher.com/">http://askatechteacher.com/</a>	A group of technology teachers who run an award-winning resource blog where they provide free materials, advice, lesson plans, conversation and website reviews
<ul style="list-style-type: none"> <li>Education World</li> </ul>	<a href="http://www.educationworld.com">http://www.educationworld.com</a>	An online resource to find high-quality and in-depth original content: lesson plans, printables, worksheets; updated daily
<ul style="list-style-type: none"> <li>Teacher Vision</li> </ul>	<a href="https://www.teachervision.com">https://www.teachervision.com</a>	Cross-curricular resources by theme
<ul style="list-style-type: none"> <li>Catapult Learning</li> </ul>	<a href="http://catapultlearning.com/">http://catapultlearning.com/</a>	Dedicated to improving the academic performance for at-risk and struggling students, including potential dropouts and those with learning and emotional disabilities

NOTE: Internet addresses active at the time of publication

## PROFESSIONAL RESOURCES

*We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.*

Dr. Ronald Edmonds  
Effective Schools  
Harvard University

TYPE	TITLE	AUTHOR	DESCRIPTION
Book	<u>Concept-Based Curriculum and Instruction</u>	H. Lynn Erickson (2014) Corwin Press Publishers	How to bring content and process together in the classroom
Article	"Mindful Classroom Management & the Power of Patience"	Dr. Azi Jankovic (03/02/2016)	Patience, faith, respect, praise and relationships are very important, not only in everyday life, but in the classroom
Article	16 Inspirational Quotes from Children's Literature	Kimberly EHart (11/28/2015)	Student motivation through the use of children's literature
Article and Video	Principal of the Week: Shawn Rux / MS 53Q and YouTube: "MOTIVATE" / MS 53	Katie Honan (2016)	Far Rockaway Principal looks to bring pride back through Art and Music
Book	<u>Visible Learning for Teachers</u>	John Hattie (12/17/2011)	Collection of evidence-based research into what actually works in schools to improve learning
Books	<u>Habits of Mind</u>	Art Costa (2009)	How to transform schools into learning communities
Books and Articles	Too numerous to mention (Includes Leveled Series for Common Core)	Fisher & Frey	Improving student achievement and schools through literacy development (K – 12)
Book	<u>Content Counts! Developing Literacy Skills</u>	Jennifer L. Alteri (2011) Internat'l Reading Assoc	Developing discipline-based literacy skills (K – 6)
Book	<u>Understanding by Design</u> , 2 <sup>nd</sup> Edition	Wiggins & McTighe (2005)	The authors have put together a text that demonstrates what best practice in the design of learning looks like, for creating more engaging and effective learning (K - Univ)
Book	<u>Developing Readers in the Academic Disciplines</u>	Doug Buehl (2011)	Strategies to improve learning and literacy skills
Book	<u>Classroom Strategies for Interactive Learning</u>	Doug Buehl (2008)	Strategies for developing students to become purposeful thinkers and readers through scaffolding comprehension skills



## PROFESSIONAL RESOURCES (cont'd)

TYPE	TITLE	AUTHOR	DESCRIPTION
Book	<u>Energizers! 88 Quick Movement Activities That Refresh and Refocus</u>	Susan L. Roser (2009)	Encourages playful moving, laughing, chanting or singing to promote more productive learning (K – 6)
Book	<u>Energizing Brain Breaks</u>	David Sladkey (2013)	Activities to help students remain sharp and alert, re-energized for the next learning task
Book	<u>Someday</u>	Eileen Spinelli (2007)	Poetic words and collages depicting dreams of tomorrow, while living today (K – 4)
Book	<u>Best Practices in Literacy Instruction, 4<sup>th</sup> Ed.</u>	Lesley M. Morrow (2011)	Evidence-based teacher resource (PreK – 8)
Book	<u>Comprehension Instruction / Research-Based Best Practices</u>	Cathy Collins Block (2008)	Presents theory and practice on how we comprehend text and how to best foster the development of comprehension in students.
Book	<u>Comprehension Connections: Bridges to Strategic Reading</u>	Tanny McGregor (2007)	A guide to developing children's ability to fully understand texts by making the comprehension process achievable, accessible and incremental
Book	<u>Pump Up the Volume – Vocabulary</u>	Laureen Reynolds (2008)	Practical strategies to build students oral (listening and speaking) vocabulary words they understand and use when they speak (K – 3)
Book	Too numerous to mention	Gay Su Pinell and Irene Fountas	Expert guides to the teaching of phonics and spelling in the reading/ writing classroom (K – 3)
Book	<u>Interventions for All</u>	Yvette Zgonc (2010)	Phonological Awareness (K-2)
Book	<u>Words Their Way, 6<sup>th</sup> Ed.</u>	Donald R. Bear, et al (2015)	Hands-on approach to word study that illustrates how to integrate and teach children phonics, vocabulary and spelling skills (K – 6)
Book	<u>Phonics A – Z, 2<sup>nd</sup> Ed.</u>	Wiley Blevins (2006)	Phonics instruction (K – 2)
Book	<u>Preventing Reading Difficulties</u>	National Research Council (1998)	Reading research
Book	<u>The Fluent Reader, 2<sup>nd</sup> Ed.</u>	Timothy V. Rasinski (2010)	Strategies for building word recognition, fluency and comprehension (6 up)
Book	<u>The Balanced Leadership Framework, McRel</u>	Tim Waters	Actions and behaviors affecting student achievement
Book	<u>Math Their Way</u>	Mary Baratta-Lorton (1995)	Activity-centered math curriculum

## ADDITIONAL READINGS

- Bosch, Karen (2006) *Planning Classroom Management – A Five Step Process to Creating a Positive Learning Environment*. California: Corwin Press.
- Breaux, Elizabeth (2005) *Classroom Management Simplified* New York: Eye on Education.
- Brookhart, Susan (2010) *Assess Higher-Order Thinking Skills in Your Classroom* Virginia: ASCD.
- Covey, Stephen R. (1989) *The 7 Habits of Highly Effective People* ISBN 0743269513.
- Daniels, Aubrey C. (2000) *Bringing Out the Best in People, How to Apply the Astonishing Power of Positive Reinforcement* McGraw-Hill, Inc. ISBN 0071364099
- Glasgow, Neal and Hicks, Cathy (2003) *What Successful Teachers Do* California: Corwin Press.
- Levin, James and Nolan, James F. (2000) *Classroom Instruction That Works: 100 Problems* Allyn and Bacon ISBN 0205482955.
- Marzano, R., Pickering, D. & Pollock, J. (2001) *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement* Alexandria, Va.: ASCD ISBN 0131195035.
- McMillan, Mary (1992) *Lifesavers for Substitutes* Good Apple, Inc. ISBN 0866536783.
- Rutherford, Paula (2002) *Why Didn't I Learn This in College?* Just Ask Publications ISBN 0966333616.
- Smith, Rick (2004) *Conscious Classroom Management – Unlocking the Secrets of Great Teaching* California: Conscious Teaching Publications.
- Spencer, Karla (2006) *Best Lesson Plan Websites for Educators* California: Mary D. Smith.
- Sprick, Randall S. and Howard, Lisa M. (1995) *The Teacher's Encyclopedia of Behavior Management – 100 Problems/ 500 Plans for Grades K-9* Sopris West, 1140 Boston Avenue, Longmont CO 80501, ISBN 1570350310.,
- Stronge, James H. (2002) *Qualities of Effective Teachers* Virginia: ASCD
- Wong, Harry K. and Wong, Rosemary Trippi (1991) *The First Days of School – How to be an Effective Teacher* Harry K. Wong Publications, 1030 W. Maude Ave. Ste 501 Sunnyvale, CA 94086, ISBN 0962936006..
- *Proven Behavior Management Skills and Teaching Strategies – Substitute Teacher* Utah: The Substitute Teaching Institute, 2009.
- *Effective Methods of Facilitating Substitute Teacher Training – Grades K-12 Sub Trainer Manual*. Utah: The Substitute Teaching Institute, 2005.

## CITY AND STATE CONTACTS AND LINKS

- SubCentral Help Desk – (718) 935-4401
- SubCentral E-Mail address – [SubCentral@schools.nyc.gov](mailto:SubCentral@schools.nyc.gov)
- SubCentral/SmartFindress Dial-In (718)935-6740
- SubCentral Web Page – <https://subcentral.eschoolsolutions.com>
- UFT – <http://www.uft.org>
- New York City Department of Education- <http://schools.nyc.gov/>
- NYCDOE – Division of Human Capital – <https://www.schools.nyc.gov/employees/>
- New York State Education Department – <http://www.nysed.gov>
- NYS Exams – <http://www.nystce.nesinc.com/>
- Child Abuse Identification/School Violence Prevention and Intervention Workshops –  
<http://www.highered.nysed.gov/tcert/certificate/ca.html>  
<http://www.highered.nysed.gov/tcert/certificate/save.html>

## CHANCELLOR’S REGULATIONS AND RELATED RESOURCES

- Chancellor’s Regulations - All Chancellor’s Regulations  
<https://www.schools.nyc.gov/school-life/policies-for-all/chancellors-regulations>
- C-105  
<https://schools.nyc.gov/docs/default-source/default-document-library/c-105-english>
- A-420  
<https://www.schools.nyc.gov/docs/default-source/default-document-library/a-420-english>
- A-421  
[https://www.schools.nyc.gov/docs/default-source/default-document-library/a-421-\(10-30-14\)a2cd7d365694e10843741b8bd83dfb0](https://www.schools.nyc.gov/docs/default-source/default-document-library/a-421-(10-30-14)a2cd7d365694e10843741b8bd83dfb0)
- Citywide Standards of Discipline and Intervention Measures (The Discipline Code) <http://schools.nyc.gov/>  
Type “discipline code” in SEARCH bar  
Association for Supervision and Curriculum Development (ASCD) – <https://www.ascd.org>

NOTE: Internet addresses active at the time of publication

It is important that Substitutes keep daily records of their assignments. The information below is a sample of what should be used.

**SUBSTITUTE TEACHER ASSIGNMENT TRACKING FORM**

KEEPING TRACK OF JOBS / PAY					
DATE WORKED	TIME/DATE JOB ACCEPTED	JOB NUMBER	SCHOOL NAME/CODE	FULL TIME TEACHER NAME	DATE PAID

## SUBSTITUTE QUICK REFERENCE CARD

System Phone Number \_\_\_\_\_

Help Desk Phone Number \_\_\_\_\_

Write your Access ID \_\_\_\_\_

Write your PIN \_\_\_\_\_

Web Browser URL \_\_\_\_\_

### THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:

DAY OF THE WEEK	TODAY'S JOBS	URE JOBS

### DECLINE / CANCEL REASONS:

1. Illness
2. Lack of Child Care
3. Transportation Hardship
4. Uncomfortable with Assignment Location
5. Uncomfortable with Assignment Classification
6. Uncomfortable with Assigned School
7. Previous Assignment
8. Unavailable During Assignment Period

\_\_\_\_\_ with the system and create a PIN. The Access ID

### TELEPHONE ACCESS INSTRUCTIONS

1. Enter your **Access ID** followed by the star (\*) key
2. Enter your **PIN** followed by the star (\*) key

## THE SYSTEM CALLS

### HEAR THE JOB OFFER

1. **PRESS 1** to Hear the job offer
2. If you **pressed 1** to Hear the job offer  
**PRESS 1** to Hear the job description  
**PRESS 2** to Decline the job (without hearing the description)  
Enter the decline reason from page 1 followed by the star (\*) key
3. If you **pressed 1** to Hear the job description  
**PRESS 1** to Accept this job  
**Record the Job Number. You are successfully assigned to the job.**  
**PRESS 2** to Repeat the job description  
**PRESS 3** to Decline the job  
Enter the decline reason from page 1 followed by the star (\*) key  
**PRESS 1** to Accept

### HEAR THE CANCELLATION

1. Hear "This assignment has been cancelled" and the job information
2. **PRESS 1** to Repeat the job information

## CALLING THE SYSTEM

### MENU OPTIONS

- 1 - Review or Cancel Assignments
- 2 - Hear Available Jobs
- 3 - Change your Callback Number
- 4 - Review or Modify Temporary Do Not Call Time
- 5 - Review or Modify Unavailability Dates
- 6 - Review or Modify Daily Availability
- 7 - Change PIN or Re-record Name
- 9 - Exit and hang-up

### REVIEW OR CANCEL ASSIGNMENTS

1. Hear assignments in chronological order
  - **PRESS 1** to Hear assigned job information again
  - **PRESS 2** to Cancel this assigned job
2. If you **pressed 2** to Cancel assignment
  - **PRESS 1** to Confirm cancellation (Enter cancellation reason followed by the \* key)

### HEAR AVAILABLE JOBS

1. Hear assignment information
  - **PRESS 1** to Repeat assignment
  - **PRESS 2** to Accept assignment
  - **PRESS 3** to Decline assignment
2. If you **pressed 3** to Decline assignment
3. Enter decline reason from page 1 followed by the star (\*) key

### CHANGE YOUR CALLBACK NUMBER

1. Hear the Callback telephone number
  - **PRESS 1** to Modify callback telephone number
2. Enter new telephone number followed by the star (\*) key.

### TO CHANGE PIN or RE-RECORD NAME

1. **PRESS 1** to Change your PIN
2. **PRESS 2** to Change the recording of your name

## WEB BROWSER ACCESS INSTRUCTIONS

### SIGN IN

Open your browser and access the SmartFindExpress Sign In page. Enter your Access ID, PIN, follow the “reCAPTCHA” instructions, then click on the “Submit” button.

### PIN REMINDER

The “Forgot your PIN?” link supports users who want to log into the system, but have forgotten their PIN. When this link is selected, the system displays the PIN Reminder Request page. The user’s Access ID and the security code being displayed must be entered on this page. **Note:** *You must be registered with the system to use this option.*

### PROFILE

- [Information](#) - Review profile status and address information.
- [Callback Number](#) – View/update callback number.
- [Change Password](#) - Enter your current PIN followed by a new PIN twice and click Save

### SCHEDULE

#### Modify an Availability Schedule

- Choose day or days of the week you want to delete by checking the boxes by that day and select the *Delete* button
- Select the *New* button to add a new day of week or time. Follow the steps for “Create a New Availability Schedule” as outlined above

#### Classifications and Locations

- Review classifications and locations you have chosen for assignments.

#### Unavailable Dates Tab

- Create Unavailability Schedule
- Select the *New* button
- Enter Start and End Date Range (MM/DD/YYYY) or use the calendar
- Select the *All Day* check box or enter the time range in HH:MM am or pm format
- Select the *Call for Future Assignments* checkbox, if during the unavailable time period entered you would still like to receive calls for future assignments. Leave box unchecked if you do not want any calls during this time
- Select Save button

## AVAILABLE JOBS

Choose the *Available Jobs* link to view and accept assignments

To view and accept jobs:

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

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:
  - 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.**
  - Select the *Decline Job* button. Select a reason for decline from the drop-down list, then select the *Decline Job* button
  - 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
- Press the *Search* button to display the list of assigned jobs
- Choose the *Job Number* link to view job details
- Select the *Return to List* button to review other jobs assigned to you
- 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 within 1 hour of the start time.
- An assignment may contain file attachments. To view or download a file attachment, click on the file name.

## SIGN OUT AND WEB BROWSER INFORMATION

At any time during the session, the *Sign Out* link can be selected to end the session and disconnect from SmartFindExpress. Selecting the browser's back button or going to another site on the Internet does not disconnect the session from SmartFindExpress.

To ensure security and privacy of information, use the *Sign Out* link to disconnect from SmartFindExpress, and close the web browser when you finish with your session.

You can click the Help link to access Help Guides and How-to videos.

**Important Note:** Do NOT use the browser's BACK button to navigate to screens. Instead, use the navigation buttons, such as “Return to List” and “Continue”, which are located at the bottom of SmartFindExpress screens.



## NOTES

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## NOTES

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**Division of Human Capital  
HR School Support**