

# Handbook for Substitute Teachers



## New York City Public Schools

New York City Public Schools  
Division of Human Resources  
[schools.nyc.gov](https://schools.nyc.gov)



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**Dear Colleague:**

Welcome to the exciting challenge of becoming a substitute teacher with the New York City Public Schools (NYCPS). 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 NYCPS.

The NYCPS system is our nation's largest: approximately one million registered students and staff; more than 1,600 schools in operation, citywide; 75,000 teachers and teacher-related positions, assisted by approximately 25,000 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;
- Demonstration of effective instruction, consistent with school norms and classroom management.

The Division of Human Resources has created this handbook to:

- Clarify processes;
- Describe expectations;
- 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, NYCPS, 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, Division of Human Resources*  
*Office of HR School Support*

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# **SECTION 1: SUBSTITUTE TEACHER DUTIES & RESPONSIBILITIES**



# FOUR PILLARS of BUILDING TRUST in NYCPS

NYCPS is committed to working collaboratively with families, educators, and communities to improve student achievement and ensure that every child graduates from high school and is prepared for college, a career, and a future as a critically thinking adult.

The four pillars for improving and building trust include:

## 1. Reimagining the student experience

- Career Pathways Initiative: creating career-connected learning and pathways for all of our students to help activate their passion and sense of purpose.
- Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
- Supporting our children to become strong readers.
- Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.
- Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages; strengthening early childhood education.
- Creating an Advisory Council on Literacy.
- Virtual learning and expanding virtual options for students.

## 2. Scaling, sustaining, and restoring what works

- Identifying the amazing practices throughout our system and sharing via state-of-the-art knowledge-sharing system so that they become models that other schools can try to emulate.
- Expanding opportunities for accelerated learning in every school.

## 3. Prioritizing wellness and its link to student success

- Working with the Mayor's office to increase the number of School Safety Agents.
- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our schools' capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

## 4. Engaging families to be our true partners

- Making sure that we are in close communication with our families, surfacing their expertise to enable all of us to more effectively educate and support our children.
- Engaging with families in policy creation and implementation procedures to support students academically, physically, emotionally, and socially.
- Supporting governance structures like Parent Associations, PTAs, School Leadership Teams, and Citywide Councils so they can provide policy recommendations that work for our schools and the system as a whole.

Read Chancellor David C. Banks' remarks on his vision from March 2, 2022:  
<https://www.schools.nyc.gov/about-us/messages-for-families/chancellors-address>





# DUTIES of the SUBSTITUTE TEACHER

As a substitute teacher, you play an important role in supporting the daily life of a school. Substitute teachers are employed by NYCPS, on an as-needed basis, to cover the classroom in the absence of the classroom teachers. Your primary responsibility is to continue student learning along the continuum, established by the absent classroom teacher. Your duties may include the following:



- Providing instruction as outlined by the classroom teacher.
- Reviewing and following the provided lesson plan, seating chart and roster.
- Creating YOUR OWN lesson plans as a backup.
- Researching and following daily attendance procedures.
- Reinforcing appropriate behavior using positive behavior supports.
- Maintaining a neat, orderly, and functioning classroom.
- Researching and familiarizing yourself with the layout of the school.
- Obtaining information regarding drills, pick-up/drop-off, and recess regulations of your classroom.
- Ensuring that the students are never left unattended in the classroom.
- Anticipating classroom challenges and being prepared with strategies.
- Leaving specific updates for the returning teacher.

## Other Classroom Duties

### Granting Permission

- If students are being admitted to or pulled out of class, always ask for documentation.
- If you are granting permission for 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.
- If you have an official pass, ensure that its use aligns with school policy.

### Office of Safety and Youth Development's Guidelines for Transitioning Students Safely

- **Missing Student Protocol and Responding to Door Alarms:** You must be familiar with the steps that must be taken when a student is reported lost or missing, and when a door alarm is activated. Protocol must immediately be followed when a student has been reported missing, the student's whereabouts cannot be confirmed, and there is concern for the student's safety or well-being. The steps vary from school to school so you should confirm with the classroom teacher.
- **Emergency Evacuations:** Know emergency evacuation routes for the classrooms assigned.
- **Transitioning to/from Classroom:** Oversee students in the hallways and cafeteria as they transition to and from classrooms.



More information about guidelines for transitioning students safely throughout the school day can be found in <https://www.schools.nyc.gov/docs/default-source/default-document-library/guidelines-for-transitioning-students-safely-15-16.pdf>.



### Completing Administrative Tasks

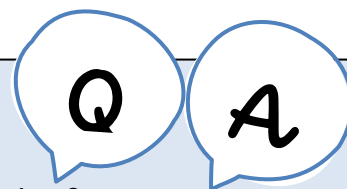
You are required to maintain and at times share student information. As a result, you are expected to maintain proper documentation such as: student absences, lateness, or other information asked of you in the plans of the absent teacher. You may want to use a copy of the attendance sheet to record student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

You can use brief periods between classes to complete attendance records such as: daily attendance forms, subject attendance scan sheets, Delaney cards, etc. Carefully follow the school secretary's or administrator's directions to ensure accuracy.

### Diapering and Toileting (for LYFE Substitute Teachers)

Teachers are responsible for the health and safety of the students and classroom environment. This includes ensuring the classroom is set up with a designated changing area and incorporating routines for toileting into the daily schedule. Although it is the paraprofessional's primary job to be available to change soiled diapers or clothes, teachers must diaper and toilet a student if the need arises. For more information, visit [https://www.uft.org/sites/default/files/attachments/Diapering\\_toileting.pdf](https://www.uft.org/sites/default/files/attachments/Diapering_toileting.pdf)

## Frequently Asked Questions



*Circle the choice that best answers the question.*

- 1) Which of the following are responsibilities of a substitute teacher?
  - A. Continuing student learning along the continuum established by the absent full-time teacher.
  - B. Creating your own lesson plans as a backup.
  - C. Maintaining a neat, orderly, and functioning classroom.
  - D. All of the above
- 2) Which other classroom duties are substitute teachers expected to do?
  - A. Complete administrative tasks.
  - B. Ask for documentation when students are being admitted to or pulled out of class.
  - C. Follow missing student protocol and respond to door alarms.
  - D. All of the above
- 3) TRUE or FALSE: Teachers are responsible for the health and safety of the classroom environment and should take any steps necessary to maintain a safe and clean environment including ensuring the classroom is set up with a designated changing area and incorporating routines for toileting into the daily schedule.
  - A. True
  - B. False

Answers: 1)D, 2)D, 3)A

# CODE of ETHICS

A “Code of Ethics” defines and describes acceptable practices. The Code of Ethics for substitute teachers examines specific responsibilities of the substitute teacher, as well as the relationships that must be maintained with students, parents/guardians, 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/guardians 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
- 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/guardians, students and/or others, to a school administrator.

## Relationships with Students and Parents/Guardians

- 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/guardians and staff members.
- Present yourself as a positive adult role model.

## Relationship with the School Administration

- Recognize the school administration’s supervisory role.
- 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.

## Social Media Policy



All substitutes are required to read NYCPS's Social Media Guidelines (<https://infohub.nyced.org/working-with-the-doe/current-employees/social-media-guidelines-for-doe-staff>) and adhere to our professional standards of conduct including not taking and sharing photos or videos of students or other NYCPS employees on social media. 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 NYCPS staff to use these tools in a way that protects the privacy and safety of our students, their families and employees.

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

## Do Not Use (DNU)

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. At the end of each day, schools have the right to determine whether an individual substitute should not be assigned back to that school. When that happens, the schools submit a Do Not Use (DNU) form. ***A DNU is a disciplinary record that blocks a substitute from working at the school that submitted the complaint.*** Since a DNU is rarely removed from a substitute's record, it may have long-term consequences if a substitute applies to become a substitute paraprofessional or to be rehired as a substitute teacher by other schools in the future.

### A substitute may receive a DNU for:

- Inconsistent attendance
  - Failure to report for an assignment
  - Unexcused lateness to an assignment
- Poor classroom management
- Inability to meet the needs of the student population
- Unprofessional behavior such as:
  - Sleeping during assignment
  - Poor attitude (erratic, aggressive, argumentative, etc.)
  - Inappropriate or excessive use of cell phones, laptops, watches, headphones, or other technology

If a more egregious incident of professional misconduct occurs (verbal, corporal, sexual, discriminatory allegations, etc.), the DNU will result in an immediate suspension and an investigation which could ultimately lead to termination.

The Disciplinary Unit regularly monitors each substitute's performance and sends letters to substitutes via standard mail and/or NYCPS email. These letters are sent each time a school reports an issue about a substitute's work performance in NYCPS.

## Do Not Use (cont'd)

When a school submits a DNU the following will occur:

- The substitute's SubCentral account will be deactivated; making the substitute unavailable for future jobs and unable to be paid for future work until the Disciplinary Unit completes its review.
- The Disciplinary Unit then conducts conferences with the substitute and their union representative, with the hope of improving the reported behavior and reaching mutual agreements regarding the substitute's continued employment. Areas for discussion may include ineffective classroom management, unprofessional demeanor or behavior.
- Additional training may be recommended to improve the substitute's overall performance and enhance their 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 the substitute continues to receive negative performance reports, they may be suspended or terminated, as well as being blocked from obtaining future employment within NYCPS.

If you receive a DNU, please send your questions to [SubstituteDisciplinaryUnit@schools.nyc.gov](mailto:SubstituteDisciplinaryUnit@schools.nyc.gov)

## Nominating School

In some cases, the nominating school may report a substitute for unsatisfactory or below average performance. In these cases, the substitute may be terminated, since the nominating school was the school that endorsed the initial employment.

## Evaluations and End of Year Ratings

Substitute teachers who work a minimum of 30 days in a school during a school year will receive an official performance rating of either *Unsatisfactory* or *Satisfactory* at the end of the school year.

- Principals have the option of rating substitute teachers who work less than 30 days in their respective schools.
- If you receive an end of year rating of *Unsatisfactory*, you will be ineligible to work as a per diem substitute teacher going forward.
- Should you be terminated for unsatisfactory 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://www.schools.nyc.gov/docs/default-source/default-document-library/c-31-10-16-2002-final-remediated-wcag2-0.pdf>



**NOTE:** You can receive multiple ratings in a school year. You will receive a rating for every school in which you provide a minimum of 30 days of service.

## Unsatisfactory Performance

Principals may give *Unsatisfactory* ratings (*U-Rating*) to substitute teachers for poor or less than satisfactory performance. Individuals who receive a *U-Rating* must have the rating overturned in order to return to service as a substitute teacher in the following school year.

While it is our overall goal to support and assist you, sometimes these efforts are not successful. NYCPS will initiate termination procedures for substitute teachers whose performance does not improve. Substitute teachers who exhibit poor classroom management skills, ineffective or non-existent lesson planning, poor communication skills (oral and/or written), poor attendance, and/or other substantiated school-based investigations will be reported to the Disciplinary Unit.

# REGULATIONS of the CHANCELLOR and NYCPS POLICIES

For substitute employees, several regulations play a more prominent role in day-to-day scenarios. Important Chancellor's Regulations, with which you need to become familiar, are highlighted below and can be located on NYCPS's Website: <https://www.schools.nyc.gov/about-us/policies/chancellors-regulations>



## **Chancellor's Regulation C-105 – Reporting an Arrest: Procedures in Case of the Arrest of Employees**

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

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

Pursuant to these laws, there are restrictions regarding financial relationships and other conduct of all NYCPS 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.
- NYCPS 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 NYCPS. 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 abuse of children.

**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 NYCPS'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 NYCPS 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 NYCPS 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

**Telephone:** (718) 935-3320

**Email:** [oeoinquiries@schools.nyc.gov](mailto:oeoinquiries@schools.nyc.gov)

**Website:** <https://www.schools.nyc.gov/about-us/policies/non-discrimination-policy>





# NYCPS SUBSTITUTE EMPLOYEE POST-ARREST PROCEDURES

When a substitute is arrested and charged with a felony, misdemeanor, or violation, the Office of HR School Support's Disciplinary Unit immediately suspends the substitute and cancels all future assignments. Return to work can only occur if/when the Office of Personnel Investigations (OPI) clears the employee for work.

All post-arrest procedures are handled by the Office of Personal Investigations:

**Address:** Administrator, Office of Personnel Investigation (OPI)  
New York City Public Schools  
100 Gold Street  
Rm 4000  
New York, NY 10038

**Fax:** (718) 935-4366/5778

**Email:** [OPIArrestNotification@schools.nyc.gov](mailto:OPIArrestNotification@schools.nyc.gov)

***NYCPS substitutes who have been arrested or charged must take the following steps:***

- 1) Notify OPI within 3 business days. All notifications must be in writing and submitted by Fax or Email.
- 2) Inquiries concerning this regulation or the deliverance of original court/disposition documents should be directed or hand-delivered to the OPI office.
- 3) Notify School/Worksite Administration (if on a long-term assignment)



Q

A

# Frequently Asked Questions

Circle the choice that best answers the question.

- 1) TRUE or FALSE: A "Code of Ethics" defines and describes acceptable practices.
  - A. True
  - B. False
- 2) Who has the ultimate responsibility for the delivery of instruction and classroom management?
  - A. Parent/Guardian
  - B. Paraprofessional
  - C. Classroom Teacher
  - D. School Administrator
- 3) TRUE or FALSE: Personal telephone numbers, email addresses, and social media handles (Instagram, Snapchat, Tik Tok, etc.) should never be given to students.
  - A. True
  - B. False
- 4) Who has the right to determine whether an individual substitute should not be assigned back to the school?
  - A. Schools
  - B. Parent/Guardian
  - C. Student
  - D. Classroom Teacher
- 5) Which of the following is true about a DNU (Do Not Use)?
  - A. It is rarely removed from the substitute's disciplinary record.
  - B. It may have long-term consequences for future substitute assignments.
  - C. It will block a substitute from working at the school that submitted the complaint.
  - D. All of the above
- 6) For what reason(s) would a substitute receive a DNU?
  - A. Failure to report for an assignment.
  - B. Unexcused lateness to an assignment.
  - C. Inappropriate or excessive use of cell phones, laptops, or other technology.
  - D. All of the above
- 7) What financial relationship(s) is a NYCPS substitute prohibited from entering?
  - A. Tutoring or teaching a student from their assigned school outside of school premises.
  - B. Loaning of money.
  - C. Selling of products such as cosmetics or other items; selling Girl Scout cookies; contributing to charitable causes; and participating in a savings club.
  - D. All of the above
- 8) TRUE or FALSE: Substitute employees who are arrested and charged with a felony, misdemeanor, or violation can only return to work if/when the Office of Personnel Investigations (OPI) clears the employee for work.
  - A. True
  - B. False

Answers: 1)A, 2)C, 3)A, 4)A, 5)D, 6)D, 7)D, 8)A

## SECTION 2: SUBCENTRAL



# SYSTEM OVERVIEW

SubCentral is the “home base” for substitute teachers. It is an electronic means for schools to report absences and schedule substitutes in NYCPS. The Substitute Module of the SubCentral System ensures quick and easy access to the information you need to review your profile, view available jobs and review and/or cancel assignments. The purpose of the system is to:

- Automate the absence entry, your search for day-to-day assignments, and the job assignment process
- Ensure that students receive continuous support when their full-time teachers are absent
- Ensure the continuity of classroom instruction and delivery of student services by assigning qualified substitute teachers to fill absences
- Remove the responsibility placed on principals and school staff to locate suitable substitutes when full-time teachers are absent
- Track and maintain information on absences and substitute usage

**NOTE:** SubCentral serves NYCPS only. This does not include charter schools, private schools, or parochial schools.

SubCentral selects eligible candidates to fill absences and places calls to you during the specified call-out times. SubCentral selects substitutes based on eligibility only. This means that if you’ve previously worked at a school, you are not guaranteed to continue receiving calls from that school. You can accept or decline jobs. If unfilled, the system repeats the process for the next selected substitute. SubCentral records the assignment and tracks the status, through completion, for record keeping and management reports.

**NOTE:** If a substitute declines three job offers in one day, they will not receive any other job offers during the specified call-out times that day.

## System Call-Out

The system will call you on your callback phone number.

- **Monday-Friday:** For same day assignments, the system will begin to call substitutes at 5:30 a.m. and continue until the assignment is filled or 30 minutes prior to the start of the school day.
- **Sunday-Friday:** For future assignments, up to 30 days in advance, the system call substitutes between 5:00 p.m. and 10:30 p.m.

If you miss a call from SubCentral, you should access the SubCentral system to review all available assignments which match your profile.



To search for available jobs, you can access SubCentral online at <https://subcentral.eschoolsolutions.com/>, by calling the SubCentral system at (718) 935-6740, or through the SubCentral App. The system is available 24 hours a day, 7 days a week.

When in doubt, contact the SubCentral Help Desk, Monday through Friday, between the hours of 6:00 a.m. and 2:00 p.m. at (718) 935-4401 or via email at [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov).

# REGISTRATION for SUBCENTRAL

## One-Time Registration

**Registration within 72 hours of employment is mandatory.** In order to use the SubCentral System, you will need to register by telephone. If you do not register, you will not be called for jobs and may be subject to termination from the position. If you have registered in the past (e.g., while being a full-time pedagogical employee or substitute), you do not have to register again. Please note that:



- All substitute teachers, even if you are providing substitute service in only one school or a long-term assignment, must register with SubCentral.
- **Substitutes that have not registered for SubCentral WILL NOT BE CALLED, WILL NOT BE OFFERED** any automated job assignments, and will be removed from consideration for employment.
- You must have a working telephone that accepts calls from the SubCentral System.

## First Time Registrants

- Once you have been staffed as a substitute teacher, you will receive an email welcoming you to NYCPS. Within that email, you will receive your Employee Information System (EIS) Number. You will need this number in order to register with the SubCentral System and create a Personal Identification Number (PIN).
- It is essential that you memorize and record these numbers. You will use them regularly throughout your career with NYCPS.
- **All substitutes must complete the one-time registration process within three (3) days of receiving the congratulatory email.** Your EIS number is both your Access ID and PIN.
- Your Access ID and PIN are used for all interactions with the system and should **never** be shared with anyone else. You can register and change your PIN by calling (718) 935-6740.



## Registration Instructions

1. Call the system number at **(718) 935-6740**.
2. Enter your **Access ID** (File/EIS number) followed by the star (\*) key (DO NOT ENTER LEADING ZEROES).
3. When the system asks you to enter your PIN, you should enter your **Access ID** (File/EIS number) again followed by the star (\*) key.
4. Record your name followed by the star (\*) key. You will hear the telephone number (callback number) that the system will use to call you. You can modify this number at this time.
5. Create your PIN, followed by the star (\*) key. PIN numbers must be numeric, be between six and nine digits in length, and cannot be the same as your Access ID (File/EIS number).

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

## Classifications

Your profile will contain the *COMMON BRANCHES* classification which is defined as any or all subjects included in a K-12 school. You may request to add or remove additional classifications to your profile based on subject areas you are proficient in and comfortable teaching. With a few exceptions, you are not required to hold a New York State Certification for most classifications.

### Substitute Teacher Classifications

- *ART*
- *BUSINESS EDUCATION*
- *COMMON BRANCHES*
- *EARLY CHILDHOOD*
- *ENGLISH*
- *ENGLISH AS A SECOND LANGUAGE*
- *FOREIGN LANGUAGE*
- *LIBRARY*
- *MATHEMATICS*
- *MUSIC and DANCE*
- *READING*
- *SCIENCE*
- *SOCIAL STUDIES*
- *SPECIAL EDUCATION*

### You Must Hold a New York State Certification for the following Classifications:

- *HEALTH AND PHYSICAL EDUCATION*
- *TECHNOLOGY AND HUMAN SCIENCES*

## Locations

NYCPS is divided into 32 geographic districts. Your profile will contain the district that is based on the school that nominated you. *To view a complete list of districts, please refer to the District Map located on the next page.*

- Substitutes nominated by a District 75 school will be offered jobs for District 75 schools in the same borough as the nominating school.
- Substitutes nominated by a general education school will be offered jobs for schools in the same district as the nominating school.

You may request additional districts. Typically, a substitute is granted no more than ten districts or two 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.

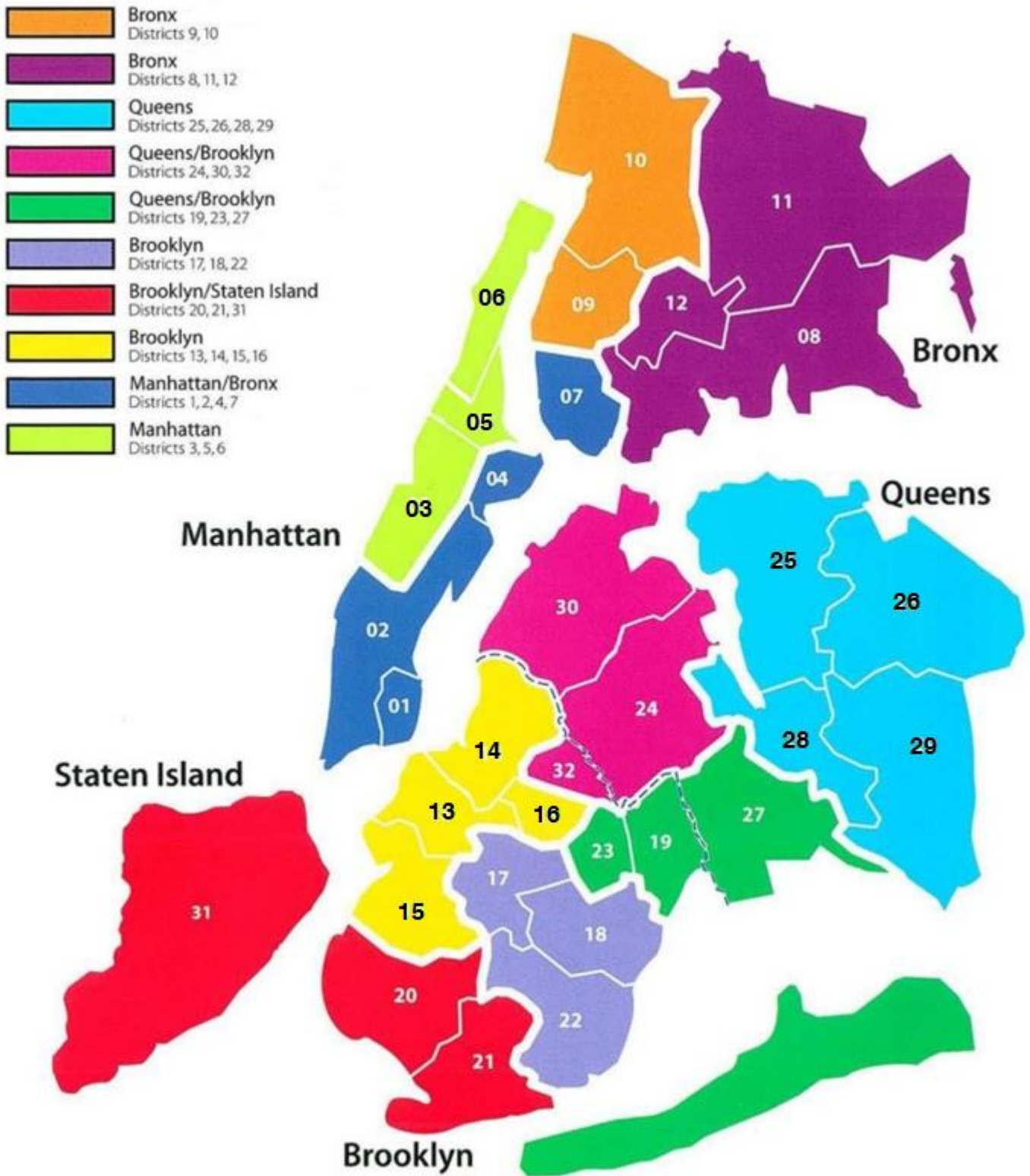
### **Submit a Request to Update Classifications or Locations**

To request classifications or locations be added to or removed from your SubCentral profile, please complete the Classifications & Locations Request Form on the SubCentral homepage. Requests will be processed in approximately five business days.

**NOTE:** To add classifications that require a New York State certification, you must send an email to [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov) using "Request for Addition of Classification/Location" in the subject line. In the body of the email, provide your name, SubCentral ID number, and requested classification. Please be advised that the certification must appear in your New York State TEACH profile before it can be added to your SubCentral profile.




## District Map



# SUBCENTRAL DIRECTIONS

## How the Directions are Structured

The following pages contain directions on how to access and manage your profile as well as search, review, and cancel jobs in SubCentral via the  app,  online, and  phone. The directions are organized by a color-coded topic and then by the device as indicated by the icon.

*For example, if you want to enter a date you will be unavailable to work because of a doctor's appointment through the SubCentral website, you will go to the blue "Manage Your Profile" section and look for the  online icon.*

Each color corresponds to the topic.

## How to Access SubCentral

- Login
- Manage Settings
- Reset PIN
- Reset Password

## How to Manage Your Profile

- Availability
- Unavailability
- View Classifications
- View Locations

## How to Accept a Job

- Accept a Job

## How to Review and Cancel a Job

- Review Past, Present, and Future Jobs
- Cancel a Job



# HOW to ACCESS SUBCENTRAL




A minimum six-digit PIN number is required to access SubCentral via phone. You create this PIN while completing your one-time registration in SubCentral.



## PASSWORD

The same alphanumeric eight-digit password is required to access SubCentral both online and on the app. You create this password upon your first login only after completing your one-time registration in SubCentral.

Directions on how to change your PIN and password are found in the following  instructions. If you do not remember your PIN or password, please contact the SubCentral Help Desk, Monday through Friday, between the hours of 6:00 a.m. and 2:00 p.m. at (718) 935-4401 or via email at [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov).



## Access SubCentral via App

The SubCentral Mobile App, also known as *SmartFind Express (SFE)*, is available for both Android and iOS devices. The SubCentral Mobile App displays a user-friendly interface which includes the same functionality as the web.

To download, install and setup the SmartFind Express Mobile App:

1. For Android devices go to the Google Play Store or for iOS devices go to the Apple App Store and download and install the *SmartFind Express Mobile App*.
2. Open the *SmartFind Express App* and click the **ADD DISTRICT** button.
3. Enter the District Code **JLCH**.
4. Select the district **NYC DOE SUBCENTRAL**.
5. Log in using the same credentials you use to log in to the SubCentral webpage.

For additional instructions please visit the Mobile App Guide:

<https://video.eschoolsolutions.com/mobileapp/SubstituteGuideSmartFindExpressMobile.pdf>



### Forgot Password

1. Open the *SmartFind Express* App.
2. Click on **Forgot Password?** (located above the **Sign In** button).
3. Enter your SubCentral Access ID (EIS number without leading zeroes).
4. Click **Submit**.
5. The link to reset your password will be sent to your NYCPS email address.

If this does not resolve your issue, please contact the SubCentral Help Desk at 718-935-4401 or email [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov).

### Manage Notifications

1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. From the **General** tab, select **Notifications**.
4. Turn notifications on or off for both push (in-app) and SMS (text) delivery.
5. If you elect to receive SMS notifications, tap Enter Mobile Phone Number to update your preferred mobile number and provider.



## Access SubCentral via Online

### First-time WEB Users

1. Open your Internet browser and access the SubCentral Sign In page:  
<https://subcentral.eschoolsolutions.com/logOnInitAction.do>
2. Enter your Access ID (EIS number without the leading zero) and PIN.
3. You will be prompted to create a password.

### One-Time Email Validation

Upon successful log in, the system will prompt you to validate your email. Upon validation a time sensitive email will be sent to your NYCPS email address. Click on the link provided to validate your email.

### Forgot Password

1. Go to the SubCentral Website: <https://subcentral.eschoolsolutions.com/logOnInitAction.do>
2. Click on **Forgot Password?** (located below **Submit** button).
3. Enter your SubCentral Access ID (EIS number without leading zeroes).
4. Click **Submit**.
5. The link to reset your password will be sent to your NYCPS email address.

If this does not resolve your issue, please contact the SubCentral Help Desk at 718-935-4401 or email [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov).

### Signing Out

At any time during the session, the **Sign Out** link can be pressed to end the session and disconnect from SubCentral. Pressing the browser's back button or going to another site on the internet does not disconnect the session from SubCentral. To ensure security and privacy of information, use the **Sign Out** link to disconnect from SubCentral and close the browser when you finish with your session.

**NOTE:** Do NOT use the browser's BACK button to navigate to screens. Navigation buttons are on the bottom of SubCentral screens, such as the **Return to List** and **Continue** buttons.



## Access SubCentral via Phone

To access SubCentral via phone please dial: 718-935-6740.

1. Enter your Access ID, followed by the star (\*) key.
2. Enter your PIN, followed by the star (\*) key (If you do not have a PIN, enter your Access ID again, when prompted for your PIN. You will then be able to enter a new PIN to use.

When the system calls you to offer you a potential job or announcement regarding an existing job, press the star (\*) key. This will signal to the system that you are on the line. Then you will have 2 minutes to enter your Access ID and PIN.

### Change Your PIN or Re-record Your Name

1. Dial **718-935-6740**.
2. Enter your **Access ID**, followed by the star (\*) key.
3. Enter your **PIN**, followed by the star (\*) key.
4. PRESS 7 to change your PIN or re-record your name.
  - a. PRESS 9 to exit to menu options (number will not be changed)
  - b. PRESS 1 to change your PIN.
    - i. Enter a new PIN at least six digits in length followed by the star (\*) key
    - ii. PRESS 1 if correct.
    - iii. PRESS 8 to re-enter the number.
    - iv. PRESS 9 to exit to menu options.
  - c. PRESS 2 to change the recording of your name.
    - i. Record your name; press the star key (\*) when finished.
    - ii. PRESS 1 to accept.
    - iii. PRESS 2 to re-record name.
    - iv. PRESS 9 to exit to menu options.

### Change Your Callback Number

1. Dial **718-935-6740**.
2. Enter your **Access ID**, followed by the star (\*) key.
3. Enter your **PIN**, followed by the star (\*) key.
4. PRESS 3 to change your callback number.
5. Hear the callback telephone number.
  - a. PRESS 9 to exit to menu options (number will not be changed)
  - b. PRESS 1 to modify callback telephone number.
    - i. Enter your new telephone number followed by the star (\*) key. Hear the new telephone number.
    - ii. PRESS 1 if correct.
    - iii. PRESS 2 to re-enter the number.
    - iv. PRESS 9 to exit to menu options.

# HOW to MANAGE YOUR PROFILE

## Availability in SubCentral

All substitutes must manage their profiles appropriately and responsibly. You are expected to:

- Respond to job offers.
- Have a valid schedule in the SubCentral System (a minimum of two days a week).
- Be available to work on the days that you indicate that you are available.
- Update the SubCentral System by entering your unavailable date(s) or days (of the week) if you are not available to work.
- Only make yourself unavailable when you cannot work.
- Ensure that the school has placed the assignment in SubCentral if a school calls you directly to work.



## Update Availability via App

### Manage Profile Settings

1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. Select the **Personal** tab.
4. Select an option to update your email address, password, or contact information (for calls).

### Manage Your Schedule

1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. From the **Availability** tab, select **Schedule**.
4. For each day of the week, select your **Work Times** and **Do NOT Call Times** preferences.
5. Tap **Save**.

### Set Unavailable Dates

1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. From the **Availability** tab, select **Unavailability**.

To add an unavailability entry:

4. Tap **Add**.
5. Enter the unavailability details.
6. Tap **Save**.

To remove an unavailability entry:

- For iOS, press from the list and slide left, then tap **Delete**.
- For Android, press from the list and hold, then tap **Delete**.

### Classifications and Locations Menu

1. Open the *SmartFind Express* App.
2. From the **General** tab, select **Classifications** or **Locations**.
3. Review classifications and locations you have chosen for possible assignments.  
**NOTE:** You will only be able to view your classifications and locations. Changes can be requested by completing the Classification & Locations Request Form on the SubCentral homepage.



### **Update Availability via Online**

#### Change your Callback Number

1. Log onto SubCentral.
2. From the **Profile** tab, select **Personal Information**.
3. Enter the telephone number where you can be contacted by the system. Include the “1” (long distance indicator) and area code.
4. Click **Save**.

#### Temporary Do Not Call

1. Log onto SubCentral.
2. From the **Profile** tab, select **Personal Information**.
3. Enter a time in HH:MM am or pm format for the system to resume calling (The maximum is 24 hours from the current time).
4. Click **Save**.

#### Create a New Availability Schedule

1. Log onto SubCentral.
2. From the **Schedule** tab, select **General**.
3. Click the **New** button.
4. Select days of the week for the schedule by leaving boxes checked by that day.
5. Click **Save**.  
To exit without saving changes, click the **Return to List** button.

#### Delete an Availability Schedule

1. Log onto SubCentral.
2. From the **Schedule** tab, select **General**.
3. Select day(s) of the week you want to delete by checking the boxes by that day.
4. Click **Delete**.

#### Create Unavailability Schedule

1. Log onto SubCentral.
2. From the **Schedule** tab, select **Unavail Dates**.
3. Select **New**.
4. Enter Start and End date range (MM/DD/YYYY) or use the calendar icon.
5. 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 the box unchecked if you do not want any calls during this time.
6. Click **Save**.

### Delete Unavailability Schedule

1. Log onto SubCentral.
2. From the **Schedule** tab, select **Unavail Dates**.
3. Place a checkmark in the desired date range box.
4. Click **Delete**.

### Classifications and Locations Menu

1. Log onto SubCentral.
2. From the **Schedule** tab, select **Classifications** or **Locations**.
3. Review classifications and locations you have chosen for possible assignments  
**NOTE:** You will only be able to view your classifications and locations. To request changes please follow the directions below.

### Adding Classifications and Locations

You may request to add or remove additional classifications to your profile based on subject areas you are proficient in and comfortable teaching. With a few exceptions, you are not required to hold a New York State Certification for most classifications.

You may request additional districts. Typically, a substitute is granted no more than ten districts or two 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.

### **Submit a Request to Update Classifications or Locations**

To request classifications or locations be added to or removed from your SubCentral profile, please complete the Classifications & Locations Request Form on the SubCentral homepage. Requests will be processed in approximately five business days.

**NOTE:** To add classifications that require a New York State certification, you must send an email to [subcentral@schools.nyc.gov](mailto:subcentral@schools.nyc.gov) using "Request for Addition of Classification/Location" in the subject line. In the body of the email, provide your name, SubCentral ID number, and requested classification. Please be advised that the certification must appear in your New York State TEACH profile before it can be added to your SubCentral profile.



## **Update Availability via Phone**

### Review or Modify Availability Dates

1. Dial **718-935-6740**.
2. Enter your **Access ID**, followed by the star (\*) key.
3. Enter your **PIN**, followed by the star (\*) key.
4. PRESS 6 to review or modify availability dates.
  - a. PRESS 9 to exit to menu options.
  - b. PRESS 1 to review or delete, hear a time period you are available to work.
    - i. Hear the day and time period in chronological order.

- ii. PRESS 1 to delete this time period.
  - iii. PRESS 8 to hear the next time period.
  - iv. PRESS 9 to exit to review or modify daily availability.
  - c. PRESS 2 to enter a new time period you are available to work.
    - i. Select the day of the week
    - ii. PRESS 1 for Monday thru Friday, 2=Sunday, 3=Monday, 4=Tuesday, 5=Wednesday, 6=Thursday, 7=Friday, 8=Saturday.
- NOTE:** Pressing 1 for Monday thru Friday allows you to enter the same time for those days at once.
- 1. Enter a time.
    - a. PRESS 1 for all day.
    - b. PRESS 2 to enter start and end time. Enter the time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm.
    - c. PRESS 9 to exit to review or modify daily availability (without saving changes).

#### Review or Modify Unavailability Dates

- 1. Dial **718-935-6740**.
- 2. Enter your **Access ID**, followed by the star (\*) key.
- 3. Enter your **PIN**, followed by the star (\*) key.
- 4. PRESS 5 to review or modify unavailability dates.
  - a. PRESS 9 to exit to menu options.
  - b. PRESS 1 to review or delete unavailability period.
    - i. Hear the unavailable period information.
    - ii. PRESS 1 to delete this unavailability period.
    - iii. PRESS 2 to hear the next unavailability period.
    - iv. PRESS 9 to exit to menu options.
  - d. PRESS 2 to add a new unavailability period.
    - i. Enter Start Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY).
    - ii. Enter End Date; two digits for the month, two digits for the day, two digits for the year (MMDDYY).
    - iii. Indicate unavailable all day.
      - 1. PRESS 1 for Yes.
      - 2. PRESS 2 to enter time.
        - a. Start Time in HH:MM format. Enter two digits for the hour and two digits for the minutes. Enter 1 for am or 2 for pm.
        - b. Repeat procedure for End time.
    - iv. Receive calls for future assignments during unavailable period?
      - 1. PRESS 1 to receive calls for future jobs during this unavailability period.
      - 2. PRESS 2 if you do not want to receive calls for future jobs during this unavailability period.
      - 3. PRESS 9 to exit and review or modify unavailability dates (without saving unavailability period).



# HOW to ACCEPT A JOB

## Accept a Job

Substitutes are required to provide a minimum of 20 days of service to their nominating school. Please contact your nominating school first for available jobs.

SubCentral will only offer you jobs that match your qualifications. To view a job, you must:

- Have the corresponding school located in the district in your profile.
- Have the corresponding classification in your profile.
- Be available to work all days and times of the job.

**NOTE:** You cannot view jobs if you are in a long-term assignment or unavailable for a date within a job's date range.

*Additionally, you may be specified for a job.* If a school wants to offer only you a specific assignment, the school can specify you for the job. You are NOT assigned to a specified job until you accept the job. You must accept or decline the job by 7pm the day before the job starts or you will be removed from job and it will be offered to other substitutes.

It is your responsibility to:

- Whenever possible, use the SubCentral System to accept jobs you are offered. Once you have done so, please make a personal note of the **date, time, school location, location phone number, job number** and other information pertinent to the assignment. (Go to *Sample Tracking Form under Section 4: Resources*). It is recommended that you purchase a date book and keep this information handy, as well.
- If you accept a job directly from school personnel, take similar notes, including details of any pertinent information regarding the assignment.
- If you accept an assignment, your school must enter that information in SubCentral so that you are not called for another assignment. Work with your school to accomplish this task. If your school has difficulty, please refer them to SubCentral.

## Failure to Report to a Job

If you accept an assignment from SubCentral or a school 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.



## Accept a Job via App

### Find and Accept Jobs

1. Open the *SmartFind Express* App.
2. Select **Settings** from the main menu.
3. From the **Available** jobs lists, select a job to access its details page.
4. To take a job assignment, tap **Accept**.  
To hide a job from the list, tap **Decline**. A confirmation will appear asking you to select a reason.

**NOTE:** You will not be able to accept a job that is in call-out. If interested in the assignment, you may check on the assignment again later.



## Accept a Job via Online

### Find and Accept Jobs

1. Log onto SubCentral.
  2. Click the **Available Jobs** tab.
  3. 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.
  4. Click **Search** to display the list of jobs.
  5. Click **Details** to view the job details. Review the specifics and choose one of the following:
    - a. Click **Accept Job**. A job number will be assigned to you if the job has been successfully assigned to you. Please record this job number.
    - b. Click **Decline Job**. Select a reason for decline from the drop-down list, then select **Decline Job**.
    - c. Click **Return to List** to return to the job listing
- NOTE:** You will not be able to accept a job that is in call-out. If interested in the assignment, you may check on the assignment again later.



## Accept a Job via Phone

### Hear the Job Offer

1. Dial **718-935-6740**.
2. Enter your **Access ID**, followed by the star (\*) key.
3. Enter your **PIN**, followed by the star (\*) key.
4. PRESS 2 to hear available jobs.
  - a. Hear assignment information.
  - b. PRESS 1 to repeat assignment.
  - c. PRESS 2 to accept assignment.
    - i. PRESS 1 to repeat assignment.
    - ii. PRESS 2 to hear next assignment.
    - iii. PRESS 9 to exit to menu options.
  - d. PRESS 3 to decline assignment.
    - i. Enter decline reason followed by the star (\*) key or wait for a list of reasons.
    - ii. PRESS 1 to accept.
    - iii. PRESS 2 to re-enter.
    - iv. PRESS 9 to exit and hear the next assignment.
  - e. PRESS 8 to Hear next assignment.
  - f. PRESS 9 to Exit to menu options.

# HOW to REVIEW and CANCEL a JOB

## Review a Job

All past, present, and future jobs that are entered in SubCentral can be viewed on the app or online. While it is recommended that you purchase a date book to keep track of this information, you can also access a record of your SubCentral work history.

## Cancel a Job

Rules regarding cancellations of assignments are as follows:

- Once you accept an assignment, it is critical that you either fulfill the commitment or cancel the job in a timely manner.
- If after accepting an assignment you find the need to cancel, you must do so **at least two hours before the start of the job**. Failure to do so may result in a principal excluding you from working at the school in the future. Repeated failures will result in disciplinary action, which may include suspension and/or termination.
- If you attempt to cancel the job after the 2-hour deadline (approximately 6:00 a.m. the morning of the assignment) you will not be allowed to do so in SubCentral and you must call the school administrator directly to cancel the job. This may result in disciplinary action.
- You cannot cancel an active assignment between the 2 hours before the job starts and the end of the school day. If you need to cancel an assignment after the job has begun, you will only be permitted to cancel the assignment after the end of the school day.

**NOTE:** If a school tells you that your services are no longer needed for a future portion of the job, but the school does not cancel the assignment, you can cancel yourself from the assignment at the end of the school day.

- If you do not appear for a job, you will automatically be suspended from service and you will be called to a disciplinary conference.
- You are not permitted to accept a job in SubCentral, cancel that job and then take another assignment which is preferable or more convenient for you. This action will result in an automatic suspension from service.
- Excessive cancellations may subject you to disciplinary action, suspension, and possible termination.
- If you accept a job more than five days ahead of the job and then cancel that job the night before, the school has the right to report your cancellation as "unprofessional".

**NOTE:** If you decline or cancel a job for any reason, double-check the system to ensure you did complete the cancellation/declination process. You are responsible for ensuring that you successfully declined or canceled a job.

## Failure to Report to a Job

If you accept an assignment from SubCentral or a school 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.



## Review and Cancel a Job via App

### Review & Cancel Active Jobs

1. Open the *SmartFind Express* App.
2. Select **Jobs** from the main menu.
3. From the **Active** jobs list, select a job.
4. Review the job dates, schedule, and location information.
5. You may have one or more of the following options:
  - a. **Cancel Assignment** – Only available if you can cancel the job. A confirmation will appear asking you to select a reason.
  - b. **View** – Only available if there are text instructions.
  - c. **Attachments** – Only available if there are instruction files.
  - d. **Play** – Only available if there are audio instructions.

### Manage Jobs – Calendar View

Jobs available to you and your assigned jobs are displayed together in the calendar.

1. Open the *SmartFind Express* App.
2. Select **Calendar** from the main navigation.
3. Select a date with a job icon to view jobs for that day.
4. Select a job from the list to review its details.



## Review and Cancel a Job via Online

### Review Jobs

1. Log onto SubCentral.
2. Click the **Review Assignments** tab.
3. Select format for Assignment display.
  - a. List of view
  - b. Calendar view
4. Search for Assignments.
  - a. Enter the date range with forward slashes (MM/DD/YYYY) for your search or use the calendar icon.  
**NOTE:** Leaving dates blank will return all data.
  - b. Enter a specific job number (date range will not be used).
5. Click **Search** to display the list of assigned jobs.
6. Choose the job number link to view job details.
7. Click 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.  
**NOTE:** You cannot cancel an assignment that has already started.

To exit without saving changes, click the “Return to List” button



## Review and Cancel a Job via Phone

### Review or Cancel Jobs

1. Dial **718-935-6740**.
2. Enter your **Access ID**, followed by the star (\*) key.
3. Enter your **PIN**, followed by the star (\*) key.
4. PRESS 1 to review or cancel assignments.
  - a. Hear assignments in chronological order.
  - b. PRESS 1 to hear assigned job information again.
  - c. PRESS 2 to cancel this assigned job.
    - i. PRESS 1 to confirm cancellation.
    - ii. Enter cancellation reason followed by the star (\*) key or wait for a list of reasons.
    - iii. PRESS 1 to accept.
    - iv. PRESS 2 to re-enter.
    - v. PRESS 9 to exit and hear the next assignment.
  - d. PRESS 8 to hear another assigned job.
  - e. **PRESS 9** to exit to menu options.



## Frequently Asked Questions

*Circle the choice that best answers the question.*

- 1) What is SubCentral?
  - A. A platform where substitute teachers can access class materials.
  - B. An online chat app where substitute employees can contact parents.
  - C. An electronic means for schools to report absences and schedule substitutes.
  - D. An online forum where substitutes can share their experiences and provide feedback.
  
- 2) How long before the start of a job assignment can a substitute teacher cancel?
  - A. Thirty minutes before.
  - B. One hour before.
  - C. Two hours before.
  - D. 9PM the night before.
  
- 3) TRUE or FALSE: All substitute teachers, even if you are providing substitute service in only one school, or a long-term assignment, must register with SubCentral. Substitutes that have not registered for SubCentral WILL NOT BE CALLED, WILL NOT BE OFFERED any automated job assignments, and will be removed from consideration for employment.
  - A. True
  - B. False
  
- 4) What should you do if you are unavailable to work certain date(s) or day(s) of the week?
  - A. Contact the classroom teacher and notify them of your unavailability.
  - B. Update the SubCentral System by entering your unavailability date(s) or day(s).
  - C. Contact the school principal about your unavailability.
  - D. No action is required.
  
- 5) To view and accept jobs, you must:
  - A. Be available to work all days and times of the job.
  - B. Have the corresponding school located in the district in your profile.
  - C. Have the corresponding classification in your profile.
  - D. All of the above
  
- 6) TRUE or FALSE: You are allowed to accept a job in SubCentral, cancel that job and then take another assignment which is preferable or more convenient for you.
  - A. True
  - B. False

*Answers: 1)C, 2)C, 3)A, 4)B, 5)D, 6)B*

## **SECTION 3:**

### **A DAY IN THE LIFE OF A SUBSTITUTE TEACHER**





# BEFORE the SCHOOL DAY

## Work Hours

- The beginning and ending times for substitute teachers vary from school to school.
- Look carefully at the start times indicated on the SubCentral System.
- When in doubt, call the school in advance to verify the start time and get directions to the school, if needed, or check your assignment in the SubCentral System for the school's starting time and location.
- Substitute teachers' work day is fixed at 6 hours and 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 6 hour and 50 minute work day, even if students have been dismissed.

## Location

- At the beginning, it is good practice to identify the schools in your area and the corresponding travel times. By doing so, you will be prepared to accept or decline when receiving an early morning call for an assignment.
- A map of each school is available on NYCPS's *Find a School* website: <https://schoolsearch.schools.nyc/> Go to the website and type in the school name or school code in the search bar.
- You may also secure directions through Metropolitan Transit Authority (MTA) via <https://mta.info/>, <https://www.google.com/maps> or other online resources.

MTA



Google Maps



## Punctuality

- You need to report to your assignment before the official start of the school day.
- Many experienced substitutes recommend arriving at a school at least thirty minutes before the start of the school day in order to prepare the classroom teacher's plan for the day. If you are running late, make sure to contact the school.  
**NOTE:** You may face disciplinary action for lateness.
- Schools have different starting times, so carefully take note of assignment information such as the location and the start time, ensuring that you know when and where to report to the school, including requirement and procedures for "clocking in" and "clocking out."
- If you accept an assignment from SubCentral at a time close to the beginning of the school day and you believe you may not get to the school on time, **call the school, explain your situation and confirm that your services are still needed.**
- If you missed any information, you can also sign into SubCentral and click on the *Review Assignments* tab for further details.

## Parking

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

- You are encouraged to use public transportation, whenever possible, to avoid difficulties in finding parking spaces.
- If you do drive, give yourself plenty of extra time to find an appropriate parking space, as you are not permitted to park in designated school parking areas and/or leave the building to "feed the meter."

## Lesson Planning

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 with which you will be working. Notify the administrator if no lesson plan is 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.

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.

A unit plan and lesson plan template can be found in the Resources section of this handbook.



# BEGINNING of the SCHOOL DAY

## Clocking In

Each school has its own clocking in policy. A timecard must be used wherever possible to record your hours. You should write your name, your file number, and the name of the school on the timecard.

Make sure to clock in when you arrive at the school.

If a time clock is not available, the substitute must record their time as directed by the supervisor. The supervisor is responsible for verifying/signing a daily record of attendance reflecting the exact time of arrival and departure. Failure to maintain satisfactory time records will result in withholding of compensation.

**NOTE:** You should make a copy or take a picture of the timecard for your own records.

## 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 reporting missing students?
- 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 IEPs?
- Do I have additional duties such as cafeteria, attendance, homeroom, or playground?
- Are there special events scheduled for the day such as a school performance, fire drills, etc.?
- Will any students be picked up for additional services (guidance, speech, ESL, etc.)?

## Preparing For Your Assignment as a Substitute Teacher

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

- Meet with the school secretary or administrator to review your assignment for the day.
- Review the classroom teacher’s lesson plan(s) and seating chart to familiarize yourself with students’ names.
- Familiarize yourself with the physical layout of the school, including the classrooms you may be utilizing, bathrooms, entrances and exits, department offices, gymnasium, library, cafeteria, auditorium, and staff lounges. This information is important to have when you are assisting students in these locations, or in case of emergency situations.
- Introduce yourself to any other teachers or paraprofessionals working in the classroom.
- If there is time before class, introduce yourself to teachers and paraprofessionals in other classrooms or across the hall.

## Fire Drills

- Substitute teachers are required to request, from the school secretary, general information about fire drill procedures and specific information for their assigned classroom.
- Check near the front door of your assigned classroom for the fire drill procedure chart.



## Frequently Asked Questions

*Circle the choice that best answers the question.*

- 1) TRUE or FALSE: The beginning and ending times for substitute teachers vary from school to school.  
A. True  
B. False
- 2) When should you arrive at your assigned school?  
A. At the time listed on the job offer.  
B. Five minutes before the start of the school day.  
C. Thirty minutes before the start of the school day.  
D. One hour before the start of the school day.
- 3) TRUE or FALSE: Substitute teachers may not leave the building before they have completed a full six hour and fifty minute work day, even if students have been dismissed.  
A. True  
B. False
- 4) TRUE or FALSE: In the event that the classroom teacher's lesson plan is not available, substitute teachers must be prepared with an adaptable lesson plan that is appropriate and beneficial to the population with which you will be working.  
A. True  
B. False
- 5) In addition to the classroom, what other physical space(s) should you familiarize yourself with?  
A. Entrances and Exits  
B. Cafeteria  
C. Auditorium  
D. All of the above
- 6) What are important question(s) substitute teachers must ask upon arrival?  
A. Who are the best staff members to consult if I encounter challenges during instruction?  
B. What are the procedures for school dismissal and fire drills?  
C. Do I have students with medical issues and/or special education Individualized Education Programs (IEPs)?  
D. All of the above
- 7) Where can substitutes check for the fire drill procedure chart?  
A. Near the front door of your assigned classroom.  
B. At the back of the classroom.  
C. Inside the classroom teacher's drawer.  
D. On top of the classroom teacher's desk.

Answers: 1)A, 2)C, 3)A, 4)A 5)D, 6)D, 7)A

# DURING the SCHOOL DAY

## 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.

## Conduct

- Substitute teachers are expected to maintain high standards of professional appearance, reflect professional dignity and serve as a role model for students.
- New York City prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug and/or alcohol (as defined in state and federal law) in the workplace, on school premises, or as part of any related activities.
- New York City policy prohibits the use of tobacco products anywhere on school property, as well as at school sponsored events.
- Cellphones for staff are allowed in schools, as long as they are **turned off and out of sight during the school day**. No calls should be made or received during the instructional day, especially in classrooms in front of students or during after-school meetings, with the exception of the duty-free lunch period.
- Staff members are not permitted to make social media posts about students, or to contact students, on social media.

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

You are required to cover the schedule of the absent classroom teacher. In general, the regular schedule of any teacher includes five periods of teaching, one lunch, one preparation period and one 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.





## **Classroom Management**

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.
- Immediately focus on instruction.
- 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.
- Use positive feedback: verbal praise, a nod, a smile, a 'thumbs up', etc.

## **Dismissal**

- Substitute teachers are required to obtain general information about dismissal procedures and specific information about their group of students (pick up verses bus) from the school's secretary.
- School personnel may not personally call parents/guardians when school is cancelled because of inclement weather or for some other form of emergency. Phone lines must be kept open, so that instructions from central offices can be received. Please make sure you are advised where specific students go if they are dismissed early from school. Consult the school secretary.





## Frequently Asked Questions

*Circle the choice that best answers the question.*

- 1) What should you do upon arrival if you are advised that your original SubCentral assignment has changed?
  - A. File a complaint with SubCentral
  - B. Request a meeting with the principal
  - C. Accept the re-assignment and do the best job you can do
  - D. Reject the re-assignment
- 2) TRUE or FALSE: New York City prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug and/or alcohol in the workplace, on school premises, or as part of any related activities.
  - A. True
  - B. False
- 3) Which of the following is true regarding cellphones during the school day?
  - A. Cellphones for staff are allowed only if they are on vibrate mode.
  - B. Cellphones for staff are allowed in schools, only if they are turned off and out of sight during the school day.
  - C. Cellphone usage is allowed if students do not hear the audio.
  - D. Cellphones can be freely used in the classroom.
- 4) TRUE or FALSE: Staff members are allowed to make social media posts about students, or to contact students, on social media.
  - A. True
  - B. False
- 5) TRUE or FALSE: 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.
  - A. True
  - B. False
- 6) Which of the following are strategies for promoting positive behavior?
  - A. Ensure you have a "Do Now" assignment available to the students when they walk into the classroom.
  - B. State your expectations clearly and simply.
  - C. Walk around the classroom to assess students' understanding and provide support.
  - D. All of the above

*Answers: 1)C, 2)A, 3)B, 4)B, 5)A, 6)D*

# END of the SCHOOL DAY

## 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.
  - Performing other classroom/instructional administrative tasks which might be assigned to you.



## Reflections

Once the school day is over, it is important that you reflect on the day's assignment, your work and your interactions with the students, school staff, and classroom environment to which you are assigned.

### Step One

- Leave an account of the day for returning teacher.
- Share student related feedback.
- Discuss actual strategies mastered and performance observed.
- Include your name, file number, time and location on any personal records and timecards.

### Step Two

- Reflect on your day. Determine what worked and what challenges remain:
  - Was the activity we did in class successful? Why or why not?
  - What evidence do I have that students are learning? Do my assessments really reflect learning, or merely task completion or memorization skills?
  - What was my most challenging moment and why? How did I respond to that challenging moment?
  - How did/can I build relationships with students? How did/can I leverage that relationship to support their learning?
  - What new strategies did/could I use to benefit a student I am struggling with?
  - How did/can I challenge students who are being successful?
- Use and build upon successful strategies.
- Begin a journal to chart your development.

### Step Three

- Return any borrowed materials.
- Verify and maintain attendance records.
- Thank colleagues and school officials and obtain feedback.
- Confirm with the supervisor that you are okay to clock out for the day.
- Speak with the payroll secretary to see if you are needed for future dates and always get a job number.

### **Clocking Out**

Each school has its own clocking out policy. A timecard must be used wherever possible to record your hours. You should write your name, your file number, and the name of the school on the timecard.

Make sure to clock out at the end of the day.

If a time clock is not available, the substitute must record their time as directed by the supervisor. The supervisor is responsible for verifying/signing a daily record of attendance reflecting the exact time of arrival and departure. Failure to maintain satisfactory time records will result in withholding of compensation.

**NOTE:** You should make a copy or take a picture of the timecard for your own records.

## **Frequently Asked Questions**

*Circle the choice that best answers the question.*

- 1) TRUE or FALSE: 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.
  - A. True
  - B. False
- 2) Which of the following should you do at the end of the school day?
  - A. Leave an account of the day for returning teacher
  - B. Reflect on your day. Determine what worked and what challenges remain.
  - C. Return any borrowed materials.
  - D. All of the above

*Answers: 1)A, 2)D*

Q

A

# CAREER PROGRESSION

## Renewal Requirements

Substitutes are required to fulfill all renewal requirements such as providing **twenty days of service** during the current school year (September – June), in order to be approved to work during the following school year.



**NOTE:** Retirees need to only provide **one day of service** during the school year to be eligible for renewal. Teachers on Leave are not subject to renewal requirements.

Renewal requirements are subject to change year-to-year and they are updated each January for the upcoming school year. Visit NYCPS Substitute Teacher web page to view current renewal requirements at: <https://infohub.nyced.org/nyc-doe-roles/doe-roles/other-school-staff/substitute-teachers/substitute-teacher-renewal-requirements>

**NOTE:** All NYCPS official notices and correspondence, including renewal, are sent to the substitute teacher's NYCPS assigned email account, regardless of any personal email account commonly used by the substitute teacher.

## Renewal Requirements for Uncertified Substitute Teachers Who Work More than 40 Days in a School Year

Substitute teachers who work more than 40 days in a school year **MUST** complete six 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 credits in Teacher Education OR obtains Teacher Certification.

**NOTE:** Once a substitute teacher acquires twenty-one credits in Teacher Education OR obtains Teacher Certification, no additional credits are required.

### 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 education credits requirement, however, these courses will not be credited to you for the current year. You **MUST** complete six education credits required for the current school year, if you work more than forty days. If “pedagogical core” coursework was taken at a community college or another college that does not offer approved Teacher Certification programs, coursework will be credited only if it is accepted in transfer to an institution with an approved Teacher Education program, leading to Teacher Certification in the state in which that college is located. Such coursework **MUST** be submitted on official transcripts of both colleges attended.

*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. **NOTE:** You may not be credited for any courses you are taking, or have taken, if you have already completed an examination or a full course 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.

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

Uncertified substitute teachers can view the listing of the education courses reviewed and credits accepted by accessing the link: <https://dhrnycaps.nycenet.edu/RA/>. 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**

NYCPS has approved several examinations to satisfy the education credit requirement of those substitute teachers who have worked more than forty 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 approved credits.

1) Developmental/Psychology Examinations **NOTE:** Only one of the following is acceptable:

A) CLEP Exam: Introduction to Educational Psychology – 3 Credits

<https://clep.collegeboard.org/clep-exams>

B) CLEP Exam: Human Growth and Development – 3 Credits

<https://clep.collegeboard.org/clep-exams>

C) DANTES (DSST) Exam: Life Span Developmental Psychology – 3 Credits

<https://www.prometric.com/test-takers/search/dantes>

2) DANTES – DSST: Foundations of Education – 3 Credits

<https://www.prometric.com/test-takers/search/dantes>

## Coursework Resources

In addition to traditional four-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

- Telephone: (212) 475-3737
- Website: <https://www.uft.org/teaching/professional-development/courses-workshops>

2) Center for Integrated Teacher Ed (CITE)

- Telephone: (877) 922-2483 (Toll Free) or (718) 923-9333
- Website: <http://www.citeonline.com/>

3) The SUNY (State University of New York) Learning Network

- Website: <https://explore.suny.edu/programs>

4) New York State United Teachers (NYSUT)

- Website: <http://www.nysut.org>

There are coursework restrictions for specified programs:

- Empire State College: Education coursework accepted for Master's Degree Program Only
- SUNY - Albany: Education coursework accepted for Master's Degree Program Only
- University of Phoenix: Upon Teacher Education Master's Degree Conferral, 21 education credits may be awarded
- Walden University: Upon Teacher Education Master's Degree Conferral, 21 education credits may be awarded

The following coursework is not acceptable:

- Coursework completed at a community college is not acceptable.  
**NOTE:** There is an exception for coursework completed at a community college that is accepted as transfer credits to a 4-year university.
- Courses offered by VESI, study.com, ELT professional learning, ASPDP are not acceptable.
- Coursework completed at Ashford University is not acceptable.

## Resignation

If you are separating from substitute teacher service to work in a different title (such as substitute paraprofessional) within NYCPS or to work elsewhere, a resignation is required. The resignation form is located on the SubCentral homepage.





If you resign while there are disciplinary actions against you and these actions are not resolved in a satisfactory manner prior to your separation, a problem code will be placed on your file and you will be prohibited from future employment. Therefore, it is advisable to ensure that there are no pending actions against you at the time of your resignation.

Resignations may not be withdrawn, cancelled or amended. If you choose to return to NYCPS as a substitute teacher after a resignation, you will be required to be nominated for the position, again, by a NYCPS Principal. Please be advised that only one nomination per school year is permitted.



## Becoming a Full-Time Teacher

Should you wish to become a certified teacher through an alternative certification pathway, you may be eligible for the following programs.

Program	Description	Link/Contact
<b>NYC Teaching Collaborative</b> 	<p>The New York City Teaching Collaborative prepares talented, committed individuals from diverse backgrounds to teach in high-need schools. Partner Teachers begin residency style training in January, working alongside experienced mentor teachers and receiving intensive coaching for over four months before teaching in the fall.</p>	<a href="https://nycteachingcollaborative.org">https://nycteachingcollaborative.org</a>
<b>NYC Teaching Fellows</b> 	<p>NYC Teaching Fellows prepares career-changers and recent college graduates to teach subjects in high demand. Through intensive classroom practice and expert coaching, Fellows focus on the key skills, knowledge, and mindsets that excellent teachers possess. Teaching Fellows cohorts begin training in the summer each year.</p>	<a href="http://www.nycteachingfellows.org">http://www.nycteachingfellows.org</a>
<b>NYC Men Teach</b> 	<p>NYC Men Teach aims to improve the diversity of the NYC teaching workforce. NYC Men Teach recruit and unite Black, Latino and Asian men committed to educating today's diverse student population; supporting each other's professional and leadership development; and to empowering the communities they serve.</p>	<a href="https://www.cuny.edu/academics/academic-programs/teacher-education-programs/nyc-men-teach">https://www.cuny.edu/academics/academic-programs/teacher-education-programs/nyc-men-teach</a>
<b>NYC Public Schools Urban Teacher Residency</b> 	<p>The NYC Public Schools Urban Teacher Residency is an 18-month certification program that mentors and prepares the next generation of teachers using a school-based approach that puts student learning at the center of your professional development.</p>	<p>For more information, contact <a href="mailto:UTR@schools.nyc.gov">UTR@schools.nyc.gov</a></p>



Q

A

## Frequently Asked Questions

*Circle the choice that best answers the question.*

- 1) Substitute teachers (excluding retirees) are required to provide how many days of service for renewal?
  - A. Ten
  - B. Fifteen
  - C. Twenty
  - D. Fifty
  
- 2) TRUE or FALSE: Renewal requirements are subject to change year-to-year and are updated each January for the upcoming school year.
  - A. True
  - B. False
  
- 3) TRUE or FALSE: Uncertified substitute teachers who work more than 40 days in a school year MUST complete six credits in Teacher Education to maintain eligibility for the following school year. This requirement is in effect until the uncertified substitute teacher acquires twenty-one credits in Teacher Education OR obtains Teacher Certification.
  - A. True
  - B. False
  
- 4) If you are separating from substitute teacher service to work in a different title within NYCPS or to work elsewhere, which of the following action is required?
  - A. Write a letter to SubCentral.
  - B. Discuss your plans to leave substitute teacher service with HR Connect.
  - C. Complete and submit a resignation form.
  - D. No action is required.

Answers: 1)C, 2)A, 3)A, 4)C

## **SECTION 4:** **RESOURCES**



## ADDITIONAL INFORMATION

### Payroll Portal / Direct Deposit



Payroll Portal is the hub for all information related to payroll such as the Payroll Schedule and Direct Deposit. You may view your paycheck information online and print your pay stubs using the Employee Self Service tab on Payroll Portal. You can access Payroll Portal using the following link: <https://payrollportal.nycboe.net/>

Substitute teachers are usually paid twice a month. Payroll dates are available on the SubCentral homepage.

**NOTE:** There is a one pay period lag until you receive your payment.

Direct Deposit provides for the electronic transfer of an employee's pay, directly to the employee's bank account. You may sign up for Direct Deposit by following the instructions in the following link: <https://www.schools.nyc.gov/docs/default-source/default-document-library/new-enrollment-of-direct-deposit-instructions.pdf>



Substitutes who have been suspended from active service will have their payroll interrupted until the suspension is lifted, or until the employee is terminated from NYCPS. Any substitute who serves/works while suspended, cannot be paid for that period because payroll secretaries will not be able to enter their dates of service into the payroll system.

For further questions about payroll, please contact HR Connect at (718) 935-4000.

**NOTE:** SubCentral cannot correct any issues related to your payment. For questions and issues about your paycheck: you must first speak with your payroll secretary or to the person who is entering time in the school. If that does not resolve your issue, please contact Per Diem Payroll [pdps@schools.nyc.gov](mailto:pdps@schools.nyc.gov) or call (718) 935-2229.

### Payrate

Dates	1/18/2024	1/18/2025	9/14/2025	9/14/2026
Rate Increase	3.00%	3.00%	3.25%	3.50%
Payrate	211.41	217.75	224.83	232.70

Please note that this payrate is set for all substitute teachers regardless of certification and is based on the United Federation of Teachers (UFT) contract which runs from Sept. 14, 2022, to Nov. 28, 2027.

**NOTE:** Substitute teachers' workday is fixed at six hours and fifty 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 hour and fifty-minute work day, even if students have been dismissed.

## Long-Term Substitute Teaching

Long-term substitute teaching is defined as consecutive days substituting for the same teacher in the same classroom(s), without interruption. The pay, entitlement to benefits, and paid time off varies depending on the assignment.

- 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.

Per-Diem Substitute Type	Eligibility	Compensation
<b>O-Status:</b> Occasional Per Diem	Works on a day-to-day basis, covering teachers	Refer to Payrate section
<b>Z-Status:</b> Other-Than-Occasional Per Diem	Work for 30 or more consecutive days <b>covering for an absent teacher</b>	Daily rate of 1/200 of the regular teacher salary up to step 4A
<b>Q-Status:</b> Regular Substitute Service	<ul style="list-style-type: none"><li>• Work in a teaching vacancy within the first 15 days of the term</li><li>OR</li><li>• Work in a teaching vacancy after the first 15 days for at least two consecutive months through the end of the term/s</li></ul>	Regular teacher salary up to step 4A (application may be required) including CAR days, vacation accrual, health benefits and service credit

**Disclaimer:** Long-term status is not automatic; schools must enter the status in payroll. If you feel you are entitled to a status above and are being incorrectly paid, please contact the UFT and ask to speak with a salary specialist.

## Vacation, Holidays, and Sick Leave

- Substitute teachers are not entitled to vacation days, sick days, or payment for holidays, except those on long-term assignments.
- 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 only be paid out if the substitute teacher gets hired as a full-time teacher.
- A substitute teacher 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 days. These vacation days are paid out at the end of the school year, in a lump sum.
- A substitute teacher on Z-status is 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.

## Jury Duty

Substitute teachers who get called for Jury Duty are not paid by NYCPS for that time.

## Board of Education Retirement System (BERS)

This summary, abstracted from the Board of Education Retirement System of the City of New York Update, effective April 1, 2012 addresses membership eligibility covered under the BERS Tier 4 Revised Plan, currently referred to as Tier 6. For more information, please visit: <https://www.bers.nyc.gov/> or call (929) 305-3800 or (800) 843-5575 (outside New York State).



### Membership

- Membership is open to all employees of NYCPS who are not eligible to participate in the New York City Teachers' Retirement System.
- Non-competitive employees, provisional positions, substitute teachers and substitute paraprofessionals are some examples of positions for which membership is voluntary.
- When joining or rejoining, you need to speak with your Timekeeper to confirm your employment classification, determining whether membership is required or optional.
- If voluntary for you, your membership starts when your application is received by BERS.

### Service Credits

Part-time service (past or present) is service rendered while you were employed by NYCPS or by another covered employer. BERS will prorate credit for past or present part-time service on the basis of one year's worth of service credit, consistent with service credit requirements, as set forth in BERS *Update*.

**NOTE:** You cannot receive more than one year's worth of credit in any calendar year.

### HR Connect

HR Connect is the one-stop-shop for general human resources information and employee customer service for NYCPS. It consists of:

- Web Portal: <https://doehrconnect.custhelp.com>
- Call Center:
  - Telephone: (718) 935-4000
  - Hours: Monday through Friday, 9 AM to 5 PM (excluding holidays)
- Service Center: in-person center to obtain your NYCPS photo ID card or I-9 verification located at 65 Court Street Brooklyn, NY 11201
- By appointment only: <https://tinyurl.com/HRCSReservation>

#### HR Connect Web Portal



#### HRCS Reservation



## Photo ID

All substitute teachers are required to carry their NYCPS issued photo ID with them at all times on NYCPS property and to present it upon request. You will not be issued your NYCPS 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 NYCPS.

Your NYCPS photo ID card will be mailed to the location that you include on the form. Please allow 2-3 weeks to receive the NYCPS employee Photo ID Card.

If you are a new employee and have a confirmed I-9 appointment, your photo will be taken at the same time. If you have already completed your I-9 appointment and still require your photo to be taken, please schedule an appointment through the HR Connect Service Center Reservation System. Please be advised that the HR Connect Service Center is closed for walk-in services and is only providing services to those with confirmed appointments. To schedule an appointment, please visit:

<https://tinyurl.com/HRCSReservation>

**NOTE:** The scheduling system will only display dates available within a two-week window.

If you already took your photo but never received your ID, please submit the *Photo ID Request Form* through the Upload Document feature of the HR Connect Portal so your photo ID can be mailed to you.

First, complete the *Photo ID Request Form*

1. Log into the HR Connect Web Portal, <https://doehrconnect.custhelp.com>, using your NYCPS login credentials.
2. Select **Find a Form**.
3. Under **Other Forms**, select **Photo ID Request Form**.
4. Complete all required fields.

Then, submit the **Photo ID Request Form**.

5. Click on the **Upload Documents** feature to submit your form located in the top left of your screen.
6. Please select the **Walk-in-Center / ID Request** category from the drop-down menu.
7. Complete all required fields.
8. Click the **Submit** button.

## NYCPS Email

It is the responsibility of the substitute teacher to maintain their NYCPS email on a regular basis. All NYCPS official notices and correspondence are sent to substitute teacher's NYCPS assigned email account, regardless of any personal email account commonly used by the substitute teacher. For any questions or issues regarding your NYCPS email, please contact the DIIT Help Desk: 718-935-5100.

## School Calendar

The NYCPS School Calendar meets the New York State Education Department requirements of a minimum of 180 days for all schools. The NYCPS School Year Calendar begins in late August for staff and in early September for students and ends in late June for both.

For the current School Calendar, go to: <https://www.schools.nyc.gov/calendar>





## NYCAPS

NYCAPS Employee Self Service (ESS) is the City of New York's system that allows employees to perform HR related tasks, such as updating your personal information (your name, address, and phone number), updating your tax withholdings and deductions including your W-2 form during tax time, enrolling in health benefits, etc. NYCAPS can be access via [nyc.gov/ess](https://nyc.gov/ess). Your ESS User ID is your 7-digit Employee ID number.



### Change of Name or Address

You must change your name and address with NYCAPS. Once the change is made with NYCAPS, SubCentral will automatically update your profile. Some important items to note:

- You must change your name with the Social Security Administration, or your name change will not be approved.
- NYCPS does not allow employees to maintain mailing and home addresses.
- NYCPS employees can only submit their permanent address.
- Do not use temporary or summer addresses.

To **change your legal name** with NYCPS, you must do so via NYCAPS ESS.

1. Log into NYCAPS ESS at <https://nyc.gov/ess> using your Employee ID number.
2. From the navigation menu, click on **Personal Details**.
3. Select **Name**.
4. Perform any edits within the fields.
5. Click the **Save** button.

To **change your official address** with NYCPS, you must do so via NYCAPS ESS.

1. Log into NYCAPS ESS at <https://nyc.gov/ess> using your Employee ID number.
2. From the navigation menu, click on **Personal Details**.
3. Addresses will be listed at the top. Select **Home Address**.
4. Perform any edits within the fields.
  - a. Change your address using the magnifying glass for your two-digit state, city, postal, and one-digit county code.
  - b. For the *Address 1* box, do not exceed more than 35 characters.
  - c. For the *Address 2* box, do not enter 'APT' or spell 'apartment'. Only enter the apartment number. Do not exceed 4 characters.

**NOTE:** Adhering to the character limit is important because if you exceed the character limit, payroll items that are mailed to you will have your address cut off and the post office will mark these items as undeliverable.

5. Click the **Save** button.



### **Employee Incentives**

All employees of NYCPS are entitled to discounted rates on cell phones, computers, insurance, travel, as well as a host of other discounts. Please visit <https://infohub.nyced.org/nyc-doe-roles/human-resources/employee-incentives-and-discounts> for more information and for the current school year Employee Incentives and Benefits.



### **United Federation of Teachers (UFT)**

The UFT is the sole bargaining agent for most of the nonsupervisory educators who work in NYCPS.

The UFT has an office in each borough staffed by specially trained representatives who can answer members' questions about salary, certification and licensing, health coverage and other benefits, educational requirements, safety, pension, grievances, and much more.



UFT borough offices located in the 5 boroughs are open 10 a.m. – 6 p.m., Monday through Friday. For information about your UFT borough office, please visit: <https://www.uft.org/your-union/uft-borough-offices> You can reach the union at 212-331-6311 if you need assistance.

### **Grievances**

- NYCPS recognizes the UFT as the exclusive bargaining representative for all substitute teachers.
- NYCPS 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 conferences, 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.

### **Workers' Compensation**

Workers' Compensation laws are enacted to protect employees against loss of earning power through injury sustained in their employment. Workers' compensation is insurance that provides cash benefits and/or medical care to workers who are injured or become ill as a direct result of their job. Substitute teachers are entitled to file for consideration of workers' compensation. For more information, please visit the City of New York Law Department, Workers' Compensation Division: <https://infohub.nyced.org/nyc-doe-topics/finance/payroll/workers'-compensation>



Q

A

## Frequently Asked Questions

*Circle the choice that best answers the question.*

- 1) When are substitute teachers usually paid?
  - A. Once a month.
  - B. Twice a month.
  - C. Three times a month.
  - D. Four times a month.
- 2) TRUE or FALSE: Substitutes who have been suspended from active service will have their payroll interrupted until the suspension is lifted or until the employee is terminated from NYCPS.
  - A. True
  - B. False
- 3) TRUE or FALSE: Long-term substitute teaching is defined as consecutive days substituting for the same teacher in the same classrooms, without interruption.
  - A. True
  - B. False
- 4) Which of the following is an eligibility for Z-Status substitutes?
  - A. Work in a teaching vacancy within the first 15 days of the term.
  - B. Hired from a posted position to work in a school on a part-time basis.
  - C. Work for 30 or more consecutive days covering for an absent teacher.
  - D. Work in a teaching vacancy after the first 15 days for at least two consecutive months through the end of the term/s.
- 5) TRUE or FALSE: All employees, including substitute teachers, of NYCPS who are not eligible to participate in the New York City Teachers' Retirement System are eligible to enroll in the Board of Education Retirement System (BERS).
  - A. True
  - B. False
- 6) Which of the following is true about HR Connect?
  - A. HR Connect is the one-stop-shop for general human resources information and NYCPS employee customer service.
  - B. HR Connect Service Center is closed for walk-in services and is by appointment only.
  - C. HR Connect Service Center Reservation is required for I-9 Verification.
  - D. All of the above

Answers: 1)B, 2)A, 3)A, 4)C, 5)A, 6)D

# Differentiating Roles

The following chart highlights some of the differences between the roles of a teacher and a paraprofessional in various aspects of an educational program:

TOPIC	TEACHER ROLE	PARAPROFESSIONAL ROLE
<b>Classroom Organization</b>	Plans weekly schedule, lessons, room arrangement, learning centers and activities for individuals and the entire class.	Implements plan as specified by the teacher.
<b>Assessment</b>	Administers and scores formal and informal tests.	Administers informal tests.
<b>Setting Objectives</b>	Determines appropriate objectives for groups and individual students.	Carries out activities to meet objectives.
<b>Teaching</b>	Teaches lessons for the entire class, small groups and individual students.	Reinforces and supervises practice of skills with individual students and small groups.
<b>Behavior Management</b>	Observes behavior, plans and implements behavior management strategies for entire class and for individual students.	Observes behavior, carries out behavior management activities. Models the classroom management system defined by each classroom teacher.
<b>Working with Parents/Guardians</b>	Meets with parents/guardians and initiates conferences concerning student's progress.	Participates in parent/guardian conferences, when deemed appropriate.
<b>Building a Classroom Partnership</b>	Arranges schedule for conferences; shares goals and philosophy with paraprofessional; organizes job duties for the paraprofessional.	Shares ideas and concerns during conferences and carries out duties, as directed by a teacher.

Adapted from: Area Special Education Cooperative / Special Education Paraprofessional Handbook, East Grand Forks, MN (2003)

# HINTS FOR SUCCESS

A substitute teacher's leadership of the class is defined by their 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, worktables 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 in order to win over the disruptive student. A great way for substitutes to achieve this is to tell work-appropriate stories about themselves to allow students to get to know them.

Icebreakers can also allow students to enhance personal narratives with images: become photojournalists. Include or use images of interesting happenings and be prepared to share them with your class. Students are comfortable sharing and reading trivia, details about their lives. 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 and student learning improve.

**NOTE:** When sharing personal stories, always be sensitive to your students and adjust content 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: \_\_\_\_\_

Directions: Complete the following questions 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. 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:

---

---

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:

---

---

# 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?

---

---

---

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.**

# OTHER ICEBREAKER IDEAS

## 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.
- Make a Giving Tree (Grades 3 - 5)  
This Substitute Kit encourages students to share the idea of giving after reading Shel Silverstein's *The Giving Tree*
- 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 in writing and appreciating 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
February	Black History Month
February	Valentine's Day (February 14)
March	International Women's Day (March 8)
March	St. Patrick's Day (March 17)
March / April	Easter (date varies)
April	National Poetry Month
April	April Fool's Day (April 1)
April	Passover (date varies)
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	Juneteenth (June 19)
June	Father's Day (3 <sup>rd</sup> Sunday in June)
June and rotating months	Eid al-Adha (date varies) and Eid al-Fitr (date varies)
September	Labor Day (1 <sup>st</sup> Monday in September)
October	Indigenous People's Day/Columbus Day (2 <sup>nd</sup> Monday in October)
October	Halloween (October 31)
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)

# What to Say and How to Say It

Throughout the day, you will need to convey instructions, warnings, directions, reprimands and encouragement to students. The most effective way to convey these messages to students is to be ***brief, firm and positive***; be respectful and polite. **Always model "please" and "thank you".**

## **Instead of Saying:**

Don't shout.  
You'll fall if you don't watch out.  
Don't jump.  
Don't tear the book.  
Don't rock your chair.  
Don't dump puzzle pieces on the floor.

## **Say:**

Speak in a quiet voice.  
Use both hands when you climb.  
Climb down the ladder.  
Turn the pages carefully.  
Sit on your chair.  
Keep the puzzle on the table.

## **DO**

- Speak in a calm, kind voice.
- Speak directly to the student; do not call across the room.
- Speak in short, meaningful sentences that the student can understand.
- Keep your voice and facial expressions pleasant.
- Express your request in a positive way.

## **DON'T**

- Make fun of, or berate, the student.
- Give students a choice if they cannot have one.
- Compare one student with another, e.g., *"Look at how many questions Mary has completed."*
- Speak "about" students in front of students.
- Engage in conversation with colleagues which is derogatory about NYCPS, the school, students or staff.

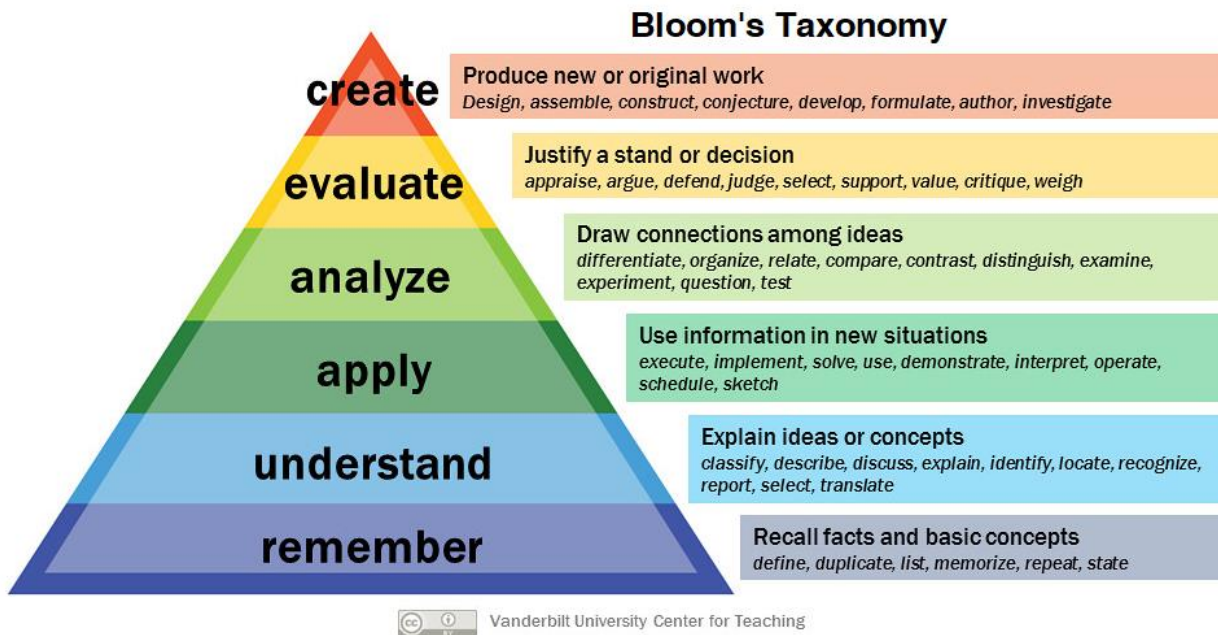
# 100 Ways to Say “Good Job!”

Everyone knows that a little praise goes a long way. Whether it is spoken or written at the top of a student’s paper, praise reinforces good behavior and encourages quality work. Here are 100 suggestions to give praise, show interest and offer encouragement:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> You’ve got it!                 | <input type="checkbox"/> You have got your brain in    | <input type="checkbox"/> You’re learning a lot.             |
| <input type="checkbox"/> Super!                         | <input type="checkbox"/> gear today.                   | <input type="checkbox"/> Good going.                        |
| <input type="checkbox"/> That’s right!                  | <input type="checkbox"/> That’s better.                | <input type="checkbox"/> I’ve never seen anyone do it       |
| <input type="checkbox"/> That’s good!                   | <input type="checkbox"/> Excellent.                    | <input type="checkbox"/> better.                            |
| <input type="checkbox"/> You are very good at that.     | <input type="checkbox"/> That was first class work.    | <input type="checkbox"/> That’s a real work of art.         |
| <input type="checkbox"/> Good work!                     | <input type="checkbox"/> That’s the best ever.         | <input type="checkbox"/> Keep on trying!                    |
| <input type="checkbox"/> Exactly right!                 | <input type="checkbox"/> You have just about           | <input type="checkbox"/> Good job.                          |
| <input type="checkbox"/> You have just about got it.    | <input type="checkbox"/> mastered that.                | <input type="checkbox"/> You remembered!                    |
| <input type="checkbox"/> You are doing a good job!      | <input type="checkbox"/> Perfect.                      | <input type="checkbox"/> That’s really nice.                |
| <input type="checkbox"/> That’s it!                     | <input type="checkbox"/> That’s much better than ever  | <input type="checkbox"/> Thanks!                            |
| <input type="checkbox"/> Now you have it figured out.   | <input type="checkbox"/> before.                       | <input type="checkbox"/> That’s “A” work.                   |
| <input type="checkbox"/> Great!                         | <input type="checkbox"/> Much better!                  | <input type="checkbox"/> That’s clever.                     |
| <input type="checkbox"/> I knew you could do it.        | <input type="checkbox"/> Wonderful!                    | <input type="checkbox"/> Very interesting.                  |
| <input type="checkbox"/> Congratulations!               | <input type="checkbox"/> You must have been            | <input type="checkbox"/> You make it look easy.             |
| <input type="checkbox"/> Not bad.                       | <input type="checkbox"/> practicing.                   | <input type="checkbox"/> Excellent effort.                  |
| <input type="checkbox"/> Keep working on it; you are    | <input type="checkbox"/> You did that very well.       | <input type="checkbox"/> Awesome!                           |
| <input type="checkbox"/> improving.                     | <input type="checkbox"/> Fine!                         | <input type="checkbox"/> That’s a good point.               |
| <input type="checkbox"/> Now you have it.               | <input type="checkbox"/> Outstanding!                  | <input type="checkbox"/> Superior work.                     |
| <input type="checkbox"/> You are learning fast.         | <input type="checkbox"/> Fantastic!                    | <input type="checkbox"/> I knew you could do it.            |
| <input type="checkbox"/> Good for you!                  | <input type="checkbox"/> Tremendous!                   | <input type="checkbox"/> That looks like it’s going to be a |
| <input type="checkbox"/> Couldn’t have done it better   | <input type="checkbox"/> Now that’s what I call a fine | <input type="checkbox"/> great paper.                       |
| <input type="checkbox"/> myself.                        | <input type="checkbox"/> job.                          | <input type="checkbox"/> That’s coming along nicely.        |
| <input type="checkbox"/> Beautiful!                     | <input type="checkbox"/> That’s great.                 | <input type="checkbox"/> That’s an interesting way of       |
| <input type="checkbox"/> One more time and you’ll       | <input type="checkbox"/> You’re really improving.      | <input type="checkbox"/> looking at it.                     |
| <input type="checkbox"/> have it.                       | <input type="checkbox"/> Superb!                       | <input type="checkbox"/> Out of sight!                      |
| <input type="checkbox"/> That’s the right way to do it. | <input type="checkbox"/> Good remembering.             | <input type="checkbox"/> It looks like you’ve put a lot of  |
| <input type="checkbox"/> You did it that time!          | <input type="checkbox"/> You’ve got that down pat.     | <input type="checkbox"/> work into this.                    |
| <input type="checkbox"/> You are getting better and     | <input type="checkbox"/> You certainly did well today. | <input type="checkbox"/> Right on!                          |
| <input type="checkbox"/> better.                        | <input type="checkbox"/> Keep it up!                   | <input type="checkbox"/> Congratulations, you only          |
| <input type="checkbox"/> You are on the right track     | <input type="checkbox"/> Congratulations, you got it   | <input type="checkbox"/> missed...                          |
| <input type="checkbox"/> now.                           | <input type="checkbox"/> right.                        | <input type="checkbox"/> Super-Duper                        |
| <input type="checkbox"/> Nice going.                    | <input type="checkbox"/> You did a lot of work today.  | <input type="checkbox"/> It’s a classic.                    |
| <input type="checkbox"/> You haven’t missed a thing.    | <input type="checkbox"/> You Rock!                     | <input type="checkbox"/> I’m impressed.                     |
| <input type="checkbox"/> Wow!                           | <input type="checkbox"/> Marvelous!                    | <input type="checkbox"/> Bravo!                             |
| <input type="checkbox"/> That’s the way.                | <input type="checkbox"/> I like that.                  | <input type="checkbox"/> Phenomenal job!                    |
| <input type="checkbox"/> Keep up the good work.         | <input type="checkbox"/> Cool!                         | <input type="checkbox"/> What neat work.                    |
| <input type="checkbox"/> Terrific!                      | <input type="checkbox"/> Way to go!                    |   |
| <input type="checkbox"/> Nothing can stop you now.      | <input type="checkbox"/> You’ve got the hang of it!    |   |
| <input type="checkbox"/> That’s the way to do it.       | <input type="checkbox"/> You’re doing fine.            |   |
| <input type="checkbox"/> Sensational!                   | <input type="checkbox"/> Good thinking.                |   |

# General Educational Concepts for Teachers

Bloom's Taxonomy is a cognitive framework that classifies the different learning outcomes that educators set for their students. It is structured with lower-level thinking at the base and higher-order thinking at the top of the pyramid. This framework can be used to create assessments, evaluate the complexity of assignments, increase the rigor of a lesson, simplify an activity to help personalize learning, design a summative assessment, plan project-based learning, frame a group discussion, and more.



The goal of using Bloom's Taxonomy is to encourage higher-order thought in students by building up from lower-level cognitive skills. The key phrases can be used to prompt for these skills. *Please refer to the next page for examples on how to use Bloom's Taxonomy.*

## PROMOTING HIGHER LEVEL THINKING

Level of Thinking	Typical Verbs Used	Examples of Questions
<b>Knowledge</b> Knowledge questions ask students to recognize, recall, and state facts, terms, basic concepts, and answers.	define, draw, repeat, record, label, identify, <b>name</b> , list	Can you <b>name</b> the author of the book?
<b>Comprehension</b> Comprehension is the ability to understand concepts at a basic level. The student knows the meaning of the information, but does not relate or apply it to other situations.	classify, <b>compare</b> , contrast, translate, explain, <b>summarize</b> , give examples	Can you <b>compare</b> the weather today, with the weather yesterday? Can you <b>summarize</b> the differences?
<b>Application</b> Application is the ability to use learned knowledge in particular and concrete situations. The student can apply rules, principles and concepts in new and appropriate contexts.	apply, calculate, <b>complete</b> , demonstrate, illustrate, practice, solve, use, predict, show	Can you <b>complete</b> the sentence, using a vocabulary word from the lesson?
<b>Analysis</b> Analysis is the ability to break down a concept into its component parts.	analyze, classify, discuss, divide, <b>explain</b> , infer, inspect	Can you <b>explain</b> why it is important to have classroom rules?
<b>Synthesis</b> Synthesis is the ability to put together elements or parts to form a whole. The student arranges and combines pieces to form a pattern, structure, or idea that was not clearly evident before.	arrange, combine, construct, create, design, develop, generalize, organize, plan, <b>predict</b> , categorize, rearrange	Can you <b>predict</b> what would happen if a law was passed that made commercials on television illegal?
<b>Evaluation</b> Evaluation is the ability to judge the value of materials, methods, or ideas. This level of thinking requires students not only to understand the material, but to make a judgment based on this understanding.	assess, critique, estimate, evaluate, judge, rank, rate, <b>recommend</b> , test, value, justify	What requirements, for employing a new Teacher, would you <b>recommend</b> to the Principal?

<http://cft.vanderbilt.edu/teaching-guides/pedagogical/blooms-taxonomy/>

# Professional Development Resources for Educators

*In the last ten years there's been a lot of research done about what makes a difference for student achievement and it's now clear that the single most important determinant of what students learn is what their teachers know. Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor.*

Dr. Linda Darling-Hammond, Professor of Education Stanford University  
Graduate School of Education and President/CEO, Learning Policy Institute

TYPE	TITLE	AUTHOR	DESCRIPTION
Book	Assess Higher-Order Thinking Skills in Your Classroom	Susan Brookhart (2010)	Assessment guide to help teachers determine if students are displaying the kind of complex thinking (K-12).
Book	Best Practices in Literacy Instruction, 6 <sup>th</sup> Ed.	Lesley Morrow (2018)	Evidence-based teacher resource (PreK – 8).
Book	Better Than Carrots Or Sticks: Restorative Practices for Positive Classroom Management	Dominique Smith, Douglas Fisher, Nancy Frey (2015)	Practical blueprint for creating a cooperative and respectful classroom climate.
Book	Classroom Strategies for Interactive Learning	Doug Buehl (2017)	Strategies for developing students to become purposeful thinkers; readers thru scaffolding comprehension skills.
Book	Comprehension Connections: Bridges to Strategic Reading	Tanny McGregor (2007)	A guide to developing children's ability to fully understand texts by making the comprehension process achievable, accessible, and incremental.
Book	Comprehension Instruction / Research-Based Best Practices	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	Concept-Based Curriculum and Instruction	H. Lynn Erickson (2014) Corwin Press Publishers	How to bring content and process together in the classroom.
Book	Content Counts! Developing Literacy Skills	Jennifer Alteri (2011) Internat'l Reading Assoc	Developing discipline- based literacy skills (K – 6).
Book	Culturally Responsive Teaching and The Brain	Zaretta Hammond (2014)	Brain-based teaching approach to culturally responsive instruction.
Book	Developing Readers in the Academic Disciplines	Doug Buehl (2023)	Strategies to improve learning and literacy skills.
Book	Digital Citizenship in Action: Empowering Students to Engage in Online Communities	Kristen Mattson (2017)	Strategies to help students develop relationships based on mutual trust and understanding in digital spaces.
Book	Energizers! 88 Quick Movement Activities That Refresh and Refocus	Susan L. Roser (2009)	Encourages playful moving, laughing, chanting or singing to promote more productive learning (K – 6).
Book	Energizing Brain Breaks	David Sladkey (2013)	Activities to help students remain sharp and alert, re-energized for the next learning task.
Book	For White Folks Who Teach in the Hood... and the Rest of Y'all Too	Christopher Emdin (2016)	New approach to teaching and learning in urban education by merging real stories with theory, research, and practice.
Book	Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom	Kristin Souers, Pete Hall (2016)	Research and experience based strategies for working with trauma-affected students.
Book	Habits of Mind	Art Costa (2009)	How to transform schools into learning communities



Book	How to Differentiate Instruction in Academically Diverse Classrooms. United States	Carol Tomlinson (2017)	Best practices on how to help students access high-quality curriculum, engage in meaningful learning experiences, and feel safe and valued in their school.
Book	Interventions for All	Yvette Zgonc (2010)	Phonological awareness (K-2).
Article	"Mindful Classroom Management & the Power of Patience"	Dr. Azi Jankovic (2016)	Patience, faith, respect, praise and relationships are very important, not only in everyday life, but in the classroom.
Book	Not Light, But Fire	Matthew Kay (2018)	Strategies on how to lead students through difficult race conversations.
Book	Phonics A – Z, 4 <sup>th</sup> Ed.	Wiley Blevins (2023)	Phonics instruction (K – 2).
Book	Preventing Reading Difficulties	National Research Council (1998)	Reading research.
Article & 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	Pump Up the Volume – Vocabulary	Laureen Reynolds (2008)	Practical strategies to build students oral (listening and speaking) vocabulary words they understand and use when they speak (K – 3).
Book	Qualities of Effective Teachers	James Stronge (2018)	Explores what effective teachers do during planning, instruction, and assessment.
Book	Someday	Eileen Spinelli (2007)	Poetic words and collages depicting dreams of tomorrow, while living today (K – 4).
Book	Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator	Dave Burgess (2012)	Techniques and innovative ideas that help teachers increase student engagement.
Book	Teaching When the World Is on Fire	Lisa Delpit (2021)	Collection of advice and strategies for creating a just classroom from educators.
Book	The Balanced Leadership Framework, McRel	Tim Waters	Actions/behaviors affecting student achievement.
Book	The Fluent Reader, 2 <sup>nd</sup> Ed.	Timothy V. Rasinski (2010)	Strategies for building word recognition, fluency and comprehension (6 up).
Book	The Teacher's Encyclopedia of Behavior Management 100 Problems/500 Plans Reproducible Tools	Randall Sprick, Lisa Howard (2012)	Addresses classroom problems and includes model plans and suggestions for developing and implementing interventions.
Book & Article	Too numerous to mention (Includes Leveled Series for Common Core)	Fisher & Frey	Improving student achievement and schools through literacy development (K – 12).
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	Visible Learning for Teachers	John Hattie, Shirley Clarke (2019)	Collection of evidence- based research into what works in schools to improve learning.
Book	Why Didn't I Learn this in College?, 3 <sup>rd</sup> Ed.	Paula Rutherford (2020)	Strategies and approaches to use with the ever-changing student demographics.
Book	Words Their Way, 7 <sup>th</sup> Ed.	Donald Bear (2019)	Hands-on approach to word study that illustrates how to integrate and teach children phonics, vocabulary and spelling skills (K – 6).
Article	16 Inspirational Quotes from Children's Literature	Kimberly EHart (2015)	Student motivation through the use of children's literature.

# CONTACTS and LINKS

## New York State Education Department (NYSED)

ORGANIZATION	ADDRESS
New York State Education Department	<a href="http://www.highered.nysed.gov/tcert/">http://www.highered.nysed.gov/tcert/</a>
Child Abuse Identification Workshop	<a href="http://www.highered.nysed.gov/tcert/certificate/ca.html">http://www.highered.nysed.gov/tcert/certificate/ca.html</a>
School Violence Prevention and Intervention Workshop	<a href="http://www.highered.nysed.gov/tcert/certificate/save.html">http://www.highered.nysed.gov/tcert/certificate/save.html</a>
Teachers Exams	<a href="http://www.nystce.nesinc.com/">http://www.nystce.nesinc.com/</a>
NYSED Learning Standards	<a href="https://www.nysed.gov/next-generation-learning-standards">https://www.nysed.gov/next-generation-learning-standards</a>

## Professional Organizations

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

**NOTE:** Internet addresses active at the time of publication

# IMPORTANT WEBSITES for EDUCATORS

The table contains resources for engaging students, managing classrooms, and planning lessons. This is broken into three categories: (1) General, (2) STEM: Science, Technology, Engineering, Math, and (3) Literacy & Social Studies.

ORGANIZATION	ADDRESS	DESCRIPTION
<b>General</b>		
Crayola	<a href="http://www.crayola.com/educators">http://www.crayola.com/educators</a>	Activities for every grade level.
Smarttech	<a href="https://www.smarttech.com/en/education">https://www.smarttech.com/en/education</a>	Ready-made, interactive whiteboard lessons; guide on how to create lessons for whiteboards.
Teacher Tube	<a href="http://www.teachertube.com">http://www.teachertube.com</a>	Source for instructional videos.
EDUTOPIA (George Lucas Educational Foundation)	<a href="http://www.edutopia.org">http://www.edutopia.org</a>	A great resource that provides tools for increasing student engagement
Education World	<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.
Teacher Vision	<a href="https://www.teachervision.com">https://www.teachervision.com</a>	Cross-curricular resources by theme.
Powtoon	<a href="http://www.powtoon.com">http://www.powtoon.com</a>	Resource for creating short, animated clips to accompany student-generated scripts.
Wordsmyth	<a href="http://www.wordsmyth.net">http://www.wordsmyth.net</a>	Online dictionary/thesaurus.
Tolerance	<a href="http://www.tolerance.org">http://www.tolerance.org</a>	Teacher blog addressing difficult to teach topics within an educational setting. Includes supporting teacher-to-teacher activities and materials.
Annenberg Learner	<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.
Catapult Learning	<a href="http://www.catapultlearning.com">http://www.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

ORGANIZATION	ADDRESS	DESCRIPTION
<b>STEM: Science, Technology, Engineering, Math</b>		
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.
Next Gen STEM For Educators	<a href="https://www.nasa.gov/learning-resources/for-educators/">https://www.nasa.gov/learning-resources/for-educators/</a>	Stem resources for K-12 educators.
I Am A Scientist	<a href="https://www.iamascientist.info/educators">https://www.iamascientist.info/educators</a>	Posters and resources of real-life scientists.
Skype A Scientist	<a href="https://www.skypeascientist.com/">https://www.skypeascientist.com/</a>	Sign up for a free live Q&A session connecting your class to scientists.
Ask A Technology Teacher	<a href="https://askatechteacher.com/">https://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.
Google Earth	<a href="https://earth.google.com/">https://earth.google.com/</a>	Geography; map generator.
Education on Science	<a href="https://science.education.nih.gov/">https://science.education.nih.gov/</a>	Resource for Science education.
<b>Literacy &amp; Social Studies</b>		
EDSITEment	<a href="https://edsitement.neh.gov/">https://edsitement.neh.gov/</a>	Offers resources in the areas of literature/language arts; foreign languages; art/culture; history/social studies
Youth.gov	<a href="https://youth.gov/federal-links/kidsgov">https://youth.gov/federal-links/kidsgov</a>	U.S. Government's official web portal for kids
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
Scholastic	<a href="http://www.scholastic.com/bookwizard">http://www.scholastic.com/bookwizard</a>	Guidelines for leveling classroom libraries and resources for books
The Writing Revolution	<a href="https://www.thewritingrevolution.org/resources/book-resources/">https://www.thewritingrevolution.org/resources/book-resources/</a>	Writing templates, posters, activities for developing students' writing skills

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# GLOSSARY

## Accommodations

Tools and procedures that provide equal access to instruction and assessment for students with disabilities; designed to "level the playing field" for students with disabilities, accommodations are generally grouped into the following categories:

- Presentation (e.g., repeating directions, reading aloud, using larger bubbles on answer sheets, etc.);
- Response (e.g., marking answers in book, using reference aids, pointing, using a computer, etc.);
- Timing/Scheduling (e.g., extended time, frequent breaks, etc.);
- Setting (e.g., study carrel, special lighting, separate room, etc.).

## Adapted Physical Education (APE)

A specialized physical education program for children with disabilities who may not safely or successfully participate in the regular physical education program.

## Alternate Learning Center

An educational setting, other than the student's current placement, at which the student will receive special education services.

## Alternative Services (also known as Intervention/Prevention Services)

Services provided to general education students who are having difficulty in school. These services are an alternative to special education for students who are not classified as disabled or prior to a referral for a special education evaluation. Alternatives to special education may include reading and math remediation programs, guidance services and speech and language therapy that are provided within the school prior to referral for a special education evaluation.

## Annual Goals

Goals written on the IEP that describe what the child is expected to achieve in the disability related area(s) over a one-year period. Annual Review: A review of a disabled student's special education services and progress that is completed at least once each school year by the student's teacher(s) at an IEP Team meeting. Changes in special education services may or may not be recommended at this time.

## Assessment

The process of collecting information about a student's strengths and weaknesses to improve his or her educational program. The information collected through tests, observations and interviews will assist the team in determining the child's levels of functioning and educational needs.

## Assistive Technology Devices and Services

An Assistive Technology Device is any piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a student with a disability (e.g., a communication device, FM unit, computer access). An Assistive Technology Service is any service that directly helps a student with a disability select, acquire or use an assistive technology device. Any assistive technology or services a student requires must be listed in his or her IEP.

## Autism

A developmental disability, significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements; resistance to environmental change or change in daily routines; and unusual responses to sensory experiences.

The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism, if the above criteria are otherwise satisfied.

## Behavior Intervention Plan (BIP)

A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies and supports; program modifications; and supplementary aids and services that may be required to address the problem behavior.

## Children's First Networks (CFN)

Teams of schools, organized into geographic clusters.

## **Child Find**

Ongoing activities undertaken by states and local school districts to locate, identify and evaluate all children residing in the city, who are suspected of having disabilities, so that a Free Appropriate Public Education (FAPE) can be made available to all eligible children, including all children in public, private and parochial schools.

## **Class Size**

The maximum number of students permitted in the recommended services and/or class. This is indicated in the IEP.

## **Classification**

This term is taken from New York State law and refers to types of disabilities.

## **Classroom Observation**

The process of observing a student during the school day in the classroom and other school settings to see how learning occurs and what behaviors are exhibited.

## **Clinician**

Another term used for a Department of Education assessment professional, such as a school psychologist or school social worker.

## **Commissioner's Regulations**

New York State Education Department guidelines, based on Federal and State education laws, specifying among other things, the steps school districts must follow in the special education referral, evaluation and placement process.

## **Committee on Special Education (CSE) Office**

The "CSE Office" has historically referred to the Committee on Special Education Office and the teams that are housed in that Office, as well as other IEP Teams. Currently, the "Committee on Special Education Office" and "IEP Teams" are referred to separately. IEP Teams are located both at schools and in the Committee on Special Education Office, and they may be composed as either a Full Committee or a Subcommittee. The IEP Teams located at the Committee on Special Education Office and directed by the Chairperson are responsible for several groups of students.

These teams are responsible for all students 5 to 21 years of age who attend a school within the geographic boundaries of the districts that is a:

- ☐ Private school;
- ☐ Parochial school;
- ☐ Charter school; and
- ☐ State approved non-public school.

The IEP Teams located at a Committee on Special Education Office are also responsible for students who reside within the geographic boundaries of the districts that are served by the Committee on Special Education Office and who are:

- ☐ Students attending non-public schools outside New York City and New York State;
- ☐ Students who receive home or hospital instruction as their placement on their IEP (please note that this does not include students on temporary home instruction, as these students are expected to return to their prior school);
- ☐ Students who are being home-schooled; and
- ☐ Students who are non-attending.

To see the contact list for area CSE Offices: <https://www.schools.nyc.gov/learning/special-education/help/committees-on-special-education>

## **Confidentiality**

The obligation of the Department of Education to maintain the student's special education records in a manner that assures that only appropriate staff has access to the student's IEP and records.

## **Continuum**

The range of education services in the Department of Education to support educating children with disabilities in the least restrictive environment.

## **Counseling**

These services are designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution if a student is experiencing difficulty interacting appropriately with adults or peers, withdrawal or acting out, low self-esteem and/or poor coping skills that significantly interfere with learning. If students require services from a particular provider (e.g., Guidance Counselor, School Psychologist or Social Worker) it must be outlined in the IEP.

## **Committee on Special Education (CSE) Office Record or (CSE) Office File**

All of the student's referral, evaluation and placement materials: including due-process notices, IEPs and school reports.

## **Curriculum Accommodations**

Accommodations change how a student accesses information and demonstrates that s/he has learned the information. They may include the use of audiotapes instead of books, large-print books, Braille materials, use of a calculator for math and/or use of a word processor instead of handwriting.

## **Curriculum Modifications**

Modifications change the way the curriculum is delivered and the instructional level, but the subject matter itself remains the same. Examples of modifications include redesigning the size or focus of the assignment.

## **Deaf-Blindness**

A student with both hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for students with deafness or students with blindness.

## **Deafness**

A student with a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the student's educational performance.

## **Declassification**

An IEP Team determination that a student no longer needs special education services.

## **Declassification Support Services**

Services to support a decertified student to make the transition back to general education classes with no special education services. Declassification services may be provided for up to one year from the date of decertification and may include instructional supports and modifications, speech and language services, counseling services, etc.

## **Deferred Placement**

During the IEP Team meeting, discussion will include a decision as to whether or not the recommended special education services should begin immediately. It may not be in a student's best interests to immediately implement the recommended special education services. This is referred to as a "deferred" placement and requires consent from the parent.

## **Due Process**

The provision in law that guarantees and protects the rights of parents, students and the Department of Education during the referral, evaluation and placement process.

## **Due Process Complaint**

Also called a Request for an Impartial Hearing, this is a written complaint filed by a parent or a school district involving any matter relating to the identification, evaluation, educational placement or provision of a free, appropriate, public education to a student with a disability. This may result in an Impartial Hearing.

## **Due Process Hearing (Impartial Hearing)**

A legal proceeding before an Impartial Hearing Officer who is not an employee of the New York City Public Schools. Both the parents and the school district present arguments, witnesses, if any, and evidence.

## **Electronic Fund Transfer (EFT)**

New York City Public Schools' Direct Deposit payroll system.

## **Employee Identification System (EIS)**

New York City Public Schools' Employee Identification System, used for all business transactions, while active.



## **Emotional Disturbance**

A student who exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the student's educational performance:

- ☐ An inability to learn that cannot be explained by intellectual, sensory or health factors;
- ☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- ☐ Inappropriate types of behavior or feelings under normal circumstances;
- ☐ A generally pervasive mood of unhappiness or depression;
- ☐ A tendency to develop physical symptoms or fears associated with personal or school problems.
- ☐ The term "emotional disturbance" includes schizophrenia. It does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

## **English Language Learner (ELL) Formerly Students with Limited English Proficiency (LEP)**

A student who speaks a language other than English at home and scores below a state designated level of proficiency in English upon entering the New York City public school system.

## **English as a Second Language (ESL)**

A teaching approach and methodology used by trained English-speaking teachers for ELLs who are acquiring English-language skills.

## **Free Appropriate Public Education (FAPE)**

Special education and related services that are provided at public expense, under public supervision, direction and without charge to the parent.

## **Functional Behavioral Assessment (FBA)**

A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help IEP Teams select interventions that directly address the problem behavior.

## **General Education Curriculum**

The body of knowledge and range of skills that all students, including students with disabilities, are expected to master.

## **Graduate Equivalency Diploma (GED)**

Alternative high school diploma, issued by New York State, for completing an equivalent high school competency examination.

## **Health Services**

A type of related services provided to students who are identified as having medical and/or health needs that require the assistance of a nurse or health paraprofessional during the school day. Examples of this service may be feeding, ambulation, suctioning or catheterization.

## **Hearing Education Services**

Services designed to provide instruction in speech, reading, auditory training and language development to enhance the growth of receptive/expressive communication skills.

## **Hearing Loss**

An impairment in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance but is not included under the definition of deafness in this section.

## **High School Diploma**

Given to students who have successfully completed either Regents exams or competency tests and course credit requirements, as prescribed by regulation.

## **Home Instruction as a program recommendation on the student's IEP**

Home Instruction may be recommended by the relevant IEP Team for students with disabilities who have a medical or psychological illness which prevents the student from attending a public or private facility for an extended period of time (i.e., one year or longer).

## **Home Language Identification Survey (HLIS)**

A parent questionnaire to determine whether or not a language other than English is spoken in the student's home.

## Hospital Instruction

An educational service provided on a temporary basis to students who are hospitalized for medical conditions that prevent them from attending school.

## IEP Diploma

The IEP diploma certifies that a student has completed IEP goals. IEP diplomas are not accepted for admission to college or enrollment in military service. Students who are participating in alternate assessment and are expecting to achieve an IEP diploma should discuss transition plans including post-graduation and career training during their IEP Team meeting. Students receiving IEP diplomas are entitled to remain in school until the end of the school year in which they turn 21 and may pursue Advanced Regents, Regents, Local, Careers and Technical Education (CTE or GED diplomas.)

## Individualized Education Program (IEP)

The IEP documents a student's eligibility for special education services and formalizes the school system's plan to provide special education services that are appropriate for his or her unique needs. It contains specific information about the student and the education program designed to meet these needs, including:

- ☐ The student's current performance in school and goals that can be reasonably accomplished in a school year.
- ☐ Special education and related services, including counseling; speech, occupational or physical therapy; paraprofessional support; assistive technology; behavior intervention and modifications.
- ☐ Participation with non-disabled students and/or mainstreaming opportunities.
- ☐ Participation in state and citywide tests, promotion criteria and diploma objectives.
- ☐ Date services will begin, how often they will be provided, where they will be provided and for how long.
- ☐ Means of measuring the student's progress.

## Individualized Supports

Examples of supports include rephrasing of questions and instructions, additional time to move between classes, special seating arrangements, testing accommodations such as questions being read or re-read aloud, additional time, etc., curricular aids such as highlighted reading materials, main idea summaries, organizational aids, pre-written notes or study guides.

## Individuals with Disabilities Education Improvement Act (IDEIA)

A Federal law that gives students with disabilities the right to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment from age 3 to the year the student turns 21 years or graduates with a high school diploma.

## Interactive Voice Response (IVR)

Assistive technology communication device for students who do not have speech capabilities.

## Language Assessment Battery-Revised (LAB-R)

A test given to determine a student's level of proficiency in English and need for bilingual ESL instructional services.

## Learning Disability (LD)

Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities; of mental retardation; of emotional disturbance or of environmental, cultural or economic disadvantage.

## Least Restrictive Environment (LRE)

"Least Restrictive Environment" means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

## Limited Mobility

Students who have specific mobility impairments, whether physical or sensory, for whom the design of buildings may pose barriers and who, therefore, must be offered access to programs to the extent required by law.

## Mainstreaming

Students who are identified as having an educational disability and receiving special class services full-time or for the majority of the school day must have access to general education classes and services to the maximum extent appropriate. Mainstreaming is

the placement of a student who is in a full-time special class or in a special class for the majority of the school day into a general education classroom with age-appropriate peers for the areas of instruction in which the student's disability does not impact on his or her ability to participate. A student may be mainstreamed in academic classes such as math, language arts, science or social studies or a non-academic program such as music or art.

## **Management Needs**

The amount of adult supervision and any necessary environmental modifications required to meet a student's needs. This must be indicated in the IEP.

## **Matron**

A person who assists students on the special education bus while riding to and from school.

## **Medical Examination**

A doctor's report on a student's physical and medical condition that is taken into consideration during the IEP Team meeting.

## **Mental Retardation**

A student with significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects that student's educational performance.

## **Modifications**

Describes a change in the curriculum. While accommodations are changes in formats or procedures that enable students to participate readily rather than be limited by disabilities, modifications are more extensive changes of both difficulty level and/or content quantity. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for an elementary school student with cognitive impairments that limit his or her ability to understand the content in the general education class in which they are included.

## **Multidisciplinary Evaluation**

The complete assessment of students by the evaluation team to determine if the student is disabled and requires special education services. This is also called a Multidisciplinary Assessment.

## **Multiple Disabilities**

A student with concurrent impairments (such as mental retardation–blindness, mental retardation– orthopedic impairment, etc.), the combination of which causes educational needs that cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

## **Neurological Evaluation**

A specialized assessment conducted by a neurologist to determine if the student exhibits signs of a brain dysfunction that may affect learning.

## **New York State English as a Second Language Achievement Test (NYSESLAT)**

The NYSESLAT is taken by English Language Learners (ELLs) in kindergarten through grade 12 who have been placed in ESL, bilingual or Dual Language classes. They will continue to receive ESL and bilingual services until their scores on the NYSESLAT indicate that they have gained sufficient proficiency in English to fully participate in an English-only program.

## **Non-Disabled**

A student who is not classified as having a disability and receives no special education services.

## **New York State Approved Non-Public School**

A school that provides a publicly funded special education program and that is not part of the New York City Public Schools.

## **Notice of Referral**

A letter sent to parents in their preferred language, if known, no more than five days after the receipt of a referral for special education screening.

## **NYCPS**

Abbreviation for New York City Public Schools; New York City's public school system of over 1,600 schools that serve approximately one million students throughout the five boroughs.

## **Office of Student Enrollment (OSE)**

The central Office of Student Enrollment facilitates student placement, enrollment, zoning and choice programs on a citywide basis for all grade levels. OSE is also responsible for placing public school students in collaborative team teaching and special education classes once they have been recommended for these services and the student cannot be served in his or her current school.

## **Occupational Therapy**

This will help the student maintain, improve or restore adaptive and functional skills, including fine motor skills and oral motor skills in all educational activities.

## **Orientation and Mobility Services**

These services are designed to improve a student's understanding of spatial and environmental concepts and use of information s/he receives through the senses (e.g., sound, temperature, vibrations) for establishing, maintaining and regaining orientation and line of travel. They are provided to students with visual impairments.

## **Orthopedic Impairment**

A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.) impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputation and fractures or burns which cause contractures).

## **Other Health Impairment**

A student with limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to: heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder, or Tourette syndrome, which adversely affects that student's educational performance

## **Other Support Services**

Related services provided to students who require developmental or corrective assistance to be maintained in their current educational programs.

## **Paraprofessional**

A person who provides assistance (e.g., behavior management, health services, transportation or toileting, awaiting placement services, alternate placement services, or sign-language interpretation) either to the entire class or an individual or group of students.

## **Parent Counseling and Training**

If the parent(s) need some help understanding the special needs of their child, Parent Counseling and Training can provide them with information about their child's development. Parent Counseling and Training is typically provided as part of the program if their child is in special classes with staffing ratios of 8:1:1, 6:1:1 and 12:1:4. These are not adult counseling services and are not intended to meet their personal or educational needs.

## **Parent Member**

A parent of a child with a disability in the school district who participates in IEP Team meetings and assists a parent of a child with a known or suspected disability in making educational decisions for his or her child.

## **Pendency**

When a party requests an Impartial Hearing or participates in mediation, pendency, a "stay-put" provision, allows the student to remain in his or her "last-agreed-upon placement" until the Impartial Hearing process (including all appeals) is complete, unless the parent and the IEP Team agree in writing to an alternative.

## **Persons in Parental Relationship**

A person in parental relationship to the child, as defined in New York State Education Law, including a father or mother (by birth or adoption) a stepfather, a stepmother, a legally appointed guardian or a custodian. A custodian is someone who has assumed the charge and care of a child because the parents or guardian have died, are imprisoned, are mentally ill, have been committed to an institution, or have abandoned or deserted the child or are living outside the state or their whereabouts are unknown. Pursuant to Title 15-A of the General Obligations Law, which allows parents to voluntarily designate someone else to make educational decisions for their child, a person may be designated as a Person in Parental Relation. The designation must be in writing and can be for no longer than six months at a time. If the designation is for longer than 30 days, it must be notarized and signed by the designee, as well as the parent.

The person acting in parental relationship is called on by the IEP Team for involvement and consultation throughout the special education process. If the birth parents return to the student's life at any time and assume parental responsibility, the IEP Team involves them in the decision-making process and no longer recognizes the other parenting relationships that existed prior to the parent's return.

## **Physical Therapy**

Uses activities to maintain, improve or restore your student's functioning, including gross motor development, ambulation, balance and coordination in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase and transitions between classes.

## **Preferred Language**

The language that a parent feels most comfortable speaking. This may or may not be the language regularly spoken at home.

## **Psychiatric Evaluation**

A specialized assessment conducted by a psychiatrist to determine a student's ability to relate to the environment and the level to which emotional problems interfere with learning.

## **Psychological Evaluation**

An assessment conducted by a licensed psychologist to measure a student's strengths and weaknesses in overall learning abilities and how s/he relates to other children and adults.

## **Recommendation**

A determination of the provision of special education services made at an IEP Team meeting.

## **Reevaluation**

An updated evaluation(s) for a student with a disability. A request for this can be made by the student's teacher, parent or school district. Additionally, students with disabilities must be reevaluated once every three years, except when the district and parent agree in writing that a reevaluation is not necessary. A reevaluation may not be conducted more than once a year unless the school and the parent agree otherwise.

## **Referral**

A referral begins the evaluation and placement process to determine whether the student has a disability and requires special education services.

## **Regular Education**

See General Education curriculum.

## **Related Services**

Services that may be given to special education students to help support and assist their participation in their school program. These services must be recommended on the IEP and are provided either individually or in groups of no more than five. Services include: counseling, school health services, hearing education services, occupational therapy, physical therapy, speech/ language therapy, vision education services, orientation and mobility services and "other support" services.

## **Related Services Authorization (RSA)**

An RSA is an authorization letter given to parents that allows them to obtain the services of a non- Department of Education independent provider of specific related services at Department of Education expense when the Department of Education has been unable to provide these services for the student within the required timelines.

## **Requested Review**

An IEP Team meeting to review the child's IEP to determine if it continues to meet his or her needs. This review may be requested at any time by a parent, a teacher or other school staff member.

## **Resolution Session**

A mandatory meeting that the school district must convene within 15 days of receiving the parents' due process complaint. The resolution session includes parents, members of the IEP Team relevant to the complaint and a representative of the school district who has decision-making authority.

## **Right to Visit a Class**

Parents have the right to visit the school where their child will receive special education services. The parent may be shown a class that is an example of the program the student is recommended to receive.

## **School Health Services**

A school nurse or paraprofessional provides services that are designed to address your student's specific health needs, as documented by his or her physician, to ensure a safe educational environment.

## **Social History**

An interview with parents concerning a student's health, family and school background, including social relationships, that is used as part of a student's evaluation.

## **Special Class**

Special Class Services are services provided for students with disabilities in a self-contained classroom. They serve students whose needs cannot be met within the general education classroom, even with the use of supplementary aids and services. In self-contained special classes, students must be grouped by similarity of educational needs. Classes may contain students with the same disability or with different disabilities as long as they have similar levels of academic and learning characteristics, levels of social development, levels of physical development and management needs. Special classes offer different levels of staffing intensity depending upon the student's academic and/or management needs.

## **Specially Designed Instruction**

Ways that special education professionals adapt the content, methodology (approaches to teaching certain grade-level content), or the delivery of instruction to address the unique needs that result from the student's disability. Specially designed instruction should also ensure that the eligible student has access to the general curriculum so that he or she can meet the educational standards of the school district that apply to all students.

## **Speech or Language Impairment**

A student with a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects that student's educational performance.

## **Speech/Language Therapy**

These services help in the way the student understands sounds and language (called auditory processing), with articulation or phonological skills, comprehension, use of syntax, pragmatics, voice production and fluency.

## **Surrogate Parents**

To ensure the rights of the student are protected, in the following circumstances, a person may be appointed by the Department of Education as a "surrogate parent" to act in the place of parents or guardians:

- ☐ No parent can be identified;
- ☐ After reasonable efforts, the Department of Education cannot discover the whereabouts of the parent;
- ☐ The student is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Act;
- ☐ The student is a Ward of the State and does not have a parent who meets the definition of parent. A Ward of the State is a child or youth under the age of 21 who has been placed or remanded through a juvenile delinquency, PINS or child protective proceeding; is in the custody of the Commissioner of Social Services or the Office of Children and Family Services; or is a destitute child not being cared for in his or her home.

Surrogate parents are not officers, employees or agents of the Department of Education or the State Education Department or any other agency involved in the education or care of the student.

## **Toilet Training**

Toilet Training is a short-term instructional service to help prepare a student for independence in toileting. It is provided by a paraprofessional who schedules, instructs and assists the student.

## **Transition Services**

A coordinated set of activities that:

- ☐ Improves the academic and functional skills of the student in order to facilitate the student's movement from school to post-school activities such as post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;
- ☐ Is based on the individual student's needs, taking into account his or her strengths, preferences and interests, and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation.

## **Transitional Support Services**

Transitional support services, such as consultation and/or training, may be provided to staff (generally for 30 days) who work with students with disabilities as they move into less restrictive settings. Although transitional support services are provided to teachers, the benefit extends to the student with a disability.

## **Traumatic Brain Injury**

A student with an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, and anoxia or brain tumors with resulting impairments that adversely affect that student's educational performance.

The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include injuries that are congenital or caused by birth trauma.

## **Travel Training**

A service that teaches high school-aged students to travel to and from school or to and from the work-study site safely and independently.

## **Twelve-Month School Year Services (also known as extended school year services)**

Twelve-Month School Year Services are provided to students with severe disabilities who require the continuity of education in order to prevent substantial regression in their developmental levels during July and August. This must be recommended by the IEP Team and indicated on the IEP. Parents must consent to extended school year services.

## **VAKT (Visual/Auditory/Kinesthetic/Tactile)**

Sensory integration for the reinforcement of learning strategies. (See below)

## **Vision Education Services**

These services are designed to provide instruction for the student if he or she is visually impaired. They utilize Braille, Nemeth Code, large print, optical and non-optical low-vision devices and other skills necessary to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual and auditory strategies.

## **Visual Impairment**

An impairment in vision including blindness that, even with correction, adversely affects that student's educational performance. The term includes both partial sight and blindness.

## **Vocational Assessment**

Tests for junior and senior high school students to measure their interest and abilities in job-related areas. This assessment helps the IEP Team, the parent and the student to plan for the student's transition from school to post-school activities, including future career and job possibilities.

Adopted from NYCPS/Special Education



## Example Unit Plan Template

*A unit plan is how a teacher plans for a content area to achieve the learning goals, assessments, and instruction in an aligned way over a number of weeks.*

Grade/Course:

Unit Name:

Length of Unit:

### Unit Overview

What are the enduring understandings and essential questions of this unit?

In this unit, the essential question(s) students will be answering are...

The enduring understandings that students will come away from this unit with are...

Themes

### Priority Standards: Assessed Common Core Standards

### Supporting Standards: Common Core Standards used to scaffold Priority Standards

### NY State Standards: Content Specific

**Summative Assessment**  
**Culminating assessment that measures student growth on all priority standards**

**Overview of the Assessment: The Summative will include:**

Fishbowl	Socratic Sem	Essay	Demonstration	Field Trip	Video	Flipped Classroom
Podcast	Reenactment	Book/Pamphlet/ Brochure	Jigsaw	R.A.F.T.	Cartoon	Diorama
Journal	Scrapbook	Speech	Maps 3D/2D	Debate	Poster	Project

Other (explain):

**Objective: How does this assessment relate to the standard? How does this assessment relate to the essential question?**

**Is there student choice?** [YES / NO]

If YES, explain:

**Groupings:**

☐ *Individuals*

☐ *Pairs*

☐ *Groups of \_\_\_\_*

Explain student roles in pairs/groups:

**Time Frame** \_\_\_\_ **Days**

**Additional information:**

<b>Performance Tasks</b>	<b>Standard</b>	<b>“Unwrapped Concepts”</b> (students need to know)	<b>“Unwrapped Skills”</b> (students need to be able to do)	<b>Engaging Learning Exp. (Tasks)</b> (students should explore, live, transform through hands-on problem-based, real world application)	<b>Depth of Knowledge</b> 1 Recall & Reproduction 2 Skills and Concepts 3 Strategic Thinking/Reasoning 4 Extended thinking	<b>How does this task connect or build on previous assessments? And/Or How does this task lead to the summative?</b>
Task 1 (Formative)						
Task 2 (Formative)						
Task 3 (Formative)						
Final (Summative)						

**Unit Scope and Sequence**  
Basic day by day summary

Day	Concept/Activity	Standard/Skill	Vocabulary	Connection to Enduring Understanding

## Example Lesson Plan Template

*A lesson plan, related to the unit plan, is what and how a teacher plans to deliver instruction and practice in a day.*

UNIT:  
DAY/WEEK of:  
Lesson #:

Students will be able to...	
Learning Standard	Assessment

Vocabulary	Tier I	Tier II	Tier III

<b>1: Guiding Question</b>			
<div style="display: flex; justify-content: space-between;"> <span><i>Describe</i></span> <span><i>Questions</i></span> </div>			
<b>2: Warm-up</b>  <b>Time:</b>	<p><b>The purpose of the Do Now is...</b>  <input type="checkbox"/> <i>review of content</i>  <input type="checkbox"/> <i>preview of today's content</i></p> <p><b>Students will work...</b>  <input type="checkbox"/> <i>independently</i>  <input type="checkbox"/> <i>collaboratively</i></p> <p><b>The format of the Do Now is...</b>  <input type="checkbox"/> <i>multiple choice</i>  <input type="checkbox"/> <i>Hochman</i>  <input type="checkbox"/> <i>image observation/inference</i>  <input type="checkbox"/> <i>short answer question</i>  <input type="checkbox"/> <i>Other:</i></p>		
<b>3: Mini-Lesson</b>  <b>Time:</b>	<p><b>The Mini-Lesson is...</b>  <input type="checkbox"/> <i>a shared reading</i>  <input type="checkbox"/> <i>demonstrating a reading strategy</i>  <input type="checkbox"/> <i>reading and thinking aloud for a specific purpose</i>  <input type="checkbox"/> <i>teaching a key concept</i>  <input type="checkbox"/> <i>demonstrating a writing strategy</i>  <input type="checkbox"/> <i>directing students in a hands-on activity</i>  <input type="checkbox"/> <i>Other:</i></p>		

**Describe****Questions****4: Student Centered Work****Time:****Students will work...**

- ☐ *independently*
- ☐ *in pairs*
- ☐ *in groups of \_\_\_\_*
- ☐ *Other:*

**Teacher circulates and...****5: Share back****Time:****Teacher will check for understanding by...**

- ☐ *focusing on the work of one or more students*
- ☐ *recapping key learning of the day*
- ☐ *Other:*



<b>6: Differentiation Strategies</b>	<input type="checkbox"/> Readings have been modified <input type="checkbox"/> Assigned Work has been modified <input type="checkbox"/> Groupings are purposeful <input type="checkbox"/> Stations allow for different types of learning <input type="checkbox"/> Co-teachers teach different groups <input type="checkbox"/> Students get choice of activities <input type="checkbox"/> Other:	<b>8: Materials</b>	
<b>7: Homework</b>		<b>9: Additional Lesson Plan Description</b>	
<b>Reflection</b>			

## SUBSTITUTE TEACHER ASSIGNMENT TRACKING FORM

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

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

## NOTES

[illegible]



**DIVISION of HUMAN RESOURCES  
HR SCHOOL SUPPORT**

