

NEW YORK CITY DEPARTMENT OF EDUCATION

**HANDBOOK**  
**for**  
**NYC**<sup>TM</sup>  
**SUBSTITUTE**  
**TEACHERS**

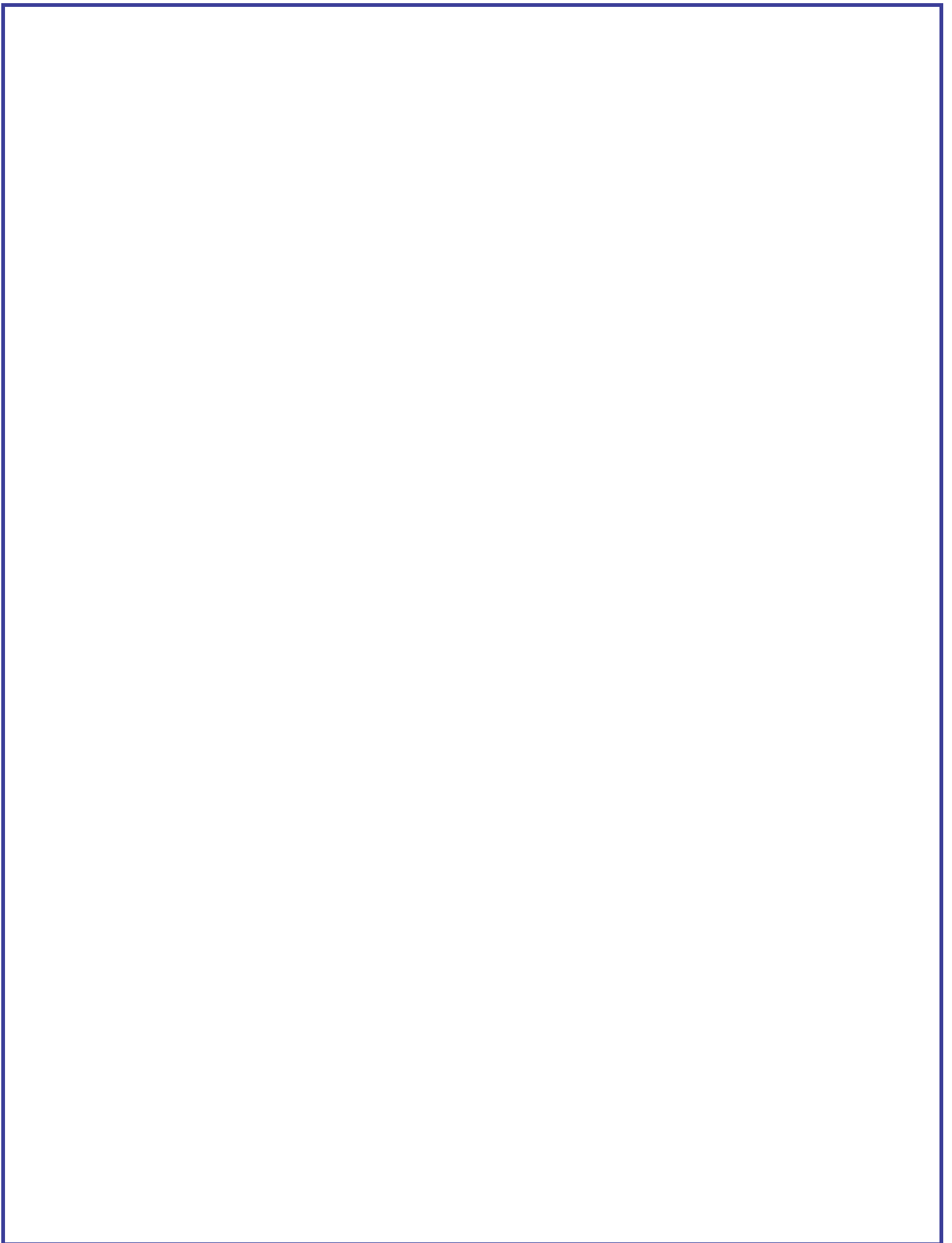


*Children First*

**Division of Human Resources and Talent  
SubCentral**

65 Court Street, Room 504  
Brooklyn, NY 11201  
(718) 935-4401

<http://schools.nyc.gov>





## Chief Executive Officer's Message



Welcome to your exciting assignment as a substitute teacher in the New York City Department of Education. You have chosen a path that will be both challenging and highly rewarding. The "Children First" agenda continues as the guiding principle of our school reform, and therefore, you are taking on a role that is being increasingly shaped to meet the needs and expectations of the children in our public school system.

The role of a substitute teacher has evolved from being merely a day-to-day coverage person to one who provides quality instruction in every class each day. You are an integral part of student learning and achievement. The same high standards and accountability expected from permanently assigned teachers are also expected from you.

Some important understandings should guide you as you take on assignments:

- Continuation of student learning along a continuum established by the permanent teachers and school leaders is your primary focus.
- Students look to you to establish your authority and to exude self-confidence in your role.
- Effective instruction and classroom management emanates primarily from well-planned lessons.
- Each classroom and school has procedures that must be quickly grasped and implemented to achieve effective instruction.

The Division of Human Resources has created this handbook primarily:

- To clarify processes associated with being a substitute teacher.
- To describe instructional and professional expectations for substitute teachers.
- To introduce best practices that will enable you to succeed in our schools.

Ultimately, our goal is to provide you with support so that you can help our schools to achieve the goal of improving learning and achievement for our students.

On behalf of the City of New York, the Department of Education, the parents and students, we commend you and thank you for your commitment to excellence as a substitute teacher in the New York City public schools.

Lawrence Becker

*Chief Executive Officer*

*Division of Human Resources and Talent*



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## **Getting Started**

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### **Organization of the New York City Department of Education**

The New York City Public School system is the nation's largest. There are over 1.1 million children; more than 1,700 schools with new schools opening every year; 80,000 teacher and teacher-related positions; and 22,000 paraprofessionals.

*WE ARE REQUIRED TO COVER CLASSES WITH HIGHLY QUALIFIED AND/OR APPROPRIATE SUBSTITUTE TEACHERS*

The school system is organized with the support of Children First Networks (CFN). This is an initiative designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of devolving as much decision – making power as possible to the people who know schools best: principals, teachers and school staff. Each CFN employs a small cross-functional team directly accountable to principals that delivers personalized service to schools. The ultimate goal is to streamline operations and build capacity within schools so school-based staff can focus their time on instruction and accelerate student achievement.

### **Qualifications**

The New York City Department of Education accepts new substitute applications from individuals who receive a nomination via a principal's online nomination. When a principal's online nomination is received, a substitute nominee receives emailed information on how to access and complete an online application.

If the nominee is New York State certified, he/she is Fast Tracked to be issued a Per Diem Teaching Certificate. He/she is eligible to work in any New York City public school.

If a nominee is not New York State certified, he/she must successfully complete the Assessment and Training components to be eligible to begin working in the nominating school and all other schools. Uncertified candidates who do not successfully complete Assessment and Training sessions may not work as a substitute, even in the nominating school.

For both New York State certified and uncertified teacher nominees, invitations are emailed to be processed for an Occasional Per Diem Certificate (OPDC). The OPDC must be obtained before the nominee may work. All details are emailed to potential nominees and candidates at various times during the processing.



## SubCentral/*SmartFindExpress* System

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

- Ensure the continuity of classroom instruction by assigning qualified substitute teachers to fill absences.
- Remove the responsibility currently placed on principals and school staff to locate suitable substitutes when teachers are absent.
- Track and maintain information on absences and substitute usage.

### System Overview

SubCentral is a fully automated computerized means for reporting absences and arranging for substitutes to fill vacancies created by absent classroom teachers. The Substitute module of SubCentral allows quick and easy access to the information substitutes need to review their profile, search for jobs and review or cancel assignments. This module also provides instructions for performing these tasks using an internet browser or telephone access.

SubCentral selects substitutes to fill absences and places calls to substitutes during the specified call-out times:

- Monday through Friday – 5:30 AM to start of the school day (same day assignments)
- Sunday through Thursday – 5:00 PM to 10:30 PM (future assignments up to 30 days in advance)

Substitutes also have the ability to call the system or go online to search for available jobs. SubCentral can be accessed 24 hours a day, 7 days a week.

SubCentral automates the absence entry procedure, substitutes search for day to day assignments, the job selection and offer process. Both telephone Interactive Voice Response (IVR) and computer internet browser software (such as Internet Explorer, Firefox, etc.) communicate with SubCentral to update information in the database. Substitutes are strongly encouraged to use internet access whenever possible, as substitutes will gain easier access to job assignments visually before receiving telephone IVR job offers.

SubCentral automates, prioritizes and assigns available substitutes for job assignments. Substitutes have the ability to decline jobs. If they do, they will still be offered other jobs, however, if a substitute declines three (3) job offers in one day, he/she will not receive any other job offers during that day’s call out session. The system repeats the process for the next selected substitute in sequence after every decline. SubCentral

records the assignment and tracks the status of calls made through completion, for record keeping and management reports.

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

## Registration for SubCentral

### **First Time Registrants**

- When substitutes become credentialed to provide substitute teacher service, they will receive a **file number** which is located on their Per Diem Certificate. This file number is permanent. Substitutes will need this number to register with the **SubCentral** System and create a Personal Identification Number (**PIN/Password**).
- These numbers must be memorized as they will be used regularly throughout the substitutes' career with the Department of Education.
- In order to access SubCentral all substitutes **MUST** first register via telephone (718) 935-6740 and follow the instructions below:
  - Listen carefully to the telephone prompts.
  - When the automated system asks for the Access ID the substitute must type in their **file number** followed by the star (\*) key (Do Not enter any leading zeros).
  - When the automated system asks for the PIN (Personal Identification Number) the substitute must type in their **file number again** followed by the star (\*) key (Do Not enter any leading zeros).
  - The substitute will then be prompted to record their name and review/update information listed in the system.
  - Towards the end of the call the substitute will be prompted to enter a new PIN (numbers only and must be between 6 and 9 digits in length) followed by the star (\*) key. The system will playback the number entered and the substitute will be required to confirm the information, then he/she may end the call.
- Once a substitute has registered in SubCentral they do not need to do so again. The file number and PIN created will remain the same for the duration of their employment with the Department of Education.



### **All Registrants**

- All substitutes must register with the SubCentral System to be called for substitute assignments. Even if you are providing substitute service in one school or a long term assignment, you must register with SubCentral. Substitutes are able to manage their availability in the system and schools have the ability to pre-arrange substitutes.
- The Access ID/ User ID *and* PIN/ Password are used for all interactions with the system and should **never** be shared with or used by anyone else.
- Substitutes that have not registered for SubCentral **WILL NOT BE CALLED** and **WILL NOT BE OFFERED** any automated job assignments.

### **Substitute Teacher Identification Cards**

All newly hired substitute teachers will be issued an identification card by the HR Connect ID Card Unit. Substitutes currently using an ID will continue to do so.

- Substitutes may use their ID card to log attendance and gain access to schools. In most cases, school security will ask for their ID to gain entrance into the building.
- Substitutes are issued an ID card at the time of their initial employment. If they do not have one, they must contact the Substitute Application Processing Unit at (718) 935-3689.

Should a substitute have a question regarding their eligibility to work, please call the SubCentral help desk at (718) 935-4401 starting at 6:00 AM Monday through Friday.



## General Responsibilities of a Substitute

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### SubCentral Training

- During orientation all substitutes are given a CD which explains the SubCentral/*SmartFindExpress* System. This pre-recorded training is also available online at <http://schools.nyc.gov/Offices/DHR/SubTeachers.htm> and on the SubCentral system home page after registration. Additionally, copies of the CD may be attained by writing to Substitute Application Processing Unit, Division of Human Resources and Talent, 65 Court Street, Brooklyn, NY 11201
- Quick Reference Guides are also included in the substitute orientation package. This will guide substitutes through SubCentral on a step by step basis. Copies may be obtained at <http://schools.nyc.gov/Offices/DHR/SubTeachers.htm> or by contacting the office of SubCentral.

### Accepting a Job

- Whenever possible, substitutes should use the SubCentral system to accept jobs offered. These jobs could be accepted through the internet or via telephone.

### To View Available Jobs Via The Internet

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

To view and accept jobs:

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

Follow these steps:

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

### To Accept The Job Via The Telephone

To hear the job offer:

1. **PRESS 1** to Hear the job offer.  
**PRESS 2** to Set temporary Do Not Call.

2. If you **pressed 1** to Hear the job offer:  
**PRESS 1** to Hear the job description.  
**PRESS 2** to Decline the job (without hearing the description).  
Enter the decline reason from page 1 followed by the star (\*) key.
  3. If you **pressed 1** to Hear the job description.  
**PRESS 1** to Accept this job.  
**Record the Job Number. You are successfully assigned to the job.**  
**PRESS 2** to Repeat the job description.  
**PRESS 3** to Decline the job.  
Enter the decline reason from page 1 followed by the star (\*) key.  
**PRESS 1** to Accept.
  4. If you **pressed 2** to Set temporary Do Not Call, hear a time offered:  
**PRESS 1** to Accept the time offered.  
**PRESS 2** to Enter an earlier time in HH:MM format.
- Once a substitute has accepted an assignment he/she should make a personal note of the **date, time, location, job number, special instructions** and other information pertinent to the assignment. A sample log is located on page 2 . Also for your convenience, the Quick Reference Card is located on page 2 .
  - If the system calls and offers a late assignment, please contact the school to ensure that your services as a substitute are still required for the day.

### Punctuality

- All substitutes must report to duty before the official start of the school day.
- Many experienced substitutes recommend, if possible, arriving at school at least one hour before the start of school in order to prepare the classroom teacher's plan for the day.
- **Schools have different starting times** ' herefore, substitutes must be sure to listen to the time given in the assignment information to know when to report.

### Work Hours

The beginning and ending times for substitute teachers will vary from school to school.

- Substitutes must be certain to listen carefully to the start times as indicated by SubCentral.
- When in doubt, substitutes should call the school the day before (unless the job offer was received the morning of) to verify the start time and obtain the directions to the school if needed, or check on the website for the school's starting time and location.
- A map of each school is available on the Department of Education's main website at <http://schools.nyc.gov>. The cover page has a map that gives substitutes the specific location of the school along with the nearest subway stops.

- Substitutes may also call the Transit Authority at (718) 330-1234 or [www.MTA.info](http://www.MTA.info) or secure directions through [www.mapquest.com](http://www.mapquest.com) or through other online resources.

### **Canceling a Job**

- Once a substitute has accepted a job, it is critical that he/she either fulfill the commitment or cancel the job in a timely manner.
- If, after accepting a job, the substitute finds the need to cancel that job, **he/she must do so at least 1½ hours prior to the start of the job.**
- Substitutes are not allowed to cancel a job after 6:00 AM in the system; they must call the school administrator to cancel the job.
- Cancellation can be done using the SubCentral IVR system and following the prompts to cancel the job.
- Failure to cancel a job in a timely manner may result in a principal excluding the substitute from working at his/her school in the future. Repeated failure to cancel will result in the substitute being restricted from working anywhere in the school system.

### **Photo ID**

- All substitute teachers are required to have official DOE photo ID with them at all times and to present it upon request.
- Photo ID cards may be obtained at 65 Court Street-**Room 102**, Brooklyn, NY.
- Please be advised that substitutes will not be issued their employee ID card until fingerprinting requirements have been met, they have been processed through the Substitute Application Processing Unit and a valid photo ID has been presented.
- If a substitute resigns or is terminated, he/she must surrender their ID to the DOE SubCentral unit at 65 Court Street.

### **Fire Drill**

- Check with the office school secretary about fire drill procedures for the assigned classroom and check near the front door of the classroom for a fire drill procedure chart.

### **Parking**

- Throughout our city, finding an appropriate parking space, especially around a school, is often very difficult.
- Substitutes are strongly encouraged to use public transportation whenever possible to avoid difficulties in finding parking spaces.
- If the substitute prefers to drive, he/she must allow plenty of extra time to find an appropriate parking space. They may not park in designated school parking areas.



## Regulations of the Chancellor and other DOE Policies

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### **Conflicts of Interest**

The New York City Conflicts of Interest Law, and Chancellor's Regulation C-110 on conflicts of interest, applies to all Department of Education ("DOE") employees. Pursuant to these laws there are restrictions regarding financial relationships and other conduct of all DOE employees.

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.

Examples of prohibited financial relationships include, but are not limited to: tutoring, babysitting, loaning money, selling products such as cosmetics or other items, selling Girl Scout cookies, contributing to charitable causes, and participating in a savings club. 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.

DOE employees are also restricted from accepting gifts with a value of \$50 or more from any person or firm doing business with the City, not just the DOE. This includes cash, tickets to concerts, plays, sports events, travel expenses and meals.

It is important for all substitutes to visit the Conflict of Interest website to ensure they are aware of all related COI policies:

<http://www.nyc.gov/html/conflicts/html/about/about.shtml>

*And*

<http://www.nyc.gov/html/conflicts/downloads/pdf2/leaflets/doemailer.pdf>

### **Social Media**

All substitutes are required to read to the DOE's Social Media guidelines and adhere to our professional standards of conduct. In an increasingly digital world, we seek to provide our students with the opportunities that multi-media learning can provide. As we challenge our students with new methods of learning, we will ensure that these tools are used responsibly, and serve to enrich the learning environment in our schools. Please remember that DOE employees should not use their personal email address for professional social media activities and DOE employees should not communicate with students who are currently enrolled in DOE schools on personal social media sites.

<http://schools.nyc.gov/RulesPolicies/SocialMedia/default.htm>



## Regulations of the Chancellor and other DOE Policies

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### Procedures in Cases of the Arrest of Employees - C-105

Department of Education employees who have been arrested and charged with a felony, misdemeanor or violation must immediately notify the Office of Personnel Investigation (OPI) in writing and provide a copy of the criminal court complaint. Additionally, if a substitute is on a long term assignment he/she must notify their supervisor. Notification to a supervisor alone does not satisfy this reporting requirement. OPI must be notified separately in writing.

Inquiries concerning this regulation should be directed to:

Administrator, Office of Personnel Investigation  
New York City Department of Education  
65 Court Street - Room 223 Brooklyn, New York 11201  
Telephone 718-935-2666/2668 Fax: 718-935-4366

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### Office of Equal Opportunity

It is the policy of the Department of Education of the City of New York 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 DOE employees are required to maintain an environment free from discrimination and unlawful harassment based upon any of the above-referenced protected classes.

Inquiries concerning this regulation should be directed to:

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



## Overview of the School Day

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*"To begin with the end in mind means to start with a clear understanding of your destination."  
- Stephen R. Covey*



### Preparing to Substitute Teach

The following are suggested best practices used by effective instructors to prepare to substitute teach:

- Arrive well before the school day begins.
- Substitutes must review the teacher's lesson plan and seating chart to familiarize themselves with students' names
- Anticipate classroom challenges and plan strategies to meet them.
- Substitutes must walk around and familiarize themselves with the physical layout of the school including classrooms, entrances and exits, department offices, cafeteria, gymnasium, library, auditorium and staff lounges.
- Obtain information regarding fire drill regulations and correct line of march for their classroom(s).
- If time permits before class, substitutes should introduce themselves to the teachers in the surrounding classrooms.

### Lesson Planning

#### **Instructional Expectations of the Substitute Teacher**

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

Many times you will not know the grade level for which you are providing substitute service. This is common in elementary schools, therefore, it is expected that you arrive prepared with several grade appropriate lesson plans.

## Classroom Management

*“Effective classroom management is essentially invisible.” - Rick Smith*

Though classroom management is often discussed separately from exemplary instruction, studies have shown that they are directly related. 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 for learning to 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 is not permitted.

### Strategies for Promoting Positive Behavior

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



### Suggestions and Exemplary Practices

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

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

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

## Completing Administrative Tasks

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

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

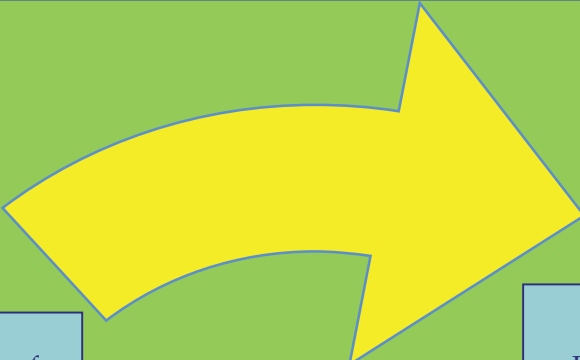
The maintenance of records is necessary; however it should not overshadow the instruction process. For example, teachers will use brief periods between classes to complete attendance records such as:

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


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

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

## End of Day Reflections

- 
- Leave an account of the day for returning teacher.
  - Share student related feedback. Discuss actual strategies mastered and performance observed. Include name, ID number, time, and location in your reports.
  - Include your contact information.

- Reflect on your day assess to determine what worked and determine what challenges remain.
- Use and build upon successful strategies.
- Begin a journal to chart your development.

- 
- Return materials.
  - Verify and maintain your attendance records.
  - Thank colleagues/administrators and obtain feedback.
  - Verify if you are needed for future dates.

### **Unsatisfactory Performance**

It is the policy of the Department of Education to give all substitutes the opportunity to work as much as possible and contribute to the overall goal of student achievement. Occasionally, a school will find the services of a substitute less than satisfactory. This could happen for a variety of reasons. Lateness, failing to report to an assignment, insubordination and inability to follow procedures are some procedural reasons why a substitute would be reported as less than satisfactory. Additionally, substitutes who exhibit poor classroom management skills, ineffective or non-existent lesson planning, failure to communicate effectively and other performance based issues will also be reported to the SubCentral Office.

If a substitute exhibits unsatisfactory performance at a school while working as a substitute, the school has the option of submitting a request to the SubCentral Office to not utilize the services of the substitute in the future. This allows the school to describe the nature of the unsatisfactory performance and removes the substitute's name from the school's sub priority roster. Additionally, a decision is made to determine whether the substitute should not be returning to any school within the Department of Education. The SubCentral Office will notify the substitute in writing of any requests received. Once the SubCentral Office receives a request from a school, a progressive discipline process is initiated which includes one or more of the following in ascending order: a warning letter(s); disciplinary conference(s); suspension; placement on the ineligible list; termination of service. Documentation will be kept on file in the SubCentral Office, the Office of Personnel Investigation, the application processing unit and in the substitute's record/file.

A mechanism is in place to assist substitutes who have received these requests to improve their performance. This mechanism is an online training program which provides a base of support for substitutes by presenting them with strategies and techniques that are most useful in the classroom. It offers suggestions and insights into student learning along with best practices for creating and maintaining a positive learning environment. Completion of the online training program will not only result in greater knowledge and understanding of the principles of learning but it will also strengthen the foundation upon which effective instruction is built.

While it is our overall goal to support and assist struggling substitutes, sometimes these efforts are not successful. The Department of Education will initiate termination procedures on substitutes whose performance does not improve as a result of this effort.



## **Employee Information – Payroll and Benefits**

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### **Payroll**

Substitute Teachers are paid semi-monthly based on the payroll schedule. The per diem payroll calendar can be accessed via the DOE website by entering “per diem payroll calendar” in the search box. The per diem payroll calendar can also be viewed on the payroll portal at <https://payrollportal.nycboe.net>

**Employee Self Service (ESS)** allows the substitute teachers to view their paycheck information online via the payroll portal. The paystubs can also be printed from this portal. Substitute Teachers can generate payroll inquiries and receive responses from the payroll staff. A NYC Department of Education email address is required to access the portal along with a password and either the substitute’s file number (EIS ID), social security number, or reference number (EMPL ID) which is displayed on their check stub. Please contact the Help Desk/Support Center at (718) 935-5100 to obtain an email address and password.

**Electronic Fund Transfer (EFT) or Direct Deposit** is a benefit available to all Department of Education (DOE) employees. Direct deposit provides for the electronic transfer of the employee’s pay directly to the employee’s bank account. If you wish to have your net pay directly deposited to your bank account, you may enroll online through the Payroll Portal. This can be accessed through the DOE intranet using your DOE Outlook email ID and password. <https://payrollportal.nycboe.net>.

### **Payroll Support**

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

### **Long Term Substitute Teaching**

- Long term substitute teaching is defined as 30 or more consecutive days substituting for the same teacher in the same classrooms, without interruption.
- Long term substitutes are required either to be eligible for New York State certification or to be working towards certification.
- If you are not eligible for New York State Teacher Certification, you are limited to a maximum of 40 working days per year unless you are taking courses yearly to become certified. If you are not a certified teacher and plan to work more than 40 days per school year, you are required to submit additional requirements including: *documentation of completion of at least six (6) professional education credits, due by the end of August of each school year.* This annual

submission of transcripts validating professional education credits is required until you complete all required professional education credits for New York State teacher certification. The current number of total credits required is 21.

- Therefore, if you accept more than 40 days of employment during the school year, you must submit transcripts by mid-August validating completion of a minimum of professional education credits per school year. Transcripts are to be submitted to:

Office of Substitute Application Processing Attention: Renewal  
65 Court Street – Room 504  
Brooklyn, New York 11201  
(718) 935-2689

During the school year you will be reminded of these requirements via email.

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

- Substitute teachers are occasional (day-to-day) employees and do not earn sick days.
- In order for you to earn or accumulate a sick day, you must be an F-status (working part-time to cover a vacant position) or Z-status (long-term per diem covering the same absent teacher for 30 consecutive days or more without interruption). When work plus holidays equal 20 days within the calendar month, the F-status or Z-status earn one sick day for that month.
- If you have obtained long-term status (Z-status) or are F-status and work 60 full days, you will earn 3 vacation days. An additional vacation day will be added for every 20 days worked thereafter.
- Once you have achieved long-term status, you must provide medical documentation to the payroll secretary at your school when using sick days.

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

- ALL Substitute teachers must renew their NYCDOE Per Diem Certificate annually.
- ALL Substitute teachers will be notified through their email address of the steps necessary for renewing your Per Diem Certificate.
- It is important for substitutes to check their email portal in their Teachers Support Network (TSN) account:  
<http://nyc.teacherssupportnetwork.com/Home.do>

### **Per Diem Certification for Retired Teachers**

Retired teachers who are interested in working as substitute teachers are now required to apply for a certificate which will allow them to work per diem in schools. Interested applicants will need to meet the following requirements:

- Must be officially retired from the NYC Department of Education.
- Must have a permanent NYS teaching certificate.
- Must be eligible to work for the NYC Department of Education (fingerprints).
- Must be in good standing and not have received an unsatisfactory rating (U) within the past five years.

Applications are available by sending an email to [RetireeSubTchrJobs@schools.nyc.gov](mailto:RetireeSubTchrJobs@schools.nyc.gov). The sender will receive an automated response with an attachment and instructions. The entire process takes 2 – 3 weeks. Further inquiries can be emailed to [PerDiemInquiries@schools.nyc.gov](mailto:PerDiemInquiries@schools.nyc.gov). Retirees must work one day per year in order to be renewed.

### **New York State Certification Workshop**

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

### **New York City Teaching Fellows**

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

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

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

## **Grievances and Evaluations**

### **Grievances**

- The New York City Department of Education recognizes the United Federation of Teachers (UFT) as the exclusive bargaining representative for all substitute teachers.
- The Department of Education provides you with the opportunity to discuss circumstances which may lead to complaints against you.
- Union representation is recommended if complaints could result in your being permanently excluded from assignment as a day-to-day substitute.
- An employee's complaint should be presented and handled promptly and should be disposed of at the lowest level of supervision consistent with the authority of the supervisor.

### **Evaluations**

- If you are working in the same school for more than 20 days, your performance may be assessed on an ongoing basis to determine your performance level and your continued employment eligibility.
- Substitutes who receive negative performance reviews may be suspended.
- Substitutes who receive consistently negative performance reviews will be terminated.
- Substitutes who receive overall unsatisfactory ratings are ineligible for renewal of their certificate.





## Appendices

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**School Year Calendar** For a current calendar: [schools.nyc.gov/Calendar](https://schools.nyc.gov/Calendar)

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

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

*Our Calendar is adhered to without exception, unless notifications of subsequent changes are received pursuant to collective bargaining agreements or for other reasons, provided these other reasons are not inconsistent with collective bargaining or legal obligations.*

### Resources

#### [www.disciplinehelp.com](http://www.disciplinehelp.com)

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

#### [www.subed.usu.edu](http://www.subed.usu.edu)

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

#### [www.suite101.com](http://www.suite101.com)

Numerous articles and links to other resources useful to substitute teachers. Type "SubstituteTeacher" in the SEARCH bar

#### [www.proteacher.com](http://www.proteacher.com)

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

## Suggested Reading

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

## Important Contacts and Links

- SubCentral Help Desk – (718) 935-4401
- SubCentral E-Mail address – [SubCentral@schools.nyc.gov](mailto:SubCentral@schools.nyc.gov)
- SubCentral/*SmartFindExpress* Dial-In (718) 935-6740
- SubCentral Web Page – <https://subcentral.eschoolsolutions.com>
- NYCDOE SubCentral –  
<http://schools.nyc.gov/Offices/DHR/Employees/SubstituteTeachersPerDiem/>
- UFT – <http://www.uft.org>
- New York State learning standards – <http://usny.nysed.gov> type “learning standards” in SEARCH bar
- New York City Department of Education- <http://schools.nyc.gov/>
- NYCDOE – Division of Human Resources – <http://schools.nyc.gov/Offices/DHR/>
- New York State Education Department – [www.nysed.gov](http://www.nysed.gov)
- Teachers Exams – <http://www.nystce.nesinc.com/>
- Child Abuse Identification/School Violence Prevention and Intervention Workshops –  
<http://www.highered.nysed.gov/tcert/certificate/ca.htm>  
<http://www.highered.nysed.gov/tcert/certificate/save.htm>
- Chancellor’s Regulations -  
<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.html>
- Citywide Standards of Discipline and Intervention Measures (The Discipline Code) <http://schools.nyc.gov> Type “discipline code” in SEARCH bar
- Association for Supervision and Curriculum Development (ASCD) – <https://www.ascd.org>



DISTRICT NAME

**Substitute Quick Reference Card**

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

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

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

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

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

**TELEPHONE ACCESS INSTRUCTIONS**

THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:

	Today's Jobs	Future Jobs
Weekdays	Starts at 5:00 am	4:00 - 9:00 pm
Saturday	None	None
Sunday	None	4:00 - 9:00 pm
Holidays	None	4:00 - 9:00 pm

DECLINE/CANCEL REASONS:

1. Illness
2. No Transportation
3. Working in another District

Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system.

**REGISTRATION**

1. Enter your **Access ID** followed by the star (\*) key
2. Enter your **Access ID** again when it asks for your PIN followed by the star (\*) key
3. Record your name followed by the star (\*) key
4. Hear your callback #. Correct if necessary.
5. You will be asked to select a new PIN. Enter a PIN at least six (6) digits in length followed by the star (\*) key.

**TELEPHONE ACCESS INSTRUCTIONS**

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

## THE SYSTEM CALLS

### HEAR THE JOB OFFER

5. **PRESS 1** to Hear the job offer  
**PRESS 2** to Set temporary Do Not Call
6. If you **pressed 1** to Hear the job offer  
**PRESS 1** to Hear the job description  
**PRESS 2** to Decline the job (without hearing the description)  
Enter the decline reason from page 1 followed by the star (\*) key
7. If you **pressed 1** to Hear the job description  
**PRESS 1** to Accept this job  
**Record the Job Number. You are successfully assigned to the job.**  
**PRESS 2** to Repeat the job description  
**PRESS 3** to Decline the job  
Enter the decline reason from page 1 followed by the star (\*) key  
**PRESS 1** to Accept
8. If you **pressed 2** to Set temporary Do Not Call, hear a time offered  
**PRESS 1** to Accept the time offered  
**PRESS 2** to Enter an earlier time in HH:MM format.

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### HEAR THE CANCELLATION

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

## CALLING THE SYSTEM

### MENU OPTIONS

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

### REVIEW OR CANCEL ASSIGNMENTS

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

### HEAR AVAILABLE JOBS

1. Hear assignment information  
**PRESS 1** to Repeat assignment  
**PRESS 2** to Accept assignment  
**PRESS 3** to Decline assignment

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

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### CHANGE YOUR CALLBACK NUMBER

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

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### TO CHANGE PIN or RE-RECORD NAME

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

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## WEB BROWSER ACCESS INSTRUCTIONS

### SIGN IN

Open your browser and access the SmartFindExpress Sign In page. Enter your Access ID and PIN.

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### PIN REMINDER

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

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### PROFILE

Information - Review profile status and address information.

Update Email - Enter or change email address

Callback Number – View/update callback number; specify a Do Not Call time.

Change Password - Enter your current PIN followed by a new PIN twice and click Save

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### SCHEDULE

#### General

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

#### Temporary Do Not Call

- Enter the telephone number where you can be contacted by the system. Include the ‘1’ (long distance indicator) and area code.
- Specify a temporary “Do Not Call Until” time if you do not want to be called by the system.

## Classifications and Locations

- Review classifications and locations you have chosen for assignments

## Unavail Dates Tab

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

## AVAILABLE JOBS

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

To view and accept jobs

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

Follow these steps:

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

## REVIEW ASSIGNMENTS

Choose the *k*

Follow these steps:

- Select format for Assignment display. List or Calendar view
  - Search for assignments
  - Press the *Search* button to display the list of assigned jobs
  - Choose the *Job Number* link to view job details
    - Select the *Return to List* button to review other jobs assigned to you
    - Select the *Cancel Assignment* button to cancel your assignment. Enter a reason for canceling from the pull down list. Wait for the “Job was cancelled successfully” notification. You cannot cancel an assignment within 1 hour of the start time.
    - An assignment may contain file attachments. To view or download a file attachment, click on the file name.
-



## SIGN OUT AND WEB BROWSER INFORMATION

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

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

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

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



## NOTES

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