



Berkeley Unified School District

2012-2013

Substitute Teaching Handbook

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Welcome

Thank you for choosing one of the most challenging jobs in education—that of the substitute teacher. Most teachers will tell you that while they could not do their jobs without you, they wouldn't trade with you for a day! In many ways the job of the substitute is much more difficult than that of the classroom teacher. However, your job can be very rewarding as well. You will have the opportunity to meet and work with thousands of children from various campuses. Yours will be a rich and rewarding experience because of its diversity. Remember that everyone wants you to succeed in your endeavors as a substitute teacher. We hope that this handbook will assist you in your successes as well.

DISTRICT'S MISSION STATEMENT

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

HUMAN RESOURCES DEPARTMENT OVERVIEW

Recruiting, supporting, and retaining the best candidates are crucial tasks. Highly qualified teachers and top performing support staff are the key to student achievement. In addition, the Human Resources Department provides daily guidance and support to District employees. The Human Resources Team is committed to their Mission, Vision, and Beliefs:

Mission

The mission of the Human Resources Team is to be responsive to employees' needs, to establish a bridge to other departments and to provide quality customer service.

Vision

The vision of the Human Resources Team is to recruit, hire, develop, support, and retain the most qualified and culturally competent staff to support the academic achievement and advancement of all students.

Beliefs

We believe....

- ...our employees are our best and most valuable asset.
- ...we can provide friendly, accurate, and timely customer service.
- ...in cooperative and collaborative team work.
- ...we are one team that respects and supports each other.

Non-Discrimination Statement

It is the policy of the Berkeley Unified School District that no qualified person shall, on the basis of race, religious creed, sex, sexual orientation, age, marital status, national origin, physical handicap, disability, mental condition or any other basis made unlawful by federal, state or local laws, be excluded from participation in, be denied the benefits of or otherwise be subjected to discrimination under any program or activity in the Berkeley Unified School District.

Responsibilities of Substitute Teachers

Maintaining a valid credential

Substitutes are required to maintain a current, valid credential. The District requires a valid substitute permit or a valid teaching credential. The Emergency 30 Day Substitute Teaching Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including pre-school, kindergarten, and grades 1-12 inclusive. The holder may serve as a substitute for no more than 30 days for any one teacher during the school year, except in a special education classroom, where the holder may serve for no more than 20 days for any one teacher during the school year.

Effective October 1, 2009, all Substitute Permits must be renewed on line. To renew a credential, go to the Commission on Teacher Credentialing website and click on the box, "Online Services for Educators". Next, click on the box, "Educator Page" and follow the instructions.

Substitutes cannot be paid for work performed as a substitute teacher unless they hold a valid credential, pursuant to California Education Code Section 42647: *"No order for a warrant, and no warrant drawn pursuant to Section 42647, shall be drawn in favor of any person employed in a position requiring certification qualifications, unless such person is at the time the holder of a proper certification document in full force for the full time for which the requisition or warrant, as the case may be, is drawn, and on file or registered as required by law at the time and unless he is employed by the governing board of the unified school district, or district with over 10,000 average daily attendance or by the county superintendent of schools as provided in this code."*

Ethical Behavior

Substitute teachers have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

Non-Smoking Policy

The District is a tobacco and drug free workplace supported by Board Policy, Education Code, Health and Safety Code, and other state and federal statutes. For the safety and health of our students, smoking is not permitted within 25 feet of a school, playground, or district facility (Health and Safety Code 104495). For more information and legal references on the tobacco and drug free workplace, Board Policy and legal references are available by accessing the GAMUT online service mentioned in Section 1 of this handbook.

Hours

Substitute teachers are expected to be on duty the same length of time as the regular classroom teachers. Schedules vary by school site. It is critical to pay attention to the job information in the substitute management system.

A daily substitute is entitled to any regular break time or conference time including a duty-free lunch that the regular teacher's schedule includes. At the elementary level scheduled prep time shall be used for assigned tasks, such as the correction of student work when specific instructions and answer keys are left by the classroom teacher.

Punctuality

Substitutes should report to duty **at least fifteen (15) minutes before the start of school**. Many experienced substitutes advise arriving at school 30 minutes before the start of school to allow time to find the office, sign in, find the classroom, locate the lesson plans, prepare the room and instructional materials, and otherwise prepare for a successful day of substitute teaching. The exact beginning and ending times for substitute teachers may vary from school to school, so be certain to carefully note the start times as indicated by the sub-finder system. **When in doubt, call the school the day before to verify the start time and to get directions to the school if needed.**

Reporting for Duty

Substitutes should report to the school office before assuming their duties in the classroom. While in the office, they should ask for a **substitute's folder or binder**. Many schools have prepared folders or binders containing information such as the staff roster, school map, evacuation procedures, emergency plans, bell schedules, and list of key personnel. They should also ask if there are any special instructions or other information needed to carry out the day's activities. Finally, they should locate where the absent teacher's **lesson plans** are.

Supplies, Materials and Equipment

Teachers' materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned to the proper person before a substitute leaves campus. At the end of the day, the teachers' rooms and equipment should be left as found. The classroom teacher's desk, files, and other storage areas should be regarded with respect.

End of the Day

When the students have been dismissed for the day, the substitute still has several more duties to perform. The room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Successful substitutes will take a few minutes to leave detailed notes for the teacher. The teacher appreciates knowing how much of the lesson plans was accomplished and any other important information about the substitute's instructional efforts. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during his or her absence. Finally, the substitute should always check out through the office when leaving for the day and be sure to return all keys. This provides the office staff with an opportunity to deliver any messages to the substitute and sign the timesheet.

Classroom Duties and Instructional Responsibilities

Substitute teachers are expected to perform all the duties of the classroom teacher unless the administrator releases the substitute from a particular responsibility. Check to see if there are any students with special needs or medical conditions. If the planning book is unavailable, check with the office staff. Substitute teachers should maintain the regular routine of the class. They should follow the daily class schedule and lesson plans provided by the classroom teacher. Please be aware of students with special needs.

Lesson Plans

When teachers are absent from school, they will leave **lesson plans** for the substitute teacher to follow to maintain continuity of instruction. Substitutes are to implement the lesson plans exactly as the teacher indicates. The substitute is expected to adhere to the scope and sequence of instruction documented in the teacher's lesson plans. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction.

Most of the time, teachers anticipate their absences when due to scheduled appointments or staff development requirements. However, if a teacher is absent due to an emergency or illness, the substitute may not have lesson plans provided by the teacher. When this occurs, help is available from other teachers and support staff in the school. Teachers from the same grade level or field of study should be able to help with missing lesson plans.

Student Attendance

One of the many regular duties of the full time teacher is taking student attendance. State law and District policy require that student absences be excused only with a written note from the parents or legal guardians. Substitutes are expected to assist in compliance with this requirement. **Attendance must be taken in every class** and this information must be provided to the school office following the procedures established at the school. Please send students with absence notes to the office.

Classroom Management

Substitute teachers are expected to model and reinforce the expectations of the classroom teacher. Classroom rules are posted in most classrooms and, except for the first few days of class, all students know what the rules of behavior are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.

Discipline

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior to resume effective teaching. Substitutes must **never** administer **corporal punishment** (physically discipline) in any way or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is prohibited. **Sarcasm is ineffective in the classroom and should not be used with students.** Only when all reasonable efforts to maintain order have failed should the substitute refer students to school administrators by completing a discipline slip or note explaining the circumstances.

Referral Process

Each school site has its own discipline policy and referral process. Substitutes should familiarize themselves with the policies of the schools where they work.

Unattended Classroom

The substitute should never leave the students unattended. Even if a student runs out of the room, the teacher should not chase the student. The substitute teacher must contact the office immediately for assistance and handling of the situation.

Leaving the Campus

The care and supervision of the students assigned to the substitute is of paramount importance. At no time during the day should the substitute leave campus unless authorized to do so by a site administrator.

Substitutes must make arrangements for parking for the assigned day so as not to interrupt the teaching and supervision of students and substitutes may not leave students unattended for any reason.

Firm, Fair and Consistent Treatment of Students

Most literature on substitute teaching indicates that in order to be successful in the treatment of students, the substitute needs to treat them in a **firm, fair, and consistent** manner. Fairness and consistency are key issues with students, especially in the middle school. The substitute must not “play favorites” when dealing with student behavior or performance.

Active Involvement

The successful substitute teacher is actively involved with instruction. This includes circulating regularly in the classroom, checking student work and assisting with assignments. The expression, “Be on your feet – not on your seat,” is sage advice to the substitute. Many discipline problems can be avoided by the substitute’s use of proximity to the students.

Substitute teachers should be particularly careful not to do any of the following things without authority from the site administrator:

- **Change student groupings**
- **Dismiss class early**
- **Allow a student to leave the classroom without proper permission**
- **Suspend a student**
- **Release a student from your jurisdiction during school hours without written permission from the school office**

Substitutes should never touch a student for any reason.

It is your responsibility to report suspected child abuse immediately.

Seeking Help

At all times, and in all matters related to substitute teaching, the substitutes should never hesitate to seek help when needed. Everyone in the District wants the substitute teacher to be successful—the teachers, administrators, students, and parents. Help is only a few steps or a call away at any time. In addition to the teacher next door or across the hallway, key personnel are always available to assist the substitute with instructional questions or classroom management concerns. These personnel include the administrators, subject area experts, grade level chairpersons, team leaders, and department heads.

Access to Aesop (Substitute Management System)

Berkeley Unified School District uses an automated service that greatly simplifies and streamlines the process of finding and managing substitute jobs. This service, called *Aesop*, utilizes both telephone and the internet to assist substitutes with locating jobs in this school district. The system is available 24 hours a day, 7 days a week.

NEW HIRE substitutes will be entered into the substitute management system by the Substitute Coordinator.

In order to access the substitute management system, the substitute will need to enter his/her:

ID (phone number)

Pin Number (chosen at the time of hire)

There are three methods for making jobs available to substitutes:

1. Substitutes can search for and accept available jobs, change personal settings, update their calendars, and personalize their available call times by visiting the substitute management system on the internet at <http://www.aesopeducation.com>. *If the regular teacher has uploaded lesson plans on the internet, the substitute will be able to view them online once the job is accepted.*

2. Substitutes may interact with the substitute management system by way of a toll-free, automated voice instruction menu at **1-800-942-3767**. Here, substitutes can proactively search for jobs and manage existing jobs. It is recommended that substitutes call in to check the computer recording of their names by pressing Option 4.

3. The substitute management system will also make phone calls to substitutes to offer jobs. The standard call times when the system may call for substitutes are: 6:00 am – 11:59 am in the morning, and 4:00 pm – 9:30 pm in the evening.

When the substitute accepts a job, the system will issue a confirmation number. **Transactions are not complete until the substitute management system supplies a confirmation number.**

Substitutes who have questions regarding the use of the substitute management system may call (510) 644-8800 for assistance.

How Substitute Teachers Are Assigned

Assignment to a Substitute Position

The selection and assignment of a substitute teacher to fill a particular vacancy is the responsibility of the Human Resources Department. Jobs are offered by an automated system based on the following criteria:

1. Priority consideration is given to permanent substitute teachers who have already worked fifty assignments in our district during one school year. These substitutes are eligible for bargaining unit status.
2. If the substitute management system is unable to match a substitute's qualifications to that of an absent teacher, the system will then begin calling all available substitutes.
3. Site secretaries may call substitutes in emergencies; however, no assignment is complete until it has been reported into the substitute management system to generate a job number.

Achieving bargaining unit status

Substitute teachers who have worked in paid substitute service for fifty (50) assignments during the school year, or thirty (30) assignments in the last two semesters, or who have worked twenty (20) consecutive days can become bargaining unit members. The substitute teacher will need to send a report of the jobs to the Human Resources Department along with a copy to the Berkeley Federation of Teachers (BFT).

Maintaining bargaining unit status

Substitutes will remain members of the bargaining unit as long as they are working an average of six substitute assignments each month. This does not include hourly jobs. During the Fall semester, substitutes will remain members of the bargaining unit until they accept fewer than six assignments in any month. The third time in the Fall semester that a substitute has not accepted at least six assignments in a month, the substitute will no longer have bargaining unit status.

Pre-Assignments for non-bargaining unit substitutes

A non-bargaining unit substitute may receive a Special Circumstance Waiver for a specific subject matter assignment, teacher or department if approved by the requesting site administrator, the president of the Berkeley Federation of Teachers and the Human Resources Department. Waiver request forms are available from the Human Resources Department and are only valid for the specified school year.

Pre-Assignments for Student teachers

Student teachers may substitute for their master teachers if the student teachers hold valid Emergency Substitute Teaching Permits, are authorized by the Human Resources Department and have registered with the substitute management system. Student teachers may only substitute for their master teachers.

Inactivation of the Substitute

A substitute will be inactivated from the system for one or more of the following reasons:

- a) The issuance of three (3) unsatisfactory performance reviews on the substitute teacher report form within one (1) year. Upon request a Human Resources administrator shall meet with the substitute teacher and review the substitute teacher's performance prior to inactivating the substitute.
- b) Lack of valid teaching credential or substitute permit
- c) Written request from the substitute
- d) Noncompliance with substitute dispatch procedures
- e) Substantial noncompliance with the law, District policies, procedures or rules.

Two (2) unsatisfactory evaluations from a site will result in exclusion from that particular site in the future.

Requests for reactivation

Twelve (12) months after being inactivated or blocked from a site pursuant to Articles 15.11.1 or 15.11.2, a bargaining unit substitute may request reinstatement by following these procedures:

The substitute should write a letter to the Director of Personnel Services explaining the reason why the substitute should be reinstated. The Director of Personnel Services will meet with the substitute and make a recommendation.

Reinstatement to a school and/or the District's substitute list is at the discretion of the District.

Pay

Substitute teachers are paid every 15th of the month for all work they completed the previous pay period.

Substitute Teachers Daily Rate Schedule

1-9 days in the same assignment	\$133.81
10-19 days in the same assignment	\$150.55
20-44 days in the same assignment	\$167.28

Elementary Substitute Service

Any assignment of three hours and fifteen minutes or more in the elementary schools is paid at 100% of the daily substitute rate. Any assignment less than three hours and fifteen minutes in the elementary schools is paid at 50% of the daily substitute rate.

Secondary Substitute Service

Any assignment for three periods or more in the secondary schools is paid at 100% of the daily substitute rate. Assignments of one or two periods are paid at 50% of the daily substitute rate.

Substituting for Early Childhood Education Programs

All early childhood education substitute service will be paid at the K-12 daily substitute salary schedule rate. Assignments for fewer than five hours will be paid on a prorated basis. The daily rate is \$133.81 so the hourly rate is \$22.30. A minimum of two hours will be paid for a substitute called for a portion of the day. Long term early education substitute assignments will advance in pay at the same intervals as long term K-12 substitute assignments (10 days, 20 days, 44 days). Current early childhood education teachers who work beyond 202 days per year, when working additional days, will be paid at the K-12 daily substitute rate.

Continuous Assignments

After 44 days on a continuous assignment, substitute teachers shall be placed on the salary schedule, retroactive to the first day of the assignment

If a substitute is called back for the same teacher in a continuous assignment within five (5) working days, that person's term of assignment and pay will continue as if there were no breaks in service

If a substitute service is interrupted by personal illness and (s)he subsequently returns to continuing assignment, this shall not be considered a break in service.

Substitutes will not be intentionally terminated from continuing in an assignment to prevent achievement of long term status.

Timesheets

Substitute teachers must submit completed timesheets by the 25th of each month and maintain copies for their records.

For suspected errors in pay (i.e. incorrect daily rate, "missing timesheet(s), incorrect calculation, incorrect deduction such as a TSA, Section 125, retirement, etc), the substitute should call or email the appropriate Payroll Specialist:

Málíka Upshur– Letters A through J at 644-6436 malikaupshur@berkeley.net

Kevin Younger – Letters K through Z at 644-6067 kevinyounger@berkeley.net

For payment concerns that are not promptly resolved, the substitute should contact Payroll Supervisor Robert Martin via email at robertmartin@berkeley.net or by fax at 644-8549, including the copy of the substitute's paycheck stub, a short description of the problem, and the date(s) the Payroll Specialist was contacted and the response received.

Insert Time sheet

Special Circumstance Waiver

School Year _____

This Special Circumstance Waiver application is for the following non-union Berkeley Unified School District Substitute teacher who has special skills or credentials that make this substitute teacher the best possible choice for the assignment. **Special Circumstance waivers must be applied for each school year.**

Name: _____

Address: _____

Phone #: _____ **E-mail:** _____

This request is for: _____ **to be pre-assigned to the**
teacher(s), school(s) or subject(s) listed below for the _____ **school year:**

School(s)/Subject(s): _____

Teachers (if applicable): _____

Department: _____

The site administrator's or designee's explanation for the need for which this substitute should be allowed to be pre-assigned:

The site administrator's or designee's signature:

-----The boxes below are for BFT and Human Resources use only-----

BFT: Approved Not Approved

Signature: _____ Date: _____

Human Resources: Approved Not Approved

Signature: _____ Date: _____

If the Special Circumstance Waiver is approved, the substitute will be part of the BFT bargaining unit.

Instructions for Submitting a Special Circumstance Waiver Request

For Administrators:

1) Before completing a Special Circumstance Waiver Request it should be ascertained that:

- There are no BFT Bargaining Unit substitutes interested and qualified for the position.
- The possible Special Circumstance Waiver substitute has the necessary credential, if applicable.
- The possible Special Circumstance Waiver substitute has unique skills or credentials that make him/her the best possible choice for the assignment.

2) Complete the current form, including the possible substitute's address, phone number and email address.

3) In describing the "special circumstances for which this substitute should be allowed to be pre-assigned" please be as specific as possible. You need to describe in detail the special circumstances, skills, experience, training, credentials, etc. that make this person more qualified than a current BFT Bargaining Unit substitute. General familiarity with a school and its staff and students is not a special circumstance.

4) Deliver the form in person to BFT, via District mail or by fax (549-2308). Be sure to keep a copy for your own records.

5) BFT will deliver the form to Human Resources for approval. The waiver is not approved until HR signs off.

6) Human Resources will contact the administrator when the waiver is approved.

**Application for Incremental Medical-Dental Benefits
2012 – 2013**

Substitute teachers who have worked at least 80 jobs may apply. To be eligible, all K-12 jobs must be listed in the substitute management system. Payroll records will no longer be used to verify K-12 jobs. This stipend is payment toward medical/dental benefits as per BFT/Board agreements for substitute teachers.

- Worked **80 jobs** – stipend **\$867.00**
- Worked **95 jobs** – stipend **\$991.00**
- Worked **110 jobs** – stipend **\$1,116.00**
- Worked **125 jobs** – stipend **\$1,240.00**

Print Name: _____

By signing this, I certify that the attached substitute management system job report is an accurate record of the jobs I have worked.

Signature: _____ Date: _____

The Payroll Department is authorized to pay one stipend payment by July in the amount of
\$_____

Verified by Human Resources Staff Member

Signature: _____

I certify that the total units and stipend are correct.

Approval:

Director of Personnel Services

Date

Application submitted to the Payroll Department on: _____

Put map of schools here

Put current school year calendar here

Put Holiday Calendar Here

My Favorite Trick: The Substitute Teacher Bag
Advice from a retired educator

At root most educators are bag people. Go to any gathering of educators and you will see it. Almost everyone is lugging around a bag. You will find the bag stuffed with things like student work, an interesting article we hope to find time to read, a class set of worksheets just in case and random art supplies. I invite you to join the club and create your own educator bag of tricks. Below is a list of things you might want to have in your bag:

Item	Why you might want it
Overhead markers	Nothing is worse than arriving at a classroom and not being able to find the markers. Hedge your bets and show up prepared. It will save you a lot of stressful scrambling.
Whiteboard markers	See above
Colored markers	Having a set of colored markers can come in handy if you need to improvise because there was no lesson plan or you finished early.
Golf pencils	Students love to use the excuse of no pencil to get out of doing their work. Regular pencils often disappear at the end of the day, but golf pencils usually end up back in your box.
Nice pencils	New pencils can be used as rewards for students doing a good job.
Glue	Just in case. You never know when this one will come in handy.
Paperclips	These can come especially in handy to clip together class sets of worksheets.
Scratch paper	Students frequently ask for a piece of paper and if you are unfamiliar with the classroom you might not know where to look for one. Paper can also come in handy if you need to improvise activities.
Class set of worksheets (writing prompts, math problems, etc)	It is handy to bring a back-up activity in case you finish a lesson early or have no lesson plans. Avoid potential problems with the copier by bringing a class set of worksheets in plastic sheet protectors and having students put answers/responses on blank paper. That way you can collect the worksheets at the end of the period and be prepared for your next assignment. There are many activity sheets for students at different grade levels available on the intranet – just Google it.

Classroom Management Tips – Interacting with Middle School Students

Advice from a retired middle school principal and veteran school psychologist

1. **Your mantra: Don't take the bait!** Students at this age are savvy at trying to take the class off task. Acknowledge the comment or behavior and redirect the class back to the task at hand. Do your best not to react emotionally to distractions.
2. **Dress the part.** As a substitute teacher you will be on stage all day long, especially at the secondary level. Be mindful of what you wear and the signal that it sends to students. I recommend "business casual." There is no need to wear a suit, but if you show up dressed in sweats students may think that you are not serious about your work.
3. **Everyone (even adolescents) loves predictability.** At the beginning of the period tell students what to expect from the day. Laying out a road map will help them feel more comfortable about where you are going and will give some structure to the day. Tell them how you would like them to behave and what you would like to accomplish together.
4. **De-personalize.** The strength of every 13 year-old is his/her ability to bring you right back to feeling like a 13 year-old yourself. If someone makes a comment about your clothes or appearance do your best not to let it rattle your confidence. Acknowledge the comment and redirect the student back to the task at hand.
5. **Don't embarrass them.** Students at this age have a constant "imaginary audience" and always feel like they are on stage and everyone is looking at them. If they are embarrassed they think everyone noticed and feel compelled to respond. It is tempting to shame students into completing their work. Pride is very important during adolescence and the minute you embarrass a student you have escalated the situation and lost that student for the day.
6. **Hands off.** At this age the slightest touch can dramatically escalate a situation. Keep your hands off and if you are faced with a situation you can't handle seek help from the school office staff or the neighboring teacher. Never leave the students unattended. Send a student for help.
7. **Orderly environment.** Students respond to the physical environment around them. If you walk into a new classroom and notice the space is particularly disorderly, it is absolutely worth taking the time to do a little straightening. It will go a long way. Be careful not to disturb the teacher's materials, stick to things like straightening the rows of desks.
8. **Focus on the positive.** Even if you are shaking in your boots, put on a big smile and greet students with a positive tone. It will disarm most students and set the tone for a smooth day. Students of all ages feed on positive attention, but adolescents don't receive a lot of praise. In your introduction tell students that you love working with students their age or that you particularly like their school.

NOTES