



Superintendent's Circular

School Year 2009-2010

NUMBER:
HRS-HS6

DATE:
September 1, 2009

SUBSTITUTE TEACHERS

This Superintendent's Circular sets forth information regarding the employment, evaluation, and professional development of substitute teachers.

Use of the Automated BPS SmartFindExpress System (SubCentral)

BPS SubCentral enables principals and headmasters to view and coordinate substitute activities and view past, current and future jobs for the school, helping them to better understand and manage absenteeism. The ability to stop call-outs and reassign jobs will give principals and headmasters even greater control over selecting substitutes and filling assignments. BPS SubCentral is available via the Internet 24 hours a day, 7 days a week, from any Internet-enabled computer (home, school, etc.) with an Access ID and PIN. BPS SubCentral can be accessed from the Home page of MyBPS under Tools, or directly, <http://subcentral.boston.k12.ma.us>.

OHR is committed to ensuring the active substitute pool consists of only high quality substitutes. With BPS SubCentral, schools can now create and manage their own Preferred Substitutes list. Preferred substitutes will be contacted first about a substitute teaching opportunity. If the vacancy still exists after all the school's preferred substitutes have been contacted, BPS SubCentral will then start calling the other substitutes registered within the system (a pool of highly qualified substitutes and future teachers). Those substitutes on a particular school's 'Do Not Use' list will not be called nor will they be able to view open substitute opportunities for that school.

Effective September 1, 2009, ALL schools are required to use BPS SubCentral for filling substitute needs. This will enable both the schools and Central Administration to understand and better manage the costs associated with substitutes.

For more information on BPS SubCentral please contact Ms. Mattie Washington via email at bpssubcentral@boston.k12.ma.us or call the Substitute Management Team staff at 617-635-9380. BPS SubCentral User Guides and Quick Guides are available for download at <http://bostonpublicschools.org/node/263>

Types of Substitute Teachers

- **Per Diem** substitute teachers are those teachers who work day-to-day assignments to fill positions on an interim basis.
- **Long-term** substitute teachers are those teachers who are assigned to fill a position anticipated to be vacant for more than 20 consecutive workdays but less than a full school year or those teachers actually serving continuously for more than 20 consecutive workdays in the same assignment. (A long-term substitute teacher will receive a higher rate of pay after 10 consecutive workdays and again after 25 consecutive workdays.)

A qualified and properly licensed long-term substitute shall be granted a provisional teacher contract on or before December 1st if the assignment in which he or she is serving becomes vacant for the remainder of the school year.

- **Cluster** substitute teachers are those teachers who are assigned to a school for a full year to rotate into the various teacher absence positions in the school, as needed, on a daily basis. The Cluster substitute is paid at a higher rate than per diem substitutes, and charged to the substitute teacher budget of the school to which they are assigned. If schools are interested in having a cluster substitute for the school year, please contact your Budget coordinator. Any interested school is required to budget half the cost of a substitute teacher, \$13,000 before the request will be approved. They will approve the school's request and create a position number. The school will then work with their staffing manager to have the position posted on the BPS Career Center so a qualified candidate can be identified and hired into the position.

Minimum Qualifications

All candidates interested in substitute teaching in the Boston Public Schools must meet at least **one** of the following minimum qualifications::

1) Licensure

Possession of a current teaching license from the Massachusetts Department of Elementary and Secondary Education or another state licensing board.

2) Education Degree

Possession of a conferred Bachelors or higher university/college degree in education.

3) Teaching Experience

1 year of K-12 classroom, and/or 2 years of substitute or practicum teaching experience.

If you have successfully interviewed for a substitute teaching position and you do not hold an initial teaching license from the Massachusetts Department of Elementary and Secondary Education, you must take and pass the Utah Substitute Assessment test with a score of 85 or above.

All candidates must pass a Criminal Offender (CORI) & Sexual Offender (CORI) Records Check.

On very rare occasions and upon the recommendation of a Principal or a Headmaster, a waiver may be granted by the Assistant Superintendent for Human Resources (or his designee) for exceptions to the coursework, Boston Substitute Teacher Training Program, and screening interview requirements to people who have demonstrated recent competence in working with children or young adults in a teaching capacity. To request a waiver, a Principal or Headmaster should submit a written request to the Assistant Superintendent of HR. In the waiver request, please specify whether you are requesting a waiver for one or all of the requirements (the Criminal Offender/Sexual Offender Record Check requirement cannot be waived).

The Substitute Teacher Training Program is designed and managed by the Substitute Teaching Institute (STI) of Utah State University. It provides 6-13 hours of *SubInstructor* training either online or via CDs and an assessment at the completion of the program. The cost of the program, which will be borne by the candidate, is \$39.95 plus shipping and includes the interactive *SubInstructor* training (included as a CD), a *Substitute Teacher Handbook*, and the online *SubAssessment* and *SubDiploma*. Information for the candidates is posted on the BPS website.

Substitute Hiring

All hiring for substitutes will take place through the online BPS Career Center. Applicants must create a profile and apply to the Substitute Teacher job posting through the BPS Career Center. Applicants will be hired as a BPS substitute teacher after passing the necessary screening, interview, and CORI/SORI checks. Before they apply, applicants should hold at least a Bachelors Degree and should complete and pass the Substitute Teacher Training Program.

Substitute Teacher Request & Recommendations

Principals and Headmasters can either request or recommend an individual for a per-diem or long-term substitute appointment at their specific school. The Substitute Management Department's ***Per-Diem & Long-Term Substitute Request Form*** should be completed in its entirety by the principal, headmaster, or staff member responsible for overseeing the assignment of substitute teachers for the school. For convenience, this form is a 'fillable' PDF form. With the exception of the principal's/headmaster's signature, all of the form fields are filled either via a drop-down menu, a click box or typed entry. The principal should sign the printed form then either fax it to 617-635-9672 or e-mailed it to bpssubcentral@boston.k12.ma.us. This form is available in <http://subcentral.boston.k12.ma.us>.

It is imperative that this form is fully completed before submission.

Professional Development

Long term and cluster substitute teachers are required to participate in professional development days with regular teachers and are compensated for this time. In addition, long term and cluster substitute teachers are required to attend the 18 hours of professional development required of regular teachers. This professional development is scheduled beyond the school day and consequently long term and cluster substitute teachers are paid for this time.

New substitute teachers may also be required to attend up to three days of training to prepare them to teach in the Boston Public Schools.

Performance Evaluations

Long-term substitute teachers must be evaluated after 15 consecutive workdays in the same assignment in the same school and may subsequently be re-evaluated periodically by the school's administrator or a designee who is outside of the bargaining unit.

Cluster substitute teachers must receive two performance evaluations each academic year by a supervisor who is outside of the bargaining unit.

If the performance of a substitute teacher is found to be unsatisfactory, the responsible administrator must submit the evaluation to the Office of Human Resources, attention Performance Management. It is critical that we receive these unsatisfactory reviews to ensure that proper actions are taken to ensure that the pool of substitutes is highly qualified. The substitute will not receive Reasonable Assurance for the next school year if his/her performance is found to be unsatisfactory.

Termination of Employment

Since substitute teachers are casual employees, the Superintendent has the right to release them at any time and for any reason. If released, a substitute teacher may request a meeting with the BTU representative and the Assistant Superintendent of HR or a designee to review the reasons for the release.

Administrative Responsibility

Headmasters and Principals are responsible for establishing practices and procedures that enable substitute teachers to provide students with educationally meaningful work and allow for the maximum educational use of the school day. As part of this responsibility, Headmasters and Principals or their designees are responsible for ensuring that each substitute teacher has the following items:

1. A daily plan book, lesson plan, or other academic activity for all classes of the absent teacher. Headmasters and Principals are responsible for ensuring that all teachers prepare appropriately, and continually update, plan books and lesson plans so that the lesson taught by the substitute teacher is consistent with the subject matter being taught to the class.
2. A copy of the absent teacher's schedule, including subjects and levels of instruction, room assignments, administrative assignments, lunch, and common planning time.
3. Homeroom and class lists and seating plans.
4. A bell schedule.
5. A concise statement of school policies and procedures regarding the taking of attendance, modes of disciplinary referral, referral for illness, emergency procedures, and any other pertinent information a substitute teacher may need.
6. Name and location of the administrator responsible for the school's substitute teachers.

These materials must be kept in the school office or distributed to substitute teachers in some other manner that is effective.

A brief orientation for the substitute teacher should occur upon his or her arrival at the building and should include an instruction that the substitute teacher carry out the day's lessons in the manner prescribed in the material provided. Periodically, administrators and neighboring teachers should observe the classroom situation and provide assistance and/or support when necessary. Many substitute teachers do not know normal school routine or their students, and therefore these substitute teachers may not be effective without assistance from administrators and the faculty. Because such potential ineffectiveness will influence the total school climate, administrators must monitor the performance of substitute teachers and their adherence to all assigned responsibilities.

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