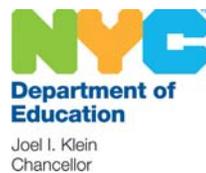


NYC DEPARTMENT OF EDUCATION



Handbook for Substitute Special Education Teaching Assistants (Paraprofessionals)



Children First

**Division of Human Resources
Operational Support Services
SubCentral**

65 Court Street, 5th Floor, Room 504
Brooklyn, N.Y. 11201
(718) 935-4401
<http://www.SubCentral.nycenet.edu>

Rev. 4/2010



**Department of
Education**

Joel I. Klein
Chancellor

**Joel I. Klein
Chancellor**

Division of Human Resources

Lawrence Becker, Chief Executive Officer

Gary Barton, Chief Operating Officer

Office of Operational Support Services

Peter Ianniello, PhD., Deputy Executive Director

Office of School Based Support Services

Renée Harper, Director

Chief Executive Officer's Message



Welcome to the exciting challenge of becoming a substitute Special Education teaching assistant in the New York City Department of Education. You have chosen a path that will be, at times, challenging, but also highly rewarding. In addition, you are taking on a role that is being increasingly shaped to meet the rigor and expectations of the "Children First" agenda for the New York City public schools.

The role of a substitute has evolved from being merely a coverage person to one that provides quality classroom assistance on an ongoing basis. You are an integral part of student learning. As a result, being a "coverage" no longer describes the full expectations of the position. The same high standards and accountability expected from permanently assigned teaching assistants are also expected from you.

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

- Continuation of student learning along a continuum established by the classroom instructor and the permanent teaching assistant is your primary focus.
- Students look to you to establish your authority and to exude self-confidence in your role.
- Each classroom and school has norms that must be quickly grasped to achieve effective instruction.

The Division of Human Resources has created this handbook primarily to:

- Clarify processes associated with being a substitute teaching assistant.
- Describe expectations for substitute teaching assistants.
- 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 achieve the goal of improving learning for our students.

On behalf of the City of New York, the Department of Education, the parents and our children, we commend you and thank you for your interest and commitment to using your expertise and skills as a substitute teaching assistant.

Lawrence Becker
Lawrence Becker
Chief Executive Officer
Division of Human Resources

TABLE OF CONTENTS

Getting Started

- Organization of the New York City Department of Education..... 6
- The Hiring Process & Qualifications..... 7

SubCentral/SmartFindExpress System

- System Overview 8
- Registration for SubCentral..... 9

General Responsibilities of a Substitute Teaching Assistant

- Accepting a Job..... 10
- Punctuality..... 10
- Transportation & Parking..... 10
- Work Hours 10
- Photo ID 10
- Canceling a Job 11
- Conduct..... 11
- Discipline..... 11

Preparing for your Assignment as a Substitute Teaching Assistant

- Instructional Expectations 12
- Special Education Services..... 13
- Code of Ethics..... 13
- School Requests to Have Substitute Removed from Roster 14
- Key Terms..... 15
- What to Say and How to Say It 16
- Important Questions to Ask Upon Arrival 16
- Other Classroom Issues..... 17

New York City & New York State Qualification Requirements for Becoming a Full Time Teaching Assistant

- Becoming a Full Time Teaching Assistant 18
- Career Training Program for Teaching Assistants 19

Employee Information

- Payroll 20
- Employment Verification..... 20
- The School Year Calendar 21
- Work Year 21
- Work Hours 21
- Vacation, Holidays and Sick Leave 21
- Evaluations..... 21

Resources & General Educational Concepts for Teaching Assistants

Promoting Higher Level Thinking (Bloom’s Taxonomy) 22

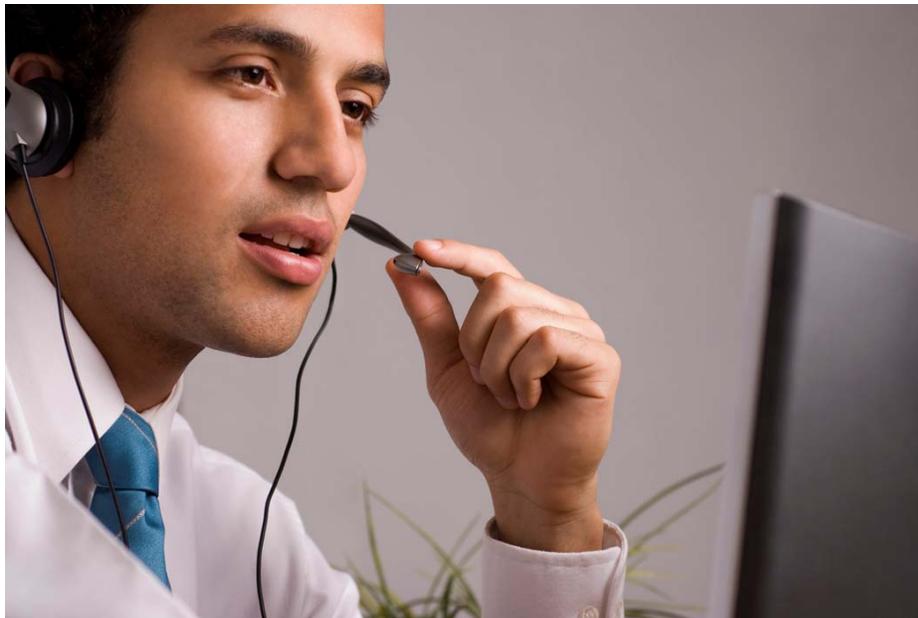
- 100 Ways to Say “Good Job!” 23
- End of Day Reflections..... 24
- Characteristics of Disabilities and Appropriate Strategies for Working with Them..... 25
- Important Contacts and Links..... 28

Keeping Track of Jobs/Pay Log 29

SubCentral Help Desk – (718) 935-4401
SubCentral SmartFindExpress Dial-In (718) 935-6740
Web Page – <http://www.subcentral.nycenet.edu>
SubCentral –
<http://schools.nyc.gov/Offices/DHR/SubTeachers.htm>

SubCentral Help Desk E-Mail: subcentral@schools.nyc.gov

The New York City Department of Education- Division of Human Resources-www.nyc.gov/schools





GETTING STARTED



Organization of the New York City Department of Education

The New York City Public Schools is the nation's largest school district. There are over 1.1 million children and more than 1,600 schools with new schools opening every year. There are over 17,000 teaching assistants (paraprofessionals) employed in New York City Public Schools. Substitute Teaching Assistants (paraprofessionals) cover the absences of permanently assigned teaching assistants serving in a special education or pre-kindergarten assignment.

Community and High School Superintendents supervise schools, evaluate principals, and work to ensure that schools meet accountability targets and perform other duties required by statutes and the Chancellor.

There are internal and external organizations that offer packages of differentiated instructional supports that each school purchases. They help schools achieve their accountability targets provide professional development support, design programs for high need populations and attract and support high quality instructors.

During the 2010-11 school year we will see an increase in consolidated services to our schools with the participation of more schools in Children First Networks (CFN). The CFN 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.

THE HIRING PROCESS AND QUALIFICATIONS

In order to become a full-time paraprofessional, one must first become a substitute special education paraprofessional. The role of the substitute special education paraprofessional is to assist teachers in the classroom, and/or assist with the daily care of students with emotional, cognitive, physical handicaps, autism and other special needs. Substitute Special Education Paraprofessionals are contacted on an as needed basis to cover absences reported by school-based full-time paraprofessionals.

Effective January 2010, new eligibility requirements and application procedures have been implemented for the position of Substitute Special Education Paraprofessional. Applications for this position must be filed using the online application for School Based Support Positions. The NYCDOE will accept applications only when vacancies exist or are anticipated. If applications are not being accepted, it is recommended that the candidates continue to view our website, <http://schools.nyc.gov/Careers/SubPara> for updates.

The minimum eligibility requirements to submit an application for the Substitute Special Education Paraprofessional position are the following:

- A High School diploma (or it's recognized equivalent, e.g. GED)
- Proficiency in reading, writing and speaking the English language
- Authorization to work in the USA

The applications of those candidates meeting the minimum eligibility requirements will be further reviewed to identify candidates whose qualifications, experience, interests and availability best match the requirements of the position. Those selected to advance further will be required to pay a \$30.00 processing fee and fulfill the following requirements to be eligible to serve as a Substitute Special Education Paraprofessional:

- Demonstrate proficiency in the English language during an interview and a written essay assessment administered by the NYC Department of Education
- Complete a NYS approved workshop in Child Abuse Identification.
<http://www.highered.nysed.gov/tcert/certificate/ca.html>.
- Complete a NYS approved workshop in School Violence Prevention
<http://www.highered.nysed.gov/tcert/certificate/save.html>.
- Successfully complete the New York State Assessment of Teaching Assistant Skills test (NYSATAS) or the Liberal Arts and Sciences Test (LAST)
www.nystce.nesinc.com.
- Successfully complete the DOE supported and authorized online training program for paraprofessionals.
- Complete the SubCentral and Blood Borne Pathogens workshops conducted by the NYC Department of Education.
- Be fingerprinted (\$115.00 fee) and have clear criminal, tuberculosis and employment records.

SUBCENTRAL/SMART FIND EXPRESS SYSTEM

SubCentral is the central operations division, or “**home base**” for substitute teaching assistants (paraprofessionals). The purpose of the system is to:

- Ensure the continuity of classroom instruction and student services by assigning qualified substitute teaching assistants (paraprofessionals) to fill absences.
- Remove the responsibility currently placed on principals and school staff to locate suitable substitutes when the full-time Teaching Assistants (paraprofessionals) are absent.
- Track and maintain information on absences and substitute usage.
- Ensure special education students receive the support needed when teaching assistants (paraprofessionals) are absent.

System Overview

SubCentral (SmartFindExpress) Internet System is an electronic means for reporting absences and arranging for substitutes to fill vacancies created by the absences. The substitute module of the SubCentral SmartFindExpress system allows quick and easy access to the information you need to review your profile, search for jobs, review or cancel assignments. This guide provides instructions for performing these tasks using an Internet browser or telephone.

SubCentral (SmartFindExpress) automates the absence entry process, the search for day to day assignments and the job assignment process. Telephone Interactive Voice Response (IVR) and computer Internet browser software (such as Internet Explorer or Netscape), both communicate with the system to update information in the SubCentral database. You are strongly encouraged to use Internet access whenever possible as it is much easier to access job assignments manually.

The system also automates, prioritizes, assigns and dispatches available substitutes for the job. You have the option to decline jobs, upon which the system repeats the process for the next selected substitute in sequence. It records the assignment and tracks the status through completion, for record keeping and management reports.

The system selects you to fill absences and places calls to you during the specified call-out times. You can also call into the system or use your computer to search for available jobs. It can be accessed 24 hours a day, 7 days a week. SubCentral is the central operations division or your “**home base.**” When in doubt, contact the SubCentral Help Desk at (718) 935-4401 between the hours of 6:00 a.m. and 5:00 p.m.

Registration for SubCentral

First Time Registrants

- When you have been approved and processed to serve as a substitute teaching assistant (paraprofessional), you will receive an **Employee Identification System (EIS) Number**. You will need this number in order to register to use the **SubCentral** system and create a **PIN**.
- Please memorize this number. You will use it regularly throughout your career with the Department of Education.
- For those who are registering for the first time, your **EIS** number **is** both your **Access ID** and **PIN number**. You **must change your PIN** as part of completing the registration process by calling 718-935-6740.

All Registrants

- You must register with the SubCentral system to be called for substitute assignments.
- Your Access ID **and** PIN are used for all interactions with the system and should **never** be used by anyone else.
- You can register and change your PIN number by calling (718) 935-6740.
- If you are not registered, you WILL NOT be able to be called and offered any job assignments.

You can access the system directly through the link: www.subcentral.nycenet.edu or through the Division of Human Resources link that also includes detailed information on:

- Logging In
- Registration
- Using the SubCentral System
- Certification Workshops
- Salary
- Online Application
- Career Opportunities

You must register with the SubCentral system to be called for substitute assignments.

SubCentral

General Responsibilities of a Substitute Teaching Assistant

Accepting a Job

- Whenever possible, you should use the *SubCentral SmartFindExpress* system to accept jobs you are offered.
- Once you have done so, please make a personal note of the **date, time, location, job number** and other information pertinent to the assignment.

Punctuality

- You must report for duty before the official start of the school day.
- Many experienced substitutes recommend arriving at school at least **one hour before** the start of school in order for substitute teaching assistants (paraprofessionals) to meet with the teacher that they will be assisting and to ascertain the duties for the day.
- Schools have different starting times, so be sure to listen to the time given in your assignment information to know when to report.

Transportation & Parking

- Throughout our city finding an appropriate parking space, especially around a school, is often very difficult.
- You are strongly encouraged to use public transportation whenever possible to avoid difficulties in finding parking spaces.
- If you do drive, give yourself plenty of extra time to find an appropriate parking space.

Work Hours

The beginning and ending times for Substitute Teaching Assistants (paraprofessionals) will vary from school to school.

- Be certain to listen carefully to the start times as indicated by the *SubCentral SmartFindExpress* system.
- When in doubt, call the school in advance to verify the start time and get the directions to the school if needed, or check your assignment in the SubCentral System for the school's starting time and location.
- A map of each school is available on the Department of Education's main website at www.nyc.gov/schools Go to the website and type in the name or number of the school on the main page of the website.
- You may also call the Transit Authority at (718) 330-1234 or secure directions through www.mapquest.com, www.hopstop.com or through another online source.

Photo ID

- All substitute teaching assistants (paraprofessionals) are required to have proper photo ID with them at all times and to present it upon request.
- Photo ID cards will be sent to you when your processing is complete. This letter you receive will also have your Employee Identification Number (EIS).
- Please be advised that you will not be issued your employee ID card until all requirements have been met.

Canceling a Job

- Once you accepted a job, it is critical that you either fulfill the commitment or cancel the job in a timely manner.
- Failure to do so may result in a principal excluding you from working at his/her school in the future. Repeated failure to do so will result in your being restricted from working anywhere in the school system.
- If after accepting a job, you find the need to cancel the job, you must do so at least **1½ hours before** the start of the job.
- Cancellations can be done using the SmartFindExpress system and following the prompts to cancel a job.
- If you attempt to cancel the job **after the deadline** (approximately 6:00 a.m. the morning of the assignment), you will not be allowed to do so in the system and you must call the school administrator to cancel the job.

Conduct

- Substitute teaching assistants are expected to maintain high standards of professional appearance to reflect professional dignity and to serve as a role model for students.
- New York City policy prohibits the use of tobacco products anywhere on school property as well as at school sponsored events.
- Cellular telephones and pagers for staff are allowed in the schools as long as they are turned off and out of sight during the school day. No calls should be made or received during the instructional day or during after school meetings with the exception of the duty-free lunch period.
- New York City prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, illicit drug, and alcohol, as those terms are defined in state and federal law, in the workplace, on school premises, or as part of any related activities.

Discipline

If you exhibit 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 use your services in the future. This notification allows the schools to describe whether the nature of the unsatisfactory performance warrants your returning to an individual school or returning to any school within the Department of Education. The SubCentral Office will notify you of the “Do Not Use” requests received via certified and standard mail. After several requests, further disciplinary action may occur which may result in your removal from the substitute rosters.

PREPARING FOR YOUR ASSIGNMENT AS A SUBSTITUTE TEACHING ASSISTANT

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

The following are some best practices used by effective substitute teaching assistants (paraprofessionals) or substitute teachers in order to assist in the instruction of special needs children.

- Meet with the teacher, or substitute teacher to review your assignment for the day. Ask the teacher if there are any special health, mobility, toileting, etc. issues of which you should be aware.
- Familiarize yourself with the names of the children and the classroom setting.
- Ask the teacher if you can familiarize yourself with the physical layout of the school, including the classrooms you may be utilizing, lavatories, entrances and exits, cafeteria and auditorium.
- Introduce yourself to any other teaching assistants (paraprofessionals) working in the classroom; and, if there is time before class, to the teachers and teaching assistants (paraprofessionals) on either side of your classroom, or across the hall.
- If the class is split, wait for directives from the administration.

Instructional Expectations of the Substitute Teaching Assistant

Your primary responsibility is to assist the teacher in providing instructional support and other direct services to students with special needs in order to continue student learning along a continuum established by the teacher. The students you will be assisting will include students with autism, emotional, cognitive, and/or physical disabilities. Some of your duties may include the following:

- One-on-one or small group instruction as outlined by the teacher.
- Reinforcement of behavior through the use of positive supports.
- Teaching daily living skills such as independent feeding, dressing, lifting, diapering and toileting, after proper instructions are provided.
- Aiding occupational therapists, physical therapists and other education providers during instruction.
- Guiding and assisting students in small group instruction settings with class routines and in transitioning from one activity to the next.
- Teaching students, under the direction of the teacher in the following areas: recreation, motor, vocational, socialization and communication.
- Assisting students with ambulation to and from buses, classroom, lunchroom, school-wide arrival and dismissal.
- Collecting data documenting student behavior for instructional purposes.
- Writing separate anecdotal information concerning a student's behavior while they are receiving 1:1 related services.

All substitutes are required to perform related work during the course of the school day in connection with the assignment, including positioning and interacting with students.

Special Education Services

Special Education is an integrated set of individualized services, not necessarily a location. Here are some possibilities for Special Education services:

- A general education classroom with some students with special needs who spend all or part of their day in the classroom with or without support from teaching assistants (paraprofessionals).
- A resource room where students are pulled from their classrooms for small periods of the day for either individual or small group instruction.
- The Special Education teacher spending time in multiple general education classrooms, co-teaching with the general education teacher with mixed groups of students (inclusion model).
- A self-contained classroom with students categorized with similar disabilities.

This diversity may seem challenging, but can be very rewarding if you are ready to encounter a variety of experiences throughout your day and from assignment to assignment.

Code of Ethics

A code of ethics defines and describes acceptable practices. A code for teaching assistants (paraprofessionals) examines specific responsibilities of the teaching assistant (paraprofessional), as well as the relationships that must be maintained with students, parents, teachers, school and community.

- ***ACCEPTING RESPONSIBILITIES***
 - ▣ Recognize that the teacher has the ultimate responsibility for the instruction and management and follow the directions prescribed by him/her.
 - ▣ Do not communicate progress or concerns about students to parents unless directed to do so by the supervising teacher.
 - ▣ Refer concerns expressed by parents, students, or others to the supervising teacher.
- ***RELATIONSHIPS WITH STUDENTS AND PARENTS***
 - ▣ Discuss a child's progress, limitations, and/or educational program only with the supervising teacher in the appropriate setting.
 - ▣ Discuss school problems and confidential matters only with appropriate personnel.
 - ▣ Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background or religion.
 - ▣ Respect the dignity, privacy, and individuality of all students, parents and staff members.
 - ▣ Present yourself as a positive adult role model.
- ***RELATIONSHIP WITH THE TEACHER***
 - ▣ Recognize the teacher as a supervisor and team leader.
 - ▣ Establish communication and a positive relationship with the teacher.
 - ▣ Discuss concerns about the teacher or teaching methods directly with the teacher.
 - ▣ When problems cannot be resolved, utilize the appropriate grievance procedures.

- **RELATIONSHIP WITH THE SCHOOL**
 - ▣ Accept responsibility for improving your skills.
 - ▣ Know school policies and procedures.
 - ▣ Represent the school district in a positive manner.

Code of Ethics adapted from Supervising Paraeducators in School Settings: A Team Approach, edited by Anna Lou Pickett and Kent Gerlach, 2009, Pro-Ed, Inc.

School Requests to Have Substitutes Removed from the Roster

At the end of each day, schools have the right to determine that an individual substitute should not be assigned back at that school. There could be many reasons for this, including poor instructional issues, attitude, inability to work in the specific educational environment and types of behaviors (erratic, aggressive, argumentative etc.). Additionally, failing to appear for an assignment or lateness are also reasons a school might make this report.

In order to ensure our schools are getting the best substitutes, each time a complaint is registered, the information is placed in your record. It allows the SubCentral Unit to track a substitute's performance at assignments and allows the SubCentral team to maintain details in the substitute employee's profile.

- The SubCentral team monitors the substitute's performance regularly and sends letters to the substitute via certified mail each time a school reports an issue with a substitute's work ethic, quality or performance.
- The SubCentral Office then conducts informal conferences with the substitute and their union representative to reach mutual agreements regarding the substitute's continued employment.
- Additional training may be recommended to improve the substitute's overall performance and enhance their quality of employment.
- If there is no improvement, or if the substitute continues to receive negative performance reports, he/she may be blocked from obtaining future employment or terminated.

Key Terms

As a substitute teaching assistant (paraprofessional), you need to have a basic understanding of terms and acronyms used in Special Education situations. Some terms you may encounter are:

- **Assistive Technology:** The use of devices that increase the ability of students to get along in society or that improve their quality of life (wheelchairs, computers, hearing aids, etc.).
- **Individualized Education Plan (IEP):** An individualized, written program that is developed and carried out by the members of the IEP team. It details goals, objectives and practices specific to the particular student's needs and abilities.
- **IEP Team:** A group of educational and related services personnel who develop, carry out, and evaluate the individual education plan, or IEP.
- **Behavior Intervention Plan (BIP):** A plan written by the IEP team for an individual student that specifically outlines what procedures and practices will be used to reinforce positive behaviors and decrease undesirable behaviors.
- **Curriculum-Based Assessment (CBA):** The practice of obtaining direct and frequent measures of student performance based on a series of objectives from a classroom curriculum.
- **Inclusion:** Involving students with disabilities as active participants in general education classroom activities. Five effective, or attitudinal, benefits of inclusion are
 1. the nondisabled students learn to be more responsive to others;
 2. new and valued relationships develop;
 3. nondisabled students learn something about their own lives and situations;
 4. students learn about values and principles; and
 5. students gain an appreciation of diversity in general.
- **Least Restrictive Environment:** A location in which students have a maximum opportunity to interact with students who do not have disabilities.
- **Public Law 94-142:** This law, now known as IDEA (Individuals with Disabilities Education Act) entitles all students with disabilities between the ages of 3 and 21 to a free, appropriate public education. The law defines individuals with disabilities to include those who are mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, or orthopedically impaired; have multiple handicaps; or have other health impairments or learning disabilities and therefore, need special education services.
- **Section 504:** This section of the Rehabilitation Act of 1973 prohibits discrimination against people based on their disability. Students may not be left out of a public school activity only because of a disability. The major difference between Section 504 and IDEA is that the definition of a disability is broader under Section 504. In addition to the disabilities listed in the IDEA section, it covers students with AIDS, tuberculosis, hepatitis, allergies, asthma, diabetes, heart disease, and many others.

What to Say and How to Say It

Throughout the day, you will need to convey instructions, warnings, directions, reprimands and encouragement to students. The most effective way to convey these messages to students is to be **brief, firm and positive**.

Say:

Please speak in a quiet voice
Please use both hands when you climb.
Please climb down the ladder.
Please keep the puzzle on the table.
Please turn the pages carefully.
Please sit on your chair.

Don't Say:

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

DO

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

DON'T

- Make fun of the student.
- Give students a choice if they cannot have one.
- Compare one student with another, *"Look at how many questions Mary has completed."*

Important Questions for Substitute Teaching Assistants to Ask Upon Arrival

- What are the special needs of the students with medical and/or special education-Individualized Education Programs (IEP) to whom I have been assigned?
- What are the procedures for school dismissal and fire drills?
- Are there unique classroom or school wide practices to be followed such as "Assembly Day, homeroom, or Special Announcements?"
- Are there any special events scheduled for the day/ week?
- What types of services (i.e. speech, physical therapy, social work, counseling, etc.) does the child receive and who are the providers?



OTHER CLASSROOM ISSUES

Completing Administrative Tasks

You may be required, at times, to assist with attendance or other classroom records such as: daily attendance forms, subject attendance scan sheets, Delaney cards, etc. Carefully follow the teacher's directions to ensure accuracy.

Granting Permission

Follow the classroom teacher's guidelines for these areas:

- Always ask for documentation if students are being admitted to or pulled out of class.
- If you are granting permission for students to leave class, be mindful that your records, in general, should have at least a first and last name, ID number, time, and a location.
- If you have an official pass, ensure that its use aligns with school policy.

Facilitating Special Duties

- Ensure that you arrive on time.
- Ask supervisors about your assignment expectations.



New York City & New York State Qualification Requirements for Becoming a Full Time Teaching Assistant

Becoming a Full Time Teaching Assistant

In order to qualify for full-time employment, it is required to begin as a substitute special education teaching assistant (paraprofessional). You must serve at least 25 days on the substitute roster to qualify for full-time employment. You should obtain state certification as a Teaching Assistant.

A school may make an offer to you to fill a full time vacancy if they have a budgeted and approved vacancy.

- ❖ By the end of the 3rd year of service, Level 1 teaching assistants must have completed the following:
 - 9 semester hours of collegiate study (9 college credits) at an institute of higher learning and approved by the SED or regionally accredited and acceptable toward meeting the requirements for an associate and/or baccalaureate degree.
 - Obtained a Teaching Assistant Level II certificate as issued by the New York State Education Department (SED).

- ❖ By the end of the 6th year of service, Level II teaching assistants must have completed the following:
 - 18 semester hours of collegiate study (18 college credits) at an institute of higher learning and approved by the SED or regionally accredited and acceptable toward meeting the requirements for an associate and/or baccalaureate degree.
 - Obtained a Teaching Assistant Level III certificate as issued by the New York State Education Department (SED).

- ❖ After completing 18 college credits and obtaining a Teaching Assistant Level III Certificate, the following is required:
 - Satisfactory completion of 75 clock hours of acceptable professional development during each subsequent five-year professional development period. (A total of 75 hours over the course of five years; **not** 75 hours each year.).



Additional Information

- Please refer to New York State's Implementation of the Requirements for Teacher and Paraprofessionals in the No Child Left Behind Act of 2001 (NCLB) memoranda at www.highered.nysed.gov/nclbhome.htm for the latest information on paraprofessionals and the No Child Left Behind Act.
- Individuals seeking to become teaching assistants must apply directly to the New York State Education Department for certification. The online package may be accessed by logging on to the Office of Teaching Initiative's website at <http://www.highered.nysed.gov/tcert/index.html>.

Career Training Program for Teaching Assistants (Paraprofessionals)

The Career Training Program provides full-time teaching assistants (paraprofessionals) with an opportunity to acquire six college credits at participating colleges during each of the Fall, Spring and Summer semesters, through a combination of tuition assistance, released work time and summer stipends. There is no cost to participants.

SUBSTITUTE TEACHING ASSISTANTS (PARAPROFESSIONALS) are subject to the following restrictions for participation in this program:

- Must be on payroll for at least 30 days.
- Must have NO college credits.
- Can apply for a MAXIMUM of six credits.
- Not eligible for released time.
- Not eligible for summer stipend.

The NYC Department of Education is entitled to recover from a teaching assistant (paraprofessional) who fails to complete the course(s) in which s/he is enrolled the amount of tuition and fees incurred by the Department.

Further information on this program may be obtained from:

Office of School Based Support Services

Career Training Program

65 Court Street, Room 508

Brooklyn, NY 11201

Telephone: 718-935-2249/2296

Fax: 718-935-4189

Email: ctp@schools.nyc.gov

Employee Information

Payroll

- Substitute teaching assistants (paraprofessionals) are paid semi-monthly; usually during the 1st and 3rd week of the month.
- **Direct Deposit:** Once you are employed as a Substitute Teaching Assistant, you must apply for direct deposit by downloading a **Direct Deposit Form** and submitting it to the payroll secretary. Since substitute teaching assistants (paraprofessionals) are assigned to so many different buildings, it is critical that the Payroll Office is able to deposit correctly into your bank account.
- **Direct Deposit Forms** may be downloaded from the Department of Education Website: <http://schools.nyc.gov>. Click on Human Resources. Then look for Direct Deposit in 'Most Popular Clicks' on the left side of the page.
- **No Direct Deposit:** for substitute teaching assistant (paraprofessional)s ONLY: If you do not have direct deposit, your check will be routed to the school in which you have worked the MOST DAYS in that pay period. In the case that you have worked an equal number of days in each of several schools, your paycheck will be routed to the last school in which you worked. Having Direct Deposit is to your advantage. **Your check will go directly to your bank account** and you won't have to spend time tracking it down or picking it up.

Employment Verification

Employment Verification is a service the DOE provides upon request by employees and third-parties with a legitimate interest in an employee's history. This information is often requested so that the employee (or third-party) may:

- Verify employment service history.
- Confirm previous employment for a potential job opportunity.

You can then submit the form by e-mail: verifyoss@schools.nyc.gov

Turnaround Time: Requests are typically fulfilled within 5 business days.

Contact Us

If you have additional questions regarding employment verification, please contact HR Connect at (718) 935-4000. HR Connect is open Monday through Friday, 9:00 a.m. to 5:00 p.m.

Additional Support

- Substitute Teaching assistant (paraprofessional) Payroll Office - (718) 935-3030



The School Year Calendar

The School Calendar meets State Education Department requirement of a minimum of 180 days in all schools in the City School District

- Our School Year Calendar begins in late August for staff and in early September for students and ends in late June for both.
- **FOR A CURRENT CALENDAR:** <http://schools.nyc.gov/Calendar/default.htm>
- *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.*

Work Year

- The work year for teaching assistants (paraprofessionals) begins on the Tuesday after Labor Day and will end at the conclusion of the regular school year in June.

Work Hours

- The work day of teaching assistants (paraprofessionals) is 6 hours and 20 minutes including a duty-free lunch period equal to that of teachers in the school. The day is extended by an additional 37 ½ minutes, Monday through Thursday following student dismissal. Friday's work schedule is 6 hours and 20 minutes.
- The 37 ½ minutes shall be used for tutorials, test preparation and/or small group instruction.
- In single session schools, the day will start no earlier than 8:00 a.m. and end no later than 3:45 p.m.
- Multi-session schools that cannot utilize the additional time in this manner due to space or scheduling limitations will have a 6 hour 50 minute day.

Vacation, Holidays and Sick Leave

- Substitute teaching assistants (paraprofessionals) are not entitled to accrue vacation or sick leave days.

Evaluations

- Substitutes who receive multiple negative performance reviews may no longer be allowed to work in the school system.



Resources and General Educational Concepts for Teaching Assistants

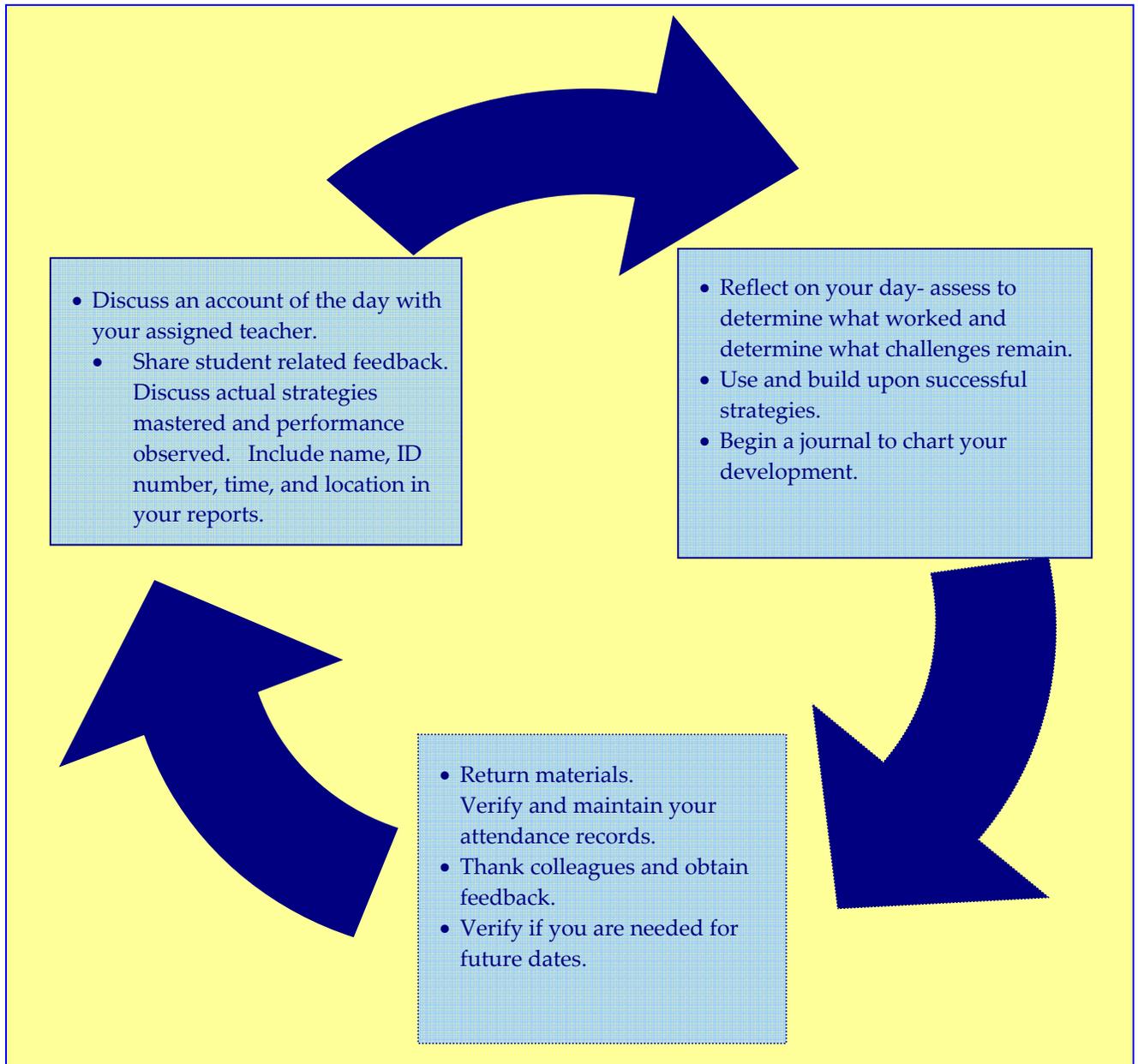
PROMOTING HIGHER LEVEL THINKING		
Level of Thinking	Typical Verbs Used	Examples of Questions
<p>Knowledge Knowledge questions ask students to recognize, recall, and state facts, terms, basic concepts, and answers</p>	<p>define draw repeat record label identify name list</p>	<p>NAME the author of the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

100 Ways to Say “Good Job!”

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

1. You’ve got it made.
2. Super!
3. That’s right!
4. That’s good!
5. You are very good at that.
6. Good work!
7. Exactly right!
8. You have just about got it.
9. You are doing a good job!
10. That’s it!
11. Now you have it figured out.
12. Great!
13. I knew you could do it.
14. Congratulations!
15. Not bad.
16. Keep working on it; you are improving.
17. Now you have it.
18. You are learning fast.
19. Good for you!
20. Couldn’t have done it better myself.
21. Beautiful!
22. One more time and you’ll have it.
23. That’s the right way to do it.
24. You did it that time!
25. You are getting better and better.
26. You are on the right track now.
27. Nice going.
28. You haven’t missed a thing.
29. Wow!
30. That’s the way.
31. Keep up the good work.
32. Terrific!
33. Nothing can stop you now.
34. That’s the way to do it.
35. Sensational!
36. You have got your brain in gear today.
37. That’s better.
38. Excellent.
39. That was first class work.
40. That’s the best ever.
41. You have just about mastered that.
42. Perfect.
43. That’s much better than ever before.
44. Much better!
45. Wonderful!
46. You must have been practicing.
47. You did that very well.
48. Fine!
49. Outstanding!
50. Fantastic!
51. Tremendous!
52. Now that’s what I call a fine job.
53. That’s great.
54. You’re really improving.
55. Superb!
56. Good remembering.
57. You’ve got that down pat.
58. You certainly did well today.
59. Keep it up!
60. Congratulations, you got it right.
61. You did a lot of work today.
62. You Rock!
63. Marvelous!
64. I like that.
65. Cool!
66. Way to go!
67. You’ve got the hang of it!
68. You’re doing fine.
69. Good thinking.
70. You’re learning a lot.
71. Good going.
72. I’ve never seen anyone do it better.
73. That’s a real work of art.
74. Keep on trying!
75. Good job.
76. You remembered!
77. That’s really nice.
78. Thanks!
79. What neat work.
80. That’s “A” work.
81. That’s clever.
82. Very interesting.
83. You make it look easy.
84. Excellent effort.
85. Awesome!
86. That’s a good point.
87. Superior work.
88. I knew you could do it.
89. That looks like it’s going to be a great paper.
90. That’s coming along nicely.
91. That’s an interesting way of looking at it.
92. Out of sight!
93. It looks like you’ve put a lot of work into this.
94. Right on!
95. Congratulations, you only missed...
96. Super-Duper
97. It’s a classic.
98. I’m impressed.
99. Bravo!
100. Phenomenal job!

End of Day Reflections



Characteristics of Disabilities and Appropriate Strategies

Autism

Autism is a variable developmental disorder that is characterized by impairment of the ability to form normal social relationships, by impairment of the ability to communicate with others, and by stereotyped behavior patterns. Autism can affect language, measured intelligence, rate of development, and responses to people, events, and objects. Autism affects each person differently and its characteristics can fall anywhere on a spectrum that ranges from mild to severe. Students with autism may not communicate or socialize in typical ways. They may also preoccupy themselves with objects or items that seem unimportant. You might see other behaviors such as body rocking, head banging, unusual and repetitive hand movements, uncommon posturing, or repeated speech.

Students with autism need explicit assistance in identifying cues for social occasions and responding in ways considered appropriate by others. When interacting with students with autism, use the communication system they use. Many students with autism require a very structured classroom, clear expectations, fast-paced instruction, and positive consequences for acceptable behavior. Keep classroom activities as regular and predictable as possible.

Blindness or Low Vision

Students are legally blind if they can see (with glasses) at 20 feet what other people see at 200 feet. Because of their severely impaired or nonexistent vision, they need assistance in understanding their place in space and may read using the Braille language. Students with low vision may use computers or books with large print.

When working with students who are blind, be sure to keep the classroom environment and layout consistent. Find out what assistive devices the student uses and allow those devices to be readily available. Ask students if you may assist them in moving from one place to the next.

Deaf or Hearing Impaired

Deafness is severe hearing loss to a degree that a student can't hear spoken language even with hearing aids. A hearing impairment is not as severe but still affects classroom performance. Some deaf students or students with hearing impairments may have delays in their speech or language development and may use alternate forms of communication (sign language, communication boards, or computers).

Speak clearly with your face and lips in full view of the student. Do not talk loudly unless the student asks you to. Use the form of communication that the student uses.

Emotional Disorders

Students with an emotional disorder may display a range of behaviors different from those expected in classrooms. The behaviors may include aggression, violence, verbal threats, destruction of property, seeking attention inappropriately, tantrums, hyperactivity, compulsiveness, impulsiveness, irritability or withdrawal. Students with an emotional disorder seem to be unable to control their behavior. They may appear to have poor memory, a short attention span, and a poor image of themselves.

Give students with emotional disorders genuine praise for their success. Point out the student's successes so that s/he can build his/her self-esteem. Make expectations small and achievable. Maintain trust by making eye contact, talking in a straightforward way, and listening carefully.

Learning Disabilities

Generally, students with learning disabilities have deficits affecting information processing (input and output of language), perception (distinguishing letters, numbers, and symbols), memory (auditory or visual), or attention (distractibility). These students may have problems in reading, writing, spelling, math, listening or speaking. They do not learn at expected rates and may become frustrated, angry or withdrawn.

Try to understand the student's frustration, but don't accept "I don't know" as an answer. Allow more time to complete the assignment/task and be patient. Teach lessons in small parts and combine auditory and visual information (say it and write it).

Mental Retardation

Sometimes mental retardation is called cognitive impairment or intellectual disability. Intellectual characteristics and adaptive behavior among students with mental retardation are significantly below average. Students are classified with mental retardation before age 18 based on their low IQ score and limited adaptive behaviors (personal and social standards).

Students with mental retardation learn more gradually than their peers and consequently, their skills are often delayed in comparison to their peers without disabilities. If students have mild limitations, they need special instruction but they communicate, respond to instructions, and care for themselves. Students with severe retardation need intensive instruction, have limited communication skills, and require training to care for themselves.

Your interaction with students with mental retardation will depend on the specific student. Use clear and simple language and check for understanding. Get the student's attention (say his/her name and make eye contact) before giving instructions. Break tasks into small parts. Recognize students when they are successful and be specific in your praise. Students will often imitate what they hear and see, so always model appropriate social behaviors.

Multiple Disabilities

The multiple disabilities category is for students with two or more disabilities, like mental retardation and cerebral palsy, or blindness and deafness. Students with multiple disabilities present a considerable challenge and need highly specialized instruction dependent on specific needs.

See the sections related to the student's specific disabilities as you interact with students with multiple disabilities.

Orthopedic Impairments

Physical and neurological disabilities fall into this category. These include cerebral palsy, spina bifida, and muscular dystrophy. Students may use assistive technology devices for mobility, communication, or independence. Characteristics of students vary based on the type and severity of the impairment.

- Students with **cerebral palsy** experience physical and neurological problems because of damage to the nervous system that occurred before, during, or immediately after birth. The student's muscles may be rigid and contracted. Coordination, mobility, balance, and communication may be affected.
- Students with **spina bifida** experience a birth defect of damage to the spinal cord. Students may experience motor impairment, muscle weakness, or paralysis.
- **Muscular dystrophy** is the progressive deterioration of muscles connected to the skeleton so students have limited muscle movement and mobility.

Appropriate interaction depends on the specific characteristics of the student. Some students may require physical lifting or transferring. Be sure that you have been trained in the correct body positioning so that you do not injure the student or yourself.

Other Health Impairments

These impairments are those that are not covered in the other categories. Students with disabilities are classified here if they experience attention deficit problems, epilepsy, heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, lead poisoning, arthritis, or diabetes.

If a student with epilepsy experiences a seizure, remain calm and follow the procedures dictated by the teacher.

When working with students with attention deficit problems, keep in mind that they have difficulty attending to tasks in the classroom and may appear impulsive or out-of-control. They are easily distracted. It is helpful if you have the student sit where they will not be disturbed by people passing by their desk. Keep instructional materials and manipulatives out of the student's reach until it is time to use them. Describe expectations positively instead of what should not be done. Let the students learn by doing hands-on activities. Keep instruction fast-paced if the student appears bored; slow instruction if s/he appears hyperactive.

Speech or Language Impairments

Speech impairments include articulation (abnormal production of sounds), stuttering (speech fluency), and voice problems (too loud, soft or hoarse). Language impairments can include receptive (understanding spoken or written communication) or expressive (speaking clearly) problems. Often, these impairments affect academic skills.

Be supportive and reassuring – students are sometimes self-conscious of their disorder and may give up easily. Listen carefully and patiently and use clear and simple instructions.

Traumatic Brain Injury

These students have experienced severe head injuries. Depending on the part of the brain that was injured and the severity of the damage, the student's speech, language, memory, motor function, intelligence and behavior may be affected.

Use understanding, patience, and encouragement as the student works toward recovering abilities and skills.

The section above was adapted from *Enhancing Skills of Paraeducators: A Video-Assisted Training Program, Second Edition*, Robert L. Morgan, et al. 2001. ISBN 1-931975-19-1. Technology Research and Innovation in Special Education (TRI-SPED), Utah State University.

Important Contacts and Links

- SubCentral Help Desk - (718) 935-4401
- SubCentral E-Mail address: subcentral@schools.nyc.gov
- SubCentral *SmartFindExpress* Dial-In (718) 935-6740
- Web Page – www.subcentral.nycenet.edu
- SubCentral – <http://schools.nyc.gov/Offices/DHR/SubTeachers.htm>
- UFT - <http://www.uft.org/member/>
- New York City Department of Education- <http://schools.nyc.gov>
- New York State Education Department - <http://www.highered.nysed.gov/tcert/>
- Teaching Assistant (paraprofessional) Exams: <http://www.nysatas.nesinc.com>
- Child Abuse Identification/School Violence Prevention and Intervention Workshops
<http://www.highered.nysed.gov/tcert/certificate/ca.html> &
<http://www.highered.nysed.gov/tcert/certificate/save.html>
- Chancellor's Regulations -
<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>
- Citywide Standards of Discipline and Intervention Measures (The Discipline Code)
<http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>
- Teachers Exams - <http://www.nystce.nesinc.com/>
- NY State learning standards - <http://www.emsc.nysed.gov/ciai/cores.html>
- Association for Supervision and Curriculum Development (ASCD) - www.ascd.org

The New York City Department of Education- Division of Human Resources-
<http://www.nyc.gov/schools>

The screenshot shows the New York City Department of Education website as viewed in Internet Explorer. The browser's address bar displays <http://schools.nyc.gov/default.htm>. The website features a header with the NYC Department of Education logo and the name of the Chancellor, Joel I. Klein. A navigation menu includes links for Parents and Families, Students, and Employees. The main content area is divided into several sections: a 'Spotlight' section with news about Citywide Parent Council Election Forums and Charter School Letters Procedures; a 'High School Admissions, Supplementary Round Information Session' announcement; and a 'Take Your School Survey by April 23rd' notice. On the right side, there is a 'Welcome' section with language options (Arabic, Chinese, Spanish, Russian) and a 'News/Announcements' section with a link to 'Charter School Progress Update on the 2010-2011 School Admissions Process'. The footer of the browser window shows 'Local Intranet' and a 100% zoom level.

