

# **Union County Public Schools Substitute Teacher's Handbook**



**“Preparing All Students to Succeed”**

Globalization. Innovation. Graduation.

In compliance with federal law, UCPS administers all educational programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

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## General information

The Union County Public Schools (UCPS) Substitute Teacher Handbook is a resource available to individuals who have been approved by the Board of Education to substitute in UCPS. The goal of the handbook is to outline policies and procedures that govern substitutes. All substitutes are required to familiarize themselves with the content of the handbook and implement the identified practices.

As a substitute teacher of UCPS, you are important to students, school staff and the community. In your role, you must step in at a moment's notice and maintain continuity that is essential to the total school program. The absence of the regular classroom teacher can cause an interruption of the educational program; however, as a qualified substitute teacher, you can minimize the interruption by providing a positive educational experience. This guide will provide you with accessible and accurate information as it pertains to your role. Should you have questions regarding this handbook, you may contact the Human Resources Substitute Employee Management System (STEMS) Program Office at [elaine.cox@ucps.k12.nc.us](mailto:elaine.cox@ucps.k12.nc.us) or (704) 296 - 5176.

Substitute teachers are approved by Union County Board of Education. They serve on as needed basis and are not guaranteed a minimum or maximum number of employment days. Substitute teachers are to ensure a proper learning environment for the students in the absence of the regular teacher. Therefore, it is imperative to exhibit sound judgment and provide the best supervision possible. Substitutes will have an opportunity to select site locations and the days which they can work. Substitute teachers also have the option of declining positions due to personal schedules.



## **Minimum Requirements**

Applicants must have a valid or expired teaching license from any state in the United States or documentation of a two or four year college degree. All substitute teacher applicants must have a satisfactory criminal records check and a NC State Health Examination Certificate on file before being approved by the Union County Board of Education.

Substitutes must be approved by Union County Board of Education and adhere to the requirements identified for regular substitute teachers. These substitutes are used for an extended absence that is due to illness or an unforeseeable circumstance. Substitutes cannot be requested during annual leave days or teacher work days.

## **Substitute Effective Teacher Training (SETT)**

SETT is a classroom management model for substitute teachers who do not hold or have not held a teaching license. Substitutes may take SETT courses that are offered through community colleges. **UCPS does not offer SETT at this time.**

## **Discontinuation of Service by Substitute Teacher**

A substitute who no longer wants to serve as a substitute teacher must notify the STEMS Program Office through email at [elaine.cox@ucps.k12.nc.us](mailto:elaine.cox@ucps.k12.nc.us) indicating a reason and end effective date. The substitute's status will be changed to inactive and his or her name will be removed from approved substitute list.

## **Discontinuation of Service by School Administrator**

Administrators are responsible for educational programs at their school locations and have full authority regarding substitute teacher assignments. School administrators may submit a written request to the STEMS Program Office to remove a substitute teacher's name from their approved substitute list at any time. Based on the severity of the circumstances and the number of requests from administrators for removal received, substitute teachers may be restricted from substituting at any of the schools in the Union County Public School District.

## **Discontinuation of Service by the STEMS Program Office**

In order for substitutes to keep an active status in the system, he or she will have to substitute throughout the school year. If a substitute has a period of one school year in which he or she does not substitute, his or her name will be automatically removed from the active substitute list. Any substitute that has his or her name removed from the active substitute list will be required to resubmit a substitute application to be placed back on the active substitute list. Current requirements will apply to anyone who is reapplying to be on the substitute lists.

# **Substitute Teacher Employee Management System (S.T.E.M.S.)**

Union County Public School District uses an automated Substitute Teacher Employee Management System (STEMS) to handle the assignment of substitute teachers and the reporting of staff absences. Newly approved substitute teachers are required to attend a substitute teacher orientation prior to entering the classroom. The orientation covers an overview of the automated Substitute Teacher Employment Management System (STEMS) and the policies and procedures.

The STEMS Program is an interactive voice response and is an internet based system designed to promote the efficient assignment of substitute teachers based on the preference of schools, substitute teachers, and teachers. Users interact with this computer system by telephone while a narrator prompts them through the process of absence reporting, accepting and canceling assignments, reviewing assignments, and other related functions. STEMS is also available on line at <http://humanresources.ucps.k12.nc.us/subtchr>. To enter on line, new subs must first call in the automated system at 704-283-3505 to register.

The STEMS Program provides numerous benefits for teachers, administrators, office support personnel, and substitute teachers. Teachers can report absences 24 hours a day, 7 days a week. By calling or going online to the STEMS Program, teachers can determine if their absences have been filled. Administrators can create priority lists of substitute teachers based on need and staff preference. Office support personnel can determine who will be absent from their school, along with information about assigned substitute teachers. Substitute teachers can call or go online to the system at any time to check for open jobs, and modify their profile account settings to include updating their daily availability. The system also makes outgoing calls to substitute teachers to fill absences during scheduled call - out periods in the morning and evenings.

For additional information regarding STEMS, subs are required to visit the HELP button on STEMS website where you can find quick “how-to” videos regarding how to accept/cancel a job, availability, and schedule. Also refer to the STEMS manual on how to add or delete a classification or location to the profile.

## **Updating the STEMS Profile**

Substitute teachers are responsible for keeping their computerized STEMS profile current. The information contained in the profile determines the type of assignments being offered to each substitute teacher. STEMS offers assignments based primarily on the locations and classifications identified in a substitute teacher’s profile. Keeping this information current improves the efficiency of the substitute teacher assignment process and will ensure that substitute teachers are offered assignments that closely match their preferences.

Routine tasks such as changing the days of the week in which the substitute teacher is available, to accepting assignments, indicating a period of availability, and temporarily changing their contact number can all be achieved by calling automated STEMS phone number at 704-283-3505. Follow the user voice prompts.

## **Substitute Teacher Assignment**

All substitute teacher assignments must be recorded in STEMS. Substitute teachers can be offered assignments through the following:

1. STEMS will contact the substitute teacher during regular call-out. (Note: Substitute teachers can use a landline or cellular phone as their STEMS contact number.)
2. A substitute teacher calls STEMS or visit STEMS website to review available assignments.
3. A teacher prearranges a specific substitute for the assignment.

Regardless of the method in which the assignment is offered, the substitute teacher should be sure to record the job number. The job number provided by the STEMS Program uniquely identifies each substitute teacher assignment.

## **Reporting to an Assignment**

Substitute teacher should familiarize themselves with the location of every school in their profile. This will ensure a timely arrival. When reporting to an assignment, the substitute should arrive 15 minutes early, sign in with the STEMS job number and assignment information.

## **Assignments Canceled by Substitute Teachers**

- Once a substitute teacher has accepted a job, it is critical that he/she either fulfill the commitment or cancel the job in a timely manner.
- If, after accepting a job, the substitute teacher must cancel, she/he must cancel in STEMS before 2 hours prior to job assignment start time. STEMS will include prompts allowing the job to be cancelled. For example, if sub start time in stems is 7:00am, then the substitute has until 5:00am to cancel their availability.
- STEMS does not allow substitutes to cancel a job after the two hour before start time; substitutes must call the school's STEMS Coordinator to cancel the job.
- A substitute teacher who cancels a job after the two hour prior start time on the day of an assignment will be excluded from substituting within UCPS for the remainder of the day. Repeated failure to cancel jobs in a timely manner will result in the discontinuance of a substitute teacher's service for UCPS.

## **Assignments Canceled by Schools**

At times, the school may need to cancel assignments after they have been accepted by substitute teachers. In many cases, this is due to unforeseeable circumstances. When this occurs, every effort will be made to notify the substitute teacher by telephone.

## **Payment for Canceled Assignments**

Substitutes who are not notified of an assignment cancellation prior to the school arrival on the job assignment day will be compensated with half day's pay if alternate work is not offered. This pay is included in the regular paycheck. If a substitute teacher is notified of a cancellation ahead of time, he or she is not entitled to payment.

## **Called Late to an Assignment**

Due to the duration of the STEMS morning call-out period (5:30–10:30 a.m.), substitute teachers may be contacted for an assignment after the start of the school day. If the substitute teacher chooses to accept an assignment that is already in progress or one of which he or she will be unable to report on time, it is the substitute’s responsibility to contact the school immediately. If school does not require the assigned substitute teacher’s services, no compensation will be provided.

## **Reassignment**

Each administrator has a right to reassign substitute teachers to cover another absence based on the best interest of the school. Under extenuating circumstances, an administrator may also assign a substitute teacher to cover extra classes during the planning period.

## **Trading Assignments**

It is not permissible for a substitute “to trade” assignments. Once a substitute teacher has accepted an assignment, it is his or her responsibility to complete that assignment.

## **Multiple Day Assignments**

There are instances in which a substitute teacher is offered multiple days assignments through the STEMS line. Substitute teachers should only accept assignments when they are available to substitute for the designated time period included in the assignment. The exception to this would be if alternate arrangements are made with the school in advance.

## **Assignment Details**

When STEMS offers an assignment, it will provide details about the job that will help substitute teachers to determine if they will accept or decline the job. This information will include the name of the school and teacher, the subject area, special instructions, the assignment date(s), and the daily start and end times. The assignment ends when the substitute is released by the administrator. There are some instances in which the substitute may be responsible for fulfilling additional duties for the day (i.e. cafeteria or bus duties).



## **Inclement Weather**

In the event of inclement weather, substitute teachers should monitor local news and UCPS homepage for updates on school closings and delay openings as they pertain to their substitute teacher assignment schedule. If school is canceled prior to the start of the official school day due to inclement weather, substitute teachers will not be compensated. When the school is canceled after the start of the official school day, substitute teachers who are present at work will be compensated for a minimum of half day's pay based on hours worked.

## **Electronics Usage**

Cellphones, laptops, ipads, etc. are not permitted to be used during instructional time by a substitute. Check with individual schools regarding their policy on electronics in the classroom.



# Patient Protection and Affordable Care Act (PPACA)

To: All UCPS Substitute Teachers

From: Dr. David Clarke, Deputy Superintendent of Human Resources

Date: December 3, 2014

Subject: Impact of The Patient Protection and Affordable Care Act on Substitute Teachers

On January 1, 2015, the employer mandate and applicable penalties under The Patient Protection and Affordable Care Act (PPACA) will take effect. For purposes of the PPACA, full-time employment is defined as an average of 30 hours or more per week or 130 hours per month. Effective January 1, 2015, employers who do not offer their full-time employees affordable health care coverage may be fined.

UCPS relies heavily on substitute teachers to continue high quality instruction during periods when staff members are absent or on an approved leave. The PPACA's definition of full-time employment is broad and could apply to a large number of our substitute teachers. Additionally, the penalties leveraged by the PPACA are costly and would be debilitating to our budget. Given the constraints imposed by the PPACA and our need to ensure the continuity of our substitute teaching program, UCPS will limit the work hours of substitute teachers to 29 hours or less each week. **The 29 hour limit will take effect January 1, 2015.**

## **What do I need to do after January 1, 2015?**

Your status as an approved substitute teacher will not change. You should continue to utilize the STEMS system to view and accept jobs. Beginning January 1, 2015, STEMS will be programmed to limit your work hours to the 29 hour weekly limit. STEMS will not allow you to accept a job if you have already met your hourly limit that week. Your hours will be reset at the beginning of each work week.

## **A school called me directly and asked me to sub. Is this OK?**

No. Beginning January 1, 2015, you are required to use the STEMS system to accept substitute teaching jobs. School administrators have been informed of this change and must also rely on STEMS for substitute scheduling. **You are solely responsible for ensuring that you do not exceed the 29 hour limit per week.**

## **I do not need health coverage through UCPS. Can I waive my right to coverage if I qualify as a full-time employee under the PPACA?**

No. UCPS will not permit substitute teachers to work full-time for purposes of the PPACA.

## **I typically work 30+ hours as a substitute with UCPS. Is there any way I can increase my work hours as a UCPS substitute teacher?**

Beginning in January 2015, UCPS will post several positions for full-time certified substitute teachers. These are permanent, full-time positions and will cover long-term leaves throughout UCPS. Watch the UCPS website for these job postings.

# **Salary and Pay Procedures**

## **Rates of Pay and Pay Schedules**

Substitute teachers are paid monthly based upon the dates and times submitted by each school to the Payroll Department. Payment is made in full and half-day increments based on hours worked. Assignments in excess of three and a half hours are paid as a full day. Some assignments may result in a teacher assistant filling until the arrival of the assigned substitute teacher. Under these circumstances, if the teacher assistant acts as the substitute teacher in excess of two hours, the assigned substitute teacher will be compensated with a half day's pay, regardless of the hours worked. When a licensed substitute fills a Teacher Assistant position, he or she will be paid the non-license rate of pay.

The substitute teacher daily rate of pay ranges are listed below:

\$75.00 – Non–licensed substitute teachers with a college degree

\$81.00 – Non–licensed substitute teachers who have participated in a Substitute Effective Teacher Training

\$98.00 – Licensed substitute teachers

Direct deposit is mandatory for new hires and is encouraged for all employees. Individuals receiving payment via direct deposit will be mailed a direct deposit payment notice. If you have any questions concerning your paycheck, please contact the bookkeeper of the school regarding your inquiry. Substitute teachers are encouraged to maintain a personal log of their assignments.

## **Benefits**

Substitute teachers serve on an as needed basis and are not eligible to earn leave, participate in the retirement system, or receive/purchase health benefits.

## **Unemployment Benefits**

Substitute teachers for UCPS do not qualify for unemployment benefits because their designation by the state is that of a random employee. The N.C. General Statute that covers this is G.S. 96 – 13(b)(1)a.

## **Change in Name, Address, or Telephone Number**

The STEMS Office should be notified of any changes in name, address, email, or telephone number. This will ensure the proper handling of telephone calls and mailing of paychecks. Change of address/etc. forms can be found on our website, and then emailed Elaine Cox.

# Substitute Payroll Calendar

## Traditional Schools

If You Work Between These Dates:	You Will Get Paid The Following Month
Frist day - Aug. 31	September
Sept. 1 – Sept. 30	October
Oct. 1 – Oct. 31	November
Nov. 1 – mid Nov.	December
Mid Nov. – Dec. 31	January
Jan. 1 – Jan. 31	February
Feb. 1 – Feb. 27	March
Mar. 1 – Mar. 31	April
Apr. 1 – Apr. 30	May
May 1 – Last day	June

## Year-Round Schools

If You Work Between These Dates:	You Will Get Paid The Following Month
First day – July 31	August
Aug. 1 – Aug. 31	September
Sept. 1– Sept. 30	October
Oct. 1 – Oct. 31	November
Nov. 1 – mid Nov.	December
Mid Nov. – Dec. 31	January
Jan. 1 – Jan. 30	February
Feb. 1 – Feb. 27	March
Mar. 1 – Mar. 31	April
Apr. 1 – Apr. 30	May
May 1 – Last day	June

For current calendar year and payroll dates, refer to <http://humanresources.ucps.k12.nc.us/subtchr/index.php>

If you have any questions concerning your paycheck, please contact the bookkeeper of the school regarding your inquiry. For general payroll/tax inquiries, contact payroll receptionist at 704-296-0811 who will direct your call to payroll specialists. Thank you.

# Standards of Conduct

This handbook does not address all applicable Board Policies that pertain to substitute teachers. However, substitute teachers are required to follow all policies approved by Union County Public School Board of Education. The following section will focus on some standards that all substitute teachers must know and exhibit. Failure to comply with these standards may result in discontinuation of services as a substitute teacher with Union County Public Schools. To review Board Policy Manual, please visit [https://boe.ucps.k12.nc.us/policy\\_manual](https://boe.ucps.k12.nc.us/policy_manual)

**Appropriate Dress** – Dress appropriately when teaching. A substitute teacher’s job assignment will determine the appropriate attire. Teaching physical education will require a different type of attire than when teaching in the classroom. Substitute teachers who show up for their assignment in inappropriate attire may be asked to leave the school. In event of this situation, the substitute will not receive any pay for the day.

## **Confidentiality**

Substitute teachers will be privy to confidential information and are obligated to treat it as such. Substitute teachers must safeguard the privacy of student information kept in the schools, whether on paper, in the computer, or in oral communications.

## **Discrimination and Harassment**

The Union County Board of Education believes that all employees and students should be free of unlawful discrimination, including harassment, as a part of safety and orderly working and learning environment. It commits itself to the non-discrimination in all its educational and employment activities. The Board expressly prohibits unlawful discrimination or harassment on the basis of race, color, national origin, sex, pregnancy, religion, age, or disability. It also prohibits retaliation against an employee or student who has exercised any rights made available through the state or federal law. Any violation of this policy is considered serious, and appropriate action will be taken in response. (Refer to Board Policy 3 – 7)

## **Sexual Harassment**

The Board of Education believes that all employees and students are entitled to work and study in school-related environments free of sexual harassment. To this end, the Board prohibits employees from engaging in sexual harassment and advises employees that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal. Examples of sexual harassment include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. (Refer to Board Policy 3 – 7, 3 – 7a, 3 – 7b)

## **Corporal Punishment**

Substitute teachers are not to administer corporal punishment under any circumstances. Inappropriately touching a student is cause for immediate dismissal. (Refer to Board Policy 4– 3, 4– 3a, 4 – 3b)

## **Alcohol and Drug-Free Workplace**

UCPS is an alcohol and drug-free workplace. The use, possession, manufacture, distribution, or dispensing of alcohol and prescription or illegal drugs in any job – related contexts are strictly prohibited. (Refer to Board Policy 3 –5)

## **Use of Tobacco Products**

No one is permitted to use any tobacco product at any time, including non–school hours, in any building, property, or vehicle owned, leased, rented, or contracted by school district; on school grounds, athletic grounds, or parking lots; or any school–sponsored event off campus. (*Refer to Board Policy 3 – 5a*)

## **Self–Reporting of Criminal Arrests and Convictions**

Any substitute charged with or arrested for committing any crime (felony or misdemeanor – moral turpitude or contraband substance), other than a minor traffic violation, (driver’s license not subject to suspension or revocation; Driving While Impaired [DWI] is NOT considered a minor traffic violation) will report these facts in writing to the Director of Employee Relations. This report shall be made no later than the next scheduled business day. (*Refer to Board Policy 3– 31*)



## Tips for Success

- ❖ Arrive 10 to 15 minutes early, review the daily schedule, lesson plans, and materials before the class begins.
- ❖ Become familiar with teachers in the rooms that are in close proximity. They can be very helpful throughout the day.
- ❖ Follow the teacher's plans and schedules as closely as possible.
- ❖ Greet students at the door with a smile and a pleasant "good morning."
- ❖ The substitute teacher should write his or her name on the board so the students will know the substitute name upon entering the classroom.
- ❖ Remember to be flexible and patient. The schedule and transitions may not flow the way that you planned. Expect students to ask questions about how or why their day is somewhat different from usual.
- ❖ Inform students of the day's schedule.
- ❖ Always treat students with dignity and respect.
- ❖ Monitor, watch, and maintain constant contact with the students. Do not leave the students unsupervised at any time.
- ❖ Deal with discipline problems quickly. Constantly use the teacher's discipline plan in a fair and equitable manner.
- ❖ Let the students know if you will be returning the next day.
- ❖ Check out to be sure that the room is in good order before leaving.
- ❖ Leave a note for the teacher:
  - ✓ File information
  - ✓ Summary of the day's activities
  - ✓ Any discipline issues
  - ✓ Location of completed assignments or other appropriate materials



## **Classroom Management**

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

Though classroom management is often discussed separately from exemplary instruction, studies have shown that they are directly related. Therefore, the primary contributor to a well-managed classroom is a well-planned lesson. If disruptive behavior occurs, you should be prepared to act appropriately. In order to be prepared, you should familiarize yourself with the rules of the school. Most schools will provide this information to you when you are assigned to a classroom. Remember that despite the fact that disruptions may occur, the students are counting on you to create a positive atmosphere for learning to take place. You can be firm with students while still being respectful.

Remember that YOU are the adult in the room. Physically restraining or confronting students, shouting at students or calling them names, denying access to the bathroom or nurse’s office, sarcasm, isolating children in the back of the room or outside the classroom, or confiscating of personal items is not permitted.

### **Strategies for Promoting Positive Behavior**

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

## Suggestions and Exemplary Practices

- Quickly learn the names of students.
- Issuing Classroom Passes: Before you begin, ask in the office what the school rules are for issuing an official hall pass, and document each occurrence.
- Promote constructive discussion: Establish and remind class of protocol that will guide discussion among students.
- Differentiate instruction-My Size Fits Me: Students have different learning styles and levels.
- Each lesson should accommodate the needs of all students.
- Be friendly and professional: Some students get confused about the fine line between a teacher/mentor and a buddy. You can be professional and friendly at the same time. Students are less likely to act out, if they think you genuinely like the role you are playing for the day.
- Remain flexible: A day in a typical school may have interruptions.
- Assess your personal style: Determine if there are distracting aspects to your delivery of instruction such as the manner in which you dress, how you choose to interact with your students, the rate at which you speak and/or present instruction.
- Accept responsibilities: You occupy the most effective level in the chain of command. You are expected to meet the challenges that come your way without overreacting.

## Important Questions for Substitute Teachers to Ask Upon Arrival

- Are there unique practices to be followed in the classroom or school such as homeroom protocol or special announcements?
- What are the procedures for issuing passes, admitting latecomers and granting permission to leave class?
- How can I best learn and retain names of students for accountability?
- What are the procedures for school dismissal and fire drills?
- What are the procedures for school attendance?
- Do I have students with medical issues and/or special needs?
- Do I have additional duties such as cafeteria, attendance, homeroom, or playground?
- Are there special events scheduled for the day or week, such as a school performance, dress for success, fire drills, etc.
- Will any students need to transition for additional services?



## STEMS Contact Information

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Find the UCPS Substitute page at <http://humanresources.ucps.k12.nc.us/subtchr/index.php>

STEMS Automated System-24/7

704-283-3505

STEMS Website

<https://stems.ucps.k12.nc.us>

Substitute Program Office Email Address

[elaine.cox@ucps.k12.nc.us](mailto:elaine.cox@ucps.k12.nc.us)

Substitute Program Office

704-296-5176

Substitute Program Office Fax Number

704-289-9154

### **Mailing address:**

Union County Public Schools STEMS  
Attention: Elaine Cox  
400 North Church Street  
Monroe, North Carolina  
28112

Additional resources and general information regarding Union County Public Schools are available on the UCPS Web Page <http://www.ucps.k12.nc.us/>

*Visit UCPS website, click Employment, then Substitute Teaching Services*

## Suggested Reading

- Bosch, Karen-2006-*Planning Classroom Management-A Five Step Process to Creating a Positive Learning Environment*
- Breaux, Elizabeth-2005-*Classroom Management Simplified*
- Brookhart, Susan-2010-*Assess Higher-Order Thinking Skills in Your Classroom*
- Covey, Stephen R.-1989-*The 7 Habits of Highly Effective People*
- Daniels, Aubrey C.-2000-*Bringing Out the Best in People-How to Apply the Astonishing Power of Positive Reinforcement*
- Glasgow, Neal and Hicks, Cathy-2003-*What Successful Teachers Do*
- Levin, James and Nolan, James F.-2000-*Classroom Instruction That Works: 100 Problems*
- Marzano, R., Pickering, D-2001-*Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*
- McMillan, Mary-1992-*Lifesavers for Substitutes*
- Rutherford, Paula-2002-*Why Didn't I Learn This in College?*
- Smith, Rick-2004- *Conscious Classroom Management-Unlocking the Secrets of Great Teaching*
- Spencer, Karla-2006-*Best Lesson Plan Websites for Educators*
- Sprick, Randall S. and Howard, Lisa M.-1995-*The Teacher's Encyclopedia of Behavior Management-100 problems/500 Plans for Grades K-9*
- Stronge, James H.-2002-*Qualities of Effective Teachers*
- Wong, Harry K. and Wong, Rosemary Trippi-1991-*The First Days of School-How to be an Effective Teacher*
- Utah: The Substitute Teaching Institute, 2009 - *Proven Behavior Management Skills and Teaching Strategies-Substitute Teacher*
- Utah: The Substitute Teaching Institute, 2005 - *Effective Methods of Facilitating Substitute Teacher Training-Grades K-12*

## **Resources**

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

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

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

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

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

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



**Thank you for your interest in Union County Public Schools!**