



Appendix B

Long-term Certificated Substitutes Process Checklist

EEA Collective Bargaining Agreement Section 12.01 - Substitutes Represented by Association

B. Long-term substitute certificated employees shall be defined as:

- 1. Substitute certificated employees employed by the District in one (1) teaching assignment for a period in excess of twenty (20) consecutive work days until completion of that long-term assignment; or,*
- 2. Substitute certificated employees employed by the District to replace a regular certificated employee when, at the start of the assignment or during the first twenty (20) consecutive work days in the assignment, it is clear to the District (because of the nature of the regular employee's leave such as, but not limited to a maternity leave, major operation, or other approved leave) that the absence of the regular certificated employee will continue for more than twenty (20) consecutive work days from the first day that the substitute certificated employee is assigned to the position until completion of the long-term assignment.*

Process Checklist:

- ☐ Need for vacancy identified. Employee submits leave of absence request form and supporting documents to benefits desk or vacancy is identified by building administrator.
- ☐ Leave of absence approved by HR Talent, Acquisition & Retention Director
- ☐ Principal contacts HR Talent, Acquisition & Retention Director to discuss replacement needs
- ☐ HR Talent, Acquisition & Retention Director requests list of qualified substitutes from substitute coordinator
- ☐ HR Talent, Acquisition & Retention Director reviews list of qualified substitutes and provides list to principal
- ☐ Principal interviews qualified candidate(s) using long-term certificated substitute interview questions
- ☐ Principal completes 2 reference checks on recommended candidate
- ☐ Principal submits hiring recommendation form and hiring materials to HR Talent, Acquisition & Retention Director

**EVERETT PUBLIC SCHOOLS
HUMAN RESOURCES DEPARTMENT**

LONG-TERM CERTIFICATED SUBSTITUTE RECOMMENDATION FORM

School: _____

Position: _____

Employee on Leave: _____

Vacancy (reason): _____

Work Schedule: _____

Other (describe): _____

Interview Team Members:

Candidates Interviewed:

1.

1.

2.

2.

3.

3.

4.

4.

Long-term certificated substitutes, must be endorsed in the position in which they are being placed.

Note: **Emergency and Substitute endorsements do not qualify.**

Candidate Recommended: _____

Yes No

The candidate listed above holds the appropriate endorsement for this position.

Candidate held a Long-Term Substitute job at this school in the last two years.

Anticipated Start Date: _____ **Anticipated End Date:** _____

Reasons for Recommendation: *Documented from personnel folder, application, references, education, training, experience, rating from interview, etc.*

1.

2.

3.

4.

5.

Principal's / Supervisor's Signature

Date

Include with this form:

Long-term certificated substitute interview questions

Telephone references (2)

Completed Packet Sent to HR: _____
Date

For Human Resources Use Only: Current Employee or Substitute: Yes No *If no, complete hiring documents*

Received: Interview Questions _____ Telephone Ref. 1. _____ 2. _____ Rec. Form _____

Human Resources Administrator's Signature

Date

EVERETT PUBLIC SCHOOLS

**LONG-TERM CERTIFICATED SUBSTITUTE
INTERVIEW QUESTIONS** *(rev. 7/2018)*

RESPONSE RATING:

- 4 = An answer even better than the “indicator” answer defined below. (Includes all elements of the “look-for” answer and goes beyond in depth and/or breadth of response.)
- 3 = Answer to “indicator”. This answer was determined by “subject matter experts” to be a good answer.
- 2 = Includes some element(s) of the “indicator” answer, but not totally complete.
- 1 = A weak answer related to the question.
- 0 = A totally irrelevant answer.

Candidate’s Name

Subject Area/Level

Rater’s Name

Date

/28
Total Score

%
Percentage

RATER’S OVERALL COMMENTS:

1. Describe your education and experiences that have prepared you for a position in Everett Public Schools.

Indicators:

- ☐ Education: undergraduate, graduate, evidence of commitment to ongoing education, appropriate endorsements, highly qualified
- ☐ Experience: Pre-K-12 contracted substitute teaching, teaching, demonstrated current knowledge of instruction, technology, diversity, assessment. Other experiences with children and youth.
- ☐ Commitment to Education and Children/Youth: over time, planned and thoughtful decision, teaching is more than a job.
- ☐ Caring/concern for students/young adults: student/child focused, concern for student’s well-being and growth.
- ☐ Other attributes: enthusiasm, professional attitude, passion for teaching and working with young people.

(rating 0-4)

2. Describe how you establish a safe, positive learning environment. Please give examples of your approach to classroom discipline, including examples of interventions you would use with a student who frequently demonstrates disruptive behavior.

(rating 0-4)

Indicators:

- ☐ Clear classroom expectations
- ☐ Teaching/re-teaching expected behavior
- ☐ Communication with student
- ☐ Communication and collaboration with parent
- ☐ Reinforcement of appropriate behaviors
- ☐ Strategies to teach and develop social skills, self-management and self-direction
- ☐ Individualized behavior plan

3. Please explain how you have or will design lessons that meet the varying ability levels of your students, including students from a variety of backgrounds, languages, special needs and students who are gifted.

(rating 0-4)

Indicators:

- ☐ Understanding of individual student needs
- ☐ Opportunities for grouping
- ☐ Leveled materials
- ☐ Planned reteach/extension opportunities
- ☐ Modified assignments
- ☐ Collaboration with support staff

4. How do you use formative and summative information to evaluate student progress?

Indicators:

(rating 0-4)

- ☐ Uses assessment as an ongoing and integral process in instruction
- ☐ Assessment drives instruction
- ☐ Uses formal and informal methods
- ☐ Instruction provides assessment information
- ☐ Gives specific and timely feedback to students
- ☐ Assessment drives curriculum modifications
- ☐ Evaluation of assessment
- ☐ Communication tool – students, parents, specialists, principal

5. Tell us about a time when you had to discuss an issue with a parent regarding a student's poor academic progress or a difficult behavior. What was the outcome?

Indicators:

(rating 0-4)

- ☐ Used a calm voice and showed caring
- ☐ Presented data to back up your concerns
- ☐ Tried to understand the parent concerns
- ☐ Was an empathetic listener
- ☐ Enlists help from others
- ☐ Communicated opportunities to help and support the student
- ☐ Provided strategies or resources to address the student performance
- ☐ Communicated caring

6. What role will you play in collaborative efforts of your grade level/department team and of your school?

(rating 0-4)

Indicators:

- ☐ Participate in school/district committees
- ☐ Share learning/information/materials with colleagues
- ☐ Collaboratively plan lessons
- ☐ Foster positive relationships with colleagues
- ☐ Seeks feedback from peers
- ☐ Uses student data

7. What are your strengths as a teacher? In what areas would you need support?

(rating 0-4)

Indicators:

- ☐ Able to articulate strengths and areas for growth
- ☐ Able to indicate what support would be needed
- ☐ Awareness of self as professional
- ☐ Awareness of self as a team member
- ☐ Areas interested in growing as a professional

8. Additional building questions: (optional – not scored)

Total from questions 1-7 _____/28

PERCENTAGE = _____

SCALE

90%-100% = Outstanding

80%-89% = Strong

72%-79% = Satisfactory

71% or less = Not to be considered

Interviewer Signature (Principal/Administrator)

Date

**EVERETT PUBLIC SCHOOLS
HUMAN RESOURCES
DEPARTMENT**

**LONG-TERM CERTIFICATED SUBSTITUTE
TELEPHONE REFERENCE CHECK**

Name of Candidate:
Name of Reference:
Organization:

Position: Certificated Substitute
Telephone Number:

-
1. How long have you known this person?
 2. In what position does/did this person work?
 3. What was your association with this person?
-

SCALE: 1 –5 (1=Lowest; 5=Highest) Please select the appropriate number.

4. How would you rate this person's instructional skills?
5. How would you rate this person's classroom management skills?
6. How well does this person interact with students with diverse needs (*e.g., ethically diverse, socio- economic, special needs students*)?
7. How would you rate this person's written and oral communication skills?
8. How well does this person utilize State standards in their curriculum?
9. How would you rate this person's interpersonal relationships with students, parents and staff?
10. How would you rate this person's flexibility?
11. How would you rate this person's ability to work as a member of a team?
12. How would you rate this person's ability to maintain confidentiality?
13. How would you rate this person's attendance and punctuality?

14. What contributions has this person made to your school?

15. Please tell me about this person's judgment. Can you think of any examples of good and bad judgment?

16. What are growth areas for this person?

Please circle the appropriate letter.

17. Has this person ever been placed on a plan of improvement? If yes, please explain: Y N

18. Has this person ever been disciplined? If yes, what were the circumstances? Y N

19. Would you put any restrictions on this person if you hired them? If yes, please explain: Y N

20. Is this person currently under investigation, or has this person been under investigation, due to allegations of misconduct, including sexual misconduct? If yes, please explain: Y N

21. Would you have any hesitation having your own children under this person's sole supervision? If yes, please explain: Y N

22. If you had a position in your building, would you hire this person and for what position? If no, please explain: Y N

23. Is there anything I haven't asked, that you would like to comment upon?

Name of person conducting reference check:
Date completed: