

LEGACY PREPARATORY



CHARTER ACADEMY

SUBSTITUTE TEACHER ORIENTATION

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469-249-1099

WWW.legacypca.com

Legacy Preparatory Charter Academy SUBSTITUTE TEACHER ORIENTATION

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The Legacy Preparatory Charter Academy does not discriminate on the basis of sex, race, religion, national origin, age, or handicapping conditions in its educational programs, support activities, or employment.

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APPLICATION AND PERSONNEL INFORMATION

The substitute must:

- **apply via Teacher Job Network**
- **fill out an employment packet**
- **must pass the criminal history check**
- **submit all paperwork required by the district**
- **must attend substitute orientation provided by the district**
- **must receive an official approval to be placed on the substitute list of the District.**

Only names listed on the official substitute list are eligible for substitute teaching.

Substitute teachers with current certification in the State of Texas must give evidence of same by submitting current Texas certificate to Administration.

The applicant file must have the necessary transcripts, certificates and all personnel & payroll paperwork filled out completely before employment can begin. If you need further information on this, please contact someone in the HR office.

The Business Office must have on file a “**State of Exemptions Form W-4**” before paychecks can be issued.

It is the applicant’s responsibility to contact the Administration with address and telephone changes immediately.

ADMINISTRATIVE PROCEDURES CONCERNING THE SUBSTITUTE TEACHER

The Administration Office shall maintain an active list of persons qualified to serve as substitute teachers. The active substitute list will be called via Frontline to offer open sub positions. In some cases however, a teacher may wake up ill and the campus office manager, Campus Director or designee may have to contact a substitute early in the morning to work that particular day. **On the occasion an assignment may change, your flexibility is required and appreciated.**

SAFETY OF PERSONAL ITEMS

Keep valuable items secured or with you at all times. The district is not responsible for lost or stolen personal items.

DUTY HOURS

A substitute will be paid for a full day from:

ELEMENTARY SCHOOL: 7:45 a.m. to 3:30 p.m.

MIDDLE SCHOOL: 7:45 a.m. to 3:45 p.m.

HIGH SCHOOL: 7:45 a.m. to 3:45 p.m.

A substitute will be paid for a half-day for the following hours:

ELEMENTARY: 7:45 a.m. to 11:45 **OR** 11:45 to 3:30 p.m.

MIDDLE SCHOOL: 7:45 a.m. to 11:45 **OR** 11:45 to 3:45 p.m.

HIGH SCHOOL: 7:45 a.m. to 11:45 **OR** 11:45 to 3:45 p.m.

A substitute is expected to be on duty according to the above schedule unless informed otherwise and approved in writing by the Campus Director.

COMPLETION OF ASSIGNMENT

When a substitute teacher is on duty, he/she should continue his/her assignment until officially released by the Campus Director/Designee. It is the responsibility of the Campus Director to release the substitute teacher or to have him/her to continue the assignment. **Therefore, the substitute must return to the Campus Front Office at the end of each day for instructions.**

LPCA SUBSTITUTE PAY SCHEDULE

Defined Substitute Pay Scale:

Full day 7:45 to 3:45:

Certified Subs \$125 daily

Degreed Subs \$100 daily

Non-Degreed Subs \$80 daily

Half day 7:45 to 11:45

Half day 11:45 to 3:45

Certified Subs \$65 for ½ day

Degreed Subs \$50 for a ½ day

Non-Degreed Subs \$50 for a ½ day

Click on the links below for the 20-21 sub payroll calendar or district calendar

[20-21 Sub Payroll Calendar](#)

[20-21 Legacy District Calendar](#)

LONG-TERM SUBS:

A long-term substitute is defined as working for the same teacher for 11 or more consecutive days without a break in service. The increased rate of pay will begin on the 11th day and remain in effect for the duration of that defined job. However, if there is a break in service, normal pay will begin again.

RESPONSIBILITIES OF THE SUBSTITUTE

The substitute teacher new to the District needs to be familiar with the general policies and procedures of the school. By visits to the schools, he/she may observe methods, specific techniques, lesson plans, materials used, and routine procedures. Substitutes should call the campus to arrange such a visit after being cleared by Human Resources.

The substitute should be familiar with the location of the schools in the District.

The substitute should be at the assigned school early enough according to schedule on page 5 and perform the following duties:

Substitutes should print any instructions from the teacher in Frontline and bring them with them to campus. Upon arrival substitutes report directly to the front office, giving his/her name, to find out the assignment and the name of the absent teacher. The substitute should follow the regular routine of the class and follow the teacher's directions as to assignments and procedures. In case this cannot be done, the substitute should check with the office immediately.

Review the regular teacher's lesson plans, teaching materials, and Emergency/Drill folder regulations. A lesson plan folder should be available to all substitutes. If it is not available, check with the office. These lesson plans **must** be followed by the substitute.

Consult the Campus Director or an assigned teacher if there are any questions about the day's activities.

Fulfill the regular teacher's entire program such as hall duty, lunch duty, playground duty, etc. Substitutes should be responsible for contacting the office when on outside duty. Inquire each day upon arrival at the campus if any of the above duties will be part of your schedule for the day.

Check the room condition, noting lighting, temperature, and seating arrangements.

All unusual requests from parents and pupils should be referred to the Campus Director. Examples include requests to be dismissed early and to be absent from the classroom for some activity.

Students should never be released from the building during the school hours without office permission. **Substitutes should not contact parents by phone or in writing.** Parent conferences should be arranged only after consultation with the Campus Director for long-term substitutes.

The class roll should be checked at the times and in the manner designated by the Campus Director. Names and dates of absentees and tardies should be listed as instructed.

RESPONSIBILITIES OF THE SUBSTITUTE

The substitute teacher should not assign written work that is not in the lesson plans, except by request of the regular teacher or curriculum coach. Any written work assigned in the lesson plans should be gathered, but graded (only at the request of the regular teacher or department chairperson when substitute is long term). Any written work which is beyond the lesson plans for the regular teachers should be graded and left for him/her to examine. If no lesson plans are available, the Campus Director, Curriculum Coach, or team lead should be contacted. Homework should be assigned only if the regular teacher requests it. It is in the best interest of the students and the substitute for the substitute to keep in as close contact with the regular teacher as possible. If the period is for more than one day, the substitute should contact the Campus Director concerning the advisability of calling the regular teacher. When the assignment is for a long-term period, the substitute should take the responsibility for instructional planning, making appropriate assignments, grading papers, keeping records, and taking over special duties of the regular teacher. He/she should attend faculty meetings and assume other extra duties of the regular teacher.

Any money collected should be deposited in the office with adequate records before leaving the building.

New textbooks, workbooks, or library books should be issued only by the regular teacher unless he/she requests the substitute teacher to do so.

A short summary of the activities completed during the regular teacher's absence should be prepared for the regular teacher and placed in his/her lesson plan book or with the Campus Office Manager.

The substitute teacher should leave the room in good order, locking the door, if possible.

DISCIPLINE – Refer to Student Code of Conduct for Discipline Policies

All discipline cases, which cannot be handled in the room in an appropriate manner, should be referred to the Campus Director. Under no circumstances should the substitute teacher administer corporal punishment or any physical means of restraint. The substitute should never leave a class unattended.

[Student Code of Conduct](#) (code of conduct section begins on page 70)

PROFESSIONAL ETHICS

The substitute has a professional obligation to the regular teacher, the classroom, and the school. He/she should use extreme caution in expressing personal reactions and opinions about what he/she sees and hears in the classroom and the school in which he/she teachers. Any information about the pupils must be treated as confidential. A substitute teacher should avoid unfavorable criticism of the regular teacher or students except such as is formally presented to the Campus Director in the interest of the school.

Under no circumstances should a substitute teacher criticize a regular teacher or school procedures in the presence of other teachers or students.

The substitute should not compare one school with another, one Campus Director with another, one crew of cafeteria workers with another, or one group of pupils with another. Adaptability to each unique situation is a necessary characteristic of the substitute teacher. All personal actions, while on campus, should be in a professional manner at all times.

PROFESSIONAL CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

1. Professional Ethical Conduct, Practices, and Performance.

Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

2. Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

3. Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

Standard 3.5. The educator shall not engage in physical mistreatment of a student.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

PROFESSIONALISM:
DRESS, GROOMING & BEHAVIOR

DRESS AND
GROOMING

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.

District employees shall act as role models, exemplifying the highest standards of professional appearance, to teach community values and proper grooming and hygiene.

WAIVER The Superintendent may waive the dress code for District employees when school is not in session. Employees will be notified by the Superintendent when such a waiver is in effect, defining the parameters of the dress code waiver based on seasonal weather conditions, special events, and the like.

APPROPRIATE
ATTIRE

Professional personnel are expected to dress in a manner that projects a professional image for the employee, school, and District.

Office, clerical, and teacher assistant support personnel shall wear the above professional attire.

Other support personnel shall wear attire in accordance with the workplace.

The following clothing is not considered “professional attire” pursuant to this policy: jeans, shorts, revealing/provocative shirts and tops, t-shirts, short skirts, spandex or similar tight outfits. Slippers, house shoes, and other similar foot apparel are not considered professional attire.

GROOMING

All employees are expected to exemplify proper grooming standards in a manner that projects an appropriate image for the employee, school, and District.

Male employees shall keep their hair groomed neatly. Beards and mustaches shall be neatly groomed.

Employees shall not wear on the outside of their clothing any jewelry or similar artifacts that are either obscene, distracting, or may cause disruptions to the educational environment. Hats are not to be worn inside.

Administrators shall have the discretion to determine the appropriateness of attire and grooming, and may make special exceptions for teachers in certain grades/subjects (i.e., vocational courses, physical education) or for medical necessities/religions.

The above standards are meant to promote community values and enhance an orderly educational environment, and shall not infringe on any individual's religious beliefs or protected free speech.

CELLULAR

The following shall apply to the use of cellular phones in school buildings:

1. Teachers may use cellular phones for business calls, including parent contacts, only during planning periods and other off-duty times during the instructional day.
2. Personal calls may not be made or received during class periods. Cellular phones shall remain "off" during instructional time. Electronic communication devices shall not be used in the presence of students.

ELECTRONIC RECORDING

CONVERSATIONS AND MEETINGS

Employees shall not electronically record by audio, video, or other means, any conversations or meetings unless each and every person present has been notified and consents to being electronically recorded. Persons wishing to record a meeting must obtain consent from anyone arriving late to any such meeting.

TELEPHONE CONVERSATIONS

Employees shall not electronically record telephone conversations unless all persons participating in the telephone conversation have consented to be electronically recorded.

OPEN MEETINGS AND OTHER PUBLIC MEETINGS

These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, Board Committee meetings, appeals and grievance hearings, and any other Board sanctioned meeting recorded in accordance with Board policy.

OFFICIAL INVESTIGATIONS

These provisions are not intended to limit or restrict electronic recordings involving authorized investigations conducted by the Police Department.

RACIAL, ETHNIC, RELIGIOUS, GENDER, SEXUAL ORIENTATION	Employees shall not engage in conduct constituting racial, religious, gender, or sexual orientation harassment of another employee, a student, any person who seeks the campus community in any capacity or who interfaces with the District (such as citizens, parents, vendors).
HARASSMENT PROHIBITED	Racial, ethnic, religious, gender, or sexual orientation harassment includes but is not limited to oral, written, psychological, physical and other demonstrative orientation that is harassing and/or abusive.
DEFINITION EMPLOYEE-TO- STUDENT	All allegations of racial, ethnic, religious, gender, or sexual orientation harassment of students by employees shall be reported to a teacher or Campus Director, who shall contact the Human Resources department so that the complaint may be investigated.
COMPLAINTS	A person who believes he or she has been harassed because of race, ethnicity, religion, gender, or sexual orientation shall bring the matter to the attention of an official, department head, or Campus Director. Should an employee's complaint be against the Campus Director or department head, the employee shall bring the matter to the immediate supervisor of the official in question. No procedure or step in this policy shall have the effect of requiring the person alleging harassment to bring the matter to the person who is the subject of the complaint. Racial, ethnic, religious, gender, and sexual orientation harassment complaints shall be filed within the time lines set out in DGBA (LOCAL).
FALSE CLAIMS	Employees are strictly prohibited from filing allegations of racial, ethnic, religious, gender, or sexual orientation harassment without substantive cause; such false claims may result in disciplinary action up to and including a recommendation for termination.
INVESTIGATION / CORRECTIVE ACTION	District officials shall promptly investigate all allegations of racial, ethnic, religious, gender, or sexual orientation harassment and shall take prompt and appropriate corrective action against employees found to have engaged in such prohibited conduct, which might include behaviors that are prohibited by Title VII of the Civil Rights Act and reportable to the Office of Civil Rights.
PROGRAM	The District shall provide training and counseling as needed

STAFF
DEVELOPMENT
TRAINING

to promote awareness of this policy and the reduction of racial, ethnic, religious, gender, and sexual orientation harassment training throughout the District. The District shall be made aware of all cases related to these types of harassment and shall work with the parties involved to resolve conflicts.

FACTUAL

Throughout the course of an official District administrative investigation or inquiry, every District employee has an affirmative duty to provide to his or her supervisor(s) or any other District investigating official, all relevant and factual information about matters inquired. Employees failing to volunteer such information shall receive a directive from an administrator to provide a statement. The employee's failure to comply with the directive constitutes "insubordination", a violation that will be grounds for disciplinary action up to and including termination. [See DCD and DF series]

INFORMATION FROM
EMPLOYEES

When directed by an administrator or a District investigator, an employee shall submit an affidavit. Intentional falsification, misstatement or the concealment of a material fact in connection with an administrative investigation shall be deemed as "providing untruthful statements" and be grounds for disciplinary action up to and including termination. Additionally, providing untruthful statements under oath may subject the employee to a criminal charge of perjury.

ARRESTS AND
CONVICTIONS

An employee who is arrested for any felony or any offense involving moral turpitude [see DC(LOCAL)] must report the arrest to the Superintendent, in writing within three work days of the event.

VIOLATION OF
STANDARDS OF
CONDUCT

Employees shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as District employees. Violation of any policies, regulations, and guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

FREQUENCY OF CALLS AND EVALUATION

It is not possible to give substitutes an estimate of how often they will be called. It will depend on such factors as the District's daily need, general overall needs of the district, time of year, and success of each substitute when assigned.

Campus Directors may be requested to provide the Administration with evaluations of their substitute to be used at their discretion.

The substitute teacher should familiarize themselves with the evaluation form in order to understand the basis for which his/her services are evaluated.

SUBSTITUTE'S INFORMAL EVALUATION OF ASSIGNMENT

In order for the campus staff to improve its substitute services, substitutes may be invited to complete an evaluation form for any school assignment. The forms may be given to the substitutes randomly by the Campus Director. Please complete and return the form to the Campus Director at the end of day.

TIPS FOR SUBSTITUTES

Organization and advance planning are the keys to successful teaching of any type. While the substitute is at a disadvantage in many phases of advance planning, there are some tools and flexibility at the substitute's disposal.

Learn to operate audio-visual equipment. Frequently, substitutes are called on to operate projectors, copiers, and computers.

Prepare a blank seating chart. Take a generic seating chart to your assignment. Fill in each student's name in the proper blank of the seating chart.

This chart will enable you to call each student by name and will result in fewer discipline problems since students soon will realize they are no longer anonymous. Inform the class that you will leave the completed chart for the regular teacher.

Be firm, but courteous. Students respond well to firm and consistent discipline. Apply our discipline fairly to all of the students but do not be rude. Refer to the Student Code of Conduct.

Students need discipline guidelines and will respect yours if they have been carefully selected. Define your expectations to the students. Soon you will establish your "reputation" and discipline problems will decrease.

If a situation develops that is more than you can control, ask for help from the teacher in the next classroom or contact office. **NEVER LEAVE STUDENTS UNATTENDED.**

Leave a summary report for the regular teacher. Summarize your day, period by period, for the regular teacher. Report any changes you made in his or her lesson plan and any discipline or other problems you may have experienced. Teachers appreciate knowing what occurred in the classroom during their absence.

While not all-inclusive, these suggestions may prove helpful to the beginning substitute teacher. With preparation, the task should prove rewarding for all involved.

EXPECTATIONS OF SCHOOL AND REGULAR TEACHER TO SUBSTITUTE

THE SCHOOL OFFICE

When the substitute arrives at the school, the Campus Director or designee will make a special effort to welcome the substitute and help him/her become oriented to school procedures and layout.

A folder with information about school routines, attendance records, schedules, special class grouping, Emergency drill, and procedures unique to that particular school should be available. (This folder may be filed in the teacher's desk or in the front office).

THE REGULAR TEACHER

If at all possible, the Campus Director should be notified of the prospective absence the day before the absence.

Lesson plans, class rolls, daily schedule and routines, extracurricular duties, seating charts, teacher's editions and guides, teaching materials and reporting forms should be well organized. The Substitute Folder should contain this information.

Monitors and class helpers should know what assistance they could give a substitute teacher. A list of pupils who can be depended on for reliable aid would be most helpful.

CAMPUS DIRECTORY

Mesquite West High School

2901 Military Parkway
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Michael Davies
Campus Director
Estephaine Garcia
Office Manager

Legacy PCA Substitute Handbook Receipt 2020-2021

I hereby acknowledge receipt of my personal copy of the Legacy PCA Substitute Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this booklet. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform Legacy PCA Administration Office of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting the Human Resources if I have questions or concerns or need further explanation.

Print Name

Signature Date

Note: Please sign, date, and submit to Lilly Chacon, HR Director.

I hereby acknowledge receipt of the Legacy PCA Addendum Substitute Handbook. I agree to read the addendum and abide by the standards, policies, and procedures defined or referenced in this document.

The information in the Handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in the Handbook. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by the Handbook or this Addendum.

I understand that I have an obligation to inform the Legacy PCA Administration Office of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting the Campus or Human Resources if I have questions or concerns or need further explanation.

Print Name

Signature

Date

NOTE: Please sign, date, and return to Lilly Chacon, HR within 5 days of receipt lchacon@legacypca.com

LPCA

SUBSTITUTE’S INFORMAL EVALUATION OF SCHOOL ASSIGNMENT

School: _____ Assignment or Grade: _____

Dates Substituted: _____ Teacher Replaced: _____

With the idea in mind of providing the best possible instruction for our young people, the administration asks the cooperation of each Substitute Teacher in completing this informal evaluation. When you have completed this form at the end of one or more days of an assignment, you may leave it with the Campus Office Manager or e-mail it directly to the HR office at hr@legacypc.com.

1. Office Staff: Courteous staff provided a complete schedule for the day, special instructions (noting special duties), keys to the room, and an escort to the room.

Exceeds Expectations Meets Expectations Needs Improvement

2. Assistance by Regular Teacher: Absent teacher left provisions for legible lesson plans, seating charts, materials, special instructions, and noted students to assist substitute.

Exceeds Expectations Meets Expectations Needs Improvement

3. Assistance by Teachers: Teachers in the building were friendly, helpful, resourceful:

Exceeds Expectations Meets Expectations Needs Improvement

4. Students: The class was generally respectful, responsive, and helpful.

Exceeds Expectations Meets Expectations Needs Improvement

5. Facilities: General condition, appearance, and cleanliness of the classroom or station.

Exceeds Expectations Meets Expectations Needs Improvement

6. Did some member of the staff have an opportunity to visit a class you were teaching?

Exceeds Expectations Meets Expectations Needs Improvement

7. Comments, Observations, Constructive criticism: (use back of page if necessary)

Signature (Optional): _____

LPCA
EVALUATION OF SUBSTITUTE TEACHER

Name of Substitute: _____ Subject or Level: _____

Teacher Replaced: _____ Date: _____

Professional

Understanding of role of substitute:

Strong Acceptable Needs Improvement

General Insight into substitute assignments; adaptability of various assignments:

Strong Acceptable Needs Improvement

Punctuality:

Strong Acceptable Needs Improvement

Organization and Classroom Management

Discipline: Ability to assume control as a substitute and maintain appropriate discipline:

Strong Acceptable Needs Improvement

Lesson Plans: Ability to interpret and implement plans available, to make minor changes where necessary and to seek help when needed:

Strong Acceptable Needs Improvement

Personal Qualities

Human Relations: conveys genuine concern for people:

Strong Acceptable Needs Improvement

Character Traits: exemplifies personal integrity; pays attention to details; is dependable; loyal to the district; avoids comparison of one school with another; dresses appropriately and in good taste:

Strong Acceptable Needs Improvement

General

1. How many times have you had the opportunity to observe this substitute? _____ 2. How have other teachers responded to this substitute:

- a. Would like for this substitute to return _____
- b. Request that substitute not return to school; _____
- c. No comment _____

Comments:

Campus Director's Signature: _____

PER-121