

**FAQ regarding Long-Term Substitute Teachers
at McDonald International School**

Last updated: September 30, 2014

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1. Why is there a long-term substitute teacher in my child's classroom?

As a growing school we've had the opportunity and challenge of hiring many new staff for the 2014-15 school year. We also have a few staff on leave for the year. Currently there is a shortage of Dual immersion language teachers in Washington State. McDonald International and Principal Golosman are committed to hiring the most qualified teachers available.

2. What kind of teaching experience do these teachers have?

Kathryn Li, Japanese Immersion 1st grade, has a teaching certificate and experience as a long-term substitute in our 1st grade Japanese classroom last year. While she speaks Japanese, Kathryn Sensei has self-assessed that she does not have all of the academic language required to teach math and science in Japanese as effectively as she would like to support your student's learning in these important areas. Therefore, more of the instruction in math and science will be in English. She and Tomoko Sensei will still be teaching the academic language in Japanese using the same best practices as in Michiko Sensei's class. While Kathryn does not have an elementary endorsement, she is enrolled in a program to obtain one.

Japanese Immersion 3rd/4th grade, We are currently looking for a long-term/one year substitute for this position. It is currently open and advertised.

Kelli Black, Spanish Immersion Kindergarten, has a teaching certificate as well as an elementary endorsement and has had experience as a long-term substitute teacher in our building in 1st grade. The position she is in was made available when Daisy Barragan was hired as the Assistant Principal at Maple Elementary at the end of August, so staff weren't able to interview for this job before the school year began. Because Ms. Black has the correct endorsement already, Mr. Golosman is looking into hiring her permanently at our school.

Ana Alfonso-Dunn, Spanish Immersion 2nd grade, has a teaching certificate as well as experience as a Spanish Immersion teacher and Instructional Assistant. While she does not have an elementary endorsement, she is enrolled in a program to obtain one. Since this may take several months, this position is still open and advertised.

3. Have all of our IA positions been filled?

Yes, thanks to parent support, we were able to fill all of our positions with returning and highly experienced new Immersion Instructional Assistants.

4. When did we start searching for teachers?

The jobs have been advertised since spring 2014 when the positions opened. Unfortunately, positions cannot normally be advertised until they officially exist.

5. Other than advertising, what else has been done to find suitable teachers?

Principal Golosman has been working closely with Michele Aoki, the new SPS Administrator for International Programs (Karen Kodama's successor). Dr. Aoki who was the previous World Languages Program Supervisor for Washington State Office of Superintendent of Public Instruction has sent an email out to her statewide list of dual immersion teachers to advertise our positions. Principal Golosman has also enlisted the help of the Japanese Consulate, the Japan Foundation, the Spanish Consulate and the Mexican Consulate. Additionally, he has contacted teacher professional organizations. Dr. Aoki and Principal Golosman have been in contact with teacher preparation programs and schools where teachers who speak the target languages are doing their internships. All of these contacts have helped spread the news that we have open positions at our school.

6. Are we going to have this issue every year and what are we doing to be proactive for next year?

As a growing school, McDonald International will need to continue hiring teachers each year until we have a full K-5 Immersion program. In discussions with neighboring schools, the difficulty with hiring often improves once a school has finished growing. Principal Golosman is collaborating with SPS Human Resources, Dr. Aoki, and other district leaders to develop more effective ways of recruiting to help us in future years until we reach this level of stability.

7. Why are we advertising the 3rd/4th Grade Japanese teacher as a 1-year substitute position when we know we'll need to hire another (5th Grade) Japanese teacher for 2015-16?

We have a teacher out on maternity leave for the 2014-15 school year. Per the teacher

contract and SPS Human Resources procedures, the job must be “officially” left open for that teacher who is on leave so it can only be advertised/filled by a long-term substitute. While we know that we will have open positions for 2015-16 due to our growth, we can’t promise candidates any job opportunities for next year until these positions are funded and advertised by the SPS HR department.

8. What kind of support are long-term substitutes receiving for subjects they haven't taught/ been trained to teach before?

These teachers have been provided extra planning time (at the beginning of the school year) and have attended all the available training sessions that our regularly contracted teachers attended. Principal Golosman is visiting classrooms and keeping in close contact with these teachers, sometimes visiting their classrooms multiple times per day. They have also been paired with our most experienced IAs.

Dr. Aoki is working to schedule additional immersion language training for all of these long-term substitutes, and the school’s Professional Development Committee will be supporting these teachers with embedded professional learning opportunities (for example, observing in other teacher’s classroom). The IAs will provide important continuity for your children as we transition to the permanent teachers once they are hired. Also, we are using our interns as an extra resource where needed in these classrooms.

9. Are substitute teachers included in all staff training activities/days/meetings?

Normally funding would not be provided for substitute teachers to attend all of these meetings, but because these are long-term substitutes in the role of fully-funded classroom positions, these staff members participate in all building and district professional development and meetings.

10. What is this 19-day rule?

Per rules associated with the No Child Left Behind Act (NCLB), a long-term substitute without the exact teaching endorsements for a position may be required by Human Resources to be replaced in the classroom by another qualified teacher for one day every 19 days. We are exploring options to avoid having to do this, including methods to assist them in gaining the qualifications needed to remain in the positions. However, if it is required, we will use this as a professional development day. This may include training with Dr. Aoki, extra planning time, and joining in a structured observation of one some of the permanent and experienced immersion math & science teachers.

11. Is it possible these substitute teachers will teach our children for the entire year?

While that is a possibility, Principal Golosman has made finding permanent, qualified, and excellent teachers a top priority.

12. Is it possible for these substitutes to get certified for elementary quickly?

This depends on whether a teacher is already enrolled in a program, and how many credits are needed to complete the program.

13. What can I do if I'm concerned about this situation?

Please feel free to email the Seattle Public School board with your concerns about the hiring at McDonald. (Their emails are below)

We ask that the district take action to authorize Principal Golosman to:

1. Recruit and extend offers for next year's permanent positions - now. SPS does not advertise for positions for the coming year until May.
2. Issue conditional certificates to teaching staff who have not yet completed the certification process, when in the school's best interest;
3. Utilize a J-1 visa process to recruit and hire teachers, when in the school's best interest;
4. Initiate and develop a long-term recruiting and retention plan, which will encourage SPS, OSPI, and regional colleges and universities to work together toward the creation of programs that will allow and foster bilingual candidates to become certified teachers. This will be especially effective in helping our current IAs to become certified teachers.

- Stephan Blanford, School Board - stephan.blanford@seattleschools.org
- Sherry Carr, School Board - sherry.carr@seattleschools.org
- Harium Martin-Morris, School Board - harium.martin-morris@seattleschools.org
- Marty McLaren, School Board Member-at-Large - martha.mclaren@seattleschools.org
- Betty Patu, School Board Vice President - betty.patu@seattleschools.org
- Sharon Peaslee, School Board President - sharon.peaslee@seattleschools.org
- Sue Peters, School Board - sue.peters@seattleschools.org

*It would be best to send your email to each board member identified below individually and not cc Principal Golosman. This should elicit a direct and more meaningful response from the district.

There are also opportunities this fall to meet Dr. Larry Nyland, who was appointed by the School Board in June to serve as Interim Superintendent. These informal gatherings will include a few short remarks from Dr. Nyland, followed by time for an open question and answer period.

The following one-hour informal meetings are open to the public:

- **Wednesday, October 1** from 8:30-9:30 a.m. at John Muir Elementary, 3301 S. Hornton St., Seattle WA 98144
- **Monday, October 27** from 6-7 p.m. at Yesler Community Center, 917 E Yesler Way Seattle, WA 98122
- **Tuesday, October 28** from 6-7 p.m. at Northgate Community Center, 10510 5th Ave NE Seattle, WA 98125