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Development and Implementation of a Program to Improve the Effectiveness of Substitute Teachers.

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DEVELOPMENT AND IMPLEMENTATION
OF A PROGRAM TO
IMPROVE THE EFFECTIVENESS OF SUBSTITUTE TEACHERS

by

CONNIE E. BOUTWELL

A Practicum Report
submitted to the Faculty of the Center for the Advancement of
Education of Nova University in partial fulfillment of the
requirements for the degree of Master of Science

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ABSTRACT

Development and Implementation of a Program to Improve the Effectiveness of Substitute Teachers.
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Descriptors: Administrator Responsibility/Discipline/Improvement Programs/Lesson Plans/Needs Assessment/Program Effectiveness/School Surveys/Substitute Teachers/Teacher Improvement/Teacher Effectiveness/Teacher Responsibility/Teaching Conditions

The author developed a program to aid regular classroom teachers in development of lesson plans for substitute teachers and to assist the substitute teachers in the implementation of those plans. The program's objectives were to improve substitutes' performance, to have substitutes follow teacher's lesson plans and leave summaries of their classroom activities for the regular teacher.

The strategy was directed to the administrators, the classroom teachers and the substitutes. Substitutes were given information packets giving them directions concerning attendance and other school-wide policies. Teachers were given model lesson plans and suggestions. Administrators assessed evaluations of the substitutes by the teachers as well as substitutes' reports of their experiences. Results of a pre-implementation survey and teachers' evaluations of substitutes during the program indicate that the program objectives were met. (Appendices include letters from teachers and principal, teacher survey results, evaluation forms used by substitutes and teachers, and results of teacher evaluations of substitutes.)

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CHAPTER I
P U R P O S E

The setting for the practicum was a high school in Florida with an enrollment of approximately 2200 students. The school population was approximately 65% white, 25% black and the remainder composed of other minorities including Hispanic, Oriental and Native American. English was the language primarily spoken in the majority of the student's homes.

The school staff consisted of nine administrators, five guidance counselors, two librarians and 131 classroom teachers. School records indicated that 61% of these staff members held advanced degrees. Seven teachers were teaching at least one class in a subject for which they were not certified. All other teachers were teaching in their certified subject.

The writer of this report had been a mathematics teacher in the school described for seven years, with a total of eight years experience teaching high school mathematics. Teaching responsibilities of the writer included two classes of Trigonometry (Honors), one class of Algebra II (Honors), and two classes of General Math I (Regular). These classes presented the writer with students from grade levels nine through twelve.

To facilitate the implementation of this program the writer enlisted the assistance of the assistant principal for plant and facilities who interfaced with school substitutes. The assistant principal was the administrator contacted by the

classroom teacher when a substitute was required and who in turn assigned one of the school's three permanent substitutes to the classroom. The permanent substitutes were full-time employees assigned permanently to the school. In the event that more than three substitutes were needed in the same day the assistant principal contacted the north county area personnel technician.

The coastal area of the county was divided into three sub-areas for the purpose of assigning substitute teachers. The subject high school was assigned substitutes through the North County area substitute office. The personnel technician was the person contacted by the assistant principal.

The north county area substitute office maintained a list of certified substitutes. The personnel technician only assigned substitutes to a high school if that substitute had indicated a willingness to teach in a high school.

There were 45 substitutes in the north county area substitute pool who had indicated that they were available to teach at the target high school. Five of those 45 had less than a four year degree, 33 had Bachelor's Degrees and seven had Master's Degrees or better. All of the 45 were certified by the state to substitute in any subject area.

During the month of October, 1986, in the target high school, an average of 9.3 teachers per day were absent from their classroom, according to records kept by the assistant principal. Reasons for the absences included personal or

family illness, temporary duty elsewhere, or personal leave. Since the high school employed three permanent substitutes, six substitute teachers were requested from the north county area substitute office. Although some of these substitutes worked at the high school frequently, many substitutes came into the school totally unfamiliar with its policies on discipline, its bell schedule, including staggered lunches, or any of several other areas perhaps unique to the school.

‡ On the average school day 61% of the absent teachers were out on temporary duty elsewhere or on personal leave. That allowed them to plan well in advance and leave well thought-out plans for the substitute to implement. Thirty-nine per cent, however, were absent for emergency reasons and lesson plans were transmitted via telephone, relayed in through another teacher, or often brought in by the ill teacher personally.

The substitute's unfamiliarity with the school, his possible unfamiliarity with the subject matter, and the fact that lesson plans might have been hastily drawn indicated the potential for problems.

The high school had a committee composed of faculty members who reported to the principal areas that were considered problems by at least some members of the faculty. The writer of the practicum was a member of that committee. At one meeting the concern of the faculty over problems dealing with substitute teachers was expressed. The principal was told that substitutes are often unfamiliar with school policies, sometimes did not

use lesson plans left by teacher, and the opinion was expressed that some uniformity should be developed in the school's substitute teacher program.

The principal consequently agreed that further investigation into the problem was warranted and instructed the writer to attempt to improve the situation. (Appendix A)

In order to determine if these concerns were widespread among the faculty the writer conducted a survey. (Appendix B) The results of the survey confirm that the effectiveness of the substitutes in the school was perceived as a problem by the faculty.

Eighty-six faculty members completed and returned the survey to the writer. This represented a 65% response.

While almost 77% of those responding reported that lesson plans were always relayed to the substitute, less than 39% said that those plans were always followed by the substitute. Fifty-two per cent said substitutes did not always leave a list of absences for the teacher and, more importantly, 65% reported that records were not always left to indicate if students who had previously been absent were excused or unexcused. This notation was highly important since the granting of credit in a course for certain students with attendance problems is determined on the basis of the type of absence incurred.

While 58% indicated that substitutes did always leave papers and information so that it was easily located, only 17%

said that they always left a class by class summary of activities of the day.

Almost half the respondents said rooms and labs were always left in good order, half said sometimes or never.

Slightly over 30% of those responding said they were always satisfied with their substitutes overall performance. Over 65% of the teachers saw a need for improvement and uniformity in the materials and instructions given substitutes. A full 79% said they had never been asked by administration to evaluate their substitute.

Several faculty members elaborated to the writer on their concerns with substitute effectiveness, and at the writer's request, put those concerns in writing. (Appendix B)

Very clearly, there was a problem which existed between what the teacher wished to be done by the substitute and what was actually done. The writer addressed this problem by designing and implementing a strategy to increase substitute effectiveness. The Strategy was to become a regular part of the substitute teacher program at the high school.

Over a period of nine weeks the substitute teachers were to have performed satisfactorily 70% of the time. This satisfactory performance 70% of the time was to reflect an improvement of 40% as measured by comparing classroom teacher's response to a substitute effectiveness survey prior to the project with the teacher's evaluation of substitute's performance during the implementation.

Over a period of nine weeks the substitute teachers were to have followed plans for classroom instruction and assignments left by the classroom teacher 80% of the time. This 80% compliance was to reflect an improvement of at least 40% as measured by comparing classroom teacher's response to a substitute effectiveness survey prior to the project with the teacher's evaluation of substitute's performance during the implementation.

Over a period of nine weeks the substitute teachers were to have left satisfactory summaries of day's activities for classroom teacher 80% of the time. This 80% compliance was to reflect an improvement of at least 50% as measured by comparing classroom teacher's response to a substitute teacher effectiveness survey prior to the project with the teacher's evaluation of substitute performance during the implementation.

CHAPTER II

RESEARCH AND SOLUTION STRATEGY

In order to formulate a solution strategy to achieve the outcome objectives decided upon, the writer reviewed documents relating to the practicum topic. These included articles whose focus was on the substitute teacher, as well as those which dealt primarily with preparations for the substitute by the regular teacher. Still other authors look upon lack of effectiveness by substitutes as a purely administrative problem.

Booth (1981) outlines one of the most comprehensive approaches encountered by the writer. He begins with the principal's interview of prospective substitutes to identify those appropriate to the particular school. He places great emphasis on the use of an orientation packet for the substitute which includes a map of the school with cafeteria, classroom, and library clearly identified, and attendance reporting procedures thoroughly outlined.

Booth says three basics which must be left by the teacher are lesson plans, attendance roster and seating chart.

The importance of the use of the information packet for substitutes was endorsed by Sendor (1982). The packet should include forms typically used at school, she says, such as hall passes, discipline referrals, and media center admits.

Sendor also endorses the use of evaluation at the end of the day. The substitute should evaluate the plans and

materials left to him by the classroom teacher and the teacher should report in writing to the administration on the effectiveness of the substitute. This accountability on the part of both teacher and substitute is quite effective, she says.

Nelson (1983), a substitute teacher, placed emphasis on materials and instructions left by the classroom teacher.

The seating chart plays an extremely important role. Nelson says the use of a seating chart insures that teachers can call unruly students by name which helps to prevent discipline problems. The importance of the use of the seating chart in taking attendance is noted. This prevents students from answering roll for another student who is not present.

Nelson says that lesson plans must be in specific detail. If students are to watch a film, for example, plans should indicate if they are to take notes. If such details are left to the substitute's discretion it should be noted and when the teacher should follow through on the substitute's instructions.

According to Nelson, the regular teacher should assure students that work done during substitute's stay will be collected and recorded. The students should know that learning is expected to continue in the presence of the substitute.

Cunderson and Snyder (1985) listed several things that teachers can do to help the substitute be more effective. They named treating substitutes as teachers, providing an information packet, defining discipline procedures within their classroom and setting the atmosphere within the classroom to pave the way for the substitute. They say that students

should be told that the teacher will be out (if the teacher knows in advance), that students should be aware that the substitute is a teacher with authority.

Kraft (1980) outlined a program used in Ewing Township New Jersey which proved effective in improving the quality of substitute teachers. A ten week course in substitute teaching is offered as part of the adult education program. Kraft also described a six week program in the Wilmington, Delaware public school system which covers school objectives, introduces substitutes to administration, guidance and the health staff. Kraft says many school systems hold annual seminars or inservice programs for prospective substitute teachers.

Barrios and Kirkland (1978) developed a workshop as part of a program to enhance the utilization of substitute teachers. The series of workshops was held for prospective substitutes, as well as administrators. The result was a substantial reduction in negative job evaluations by administrators of substitutes.

Rundall (1981) emphasizes an administrative approach to assisting substitutes. Department chairpersons should greet substitutes and help them locate lesson plans and materials and check in with them during the day. The plant administrators should also check by at least once and should provide general information about the school including bell schedules, and any deviation from normal routine planned for the day.

Deay and Bontempo (1986) duplicate most of Rundall's suggestions but add to the list of items provided by the administration. Administrators should always provide a sub-

stitute with the name and room number of a person near by whom they can call on for assistance if needed.

See (1970) described an unusual but effective method of improving the quality of lesson plans left by the regular teacher. She said that having regular teachers substitute for other teachers in different disciplines increased the appreciation of the teacher for the substitute's inability to interpret lesson plans. After this experience regular teachers understood the importance of specific plans.

Several feasible strategies recurred throughout the research.

In some studies the lack of effectiveness of the substitute was viewed administratively. Many programs dealt with the problem by working only with the substitutes while others felt that the lack of planning by the classroom teacher was the source of the problem.

While conducting a review of the literature, the writer consulted with the principal of the subject school, with the assistant principal who coordinates between substitutes and regular teachers, with administrators from other schools, with the North County Area Personnel Technician, and with colleagues. Input from all of those sources was utilized in the strategy; the suggestions of in-school personnel were especially helpful in modifying the strategy to fit the particular needs of the school.

The use of workshops for prospective substitutes, administrators, and/or teachers has proven effective in other

locations. This approach was discarded by the writer since the writer wished to keep the project within the school and such a project would entail county level administrative participation.

The writer felt that having regular teachers substitute for absent teachers in other disciplines, while certainly novel, would prove to be disruptive to the learning atmosphere of the school as a whole. The school principal agreed with the writer. That strategy was therefore ruled out.

The writer ultimately devised a strategy to improve substitute effectiveness through directing attention concurrently in three possible directions as suggested by Feldman (1981). She suggests that substitute ineffectiveness was a multifaceted problem.

The first focus of the strategy was to provide increased administrative awareness and assistance to the substitute by improving the materials provided for the substitute relating to the school in general and by increasing the substitutes awareness of what was expected of him. The second was by approaching the classroom teacher with assistance and suggestions dealing with relating their expectations to the substitute through clear instructions and plans. The third part involved input to the administration in the form of evaluations. The classroom teacher evaluated the effectiveness of the substitute and the substitute

in turn evaluated the quality of the plans and materials left by the teacher. These evaluation forms were suggested by Porwoll (1977). This integrated approach to dealing with the problem was implemented during a nine week period.

CHAPTER III

M E T H O D

The implementation of the strategy was an on-going project during a nine week period beginning December 8, 1986 and ending the week of February 16, 1987. The assistant principal for plant and facilities agreed to implement all parts which required direct interaction with substitute teachers. The writer was responsible for all other phases of the implementation. This included surveys, compilation of folders and other materials for substitutes and classroom teachers and distribution of evaluation forms to classroom teachers.

Beginning in Week 1 and continuing throughout the nine week period, the assistant principal, when contacting the north area personnel technician to request a substitute, noted the number of the parking place of the absent teacher and passed that information along as well as the subject area of the teacher.

Also, beginning in Week 1 and continuing throughout the nine week period, substitutes were greeted upon their arrival by the assistant principal and given a substitute folder.

On the front of the substitute folder was attached a schedule of the absent teacher's classes for the day and the location of the classes. Notation of which lunch schedule the teacher followed was made since the school had a staggered

lunch schedule with half of the teachers having lunch before fifth period and the remainder having lunch after fifth period. Also, on this form, was the department chairperson's name and room number.

Attached to the left inside portion of the folder was a sample of the attendance scanner that each teacher must mark daily to indicate student absences. Instructions for marking the scanners were given.

Only those attendance procedures for which the substitute was responsible were included. Substitutes had previously been given copies of the full set of attendance regulations given to the regular teacher. Much of the information contained therein dealt with long term attendance procedures for which substitutes were not responsible. The modified rules included only information pertinent to substitutes and were intended to facilitate the substitute's proper handling of attendance.

Forms that were included inside the folder were hall passes, discipline referrals and media center admits. Also in the folder were workroom requisitions and instructions on how the substitute could use them to have copies made if lesson plans called for them.

On the map of the school, which was inside the substitute folder, the location of the classroom(s) to be occupied by the substitute was marked in red. Many teachers had classes in different classrooms scattered throughout the building.

A general information sheet showed the bell schedule, the names of assistant principals who handle discipline problems and the alphabetical division of students that they are responsible for. Other school wide rules with which the substitute should be familiar were on the information sheet.

The substitute was reminded, on the information sheet, that learning was expected to continue to take place in their presence, that they were to adhere as closely as possible to the teacher's plans and that they were not considered to be baby-sitters.

At the beginning of Week 1 regular classroom teachers were supplied with a model of a personal substitute folder. They were each encouraged to prepare one for their own use and it was recommended that it be kept in a place that was easily locatable by a substitute. This folder contained seating charts for each class, which the teacher would update from time to time. It contained specialized instructions to the substitute concerning the location of the teacher's editions of textbooks and other instructions on classroom record keeping specific to the particular teacher. These instructions would include where the teacher would like materials and information to be left at day's end. This folder was to be used whenever the teacher was absent, whether the absence was an emergency or pre-planned.

Several teachers asked the assistant principal if he

could make available to them a form to use for the specialized instructions and seating chart such as the one used in the model substitute folder. The writer then provided all of the faculty with a copy of the seating chart form and instruction sheet which they could duplicate and modify to suit their particular needs.

A large number of absences for teachers are due to temporary duty elsewhere or are personal leave days and are therefore preplanned. Teachers at beginning of Week 1 were given guidelines and suggestions for leaving lesson plans for substitutes to follow. These suggestions incorporated the imploement to keep plans simple and be as specific and precise as possible. Teachers were reminded that the substitute might not be familiar with the subject area they were expected to teach. They were told that it would be better to err in the direction of over-explanation than to be too vague.

Examples of model lesson plans were included to demonstrate. Since substitutes often are unfamiliar with the subject which they must teach, the model lesson plans included plans for trigonometry, one subject in which most substitutes would not be qualified to teach a content lesson. Plans for that class included student activities such as students getting reinforcement of previously learned skills through seatwork. The problems they were to work were listed in the plans. The plans clearly stated that work was to be independent and would be collected the next day.

The substitute was instructed to remind students that the test scheduled two days later would still be on the date announced.

Model lesson plans were given for a basic math class, a subject which a substitute could reasonably be expected to teach. Even in this situation each example to be written on the board by the substitute was included with its step by step solution, in the plans. The exact page numbers and problems for classwork was included, with students to be reminded by the substitute that this work would be collected and graded by the regular teacher.

It was intended that these very different types of plans would demonstrate the degree of detail that the teachers should include in their lesson plans for substitutes.

Teachers were made aware that they would be asked to evaluate their substitutes, that substitutes would be reporting on their experiences in the classroom, and the teachers were given copies of the forms that they and the substitutes would be using.

The writer was apprehensive as to how this phase of the implementation of the practicum project would be received by veteran teachers. The assistant principal had suggested that they might consider that the reports made by the substitute teachers would be a form of "checking-up" on them by the administration. However, all of the comments made to the assistant principal and the writer by the teachers were very positive.

A teacher with several years experience told the assistant principal that his initial reaction was to resent the fact that a substitute would report to administration on his plans. Then, after considering the positive impact it could have overall, and that he, the teacher, would report on the work done by the substitute he decided that it was a good idea.

Several teachers commented that the suggestions made regarding leaving seating charts were useful and that they intended to compile a personal substitute folder immediately.

One teacher said that it had not occurred to her that some of her instructions to substitutes were vague until she read the examples included in the model lesson plans.

Beginning in Week 2 and continuing throughout the remainder of the implementation period the substitute's folder given the substitute by the assistant principal contained a Substitute Teacher's Experience Report (Appendix C). These reports were included beginning in Week 2 in order to give teachers time to incorporate the suggestions they received into their plans. The report was to be completed by the substitute and turned in to the assistant principal at the end of the day when the folder was returned to the assistant principal's office.

The report by the substitute, as well as reporting upon the experiences of the day, had provisions for the substitute to make specific suggestions to improve substitute service at the school. These reports were read by the assistant

principal and the writer.

Very few suggestions for improvements were made by the substitutes. One suggestion, however, was repeated several times in the first few weeks. The substitutes said that "something should be done" regarding access to the classrooms by the substitutes. Due to an administrative directive addressing itself to classroom security, keys were not given to substitute teachers. Instead, custodians were instructed to unlock classrooms for the substitutes at the beginning of the day. This worked well when all of the classes for the day were in one classroom. However, for teachers who "float", that is, hold classes in various locations, the substitute often found herself standing outside a locked door with an entire class of students.

The school administration would not modify its policy regarding issuing keys to substitutes. However, beginning in Week 3 the assistant principal made a note of the schedule and room number of floating teachers for the custodians to unlock the various classrooms at the appropriate times throughout the day. This helped the situation but did not alleviate the problem since custodians were often otherwise occupied and did not always open doors when they should have.

Beginning in Week 2 and continuing throughout the remainder of the implementation period each time a substitute was used the regular teacher was requested to evaluate the substitute using a form entitled Evaluation of Substitute

Teacher by Regular Teacher. (Appendix C) A copy of this form was placed in the box of the absent teacher on the morning of his return to school with the request that it be completed and returned to the assistant principal within two days. These evaluations were read by the assistant principal and turned over to the writer to compile the results. The results of these evaluations were critical as they were compared with the results of the survey taken prior to the implementation to measure improvement.

Week 4 was semester examination week and there was almost no demand for substitute teachers. Week 5 was a short week due to a school holiday and a teacher planning day so the number of substitutes needed that week was lower than usual also.

Evaluation of the project by the writer was the final phase of the implementation.

CHAPTER IV

R E S U L T S

Two hundred seventy substitute teachers were required during the eight weeks (37 days) of the implementation period that teachers were asked to evaluate their substitutes. One teacher was absent the entire period due to catastrophic illness and his classes were taken over by a permanent substitute who assumed all the responsibilities of the regular teacher. That situation is different and no data is included in the report.

Teachers were frequently absent for multiple consecutive days with same substitute coverage. In that type of situation only one evaluation was needed. With these exceptions taken into account there were 124 substitute evaluations made during the last eight weeks of the implementation period. Results of these evaluations were compiled by the writer. (Appendix D)

One objective of the writer was to present evidence that substitute teachers performed satisfactorily 70% of the time. This satisfactory performance 70% of the time was to reflect an improvement of 40% as measured by comparing classroom teacher's response to a substitute effectiveness survey prior to the project with the teacher's evaluation of substitute's performance during the implementation.

Of the 86 teachers responding to the substitute effectiveness survey administered prior to the project 26 indicated

that they had always been satisfied with their substitute. This is a 30.2% satisfactory rating. During the implementation period teachers evaluated substitutes on a scale of 1 to 5 with 1 as excellent and 5 poor. Ninety-three teachers gave their substitute a 3 or higher. This 75% satisfactory rating represents an increase of 44.8% indicating that the objective was successful.

It is interesting to note that only seven teachers gave their substitute a 3 rating which the writer interprets to be marginally satisfactory. The ratings fell heavily in the extreme rating categories indicating that substitutes were perceived as either very good or very poor. The assistant principal indicated to the writer that he had requested that those substitutes receiving very poor ratings not be assigned to the school in the future.

Another objective of the writer was to present evidence that the substitutes followed plans for classroom instruction and assignments left by the classroom teacher 80% of the time. This 80% compliance was to reflect an improvement of at least 40% as measured by comparing classroom teacher's response to a substitute effectiveness survey prior to the project with the teacher's evaluation of substitute's performance during the implementation.

Of the 86 teachers responding to the substitute effectiveness survey administered prior to the project 33 indicated that substitutes had always followed lesson plans. This

represents a 38.4% compliance. During the implementation period 112 of the teachers said that substitutes did follow lesson plans. This 90.3% compliance represents an increase of 51.9% indicating that the objective was met.

The third objective of the writer was to present evidence that substitute teachers left satisfactory summaries of day's activities for classroom teachers 80% of the time. This 80% compliance was to reflect an improvement of at least 50% as measured by comparing classroom teacher's response to a substitute teacher effectiveness survey prior to the project with the teacher's evaluation of substitute performance during the implementation.

Fifteen, or 17.4% of the teachers responding to the substitute effectiveness survey administered prior to the project indicated that substitutes always left a class by class summary of activities. During the implementation period, 107 teachers said that their substitute did leave an adequate summary of the day's activities. This 86.2% compliance represents an increase of 68.8% indicating the success of the objective.

CHAPTER V
R E C O M M E N D A T I O N S

The purpose of this project was to design a strategy to improve the effectiveness of substitute teachers through increased substitute awareness of what is expected of them. This strategy involved the substitutes, the administrators, and the classroom teachers.

Although developed specifically for a high school setting, it was the writers intention to structure a trans-portable model. The program is easily transferrable to a junior high or elementary school situation since the concepts involved are the same regardless of grade level. Modifications would be minor.

It is the writer's recommendation that model lesson plans should be written with specific examples tailored to the level of the school so that their applicability would be obvious to the teachers.

Folders provided to the substitute by the administration would, of course, reflect the policies and rules of the particular school.

The writer had certain additional recommendations to make regarding the use of the strategy in the future.

Even though the project was successful when introduced mid year, the writer feels that its acceptance and integration into the school would be greatly enhanced if it were

initiated during pre-school.

Model lesson plans and other guidelines for teachers would be more effective if they were distributed and explained at a short workshop rather than being merely distributed to teachers in their mailboxes.

For the secondary schools these workshops should be departmentalized so that instructions on lesson plans could be more specific and subject oriented. On the elementary level the workshops should be held by grade level.

A synopsis of the strategy and its successful implementation will be mailed to administrators in the county school system. The synopsis will be sent to the associate superintendent for instruction, the assistant superintendent for instruction, the director of secondary education, the director of elementary education, the director of instructional personnel, the north area superintendent, the north area secondary administrator, and the secondary education curriculum specialist for the north area. The writer's name and school will be included so that administrators who wish further information might obtain it.

Because of the success of the strategy, it will be continued in the practicum setting as indicated in the letter from the principal. (Appendix A)

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APPENDIX A

LETTER FROM PRINCIPAL

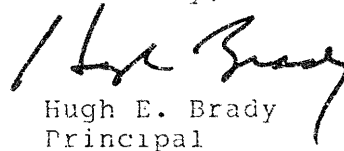
Date: October 23, 1986

SUBJECT: Substitute Teachers

Our school has a committee composed of faculty members whose responsibility it is to meet periodically with the principal to make him aware of various concerns of the faculty. At one such meeting it was brought to my attention that faculty members are concerned about the performance of some substitute teachers in our school.

After meeting with the Assistant Principal responsible for substitute teachers and the writer of the practicum proposal, it was agreed that the writer would attempt to improve the situation by developing and implementing a program to increase the effectiveness of the substitute teachers in our school. If this program proves to be successful its use will become an ongoing part of our substitute teacher program.

Sincerely,

A handwritten signature in black ink, appearing to read "Hugh E. Brady". The signature is written in a cursive style with a large, sweeping initial "H".

Hugh E. Brady
Principal

APPENDIX B

DOCUMENTATION

SUBSTITUTE EFFECTIVENESS SURVEY

1. When your absence has required a substitute in your classroom, have your instructions, including lesson plans, been relayed to the substitute?
Always 33 Sometimes 7 Never 1
2. Did the substitute follow your plans for classroom instruction and assignments?
Always 33 Sometimes 51 Never 2
3. Did the substitute leave a list of students who were absent for you, as well as reporting the absences to the attendance office?
Always 41 Sometimes 42 Never 3
4. Did the substitute leave a record for you, indicating whether the notes brought by students who had previously been absent were excused or unexcused?
Always 30 Sometimes 47 Never 9
5. Did the substitute leave information, including collected papers, etc., for you so that it was easily located?
Always 50 Sometimes 35 Never 1
6. Did the substitute leave a class by class summary of the day's activities?
Always 15 Sometimes 60 Never 11
7. Was your classroom, lab, office left in good order?
Always 41 Sometimes 43 Never 2
8. Do you find that you were satisfied with the overall performance of your substitute?
Always 26 Sometimes 58 Never 2
9. Do you see a need for improvement and uniformity in the instructions and materials given to substitute teachers concerning the school in general?
Yes 26 No 30
10. Have you been asked by administration to rate the effectiveness of your substitute?
Always 1 Sometimes 14 Never 68

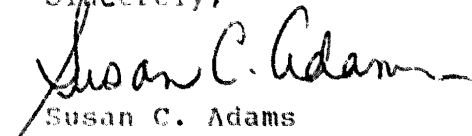
October 17, 1986

Teachers at our school are strongly encouraged to maintain emergency lesson plans so that in the event of illness, students will continue to receive quality instruction. Our school also employs permanent substitutes who are familiar with school policies, students, and the "regular" teachers. If a regular teacher is fortunate enough to have a "permanent sub" in while he/she is out, things generally go smoothly; and students continue in the process of learning.

However, our school also draws substitutes from a central "pool". These people may or may not be familiar with school policies or general teaching principles. The following are common problems that continue to surface:

1. Late arrival of substitutes--even when called early.
2. Failure to use lesson plans that the regular teacher has designated.
3. Unfamiliarity with subject matter--minimum competency questionable.
4. Failure to follow standard school policies such as disciplinary referrals, passes, etc.

Sincerely,


Susan C. Adams
English Teacher

October 25, 1986

TOPIC: TEACHER SUBSTITUTES

Many improvements have been made in recent years in the area of teacher substitutes. When I first began teaching (at another school), I was sometimes asked to cover a missing teacher's class since the overburdened assistant principal did not have sufficient time to find a substitute. The responsibility for orienting the substitute was delegated to the department chairmen, who may have had a first period class and little or no time to guide a substitute. Occasionally both lesson plans and roll book were missing. Since coordination between schools was lacking, a substitute might be called many times with requests for the same day. As there was a shortage of telephone lines into the school, an ill teacher would often be forced to dial again and again before reaching an open line.

At each school site, there are now permanent substitutes who are familiar with the procedures within their assigned school. The assistant principal requests additional substitutes by calling a central clearing office downtown. He has several phone lines. He orients newcomers, providing them with packets that he has compiled. Easily accessible computer printouts of class rosters have removed the difficulties caused by missing roll books.

I believe that these changes have been beneficial. However, some of the old problems still persist and new ones have arisen. A highly qualified individual may apply as a substitute yet face a prolonged delay before being placed on the list. (This is a county office problem.) None of the permanent substitutes may be competent to teach in the field where the need exists. There is no twenty four hour telephone number available for a teacher who becomes extremely ill during the night. Teachers who should be home in bed will often come to school to prepare lessons for a substitute, and sometimes those plans will be ignored by the substitute. There is no formal evaluation of the substitute by the teacher nor evaluation of teacher plans by the substitute. Perhaps the informal procedure is best. We certainly do not need more paperwork. But, perhaps the most outspoken is the only viewpoint expressed.

I believe that the subject of teacher substitutes is an area highly suitable for investigation. Additional guidelines may be needed for new substitutes. Formal procedures may be needed for teachers preparing lesson plans for substitutes. Improved procedures for compiling substitute lists, for evaluating substitutes and for evaluating teacher plans for substitutes may be beneficial.

*Mary Mitchell
Teacher - Mathematics*

Date: October 28, 1986

Subject: Substitute Teachers

The accountability of the efforts of substitute teachers leaves much to be desired. There seems to be an all-out-effort to standardize teaching efforts. There should, therefore, be the same intensity of effort to standardize the work of substitute teachers.

The overall attitude seems to be to "cover the class" and if teaching takes place or if progress is made, well, that's a bonus. Some administrator should be assigned the task of "weeding out the deadwood in the 'sub' ranks"! Evaluations of the sub by the teacher and of the teacher's plans by the sub would be a starting point in this quest.

It is extremely necessary that progress is made while the teacher is absent. Many substitute teachers find it confusing when no real ground work is layed out for them. There also needs to be a half day substitute orientation program during pre-school. I honestly believe that substitutes really try to do their job but many times the lack of organization within our educational structure makes their job more difficult.



Peg Schneider
Science Teacher

Date: November 14, 1986

Subject: Substitute Teachers

It has been my experience at this school that there is not much consistency in the way substitute teachers execute lesson plans. Sometimes the substitute does not follow the plans that I have left. At times incorrect assignments have been given, the roll has not been recorded correctly, and my room has been left in a state of disarray. There have even been times when the substitute has left me no report whatsoever. I therefore cannot trust that my plans will be performed to my specifications.

Lauren Berrigan
Lauren Berrigan
Math Teacher

APPENDIX C

EVALUATION FORMS

EVALUATION OF SUBSTITUTE TEACHER BY REGULAR TEACHER

Substitute: _____ Dates: From _____ To _____

Substituted for: _____

CLASSROOM TEACHER:

Please comment below on the performance of your substitute and return this form to the office today.

- | | | |
|---|-------------------------------|-------|
| 1. Lesson plans were followed as directed. | _____ | _____ |
| | yes | no |
| 2. Procedures for correcting papers were followed. | _____ | _____ |
| | yes | no |
| 3. Adequate information was left for me by substitute regarding day's work. | _____ | _____ |
| | yes | no |
| 4. Classroom, desk, books, papers, etc., were left in order. | _____ | _____ |
| | yes | no |
| 5. Overall appraisal of substitute:
On a 5-point appraisal scale (#1 excellent to #5 poor), please circle the number that best describes the substitute's performance. | _____ | |
| | 1 2 3 4 5 | |

6. REMARKS: _____

7. If you have any concerns about having this teacher assigned to this school again please discuss with the building principal.

NOTE: This form is available for inspection by substitute upon request. Conferences may be arranged with the principal/assistant principal if desired.

Regular Teacher _____

Date _____ School _____

, SUBSTITUTE TEACHER'S EXPERIENCE REPORT
(Turn in with key at end of the day)

I substituted for _____ on _____
(name of regular teacher) (date)

1. I was welcomed and assisted by the office staff. ____ yes ____ no
Comments: _____
2. The Substitute Teacher information provided contained the teacher's daily schedule, including any duties. ____ yes ____ no
3. The Attendance directions were adequate. ____ yes ____ no
Comments: _____
4. The seating charts were up-to-date and responsible students were labeled on the chart for each class. ____ yes ____ no
Comments: _____
5. Lesson plans were up-to-date and contained sufficient specific and detailed information for me to perform satisfactorily. ____ yes ____ no
Comments: _____
6. Teacher's editions of necessary textbooks were available. ____ yes ____ no
Comments: _____
7. The special standards, instructions and information provided by the teacher in the Substitute material proved adequate. ____ yes ____ no
Comments: _____
8. I had a satisfying day(s) at _____ School. ____ yes ____ no
Comments: _____

I have these specific suggestions to improve the Substitute service at this school: _____

Date _____
(Substitute Teacher's Signature)

APPENDIX D

POST IMPLEMENTATION DATA

RESULTS OF TEACHERS' EVALUATIONS OF SUBSTITUTES

	Yes	No
Lesson Plans Were Followed as Directed	<u>112</u>	<u>13</u>
Adequate Information was Left Regarding Day's Activities	<u>107</u>	<u>17</u>

Overall Appraisal of Substitute Performance
(#1 excellent to #5 poor)

1	2	3	4	5
<u>67</u>	<u>26</u>	<u>7</u>	<u>13</u>	<u>11</u>

Connie E. Boutwell

DOCUMENT RELEASE

Permission is hereby given to Nova University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the costs of duplicating, handling, and mailing of the materials.

Signed: Connie E. Boutwell
student's name

Date: 11/6/90