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ABSTRACT
                This substitute teacher management program was developed to
improve school substitute teachers' skills and confidence at one southeastern
middle school. The project involved 53 classroom teachers who had completed a
needs assessment survey regarding substitute teachers and 16 substitute
teachers employed by the site on a regular basis. Program objectives were:
(1) for at least 90 percent of the 53 classroom teachers to exhibit high
levels of confidence in substitute teachers' classroom management skills, (2)
for at least 90 percent of the 16 substitute teachers to demonstrate adequate
knowledge regarding school policies and procedures, and (3) for all of the 53
teachers to rate the writer as an effective leader. Strategies included
developing and distributing a substitute teacher handbook and information
folder, developing and distributing a substitute teacher orientation and
training program, and developing and distributing a classroom teacher
reporting survey. Classroom teachers were asked to prepare students in
advance for substitutes, to make substitutes feel like part of the team, and
to report on substitutes. Substitutes were encouraged to arrive early to
prepare for the day. Participants completed the program over 12 weeks. Pre-
and post-intervention surveys of teachers, substitutes, and administrators
examined levels of success. Results showed that all program objectives were
met, and the program was extremely successful. Appendixes include all
instruments used. (Contains 17 references.) (Author/SM)

SP

A SUBSTITUTE TEACHER TRAINING PROGRAM TO . IMPROVE SKILLS AND CONFIDENCE IN SUBSTITUTE TEACHERS AT THE MIDDLE SCHOOL LEVEL

by

Sherry B. Tomlinson

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

The abstract of this report may be placed in the
University database system for reference

December 5, 1997

Abstract

A Substitute Teacher Training Program to Improve Skills
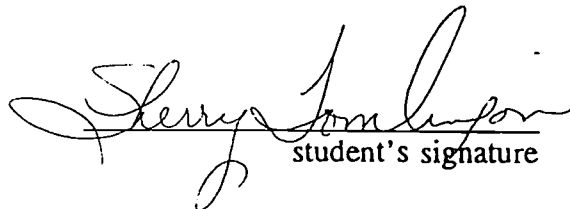 and Confidence in Substitute Teachers at the Middle
 School Level
Tomlinson, Sherry B., 1997. Practicum Report, Nova
 Southeastern University, Fischler Center for the
 Advancement of Education.
Descriptors: Substitute Teacher/Middle School/Classroom
 Teacher Absenteeism/Training Program

        This substitute teacher management program was
developed and implemented by the author to improve
skills and confidence in substitute teachers at the
middle school level. The objectives for the program
were for at least 90% of the 53 targeted classroom
teachers to exhibit a high degree of confidence in
classroom management skills of substitute teachers at
the target site; at least 90% of the 16 targeted
substitute teachers to demonstrate adequate knowledge
regarding school policies and procedures; and 100% of
the 53 targeted classroom teachers to rate the writer as
an effective leader.   Strategies included developing
and distributing a substitute teacher handbook and
information folder; developing and distributing a
substitute teacher reporting survey; developing and
administering a substitute teacher orientation and
training program; and developing and distributing a
classroom teacher reporting survey. Levels of success
were measured by the Substitute Teacher Policies and
Procedures Pre- and Posttest, the Substitute Teacher
Post-Survey, the Leadership Survey, and the substitute
teacher and classroom teacher reporting surveys. All
the program objectives were met with the target groups.
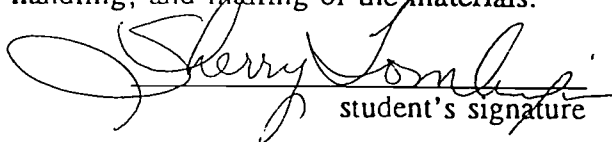Appendixes include all instruments used.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

_____
student's signature

Document Release

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PROJECT VERIFICATION FORM

Dear Mentor:

Practicum students in Nova Southeastern University's GTEP programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity reported in the accompanying document. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum title A SUBSTITUTE TEACHER TRAINING PROGRAM TO IMPROVE SKILLS AND

CONFIDENCE IN SUBSTITUTE TEACHERS AT THE MIDDLE SCHOOL LEVEL

Student's name Sherry Tomlinson   Completion date December 5, 1997

Project site Space Coast Middle School

Mentor's name Mr. W.L. Graves   *William L. Graves*
             print   *signature*

Mentor's position at the site Principal   Phone # (407) 638-0750

Comment on impact of the project (handwritten):

This practicum project was completed in a highly professional manner. Space Coast Middle School students and staff have benefited greatly by having better trained and more confident substitute teachers.

I greatly appreciate Miss Tomlinson's professionalism and dedication to this project.

W.L.G.

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CHAPTER I

Purpose

Background:

The target site for this proposal was a middle
school located in a school district on the Southeastern
Coast of the United States. Constructed in 1994, this
224,000 square foot school was situated on 50 acres in
an unincorporated community near the Indian River
Lagoon. The facilities included: administrative
offices; a cafetorium with a stage; a media center; a
gymnasium; a sewing laboratory; a food laboratory;
several technology and graphic arts laboratories; a
weight room; band and choral rooms; art laboratories
with dark rooms; and 61 regular education classrooms in
addition to ten exceptional education classrooms. This
school incorporated the "smart school" concept with
closed circuit television stations and computer stations
in every classroom.

The targeted school was one of three pilot schools
for block scheduling in the 75 school district. A

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teaming approach had been implemented at each grade
level, with each student taking two academic and two
elective courses each semester. All classes met for 85
minutes daily. Year long courses were completed in 18
weeks with the exception of band, chorus, and science
research which met every other day for the entire school
year. Students' blocks rotated each week and the
students were housed in separate buildings according to
grade level.

The administrative staff was composed of a
principal, two 12-month assistant principals (one acting
as the Curriculum Coordinator and one acting as a dean),
and two 10-month assistant principals (both acting as
deans). Each of the deans was assigned to a particular
grade level and progressed with that grade level. Of
the 86 classroom teachers, 62 (72 percent) were female,
while 24 (28 percent) were male. Eighty one (94
percent) were white, three (3 percent) were black, and
two were Hispanic. There was a support staff of four
guidance counselors (one assigned to each grade level
and one assigned to exceptional education); a media
specialist with three media clerks; a drop out
prevention lead teacher; and a block scheduling resource

teacher. The classified staff included eight clerical

personnel, 13 custodians, and 13 cafeteria workers.

This middle school served 1553 students, most of

whom came from middle class homes. Twenty eight percent

of the students were on free or reduced lunch; five

percent were minority students. This school serviced

4.4 percent of its population with gifted programs while

12.1 percent (187 students) had mild disabilities, and

two percent (31 students) had moderate to severe

disabilities. The student mobility rate was 1.3 percent

compared to a district average of 26.1 percent, and a

state average of 31.1 percent; however, the school had

only been in operation for two years. Nearly 100

percent of the students were absent less than ten days.

The writer of this practicum received a Bachelor of

Science degree in Elementary Education from Tennessee

Temple University in Chattanooga, Tennessee, in 1990,

and is currently seeking a Master of Science degree from

Nova Southeastern University. The writer taught sixth

grade in an elementary school for five years in addition

to teaching English and math adult education in night

school. The author is currently employed at the target

site middle school teaching Drama I and Drama II full

time. The writer had observed that substitute teachers

often failed to observe school policies and procedures.
This resulted in student confusion and problems for
regular teachers and school administrators. The writer
had also noted increasing difficulty in acquiring
substitute teachers at the target site. In October,
1997, administrators brainstormed solutions to the
substitute teacher shortage and recommended that a set
of guidelines and procedures be developed to help
substitute teachers become better acclimated to the
school. The writer investigated successful substitute
teacher orientation training programs to develop
procedures to increase available substitute teachers for
the school and to assist substitute teachers in
acquiring skills and comfort levels with target site
policies and procedures.

Statement of Problem:

Student achievement plays the most significant role
in the school setting. If student achievement is to
increase, then quality instruction time must be
maximized each and every day. This would include those
days in which the regular classroom teacher is replaced
by a substitute teacher. At the target site, that
amount of time was not less than five percent of

instructional time per year; an average of 3.9 substitute teachers were at the target site per day. Substitute teachers had not been provided training in procedures at the target site. Classroom teachers at the target site expressed a low level of confidence in substitute teachers, and the lack of "partnership" caused a break in the continuity of the learning process. The result had often been frustrated substitutes, an overflowing deans' office, and a valuable loss of teaching time. The problems inherent in this situation may be the result of nonmanagement rather than mismanagement.

In order to determine the severity of the problem at the target site, the writer created a seven item needs assessment survey (Appendix A, p. 83) using the Likert scale format to measure classroom teachers' confidence in the instruction provided by substitute teachers at the site. An open-ended statement allowed the classroom teachers to list or describe ideas to implement which would result in substitute teachers' increased skills. The Needs Assessment Survey was distributed at a faculty meeting. Of the 86 classroom teachers, 53 (62 percent) responded to the survey.
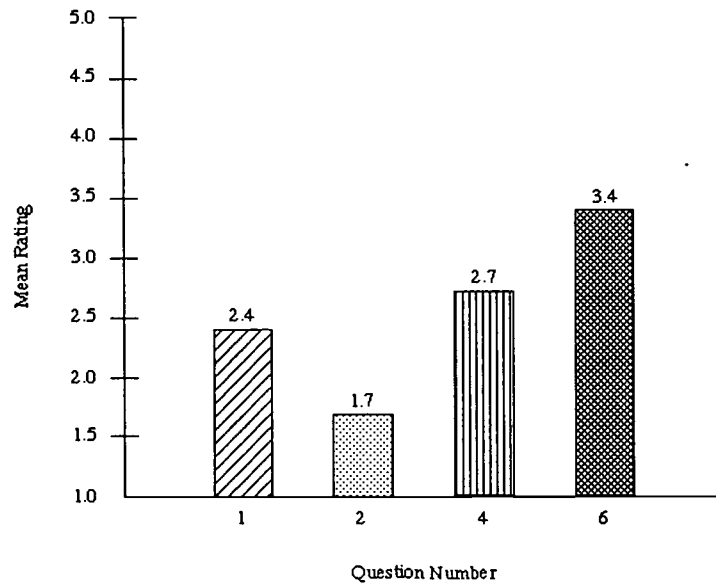
Figure 1

Confidence Level in
Substitute Teachers

The first item revealed that the classroom teachers
exhibited a low level of confidence in substitute
teachers' ability to teach a lesson with content
material in their subject area. The mean score was a
2.4; the median, as well as the mode, were both a two
(disagree) on a five point scale, with five indicating a
high level of confidence. Only 11 (21 percent) of the
53 respondents agreed (score of four) that substitute
teachers were able to teach a lesson with content

material in their subject area, and there were no responses with a score of five (strongly agree).

The second statement revealed the most negative response to this survey. The classroom teachers did not believe that students behaved in the same manner for a substitute teacher as for the regular classroom teacher. The mean score was a 1.7, with five indicating a high level of confidence. The mode, 26 responses, was a two (disagree) followed closely by 23 responses for strongly disagree. The median was also a two (disagree). In fact, 92.5 percent of the classroom teachers responded with a score of two (disagree) or a one (strongly disagree). Only three respondents agreed that students behave in the same manner for a substitute teacher as for the regular classroom teacher.

The third item was of utmost importance to this project. Results indicated that 66 percent of the classroom teachers at the target site thought that a day spent with a substitute teacher in the classroom was a lost day of instruction. The mean score was a 3.6 on a five point scale, with the five indicating strong agreement. The mode, with 27 responses (51 percent) was a four (agree), and the median was also a four. It should be noted that only 11 respondents (21 percent)

indicated disagreement.   There were no respondents who

strongly disagreed.
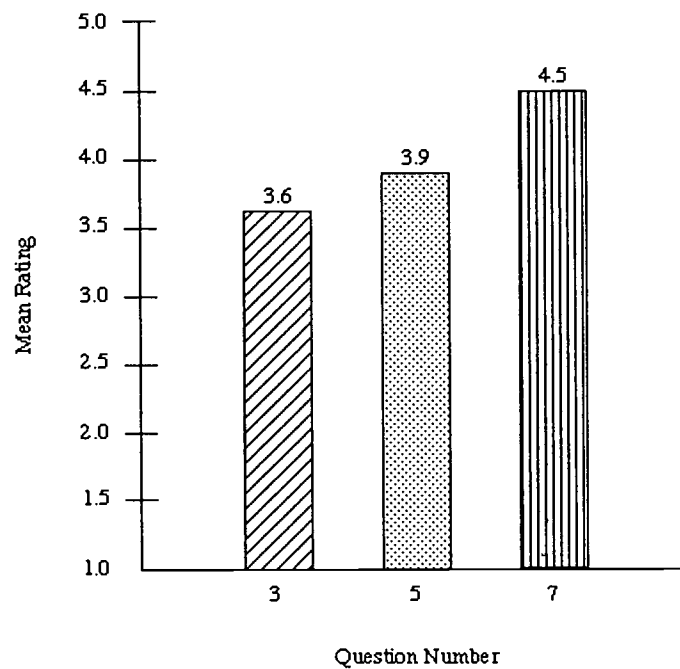
Figure 2

Lack of Confidence Level
in Substitute Teachers

The fourth item was important to the site staff.

If students do not behave for a substitute teacher as

they would normally behave for their regular classroom

teacher, were the substitute teachers able to

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effectively deal with student behavioral problems? Many
of the classroom teachers were unsure; 19 percent (10
respondents) responded with a three (no opinion). This
may indicate a breakdown in communication. The mean
score was 2.7; the median was three (no opinion).
Forty-nine percent responded with disagreement causing
the mode (18 responses) to be a two (disagree).
However, 17 respondents agreed that substitute teachers
were able to effectively deal with student behavioral
problems.

Item number five indicated that 81 percent of the
classroom teachers often left either seatwork or a video
as plans for a substitute teacher. The mean score was
3.9, and both the median and the mode (with 28
responses) were a four (agree). This item was
associated with items one and three, showing a lack of
confidence in students being able to achieve daily
objectives with a substitute teacher. Instead,
classroom teachers indicated that students lost quality
instruction time with substitute teachers.

The sixth item received the most positive
responses. It was designed to determine if classroom
teachers felt that substitute teachers provided adequate
feedback to the classroom teachers. Sixty percent (32

respondents) indicated that adequate feedback was given. The mean score was a 3.4, the median was a four (agree) and the mode (with 29 responses) was also a four. Fifteen percent of the classroom teachers did· not have an opinion on this statement, and 25 percent felt that adequate feedback was not given.

The final item indicated a strong belief that there was a need for a substitute teacher training program at the target site; 90.5 percent of the respondents agreed with this statement, and no respondent disagreed. The mean (4.5) showed the highest score on this survey. The median was a five (strongly agree), and the mode (with 34 responses) was also a five (strongly agree). There were 33 classroom teachers who described ideas to include in the substitute training program.

The Needs Assessment Survey results did not present a positive image of the instruction provided by substitute teachers at the target site. Further, the results indicated a need for a substitute teacher training program. To investigate this problem further, the author researched the situation at three other middle schools. They are labeled school "A", "B", and "C". In order to gain the necessary data for these schools, the author sent copies of the Needs Assessment

Survey for Administrators (Appendix B, p. 85) to all of
the three administrators at each of the three schools.
Of the nine administrators, seven (77 percent)
responded. School "B" had only one respondent.
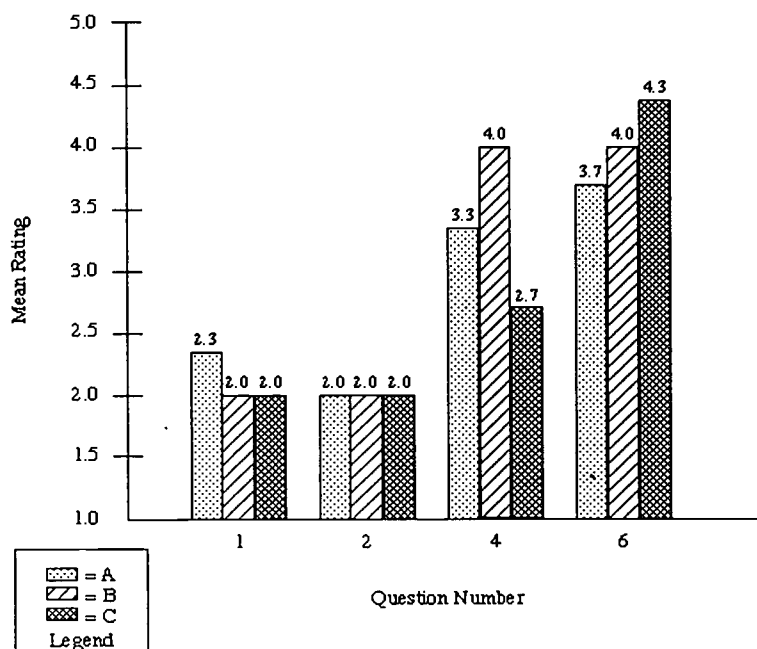
Figure 3

Administrators' Confidence Level
in Substitute Teachers

The first item revealed that Administrators at
schools "A", "B", and "C" agreed with the classroom
teachers at the target site, indicating a low level of
confidence in substitute teachers' ability to teach a

lesson with content material. School "A" responded with a mean score of 2.3, while schools "B", and "C" each responded with a mean score of two on a five point scale, with five indicating a high level of confidence. The mean score of classroom teachers at the target site was a 2.4.

In the second item, all of the administrators at schools "A", "B", and "C" responded with a score of two. This was in agreement with classroom teachers at the target site who responded with a mean score of 1.7. The administrators felt that students did not behave in the same manner for a substitute teacher as for the regular classroom teacher.

The third item was of utmost importance to this project. Results indicated that administrators at schools "A", "B", and "C" were less apt to agree that a day spent with a substitute teacher was a lost day of instruction. School "A" had a mean score of 2.7, school "B" had a score of two, and school "C" had a mean score of 1.7 on a five point scale, with the five indicating strong agreement. Classroom teachers at the target site had a mean score of 3.6 regarding this same statement. Perhaps the administrative results were more positive than the results of the classroom teachers at the target

site because the administrators were not in individual

teachers' classrooms on a daily basis.
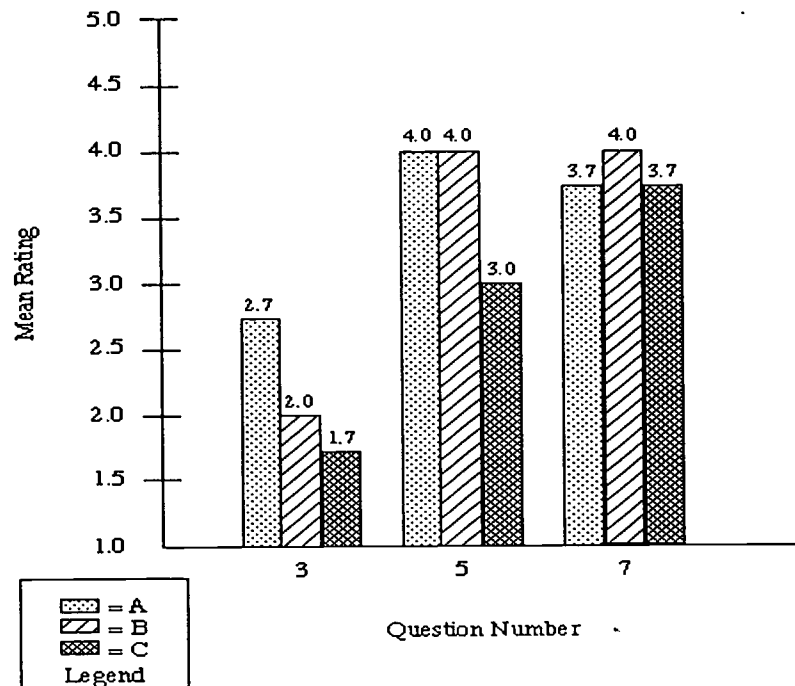
Figure 4

Administrators' Lack of Confidence Level
in Substitute Teachers

Item number four indicated that administrators at

schools "A", "B", and "C" were not in agreement with

each other regarding their responses to the statement

that substitute teachers were able to effectively deal

with student behavioral problems. School "A" responded

with a mean score of 3.3, school "B" responded with a
score of four, while school "C" responded exactly as the
classroom teachers at the target school did, with a mean
score of 2.7. The responses were rated on a scale of
one to five, with five indicating the highest level of
confidence, and three indicating no opinion.

The fifth item indicated that classroom teachers at
schools "A" and "B" usually left seatwork or a video as
plans for a substitute teacher. Both of these schools
had a mean score of four. School "C" administrators
indicated, with a mean score of three, that they were
unsure if seatwork or a video was often left as plans
for a substitute teacher. The mean score from classroom
teachers at the target site was a 3.9.

The sixth item received positive responses.
Administrators at schools "A", "B", and "C" felt that
substitute teachers provided adequate feedback to the
classroom teachers at their schools. School "A" had a
mean score of 3.7, school "B" had a score of four, and
school "C" received a mean score of 4.3 on a scale of
one to five. Classroom teachers at the target site had
a mean score of 3.4.

The final item indicated the same strong belief in
the need for a substitute teacher training program as

was indicated by classroom teachers at the target site.

Administrators at schools "A" and "C" indicated a mean

score of 3.7, while the administrator at school "B" gave

a score of four, with five indicating the strongest need

for a substitute teacher training program. Classroom

teachers at the target site gave a mean score of 4.5.

Two groups had been selected as the target groups

for this practicum. The first group included the 53 (62

percent of the 86 classroom teachers employed at the

target site) classroom teachers who responded to the

Needs Assessment Survey (Appendix A, p. 83). One

hundred percent indicated the need for a substitute

training program at the target site. Most of the

teachers (81 percent) at the target site had ten years

or less of teaching experience with 23 percent of the

faculty having taught five years or less. Only seven

percent (representing three teachers) of the target

group of classroom teachers had more than 20 years of

experience. Sixteen (30 percent) teachers possessed a

Master's degree and one teacher had a Doctorate. The

remaining teachers possessed Bachelor's degrees and many

were working towards higher degrees.

The second target group included the substitute

teachers employed by the site on a regular basis. The

site maintained a list of 16 substitute teachers. Three
(19 percent) of the substitutes were male while the
remaining 13 (81 percent) were female. A telephone
survey conducted by the writer yielded the following
information: sixteen (100 percent) expressed a desire
to participate in a substitute orientation and training
session; four (25 percent) felt confident that they were
fully aware of the target school's policies and
procedures; four (25 percent) held teaching degrees;
eleven (69 percent) were younger than age 45, with the
remaining five (31 percent) having identified themselves
as retired.

The Needs Assessment Survey (Appendix A, p. 83)
indicated that gaps existed resulting in a lack of
confidence in substitute teachers by classroom teachers
at the site. Many of the classroom teachers (66
percent) at the target site indicated that a day with a
substitute teacher was a lost day of instruction. The
classroom teachers (100 percent) also indicated a need
for a substitute training program. The phone surveys to
the substitute teachers revealed the need to teach the
substitute teachers the policies and procedures of the
target school. In addition, 100 percent of the

substitute teachers indicated a willingness and desire to participate in a substitute training program.

What Was: 66% of the target group of 53 classroom teachers at the target site believed that a day with a substitute teacher was a lost day of instruction.

What Should Be: 10% or fewer of the target group of 53 classroom teachers at the target site should believe that a day with a substitute teacher is a lost day of instruction.

Discrepancy: There was a 56% gap in confidence in substitute teachers among the target group of classroom teachers.

What Was: 25% of the target group of 16 substitute teachers at the target site felt confident that they knew school procedures and policies, and could follow them.

What Should Be: 90% of the target group of 16 substitute teachers at the target site should feel confident that they know school procedures and policies, and can follow them.

Discrepancy: There was a 65% gap in confidence among substitute teachers at the target site regarding knowledge of and ability to apply school policies and procedures.

The writer investigated strategies to increase the confidence and skill levels of substitute teachers and to increase the confidence level of classroom teachers in substitute teachers at the target site.

Outcome Objectives:

The goals of this practicum were to increase the confidence level of classroom teachers regarding the skills of substitute teachers at the target site, and to increase the confidence level of substitute teachers in their ability to follow school policies and procedures, and teach a meaningful lesson. The following objectives were used to measure the success of this program:

1. Objective One:

   After 12 weeks of implementation, 90 percent (48) or more of the 53 targeted classroom teachers will exhibit a high degree of confidence in classroom management skills of

substitute teachers at the target site as
indicated by a response of "disagree" or
"strongly disagree" to the statement "a day
with a substitute teacher is a lost day of
instruction" on the writer designed Post
Survey (Appendix A, p. 83).

2. Objective Two:

After 12 weeks of implementation, at least 90
percent (14) of the 16 targeted substitute
teachers will demonstrate adequate knowledge
regarding school policies and procedures as
measured by answering nine or 10 questions
correctly on the writer developed School
Policies and Procedures Posttest (Appendix C,
p. 87).

3. Objective Three:

After 12 weeks of implementation, 100 percent
of the target groups of 53 classroom teachers
and 16 substitute teachers will rate the
writer as an effective leader as indicated by
a rating of three (agree) or four (strongly
agree) on each of the six statements on the

writer developed Leadership Survey (Appendix
D, p. 89).

These objectives were considered to be reasonable
and realistic for the problem addressed.

CHAPTER II

Research and Planned Solution Strategy

According to Billman (1994), substitute teachers
were generally responsible for no less than five months
of a student's K-12 education in public schools. To
uncover this information, a questionnaire was
administered to Ashland (Ohio) City School substitute
teachers, and classroom teachers' attendance records
were researched. It would seem that responsible
educators must evaluate how effective the substitute
teacher is in the classroom in order to make effective
use of all learning time.

One of the problems that Ferrara and Ferrara (1993)
focused on was that of thinking of substitute teachers
as simply not "real" teachers. Ferrara was a public
school administrator for 12 years who then went back
into the classroom as a substitute teacher in a New
England State. He became assistant superintendent of
schools in the Hudson City (N.Y.) school district.
During his substitute teaching experiences he discovered
that thinking of a substitute teacher as a "counterfeit"

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teacher sets a substitute teacher up for failure. It
was asserted that not only did students treat
substitutes as "counterfeit educators", but the school
system in general did also. Ferrara and Ferrara
suggested that substitute teachers be referred to as
"guest" or "reserve" teachers. The importance of
allowing the substitute teacher to feel a part of the
school team was stressed. Welcoming the substitute
teachers and familiarizing them with school schedules
and classroom locations was noted as an important first
step in encouraging a successful day.

Warren (1988) surveyed administrators, classroom
teachers, substitute teachers, and students. According
to this survey, the most valuable characteristic of a
substitute teacher was punctuality. Administrators
preferred that the substitute teachers arrive 30 minutes
prior to the start of the school day in order to have
time to analyze lesson plans, locate the classroom and
the materials needed, become acquainted with neighboring
teachers, and become familiar with emergency procedures.
Warren described many problems that substitute teachers
faced throughout the day, and suggested that team
leaders or department chairs take time to personally
contact the substitute teacher throughout the day in

order to help them locate lesson plans and materials,
share discipline guidelines, and help with other
pertinent information. Warren also indicated that a
personal visit from an administrator to observe the
substitute teacher in the classroom was beneficial.

A substitute teacher himself, Lovley (1994)
suggested that substitute teachers needed to be aware of
the appropriate teaching styles for different age and
learning levels of students. Some general rules were
given to remember as the "essentials". However, in a
school district that does not make funding available to
train substitute teachers, it is difficult to expect
this knowledge from substitute teachers.

Matranga (1995) surveyed 15 rural school
superintendents in Nevada regarding recruitment of
substitute teachers, and concluded with suggestions of
furthering school-community relations. As the need for
substitute teachers increased, the standards for
selecting those substitute teachers became more relaxed.
It is ultimately the student who pays the price with
loss of instruction time due to the substitute lacking
the skills to teach or to even control a classroom.

Purvis and Garvey (1993) recognized the lack of
training workshops for substitute teachers in school

districts across America. They developed an outline for

an effective substitute teacher program which, in

agreement with Matranga (1995) called for recruiting

qualified substitute teachers. The authors suggested

contacting college placement offices, advertising in the

newspaper, and making announcements in school

newsletters. The advertisements would detail a job

description specifying qualifications, and would give

salary information. After recruiting qualified

personnel, an orientation and training program would be

provided for the substitute teachers. The program would

include the vision, mission, and philosophy of the

district, the responsibilities and expectations of the

substitute teachers, and training on classroom

management techniques. The individual schools would be

responsible for substitute teacher handbooks that would

include such items as a schedule of classes, a map of

the buildings, emergency procedures, directory of school

personnel, an evaluation form to be given to the

classroom teacher, and the name of someone to contact

for help. The principal of each school would ensure

that the classroom teachers would leave lesson plans and

information enabling the substitute teacher to provide

quality instruction. The principal would also designate

a substitute teacher liaison to meet the substitute teachers each morning. This liaison would be of assistance to the substitute teacher throughout the day.

A one item questionnaire was sent out by Botempo and Deay (1986) surveying 175 substitute teachers in 10 counties in West Virginia. No explanation as to how the sample was drawn was given. From this survey they found that 49 percent of respondents cited discipline and classroom procedures as the most frequent problems dealt with. The survey required three responses to the question, "What situation do substitutes feel least prepared to deal with?". The authors grouped the responses into seven categories. Twenty-five percent (44 responses) indicated limited techniques in disciplinary methods, while 24 percent (42 responses) felt that they were not provided with adequate lesson plans and information regarding classroom procedures. Seventeen percent (30 responses) of the respondents felt unprepared to teach specialized classes. Thirteen percent (23 responses) felt that they lacked information on students with special needs. Eleven percent (19 responses) complained that their lack of knowledge about school rules was their greatest concern, while six percent (10 responses) cited time management, and four

percent (seven responses) made mention of lack of
respect. The result of this study was that a substitute
handbook, and other support materials such as specific
lesson plans provided to the substitute teachers would
better prepare the substitute teachers. The authors
also pointed out the a positive role the building
principal should have with substitute teachers.

A study was again done by Deay and Botempo (1990)
concerning reoccurring problems of substitute teachers.
The information gained was to be used to establish a
premise for designing workshops for substitute teachers.
One hundred seventy-five substitute teachers from 10
counties in West Virginia responded. Ninety-six percent
were certified in teaching and no method of selection
was indicated. Only one question was asked on the
questionnaire which was distributed requesting three
responses. The question asked of the substitute
teachers was, "What kinds of information do substitutes
feel would be most valuable?". Seven categories were
then developed in order to rank the responses. The
highest percent of substitute teachers (fifty percent)
indicated a lack of knowledge about classroom procedures
and plans, and school rules and regulations. Other
areas of concern were vagaries in professional roles in

addition to organizing and managing activities with 23

responses (13 percent) for both areas. Twelve

respondents (7 percent) hinted at learner differences as

a problem, and nine respondents (5 percent) suggested

knowledge of the program as contributing to their

ineffectiveness. The researchers did not indicate how

to design an inservice program, but merely indicated the

need of such. Again, in a school district that does not

have the funding available to train substitute teachers,

it is difficult to expect training programs to be

implemented.

Peterson (1991) studied school districts across the

country to ascertain the most cost effective practices

to improve the effectiveness of substitute teachers, or

to reduce the districts' need for them. One result of

this research was in finding the Bellevue (Washington)

School District which implemented school wellness

programs to promote healthy lifestyles among faculties,

thus reducing absenteeism. Other districts had used

monetary incentives and other types of recognition to

promote good attendance. It was also noted that

districts in South Carolina and Arkansas use district

administrators as substitute teachers. However, most

school districts reported having developed handbooks and

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initiated inservice training workshops for their substitute teachers. Many times teachers within the district facilitated the workshops and authored the handbooks.

One of the most extensive training programs was outlined in a paper presented to the Annual Conference of the National Council of States on Inservice Education. Kaufman, Garrett, and Hunter (1991) outlined the Professional Substitute Teacher Institute of the Oklahoma City Public Schools in which the Total Substituting Act for the professional substitute teacher was explained. There were six interlocking parts that connected or related to each of the other parts: obligation to teach, lesson line, classroom management, creative substituting, human relations, and continued professional growth. Anyone desiring employment as a substitute teacher in that system was required to pay $50.00 and attend 24 hours of training (either four consecutive days or four consecutive Saturdays) at the institute. The instruction was provided by certified staff development trainers. The sessions included exposure to the district's policies and expectations, instructional skills, positive classroom management, and learning styles awareness. The participants had to pass

a written test upon conclusion of the training. Upon
completing the requirements of the institute,
participants were granted professional status, they
received preference when long-term assignments occurred,
and they earned a higher per diem rate of pay.

In another study, a four question survey was
administered to a group of experienced teachers who had
attained certification in administration and were
serving as administrative interns. The questions were
developed by education students preparing for their own
career. Nidds and McGerald (1994) published the
findings, although the sample size and the selection
method for the target group were never identified. The
first statement requested that the respondents name the
most difficult problems faced by a substitute teacher.
Classroom management and a lack of knowledge regarding
school policies and classroom procedures were most often
cited. The next statement sought to find answers to
these problems. Possible solutions given were that the
school should develop a pool of "permanent" substitute
teachers who would only be assigned to their particular
areas of expertise; the school should utilize staff
development opportunities to train substitute teachers
in regard to school policies; the administrators at each

school should require appropriate lesson plans, rules,
seating charts and other pertinent information kept on
file from the classroom teachers; and the department
chairperson should greet and assist the substitute
teachers throughout the day. The third statement sought
to find out what type of lesson was best to leave for a
substitute teacher. The most common response was a
reading and writing assignment that would later be
reviewed by the classroom teacher. The final statement
was given in hopes of developing a strategy to help
substitute teachers manage hostile students. The only
recommendation produced was that the substitute teacher
needed to be able to distinguish between a student
seeking attention and a student who desired to disrupt
the learning environment. It was concluded that schools
needed to make a commitment to training substitute
teachers.

Dubois (1991) and Buchberg (1995) both examined the
materials that seemed necessary to be an effective
substitute teacher. They presented classroom strategies
such as maintaining a folder of activities, and a
survival bag of materials. Examples of across the board
lesson plans were given to fill time. The authors
indicated that hands on lessons were best to enrich or

enhance the given plans. It was suggested that classroom teachers provide an activity bag with time fillers to be used by substitute teachers if needed. The activities should supplement or reinforce the material covered in the regular lesson, not take the place of that lesson. The authors also suggested that the substitute teacher should take the time to introduce himself or herself and disclose a bit of personal information to allow the students to feel comfortable.

In "Just what the substitute ordered" (1996), the author suggested that classroom teachers needed to use a three pronged approach when contemplating having a substitute teacher in the classroom. First, the classroom teacher needed to have a class meeting discussing positive aspects of having a substitute teacher; allowing the students to imagine their day with the substitute and revealing the plans for the day. The students could also imagine being a substitute teacher and brainstorm ideas on hands-on ideas to help the substitute, such as designing a seating chart or planning, writing, and illustrating the substitute handbook themselves. Next, the classroom teacher should invite the students to discuss previous experiences with substitute teachers and brainstorm on ways in which each

student could help in assuring for a successful day.

Lastly, the classroom teacher must do a follow-up upon

return to the classroom. This article concluded that

expecting success often lends to success.

Potter (1995) believed that it was the building

administrators' responsibility to prepare, monitor, and

evaluate the instruction given by substitute teachers,

and the lesson plans left by classroom teachers. He

developed a program to improve substitute teacher

effectiveness. He cited that 55 percent of school

districts offer no comprehensive or formal substitute

teacher training. Thus, the building principal should

provide substitute teachers with a packet of information

containing such things as a welcome letter, the location

of lesson plans and texts, class schedules, a map of the

school, emergency procedures, notes on students with

special needs, hall pass information, and emergency

communication procedures. Since the principal may not

always be available to greet the substitute teachers,

office staff must be trained to make them feel welcome

and walk them to the classroom. According to the

author, substitute folders allow for the easiest

transition between classroom and substitute teachers,

thus, the principal should instruct classroom teachers

to take responsibility for quality lesson plans and provide a folder to maintain the plans. Potter believed that it was essential for the principal or another administrator to observe the substitute teacher in the classroom, and evaluate that substitute from observation, reports from teachers, and evaluations from students. The substitute should also be provided with a form to help to summarize their day. The author stated that the substitute teachers should be thanked at the end of the day. Potter recommended that districts should have a formal training program and evaluation procedure for substitute teachers, but conceded that these were not possible in most school districts.

St. Michel (1995) performed a two-year study of improving substitute teacher services. The result was an extensive article including how to assess the need within a school; how to define the roles of those involved, including administrators, classroom teachers, substitute teachers, and students; reference manuals for both classroom teachers and substitute teachers, staff development ideas for administrators, office staff, classroom teachers, and substitute teachers in relation to effective substitute teaching techniques; and recommendations for improvement. The specifics of how

St. Michel performed this study were not disclosed. St.
Michel suggested that substitute teacher ineffectiveness
had been ignored for too long, and suggested that
changes needed to be made beginning with recruitment and
hiring procedures and extending through to managing and
evaluation procedures for substitute teachers.

A literature review was conducted by Ostapczuk
(1994) to examine the available research in the area of
substitute teacher effectiveness in secondary education.
Ostapczuk pointed out that the literature suggested that
the influence that substitute teachers had on students
and the educational system was five to eight percent of
the school year, and was growing. Yet, substitute
teachers did not normally have any formal training for
this position. Many of the problems that were
associated with substitute teachers were reported based
on anecdotal observations. Such problems include: the
lack of feedback and evaluation of substitute teachers;
ambiguous roles and unclear expectations of substitute
teachers; the education system's unwillingness to assist
the substitute teacher; the substitute teacher's lack of
authority; and the greatest concern, poor classroom
management and disciplinary skills on the part of
substitute teachers. Research also suggested that

students have a poor view of substitute teachers. They

view them as nothing more than someone placed to

supervise; a baby-sitter. The top seven recommendations

for improving substitute teaching were:

(1)   Provide substitute teachers inservice
      training on topics such as discipline,
      classroom management, etc.
(2)   Improve the collaboration between the
      substitute teacher and school district.
(3)   Provide evaluation of, and feedback to,
      substitute teachers on the services that
      they render.
(4)   Improve the school's substitute recruitment
      procedures, e.g. interview, establish
      criteria, etc.
(5)   Provide a substitute teacher's handbook on
      school rules and policies.
(6)   Provide role clarification and clear
      expectations of all substitute teachers.
(7)   Improve lesson plans provided (Ostapczuk,
      1994, pp. 7-8).

Ostapczuk noted that cost was a major inhibitor in the

lack of implementation of many of the above mentioned

suggestions. Thus, six alternative improvement

suggestions were also given.

(1)   Have regular classroom teachers substitute
      for each other. This "training" can be
      accomplished at no cost to the school
      district and would allow regular teachers
      to uncover problems inherent in the school
      district's substitute policies so that they
      can be evaluated and addressed.
(2)   Invite approved substitute teachers to
      school district staff development and
      inservice training. This should help
      foster a spirit of better teamwork and
      improve collaboration between the substitute
      and school district.

(3) Appoint a school district substitute teacher
    coordinator. This should provide a better
    district interface to substitutes helping to
    clarify roles, expectations, and improve
    communications and collaboration.
(4) Develop an interdisciplinary approach to
    substitute teaching at a secondary ·education
    level.
(5) Establish a college-school district graduate
    student work study program.
(6) Establish an internship mentor program,
    perhaps in place of student teaching
    (Ostapczuk, 1994, p.11).

Ostapczuk concluded by pointing out that although much

has been written on the topic of substitute teacher

ineffectiveness, little of what had been said had been

subjected to any statistical evaluations.

Solution Strategy

An extensive review of the educational literature

regarding substitute teaching effectiveness revealed

that the most common problem faced by substitute

teachers involved classroom management. The problem

centered around discipline problems or lack of knowledge

regarding classroom procedures. (Billman, 1994; Botempo

and Deay, 1986; Deay and Botempo, 1990; Ferrara and

Ferrara, 1993; Lovley, 1994; Nidds and McGerald, 1994).

Due to the substitute teacher's responsibility to

maintain control of the classroom, and to successfully

continue the learning process through assignment

execution, the author noted that there was a definite
lack of communication between classroom teachers and
substitute teachers.

The research indicated that the development of a
substitute teacher training and orientation program in
addition to a substitute teacher handbook was essential
to provide for substitute teachers (Botempo and Deay,
1986; Deay and Botempo, 1990; Lovley, 1994; Nidds and
McGerald, 1994; Ostapczuk, 1994; Potter, 1995; Purvis
and Garvey, 1993; and St. Michel, 1995). Support
materials such as information packets containing school
maps, and pertinent classroom information was noted as
essential to support in the substitute teachers' quest
to continue the learning process in the classroom
(Botempo and Deay, 1986; Buchberg, 1995; Deay and
Botempo, 1990; Dubois, 1991; Nidds and McGerald, 1994;
Ostapczuk, 1994; Potter, 1995; St. Michel, 1995).
Potter (1995), and Warren (1988) emphasized that the
school staff must take a role in observing and visiting
substitute teachers in the classroom, while Ferrara and
Ferrara (1993) emphasized the need to make substitute
teachers feel like they were part of the team. Warren
(1988) further stated that punctuality can be the most
important concept to relay to substitute teachers. In

"Just what the substitute ordered" (1996), classroom
teachers were encouraged to prepare their students ahead
of time in order to enhance a positive image of
substitute teachers, while Ostapczuk (1994) pointed out
that if regular classroom teachers substitute teach for
each other on occasions, much trouble-shooting is
accomplished. The author accepted all of these concepts
and planned to incorporate them into the target site's
Substitute Management Program.

Recruitment on a district level in order to
maximize opportunities to hire quality substitute
teachers (Matranga, 1995; Ostapczuk, 1994; and Purvis
and Garvey, 1993) was rejected by the author because the
author does not have the authority to engage in such
activity. In addition, district level training and
orientation (Kaufman, Garrett and Hunter, 1991;
Ostapczuk, 1994; Peterson, 1991; Potter, 1995; and
Purvis and Garvey, 1993) was also rejected by the author
for the same reason, and due to the cost factor
involved. The author researched the possibility of
advertising in a community newsletter, and the school
newsletter to recruit new substitute teachers and invite
them to a training and orientation session at the
school.

The solution strategies that the author chose to
implement were: a training and orientation session for
substitute teachers, a substitute teacher handbook, a
substitute teacher information folder, school·staff
observing substitute teachers in the classroom, regular
classroom teachers providing in-house coverage for other
classroom teachers, informing classroom teachers to
prepare their students in advance for substitute
teachers, encouraging classroom teachers to make
substitute teachers feel like part of the team, and
encouraging substitute teachers to arrive early in order
to prepare for the day. The author also advertised in
community and school newsletters to recruit more
substitute teachers. The only strategies from research
that the author rejected were those solutions that
occurred district wide due to cost factors and lack of
authority on the part of the author.

CHAPTER III

Method

In order to address the problems outlined in this
practicum, the author constructed support materials and
developed a Substitute Teacher Management Program which
was implemented at the target site. To develop the
Substitute Teacher Management Program, the author
planned several tasks before the 12 week implementation
period. The author wrote and developed a Substitute
Teacher Information Folder and Handbook (Appendix E, pp.
91-103) using information gained from research, the
Needs Assessment Survey (Appendix A, p. 83), and phone
surveys of substitute teachers. The writer also
developed a formal means of communication between the
classroom teacher and the substitute teacher and vice
versa. These were in the form of surveys; the Classroom
Coverage Survey (Appendix F, p. 105), and the Substitute
Report Form (Appendix G, p. 107). The writer requested
that the office clerk and, whenever possible, the
classroom teachers notify the author when a substitute
teacher was expected to be in the building. A filing

system was set up for the Substitute Teacher Information

Folder and Handbook. Finally, the author personally

invited each of the 16 substitute teachers to the first

Training and Orientation Session and placed an

announcement (Appendix H, p. 109) in the community

newspaper, and the school newsletter regarding the need

for more substitute teachers and an opportunity for

another training session.

The 12 week implementation process was broken down

into three categories. These categories were:

training, monitoring, and evaluation. For each

category, each target group was addressed separately.

The first target group addressed was the 16 substitute

teachers employed on an occasional basis at the target

site. The second target group was the 53 classroom

teachers employed on a regular basis at the target site

who responded to the Needs Assessment Survey (Appendix

A, p. 83). The principal of the target site acted as a

mentor throughout the implementation. The following

pages contain a week by week timeline of events.

WEEK ONE:

TRAINING

Substitute Teachers: The author met with the substitute teachers during the first scheduled Substitute Teacher Training and Orientation Session (see Agenda Appendix I, pp. 111-112). At this session, the Substitute Teacher Information Folder and Handbook (Appendix E, pp. 91-103) was distributed. The School Policies and Procedures Pretest (Appendix C, p. 87) was administered, followed by an in depth explanation of routine classroom procedures, school policies, safety guidelines, and county policies. The Substitute Teacher Information Folder and Handbook (Appendix E, pp. 91-103) was discussed in detail. The substitute teachers were introduced to all administrators, the school resource officer, and office personnel. The media specialist trained each substitute teacher on the media retrieval system in place at the target school. Names, office locations, and phone extensions of these individuals were provided. Classroom management tips in dealing with middle school students were shared, and the substitute teachers were provided with a copy of and an overview of the school student handbook. The author outlined some basic classroom rules that the substitute teachers may wish to adopt, and the substitute teachers were encouraged to verbalize these rules in the

classroom each time the substitute teachers teach. By
doing so, the students became aware that the substitute
teacher was knowledgeable about the behavior
expectations of a middle school classroom. The
substitute teachers were reminded that the most
effective form of classroom management is their
presence, and thus they should continually circulate
throughout the room, and step out into the hallways at
class changes. Finally, the Classroom Coverage Survey
(Appendix F, p. 105) was explained. Following the
Substitute Teacher Training and Orientation Session, the
substitute teachers were given a tour of the facility,
and allowed the opportunity to observe in several
classrooms. Feedback was solicited by the writer upon
conclusion. The Substitute Teacher Training Session
Information Letter (Appendix J, p. 114) was sent to
administrators at neighboring schools to inform them of
the training session, and to invite representation of
their schools.

Classroom Teachers: The author met with the
classroom teachers and provided them with instructions
regarding five days of emergency substitute teacher
plans (see memo Appendix K, p. 116). Classroom teachers

were reminded that they may be called on to substitute teach in other classrooms occasionally during their planning block of time. The Substitute Teacher Information Folder and Handbook (Appendix E, pp. 91-103) was distributed and instruction was delivered concerning individualizing the Substitute Information Folder portion. A full scope of the substitute teacher management program was given, and questions and feedback was encouraged. Classroom teachers were asked to help substitute teachers by locking or unlocking doors for them throughout the day, and welcoming them, thus allowing them to feel part of the team. They were also encouraged to prepare their students ahead of time regarding having a substitute teacher in their room, whenever possible. Classroom teachers were instructed to leave assignments for substitute teachers that will be graded, avoid assigning silent reading assignments (choosing instead to assign volunteers to read out loud), and to break lesson plans down into timed increments. Finally, the Substitute Report Form (Appendix G, p. 107) was explained.

WEEK TWO:

MONITORING

Substitute Teachers: The author returned all
phone calls regarding the substitute teacher training
session advertised in the school newsletter, and the
community newspaper. The author met with the substitute
teachers when they reported to the target site each
morning. The substitute teachers were provided with a
copy of the Substitute Teacher Information Folder and
Handbook (Appendix E, pp. 91-103) relating to the
classroom teacher whose room the substitute teacher
would be working in that particular day. The author
verified that a custodian had unlocked the appropriate
classroom, and the substitute teacher was aware of its
location. A copy of the Classroom Coverage Survey
(Appendix F, p. 105) was given to the substitute teacher
with instructions to complete and return it to the
office clerk. The author checked on each of the
substitute teachers during the author's scheduled
planning time. This gave the author an opportunity to
observe the substitute teacher in the classroom setting,
and offer assistance and suggestions. At the end of the
day, the author collected the completed Classroom
Coverage Survey (Appendix F, p. 105) from the front
office clerk and placed one copy in the Curriculum

Coordinator's mailbox, and the other copy in the classroom teacher's mailbox. The author kept one copy for purposes of evaluation of this practicum.

Classroom Teachers: The author collected and filed all of the completed Substitute Teacher Information Folders and Handbooks (Appendix E, pp. 91-103). The author placed a copy of the Classroom Coverage Survey (Appendix F, p. 105) completed by the substitute teacher in the classroom teacher's mailbox. The author electronically mailed the classroom teacher regarding the results of the survey and asked the classroom teacher to complete the Substitute Report Form (Appendix G, p. 107) upon his or her return. The author then placed a blank copy of the Substitute Report Form (Appendix G, p. 107) in the appropriate classroom teacher's mailbox. The author updated the classroom teachers regarding the results of both the Classroom Coverage Surveys (Appendix F, p. 105), and the Substitute Report Forms (Appendix G, p. 107) at the regularly scheduled faculty meeting. Questions and feedback were solicited by the writer from the teachers.

<u>WEEK THREE:</u>

MONITORING

Substitute Teachers: The author met with the substitute teachers when they reported to the target site. The substitute teachers were provided with a copy of the Substitute Teacher Information Folder and Handbook (Appendix E, pp. 91-103) relating to the classroom teacher whose room the substitute teacher was working in that particular day. The author verified that a custodian had unlocked the appropriate classroom, and the substitute teacher was aware of its location. A copy of the Classroom Coverage Survey (Appendix F, p. 105) was given to the substitute teacher with instructions to complete and return it to the office clerk. The author checked in on each of the substitute teachers during the author's scheduled planning time. This gave the author an opportunity to observe the substitute teacher in the classroom setting, and offer assistance and suggestions. At the end of the day, the author collected the completed Classroom Coverage Survey (Appendix F, p. 105) from the front office clerk, placed one copy in the Curriculum Coordinator's mailbox, and placed the other copy in the classroom teacher's

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mailbox. The author kept one copy for purposes of
evaluation of this practicum. The author repeated the
first Substitute Teacher Training and Orientation
Session for those individuals who responded to the
newspaper or newsletter ad, or who could not attend the
first one.

Classroom Teachers: The author collected and
filed all of the completed emergency plans. The author
placed a copy of the Classroom Coverage Survey (Appendix
F, p. 105) completed by the substitute teacher in the
classroom teacher's mailbox. The author electronically
mailed the classroom teacher regarding the results of
the survey and asked the classroom teacher to complete
the Substitute Report Form (Appendix G, p 107.) upon his
or her return. The author then placed a blank copy of
the Substitute Report Form (Appendix G, p. 107) in the
appropriate classroom teacher's mailbox. The author
updated the classroom teachers regarding the results of
both the Classroom Coverage Surveys (Appendix F, p.
105), and the Substitute Report Forms (Appendix G, p.
107) at the regularly scheduled faculty meeting.
Questions and feedback were solicited by the writer from
the teachers.

WEEK FOUR:

MONITORING

Substitute Teachers: The author met with the substitute teachers when they reported to the target site. The substitute teachers were provided with a copy of the Substitute Teacher Information Folder and Handbook (Appendix E, pp. 91-103) relating to the classroom teacher whose room the substitute teacher was working in that particular day. The author verified that a custodian had unlocked the appropriate classroom, and the substitute teacher was aware of its location. A copy of the Classroom Coverage Survey (Appendix F, p. 105) was given to the substitute teacher with instructions to complete and return it to the office clerk. The author checked on each of the substitute teachers during the author's scheduled planning time. This gave the author an opportunity to observe the substitute teacher in the classroom setting, and offer assistance and suggestions. At the end of the day, the author collected the completed Classroom Coverage Survey (Appendix F, p. 105) from the front office clerk and placed one copy in the Curriculum Coordinator's mailbox,

and the other copy in the classroom teacher's mailbox.
The author kept one copy for purposes of evaluation of
this practicum.

Classroom Teachers: The author placed a copy of
the Classroom Coverage Survey (Appendix F, p. 105)
completed by the substitute teacher in the classroom
teacher's mailbox. The author electronically mailed the
classroom teacher regarding the results of the survey
and asked the classroom teacher to complete the
Substitute Report Form (Appendix G, p. 107) upon his or
her return. The author then placed a blank copy of the
Substitute Report Form (Appendix G, p. 107) in the
appropriate classroom teacher's mailbox. The author
updated the classroom teachers regarding the results of
both the Classroom Coverage Surveys (Appendix F, p.
105), and the Substitute Report Forms (Appendix G, p.
107) at the regularly scheduled faculty meeting.
Questions and feedback were solicited by the writer from
the teacher.

WEEK FIVE:

MONITORING

Substitute Teachers: The author met with the
substitute teachers when they reported to the target
site.   The substitute teachers were provided with a copy
of the Substitute Teacher Information Folder and
Handbook (Appendix E, pp. 91-103) relating to the
classroom teacher whose room the substitute teacher was
working in that particular day.   The author verified
that a custodian had unlocked the appropriate classroom,
and the substitute teacher was aware of its location.   A
copy of the Classroom Coverage Survey (Appendix F, p.
105) was given to the substitute teacher with
instructions to complete and return it to the office
clerk.   The author checked on each of the substitute
teachers during the author's scheduled planning time.
This gave the author an opportunity to observe the
substitute teacher in the classroom setting, and offer
assistance and suggestions.   At the end of the day, the
author collected the completed Classroom Coverage Survey
(Appendix F, p. 105) from the front office clerk and
placed one copy in the Curriculum Coordinator's mailbox,
and the other copy in the classroom teacher's mailbox.
The author kept one copy for purposes of evaluation of
this practicum.

Classroom Teachers: The author placed a copy of

the Classroom Coverage Survey (Appendix F, p. 105)

completed by the substitute teacher in the classroom

teacher's mailbox. The author electronically·mailed the

classroom teacher regarding the results of the survey

and asked the classroom teacher to complete the

Substitute Report Form (Appendix G, p. 107) upon his or

her return. The author then placed a blank copy of the

Substitute Report Form (Appendix G, p. 107) in the

appropriate classroom teacher's mailbox. The author

updated the classroom teachers regarding the results of

both the Classroom Coverage Surveys (Appendix F, p.

105), and the Substitute Report Forms (Appendix G, p.

107) at the regularly scheduled faculty meeting.

Questions and feedback were solicited by the writer from

the teachers.

WEEK SIX:

MONITORING

Substitute Teachers: The author met with the

substitute teachers when they reported to the target

site. The substitute teachers were provided with a copy

of the Substitute Teacher Information Folder and

Handbook (Appendix E, pp. 91-103) relating to the classroom teacher whose room the substitute teacher was working in that particular day. The author verified that a custodian had unlocked the appropriate classroom, and the substitute teacher was aware of its location. A copy of the Classroom Coverage Survey (Appendix F, p. 105) was given to the substitute teacher with instructions to complete and return it to the office clerk. The author checked on each of the substitute teachers during the author's scheduled planning time. This gave the author an opportunity to observe the substitute teacher in the classroom setting, and offer assistance and suggestions. At the end of the day, the author collected the completed Classroom Coverage Survey (Appendix F, p. 105) from the front office clerk and placed one copy in the Curriculum Coordinator's mailbox, and the other copy in the classroom teacher's mailbox. The author kept one copy for purposes of evaluation of this practicum.

Classroom Teachers: The author placed a copy of the Classroom Coverage Survey (Appendix F, p. 105) completed by the substitute teacher in the classroom teacher's mailbox. The author electronically mailed the

classroom teacher regarding the results of the survey
and ask the classroom teacher to complete the Substitute
Report Form (Appendix G, p. 107) upon his or her return.
The author then placed a blank copy of the Substitute
Report Form (Appendix G, p. 107) in the appropriate
classroom teacher's mailbox. The author updated the
classroom teachers regarding the results of both the
Classroom Coverage Surveys (Appendix F, p. 105), and the
Substitute Report Forms (Appendix G, p. 107) at the
regularly scheduled faculty meeting. Questions and
feedback were solicited by the writer from the teachers.

WEEK SEVEN:

MONITORING

Substitute Teachers: The author met with the
substitute teachers when they reported to the target
site. The substitute teachers were provided with a copy
of the Substitute Teacher Information Folder and
Handbook (Appendix E, pp. 91-103) relating to the
classroom teacher whose room the substitute teacher was
working in that particular day. The author verified
that a custodian had unlocked the appropriate classroom,
and the substitute teacher was aware of its location. A

copy of the Classroom Coverage Survey (Appendix F, p.

105) was given to the substitute teacher with

instructions to complete and return it to the office

clerk. The author checked on each of the substitute

teachers during the author's scheduled planning time.

This gave the author an opportunity to observe the

substitute teacher in the classroom setting, and offer

assistance and suggestions. At the end of the day, the

author collected the completed Classroom Coverage Survey

(Appendix F, p. 105) from the front office clerk and

placed one copy in the Curriculum Coordinator's mailbox,

and the other copy in the classroom teacher's mailbox.

The author kept one copy for purposes of evaluation of

this practicum.

Classroom Teachers: The author placed a copy of

the Classroom Coverage Survey (Appendix F, p. 105)

completed by the substitute teacher in the classroom

teacher's mailbox. The author electronically mailed the

classroom teacher regarding the results of the survey

and asked the classroom teacher to complete the

Substitute Report Form (Appendix G, p. 107) upon his or

her return. The author then placed a blank copy of the

Substitute Report Form (Appendix G, p. 107) in the

appropriate classroom teacher's mailbox. The author
updated the classroom teachers regarding the results of
both the Classroom Coverage Surveys (Appendix F, p.
105), and the Substitute Report Forms (Appendix G, p.
107) at the regularly scheduled faculty meeting.
Questions and feedback were solicited by the writer from
the teachers.

WEEK EIGHT:

MONITORING

Substitute Teachers: The author met with the
substitute teachers when they reported to the target
site. The substitute teachers were provided with a copy
of the Substitute Teacher Information Folder and
Handbook (Appendix E, pp. 91-103) relating to the
classroom teacher whose room the substitute teacher was
working in that particular day. The author verified
that a custodian had unlocked the appropriate classroom,
and the substitute teacher was aware of its location. A
copy of the Classroom Coverage Survey (Appendix F, p.
105) was given to the substitute teacher with
instructions to complete and return it to the office
clerk. The author checked on each of the substitute

teachers during the author's scheduled planning time.
This gave the author an opportunity to observe the
substitute teacher in the classroom setting, and offer
assistance and suggestions. At the end of the day, the
author collected the completed Classroom Coverage Survey
(Appendix F, p. 105) from the front office clerk and
placed one copy in the Curriculum Coordinator's mailbox,
and the other copy in the classroom teacher's mailbox.
The author kept one copy for purposes of evaluation of
this practicum.

Classroom Teachers: The author placed a copy of
the Classroom Coverage Survey (Appendix F, p. 105)
completed by the substitute teacher in, the classroom
teacher's mailbox. The author electronically mailed the
classroom teacher regarding the results of the survey
and asked the classroom teacher to complete the
Substitute Report Form (Appendix G, p. 107) upon his or
her return. The author then placed a blank copy of the
Substitute Report Form (Appendix G, p. 107) in the
appropriate classroom teacher's mailbox. The author
updated the classroom teachers regarding the results of
both the Classroom Coverage Surveys (Appendix F, p.
105), and the Substitute Report Forms (Appendix G, p.

107) at the regularly scheduled faculty meeting.

Questions and feedback were solicited by the writer from

the teachers.

<u>WEEK NINE:</u>

MONITORING

Substitute Teachers: The author met with the

substitute teachers when they reported to the target

site. The substitute teachers were provided with a copy

of the Substitute Teacher Information Folder and

Handbook (Appendix E, pp. 91-103) relating to the

classroom teacher whose room the substitute teacher was

working in that particular day. The author verified

that a custodian had unlocked the appropriate classroom,

and the substitute teacher was aware of its location. A

copy of the Classroom Coverage Survey (Appendix F, p.

105) was given to the substitute teacher with

instructions to complete and return it to the office

clerk. The author checked on each of the substitutes

during the author's scheduled planning time. This gave

the author an opportunity to observe the substitute

teacher in the classroom setting, and offer assistance

and suggestions. At the end of the day, the author

collected the completed Classroom Coverage Survey
(Appendix F, p. 105) from the front office clerk and
placed one copy in the Curriculum Coordinator's mailbox,
and the other copy in the classroom teacher's mailbox.
The author kept one copy for purposes of evaluation of
this practicum.

Classroom Teachers: The author placed a copy of
the Classroom Coverage Survey (Appendix F, p. 105)
completed by the substitute teacher in the classroom
teacher's mailbox. The author electronically mailed the
classroom teacher regarding the results of the survey
and asked the classroom teacher to complete the
Substitute Report Form (Appendix G, p. 107) upon his or
her return. The author then placed a blank copy of the
Substitute Report Form (Appendix G, p. 107) in the
appropriate classroom teacher's mailbox. The author
updated the classroom teachers regarding the results of
both the Classroom Coverage Surveys (Appendix F, p.
105), and the Substitute Report Forms (Appendix G, p.
107) at the regularly scheduled faculty meeting.
Questions and feedback were solicited by the writer from
the teachers.

WEEK TEN:

MONITORING

Substitute Teachers: The author met with the
substitute teachers when they reported to the target
site. The substitute teachers were provided with a copy
of the Substitute Teacher Information Folder and
Handbook (Appendix E, pp. 91-103) relating to the
classroom teacher whose room the substitute teacher was
working in that particular day. The author verified
that a custodian had unlocked the appropriate classroom,
and the substitute teacher was aware of its location. A
copy of the Classroom Coverage Survey (Appendix F, p.
105) was given to the substitute teacher with
instructions to complete and return it to the office
clerk. The author checked on each of the substitute
teachers during the author's scheduled planning time.
This gave the author an opportunity to observe the
substitute teacher in the classroom setting, and offer
assistance and suggestions. At the end of the day, the
author collected the completed Classroom Coverage Survey
(Appendix F, p. 105) from the front office clerk and
placed one copy in the Curriculum Coordinator's mailbox,
and the other copy in the classroom teacher's mailbox.

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the Classroom Coverage Survey (Appendix F, p. 105)

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teacher's mailbox. The author electronically mailed the

classroom teacher regarding the results of the survey

and asked the classroom teacher to complete the

Substitute Report Form (Appendix G, p. 107) upon his or

her return. The author then placed a blank copy of the

Substitute Report Form (Appendix G, p. 107) in the

appropriate classroom teacher's mailbox. The author

updated the classroom teachers regarding the results of

both the Classroom Coverage Surveys (Appendix F, p.

105), and the Substitute Report Forms (Appendix G, p.

107) at the regularly scheduled faculty meeting.

Questions and feedback were solicited by the writer from

the teachers.

WEEK ELEVEN:

MONITORING

Substitute Teachers: The author met with the

substitute teachers when they reported to the target

site. The substitute teachers were provided with a copy
of the Substitute Teacher Information Folder and
Handbook (Appendix E, pp. 91-103) relating to the
classroom teacher whose room the substitute teacher was
working in that particular day. The author verified
that a custodian had unlocked the appropriate classroom,
and the substitute teacher was aware of its location. A
copy of the Classroom Coverage Survey (Appendix F, p.
105) was given to the substitute teacher with
instructions to complete and return it to the office
clerk. The author checked on each of the substitute
teachers during the author's scheduled planning time.
This gave the author an opportunity to observe the
substitute teacher in the classroom setting, and offer
assistance and suggestions. At the end of the day, the
author collected the completed Classroom Coverage Survey
(Appendix F, p. 105) from the front office clerk and
place one copy in the Curriculum Coordinator's mailbox,
and the other copy in the classroom teacher's mailbox.
The author kept one copy for purposes of evaluation of
this practicum.

Classroom Teachers: The author placed a copy of
the Classroom Coverage Survey (Appendix F, p. 105)

completed by the substitute teacher in the classroom
teacher's mailbox. The author electronically mailed the
classroom teacher regarding the results of the survey
and asked the classroom teacher to complete the
Substitute Report Form (Appendix G, p. 107) upon his or
her return. The author then placed a blank copy of the
Substitute Report Form (Appendix G, p. 107) in the
appropriate classroom teacher's mailbox. The author
updated the classroom teachers regarding the results of
both the Classroom Coverage Surveys (Appendix F, p.
105), and the Substitute Report Forms (Appendix G, p.
107) at the regularly scheduled faculty meeting.
Questions and feedback were solicited by the writer from
the teachers.

<u>**WEEK TWELVE**</u>:

EVALUATION

Substitute Teachers: The author met with the
substitute teachers and administered the School Policies
and Procedures Posttest (Appendix C, p. 87). The
substitute teachers were given the Leadership Survey
(Appendix D, p. 89) to complete, and were given copies
of the completed Substitute Report Forms (Appendix G, p.

107) which were filled out by classroom teachers regarding the individual substitute teacher's performance in the classroom. In addition, any suggestions for the future of the Substitute Teacher Management Program were solicited by the writer.

Classroom Teachers: The author met with the classroom teachers and gave them the Post Survey (Appendix A, p. 83). Special attention was given to question number three. The classroom teachers were given the Leadership Survey (Appendix D, p. 89) to complete. In addition, suggestions for the future of the Substitute Teacher Management Program were solicited by the writer. Administrators, custodians, and office personnel were also given the Leadership Survey (Appendix D, p.89) to complete.

The above timeline can be generalized to other middle schools, using their own school's policies and procedures.

CHAPTER IV

Results

In order to promote confidence of classroom
teachers in the skills of substitute teachers at the
target site, and to increase the confidence level of the
substitute teachers in their ability to follow school
policies and procedures, and maintain effective
management of a classroom, the author developed and
distributed a substitute teacher handbook and a
substitute teacher reporting form to substitute teachers
at the target site. In addition, a substitute teacher
training program was implemented along with a systematic
method for classroom teachers to prepare for substitute
teachers and report regarding substitute teachers. The
entire program was defined as the Substitute Teacher
Management Program.

The writer-designed Post Survey (Appendix A, p.
83) was utilized to critically assess the success of the
objectives specifically dealing with the frustration
levels of the two target groups: classroom teachers and
substitute teachers.

65

Objective one stated that after 12 weeks of
implementation, 90 percent (48) or more of the 53
targeted classroom teachers would exhibit a high degree
of confidence in classroom management skills of
substitute teachers at the target site as indicated by a
response of "disagree" or "strongly disagree" to
statement number three "a day with a substitute teacher
is a lost day of instruction" on the writer designed
Post Survey (Appendix A, p. 83). This objective was
met; forty nine of the 53 Post Survey respondents
responded to this statement with a "disagree" or
"strongly disagree". The results were: zero
respondents strongly agreed; three respondents agreed,
but they indicated that they taught courses such as
music that substitute teachers were not able to teach;
one respondent had no opinion; forty three respondents
disagreed, and six respondents strongly disagreed.
Thus, only six percent (as compared to the original 66
percent) of the respondents believed that a day with a
substitute teacher was a lost day of instruction. The
responses of statement number three are listed in the
following figure:

Table 1

Post Survey Statement #3 Responses

Respondent:	Response:	Objective Met?
1	A	NO
2	A	NO
3	A	NO
4	N.O.	NO
5	D.A.	YES
6	D.A.	YES
7	D.A.	YES
8	D.A.	YES
9	D.A.	YES
10	D.A.	YES
11	D.A.	YES
12	D.A.	YES
13	D.A.	YES
14	D.A.	YES
15	D.A.	YES
16	D.A.	YES
17	D.A.	YES
18	D.A.	YES
19	D.A.	YES
20	D.A.	YES
21	D.A.	YES
22	D.A.	YES
23	D.A.	YES
24	D.A.	YES
25	D.A.	YES
26	D.A.	YES
27	D.A.	YES
28	D.A.	YES
29	D.A.	YES
30	D.A.	YES
31	D.A.	YES
32	D.A.	YES
33	D.A.	YES
34	D.A.	YES
35	D.A.	YES
36	D.A.	YES

Table 1 (continued)

Respondent:	Response:	Objective Met?
3 7	D.A.	YES
3 8	D.A.	YES
3 9	D.A.	YES
4 0	D.A.	YES
4 1	D.A.	YES
4 2	D.A.	YES
4 3	D.A.	YES
4 4	D.A.	YES
4 5	D.A.	YES
4 6	D.A.	YES
4 7	D.A.	YES
4 8	S.D.A.	YES
4 9	S.D.A.	YES
5 0	S.D.A.	YES
5 1	S.D.A.	YES
5 2	S.D.A.	YES
5 3	S.D.A.	YES

Legend:
A = Agree
N.O. = No Opinion
D.A. = Disagree
S.D.A. = Strongly Disagree

Item number one in the Post Survey (Appendix A, p. 83) dealt with substitute teachers being able to teach specific content areas. Six respondents stated that they strongly agree with the statement "substitute teachers are able to teach my content area"; twenty nine agreed (66 percent). Sixteen disagreed, one strongly disagreed, while one respondent had no opinion. This

was compared to 11 respondents (21 percent) agreeing on the Needs Assessment Survey (Appendix A, p. 83).

Forty three percent (23 respondents) of the classroom teachers agreed with statement number two: "students behave with a substitute teacher as they would normally behave with a regular teacher". Seven percent agreed on the Needs Assessment Survey (Appendix A, p. 83). This was an improvement of 36 percent.

For item number four, classroom teachers responded to the statement "substitute teachers are usually able to effectively deal with student behavioral problems" with 94 percent agreement. This was an improvement of 62 percent from the original survey. The confidence that classroom teachers felt in substitute teacher heightened following the Substitute Teacher Training and Orientation Sessions.

Eighty one percent of the classroom teachers indicated on the original survey that they normally leave seatwork or a video as plans for a substitute teacher. Sixty percent indicated on item number five on the Post Survey (Appendix A; p. 83) that they often leave seatwork or a video as plans for a substitute teacher. This was a difference of 21 percent.

The sixth item was designed to determine if classroom teachers felt that substitute teachers provided adequate feedback to the classroom teachers. Sixty percent indicated on the original survey that adequate feedback was given, while 98 percent indicated the same on the Post Survey (Appendix A; p. 83). This was a 32 percent improvement.

The final item on the Post Survey (Appendix A; p. 83) indicated that 98 percent of the classroom teachers felt that there was a need for the substitute training program to continue at the target site. No respondent disagreed with this statement. One respondent indicated "no opinion".

Objective two stated that after 12 weeks of implementation, at least 90 percent (14) of the 16 targeted substitute teachers would demonstrate adequate knowledge regarding school policies and procedures as measured by answering nine or 10 questions correctly on the writer developed School Policies and Procedures Posttest (Appendix C, p. 87). The author created this ten item true false test that was administered to the substitute teachers who attended the week one training session as a pretest. This instrument was developed after soliciting input from the target site's

administrators, to identify the substitute teachers'
knowledge regarding school policies and procedures, such
as use of hall passes and fire drill routines. The
author also administered this test as a posttest
measurement during week 12 of implementation. A goal of
nine or 10 correct answers was set for each member of
the substitute teacher target group. All sixteen
substitute teachers at the target site attended one of
the substitute teacher training and orientation session.
Five received a 90 percent (missing one question) on the
posttest, while the remaining 11 received a 100 percent.
Every member of the target group answered nine or 10
questions correctly on the writer developed School
Policies and Procedures Posttest (Appendix C, p. 87);
this objective was met.

Table 2

School Policies and Procedures Posttest Scores

Respondent:	Score:	Objective Met?
1	90%	YES
2	90%	YES
3	90%	YES
4	90%	YES
5	90%	YES
6	100%	YES
7	100%	YES

Table 2 (continued)

Respondent:	Score:	Objective Met?
8	100%	YES
9	100%	YES
10	100%	YES
11	100%	YES
12	100%	YES
13	100%	YES
14	100%	YES
15	100%	YES
16	100%	YES

Objective three stated that after 12 weeks of implementation, 100 percent of the 53 classroom teachers and the 16 substitute teachers in the target groups would rate the leadership effectiveness of the author at a level of three (agree), or four (strongly agree) on each of the six items on the writer developed Leadership Effectiveness Survey (Appendix D, p. 89). The survey was distributed and collected in the twelfth week of implementation. This survey was developed utilizing the definitions given for the Florida Principal Competencies, which have content validity for the purposes of this practicum. There were 53 classroom teacher respondents, and 16 substitute teacher

respondents. This objective was met, as there were no
responses of two (disagree) or one (strongly disagree)
regarding the writer's leadership qualities. Seventy
five percent of the classroom teacher respondents (40)
responded with a four (strongly agree) on all six of the
leadership statements. Comments were solicited, and 100
percent of those who chose to respond responded with
favorable comments. There were no negative responses.
Of the sixteen substitute teachers who responded, all
but one responded with a four (strongly agree) to all
six of the statements. One substitute teacher responded
with a three (agree) to statement number two
(impact/persuasiveness).

It can be noted that all of the target site
administrators were also given the Leadership Survey.
They observed the writer in the day-to-day
implementation of the Substitute Management Program, and
the results were 100 percent responding with a four
(strongly agree) to all six statements, in addition to
favorable comments. The following tables display the
responses of all 53 classroom teachers and all 16
substitute teachers regarding the six statements listed
on the Leadership Survey (Appendix D, p. 89):

Table 3

Leadership Survey Results
From Classroom Teachers

Respondent:			Question:				Objective Met?
	# 1	# 2	# 3	# 4	# 5	# 6	
1	S.A.	S.A.	A	S.A.	S.A.	S.A.	YES
2	S.A.	A	S.A.	S.A.	A	S.A.	YES
3	S.A.	A	S.A.	S.A.	S.A.	S.A.	YES
4	S.A.	A	S.A.	S.A.	A	S.A.	YES
5	A	A	S.A.	S.A.	A	S.A.	YES
6	A	A	S.A.	S.A.	A	A	YES
7	A	A	S.A.	A	A	A	YES
8	A	A	S.A.	A	A	A	YES
9	A	A	A	S.A.	A	S.A.	YES
1 0	A	A	S.A.	A	A	A	YES
1 1	S.A.	A	A	A	A	S.A.	YES
1 2	S.A.	A	A	S.A.	S.A.	S.A.	YES
1 3	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 4	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 5	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 6	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 7	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 8	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 9	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 0	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 1	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 2	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 3	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 4	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 5	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 6	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 7	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 8	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
2 9	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 0	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 1	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 2	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 3	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 4	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES

Table 3 (continued)

Respondent:			Question:				Objective Met?
	# 1	# 2	# 3	# 4	# 5	# 6	
3 5	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 6	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 7	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 8	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3 9	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 0	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 1	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 2	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 3	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 4	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 5	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 6	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 7	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 8	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
4 9	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
5 0	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
5 1	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
5 2	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
5 3	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES

Legend:
A = Agree
S.A. = Strongly Agree

Table 4

Leadership Survey Results From Substitute Teachers

Respondent:			Question:				Objective Met?
	# 1	# 2	# 3	# 4	# 5	# 6	
1	S.A.	A	S.A.	S.A.	S.A.	S.A.	YES
2	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
3	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES

Table 4 (continued)

Respondent:			Question:				Objective Met?
	# 1	# 2	# 3	# 4	# 5	# 6	
4	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
5	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
6	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
7	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
8	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
9	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 0	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 1	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 2	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 3	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 4	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 5	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES
1 6	S.A.	S.A.	S.A.	S.A.	S.A.	S.A.	YES

Legend:
A = Agree
S.A. = Strongly Agree

The results of the Post Survey (Appendix A, p. 83)
demonstrate the merits of the Substitute Management
Program. One hundred percent of the respondents
indicated a continuing need for this program.
Respondents reported that the Classroom Coverage Survey
(Appendix F, p. 105) and the Substitute Report Form
(Appendix G, p. 107) have allowed communication and
feedback among substitute teachers, classroom teachers,
and administrators. These are lines of communication
that had never been made available at the target site
prior to the Substitute Teacher Management Program.

CHAPTER V

Recommendations

The Substitute Teacher Management Program provided
such a high level of success, that several of the
neighboring schools to the target site have expressed an
interest in implementing the program at their individual
sites. One of the nearby elementary schools has already
requested copies of the Classroom Coverage Survey
(Appendix F, p. 105), and the Substitute Report Form
(Appendix G, p. 107) after a teacher from their year
round site substitute taught at the target site and
utilized the forms. The writer offers use of the Needs
Assessment Survey (Appendix A, p. 83), the Substitute
Teacher Folder and Handbook (Appendix E, pp. 91-103),
the Classroom Coverage Survey (Appendix F, p. 105), and
the Substitute Report Form (Appendix G, p. 107) as
references for anyone who wishes to replicate this
program or adopt it. The writer recommends that anyone
who uses this Substitute Management Program should
utilize those individuals who respond to the Needs

Assessment Survey (Appendix A, p. 83) as the classroom
teacher target group; and any substitute teacher who
attends the substitute teacher training and orientation
sessions as the substitute teacher target group in order
to have accurate measurement of objectives.

The writer plans to continue offering substitute
teacher training and orientation sessions.
Approximately 10 brand new substitute teachers were
added to the target site's existing list of 16
substitute teachers due to this training. Thus, the
target site will continue to send out advertisements in
the community newsletter, and the school newsletter to
announce substitute teacher training and orientation
sessions in the future. In addition, implementation of
the Substitute Teacher Management Program will continue
at the target site under the direction of the writer.

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APPENDICES

APPENDIX A

NEEDS ASSESSMENT AND POST SURVEY

Directions: Rate these in response to your confidence in the substitute teachers at this school, based on your experience with substitutes in general.	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
1. Substitute teachers are able to teach my content area.	5	4	3	2	1
2. Students behave with a substitute teacher as they would normally behave with a regular teacher.	5	4	3	2	1
3. A day with a substitute teacher is a lost day of instruction.	5	4	3	2	1
4. Substitute teachers are usually able to effectively deal with student behavioral problems.	5	4	3	2	1
5. I often leave seatwork or a video as plans for a substitute teacher.	5	4	3	2	1
6. Adequate feedback is regularly provided to me by substitute teachers.	5	4	3	2	1
7. There is a need for a substitute teacher training program at this school.	5	4	3	2	1

8. List or describe ideas which, if implemented, would allow substitute teachers to be more productive at this school.

_____

_____

_____

APPENDIX B

NEEDS ASSESSMENT SURVEY FOR ADMINISTRATORS

Directions: Rate these in response to your confidence in the substitute teachers at this school, based on your experience with substitutes in general.

	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
1. Substitute teachers are able to teach any content area.	5	4	3	2	1
2. Students behave with a substitute teacher as they would normally behave with a regular teacher.	5	4	3	2	1
3. A day with a substitute teacher is a lost day of instruction.	5	4	3	2	1
4. Substitute teachers are usually able to effectively deal with student behavioral problems.	5	4	3	2	1
5. Seatwork or a video is often left as plans for a substitute teacher.	5	4	3	2	1
6. Adequate feedback is regularly provided by substitute teachers.	5	4	3	2	1
7. There is a need for a substitute teacher training program at this school.	5	4	3	2	1

8. List or describe ideas which, if implemented, would allow substitute teachers to be more productive at this school.

_____

_____

_____

APPENDIX C

SCMS SUBSTITUTE TEACHER
1997-1998
SCHOOL POLICIES AND PROCEDURES TEST

Please circle the correct answer.

1. Substitute teachers will never be scheduled to take a class to the media center.

    TRUE   FALSE

2. Students must remain in the courtyard prior to 7:50 a.m.

    TRUE   FALSE

3. Substitute teachers are not required to stand in classroom doorways and monitor the hallways at times of class changes.

    TRUE   FALSE

4. Hall passes may only be given in emergency situations in order to maximize student learning time and to minimize interruptions.

    TRUE   FALSE

5. Students may bring portable radios, tape decks, and beepers to school only with written permission from parents.

    TRUE   FALSE

6. If an injury is slight, there is no need to report the injury to an administrator.

    TRUE   FALSE

7. It is acceptable to hold a class of students in the classroom after the bell if the class' behavior seems inappropriate.

    TRUE   FALSE

8. Students may use classroom telephones, and the pay telephone for emergency use only.

    TRUE   FALSE

9. Students should be evacuated at least 100 feet from the building each time the fire alarm sounds.

    TRUE   FALSE

10. If two students fight, it is important to list both names on both referrals.

    TRUE   FALSE

APPENDIX D

Leadership Survey

Directions: Rate these statements in response
to the leadership qualities you
have observed in Sherry Tomlinson.

		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1.	**Managing Interaction** Effectiveness at bringing a group to work together to accomplish a task.	4	3	2	1
2.	**Impact/Persuasiveness** Influencing and having an effect upon the school stakeholders.	4	3	2	1
3.	**Concern for the School's Reputation** Caring about the impressions created by self, the students, the faculty, the staff, and parents, and how these are communicated both inside and outside the school.	4	3	2	1
4.	**Achievement Orientation** Having the need to do things better than before by setting goals that encourage self and others to reach higher standards.	4	3	2	1
5.	**Management Control** The establishment of systematic processes to receive and provide feedback about the progress of work being done.	4	3	2	1
6.	**Organizational Ability** The know-how (knowledge and skill) to design, plan, and organize activities to achieve goals.	4	3	2	1

COMMENTS: _____

_____

_____

_____

_____

Please place in Sherry Tomlinson's mailbox ASAP
THANK YOU!

APPENDIX E

Space Coast Middle School

Substitute Teacher
Folder and Handbook
1997-1998

Teacher's Name:

_____

Room Number:

_____

Space Coast Middle School
6150 Banyan Street
Cocoa, FL 32927

Substitute Handbook 1997-1998

Welcome to Space Coast Middle School! We appreciate your presence here today to help during the absence of one of our teachers. We hope that your day is a pleasant and productive one for you and the students.

This substitute handbook was specifically designed to assist you throughout the day. Please read all enclosed information carefully. If you have questions or concerns, please dial "0" to speak with Pat Lumpkin.

When you arrive at Space Coast Middle School, please check in with Pat Lumpkin in the front office. Pat will provide you with your assignment for the day and the substitute teacher folder containing information specifically about the particular classroom you will be substituting in that day. The classroom should be unlocked. If not, a neighboring teacher should have a key or will contact the office to notify a custodian for you.

Names of Neighboring Teachers who can assist you:

1) _____ Room # _____

2) _____ Room # _____

•Attached is the information letter that is given to students orienting them to this classroom. *yes* _____ *no* _____

PLEASE NOTE: School Map, Block Bell Schedule, Rotating Schedule, and Lunch Schedule are attached

•Planning period: Block # _____ Time: _____

•Lunch: # _____ Time: _____
Walk students through the south doors of the cafeteria.
EXCEPTION: 1st lunch goes directly to cafeteria.
Pick up students in the courtyard.
SPECIFIC LOCATION: _____

DAILY SCHEDULE:

MM= Manatee Minutes (homeroom)

BLOCK:	COURSE:	ROOM:	TEXT:
*MM	*MM	_____	none
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

>> *Your workday is from 7:30 until 3:00.* <<

EXTRA DUTIES:

•*You are responsible for these extra duties. In addition, you may be notified during the day to cover an additional class during the scheduled planning block of time.*

WEEK:	DATES:	TIME:	ASSIGNMENT:
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____

•*Please make sure that you are* standing *in the* doorway *of the classroom between class changes in order to help* monitor *the hallways.*

ITEM LOCATIONS:

Lesson plans: _____
•*Follow these plans carefully. Try not to improvise.*

Attendance rosters: _____
•*Nicknames are noted.*

Seating charts: _____
•*Do* **NOT** *allow students to change seating arrangement.*

Attendance slips: _____
> •*Take roll in homeroom and all blocks.*
> *Accuracy is extremely important. Write the names of*
> *all students who are absent on the absentee slip and*
> *send the slip to the attendance office with a reliable*
> *student.*

Hall passes: _____
> •*Students should be allowed to leave their classrooms*
> *only for emergencies.*

Referrals: _____
> •*Students being referred to the office for*
> *disciplinary measures should not be sent to sit in*
> *the office except when their behavior endangers the*
> *safety of the other students or prevents the*
> *continuation of class instruction. All*
> *information on the referral must be completed in*
> *detail. Do not place personal opinions or feelings*
> *on the referral. Do not make mention of any*
> *other student NAMES on the referral.*

Evacuation plans: _____
> •*Look these over carefully upon first entering*
> *the classroom.*
> •*In case of a fire drill: It is necessary to*
> *maintain order at all times. Bring the*
> *attendance rosters with you and take roll once*
> *outside. Students should move quickly, but under no*
> *conditions should they run. It is necessary that*
> *two lines are maintained at all times. Every effort*
> *should be made to control conversation because*
> *noise contributes to panic. On the signal from the*
> *front office, move directly back to class. The*
> *building must be evacuated every time the*
> *emergency bell signal is given unless*
> *otherwise noted via intercom.*

Classroom rules: _____

Teacher texts: _____

*Textbook Information:
> •*Unless otherwise noted, these are class sets of*
> *texts for student use and they must remain in the*
> *classroom.*

> 1. Title: _____

> Location: _____

2.   Title: _____

     Location: _____

3.   Title: _____

     Location: _____

ASSISTANCE:

***_If you need immediate assistance (emergency)
press the black call button located on the wall._***

Front Office Extensions: #0
                                            #2101
Attendance/Deans' Office Extension: #2302
Guidance Office Extension: #2117
Media Center Extension: #2121

•Contact the **team leader**, _____, in room #
_____, or at extension # _____ if you have questions about the
classroom management.

•Contact the **department chair**, _____, in
room # _____, or at extension # _____ if you have questions
about lesson plans.

•**Reliable students:**
    NOTE: These students have been instructed to introduce
    themselves to you when they enter the classroom.

    MM: _____

              _____

    1st: _____

              _____

    2nd: _____

              _____

    3rd: _____

              _____

    4th: _____

              _____

WHO'S WHO:

Administration:

Principal: Mr. W.L. Graves
Assistant Principal: Mrs. Beth Thedy
Assistant Principal - Dean of Students: Mr. Todd Scheuerer
Assistant Principal - Dean of Students: Mr. Timothy Hurd

Guidance:

Sixth Grade Counselor: Mr. Hank Griggs
Seventh Grade Counselor: Mrs. Debbie Spinner
Eighth Grade Counselor: Mrs. Cindy Kirk

Office Personnel:

Secretary: Mrs. Jeanne Christy
Office Clerk: Mrs. Lori Fadok
Office Clerk: Mrs. Pat Lumpkin
Bookkeeper: Mrs. Connie Springer
Guidance Clerk: Mrs. Sharon Smith
Attendance/Deans' Office Clerk: Mrs. Vickie Blair

Media Center:

Media Specialist: Mrs. Jean Smith
Media Clerk: Mrs. Kathy Gardner
Technology Aide: Mrs. Sue Ceriale
Technology Aide: Mrs. Vickie Deel

SPECIAL NEEDS:

Please be aware that the following students have special needs (medical or otherwise noted):

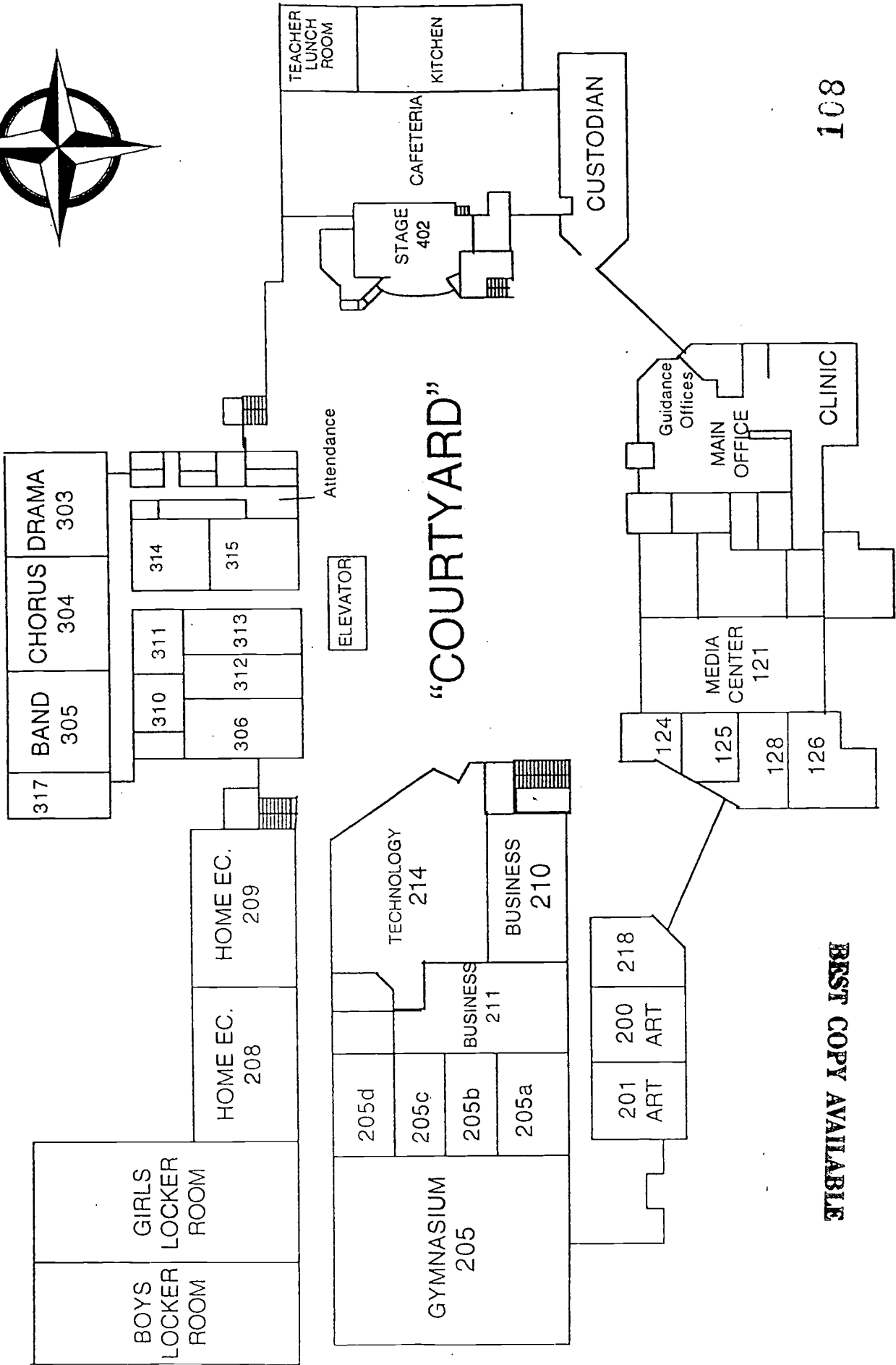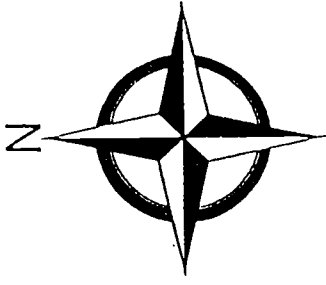| BLOCK #	NAME	EXPLANATION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

OTHER INFORMATION:

•A good time-out area for my students is: _____

•All eating and drinking by staff and students will occur in the cafeteria and/or staff dining room.

•Always reinforce pride in our school by teaching students to pick up after themselves and walking in the center of walkways (avoiding grassy areas).

•Students are **not** allowed to use classroom phones.

•Be aware of the legal hazards of leaving a classroom while a class is in session, or of not supervising an area during your appointed time.

•Report emergency situations to the office immediately.

•If an accident occurs, document the facts on paper as quickly as possible for school authorities. Keep a copy for yourself.

•Become familiar with the student handbook and enforce it. If you would like a copy, please notify the office.

SUGGESTIONS:

•Place your name on the chalkboard and introduce yourself to the students.

•Consider allowing students to make name tags or name desk plates.

•Begin class on time and assign a task immediately.

•If something goes wrong, do not tolerate it. Seek the appropriate assistance.

•Remember that you are the adult, and adults need to use appropriate language and topics when talking with students.

•Avoid physical contact as much as possible. Students may not know you and thus may feel uncomfortable with physical contact.

•Express clear, high expectations to the students.

•Move around the room constantly.

•Avoid embarrassing or singling out a student. Instead, try standing near the student and speaking one-on-one with that student.

FIRST FLOOR PLAN
SPACE COAST MIDDLE SCHOOL

N

TEACHER LUNCH ROOM

KITCHEN

CAFETERIA

STAGE 402

CUSTODIAN

108

Guidance Offices

MAIN OFFICE

CLINIC

Attendance

DRAMA 303

CHORUS 304

BAND 305

317

314

315

310 311

312 313

306

ELEVATOR

"COURTYARD"

MEDIA CENTER 121

124

125

128 126

107

HOME EC. 209

HOME EC. 208

TECHNOLOGY 214

BUSINESS 210

BUSINESS 211

218

200 ART

201 ART

GIRLS LOCKER ROOM

BOYS LOCKER ROOM

205d

205c

205b

205a

GYMNASIUM 205

612	613	614	

700	701		702	703		805	806	807

610
609
608
607

GIRLS	BOYS
611	606
618	605

Elevator

OPEN TO BELOW

GIRLS	BOYS
813	812
800	801

808
809
810
811
814

603	602	601	600

514
513
512
511

818	817	816	815

girls	517	518	520	519
boys	523	522		521

501
502
503

510	509	508	507	506	505	504

SECOND FLOOR PLAN
SPACE COAST MIDDLE SCHOOL
N

109

Rotating Schedule
Semester 1
August 11 - December 19

Week	Date	Schedule				
1	Aug. 11-15	HR	1	2	3	4
2	Aug. 18-22	HR	2	4	3	1
3	Aug. 25-29	HR	4	1	3	2
4	Sept. 1-5	HR	1	2	3	4
5	Sept. 8-12	HR	2	4	3	1
6	Sept. 15-19	HR	4	1	3	2
7	Sept. 22-26	HR	1	2	3	4
8	Sept. 29-Oct. 3	HR	2	4	3	1
9	Oct. 6-10	HR	4	1	3	2
10	Oct. 13-17	HR	1	2	3	4
11	Oct. 20-24	HR	2	4	3	1
12	Oct. 27-31	HR	4	1	3	2
13	Nov. 3-7	HR	1	2	3	4
14	Nov. 10-14	HR	2	4	3	1
15	Nov. 17-21	HR	4	1	3	2
16	Nov. 24-28	HR	1	2	3	4
17	Dec. 1-5	HR	2	4	3	1
18	Dec. 8-12	HR	4	1	3	2
19	Dec. 15-19	HR	1	2	3	4

Space Coast Middle School
Bell Schedule
1997-1998

CLASS	TIME	MINUTES
Homeroom	7:55 - 8:15	20 minutes
Block 1	8:19 - 9:45	86 minutes
Block 2	9:49 - 11:15	86 minutes
Block 3	11:19 - 1:15	116 minutes
Block 4	1:19 - 2:45	86 minutes

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Lunch Schedule
1997 - 1998
Revised - 8/13/97

Lunch 1
11:15 - 11:45

Blount
Griffin
Wilkes
Souve
Ross
Cadiz
Lowe (B day)
Eastman
Epperson
Songer
Valerio
Man

Lunch 2
11:45 - 12:15

Ankersen
Charland
Philman
Settle
Swartz
Blocker, C.
Hemenway
Severs
Yantsios
Finch
Denman
Chinaris
Henderson
Lewis
Horvath

Lunch 3
12:15 - 12:45

Arroyo, B.
Grimison
Laakso
Scott, J.
Styers
Blocker, T.
Christy
DuBois
Sierra
Hill
Portz

Make certain you leave your classroom at the appropriate time (by the school clock, not your watch). Arriving early or late throws the entire schedule off. For example, if your lunch time is 11:35 - 12:05, you are to leave your classroom at 11:35 and pick up your students at 12:05 on the patio (reference p. 16, Article VI, section C, Part 1 of the Agreement between the School Board of Brevard County and the Brevard Federation of Teachers Local 2098, FEA/United, American Federation of Teachers, AFL - CIO, 1996 - 1997).

SCHOOL BOARD RULES FOR SUBSTITUTES:

The employment of substitute teachers in Brevard County Schools shall be in accordance with a planned program developed by the Superintendent. The plan will include the requirement that substitute teachers at their own expense will provide evidence of a Tuberculin Test. In the absence of a regular teacher, a substitute teacher shall be employed under the following conditions:

1. Absences of regular full-time teachers shall be filled if possible by teachers holding a valid Florida temporary, regular, or substitute teacher's certificate based on a Bachelor's Degree or higher.

2. All substitute teachers shall observe the same hours and perform the same duties as regular teachers. Substitutes may be excused by the principal from professional meetings.

3. Each substitute teacher shall conduct classes according to lesson plans and schedules prepared by the teacher who is absent.

4. Substitutes shall be responsible for the extra curricular duties assigned to the regular teacher. Each substitute shall leave for the returning teacher a summary of the work covered and work assigned to pupils.

5. Compensation of substitute teachers shall be established by the board.

END OF DAY:

Take time at the close of the school day to leave the room in order, write a detailed report to the regular classroom teacher regarding each class, organize assignments that students have turned in, and please fill out the Classroom Coverage Survey. The survey should be turned in to the front office as you check out with Pat Lumpkin.

We appreciate you
and your time spent here.

SUGGESTIONS FOR SUBSTITUTE TEACHER ROUTINE

- **Check in at Front Office**
    - Key?
    - Room # and Location?
    - Other Materials to Pick Up?
    - Check the Regular Teacher's Mailbox
        - *SCMS: Pick up Information Folder
                Pick up Classroom Coverage Survey
- **Before Students Arrive**
    - Locate Emergency Evacuation Route
    - Locate Lesson Plans and Attendance Rosters
        - READ PLANS CAREFULLY
    - Locate Necessary Materials and Equipment
    - Become Familiar with Classroom Rules and Procedures
    - Write Name on the Board
    - Write (at least) the First Assignment on the Board
- **When Students Arrive**
    - Stand at the Door and Greet Each One
    - Instruct Students to Begin the Assignment Listed on the Board
    - Reinforce Assigned Seating
- **When the Bell Rings**
    - Take Attendance and Send Slip to the Office
    - Introduce Self
    - Verbalize Positive Expectations for the Day
    - Verbalize (and recite) Knowledge of Rules, Consequences, etc ... (Acknowledge that you will accept help with classroom procedures from ONE OR TWO helpful students, but that you may do things a little bit differently than their regular teacher. MAKE PROFESSIONAL JUDGMENTS!) *Try to stick to normal routines.*
    - Explain your procedure for signaling students to freeze and silently pay attention to you. ("Give me 5", ring bell, chimes etc ....)
- **During Class**
    - Implement Lesson Plans Exactly as Written
    - CIRCULATE CONSTANTLY THROUGH OUT THE ROOM!
- **End of Class or Day**
    - YOU dismiss ... not the bell
    - Leave a detailed note for the regular teacher about each class - positives and negatives.
    - Neatly clip and label all assignments
        - *SCMS: Complete Classroom Coverage Survey
- **Check out at Front Office**
    - Turn in Key
        - *SCMS: Return Information Folder
        - *SCMS: Return Classroom Coverage Survey

APPENDIX F

Space Coast Middle School
6150 Banyan Street
Cocoa, FL 32927

Classroom Coverage Survey

Thank you for substitute teaching at Space Coast Middle School. We would appreciate your help by completing this survey and returning it to the front office at the end of the school day. This form will be reviewed by an administrator and a copy will be given to the classroom teacher to use as a tool in adjusting and modifying his/her substitute plans.

Date: _____ **Coverage For:** _____

Were the plans easy to locate? _____
Were the plans clear, concise, and easy to implement? _____
When implemented, did the plans utilize all necessary time? _____

Please check the appropriate response:

I found the planning to be: Good _____   Adequate _____   Poor _____

	YES	NO
•Accurate, up to date attendance rosters	___	___
•Accurate, up to date seating chart for each class	___	___
•Evacuation plan posted in a convenient place	___	___
•Name(s) of person(s) to contact for assistance	___	___
•Students' names listed as possible helpers	___	___
•Information on use and location of passes	___	___
•Classroom rules, consequences, and procedures	___	___
•Location of referrals and attendance slips	___	___

What other **helpful information** do you feel that you needed but was not made available to you? _____

_____

_____

What **problems** did you have in this classroom today? _____

_____

_____

What **suggestions** would you offer regarding your substituting experience today? _____

_____

_____

Name: _____   ***THANK YOU***

APPENDIX G

Substitute Report Form

Please complete this form and place it in
Sherry Tomlinson's mailbox upon your return to work.

Teacher's Name: _____

Date(s) of Absence(s): _____

Substitute's Name: _____

(1) Did you provide the substitute teacher with specific lesson plans?

yes   no

(2) Did the substitute teacher provide you with an accurate attendance report?

yes   no

(3) Do you feel that the substitute teacher followed your lesson plans?

yes   no

Comments:
_____

_____

(4) Do you feel that the substitute teacher maintained effective classroom
management?

yes   no

Comments:
_____

_____

(5) Did the substitute teacher provide you with acceptable follow-up notes regarding
each class?

yes   no

Comments:
_____

APPENDIX H

Newsletter and Newspaper Announcement

Substitute Teacher Training

Space Coast has a short list of individuals who serve as substitute teachers and would like to add more names. These substitute teachers are paid $50.00 a day. Space Coast Middle School is offering a substitute teacher training session free-of-charge on Thursday, October 2nd. The 8:00-11:30 training will include classroom management tips, ideas on how to be an effective teacher, emergency procedures, technology training on the media retrieval system, and school policies and procedures among other topics. Immediately following the training, a tour of the facility will be given, and the participants will have an opportunity to observe in several classrooms. Those individuals who have applied to become a substitute teacher, or who are currently certified to be a substitute teacher are invited and need to RSVP (638-0750) by September 29th. For more information contact Sherry Tomlinson at extension 2303.

APPENDIX I

AGENDA
Substitute Teacher Training and Orientation Session
_8:00-11:30_

- Welcome
- Review of Application Process
- Review of Elementary School Information
- Overview of Information Folder
    - Guide to Substitute Teaching
    - Secondary Code of Conduct
- "The Effective Teacher" Video
- "The First Days of School" Video
- Characteristics of Effective Teachers
- Media Retrieval System
    - Mrs. Jean Smith: Media Specialist
- SCMS Substitute Teacher Handbook
- SCMS Student Handbook
- SCMS Surveys
- SCMS Emergency Procedures
- "Disciplines and Procedures" Video
- Classroom Management Tips
- "Procedures and Routines" Video
- SCMS Policies and Procedures Test
- Introductions
    - Mr. W.L. Graves: Principal
    - Mr. Todd Scheuerer: Assistant Principal
    - Mr. Timothy Hurd: Assistant Principal
    - Mrs. Debbie Guenzi: Acting Assistant Principal
    - Officer Jim: Resource Officer

PLEASE feel free to eat and drink during the entire session!!

Immediately Following the
Substitute Teacher Training and Orientation Session:

11:30-12:15 LUNCH
        "Blood Borne Pathogens" Video

12:15-2:45:
- Opportunities
  - *Tour of facility
  - *Observe in classrooms (exit anytime):
    - -Mr. Chris Blocker: Ex Ed; Room 306
    - -Mrs. Tamara Blocker: 8th grade Math; Room 512
    - -Mrs. Jessica Broyles: 6th grade Math; Room 805
    - -Mrs. Carrie Chinaris: 7th grade Language Arts; Room 608
    - -Mrs. Stephanie Finch: 6th and 7th grade GSP Science; Room 610/611
    - -Mrs. Joann Johns: 6th grade Language Arts; Room 808
    - -Mr. Jeff Settle: 6th grade Math; Room 810
    - -Mrs. Kelly Swartz: 6th grade World Geography; Room 817
    - -Mr. John Yantsios: GSP Math; Room 614

Contact Sherry Tomlinson (638-0750 x2303) if questions

Thank you for your time invested in SCMS

APPENDIX J

Space Coast Middle School
6150 Banyan Street
Cocoa, FL 32927

September 15, 1997

TO: All Teachers

FROM: Sherry Tomlinson

RE: Teacher Absence from School

If you are planning to be absent, please contact **Pat Lumpkin** at **632-6028** no later than **6:00 A.M.** on the morning of your absence. The later Pat is notified, the more difficult it is to obtain a substitute teacher, and the more likely it is that a teacher will have to cover your class.

Attached is your substitute teacher information folder. Please complete the information that pertains to you and your schedule. The substitute teacher information folder must be completed and turned in to Sherry no later than September 22, 1997. Substitutes will be given this folder upon check-in, and will return the information at the end of the school day. Lesson plans and attendance rosters must be available for the substitute teacher no later than 7:15 A.M. on the morning of your absence. Location of these items should be noted in the substitute teacher information folder.

Additionally, emergency plans for a minimum of five days must be turned in to Sherry no later than September 29, 1997. These will be kept in the front office and will be used if an emergency should ever arise. Please remember that you are the block scheduling expert, not the substitute teacher, and it is your responsibility to provide clear, concise, easy to implement lesson plans that will cover entire class periods.

This year the **classroom coverage survey** will be on an NCR form and will be distributed separately to each substitute teacher. At the end of the school day, the substitute teacher will give this form to Pat Lumpkin, and a copy will be placed in your mailbox, and Beth's mailbox by Sherry for reference. Please review this information carefully as it represents the substitute teacher's perception of your lesson plans, seating chart, management policies, etc. It should be a valuable tool in adjusting and modifying your substitute teacher lesson plans.

It is imperative that the learning process in your classroom continues even if you are not present. **Thank you** in advance for your prompt attention to this matter.

APPENDIX K

September 15, 1997

TO: Atlantis Elementary School Administrators
Challenger 7 Elementary School Administrators
Enterprise Elementary School Administrators
Fairglen Elementary School Administrators
Jackson Middle School Administrators
Titusville High School Administrators

FROM: Sherry Tomlinson, Drama Teacher at Space Coast Middle School
Nova Southeastern University Education Leadership Student

APPROVED: Mr. W.L. Graves, Principal of Space Coast Middle School

RE: Substitute Teacher Training Session

In a recent edition of the Port St. John Happenings newspaper (see attached), an invitation was given to attend a free-of-charge substitute teacher training session at Space Coast. The response has been overwhelming, with over 50 people desiring to become certified substitute teachers, and several people who are already certified substitute teachers willing to attend this training. This is in addition to seven certified substitute teachers that have already attended a training session here at Space Coast.

The training will take place Thursday, October 2nd from 8:00 a.m. until 11:30 a.m. in room 701 at Space Coast. Immediately following the training, a guided tour of our facility will be given and an opportunity offered to observe in many of our classrooms for the remainder of the school day. Those planning to attend MUST have completed and turned in their substitute teacher application, in addition to RSVPing to Space Coast (638-0750) by September 29th.

The substitute training session is scheduled to include: Harry Wong's videos on an effective teacher, first day activities, and discipline; classroom management tips; emergency procedures; county policies; technology training on the media retrieval system; and specific policies and procedures used at Space Coast. The substitute teachers will be provided with a packet of management tips, a Space Coast Middle School student handbook, and a substitute teacher information folder and handbook developed for Space Coast Middle School.

Many of the people who will be attending this training session have indicated an interest in substitute teaching at the elementary or high school level in addition to middle school. Please notify me ASAP if your school is interested in being represented at this training session. This could include but is not limited to: sending a representative to address the substitute teachers regarding your site; sending copies of your school's student handbooks; sending a copy of your school's substitute handbook; sending management tips handouts specific to your school's student age level. Or, simply write me a note regarding topics that you would appreciate that I cover and notify me if your school is interested in utilizing any of the substitute teachers that attend this training session.

REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: A SUBSTITUTE TEACHER TRAINING PROGRAM TO IMPROVE SKILLS AND CONFIDENCE
IN SUBSTITUTE TEACHERS AT THE MIDDLE SCHOOL LEVEL

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