SubJournal

For Personnel Responsible for Substitute Teaching

Geoffrey G. Smith
Publisher/Executive Editor

SubJournal

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SubJournal Contents

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Letter from the Editor

This issue of the *SubJournal* highlights three different substitute teacher programs and how they succeeded in enhancing their programs. Perhaps the greatest challenge districts confront is moving from minimal training to an effective training program. These articles provide guidelines how two school districts and one regional education service center met these challenges.

St. Tammany Parish in Louisiana, wanted to make improvements to their substitute teaching program and turned the responsibility over to Ellen Lamarque who created a comprehensive training program. Since April 2004, more than 1500 substitute teachers have been trained using this program. Ellen's article includes the components of the training and how St. Tammany created an atmosphere that let substitutes know they are valued as a part of the educational team.

Kathleen Gentry explains how Region 12 Education Service Center in Waco, Texas, was able to train over 700 substitute teachers. She includes various marketing methods they used in recruiting new substitutes. Kathy also provides a background on how they developed their program and the overwhelming responses they received.

Citrus County, Florida's, Mike Ballard explains how their substitute training improved through data collection and involving crucial players in substitute teacher management. Included in his article are representations of what the substitute teacher training looked like when it began and what it has become. Mike outlines the steps taken to improve the training and the keys required to be successful when implementing change to a training program.

One of two articles written by STI/USU's staff includes a report from an informal survey taken this year concerning substitute teacher training. Some interesting trends appear with Barbara Haines' report. Even with a wide range of districts responding, similarities appear between small and large districts.

STI/USU has been asked for years to develop an instrument to screen substitute teachers. With thousands of school districts training substitute teachers with materials from Utah State University, it became logical to introduce a screening program that matches the criteria in the training. The screening article in this issue focuses on the basic skills substitute teachers need and what to look for in screening. Future articles will be published documenting results from the participating districts.

The last article is a summary of a dissertation published by Sue Ann Wheeler-Ayres focusing on a case study in the Los Angeles County Office of Education. A 25-question survey provided vital information for the formation of a preservice substitute teacher-training program as well as documenting the discrepancies between claims of permanent teachers and substitute teachers on what percent leave lesson plans for substitute teachers.

This issue concludes with reviews of books that SubManagers can benefit from reading. Each of these books provides thoughts on improving substitute teacher management within school districts.

Geoffrey G. Smith

St. Tammany Parish—
On the Move from Good to Great

Ellen Lamarque

Creating a Substitute Program

Recruiting and retaining substitute teachers is a challenge all school districts face. Some falsely believe that insufficient pay is the number one reason for these problems. Research, however, reveals that a lack of formal training is the number one contributor to turnover. "The key to attracting qualified substitute teachers is not to lower the requirements or increase the pay," quotes Geoffrey Smith, director of the Substitute Teaching Institute at Utah State University (STI/USU), "the key is training." Skilled substitute teachers have a positive and significant impact on the quality of education while the permanent teacher is away. They become a successful partner in the learning process, not just a replacement in the classroom for the day. St. Tammany Parish Public Schools serves 35,500 students in 51 public schools in southeast Louisiana, covering 854.4 square miles in Southeast Louisiana. Realizing that St. Tammany Parish needed a comprehensive substitute teacher training program, the Assistant Superintendent of Human Resources instituted a new position; coordinator of substitute certification and professional development.

"In my opinion, a reevaluation of the importance of substitutes as they relate to the learning process of students, the value of a partnership with subs so they are treated as professionals and as allies within our schools, was needed," said Peter Jabbia. "The Human Resources Department is working diligently to provide our students with the best educational program possible and substitute teaching is an important component of our program. It would be better to take the time necessary to have a first class program that was meaningful for our substitutes from the outset, than need major overhauls frequently throughout implementation of a quick fix to our critical need for substitute teachers."

I assumed the role of Professional Development Coordinator in January 2004. My responsibilities to this program include:

• Developing, coordinating, facilitating, and implementing the new mandatory substitute teacher training program

- Implementing continuing education workshops in targeted fields of education such as special education and specific content areas

- Working as the automated calling system administrator for teachers and substitute teachers

- Using the information from surveys and evaluations to continually upgrade the training program.

The Office of Professional Development also oversees background and fingerprint checks, paperwork and data entry, and partnership work with schools for all substitutes in St. Tammany Parish (secretarial, custodial, paraprofessional, food service, and teachers).

Using 24 years of teaching experience, three days at STI's SubSolutions Conference in February 2004, research, and shelves of workshop materials, I designed a mandated eight-hour training for substitute teachers. The cost of the training is $25, which was reimbursed to substitutes after the tenth day substituting in St. Tammany Parish during the 2004-05 school year. The rational for the cost of the workshop, which includes a *Substitute Teacher Handbook*, is that a financial commitment makes the training more valuable and more meaningful than having to "give up a day." Having the fee reimbursed also relates the message that we want dedication and serves as an incentive for continued service in our system. The Human Resource Department mailed 1300 letters to current substitutes during the 2004 spring semester explaining the purposes, dates, times, and locations of the training sessions. Memos were also sent to the school administrators reminding them that all substitutes must participate in this training session before working during the 2004-05 school year. As a result, many of the preferred substitutes had reinforced communication to sign up for the mandated training.

Teacher workshop rooms were reserved for Monday, Wednesday, and Friday in three different locations of the parish to accommodate the substitutes' locality in our district. I remained in the office Tuesdays and Thursdays to oversee all substitute registration for the school district. The workshop was limited to 30 participants to more effectively involve participants in group interaction and hands-on activities to facilitate learning.

As of June 2004, all substitute teachers were deactivated on our payroll system and the automated calling system. Current substitutes from the previous school year were reactivated after attending the training and new substitutes signed up for a workshop as they

registered to work in St. Tammany's school system. All substitute teachers received a certificate of training upon completion of the workshop.

Mandated training began April 2004, and as of February 2005, 1400 substitutes were trained to be guest teachers in St. Tammany schools. As Coordinator of Professional Development, I continue training on a weekly basis as needed according to substitute teacher sign-ups and registration. Both at registration and workshops, I reiterate that substitutes are an essential and valuable part of the St. Tammany Parish professional educational team, and with training, they can achieve success in all teaching endeavors.

Much More Than a 'Caretaker' for the Day

With No Child Left Behind legislation setting higher standards and demands on schools, St. Tammany Parish knows that maximizing each day of a student's education is imperative. The services of a dependable, well-prepared substitute are essential to providing continuity in student academic achievement. The purpose of the workshop is to enhance the ability of the substitute teacher to be much more than just a caretaker in the classroom. Implementation of a training program decreases incidences that cause problems and increases student learning.

If school reform efforts are to truly improve the quality of teaching and learning in schools, then it is time to add substitutes to the community of educators and make fundamental and lasting changes in the way professional learning is perceived and executed. Strong professional communities do not occur by accident. Substitute teachers must be equipped with knowledge and skills that enable them to build and sustain the St. Tammany Parish school system's missions and have high quality interpersonal relationships founded on trust and respect.

We find that training substitutes makes them feel important, professional, confident, and valued. One important aspect of this program is that it has upgraded the status of respect toward substitute teachers from every level—administration, faculty, students, and parents. Hence, a paradigm-shift in the belief of the worth of the sub. A subfriendly school atmosphere is the result of the time and money spent to recruit, hire, and train substitutes, as well as implement the best practices of intensified professional development. This brings meaningful appreciation for guest teachers who are so important in maintaining continuity in student learning and success in district accountability.

Another important aspect of this paradigm shift is the higher retention rate of substitute teachers. Surveys given to substitute teachers reveal that the average substitute teacher in St. Tammany Parish has 3.2 years teaching experience. The hope is that this number grows as St. Tammany takes a proactive approach to make substitutes feel valued by promoting teacher awareness of the importance substitute teachers play in the education of students.

The parish educational television channel aired a documentary on the substitute teacher training at St. Tammany. News that professional development is given to guest teachers and that they are considered a valued part of the educational team has spread throughout the community.

The Workshop Components

The eight-hour workshop begins with positive reception and stated value for the substitute teacher in St. Tammany Parish. A history of the program in St. Tammany, with numbers of how many teachers and students substitutes help on a daily basis, helps eliminate the feeling that the workshop day is just one more thing demanded of substitute teachers. This sets the tone of appreciation and importance.

St. Tammany discusses aspects of professionalism, stressing the dress code, good work attitude, confidentiality, and language. School check-in procedures are covered, giving examples of the paperwork to be completed and suggestions are given to ask for the school map, bell schedule, bus schedule, and any other pertinent information to become familiar with the policies, procedures, and practices of the St. Tammany Parish school system. We discuss the importance of leaving a detailed substitute teacher report, keeping an upbeat attitude, and playing the role of motivator throughout the day.

The morning session is completed with classroom management. We discuss the five skills of effective classroom management as outlined in the *Substitute Teacher Handbook*. Each skill is reinforced with stories from my own and other substitutes' experiences. In Skill #5, Avoiding Traps (*Substitute Teacher Handbook*, 2004, p. 24), workshop participants are divided into groups and asked to teach the trap. Most of the teaching is done through role-play and becomes quite creative and informative. Whether explaining the traps using discussion, giving examples of how to avoid the trap and suggestions for better teaching strategies, or using a skit to demonstrate what not to do, evaluations indicate that all substitute teachers appreciate the hands-on learning activities.

The afternoon session is composed of two sections—teaching strategies and district policies. During the teaching strategy session, participants take a perceptual learning style quiz that demonstrates the differences between visual, auditory, tactile and the kinesthetic learners. The substitute teacher who is given suggestions on things to do that meet all students' needs is better equipped to keep students on task.

In this part of the workshop participants also learn teaching strategies through hands-on learning activities. Participants do:

- A small group brainstorming activity with similes (Ketterlin, 2004)

- Cooperative group activities with Survival in the Desert (similar to "Desert Dilemma," *Substitute Teacher Handbook K-12*, 2004, pp. 167-168)

- Concept maps (*Substitute Teacher Handbook K-12*, 2004, p. 42)

- K-W-L charts (*Substitute Teacher Handbook K-12*, 2004, p. 44) using the printed activities in the Substitute Teacher Handbook.

- Role-play a jigsaw learning activity with a mathematics pattern worksheet (*Substitute Teacher Handbook K-12*, *5th Edition,* 2003, p. 231).

- A carousel brainstorming activity, if time permits, with chapter 5 (*Substitute Teacher Handbook K-12*, 2004) as outlined in the "Special Education and Legal Issues" activity in the *SubTrainer Manual* (2005, p.79). This exercise is an example of a kinesthetic and brainstorming activity, and also serves as a starter activity to policies and procedures of St. Tammany Parish.

Staff development that improves learning of all students organizes substitutes into learning communities whose goals are aligned with those of the school and district. The following is a summary of the Policies and Procedures segment of the workshop:

- Emergency codes and evacuation routes
- Student check out procedures
- Additional duties
- Accident and medical emergency procedures
- Medication policies

- The substitute workday
- Audio visual and technology policies

Participants receive a district handbook, which includes information concerning student discipline, attendance, and special education forms. Participants watch a video addressing sexual harassment that all employees of the Parish must view.

Many of the workshop evaluations indicate that substitutes are appreciative of this part of the day, as they assume the same responsibilities and duties as the classroom teacher and are held to the same ethical and legal standards. Sharing this information gives substitutes empowerment and becomes a powerful motivator for people who might otherwise feel uncomfortable with substitute teaching, to get past their fears and into the classroom.

PowerPoint slides are used as visual aids for each component of the workshop. The visual demonstrations, group interactions, hands-on learning activities, role playing, and discussion of concrete examples of lesson plans, both in the handouts and the Substitute Teacher Handbook exemplify how we want students to learn in the classroom, and models ways for the substitute to be an effective and motivating teacher.

Participants leave the workshop with:

- *Substitute Teacher Handbook*
- Parish School Calendar
- Handouts on Classroom Management and Teaching Strategies
- Policies and Procedures of St. Tammany Parish Public Schools
- Student Discipline and Attendance Handbook
- Small note pad that reads *Substitutes: Helping our Schools Serve Every Child, Every Day*
- Certificate of Training

The evaluations have overwhelmingly been positive with comments such as, "Why didn't you do this years before? I felt so inadequate when I first started subbing alone and thrown to the wolves." Another workshop participant said the training "eased my fears and wondering about walking into the classroom situation, and I feel ready for the task at hand." One substitute, Dale Oriol, writes, "I cannot tell you how much I love being a sub. Your workshop was top notch. Now I know why St. Tammany Parish has such a great reputation in public education."

Our training program has been extended with two additional workshops—*Everything You Wanted to Know About Special Education, But Wwere Afraid to Ask* and *Teaching Strategies and Classroom Management Scenarios*. The first workshop is for the substitute teacher in the special education classroom. We introduce acronyms, definitions, and meanings of special education terms found in lesson plans and on the permanent teacher's substitute folder. We discuss teaching strategies and crisis management plans for the special education classroom, as well as practice compassionate but firm responses.

In *Teaching Strategy and Classroom Management Scenarios*, we enhance techniques learned from the mandated training with positive and proactive strategies that embrace ten different classroom management problems and ten different hard-to-present lesson plans. The volunteer workshops have been well attended and we find our substitutes appreciate the continued professional development.

Dennis Sparks, Executive Director of the National Staff Development Council, says that school employees "will choose to change more readily from the example set by our own transformation than by any demand we make of them." We cannot just demand that our substitutes become more professional and assume the teacher role. With guided examples of how to be a motivating facilitator of the lesson plan and a feeling of appreciation from administration and faculty, we hope to develop a core group of substitute teachers who love subbing in our schools!

Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous improvement. In order to achieve this we have invited our substitutes to "jump on board."

Since assuming the role of coordinator of this program, I realize the enormity of this task and hope to present a road map for our substitutes that provides directions to a destination, without dictating the mode of transportation, its speed, or how many rest stops the driver is to make along the way. The ultimate goal is to increase learning for all students. With that in mind, we welcome our substitutes aboard!

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Ellen M. Lamarque graduated from Louisiana State University in 1975. She earned her BS in secondary mathematics education and her Masters from the University of New Orleans in 1997 and her Masters in special education/gifted mathematics. In 2001 she became Nationally Board Certified in adolescent/young adults mathematics and was also awarded the 2001 Louisiana Educator of Distinction Award and named Teacher of the Year numerous times.

Screening Teachers And Substitute Teachers: Best methods for use in prescreening applicants to predict post-employment success

Geoffrey G. Smith

Many would do well in the classroom but have never considered teaching, yet not everyone should be in the classroom. With the extreme cost of hiring permanent teachers with limited district resources, hiring the right person, at the right time, for the right position, is a challenge for districts from the largest to the smallest.

Substitute teaching is no different. Hiring the right individual for the right position at the right time is a key component of substitute teacher management. Who is the right person? What are the characteristics of the right person? What is the right position? When is the right time?

Can the same tools used to screen permanent teachers be used in screening substitute teachers? Should a substitute teacher be someone who is a perfect candidate for a permanent teaching position? Are the skill sets the same for substitute teachers as they are for permanent teachers?

Passing a screening tends to be more endurance than competency. For example, if a candidate passes a background check and attends a mandatory orientation, he or she may be placed in the classroom. Assessment of a substitute's ability to perform is not even a question.

This article addresses commercial screeners for permanent teachers and substitute teacher screening recommendations.

Commercial screeners

Currently, several common selection practices are being used in the United States. Available commercial screeners include:

- Distinctive Competencies of Successful Teachers
- The Haberman Model—The Star Teacher Interview
- The Gallup Teacher Perceiver—TeacherInsight
- Ventures for Excellence

Distinctive Competencies of Successful Teachers focuses on discovering 13 competencies that a teacher should possess. Trained interviewers can detect and rank candidates based on these areas:

1. *Commitment*—This teacher is committed to having a significant positive impact in the lives of students.

2. *Positive Associations*—This teacher has a high awareness of the power of positive relationships, whether it is for soliciting help or helping others.

3. *Role Impact*—This teacher remains consistently aware of the role modeling responsibility of a teacher.

4. *Performance Expectation*—This teacher has a high performance expectation of self and others.

5. *Organization/Preparation*—This teacher develops plans with the student in mind.

6. *Communicator*—This teacher is a listener.

7. *Sensitivity*—This teacher takes specifically designed steps to discover what others are feeling and thinking, and at the same time remains respectful of another's privacy.

8. *Imaginator*—This teacher is inventive and innovative.

9. *Stability/Objectivity*—This teacher's presence provides a calming, reassuring effect on students.

10. *Climate Focus*—This teacher's behavior, expectations, and thorough planning provide an environment where teaching and learning are most effective.

11. *Learning Activator*—This teacher is enthusiastic, energetic, and can work long hours.

12. *Opportunist*—This teacher uses every classroom situation, even conflict, as an opportunity to help the student grow.

13. *Student Focus*—This teacher sees each student as an individual, with many individuals making up a class.

The *Star Teacher Interview* from the Haberman Educational Foundation predicts which teachers will stay and succeed, and who will be unsuccessful or quit. Scenario-based interview questions are given to provide a clear picture of the candidate's beliefs about teaching at-risk students. It is intended to predict how a candidate will perform in the teaching profession. The Star Teacher Interview questions focus on finding a teacher who will be able to handle stress, discipline, unmotivated students, and those who learn differently. The assessment specifically includes (The Haberman Educational Foundation, 2003):

- *Persistence*—predicts the propensity to work with children who present learning and behavioral problems on a daily basis without giving up on them for the full 180-day work year.

- *Organization and Planning*—refers to how and why star teachers plan, as well as their ability to manage complex classroom organizations.

- *Values Student Learning*—predicts the degree to which the responses reflect a willingness to make student learning the teacher's highest priority.

- *Theory to Practice*—predicts the respondent's ability to see the practical implications of generalizations as well as the concepts reflected by specific practices.

- *At-Risk Students*—predicts the likelihood that the respondent will be able to connect with and teach students of all backgrounds and levels.

- *Approach to Students*—predicts the way the respondent will attempt to relate to students and the likelihood that this approach will be effective.

- *Survive in Bureaucracy*—predicts the likelihood that the respondent will be able to function as a teacher in a large, depersonalized organization.

- *Explains Teacher Success*—deals with the criteria the respondent uses to determine teaching success and whether these are relevant to teachers in poverty schools.

- *Explains Student Success*—deals with the criteria the respondent uses to determine students' success and whether these are relevant to students in poverty schools.

- *Fallibility*—refers to how the teacher plans to deal with mistakes in the classroom.

The *TeacherInsight* assessment takes about 40 minutes to complete and is based on Gallup's Teacher Perceiver. The report is based on an applicant's responses and includes a score that predicts the potential for teaching success based on talents. Some districts incorporate the scores into applicant tracking systems currently in place. Trained interviewers must interpret the candidate's scores. The following are the topics in which teachers are assessed using TeacherInsight (The Gallup Organization, 2005):

- Achiever
- Stimulator
- Developer
- Relator
- Team player

- Responsibility
- Command
- Input drive
- Self-discipline

Ventures for Excellence has a 26-question screener that is administered and provides a probability of success for districts to formulate and confirm their own understandings of excellence in teacher attitudes, skills and behaviors. Trained interviewers are able to clearly identify the teacher's sense of purpose, human relations skills, teaching strategies, intended learner outcomes, and unique facilitator skills (Ventures for Excellence, Inc., 2004).

Research focusing on screeners

The RAND Corporation published a study in which six large urban school districts provided recommendations on teacher selection processes (Wise et al., 1987). Of the recommendations on screening applicants, RAND suggests placing priority on:

- High academic qualifications
- Interpersonal competence
- Potential for teaching performance

However, objective measures are imperfect indicators of teaching performance. A teacher must meet the needs of a particular school. Therefore, as school districts systemize and rationalize screening procedures, they should leave some degree of freedom for decision making at the school site.

One study carried out by Chesek (1999) supported the attributes of Haberman by comparing 12 teachers who are described as de-escalators or escalators by their school administrators according to school violence and the Urban Teacher Selection Interview also from Haberman. A high correlation is found between outstanding teachers in the interview and characteristics that administrators find common to teachers who de-escalate violence and aggression.

Brown (2004) performed a study focusing on the impact of the Gallup Teacher Perceiver Interview on hiring teachers as perceived by select administrators in the Alamo Heights Independent School District. His dissertation notes that a significant correlation was found between the Teacher Perceiver Interview (TPI) and

administrators' evaluation of teachers in overall effectiveness, which includes positive student relations, effective instructional practice, a desire to help all children, and overall effectiveness as a teacher.

He also reports that 96.7% of teachers who were "recommended" by the Teacher Perceiver Interview were asked to stay as an employee as compared to 64.2% of those who were hired, yet were "not recommended" for hire.

Choi and Ahn (2003) from Michigan State University concluded:

> ...Our conceptual analysis indicates that the different measures of teacher subject-matter knowledge yield inconsistent relationships between teacher subject-matter knowledge and student outcomes. Careful examination of research procedures is required in order to understand the findings on the relationship between teacher subject-matter knowledge and the quality of teaching. In particular, any meta-analyst needs to develop effective ways to synthesize findings yielded by different measures. Also, policy makers should determine educational policy in consideration of the various approaches.

In a similar study also conducted by Michigan State University, Metzger (2003) states:

> ...commercial teacher interviews are very problematic as a potential indicator of teacher qualification. Not enough instrument design data is available to the public to independently verify their validity, reliability, or effectiveness. Furthermore, their complete reliance on measuring a candidate's espoused beliefs and their avoidance of teacher subject matter knowledge calls into question their value for schools, which must also be concerned with teacher practice and content-area ability. On the other hand, commercial teacher interviews are certainly no worse than unstructured personal interviews that administrators conduct on their own. All administrators are interested in the espoused beliefs, personal motivations, and effective traits of the teachers they may hire, and they will certainly inquire about these issues even in an informal, unstructured interview. If commercial teacher interviews are limited exclusively to this function then they may provide hiring administrators with a standardized organization for identifying new teachers who express a certain pedagogical

orientation. Of course, there is a distinct possibility that commercial teacher interviews are no better than unstructured personal interviews that administrators conduct on their own—and commercial interviews cost a school district thousands of dollars to use. Until the validity and reliability of commercial teacher interviews are substantiated in studies made available to the public, schools are advised not to spend increasingly scarce funds on them.

Shirk (1997) concludes that "When discrimination is used with a continuum of groups, forced into two groups, then the conceptual model falls short."

Young and Delli (2002) have the most rigorous, yet very limited study on teacher screening. Using the Gallup Teacher Perceiver Interview (TPI) or a shortened TPI to predict success as a teacher, and a 10-point scale for rating teachers in each by the principal's observations (subjective) and absenteeism records (objective). Even though results are limited, they do provide a foundation for further research. This research also validates a relationship between pre-employment decisions and post-employment outcomes. They state that until further research has been conducted to find correlation between pre-employment decisions and post-employment performance outcomes, using the TPI may be the best choice available. Perhaps the biggest reason is because it forces interviewers to be consistent between potential teachers.

STI's Philosophy

From the beginnings of the Substitute Teaching Institute at Utah State University (STI/USU) in 1995, the focus of study has been on the skills of substitute teaching. Should the focus be on *educating* substitute teachers, or *training* them? Training might imply skill labor as opposed to professional labor. Not withstanding that comparison, STI/USU chose to *train* substitute teachers; taking educated individuals who have not been teaching and train them to temporarily replace a permanent teacher in the classroom.

The roles of the permanent teacher and the substitute teacher are so different. Even though the permanent teacher is absent from the classroom, he is not released from his responsibility for his class. Substitutes however, should only do what the permanent teacher expects, not what they would do if it was their classroom. Perhaps many permanent teachers would rather not have an individual with teaching experience because they tend not to follow the lesson plan.

So, perhaps a well-trained, skilled individual will succeed better in the classroom.

Popularity of commercial screeners for permanent teachers might indicate their effectiveness in assisting districts to choose competent teachers. However, the effectiveness of any screener is a challenge to pinpoint based on whose perception substitutes are being judged against. A SubCaller for example, might want a substitute teacher to always be available for employment, a principal might want a substitute teacher to not send students to the office, a teacher might want a substitute teacher to only substitute for them and no one else. Sometimes these needs are conflicting. Screening could become more subjective based on one's opinion.

"What's best for the students?" is possibly the best question to ask during the entire process. Major categories found in most substitute teacher application processes include educational/professional background, personal background, and specific competencies. An employer needs to understand these specific skills to be able to screen for them.

Skills based approach to screening substitute teachers

Skills screening could be similar between permanent teachers and substitute teachers. Substitute teachers name their greatest challenges as classroom management and worrying about being sued. Administrators desire substitute teachers to be available to arrive early, be prepared (which includes being flexible), and act and dress professionally.

Permanent teachers identify their favorite substitute teachers as those who have a SubPack or a resource kit that they can pull something out in a moment's notice. Students claim that they really want someone to teach them and not waste the day (*Substitute Teacher Handbook K-12*, 2004).

Therefore, five basic skills that substitute teachers need to possess to be successful in the classroom are (*Substitute Teacher Handbook K-12*, 2004):

1. Manage a classroom and create a learning environment

2. Teach effective lessons

3. Be prepared and professional

4. Understand legal, educational, and special education issues

5. Use fill-in activities appropriately from a SubPack or resource kit

Classroom management has more to do with self-management, which greatly increases the probability that students will act appropriately. The five distinct skills of classroom management are the ability to:

1. Get and keep students on task by starting the learning immediately and managing by walking around the room, monitoring students

2. Maintain a high rate of positive teacher to student interactions and risk-free student response opportunity

3. Teach expectations

4. Respond noncoercively

5. Avoid being trapped

Teaching effective lessons comes from the ability to implement successful strategies such as brainstorming, concept mapping, and the appropriate use of questioning skills. The more a substitute teacher can present stimulating lessons, the less chance students will get off task.

Being prepared and professional is what many screeners call "with-it-ness." Substitute teachers need to arrive early, get to know the school, and be prepared for any situation that might arise.

The *legal aspects* of teaching, including substitute teaching, have become of great interest in recent years. Teachers do not want to get sued for something that they did not know they were not supposed to do. Districts are also very concerned that substitutes do not get a school into trouble. Common sense might not be so *common*. Also, substitute teachers need to know how to meet the challenges of multi-cultural classrooms and those students with special needs.

Fill-in activities need to be used appropriately and in a timely manner. Substitute teachers need to have an adequate supply of these fill-in activities for students who finish early, as five-minute fillers just before the bell rings, or as whole class activities when no lesson plans are available.

Interview

Live interview questions are an excellent way to determine a substitute teacher's ability and understanding of successful skills. With open-ended questions that allow a candidate to express her own teaching experience or what she would do if a certain situation arose.

For example, by asking the candidate to describe what she would do if two students were off task, the interviewer can numerically rank the candidate's response whether they responded in a noncoercive

and positive manner, or a forceful way. Or better yet, if the candidate describes the difference between consequential behavior and inconsequential behavior that can be ignored. A candidate that has not had any experience might need to be instructed concerning some skills and techniques then asked how to apply them in the classroom during the interview. Even though these situations are hypothetical the interviewer will be able to determine if the candidate has the desired "with-it-ness."

Dr. John Nolan (personal communication, June 1, 2005) of Millburn Township School District in New Jersey uses a 40-minute interview time with each substitute teacher as a personal one-on-one training to help the substitute teacher succeed. The interview is more than a screening, it is an opportunity to instruct.

Online Screening

Since September 2004, Boston Public Schools (BPS) has required training, an online assessment, and a SubDiploma (Substitute Teaching Institute, 2005) prior to a candidate picking up an application for employment. Regardless of prior experience, each substitute teacher must complete the training, take the online assessment, and present his diploma to the personnel office. The school district has set a passing score of 85% on the SubAssessment. This assessment is an addition to the screening practices currently being implemented by Boston Public Schools and not replacing any step.

Barbara McGann, Assistant Superintendent for Human Resources at BPS, claims that there is "…definitely a reduction in complaints, terminations, etc.," since the program was implemented (personal communication, August 11, 2005). This screening is required by BPS, yet paid for by substitute teachers.

The *SubInstructor* quizzes applicants on the skills presented in the *Substitute Teacher Handbook* (2004), *SubInstructor* CD, and any live training based on the five basic substitute teacher skills presented earlier.

In September 2005, STI/USU began field-testing an online screening tool for districts to use. This screening, entitled *SubStrength Finder*, is a pretest to the *SubInstructor*. Questions are based on the five skills, but are asked without using terminology presented in the training. The SubStrength Finder was developed using a committee of HR directors, SubManagers, and administrators from around the country.

Focus for the *SubStrength Finder* was placed on the skills of

substitute teachers, leaving the aptitude-type commercial screeners to play a significant role in providing feedback for districts as well.

The *SubStrength Finder* pilot phase will gather information from participating school districts to determine if the screener helps predict the candidate's success in the classroom. Results from this study will be completed in the fall of 2006.

Conclusion

Paper screening is valuable in obtaining background information to ensure the candidate meets the educational degree requirements and does not have a criminal record. Commercial and district specific interview questions to determine "with-it-ness" by candidates, and a focus on skills training provides an added layer of screening prior to candidates entering the classroom.

The use of online screening tools is also an excellent option to assess skills required by substitute teachers. Online screening provides districts the opportunity to screen hundreds of applicants prior to a district spending precious funding on criminal background checks, personnel time in personal interviews, and training.

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Geoffrey G. Smith is the Director of the Substitute Teaching Institute at Utah State University. Geoff has been the principal investigator of research for numerous substitute teacher and science education projects. He is the publisher of the Substitute Teacher Handbooks, SubJournal, and SubExchange newsletter.

The Journey of an Education Service Center into the Development of an Effective Substitute Teacher Training Program

Kathleen M. Gentry

Education Service Center (ESC) Region 12 in Waco, Texas trained its first substitutes in the summer of 2003. This program began based on the belief that training quality substitute teachers will enhance student achievement. The ESC vision statement is, "To be the provider of choice for education services and solutions." Building upon this vision statement, the goal for the Substitute Teacher Training Program is, "To train participants to be quality substitutes, to insure student learning is seamless." The substitute training is offered semiannually prior to the fall and spring semesters. To date, approximately 700 substitute teachers have been trained.

Hence, the typical scenario is that a substitute is called to teach a class, but given no training. This is as common for the majority of school districts in Texas as it is in the entire nation. The Texas Education Code, under which school districts operate, offers no statutes that govern substitute teachers. Therefore, the requirements, training, and qualifications of substitute teachers are up to the discretion of each independent school district or local education agency (LEA), and are as varied and independent as the school districts themselves.

ESC Region 12 encompasses 11,318 square miles, serves 12 counties, 78 LEA's, 11 charter schools, and 25 private schools. The majority of ESC Region 12's LEA's do not have the time or resources to train a substitute; their primary hope is that the substitute can maintain discipline in the classroom.

In the spring of 2003, ESC Region 12 began investigating the needs and statistics for developing a substitute teacher program, and found the following:

• On any given school day, up to 10% of the nation's classrooms have substitute teachers (Abdal-Haqq, 1997)

• Fifty-three percent of districts nationwide provide no training (Longhurst, 2000)

- Of districts that do train, only 10% of school districts provide more than 2 hours of training (Longhurst, 2000)

Based on this research and survey data from regional school districts, ESC Region 12 decided to begin developing a substitute teacher training program.

Development of an Effective Substitute Teacher Training Program

In preparing the training program for substitutes, ESC Region 12 discovered several issues regarding substitutes. First, a substitute tends to be treated as a marginal member of the education community. Rarely do students, teachers or administrators regard substitutes as full professionals who meet accepted standards of practice. Substitutes frequently do not see themselves as professionals. Classroom management is cited as the greatest challenge faced by substitutes (Abdal-Haqq, 1997).

Often students believe that a day with a substitute is a day to misbehave. Other problems include incomplete or missing lesson plans, unfamiliarity with school or district policies, and a lack of knowledge of legal issues. The low priority school districts traditionally place on substitutes and their training is indicative of the poor attitude of both students and fellow teachers. The same problems were documented 50 years ago, and the solutions appear as elusive as ever (Abdal-Haqq, 1997).

Armed with this research, ESC Region 12 selected the STI/USU substitute training curriculum, which is research based on sound educational content, and is a result of a U.S. Department of Education grant. The program was called the Substitute Teacher Educational Program Initiative (STEP-IN). The six components in this training curriculum include:

- Teaching and Instructional Strategies

- Being Prepared and Professional

- Legal and First Aid Issues

- Classroom Management & Behavior

- The Use of Fill in Activities

- Creation of a SubPack or Resource Kit (Longhurst, 2000)

Who is a Substitute and Why Do They Substitute?

Identification of the market audience was ESC Region 12's next challenge. As an education service center, the market audience had been limited exclusively to LEA's, administrators, and teachers. The challenge was to develop marketing strategies reaching a new

audience; the individual outside the school world. Knowing who would be interested in becoming a substitute and be willing to pay for substitute training was also needed. Another "need to know" was the expectations LEA's had for a trained substitute.

In reviewing these questions, ESC Region 12 discovered that individuals substitute for a variety of reasons. Additional income is one motivation, such as a stay at home mom with children in school. Persons interested in becoming teachers want to substitute teach to see if they enjoy teaching. They also want to gain experience and make contacts that might lead to permanent full-time positions (Abdal-Haqq, 1997). Another audience is retired teachers, who want to be in the classroom but do not want daily responsibilities of permanent teachers. To be an effective teacher and the ability to manage a classroom was the common thread that each person surveyed shared as a concern in being a substitute teacher (Abdal-Haqq, 1997). Another interesting item to note of persons attending substitute training are those who work with children in other roles, such as ministers, child care workers, and lawyers.

Substitutes are not in it for the money. In l989 a study found the average compensation for substitutes to be $45 to $55 per day, depending on the school district and local funds. Sadly, these daily rates are still accurate in ESC Region 12. Larger LEA's pay a higher rate, but require a minimum of 60 college hours to be a substitute in their district. According to Abdal-Haqq (1997), relatively few individuals work as substitutes more than a year and even fewer make a career of it. Therefore, the substitute pool is constantly shifting and school districts need to replenish their supply of effective substitutes.

Marketing a Substitute Teacher Training Program

ESC Region 12 developed a flyer for circulation and a press release. Since marketing barriers included targeting persons outside the traditional school realm and informing school districts of the training, flyers were distributed to superintendents outlining the topics and dates of training in various areas of Region 12. The press release was sent to every newspaper office throughout the region. Due to the vast size of Region 12, the substitute training program was taken "on the road" to various sites to better serve schools.

With limited funds for marketing the program, the communications coordinator at ESC Region 12 diligently acquired TV spots, sent out press releases, and contacted the major newspapers in the region to visit the actual training sites and conduct interviews. ESC Region 12 secured free publicity for approximately 18 months.

Even with this limited level of marketing, the remarkably high response of both individuals and LEA's indicated the need and desire for quality training.

In the second stage of marketing, the target audience became school districts. A brochure was developed listing the benefits for potential substitutes and school administrators, along with highlights of the impact quality substitutes have on students. The brochure was designed to "sell" to individuals interested in becoming substitutes and to school districts interested in having trained substitutes. This marketing package is currently being used in newspapers, mail-out brochures, and television advertisement.

A third segment of the marketing program is the ESC Region 12 Substitute Teacher Web page. The Substitute Teacher page is one of the most frequently visited on ESC 12's Web site. Inquiries come from across Texas and other states as well. For individuals who want to register online, a registration system designed specifically for substitutes is available. Development of this system was dictated by the fact that the normal online registration process was geared strictly toward educators. Substitute teacher registrations can be downloaded, mailed, emailed, faxed, or completed during a phone call. This is a stopgap measure until ESC improves its registration system to accommodate the new market of individuals.

Evolution of Substitute Teacher Training Program

As the reputation of the ESC Region 12's substitute training grew, another unanticipated phenomenon evolved. Several school districts from Region 12 and beyond began to contract with ESC Region 12 to present customized substitute training to their districts at their sites. In addition to the onsite training requests, trained substitutes requested ongoing education for themselves. Through surveys, observations, and evaluations, ESC Region 12 believes an evolution of their Substitute Teacher Training Program will encompass the following:

- Training in an LEA, charging a fee for one-day trainings (number of participants must be limited)

- Establishing a continuous contract to train substitutes for LEA's on a semiannual basis

- Offering a trainer-of-trainer to LEA's for their substitute training programs

- Offering training to the public on a per semester time line

- Offering training at a site location with an LEA paying a workshop fee for their potential substitute applicants to attend, and allowing additional individuals to attend at their personal expense

- Offering training that requires the LEA's substitute applicants to attend ESC 12's substitute teacher training on their own time and at their personal expense

One of the newspaper articles in the *Waco Tribune Herald*, on July 2, 2004, resulted in a related article in the *Association of Texas Professional Educators* (ATPE) fall edition of 2004 entitled, "Class clowns beware." The focus of the article was the ability of trained substitutes to manage the unruly student. This article generated many requests from LEA's outside ESC's regional boundaries concerning the substitute training program. ESC Region 12 determined that a consistent quality substitute training program across the state of Texas was eminent. The 20 Regional Education Service Centers (RESC's) are basically the same except for the demographics or location of the RESC. As a part of ESC Region 12's vision for quality and consistent substitute teacher training, and the apparent need and desire for trained substitutes, they developed a trainer-of-trainer model and offered it to each of the 20 RESC's in April 2005.

The goal with a trainer-of-trainer for RESC's was to develop a consistent, quality substitute training program throughout the state. Since ESC Region 12's curriculum is based on the STI/USU model, Blaine Sorenson of STI/USU was invited to participate in training RESC trainers. Mr. Sorenson informed participants of the research used to develop the STI/USU program, and offered his expertise as a trainer across the United States.

In this statewide training ESC Region 12 reviewed the materials from STI/USU and presented the research for the development of the program. Once the research segment was complete, Region 12 focused on the need for consistency in the Substitute Training Program statewide. To accomplish this vision, they presented the following:

- Substitute Teacher Training is taught with the same curriculum and is consistent with the length of training throughout the state

- Materials and certificates are consistent throughout the program

- Marketing of the program is uniform

- Having "product" recognition across the state for Substitute

Teacher Training should be much like recognition of the "golden arches"

The Future of ESC 12's Substitute Program

To maintain a high-quality, effective program, and to fulfill the expectations of substitutes, an evaluation is completed at the end of each training session. The results of these evaluations will become initiatives that will drive ESC Region 12's program as it continues to evolve. These initiatives include:

- Staff development training for teachers and administrators at the district where the substitute has received training

- Half-day workshops that focus on one of the main topics covered in the original full-day training

- Substitute evaluation training for administrators

State Laws are Changing

The primary requirement the state of Texas imposes for substitutes is that each LEA must have a background check for every substitute. The mandatory requirement of the No Child Left Behind Act for professional development for teachers contributes to teacher absenteeism, which in turn contributes to the greater need for quality substitutes. Student achievement, to a large degree, depends on the continuity of instruction. As mentioned earlier, on any given school day, up to 10% of the nation's classrooms have substitute teachers (Abdal-Haqq, 1997). In highly impacted schools, at-risk students are spending closer to 13.5% of the school year with a substitute teacher (Hawkins, 2000), which almost equals two years of their K-12 education. Is it a matter of time before Texas Legislature determines that substitutes must have training? If so, then Education Service Center Region 12 will be one step ahead to ensure that effective education is seamless when a substitute teacher is in the classroom.

Vision for ESC 12 Substitute Teacher Training Program

ESC Region 12's substitute training program is significantly successful. Trainees leave the training with confidence and the capability to handle classroom instruction and classroom management. However, as with any quality program, Region 12 is continuing to research ways to enhance their program. The next objective is to offer staff development that will train administrators and teachers in utilizing substitute teachers. This training will include developing a quality substitute folder to extend the continuity of lessons and maintain discipline in the classroom. When substitutes

were asked what they want from classroom teachers, their response was:

> . . . good lesson plans with clear and thorough instructions and an explicit and well-structured discipline system. One substitute described a good situation: "Good lesson plans and the names of students I could count on. Detailed lesson plans with all the materials needed readily available. Included in the lesson plans are the teacher's discipline policies, lavatory procedure and so on (Henderson, Protheroe, and Porch, 2002)

ESC Region 12's training will also impress upon administrators that evaluations for substitutes are just as important as for regular teachers. Convincing administrators and teachers that lessons can be carried on effectively by competent substitutes will bring full circle the seamless quality education that children deserve.

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Mrs. Gentry is the lead education specialist for Career and Technology programs and the Coordinator of Substitute Teacher Training Program at the Education Service Center Region 12 in Waco, Texas. She brings to Region 12 sixteen years experience in education as a substitute, classroom teacher, school to career administrator, teacher preparation and certification specialist, Title I, and Safe and Drug Free specialist. Kathleen Gentry has Texas teaching certifications in Vocational Home Economics, Secondary English, Generic Special Education, and Mid-Management Administration. She earned her BS degree in home economics from Oklahoma Panhandle State University and her MS in education administration from Tarleton State University.

A Quick Check on the Pulse of Substitute Teacher Management

Barbara Haines

When a body seems lifeless people respond by checking for a pulse to find out if the heart is still beating. In January 2005, the Substitute Teaching Institute at Utah State University (STI/USU) likewise did a quick check on the pulse of substitute teacher management programs. A five-question telephone survey was announced for administrative personnel such as substitute coordinators, directors of human resources, staff development directors, or personnel directors who volunteered to discuss: 1) topics district personnel feel are important and should be covered verbally with substitute teachers prior to employment; 2) areas where substitute teachers need to improve their proficiency; 3) methods used by districts to screen substitute teachers; 4) innovative practices used in substitute teacher management, the source of the idea; and 5) desired changes in district substitute teacher programs.

In exchange for taking time to share their opinions, participants in the survey received a complimentary copy of the *Substitute Teacher Handbook, K-12, 6th Edition*. Responding from 33 of the 50 states were 126 participants. Student enrollment of districts ranged from 173 students (meeting in 3 schools), to 209,700 students (meeting in 293 schools).

Prior to employment

SubManagers were asked what topics were covered with their substitute teachers prior to putting them to work in a classroom. Since respondents are likely to be aware of the need for substitute training, STI/USU believes these findings to be somewhat biased. Interesting findings include:

A. General orientation covering the bare essentials of how to survive in a classroom and meet the district's minimum expectations (36.4%)

B. A minimum of seven hours of formalized training (27.3%)

C. SubManagers reported that after the necessary paperwork, and instructions regarding calling systems, the most important topic singled out for discussion with substitute teachers is classroom management (18.2%)

D. State and district mandates, such as blood-born pathogens and sexual harassment are sometimes the only topics discussed before a substitute enters the classroom for the first time (11.6%)

Districts did not give reason for the formats they used, nor did they say if they had asked for feedback from the substitute teachers as to the adequacy of their preparation prior to entering a classroom.

In the spring of 2000, Smith reported that 90% of the school districts nationwide provide less than two hours of skills training for substitute teachers prior to entrance into a classroom. Of that number, 53% provided no training whatsoever. Responses from this survey indicate an improvement in this trend. Twenty-seven percent of districts reported having training sessions of seven hours or more. However, districts did not specify the time allotment for instruction in the use of automated calling systems, which might be used by a district.

Improving proficiency

When SubManagers were asked in this survey, "In which skills do you feel your substitute teachers are least proficient?" five choices—all from the *Substitute Teacher Handbook*—were listed, but only three responses were given:

• Classroom management—67%

• Teaching strategies and skills—19%

• Legal issues—13%

Regardless of the level of education, even in districts requiring substitutes to have teaching certificates, classroom management ranked high. Evidently, certification is not a guarantee of teaching competency.

Screening

One question of the survey asked what screening methods districts use to find the best substitute teachers possible. In districts where online applications are accepted this challenge can be overwhelming.

Screening tools mandated by the state, e.g., criminal background, fingerprint checks, etc., were used in 22.6% of the survey responses. Other districts require personal references, past employment, and/or educational verification. Some survey participants (30.6%) conduct a personal interview with substitutes prior to hiring. The length of time for an interview and who conducts the interview varies from the sub-coordinator or district administrator, to the onsite school principal.

Another screening tool is district- or state-mandated training, however, only 5.6% of districts surveyed require substitutes to be

trained prior to employment. Districts using staffing companies to place substitute teachers rely on the instruments being used by the staffing company to screen substitutes.

STI/USU continually receives requests to explore the realm of in-depth screening. Adequate time and qualified personnel who are sensitive to questions that will not violate personal privacy are the most common barriers. Solutions seem to be found in relying more on technology. Online assessments can be used to "level the playing field" for classroom preparation and rank an individual's personal characteristics.

Innovative practices in SubManagement

Survey participants were asked what the most unique or original practice was in substitute teacher management used in their districts and where the idea was found. More than 75% of districts involved in the interview did not feel that they had any "innovative" practices. Those who did were not always sure where the ideas originated, however, 40% surmised they came from within the district. Fourteen percent said their ideas came from STI/USU resources.

Ideas for new policy and procedure can originate from an organized sub-committee, a Web site, administrators attending conferences or workshops, and perhaps from substitutes themselves or those who work closest with substitute teachers.

Changes

The last question of the survey concerned changes respondents want to see made in their substitute teacher programs, assuming they have neither budget nor time restraints. Only one substitute manager wanted to raise the pay of substitute teachers to reward those who did very well in the classroom. The majority, 62%, said "more training" was their goal.   The meaning of "more training" varied from enhanced skills training beyond what an orientation session could offer, to increased frequency of training sessions covering specific topics such as classroom management and legal issues. Another 16% wanted help with screening and retention. Both of these goals are tied to training.

In this fast-paced era of technology, training has become synonymous with education, and as common as breathing. For administrators, training can be the reason teachers and staff are absent from work, thereby creating staffing shortages. Training is also the way to turn substitute teachers into educators. Substitutes are with students for approximately one year while they are in the school system. If students are not learning anything while on a substitute's

watch, if permanent teachers have low expectations of what a substitute can do, if substitutes see themselves as babysitters instead of educators, it is time to make a difference.

Fortunately, the skills substitute teachers need in the classroom can be taught. The training methods used should mirror the teaching strategies SubManagers want substitute teachers to use in the classroom. For instance, if PowerPoint is the tool selected for reaching high schools students, then train substitutes using PowerPoint. If the students will learn best by networking with each other, then train substitute teachers with cooperative learning activities and they will know how to implement this strategy in a classroom setting. When substitutes enter a classroom where the topic is unfamiliar to them, they should know how to use the K-W-L technique and act as facilitators, so that same strategy should be used when training substitutes (Utah State University, Substitute Teaching Institute 2005).

The survey validated the importance of teaching classroom management skills. Substitutes can be expected to create and maintain a learning environment. Behavior scientists, such as Dr. Glenn Latham (contributing author to the *Substitute Teacher Handbooks*), have recommendations to correct 98% of inappropriate behavior. They are based on the four principles of human behavior, namely:

- Behavior is largely a product of its immediate environment

- Behavior is strengthened or weakened by its consequences

- Behavior ultimately responds better to positive than to negative behavior

- Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future (Latham, 1998)

These classroom management skills (five are specified in the handbook) are even more beneficial when permanent teachers and parents are involved in the process. Parent-teacher organizations can jointly sponsor and promote workshops and seminars. The same principles applied to classroom management can be taught as principles to improve parenting skills. They can be successfully applied to any age group in any place, but it does take training and practice (Latham, 2000).

The survey "checked the pulse" of substitute management programs across the nation and found it alive indeed. No matter how weak it seems, the heart of managing substitute teachers lies within

the concern and desire of those who want students to have a seamless education; those administrators who understand what a difference a substitute teacher can make.

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Barbara Haines is a professional development research specialist with the Substitute Teaching Institute at Utah state University, Logan, Utah.

One District's Experience In Creating An Effective Substitute Training Program

Michael Ballard

Increased demands on classroom accountability, and on teachers and students are a reality in education today. Teachers find that they have to do more with less or equal instructional time. Many teachers forego staff development opportunities or come to school when ill because of the pressures for academic achievement.

Reflecting this pressure, the substitute must be more of an instructor in the classroom than at any other time in public school history. The daily educational progress of each student, in every classroom, places increased demands on those who fill the ranks of the professional educator during a teacher's time of absence from the classroom.

Research from the Substitute Teaching Institute at Utah State University (STI/USU) indicates that one full year of a student's K-12 years is spent under the instruction of a substitute teacher.

Citrus County is attempting to address the issue of increased substitute training and effectiveness in the classroom in its search for highly qualified substitutes. Citrus County is striving to ensure that every student receives a high-quality education every single day he or she attends school. To do this, the school district is aggressively addressing training and the support needed to develop highly qualified substitute teachers.

What is a *highly qualified substitute?*

A highly qualified substitute is well versed in the techniques that produce an effective classroom in which the educational process continues during the regular teacher's absence.

In three years, at minimal cost, Citrus County's substitute training program has evolved from a very good, 1-day orientation program to a nationally recognized 2 1/2-day program of training with an additional substitute support in the form of a continuing education component. The goal of the training is to produce highly qualified substitutes who are able to continue educating students during the professional educators absence from the classroom.

The basic question

What can a district—any district—do to improve the level of training for substitutes at a minimal cost in manpower, materials, and other resources so that the substitute can effectively conduct the class and manage the educational processes left by the instructor?

The Citrus County School District

The Citrus County (Florida) School District is made up of 20 schools, approximately 16,000 students, and over 1000 teachers. Nearly 450 names of substitute teachers are provided to schools at the start of each year. An additional 200 substitutes go through the initial training annually. As with other districts, Citrus County's substitute program is a revolving door, with many being provided the initial training, yet many leaving the profession after the first year.

As an education system, Citrus County has worked hard to provide staff development to its administrators, teachers, and support personnel. However, substitutes were left out of the cycle of training after the initial one-day orientation and training session. Florida statutes require that to qualify as a substitute, an individual must have a minimum of a high school diploma, pay for drug testing and a background check, attend a district level orientation, and be available to the schools. The statutes were recently revised to include classroom skills in the initial training of substitutes.

After reviewing the needs of Citrus County School District's students and how to better prepare the substitute for the classroom, the Planning and Development Department created a three-year initial program responsible for professional staff development in the district.

Year One

The first year (2002-2003) was a data creation and gathering year, with the goal to determine what is needed to create highly qualified substitutes for use in the district.

In 2002-2003, the Substitute Orientation program consisted of a one-day workshop with a locally produced manual titled the Substitute Handbook. In that workshop the basic "orientation" procedures were explained:

- Pay
- Health issues
- Legal requirements
- Harassment legislation

A brief overview by an assistant principal of discipline procedures, and an awareness session by the Exceptional Student Department were also included in the workshop.
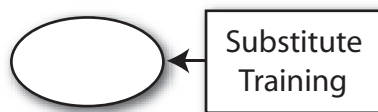
(2002 One-day Substitute Orientation program)

Feedback was gathered from the substitutes through training exit forms asking what was good about the training, needed improvement, suggestions, and questions that perhaps had not been answered. These data were analyzed during the year, and suggested improvements made to the program.

The information also indicated that the training was not fully meeting the needs of students or substitutes.

Substitutes made several consistent comments, including a desire for increased training days, visits to schools, more classroom techniques, an opportunity to hear full-time substitutes talk about what is actually successful in the classroom, as well as additional training after the initial orientation. In the spring of 2003 a committee of teachers, substitutes, administrators, and district personnel was formed. Its purpose was to review and comment on a proposed sweeping reform of substitute training in Citrus County.

The committee had an opportunity to review a document summarizing published research in substitute training as well as the opportunity to review comments and suggestions from substitutes and administrators about the training. The committee agreed to increase the substitute orientation to a 2 1/2-day orientation/training session, to be enacted by the Planning and Development Department the following school year.

The lengthened training incorporated the following changes:

Day One remains largely the same with orientation and awareness training.

Day Two includes:

- Substitute coordinators (site personnel responsible for contacting and contracting substitutes during absences)

- A rotating system of two assistant principals dealing with classroom discipline and management—one representing elementary schools, the other representing secondary schools

- A morning of classroom activities and instructional strategies

- An awareness session with Citrus County social workers on child abuse and suicide prevention

- An awareness session for creating an atmosphere of "non-confrontational confrontation"

The last 1/2-day provides a mandated opportunity for the substitutes to visit a school, or schools, of their choice. This allows substitutes the opportunity to meet administrators, the substitute coordinator, visit classrooms to observe teachers, as well as be briefed on that school's procedures for assigning and equipping their substitutes. Visiting schools also allows the substitute coordinator for the school to observe and talk with potential substitutes for the school. The 20 county schools created a staggered schedule of visiting times for their schools, allowing substitutes an opportunity to visit several schools of interest.

At the same time, the Planning and Development Department increased its expending resources in the area of substitute training. A 45-minute video interview of 4 of the county's top-rated veteran substitutes was created. The video has been assimilated into the training and is centered on a series of concerns expressed by new substitutes. Money was also budgeted for the purchase of 100 Substitute Teacher Handbooks from STI/USU. Sixty of these manuals were stored for use in the substitute orientation and training course, while the rest were distributed to substitute coordinators of each of the schools as a resource for their substitutes. The Planning and Development Department also created a substitute page on the district Web site, including information on substitute training, providing a quarterly newsletter, as well as other resources for the substitutes.

Additionally, Planning and Development hosted the first ever Substitute Coordinator Meeting held in Citrus County. Two assistant superintendents, several principals, as well as the substitute coordinators, attended this meeting. The substitute coordinators had an opportunity to express their thoughts, concerns, and frustrations with contacting and using substitutes. Suggestions brought forth by the coordinators, who associate with substitutes on a daily basis, were added to the new training program.

Year Two

As the 2003-2004 school year began, the substitute orientation and training program had a new face and an expanded *Substitute*

Handbook, designed to meet the needs of the additional training. Continued assessment of the new training indicates that as a result of the training and the visits to local school sites, a higher percentage of newly trained substitutes were hired and rehired by the schools. The data also indicate a higher level of comfort by the substitutes in the development of skills necessary to be a successful substitute teacher in the classroom. Research and data gathering were continued during the year. Data gathering methods include exit surveys by substitutes after the initial training sessions, conversations with substitute coordinators, as well as a formal survey of all substitutes. The information gathered in Citrus County indicates that our substitutes are aligned with the results of nationwide averages in a wide variety of categories. For instance, flexibility in hours is considered to be more important to our substitutes—and national averages—than the amount of money earned as a substitute.

During the year the Citrus County School Board evidenced an increased awareness of substitutes, providing a pay increase for substitutes so that the district was equivalent in its pay scale compared to districts in the state of similar size.

Year Three

The 2004-2005 school year provided additional opportunities for Citrus County's substitutes. Ideas from the July 2004 STI/USU Conference, held in Park City, Utah, were used to create a local, county-level Substitute Institute. This institute provides a number of components for additional training of our substitutes in a variety of areas. True staff development has finally arrived for Citrus County substitutes. The components were developed in accordance with the information gathered from previous surveys on the needs of the substitutes and site administrators. Among the offerings were additional trainings in classroom management, enhancing student skills in reading, and promoting effective writing in the classroom. As word spread, a number of administrators requested that substitutes be offered training in a new math curriculum the elementary schools had adopted. Training was provided for substitute teachers.

One of the initial difficulties in the Substitute Institute was in the area of communication. No district-wide communication method with all of the district's substitutes was in place. All of the initial attendees were newly trained substitutes, contacted through email addresses collected at the initial training. Word was also spread through a brochure describing the institute, which was distributed by

the site substitute coordinators. In an effort to remedy the communication issue, the district personnel office offered to include a line for an email address on the annual certificate renewal form sent to all substitutes during the spring of 2005. A copy of the email addresses was sent to Planning and Development for inclusion in the email database. Next year, communication should be much more effective between the district and the substitutes.

While attendance at the institute was initially limited to new substitutes, word slowly spread through the district, and an increasing number of experienced substitutes attended the trainings offered as the year progressed. One training a month was offered during the 2004-2005 school year. By the end of the school year, 10% of our substitutes voluntarily attended at least one of the course offerings of the Substitute Institute.

During the current year several other accomplishments were made in providing the opportunity to meet the needs of our substitutes. A grant was negotiated with the regional community college to provide encouragement and assistance to substitutes seeking an educational degree.

Planning for the future

The theme, "You can't be a babysitter any more," continues to be a driving force for the professional staff development being offered by the district Planning and Development Department. The initial three-year plan is being revisited, establishing goals for future development and data gathering with Citrus County substitutes.

What are the keys to successful improvement of substitute training in Citrus County?

There are several:

- Develop a vision of the needs of substitutes based on the needs of students. Involve teachers, school administrators, individuals who contact substitutes, and the substitutes themselves in gathering data on perceived needs.

- Conduct research on what are the best practices for substitutes in the classroom environment.

- Involve key people at the district and site levels in decision making for change.

- Contacting the players—in Citrus County School District's case the substitute coordinators, the substitutes, the site administrators—was a crucial element in creating the buy-in

needed to change and improve the direction our training was going.

• Establish an effective communication method with the substitutes in the district.

• Constantly check on the effects of the changes being enacted.

For further information feel free to check the Citrus County School District Web site. See the substitute Web page located at: http://www.citrus.k12.fl.us/staffdev/substitutes
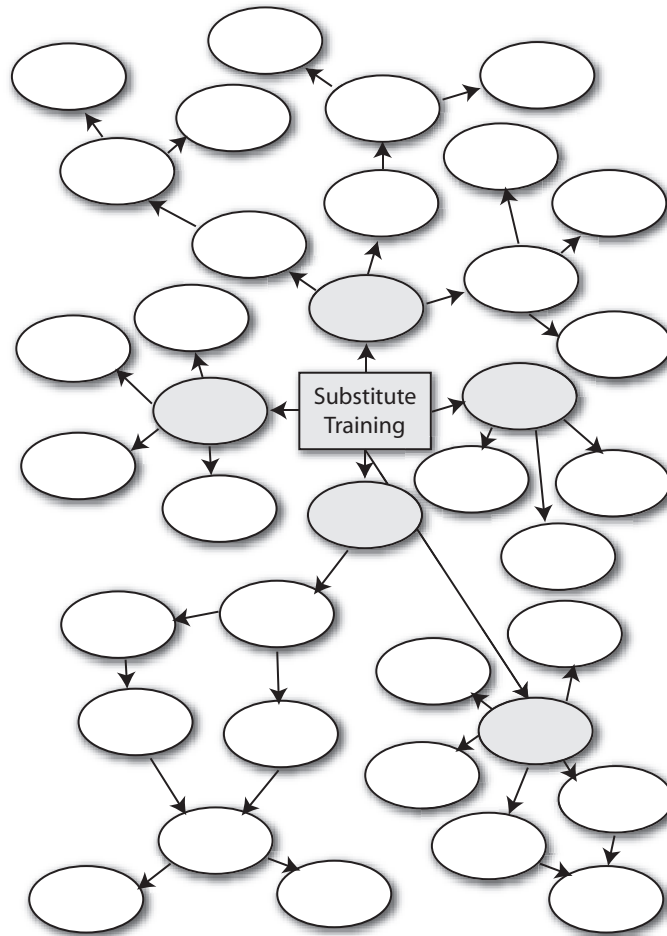
(The current district substitute program.
Oval dark areas are major topics such as Web page
and Substitute Institute. Subtopics are the clear ovals.)

Michael Ballard has been in the field of education for 33 years, and is currently a resident of Citrus County, Florida. He was born in Iowa, raised in Illinois, spent a two-year stint in the Army overseas, then moved to Florida when offered a teaching position. He and his wife celebrated their 25th wedding anniversary this year in June, and have four children (three boys, one girl), and one granddaughter, with another grandchild on the way. Mike was the school nominee for Teacher of the Year three times, the Citrus County Teacher of the Year, and nominated for the Florida Association of Social Studies Teacher of the Year twice. While teaching social studies for 30 years at Crystal River High School, he was noted for innovative teaching techniques and involvement with students. Mike moved to work with staff development in the district office in 2002, and currently facilitates not only substitute training, but also National Board process, the New Teacher Induction Program, Teacher Education council, administrates for two online training programs, operates on various committees, conducts various trainings, and coordinates professional development districtwide.

A Substitute Teacher Preservice Staff Development Program: A Case Study of the Los Angeles County Office of Education

Sue Ann Wheeler-Ayres
University of Southern California (Condensed—Reprinted with permission)

Human resource directors have been closely monitoring the statistics; the number of college students choosing education as their major, the number of recent graduates entering education, the number of teacher retirees, and the number of teachers leaving education. Is it any wonder that what HRS directors have seen coming made the October 2, 2000 cover of Newsweek magazine, "Who Will Teach Our Kids?" (Kantrowitz & Wingert).

In the next decade school enrollment in California is expected to grow almost 14%, or nearly a million additional students (EdSource, 1998). Just in Los Angeles County alone, estimates are that school districts, excluding Los Angeles Unified School District (LAUSD), required 5000 new teachers for the 2001-2002 school year (Los Angeles County Office of Education [LACOE], 2000b). There are currently 9112 provisionally credentialed teachers working in districts in Los Angeles County (excluding LAUSD).

The demand for teachers in California has many contributing factors: (a) Legislation passed in 1996 to quickly reduce class size, (b) enrollment growth, (c) declining supply of qualified teachers, (d) teacher retention (30% of new teachers leave in their first three years), and (e) veteran teachers are retiring (more than half of California teachers are at least 45 years old) (Gaston, Hunt, Thompson, & Wilkes, 2000). However, districts all over the country feel the shortage of fully certificated teachers. What happens, as in Conyers, Georgia when they were unable to fill five special education teaching positions? They are filled with substitute teachers (Kantrowitz & Wingert, 2000). Using substitutes to fill vacant positions depletes a district's regular supply of substitute teachers. Staff development days, which take teachers out of the classroom, are another drain on the substitute pool (Griswold & Hughes, 2000). According to Shepherd (2001, p.18/1997, p. 117) "Glorified

babysitting is the term most often used to describe a typical substitute's day in the classroom."

Fullan (1998) states that most teachers identify their transition period into teaching as the most difficult aspect of their teaching career. Would it not be logical to assume that the same would be true for most substitute teachers? When California established standards for students, raising the level of what they are expected to know and be able to do, the state also raised the expectations that teachers will succeed in having their students master sophisticated mathematics and science, to write well and to speak persuasively (Gaston, et al., 2000). Currently, school districts in California have an average of 21% provisionally credentialed teachers who are responsible for having students meet state standards (LACOE, 2000a).

Having fully credentialed teachers has been shown to have a positive impact on student performance. Why? Because fully credentialed teachers have more training and experience. As stated by The Center for the Future of Teaching and Learning, " . . . the single most important thing a school can provide to ensure success of students is a skilled and knowledgeable teacher" (Gaston et al., 2000, p. 3). A recent study by the Educational Testing Service (Blair, 2000) supports this conclusion. What happens when a teacher is absent? A substitute teacher is required. Statistics document that students are taught by substitutes for over one year of their K-12 education (Longhurst, 2000; Smith, 2002), and in the case of educational agencies that serve at-risk youth, almost two years (Smith, 2000). Research estimates a national teacher absenteeism rate of approximately 10%, which translates to 270,000 classes taught by substitute teachers daily (Smith, 2002). If school districts are being held more accountable for student learning, how can they afford to lose this amount of instructional time?

The Los Angeles County Office of Education (LACOE) recognized the need for a substitute teacher staff development program, especially for the students served by its educational programs. LACOE is the largest intermediate educational unit in the United States and is an actual service provider of classroom instruction for specialized student populations (LACOE, 2001).

Probably the least known of the services provided by the Los Angeles County Office of Education are its Educational Programs. There are three divisions in this section: Alternative Education, Juvenile Court and Community Schools, and Special Education.

LACOE serves a very different student population than most school districts. This population not only requires a dedicated and knowledgeable group of teachers, but a dedicated and knowledgeable group of substitute teachers. Currently LACOE utilizes approximately 125 substitute teachers daily (this number does not include substitutes needed for staff development days) (LACOE, 2000c).

Statement of the Problem

It is estimated that on any given day, substitutes are teaching 10% of the nation's classes (Pardini, 2000; Smith, 2002). It is also estimated that districts have a 30% turnover rate for substitute teachers (Pardini, 2000). Staff development training for substitutes has been shown to increase substitute teacher satisfaction, help districts recruit substitutes, and appears to be a greater predictor of success than formal education (Pardini, 2000; Smith, 2002).

When we take into account the influence substitute teachers have on a student's educational career (one year for all K-12 students or two years for at-risk students), and their potential of becoming permanent employees, districts need to re-examine their status as marginal members of the educational community. (Longhurst, 2000; Smith, 2000). Bransford, Brown, and Cocking (1999) suggest that staff development needs to integrate pedagogy with content. Substitute teachers must be taught not only the content they are expected to teach but also different teaching strategies and techniques they can use to teach this content. A preservice staff development program for substitute teachers was recommended as a way of not only supporting substitute teachers, but of increasing the level of instruction for students that takes place in a classroom when a permanent teacher is absent.

Purpose of the Study

The purpose of this study is to examine the development and implementation of a research based preservice staff development program for substitute teachers serving the Los Angeles County Office of Education. Through use of a questionnaire, the study measured the expectations of administrators, teachers, and substitute teachers on attitudes towards substitute teachers, current level of support for substitute teachers, and communication between administrators, teachers, and substitute teachers. Additionally, the study identified key elements of a preservice program for substitute teachers, presented a model preservice program, discussed state

legislative influences in this area, and discussed how this preservice program may be utilized by other school districts.

Research Questions

1. What are the perceptions of staff concerning substitute teachers and the substitute teacher program at the Los Angeles County Office of Education?

2. What are the implications from literature, legal mandates, policy requirements, and experience in identifying key elements of a preservice substitute teacher staff development program?

3. What issues need to be addressed for this preservice substitute teacher staff development program to be implemented by districts other than LACOE?

Findings

Having completed a questionnaire [Appendix A] on staff perceptions of substitute teachers and the substitute teacher program, an extensive review of the literature, and considered input from LACOE focus groups, key elements of a research based preservice staff development program for substitute teachers were identified. The K-12 Substitute Teacher Handbook from the Substitute Teaching Institute at Utah State University was recommended as the basic "hands on" resource to be distributed to all LACOE substitute teachers. A second resource book, containing procedures and curriculum, was also developed for distribution to substitutes by LACOE.

The LACOE Substitute Teacher Preservice Staff Development Program was developed to present key elements to all LACOE substitutes. Key elements included in the training are: a) Overview of LACOE, b) safety and emergency procedures, c) required trainings (e.g., child abuse reporting, sexual harassment), d) curriculum standards, e) teaching strategies, f) implementing lesson plans, g) classroom/behavior management, h) cultural diversity, i) learning styles, and j) communication skills.

New employees receive three days of training specific to teaching (e.g., teaching strategies, classroom management, and implementing lesson plans), one and one half days of job shadowing, and one half day of employee sign-ups. Current employees receive the same three days of training as new employees but are excused from the final two days of the program.

This preservice program is expected to have a direct impact on

student learning. Substitute teachers will enter the classroom on their first assignment prepared to execute the specific educational program for that class. Classroom teachers will be expected not only to leave lesson plans, but also to leave detailed and lesson specific plans for substitute teachers. Teaching and learning will be an expected daily occurrence in every LACOE classroom including the classes where substitute teachers provide the instruction.

Data collected from the 25 questions provided interesting information on how substitute teachers are perceived at LACOE. Although all stakeholders identified substitute teachers as an essential part of the education process, they did not agree on having substitute teachers serve on school committees. All stakeholders supported training for substitute teachers but disagreed on how well the three stakeholder groups communicated once substitute teachers began working at school sites.

The most important information gained from the questionnaire was the lack of communication between teachers and substitute teachers. While 60% of teachers reported that lesson plans were always provided in LACOE classrooms, only 26.2% of substitute teachers reported finding those lesson plans. There were also discrepancies between teachers and substitute teachers in communication concerning the detail of lesson plans, classroom schedules and procedures, behavior management/discipline procedures, and the classroom responsibilities of substitute teachers.

Data from administrators suggested they suspected communication between teachers and substitute teachers was not taking place. Data from administrators also suggested that perceptions of substitute teachers could be improved at school sites (e.g., substitute teachers receive a warm welcome at LACOE PAUs) as well as communication between all three stakeholder groups.

Conclusions

A thorough review of the literature provided support for the development of a substitute teacher preservice staff development program. This review also assisted in the identification of key elements to be contained in a program specific to substitute teachers. That training for substitute teachers is becoming an area of interest outside educational agencies in California can be seen by the introduction of state legislation on this topic.

The LACOE Substitute Teacher Preservice Staff Development Program has also come to the attention of California State

Legislators. The LACOE program is specifically mentioned in AB 2269 [the California Assembly Bill which proposes a minimum two-day preservice training for substitute teachers, allows more districts to participate, and identifies the substitute teacher training curriculum designed by the LACOE] as the training program to be modified and utilized by districts participating in the program. Even without the ability to participate in AB 2269, districts have contacted the Human Resource Services department of the Los Angeles County Office of Education inquiring about the substitute teacher preservice staff development program. Clearly, the direct impact substitute teachers have on the educational process, specifically student learning, has been recognized.

Staff perceptions of substitute teachers and the substitute teacher program at LACOE, as well as demographic information by all stakeholders, was important in identifying baseline information for the Los Angeles County Office of Education. Data from demographic information supported the need for a substitute teacher preservice staff development program with almost 50% of LACOE substitute teachers having five or less years experience in education. Information extrapolated from years in education by administrators has alerted LACOE Human Resource Services that they will need to recruit 66 new administrators in the next 1-13 years due to retirement.

All three stakeholder groups realized the importance of training for substitute teachers. They supported not only a preservice program, but also staff development for relevant topics such as student diversity. All stakeholder groups realized that substitute teachers were an essential part of the educational process. What was now confronting the stakeholders was how to change the perceptions and practices regarding substitute teachers employed by the Los Angeles County Office of Education.

Information that was the most informative from the questionnaire was the lack of communication between all stakeholders. This is both good and bad news. The good news is that since specific communication problems have been identified (e.g., lack of lesson plans), they can be easily rectified. The bad news is the knowledge that such primary and specific communication was missing.

Another communication problem identified through the questionnaire was that substitute teachers had no formal means of informing the regular classroom teacher and the principal about the day's activities. This information resulted in a meeting of

stakeholders to develop the Substitute Teacher Input Form [Appendix B]. The draft copy of this form is currently in use at LACOE PAUs and will be evaluated and revised.

The final communication issue facing LACOE was the support given to all three stakeholder groups by the Substitute Finder Unit. Although this unit had a higher absence fill rate (97.78%) than the national average (95%), they were not meeting the needs of the stakeholders utilizing their services.

As the Los Angeles County Office of Education already provides leadership in coordinating programs and partnerships with school districts, resolving concerns of districts over the use of the LACOE Substitute Teacher Preservice Staff Development Program is expected to be a standard operating procedure. The services provided by LACOE will allow districts to utilize a Trainer of Trainers model to a technology based, district specific CD. Utilization of a substitute teacher preservice staff development program will provide each district the opportunity to improve instruction to their students.

Recommendations

The area of preservice training for substitute teachers is fairly unexplored. However, as districts become more and more accountable for student learning, the instructional time substitute teachers spend with students can no longer be ignored. Preservice training of substitute teachers has the potential to produce: (a) Improvement in instructional delivery from substitute teachers (thus leading to improved student learning) and (b) increased district teacher recruitment opportunities during a teacher shortage. Therefore it is suggested that further research be conducted in this area.

To reinforce adult learning, staff development requires a sustained effort. For that reason, it is recommended that a yearly staff development program for continuing substitute teachers be developed in conjunction with LACOE's Educational Program's Goals and Objectives and with current staff development programs for LACOE teachers. In cooperation with the BTSA [Beginning Teacher Support and Assessment] program, a second recommendation is that LACOE provide two test preparation programs per year for substitute teachers for the CBEST [California Basic Educational Skills Test] (Math AM session, Reading/Writing PM session). The third recommendation is that substitute teachers have the continuing opportunity to observe exemplary LACOE

teachers in order to improve their teaching skills.

Concerning the questionnaire, a second administration of the LACOE Substitute Teacher Questionnaire is recommended to document the level of success that LACOE will have had in improving specific problem areas (e.g., leaving lesson plans for substitute teachers). Paraeducators are such a large part of the educational programs operated by LACOE that it is also recommended that they be added as a stakeholder group next time the LACOE Substitute Teacher Questionnaire is administered. Since para-educators are in the classroom with the substitute teachers, it will be very interesting to compare their perceptions of substitute teachers to the other three stakeholder groups.

Since this is a case study, it is recommended that the questionnaire be duplicated in a district setting to determine if the findings are unique to the Los Angeles County Office of Education. Research in this area would also provide data on the adaptability of the LACOE program to a district setting. Finally, it is recommended that a study be designed to examine the effect of a substitute teacher preservice staff development program on the level of instructional delivery by substitute teachers and does this change in instructional delivery produce measurable results in student learning.

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Sue Wheeler-Ayres, Ed.D. is the Coordinator-In-Charge of Human Resource Services with the Los Angeles County Office of Education.

Appendix A

LACOE Substitute Teacher Questionnaire

Sex: _____**Male** _____**Female**   **Number of years in education_____**

Number of years in current position_____   **Number of years with LACOE_____**

Directions: **There are five possible responses to each statement: 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree. For each statement circle ONE response that best describes your opinion.**

	Strongly	*Strongly*
	Disagree	Agree

1.   Substitute teachers are an essential part of the education process.
       1   2   3   4   5

2.   Substitute teachers should be evaluated on a regular or annual basis.
       1   2   3   4   5

3.   A county wide orientation/training program is needed for new substitute teachers.
       1   2   3   4   5

4.   Substitute teachers receive a welcome at all LACOE PAUs.   1   2   3   4   5

5.   Interested substitutes should be asked to serve on school committees.
       1   2   3   4   5

6.   Substitute teachers are professional educators.   1   2   3   4   5

7.   Substitute teachers should attend regular faculty and in-service meetings.
       1   2   3   4   5

8.   Substitute teachers need to understand about student diversity and learning.
       1   2   3   4   5

9.   Lesson plans are always provided in LACOE classrooms.   1   2   3   4   5

10.   Lesson plans are detailed enough to teach lessons effectively.
       1   2   3   4   5

LACOE Substitute Teacher Questionnaire
Page 2

11. Information on classroom schedules, duties, and procedures is found in classrooms.   1 2 3 4 5

12. Behavior management/discipline procedures are included in lesson plans.   1 2 3 4 5

13. All substitute teachers should be provided staff development training.   1 2 3 4 5

14. Classroom responsibilities of substitute teachers are clearly defined.   1 2 3 4 5

15. Substitute teachers should use lesson plans provided by the classroom teacher.   1 2 3 4 5

16. Substitutes leave adequate information regarding the day's events and lessons.   1 2 3 4 5

17. When a school administrator is called to a sub's classroom, it is a reflection of the substitute's management skills.   1 2 3 4 5

18. LACOE policies are clearly stated in materials given to substitute teachers.   1 2 3 4 5

19. School administrators support substitute teachers when they have difficulties.   1 2 3 4 5

20. The Substitute Finder Unit is able to assist me when I have questions.   1 2 3 4 5

21. Communication exists between teachers, administrators and substitute teachers.   1 2 3 4 5

22. Substitute teachers are most concerned with maintaining classroom control.   1 2 3 4 5

23. Feedback from administrators and teachers is important to substitute teachers.   1 2 3 4 5

24. Substitute teachers receive feedback from teachers and administrators.   1 2 3 4 5

25. There are currently enough substitute teachers working for LACOE.   1 2 3 4 5

Appendix B

Substitute Teacher Input Form

To: SUBSTITUTE TEACHER

It is the intent of the Los Angeles County Office of Education to ensure that a quality educational program continues when the regular classroom teacher is absent.

Please complete the following information and return it to the secretary at the end of the day. It is our desire to support you as a professional.

1.   Your Name_____ Date_____

2.   Classroom/Site_____ Teacher_____

Was the following information made available to you?

    Site Orientation   Yes____   No____
    Lesson Plans   Yes____   No____
    Operational Procedures of Class   Yes____   No____
    Location of Instructional Materials   Yes____   No____
    Location of Staff Lounge/Lunchroom   Yes____   No____
    Location of Staff Bathrooms   Yes____   No____

Were you able to implement the lesson plan?   Yes____   No____

    If no, what can this site do to ensure that other substitute teachers will not have this problem?

Are there student discipline issues that need to be addressed? Yes____   No____
Are there student behavior issues that need to be addressed? Yes____   No____

    Please explain:

What can we do in the future to improve your next teaching assignment at our site?

The 8th Habit: From Effectiveness to Greatness

by Stephen R. Covey

From the author of *The 7 Habits of Highly Effective People*, *The 8th Habit* moves the reader from effectiveness to greatness. This book is intended to help the reader find her own voice, then directs her to inspire others to find theirs.

Much of the philosophy taught at the Substitute Teaching Institute at Utah State University focuses on such ideas of self-discipline and not classroom discipline. The principles taught in The 8th Habit reflect that same principle, to focus on self and to control self. Changing ourselves is the only aspect we have control over.

For educators as well as those responsible for hiring educators, this book has powerful teaching and interpersonal skills and techniques. Covey's base for human growth comes from the four dimensions of a person – body, mind, heart, and spirit. These lead to the four basic needs or motivations—living,

loving, learning, and leaving a legacy. Each person needs fulfillment in all four areas.

Whether the reader is a CEO, HR Director, SubManager, teacher or substitute teacher, the insights in the book can be applied in his life.

The book is an easy read accompanied with a unique DVD with 16 video vignettes validating what is being taught in the book.

The 8th Habit: From Effectiveness to Greatness, Stephen R. Covey, FREE PRESS, A Division of Simon & Schuster, Inc., 1230 Avenue of the Americas, New York, NY 10020.

Give 'Em the Pickle . . . and they'll be back!

by Robert E. Farrell with Bill Perkins

Public education is all about public service, specifically how we treat ourselves, students, and employees. If you are looking for examples and/or principles of how to and how not to treat employees, read Robert E. Farrell's account of an absolutely certain way to build your business and live a happier

life. Although these are examples from a business application, many of the vignettes can be applied to working with employees and students in education.

Mr. Farrell relates the story of a customer who had frequented his restaurant for over three years, always ordering the #2 hamburger, a chocolate shake, and an extra pickle on the side. One day he placed his usual order and received no pickle on the side. When the customer inquired as to why NO PICKLE, he was told he could have one for $1.25. But he had always received the extra pickle. The waitress consulted the manager and informed the customer that she would sell him a pickle for a nickel. The customer told the waitress what to do with the order and informed Mr. Farrell by letter that he would not be returning to the restaurant if that's the way he was going to run it.

Fortunately for Mr. Farrell, the disgruntled customer signed his name and included his address on the letter. Mr. Farrell wrote back and enclosed a card for a free hot fudge sundae and assured him he didn't run his business that way, apologized, and asked him to please come back.

A year later Mr. Farrell was checking in his baggage for travel at the airport and was asked by a young man if he worked for Farrell's. He indicated he did and was told by the young man that he used to go to the restaurant and wrote a letter to Mr. Farrell complaining about no pickle. Mr. Farrell thanked him for writing the letter and assured the young man that his letter had a far bigger impact than he ever imagined.

In education the pickle could be staff development opportunities for teachers. Don't give and then take back! If there is a message here, it's the importance of giving away pickles. The secret of running a good business is the willingness to "Give 'em the pickle." Of course, that means you have to know what the pickle is in your business. In education, what are pickles? What attracts and keeps customers satisfied? Additional principles to be mastered are the value of the customer, care for your employees, hire the best managers in the business, do the little things that make an impression, and win their loyalty with your service.

Mr. Farrell asks us to think about this. A typical business hears from only four percent of

its dissatisfied customers. The other 96% just quietly go away and 91% never return. A typical dissatisfied customer will tell 8 to 10 people about his problem. One in five will tell 20 people. It takes 12 positive service incidents to make up for 1 negative incident. Seven out of 10 complaining customers will do business with you again if you resolve the complaint in their favor. If you resolve it on the spot, 95% will do business with you again. On average, a satisfied customer will tell five people about the problem and how it was satisfactorily resolved. One thing is clear; the best marketing takes place inside our businesses.

Give 'Em the Pickle has business practices that have educational implications and applications. The book is easy to read and we could say, "What's in your wallet when it comes to student and employee relations?"

Give 'Em the Pickle . . . and they'll be back!, Robert E. Farrell with Bill Perkins, Give 'Em the Pickle Co, Home Office, 4120 N.E. Beaumont Street, Portland, OR 97212, (503) 282-5102, www.giveemthepickle.com

Research into Practice: Implementing Effective Teaching Strategies

by Alan Hofmeister and Margaret Lubke

A question each outstanding teacher should ask each and every day, whether permanent or substitute teacher, is "What am I doing for my students?" The research and implications presented in Research into Practice is based on what is best for students. By evaluating one's performance in the classroom, a teacher can improve instruction, thus improving student achievement.

Dr. Hofmeister presents methods to assess understanding of the knowledge and self-evaluation in five areas:

- Time management
- Teaching functions
- Academic feedback
- Academic monitoring
- Classroom management

Each chapter focuses on one of these areas by presenting background research and understandings, methods to

evaluate one's own performance, and methods for improvement. As stated in the book, "The professional teacher has an obligation to engage in the following activities; a. Review the recommendations from the effective teaching literature, b. compare present classroom practices against the recommendations, c. implement changes, and d. evaluate the extent to which the changes are consistent with the effective teaching literature."

Effective teachers maximize the time students are involved in learning activities. Managing time effectively requires understanding of time management concepts including available time, allocated time, engaged time, academic learning time, pacing, transition time, and instructional momentum.

Teaching function concepts include daily reviews and prerequisite checks, presentation of new content, guided practice, independent practice, and weekly and monthly reviews.

Academic feedback concepts include feedback opportunities, question types, delivering the questions, and reaction to student responses.

Academic monitoring concepts include monitoring and goals, instructional programs and embedded progress tests, decision-making and corrective action, monitoring and improving of instruction, instructional alignment, adaptive ability, and mastery testing.

Classroom management concepts include instructional strength, setting and implementing rules, managing interventions, increasing appropriate behavior, and reducing reprimands and punishments.

The strength of this book lies in its ability to help the reader to understand the concepts, put them into practice, and then evaluate the effectiveness of the concepts in teaching.

Research into Practice: Implementing Effective Teaching Strategies, Alan Hofmeister and Margaret Lubke, Allyn and Bacon, A Division of Simon & Schuster, Inc., 160 Gould Street, Needham Heights, MA 02194.