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**The role of the substitute teacher in educational reform of the
1980's in North Carolina**

Gorst, James Donald, Ed.D.

The University of North Carolina at Greensboro, 1988

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THE ROLE OF THE SUBSTITUTE TEACHER IN EDUCATIONAL REFORM
OF THE 1980'S IN NORTH CAROLINA

by

James Donald Gorst

A dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
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Approved by


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ABSTRACT

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The purposes of this study were to investigate the role of substitute teachers in educational reform of the 1980's, to use information solicited by survey from every state to formulate an effective substitute teacher staff development and certification program, and to recommend to school officials and school administrators that it be implemented in North Carolina Public Schools.

A search was made of educational literature from 1957, at the time of the launching of Sputnik I until 1988, five years after the release of A Nation at Risk. Research revealed billions of federal and state dollars were spent to improve the quality of education, but almost no monies went to maintain continuity of instruction in the absence of the classroom teacher.

Fifty state education chief executive officers and the chief executive officer of the District of Columbia were surveyed for information about substitute teacher staff development programs. Forty-nine state education chief executive officers (96.0 percent) returned the questionnaires. Two hundred building principals in North Carolina were surveyed to determine if in their opinion a substitute teacher staff development and certification program in North Carolina would improve continuity of instruction in the absence of the classroom teacher. One hundred sixty-five principals (82.5 percent) returned the questionnaires.

The following conclusions are based on an analysis of the data received from the state education chief executive officers and randomly

selected building principals in North Carolina: (1) Of 45 respondents to the question, 18 states (34.6 percent) require substitute teacher certification for employment. (2) State regulations promulgated by the state board of education of the 18 states set the standards for substitute teacher certification. (3) Even with certification, the number of days a substitute may be employed is limited. (4) Of 165 who returned questionnaires, 113 building principals (68.5 percent) recommended substitute teacher staff development and certification as standards for employment of substitute teachers. (5) One hundred six principals (64.0 percent) recommended that programs for certification (state guidelines), staff development, and renewal credit be administered at the district level. State certification requirements and recommended staff development courses are outlined in this dissertation.

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CHAPTER I

INTRODUCTION

Background of the Problem

Substitute teaching is probably the most difficult job to do well. It is also probably the easiest thing to get away with doing poorly (Parsons & Dillon, 1980, p. 27).

History reveals that substitute teachers have not been considered a part of the educational team, but rather a necessary adjunct (Feldman, 1981).

Prior to the dissemination of the report of the National Commission on Excellence in Education, A Nation at Risk: The Imperative for Educational Reform, 1983, generally, the public saw classroom teachers as disciplinarians, not educators, and educational institutions as battlegrounds, not learning centers (Bakalis, 1983) and (Altbach, Kelly and Weis, 1985). In some schools, police officers and parents patrolled halls to prevent violence and to maintain discipline. Literature for substitute teachers reflected the same attitude through articles and books for four decades.

Instead of performing as teachers, as the name implies, substitute teachers' primary goals were to maintain discipline, meet schedules, and hold the classes together until teachers returned (Jentzen & Vockell, 1978). There were usually insufficient or no plans for substitute teachers to maintain educational continuity in the classroom. In fact, substitute teachers were to avoid introducing new instructional concepts (Jentzen & Vockell, 1978). When teachers were absent, lesson plans were modified so there was no normal and routine progression through daily

and weekly instruction. Not only was student educational progress delayed, students encountered additional stress with substitute teachers (Manlove & Elliott, 1979). Since the educational reform that began in the 1950's, even more substitute teachers are required.

Sputnik I in 1957, various federal projects from 1958, and the report A Nation at Risk, (1983) by the National Commission on Excellence in Education, resulted in major educational reforms in every state. More recently, state funding for quality education programs such as career ladders, merit pay, and general salary increases with more sick, personal and vacation days, and mandated staff development all increased the time teachers were out of the classroom (Belnak, 1988).

Educational reform required considerable time and effort in order that student progress might be evaluated. Elaborate record-keeping systems tracked student learning, the results were closely monitored and feedback provided in an attempt to improve student achievement (Spring, 1986). Educational reform and accountability linked teacher evaluation to classroom performance and effective instructional practices (Altbach, Kelly, & Weis, 1985).

The National School Boards Association published a report (Shannon, 1987) that indicated educational reform was well underway, had made remarkable gains, and results were measurable in classrooms. Federal and state programs come and go, but the issue of lost opportunities for learning when substitute teachers could not maintain continuity of effective instructional practices in the classroom still has not been addressed.

Continuing educational reform will provide opportunities for new ideas. Governors and legislators from some states are supporting monetary awards for educators' ideas. Arkansas Governor Bill Clinton said, "...reform cannot be sustained if the energy comes [only] from the state" (Ordovensky, 1987, p. A3). All educators, including substitute teachers, should be involved so that teacher absenteeism is not a weak link in effective education. Credibility for educators improves in direct proportion to their recognition for ideas that lead to quality education in their schools (Shannon, 1987). With awards as incentives, ideas for continuity of education when substitute teachers are in the classroom could be a high priority.

Statement of the Problem

A substitute is a little like a tourist forever traveling on his own to foreign countries whose customs, language, and medium of exchange are strange to him and whose experience is a series of quick impressions to be absorbed and then as quickly released to make way for new ones (Hayes, 1975, p. 271).

When substitute teachers enter classrooms, generally, very little learning is expected to take place. Their literature is aimed toward survival, not effective teaching (Pronin, 1983). Their goals are to hold the class together until the teacher returns, to avoid disturbing others, to meet schedules, to control discipline, and to avoid introducing new instructional concepts (Parsons & Dillon, 1980).

Many school district leaders have neglected their professional obligation to provide substitute teachers with training and knowledge applicable to the diversity of classroom settings, the district's instructional goals, teaching materials, and the methods adopted to realize the district's instructional goals (Koelling, 1983). Some

districts have orientation programs that describe the do's and don'ts in the classroom, but do not go beyond housekeeping chores and discipline (Parsons & Dillon, 1980). A search of the literature revealed only a few substitute teacher programs in place, and they were instituted in urban areas such as the Houston Independent School District, the Cleveland Public Schools, and the Sacramento City Unified School District.

Until the 1987-88 school year, the required Effective Teaching Training Program (NCS DPI, 1985) prescribed and disseminated to all North Carolina school districts by the State Department of Public Instruction was not offered to substitute teachers. It is still not required, but now substitute teachers may volunteer to take instruction in teaching functions and practices such as Management of Instructional Time, Management of Student Behavior, Instructional Presentation, Instructional Monitoring of Student Performance, Instructional Feedback, Facilitating Instruction, Communicating within the Educational Environment, and Performing Non-Instructional Duties (Holdzkom, 1987).

More than a quarter of a million people serve as substitute teachers in the nation's public schools each year (Kraft, 1980). Substitute teachers serve five to six percent of the total teacher days. Stated another way, students nationwide had substitute teachers about ten times each year (Feldman, 1981). In North Carolina Public Schools, during the 1985-86 school year, students had substitute teachers an average 12.91 days (Belnak, 1988).

Because absenteeism is inevitable, many administrators shrug their shoulders at the critical break in continuity (Rundall, 1986). Often,

in a situation with a substitute, the classroom program and entire curriculum are changed (Rundall, 1986). Every day that students complete "meaningless busy work," they miss opportunities for better education. Additionally, the shock of an unfamiliar face and a new authority figure gives students a feeling of disorientation (Rundall, 1986). For instance, at a junior and/or senior high school, a student with a seven-period day, could conceivably have seven substitute teachers in a single day or have a substitute for at least one period a day for 91 days since in a 180-day school year in North Carolina, teachers are absent an average of thirteen days a school year (Belnak, 1988). In the elementary school, the student may have the same substitute all day.

Purposes of the Study

The purposes of this study were to investigate the role of substitute teachers in educational reform of the 1980's, to use information solicited by survey from every state to formulate an effective substitute teacher staff development program, and to recommend to school officials and school administrators that it be implemented in North Carolina public schools. The researcher was also seeking to determine if other principals in North Carolina agreed there is a need for certified substitute teachers in North Carolina; and if so, what courses should be included in a certificated program.

Questions to Be Answered

The old saw, "If it ain't broke, don't fix it," needs revision. I propose: "If it ain't broke, you just haven't looked hard enough." Fix it anyway (Peters, 1987, p.3).

The above adage is relative to educational reform. Any leader should continuously seek ways to improve. The questions below seek information applicable to substitute teachers and continuity of classroom instruction, staff development programs for substitute teachers, and a certified substitute teacher training program.

This study addressed the following questions:

1. Is there a substitute training program in place that prepares substitute teachers to maintain continuity and effective education?
2. How is continuity maintained in the instructional process in the absence of the regular classroom teacher?
3. If a program is used to train substitute teachers in effective education, has it been successful? How?
4. Has there been an improvement in substitute teaching as a result of the educational reform movement since 1983? How?
5. What methods are used to foster good relationships between the educators and substitutes so substitute teachers feel a part of the educational team?
6. What will improve substitute teacher effectiveness?
7. Do you think a substitute teacher certification program in North Carolina for non-certified teachers might be beneficial?
8. If the answer to 7, above, is yes, what experiences, courses, and how many credit hours would you recommend for a substitute teacher certification program?

Significance of the Study

The General Assembly and educational leaders of North Carolina are committed to quality education as evidenced by the Basic Education Plan,

the implementation of a pilot program of Career Ladder opportunities in sixteen school districts, Effective Teaching Training of educators including substitute teachers on a volunteer basis, and the Teacher Mentor Program in selected local school districts.

Classroom teachers are absent on the average of thirteen days a year for sickness, staff development, professional meetings or personal leave (Belnak, 1988). At the minimum, that is one hundred and sixty-nine days of an average student's thirteen-year education with a substitute teacher. Quality education requires continuity of instruction with both regular classroom and substitute teachers.

Definitions

To permit a consistent and understandable discussion of the topic of substitute teachers and educational reform, it is necessary to provide a definition of the terms that will be used throughout this dissertation. The source for the definitions, listed in alphabetical order, is the Dictionary of Education (Good, 1973).

For the purpose of this study, the following terms are defined:

continuity of experience: flow of experience from one, earlier, stage to another, later, stage; experience free of dead endings or blocks that remove the potential of later enriching experience; educationally, it is a teachers responsibility to judge among experiences, selecting those which produce continuity of experience in growth in general.

course, academic: in general a course of study dealing with "cultural" or "pure" subject matter.

course, elementary: a program of study in some elementary school subject or area of experience requiring a school term or year for its completion.

evaluation: the process of ascertaining or judging the value or amount of something by use of a standard appraisal; includes judgements in terms of internal evidence and external criteria.

lesson plan: a teaching outline of the important points of a lesson arranged in the order in which they are to be presented; may include objectives, points to be made, questions to ask, references to materials, assignments, etc.

performance: actual accomplishment as distinguished from potential ability.

program, school: the entire offering of the school, including the out-of-class activities, and the arrangement or sequence of subjects and activities.

program, staff development: all efforts of school officials to recruit, select, orient, train, or reassign staff members so as to provide the best possible staff for the operation of the schools, generally used to include both staffing and in-service education.

sample, random: a sample selected in such a way as to guarantee equal probability of selection to all possible samples of this size that could be formed from the members of the universe involved.

substitute teacher: one who occupies temporarily the position of an absent teacher, whether employed for a few days only or for an extended period of time.

Limitations of Study

The majority of literature on substitute teachers was written during the 1970's. A limited amount of material has been published on substitute teachers and the educational reform movement of the 1980's.

The study is limited by the fact that there were 38 articles published (ERIC Research) on the substitute teacher from 1972 to 1983. Since 1983, the height of educational reform, there were 18 articles published (ERIC Research). The articles were about maintaining order and discipline, do's and don'ts in the classroom, or substitute teacher

survival. Not one addressed continuity of instruction in the classroom.

Beginning with the 1987-1988 school year, substitute teachers in North Carolina are permitted to voluntarily participate in the Effective Teaching Training staff development program that was mandated by the state legislature for all certified instructional personnel. Quality programs offered for substitute teachers prior to the Effective Teaching Training Program may have been dropped. Sufficient information may not be available on substitute teacher participation in the Effective Teaching Training staff development program.

Organization of the Study

The remainder of this study is divided into three major parts:

(1) A review of the literature.

(2) A survey of chief executive officers of each of the fifty state departments of education and the District of Columbia and another survey of local school district building principals in eight educational regions of North Carolina. The surveys are to determine the role of substitute teachers during the current educational reform movement.

(3) Report of the findings, conclusions, and recommendations.

Chapter One, Background of the problem, is an introduction.

Chapter Two, Review of the Literature, is a study of educational reform in two time periods. The first, the post-Sputnik Era, is from the launch of Sputnik I in 1957 until the release of the report A Nation at Risk (1983) by the National Commission on Excellence in Education. The study of literature reviews programs provided by financial aid from the federal government, educational reform, and the role of substitute

teachers.

The second part of the study begins with the report A Nation at Risk (1983) by the National Commission on Excellence in Education and ends with the year 1987. The study of literature provides information relative to federal and state educational programs, educational reform and the current role of substitute teachers.

Chapter Three, *The Methodology*, is an explanation of procedures for soliciting information on substitute teachers by surveying the chief executive officers of fifty state departments of education and the District of Columbia and 200 randomly selected building principals in North Carolina.

Chapter Four, *Analysis*, is a review and analysis of substitute teacher staff development programs. The chapter is divided into two major parts: (1) *Substitute Teacher Staff Development: Interests and Initiatives by the State Departments of Education*, and (2) *Building Principals' Perception of Substitute Teacher Training and Certification in North Carolina in 1988*.

Chapter V, *Summary, Conclusions, and Recommendations*, is a report of the findings, conclusions, and recommendations.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

By reviewing educational reform literature the author examined the role of the substitute teacher as reflected in two time periods: the "post-Sputnik Era," October 4, 1957, when Russia launched "Sputnik I," the first space satellite, to 1983 when the National Commission on Excellence in Education published the report, A Nation at Risk: The Imperative For Educational Reform (1983). The "post-Nation at Risk Era," is 1983 to the present.

Admiral Hyman Rickover, Father of the Nuclear Navy, blamed the schools for placing the nation's security in danger by falling behind the Russians in the fields of science, mathematics, and engineering. After the launching of Sputnik I, he said, "Rightly, Sputnik has been seen as a triumph of Russian education" (Spring, 1986).

When the Soviet Union was the first in space, it was an indication to many Americans that America was losing the technological and military race. In 1958, public outcries for better education created an educational reform movement. The United States Congress passed many pieces of legislation that provided monies for improved education (Gutek, 1972).

Even before Sputnik I, educators and politicians were concerned about the lack of quality education in the United States' elementary and secondary schools. At least since the early 1940's the trend in

education had been toward the social development of children rather than an emphasis on hard academic subject matter. At the same time, however, there had been a growing concern about the adequacy of math and science education and whether enough students were prepared and interested in seeking careers that would help advance American technology (Rosenblat, 1985). Russia's dramatic exploit in space, Sputnik I, highlighted the costs of neglecting rigorous academic training, particularly in math and science. As a result of Sputnik I, educational reform began in the United States with the passage of the National Defense Education Act of 1958, the forerunner of general federal aid to education (NDEA, 1958).

Education Reform During the Post Sputnik Era

The launching of Sputnik I increased the national concern for education and for educated citizenry. Similar concerns were reflected in the passage of the Northwest Ordinance of 1787 and the Morrill Acts, when money and land had been appropriated for the "land grant colleges" (Fuller & Pearson, 1969).

The first piece of legislative action passed for education after Sputnik I was the National Defense Education Act (NDEA) of 1958. Over a four-year period this act provided one billion dollars for grants and loans to upgrade education in the United States. The NDEA program was divided into ten elements called titles, each with a specific purpose.

The general provisions of Title I gave the United States Office of Education the authority to administer the other titles except for Title IX (Science Information Services) which was administered by the National Science Foundation (NDEA, 1958).

Title II provided loans to colleges and universities for qualified and needy students to enable them to continue their education beyond high school. The loan recipients were encouraged to become elementary and secondary teachers by reducing the amount of the loan by ten percent for each year taught after graduation up to a maximum of five years.

Title III provided assistance to elementary and secondary schools to improve the teaching of science, mathematics, and foreign language. Funds were used to purchase laboratory or other equipment and for minor remodeling of laboratories as well as other spaces used for science and mathematics. The states matched Title III funds dollar for dollar.

Title IV provided fellowships through the doctoral level for students who desired to become college professors.

Title V provided financial assistance to state departments of education to support student testing programs in secondary schools in order to identify those with outstanding abilities and aptitudes and to support programs of guidance and counseling in the public schools. Guidance counselors were charged with the responsibility of advising students which courses were best suited to their aptitudes and abilities and to encourage them to continue their education beyond the high school. Title IV and Title V offered support for teacher institutes in guidance and foreign language.

Title VI supplied funds for language research, fellowships for the study of modern foreign languages, and for the establishment of centers for foreign languages and cultural subjects.

Title VII provided considerable assistance for disseminating

information in the proper uses of mass media communication for educational purposes. Funds were available for research in the use of mass media for education.

Title VIII made provisions for areas of vocational education below the college level to train skilled technicians needed in the national defense.

Title X provided assistance to state departments of education to improve their statistical services (NDEA, 1958).

The National Defense Education Act of 1958 (NDEA) accounted for a major increase in federal spending on elementary and secondary education. This funding increased from 128.3 billion dollars in fiscal year 1957 to 224.9 billion in 1960 (Guttek, 1983). The NDEA was looked upon as the forerunner of general federal aid to education. The intent of the NDEA was to meet the educational emergency by providing federal assistance to individuals and states to ensure sufficient trained manpower for national defense (Guttek, 1983).

In 1963, President Kennedy requested passage and implementation of the National Education Improvement Act which was an extension of the National Defense Education Act (Special Message to the Congress, 1963). Although the bill did not pass, portions were enacted later under the titles of The Higher Education Act of 1963 and the Higher Education Act of 1965. Both of these bills provided monies to the colleges and universities for building construction and aid to qualified needy high school graduates.

In 1965, President Lyndon Johnson proposed both public and private aid to elementary, secondary, and higher education. It was the first

general aid legislation for school assistance. Congress had already given specific aid to education. The Elementary and Secondary Education Act (ESEA) gave general aid to education (ESEA, 1965). The ESEA was designed for school construction, special programs for educationally deprived students, printed materials and books for school libraries. Title III made monies available for model schools, pilot programs, community centers for adult education, guidance and counseling, remedial instruction, special services, improved academic programs and health services. ESEA stressed the improvement of educational research, dissemination of information to teachers and teacher training institutions, and establishment of regional laboratories. ESEA of 1965 indicated Congress' determination to assist American education. Congress allocated over one billion dollars to support ESEA (Fuller & Pearson, 1969).

The National Defense Education Act of 1958 earmarked monies for specific programs, especially in the areas of math and science. The Elementary and Secondary Education Act of 1965 provided educators opportunities to explore education unlike any period in educational history. It also provided the federal government limited control over educational programs since it was financing education with federal dollars. So, as the federal government's role in financing public education grew, it became a powerful promoter of innovative practices. In almost every instance, superintendents of local school districts were encouraged to do things that they might not ordinarily have done.

School systems moved away from traditional methods of teaching and learning. By 1970, ten percent of all federal monies were directed to

be used for educational innovations. In 1974 this amounted to 350 million dollars (Greenwood, Mann, and McLaughlin, 1975).

School authorities devoted increased resources to the special needs of poor children, to monitor and correct racial imbalance, to provide career education, to make special provisions for non-English speaking children, to offer free medical services and free lunches to poor children.

One problem with public education was rigidity and traditionalism. So when Title III of the Elementary and Secondary Education Act of 1965 provided monies for innovative ideas, public schools used federal dollars in such programs as open schools, team teaching, multi-age groupings, and alternative schools (Fuller & Pearson, 1969). One idea to come out of the reform was the Experimental Schools Program (ESP). President Nixon described the Experimental Schools Program (ESP) to the United States Congress in March 1970. The Experimental Schools Program was to be administered by the National Institute of Education. The proposed design of the program was to bridge research with actual educational practices. When put into practice, the Experimental Schools Program was to allow school districts to design programs that reflected comprehensive change. Although "comprehensive" was never defined, applicants for federal dollars were told that the programs must include all children in all grade levels and must include changes in instruction, curriculum, staff development, community involvement, administration, and organization (United States Office of Education, 1972).

A program had to be designed around a central theme or educational concept, and it had to reflect students' needs and aspirations. Eighteen districts eventually received substantial funding (United States Office of Education, 1972).

The central themes were on areas such as individualizing and humanizing, stressing process rather than product, retraining teachers to use diagnostic approaches, and providing learning environments where every child would experience success.

The Experimental Schools Programs did not live up to its own expectations and was discontinued. ESP failed because the programs were too piecemeal. ESP had intended to demonstrate that comprehensive, holistic change of an entire district was possible and that extensive community involvement would straighten out the process of change. The goals were not attained. No one defined "comprehensive." Yet each proposal had to be "comprehensive." It became a "buzz word."

Educational leaders learned to use "comprehensive" in proposals to obtain federal dollars (Cowden and Cohen, 1979).

Educational reform brought changes in mathematics and social sciences. The National Science Foundation Act established the National Science Foundation which had two important functions in addition to basic research: (1) to improve science education in the public schools, and (2) to establish a system of undergraduate and graduate fellowships for training and scientific research (National Science Foundation Act, 1950). On January 27, 1958, President Eisenhower outlined his program for national defense. The first item on his list of recommendations was a five-fold increase in appropriations for the

educational activities of the National Science Foundation (Spring, 1986). From 1956 until 1975, the National Science Foundation funded fifty-three projects, forty-three in mathematics and natural sciences, and ten in social sciences. A National Science Foundation Survey determined that the science areas had been very successful. Sixty percent of the school districts had participated in some form of NSF sponsored science programs in grades seven through twelve, some in more than one. Also thirty percent of the elementary schools used one or more of its sponsored programs (The Status of Precollege Science, Mathematics, and Social Science Education 1955-1975: An Overview and Summary of Three Studies, 1978).

According to the National Science Foundation Survey, mathematics and social sciences were not as successful as the science area for the following reasons: the "new" or "modern" mathematics was a National Science Foundation sponsored program. The concept of the "new" mathematics program was not a single program but one that evolved from a number of mathematics reform groups. The principle of the "new" math was based on "set" and on "bases" other than base 10. It was written by the School Mathematics Study Group (MSG). By 1967 the "new" mathematics books were in most secondary and elementary schools. Mathematicians criticized the "new" mathematics for being too abstract. Teachers resisted it because it was too hard to teach, parents did not like it and they believed their children were not learning necessary computation skills. By the late 1970's the "new" math was no longer taught (The Status of Precollege Science, Mathematics, and Social Science Education 1955-1975: An Overview of Three Studies, 1978).

Areas of social sciences fared little better than the "new" math. Social science curriculum was organized around concepts and principles that formed structure for scientific disciplines instead of the chronological organization of history. Rather than memorizing dates and names, students were to inquire into causality and to develop their own generalizations from primary source material, from direct observation of social events and processes, and from games and simulations.

Teachers who were concerned with classroom control tended to use the social studies basal text rather than new materials.

The NSF materials also covered some areas that were not accepted in the communities such as the life cycles and behavior patterns of salmon, herring, baboons, and Eskimos. The course of instruction also touched on evolution, infanticide, wife sharing, senilicide and "communal living." Because of the highly controversial subject matter, the NSF and the Government Accounting Office (GAO) conducted an in depth investigation on the publisher of Man: A Course of Study, (MACOS). MACOS survived the investigation, but a drop in published materials sold caused the course of study to fail (The Status of Precollege Science 1955-1975: An Overview of Three Studies, 1978).

By 1968 the war in Vietnam eroded available public funds for education. Funds lagged behind the growth in student population. Federal support for research and development and science education also continued dropping. The decline, along with demographic changes, ended a period of rapid expansion of college and university science and engineering departments. Federal support for graduate fellowships in

science and engineering declined from 1968. NSF support for teacher training institutes and curriculum development dropped in the early 1970's. By mid-decade, it had virtually disappeared (Ravitch, 1983).

The decline in federal support for science education coincided with a shift in emphasis in many of the nation's schools, which were greatly influenced by the country's anti-establishment mood in the late 1960's. Ironically, the emphasis on learning through discovery and inquiry that had gained popularity through the NSF's curriculum development efforts had by this time begun to feed into the building of the open-education movement. It had enough momentum by 1967 to create academic laxity similar to that which many educators had complained about in the 1960's. In response to students' demand for greater flexibility and "relevance," colleges lowered their entrance requirements and high schools abolished certain course requirements. To maintain student interest, courses in traditional subjects were fragmented into electives and mini-courses and requirements in the "hard" subjects like mathematics, science and foreign languages were eased or eliminated (Cuban, 1984).

In the mid 1970's, after a decline in Scholastic Aptitude Test scores, the back-to-basics movement, with its emphasis on fundamentals and traditional teaching methods, emerged as educators realized innovations of the late 1960's and early 1970's were not yielding desired results. Many states adopted minimal competency tests, an offshoot of the trend back to basics (Aronowitz & Giroux, 1985).

There was a new surge of parental interests in private education in the late 1970's when parents became disenchanted with public schools

because of their apparent failure to educate children both morally and intellectually. That became a large factor in the support by many, including the Reagan Administration, of tax credits for private schools (Aronowitz & Giroux, 1985).

Summary

During the post-Sputnik Era, many programs were implemented in school districts that changed education. The federal government spent billions of dollars to improve the quality of education through programs such as the National Defense Education Act (1958), the Elementary and Secondary Education Act (1965), and the Experimental Schools Program (1970).

The literature reveals that educational opportunities abounded for people to further their education as schools and colleges were supplemented by federal dollars. Family and time did not permit everyone the opportunity to earn a college degree. Some of those who desired a degree in education worked as substitute teachers.

What was the role of the substitute teacher in the reform movement of the post-Sputnik Era? There was an abundance of money provided by the federal government through the various funding programs for staff development for continuity in the instructional day, but no funds were directed toward programs for substitute teachers.

The Substitute Teacher During the post-Sputnik Era

The dearth of material on substitute teaching indicates there had been little research on effective teaching practices involving the substitute teacher, while billions of dollars were spent on model schools, model programs, research, and teacher education.

Students may have substitute teachers thirteen days a year, so they are not only a necessary adjunct, but present serious problems.

With new monies allocated to education for staff development, sick days, and other reasons, more substitutes were needed as more teachers were absent from classes. For example, the Pittsburgh Public School District witnessed a forty percent increase in substitute teacher employment from 1965-1970. During the 1969-70 school term, substitute teachers covered thirty-five thousand teaching days in that system alone (Jentzen & Vockell, 1978).

A New York Metropolitan School Study Council in 1978 rated substitute teachers lower than student teachers or teacher aides on effectiveness. The only person who ranked below the substitute teacher was the substitute bus driver (Jentzen & Vockell, 1978).

Polls indicated that students, classroom teachers and principals have poor attitudes toward substitute teachers (Kozelove & Holdaway, 1971).

Substitute teachers often taught without any notion of the relationships between the teachers and the pupils, the group's performance, personality, or general behavior style. In such climates, some substitutes had been overly nice for fear of being disliked and

had become excessively permissive, which contributed to non-productive teaching situations and substitute problems. The self-perceptions and role perceptions of substitute teachers had also been important factors in their ineffectiveness and had a decided influence on the classroom climate. Substitutes had negative attitudes toward regular teachers whom they envied because of their full time teaching positions. Such feelings were expressed by critical attitudes toward furniture arrangement, pupil activities, etc. Pupils often interpreted the substitute's attitude as a personal affront and countered with hostility that increased the usual student-substitute tension (Woods & Woods, 1974).

Sometimes feelings of superiority to the regular teacher were evidenced, which also added stress to an already difficult situation (Woods & Woods, 1974).

Of course substitute teachers did not create all the problems. Sometimes there were no lesson plans, no teacher texts available, no seating charts, no directions, and no administrator interest. Under such circumstances, problems could be expected. But a substitute teaching in a class for only a day stood to bear the brunt for the lack of teaching plans and behavior problems; i.e., he/she was no longer employed (Parsons & Dillon, 1980-81).

Who are the substitute teachers? Where do they come from? And why do they choose to fill those positions? Nationwide, substitute teachers generally fell into one of four categories:

1. Graduates who majored in education who were unable to find full time teaching positions.

2. Persons who did not want full-time employment but wanted to supplement their family income on an irregular basis.
3. Persons who had college degrees but needed further education courses to be certified.
4. Retired full-time teachers who wanted to supplement their income (Washington, 1972).

There were generally two philosophies concerning substitute teachers: They were to carry out the lesson plans of the regular teacher, or they were to babysit the class with an emphasis on discipline rather than on a continuation of the learning process (Griender, 1972). If that were true, then means needed to be devised to direct persons into the roles that best fitted them. If only the teaching role was desirable, then means needed to be found to maximize the probability that substitutes would perform the teaching rather than the babysitting role.

In the continuation of the review of the literature, it is noted that some school districts in the larger urban areas made attempts to correct the deficiencies of substitute teaching by providing staff development that was unique to their system. They hired certified qualified teachers who were trained in the system's standards and procedures (Reynolds & Garfield, 1971).

Summary

Some articles were written to help classroom teachers plan for substitute teachers. Others wrote on methods and procedures that allegedly would help the substitute teachers have more successful experiences in the classroom (Feldman, 1981).

Substitute Teacher Staff Development Programs
During the post-Sputnik Era

During the period of the post-Sputnik Era, many articles were written on methods, materials, procedures for having more successful experiences in substitute teaching.

Large school systems implemented staff development programs and created a cadre of trained substitute teachers. To substantiate the perceptions of the substitute teaching in 1980, Parsons and Dillon conducted a survey of high school students. Some students who participated gave the following perceptions:

Substitute teaching is what a teacher does when he or she is unable to get a full-time position but still wants to teach and is willing to forego the salary of a full-time job. Essentially, it is the act of going into a classroom with one-to-two hours notice and replacing the regular teacher who is absent due to illness or for various reasons. A substitute teacher must be versatile as he may be teaching anything from Art 10 to Physics 30. Usually his job boils down to a babysitting job wherein he must keep a classroom of 25 to 30 students busy for the day (Parsons & Dillon, 1980-81, p. 143).

Substitute teaching involves taking the place of a teacher who is ill or off skiing. This experience is often very nerve racking as the teacher is often put into a situation of not having any lesson plans. They usually have little knowledge of the school's discipline system and are handed a form outlining the code of ethics. They are given a timetable and told to go to a certain room and "teach." The substitute usually ends up reading a book and trying to maintain his sanity (Parsons & Dillon, 1980-81, p. 143).

Large urban areas were able to counter some of the poor perceptions of substitute teaching by offering programs that helped substitutes to have more successful experiences. Some of the programs are:

Substitute Teacher Education Module (STEMS), Houston Independent School District, Houston, Texas

A practical program developed by the University of Houston, Texas Southern University, and the Houston Independent School District addressed the special demands that confront substitute teachers. The Substitute Teacher Education Modules (STEMS) are twenty, two-hour inservice training classes that seek to improve the effectiveness and working conditions of substitutes. The problems addressed in STEMS were suggested by substitute teachers and verified by regular classroom teachers and building principals. Each STEM focuses on a simple vital skill (McEntire & Hughes, 1982).

In developing the list of skills, the compilers discovered that many of the skills of substitute teachers differ from those of regular teachers. For example, substitutes do not know students they work with, so they must vary their presentations and rely on behavior management techniques to encourage students' appropriate behavior.

Other STEMS train participants in essential teaching skills; i.e., to set tasks at appropriate levels of difficulty, and to divide long assignments into shorter or more readily accomplished tasks.

Substitute teachers who complete the twenty, two-hour, courses of instruction and pass the final examination receive an additional \$5 per workday increase in salary (McIntire & Hughes, 1982).

The STEMS are taught by college professors, classroom teachers, principals and experienced substitute teachers. The twenty units include instructions in (1) Planning an Effective Lesson With Five Minutes Notice, (2) Basic Classroom Communication Skills, (3) Applying

Communication Skills To Classroom Problem Solving, (4) Classroom Management Skills for Secondary Substitute Teachers, (5) Enrichment Lesson Extenders for Elementary School Substitute Teachers, (6) Classroom Management Skills Elementary School Substitute Teachers, (7) Advanced Classroom Management Skills for Elementary and Secondary School Substitute Teachers, (8) Basic Mechanics of Substitute Teaching in the Houston Independent School District, (9) Motivation (Five Basic Generalizations of Motivation), (10) Maximizing Academic Engaged Time, (11) Fundamentals of Making an Urban Classroom Functional, (12) Behavior Modification: Discipline in the Urban Schools, (13) Legal Responsibilities for Substitute Teaching in the Houston Independent School District, (14) Instructional Strategies for Different Learning Styles, (15) Crises: Prevention and Intervention (Part I) (Mental Attitude and Crises), (16) Crises: Prevention and Intervention (Part II), (Six Surface Management Stages of Control and Nine Orders of Behavior), (17) Stress Management for the Substitute Teacher, (18) Cultural, Ethnic, and Racial Diversity in the Urban Classroom, (19) Increasing Productive Behavior, (20) Houston Independent School District Reading Curriculum: Grades One - Five (McIntire, Rasdale, & Mosley, eds, 1981).

The inservice incorporated by the Houston Independent School District helps to prepare substitute teachers to become a necessary part of the support system in the educational process, it gives recognition to substitute teachers, and it affords greater peace of mind to administrators who must at times staff their classrooms on a

moment's notice (McEntire & Hughes, 1982).

Support Teacher Program, Cleveland Public Schools, Cleveland, Ohio

During the 1976-77 School Year the Cleveland Public Schools were involved in a systematic training program which involved six elementary schools. Teachers from those schools were released for two hours a week to participate in staff development activities in planning and designing mini-projects (Kilbane-Flash, 1978).

As a part of the training project, the school district chose to hire certified teachers for substitutes. The term "support teacher" was used in lieu of "substitute teacher" so teachers and students were aware that ordinary substitute teachers were not involved in the project.

Prior to assuming their duties, support teachers completed a series of orientation sessions that included a visit to each of six schools in order to familiarize themselves with school administrators, procedures, and school plants. The support teachers had informal workshops with subject area supervisors and curriculum specialists.

Since the project was on a trial basis, support teachers met with the supervisor from the district's department of research and development to discuss questions and concerns, to ask for clarification, and to take actions where necessary.

Results of the Support Teacher Concept

(1) Since the support teacher was a "specialist" rather than an "ordinary substitute" the regular classroom teacher had higher expectations. Some classroom teachers expected miracles in dealing with

the most disruptive student and most disorderly classes. (2) The support teachers expected the regular classroom teacher to transmit "good" lesson plans. Some of the lesson plans left a lot to be desired. (3) The support teacher was to implement the plans as received and were not to alter, replace or restructure the plans. (4) Differences between teaching styles of the support teacher and the classroom teacher created tensions. Each felt responsible for the learning of the children. (5) The opportunity for support teachers to teach a grade different from their expertise helped them to become familiar with the new grade. Tension still existed because of the lack of familiarity with the new grade and the differences in teaching styles of the support teacher and the regular classroom teacher. (6) Assuming the duties of the regular teacher sometimes resulted in non-instructional duties such as field trips and collecting monies for lunches. The support teacher felt put upon while the classroom teacher viewed the reaction as "prima donna." (7) Group identity quickly arose among support teachers when an individual's problem became the group's concern (Kilbane-Flash, 1978).

The support team project was a new venture for the Cleveland School District. Both the support team teacher and the classroom teacher were engaged in new and untried activities. Members of the project were revealing their teaching competence to each other. In the beginning, they were both strangers. In order to protect their perceived criticisms of each other, they tended to exaggerate their expectations, and to minimize or justify any deficiencies.

The author summarized the project:

The use of a support teacher team proved to be a workable way to release teachers for planning sessions and still maintain continuity of instructional momentum. Problems in relationships between support and classroom teachers were generally the result of distorted role expectations heightened by tension and insecurity in the new roles. Provision of adequate time for developing personal relationships proved to be an important factor in easing role adoption (Kilbane-Flash, 1978, p. 9).

Substitute Teacher Program, Sacramento City Unified School District, Sacramento, California

The Substitute Teacher Program implemented by the Sacramento City Unified School District was established to stress familiarization of the district's substitute teachers and school administrators with their respective roles based on assessed needs of each group. Components of the program included staff development that helped establish an understanding of availability and usage of materials for substitute teachers, communication skills that united substitute teachers with administrators and classroom teachers with open communication for a more effective relationship, and established expectations of substitute teachers and other school personnel (Barrios & Kirkland, 1978). The program stressed the importance of substitute teacher effectiveness, and it placed considerable emphasis on the strengths and weaknesses of substitute teaching in the system.

The program was divided into two sections. The first was taught by faculty from the University of California at Davis and California State University at Sacramento. The instructional program was divided into seven modules: (1) Orientation to district expectations for substitutes, regulations affecting substitutes, and district services

available to substitutes. (2) Development of a substitute teacher's teaching kit. (This included activities for a grade level for two days) (3) Orientation to the school and classes, meeting the principal and other regular teachers. (4) Preparing for the class, the regular teacher's duties, routines, curriculum, and daily plans. (5) Establishing a working relationship with the class. (6) Techniques of instant diagnosis, including, finding out where the students are in their work. (7) Critical teacher behavior: clarity, organization, enthusiasm, authority and discussion techniques.

The second section was organized by the school district and used staff development activities that identified (1) The substitute teacher's priorities in the classroom. (2) What a substitute teacher can do to make the teaching experience more valuable. (3) Qualities and responsibilities that a substitute must possess. (4) Discipline: Helpful Hints. (5) How to use positive rather than negative requests and suggestions. (6) Work habits and general classroom control that helps the substitute to see that continuity in learning is taking place, (7) The importance of responsive teaching in maintaining order in the classroom, (8) The substitute's own behavior, courtesy, fairness, and interest in the work, (9) How to use the physical conditions in the classroom for optimum teaching and learning (Barrios & Kirkland, 1978).

Employers' and substitutes' complaints of inefficiency and poor conditions decreased after the training. Staff development was very effective in establishing and maintaining instructional continuity

(Barrios & Kirkland, 1978). Special efforts had to be made with administrative responsiveness in regard to student discipline especially at the junior high level. The use of university level instructors was extremely helpful in the training of new and continuing substitute teachers (Barrios & Kirkland, 1978).

Less elaborate substitute teacher training/orientation courses were established during the post-Sputnik Era. Some of the larger urban areas are:

New Orleans Public Schools, New Orleans, Louisiana

The staff of the New Orleans Public School established a summer program to develop a corps of prepared substitute teachers. The program consisted of training in the development of micro-resource units and meeting with administrators, supervisors, guidance and teaching personnel. Micro-resource included: Inventions, Economic and Money Exchange, Prevention of Accidents, Communication by Written Language, and Sing Along (Musso, 1969). Administrators and substitute teachers reported that the use of pre-developed materials were very effective in the classroom (Musso, 1969).

The Pittsburgh Public School System, Pittsburgh, Pennsylvania

Staff of The Pittsburgh Public School System established a program similar to the New Orleans Public Schools' program. It consisted of a five-day workshop and a five-week apprenticeship (Reynolds & Garfield, 1971).

The North Haven Public Schools, North Haven, Connecticut

Staff of The North Haven Public Schools conducted a three-day

workshop which included building tours (Kraft, 1980).

The Trenton Public Schools, Trenton, New Jersey

Staff of The Trenton Public Schools holds a two-day workshop prior to the beginning of school. The workshop includes films, discussions, identification of substitute teacher problems, and suggestions for the improvement of the substitute teacher program (Kraft, 1980).

The Oradell Public Schools, Oradell, New Jersey

It was recommended that substitute teachers attend faculty meetings, staff inservice programs, and parent teacher association functions (Kraft, 1980).

The Township High School District 113, Highland Park, Illinois

A limited number of full-time substitutes with different teaching backgrounds were employed on a daily basis whether or not substitutes are needed. If no substitute was required in a teaching field on a particular day, the unassigned "permanent substitute" served in other ways, including extracurricular assignments (Manlove & Elliott, 1979).

Miles North High School, Skokie, Illinois

All teachers were expected to have on file with the substitute teachers' clerk (who begins at 6:30 each morning) a set of instructions for the substitute. The substitute teacher was required to complete a report form for the regular teacher once the substitute's responsibility had been completed. If teachers are absent from only one or two classes, other available teachers in the building are hired to take the absented teacher's class (Manlove & Elliott, 1979).

Pueblo School District Number 60, Pueblo, Colorado

School officials had difficulty locating enough qualified substitute teachers especially for special education assignments. Workshops to prepare regular substitutes to cope emotionally with the needs of handicapped students had been helpful. Retired teachers are employed to strengthen the list of substitutes.

A special workshop was conducted in September of each year. Handbooks that covered all aspects of prospective assignments were prepared and distributed. Discussions of all instructional levels were conducted to improve future working relations and quality of substitute teaching.

Teachers contacted an answering service when reporting illness. They were encouraged to request a specific substitute and to use the same substitute if a later illness occurred. Every effort was made to comply with the request. Substitute teachers are assigned to their teaching field when possible and to schools close to their homes to shorten driving time.

Evaluation forms were provided to substitute teachers so they could evaluate their experiences. They were encouraged to discuss their experiences with principals in a continuous effort to improve the quality of instruction (Manlove & Elliott, 1979).

Elkhart Memorial High School, Elkhart, Indiana

Staff of Elkhart Community Schools developed a comprehensive detailed plan for substitute teachers. Substitutes were expected to be fully qualified. All assignments were made through the Personnel

Office after they had been cleared by the building principal. Substitutes were encouraged to feel a part of the instructional staff. They were welcomed and urged to: (1) Attend all or any part of the regular preschool orientation program. (2) Visit classes and principals. (Make arrangements through the building principal). (3) Confer with consultants and other teachers (Manlove & Elliott, 1979).

Summary

The literature revealed that some school districts instituted programs to help substitute teachers be better prepared. The Substitute Teacher Education Modules (STEMS), of the Houston Independent School District appears to be the most comprehensive plan found in the review of literature. Most other programs reflected attempts to solve the substitute teacher dilemma that was unique to the districts needs. Other articles on substitute teachers addressed descriptions of practical ways to have some successful classroom experiences. The emphasis was not on continuity of instruction but being prepared to maintain disciplined orderly classrooms when adequate teaching plans were not available. A brief summation of a few of the articles follow:

The first step in making quick and wise decisions as a substitute is to have a well-organized filing system of teaching ideas. In a bag or briefcase be sure to include: A paperback dictionary; a paperback book of synonyms, antonyms, and homonyms; a small bell or triangle to signal the end of a lesson; a medium sized notebook in which to jot down daily plans; a book for personal reading; and manilla envelopes which include emergency duplicating masters, extra reading articles for students, a special events calendar with information about the various holidays in the year,

biographies of famous people to read to class, and simple art projects which require only paper to make. It is helpful to have a folder for every major subject at each grade level (Davis, 1980, p. 36).

Ten suggestions are listed that encourage creative teaching on the part of the substitute. Furthermore, the suggestions make the job and students easier to handle. The substitute should: (1) be appropriately dressed, (2) arrive at the school early, (3) be prepared, making it his/her responsibility to find out ahead of time about routines and schedules, (4) use name games to learn student names, (5) establish eye contact to help the children feel more comfortable, (6) lead the way, using his/her imagination, (7) have materials ready in case they are needed, (8) catch the students doing something good and reward such behavior, (9) react spontaneously, and (10) smile and laugh (Garwood, 1976, p. 75).

It is time the role of the substitute teacher was considered something other than sub professional. There are many ways in which the substitute teacher can function in order to be considered more professional. Substitute teachers should always have something of their own ready to teach. If stories, experiments, art work, simulation games or other interesting activities are ready to teach in case teacher lesson plans are non-existent or incomprehensible, the substitute teacher will be more effective in the classroom. In order to be considered professional, substitutes should provide special learning events utilizing their own unique backgrounds or special interest skills. Experiences such as sand painting, role playing, value clarification, stone polishing and play writing are examples of comprehensive learning activities through which a large number of subject matter areas can be emphasized (Miller, 1974, p. 134).

Some important practices that classroom teachers should do in order to help the substitute teacher have a successful experience are: (1) If a classroom teacher knows he/she is going to be absent, inform the students that a substitute is going to be in the classroom, (2) stress to the students that instructions and plans have been provided for the substitute teacher, (3) Name tags for the students have been prepared, (4) names of student helpers have been listed in the planning book, (5) Lesson plans have been changed to make it easier for the substitute, (6) Excessive activities have been left for substitute to fill in the day (Funk, 1974, p. 26).

Other journal articles reflected on similar recommended procedures; the main emphasis was keeping students busy.

The A Nation at Risk report pointed out many deficiencies in the

education system up to 1983 and the need for reform, but it did not specifically address substitute teaching.

Education Reform After the A Nation
at Risk: The Imperative For Educational Reform (1983)

The reports of the 1970's had already viewed our nation as declining in education. The A Nation at Risk report only confirmed what had been happening in education for the previous 10 years. The Kettering Commission identified the changes and missions of the schools:

The American comprehensive high school today must be viewed as an establishment striving to meet the complex demands of society in the throes of social change, at a time when the school system has become too large an institution and is literally overrun with a mix of young people from inconsistent social backgrounds. This is a difficult circumstance. The pressure of these forces exhausts the strength of the high school as an institution (Brown, 1973, p. 10).

The National Panel on High Schools and Adolescent Education also indicated that high schools were failing to respond to the needs of individual students:

The high school is increasingly ill-matched to many, possibly a growing majority, of its present adolescent population who are either too old or too mature to live under the routine controls and strictures of a large high school without serious disturbances to them and to the school (Martin, 1976, p. 37).

Ronald Gross and Paul Osterman had observed in their writings that the three main problems in the schools were racism, authoritarianism, and irrelevance of curriculum and instruction.

Students and educators have the idea that study involves devoting oneself to boring or uninteresting subjects of the teacher's choosing, that good grades equal good education, and that studying hard to pass an exam is a worthwhile expenditure of energy and spirit. These are typical of the ideas which form most high school curricula. Equally outdated is the idea that there is a

given body of knowledge all students should learn. As a result students insist that the curricula grow out of their own interests and concerns, that they be permitted to choose which path to learning to take (Gross & Osterman, 1971, p. 13).

The Gallup polls revealed the public's opinion that quality of education deteriorated during the ten-year period from 1973-1983. Lack of discipline consistently headed the lists as the major problem with the schools. Poor curriculum and instruction ranked in the lower twenty percent of the polls (Bakalis, 1983).

When the A Nation at Risk: The Imperative For Educational Reform (1983) report was released, it only confirmed what the Gallup Polls, The Kettering Commission, The National Panel on High Schools and Adolescent Behavior, Mortimer Adler The Paideia Proposal, John Goodlad's A Place Called School, and others had been writing about the education malaise of the 1970's.

In November of 1981, the Secretary of Education, Terrel Bell formed the National Commission on Excellence in Education. Eighteen leaders in education, industry and government of the United States formed the Commission. An additional two hundred leaders from across the United States investigated education and provided information to the Commission which prepared the written document, A Nation at Risk: The Imperative for Educational Reform (1983). During the investigation, committee members held public meetings and symposiums across the nation. Administrators, teachers, parents and others discussed their perceptions of the problems of American education. Forty papers were written by a variety of experts and presented to the full commission. Commission members visited schools and corporate

training facilities and were involved in a public event somewhere in the United States every three weeks (Goldberg & Harvey, 1983).

Three essential messages were brought to mind when A Nation at Risk report was released. The first was in the title. A Nation at Risk: The Imperative for Educational Reform. The nation was at risk because competitors were challenging our nations lead in commerce, industry, science and technological innovations. There were many other causes, but education was the primary factor.

The second message was that mediocrity, not excellence, was the norm in American education. A rising tide of mediocrity threatened to overwhelm the foundations of American society. Some indicators were: students ranked seventh in international assessments, the number of students who demonstrated superior achievement on the Scholastic Aptitude Test (SAT) declined, there was also a continuous decline in SAT scores overall from 1963 to 1980, between 1975 and 1980 there was a seventy-two percent increase in the number of remedial math courses required in public colleges, only one-fourth of Armed Services recruits could read at the ninth grade level, and twenty three million Americans including thirteen percent of all teenagers were functionally illiterate (Goldberg & Harvey, 1983).

The third message was, "We don't have to put up with this situation. We can do better, we should do better, and we must do better" (Goldberg & Harvey, 1983).

On April 26, 1983, Ronald Reagan, the President of the United States released A Nation at Risk. After the report, education received

more attention than it had since Sputnik I. Blue ribbon task forces were established, legislators, state boards of education, boards of regents, and governors formed commissions to improve education in their areas of responsibility (Pipho, 1984).

The major difference in the education reform movement of the post-Sputnik Era (1957) when compared to The A Nation at Risk Era (1983) was funding. The post-Sputnik era brought increased federal government funds. After 1983 federal spending decreased. State and local governments met demands for quality education by initiating and funding comprehensive plans to improve education from kindergarten through twelfth grade.

Governors, legislators and education chief executive officers used influence to promote action. Parents, teachers, local boards of education, and business leaders made their wishes known through public hearings and commission appointments. Business leaders recognized the importance of their investment in quality education, and the public accepted new taxes that were linked to educational renewal (Odden & Anderson, 1986).

To ensure quality returns for new investments, states demanded higher standards of accountability for students and schools. Today, nearly every state has a student testing program to help identify weaknesses in curriculum. States also tie individual scores to high school graduation and grade promotion with remedial programs for students who do not meet passing standards (Gisi, 1985).

Almost every state has raised the number of courses required for

graduation ("Schools Have Reformed," 1988). In some states where school districts set graduation standards, course requirements were reviewed and graduation requirements increased for mathematics, science, foreign languages, social studies, and computer education. Most states have initiated curriculum reform that included new laboratory equipment, model curricula, strengthened computer education programs, revised textbook policies, and increased requirements for course content. The amount of time students actually spend studying academics is another concern, but most states are opting to use better the time the students are now in school, rather than adding more (Gisi, 1985).

Most states have either enacted or are considering measures to encourage individuals to enter teaching and to retain the best teachers. Some states offer financial incentives, such as loans and scholarships, to individuals wishing to enter areas of teacher shortages. Some states stepped up programs to recognize and reward outstanding teachers, by providing cash awards or mini-grants or by encouraging schools to develop recognition programs (Alexander, 1987).

Incentives to reform teacher pay included career ladders, mentor teacher programs, and merit pay incentives. States leading the reform in teacher compensation plans are Tennessee, Florida, North Carolina, and California while other states allow districts to develop alternative career plans for teachers (Pipho, 1984).

Almost all states are strengthening their leadership and management programs. Administrator training programs have been

expanded, which include principals' academies and institutes, professional development workshops sponsored by the states, pilot training programs and institutes, professional development workshops sponsored by the states, pilot training programs and leadership teams within the school. Topics covered vary from effective schools training to methods for evaluating staff (Lamar, 1987).

Certification standards or recertification requirements for school administrators and teachers have been toughened in some states. Higher recruiting standards which require specific skills for initial certification have been implemented. Evaluation programs for principals and additional training each five years have established better qualified administrators. Businesses are also providing opportunities for administrators to learn effective management techniques (Passow, 1984).

Educational reform movements in some states have provided services to special education students beyond what is required by Public Law 94-142. The initiatives address female, minority, and handicapped students. The curriculum included new math, engineering and science programs; teacher training to help special populations; increased funding for new or existing programs; summer programs and regional schools; and vocational education for special education students (Passow, 1984).

As a result of the educational reform movement of the post-Nation at Risk Era, there has been a healthy competition among states in promoting comparisons of student achievement patterns. Staff

development programs that have been successful in one state are shared in others. One example, The National Diffusion Network, establishes workshops at selected sites throughout the United States that share research validated programs with educators.

The Substitute Teacher During the post-Nation at Risk Era

Authors have written about career ladders, teacher performance appraisal systems, quality assurance programs, administrator training academies, increased requirements for graduation, summer schools for remediation, stricter certification and recertification standards; the topics are endless. However, the literature on the role of substitute teaching is not as limited. Post-Nation at Risk Era writings seem to follow the same pattern as the post-Sputnik Era, limited training programs and few concerns except to follow two basic rules, "Sit down and shut up!" During the post-Sputnik Era, federal dollars were in abundance for better educational programs, however substitute teacher programs were limited to the larger urban areas and few, if any in smaller rural areas. During the post-Nation at Risk Era, state and local funding has been in abundance for quality programs. The review of the literature for the post-Nation at Risk Era clarifies the role of the substitute during this period.

The substitute teacher is the subject of many fables but little research. He is described by a sociologist, and experienced substitutes, as an order maintainer, assignment executor - and survivor (Friedman, 1983, p. 114).

The task of maintaining order in the classroom demands the same skills of substitutes as that of regular classroom teachers, though the demands are intensified by the substitute's temporary status. Two

major functions have to take place for the substitute to have a successful experience. The substitute must be an order-maintainer and an assignment-executor if classroom teaching activity meets the regular teacher's expectation for continuity of the instructional program.

As an order-maintainer, the substitute teacher ensures relatively smooth, systematic, and quiet functioning of the classroom: roll taking, record keeping, and overseeing proper discipline of students. The order-maintainer must also be aware of the pitfalls and traps that can be cause for breakdown of discipline (Friedman, 1983).

The second major function of substitute teachers is assignment-executor. The assignment-executor is expected to see that lesson plans are carried out so that there is smooth continuity. The regular teacher expects that continuity of education will be maintained. The substitute should expect from the regular teacher "directions or lesson plans covering the day's and week's objectives and planned activities." The class should expect from the substitute teacher "continuation of the educational program with as little disruption of procedure as possible" (Friedman, 1983). Problems do occur when the regular teacher's directions or lesson plans range from detailed to adequate to sketchy to totally nonexistent, with most falling in the sketchy to adequate categories (Friedman, 1983). Obviously, the more training in and knowledge about a subject the substitute teacher has, the smoother the execution of the lessons.

Of course this leads into a completely different thought. Either the substitute teacher needs to be oriented to the school or the

regular classroom teacher needs to be trained to provide for the substitute teacher's needs. Although each view has its merits, the unique needs of each school will probably call for combining both approaches. In fact, each school has very different expectations of its substitutes. Some expect substitutes to maintain discipline and to control students while others desire educational continuity. Whatever the concern, a strategy can be devised for making substitutes an effective part of the school's mission (Frosch, 1984).

Orientation sessions, for instance can be as varied as a school requires or a substitute teacher's needs. They may be as thorough as a short course on classroom management or as brief as a summary of necessary information about school procedures.

Cooperation and coordination among school staff can also aid in meeting a school's needs. But the administration will probably have to delegate responsibilities in order to ensure everyone's cooperation.

Making sure that teachers leave lesson plans and seating charts with substitutes, for instance, may be necessary to make the most of substitute teachers' services (Frosch, 1984).

Assigning a nearby teacher or administrator to respond immediately to a substitute's plea for help can avoid future problems.

It was suggested by one author that the principal call in a guest teacher when a classroom teacher is absent instead of hiring a substitute teacher. A guest teacher arrangement uses community people with special knowledge in various areas, people who will engage the special needs and the interests of the students (Deutchman, 1983).

To begin organizing such a program, each classroom teacher makes out a request list, describing the specific knowledge, skills, and approaches that would enhance the course objectives. After the list is approved by the faculty committee and submitted to the administration for approval, guest teachers are invited to apply to the new program. Each district can set forth the criteria and format for applications. The criteria can range from projected lesson plans to videotaped examples of applicants' teaching. Students can also review the applicants and express their preferences. A computer can be used to store the information so it is ready for review when a classroom teacher must be absent. When the teacher is absent, a guest teacher is on call. Students expect to hear something new and pertinent from the guest teacher and to see someone that they even had a hand in choosing (Deutchman, 1983).

The plight of the substitute teacher would not be complete without a survival guide. To be successful, substitute teachers need to arrive early, to review the classroom teacher's materials, to ask questions about school rules and special students' needs. They should also be prepared to provide emergency lesson plans if none was left by the classroom teacher (Cannon, 1984).

A substitute can perform diplomatically and purposefully: smiling, introducing himself/herself, and informing the class why the regular teacher is gone and when he or she will return. Beginning on time, the substitute should convey the impression that something important is happening, and then give clear directions for lessons and

other activities. Students must be told "how" as well as "what" to do and "why." Directives should inform the students of a lesson's objectives, the way it should be done, and what to do after they finish. Substitute teachers should circulate among students as they work, give guidance, and answer questions. They should summarize the day's lesson so the regular classroom teacher could integrate it with the regular class program (Cannon, 1984).

Conclusions: The Role of the Substitute Teacher From 1957 - 1988
As Determined in the Literature

Thirty-one years have passed. Increased funding from federal, state, and local governments has had a tremendous influence on educational reform. Innovative programs have been implemented in most school districts across the nation. Still the message for the substitute teacher is follow lesson plans; if no plans are available, be ready with emergency plans; maintain discipline at all costs; be an order-maintainer; be an assignment-executor; and above all, be a survivor.

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CHAPTER III

METHODOLOGY

The purposes of this study were to investigate the role of substitute teachers in educational reform movement of the 1980's, to use information solicited by survey from every state to formulate an effective substitute teacher staff development program, and to recommend to school officials and school administrators that it be implemented in North Carolina public schools. The researcher was also seeking to determine if other principals in North Carolina agreed there is a need for certified substitute teachers in North Carolina; and if so, what courses should be included.

To obtain information on programs currently used, the chief executive officer of each state board of education including the District of Columbia and building principals from 200 randomly selected schools in North Carolina were surveyed.

The researcher also requested information from the building principals of the 200 randomly selected schools in North Carolina on their perceptions of substitute teacher training programs, recommended substitute teacher staff development programs, and substitute teacher certification.

Population and Sample

The chief executive officer (CEO) of every state department of education and the District of Columbia (Appendix A) was questioned regarding past, current or anticipated substitute teacher staff

development programs since A Nation at Risk (1983) was published. Each CEO was also asked about state legislative actions current or pending that enhance the role of substitute teacher.

To determine the present role of the substitute teacher in North Carolina, 200 randomly selected building principals were mailed a questionnaire seeking information on the current status of the substitute teacher. Some of the local school districts have only one or two schools, others have 90 to 100 schools. Appendix B is a listing of the 200 building principals in the local school districts of North Carolina who were mailed a questionnaire.

Instrument

Two questionnaires were developed; one for the chief executive officer of each state board of education in the 50 states and the District of Columbia, and the other for randomly selected building principals in local school districts in North Carolina. The questionnaires were developed to determine:

1. If there are training programs in place that prepare substitute teachers to maintain continuity of instruction.
2. If there are staff development programs for substitute teachers.
3. The method if any used to improve substitute teaching.
4. How continuity of instruction is maintained in the absence of the classroom teacher.
5. The methods used to maintain harmony among the principal, the classroom teacher, and the substitute teacher.

6. If the educational reform movement since 1983 has had any effect on substitute teaching.

7. The feasibility of a substitute teacher certification program in North Carolina.

8. A course of study for substitute teachers that could lead to a certification program.

The questionnaires were designed to solicit a response concerning each criterion identified by the researcher. Preliminary drafts of questionnaires were submitted to the faculty members of the University of North Carolina at Greensboro who make up the Doctoral Advisory Committee and who directed the study (Appendix C). The questionnaires were revised based on their suggestions and comments.

Questionnaires and cover letters were mailed to the chief executive officers of departments of education (Appendices D and E) and randomly selected building principals in each of the local school districts in North Carolina (Appendices D and E).

A follow-up letter (Appendix D) was mailed to each chief executive officer and building principal who failed to return the first questionnaire to insure questionnaires had been received.

Design and Data Analysis

The Directory of Chief State School Officers, published by The Council of Chief State School Officers is the source for names and addresses of the chief executive officers of the departments of education in the 50 states of the United States and the District of Columbia.

The North Carolina Education Directory (1987-88) was the source for the names and addresses of the 200 building principals from the local school districts surveyed. To get a good cross section in the survey, a simple random selection process was used.

By definition the simple random sampling is as follows:

"If a sample of size n is drawn from a population of Size N in such a way that every possible sample of size n has the same chance of being selected, the sampling procedure is called simple random sampling" (Scheaffer, Mendenhall and Ott, 1979, p. 31).

From 1,963 public schools in North Carolina, 200 schools were selected. For the survey, 1,963 is equal to N and 200 is equal to n . A simple random sample is obtained when every possible example of $n = 200$ has the same chance of being selected. The Table of Random Numbers in Elementary Survey Sampling pp. 102 - 105 were generated to satisfy the conditions of the simple random sampling (Schaefer, Mendenhall and Ott, 1979).

The alphabetical listing of schools in the North Carolina Education Directory (1987-88) pp. 108 - 120, were numbered from 001 - 1,963 (NCS DPI, 1987). To arrive at the simple random sample, The Table of Random Numbers in Elementary Survey Sampling pp. 102 - 105 was used to select the 200 schools surveyed. There are 999 numbers with three digit numbers (001 - 999) and there are 964 numbers with four digit numbers (1000 - 1963). Using the first column of the Table of Random Numbers the last two digits of each number are dropped. The 104th school on the alphabetical listing of North Carolina Schools is the first selected for the survey. (For example: the first number

in column (1) on the Table of Random Numbers is 10480. When the last two digits were dropped the number became 104. The process was continued until the first 100 schools were selected).

To choose the second 100, the process was repeated using column (2) of the Table of Random Numbers. Once the numbers were selected a digit 1 was added to the beginning of the selected 3 digit number. (For example: the first number in column 2 of the Table of Random Numbers is 15011. By dropping the last two digits the number is 150. Adding the 1 to the beginning of the number it is now 1150. The 1150th school on the alphabetical list of North Carolina Schools is selected for survey).

Summary

Chapter Three, The Methodology, is an explanation of procedures for soliciting information on substitute teachers by surveying the chief executive officers of the 50 state departments of education and the District of Columbia and randomly selected building principals in North Carolina.

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CHAPTER IV

AN ANALYSIS OF DATA

The researcher solicited data through the use of a questionnaire mailed to the chief executive officer of the department of education in each of the 50 United States and the District of Columbia and to 200 randomly selected building principals of public schools in North Carolina. Responses were received from 49 of the 51 chief executive officers of the departments of education for a return rate of 96.0 percent and from 165 of the 200 principals for a rate of 82.5 percent.

The data have been analyzed using the following major divisions: (1) Substitute Teacher Staff Development: Interests and Initiatives by State Departments of Education, and (2) Building Principals' Perception of Substitute Teacher Training and Certification in North Carolina in 1988.

The data analyzed, in the following, is based on the information received from the chief executive officer of the department of education in each of the 50 United States and the District of Columbia.

Substitute Teacher Staff Development: Interests and Initiatives by State Departments of Education

There are three subdivisions which describe substitute teacher staff development initiatives and interests from the staff at the state level. (1) State Implemented Programs/Considerations for Staff Development Programs for Substitute Teachers, (2) State Legislative Funding for Staff Development of Substitute Teachers, and (3) Substitute Teacher Certification Programs at the State Level.

State Implemented/Considerations for Staff
Development Programs for Substitute Teachers.

Table 1 is a listing of states having state initiated staff development programs for substitute teachers, states not having a substitute teacher staff development program but would consider one and chief executive officers of the departments of education who support staff development for substitute teachers as a measure for maintaining classroom instructional continuity in the absence of the regular classroom teacher. The information is gathered from the questionnaires returned by 49 chief executive officers of the state departments of education of the 50 United States and the District of Columbia.

Table 1

State Implemented/Considerations for Staff
Development Programs for Substitute Teachers

State	a	b	c
	State Directed Substitute Teacher Staff Development Program	State Consideration For a Staff Development Program Directed by The State for Substitute Teachers	Is Staff Development Necessary for Substitute Teachers?
Alabama	No	Yes	Yes
Alaska	No	No	Yes
Arizona	No	No	No
Arkansas	d	d	d
California	No	No	Yes
Colorado	No	Unknown	No
Connecticut	No	No Response	Yes
Delaware	No	Yes	Unknown
District of Columbia	No	Yes	Yes
Florida	No	Yes	Yes

Table 1 (Continued)

State	a State Directed Substitute Teacher Staff Development Program	b State Consideration for a Staff Development Program Directed by the State for Substitute Teachers	c Is Staff Development Necessary for Substitute Teachers
Georgia	No	No	Yes
Hawaii	Yes	N/A	Yes
Idaho	d	d	d
Illinois	No	Possibly	No Response
Indiana	No	Yes	Yes
Iowa	No	No Response	No Response
Kansas	No	Yes	Yes
Kentucky	No	No	Yes
Louisiana	No	Yes	Yes
Maine	No	Yes	Yes
Maryland	No	No	No
Massachusetts	No	Yes	No
Michigan	No	Yes	Yes
Minnesota	No	No	Yes
Mississippi	No	Not Sure	Not Sure
Missouri	No	No	No
Montana	No	No Response	No
Nebraska	No	Yes	No
Nevada	No	No	No
New Hampshire	No	Yes	Yes
New Jersey	No	No	No
New Mexico	No	No	Yes
New York	No	Yes	Yes
North Carolina	Yes	N/A	Yes
North Dakota	No	No Response	No Response
Ohio	No	No	No Response
Oklahoma	No	Yes	Yes
Oregon	No	Yes	Yes
Pennsylvania	No	No	Yes
Rhode Island	No	Yes	Yes
South Carolina	No	No Response	Yes
South Dakota	No	Yes	Yes

Table 1 (Continued)

State	a State Directed Substitute Teacher Staff Development Program	b State Consideration for a Staff Development Program Directed by the State for Substitute Teachers	c Is Staff Development Necessary for Substitute Teachers
Tennessee	Yes	N/A	Yes
Texas	No	Yes	Yes
Utah	No	Yes	No
Vermont	No	Yes	Yes
Virginia	No	No	Yes
Washington	No	No Response	Yes
West Virginia	Yes	N/A	Yes
Wisconsin	e	e	e
Wyoming	No	No	Yes

a

A state department of education sponsored and funded program that requires specific training for substitute teachers to be conducted at the school district level that is currently in place.

b

Consideration by the chief executive officer of the department of education to establish a staff development program for substitute teachers that would be directed from department of education but offered either at the state or at the local level.

c

States whose chief executive officer of the department of education responded to the question on staff development programs as a necessity for substitute teachers for maintaining continuity of instruction.

d

No response from the chief executive officer or the staff of the department of education of the listed state.

e

Did not return the survey, however provided other relevant data.

The chief executive officer of the department of education of four states (8.2 percent) of the 49 who returned the questionnaire, responded there is a state directed staff development program that prepares substitute teachers for classroom instruction. The chief executive officer from the departments of education from 43 states and the District of Columbia (89.8 percent) do not have staff development programs for substitute teachers, and one (2.0 percent) did not respond to the question.

The chief executive officer of the department of education of 19 states and the District of Columbia (40.8 percent) responded favorably for a staff development program for substitute teachers but would prefer it to be conducted at the local school level. Fifteen (30.6 percent) stated they would not consider a state program of staff development for substitute teachers. Two (4.1 percent) were not sure, and seven (14.3 percent) gave no response or didn't know. Four (8.2 percent) have programs already in place. One (2.0 percent) did not respond to the question.

The chief executive officer of the department of education of 31 states and the District of Columbia (65.3 percent) indicated substitute teacher staff development is necessary to maintain continuity in the classroom. Ten (20.4 percent) responded they did not think staff development for substitute teachers would help to maintain continuity of instruction in the absence of the regular classroom teacher. Six (12.3 percent) were unsure, unknown or gave no response. One (2.0 percent) did not respond to the question. (Percentages are based on 49 returns).

State Directed Substitute Teacher
Staff Development Programs

Of the 49 returned (96.0 percent) questionnaires from the chief executive officers of the departments of education, four reported they require or encourage a particular curriculum for substitute teacher preparation for classroom teaching. The four (8.2 percent) who reported they have staff development programs for substitute teachers are: Superintendent of Education from Hawaii, Superintendent of Public Instruction from North Carolina, Commissioner of Education from Tennessee, and State Superintendent of Schools from West Virginia. Each Superintendent furnished information about substitute teacher staff development programs in that states. The programs are as follows:

Hawaii

Hawaii, because of its size, operates as a single school system. The state superintendent is the school superintendent.

The Substitute Teacher Program: A pre-Hiring Course Syllabus was developed by the Office of Personnel Services in May 1986 (Office of Personnel Services, 1986).

The goal is to enhance development of substitute teachers who are expected to provide students with effective instruction and supervision during the absence of the regular teacher.

Course objectives are stated as learner objectives. Substitute teachers who complete training acquire knowledge of Department of Education directions, policies, rules and procedures that are related to teaching in general and to substitute teaching in particular. The

substitute teacher is expected to use effective instructional techniques and productive and orderly classes. They are to exemplify positive attitudes towards the role and responsibilities of a substitute teacher, toward students and other school personnel. Lastly, the substitute teacher is to be aware of Department of Education instructional goals, objectives, and expectations.

Substitutes who complete the course work are subject to a paper and pencil examination, and they must also participate in classroom simulations, discussions and complete projects. They are required to attend all training sessions.

The course content includes (I) Introduction: The Profile of an Effective Substitute Teacher, (II) Knowledge and Understanding: The Daily Activities of a Substitute Teacher, Mission and Direction of the Department of Education (Foundation Program Objectives and The Superintendent's Indicators of Excellence), and The Department of Education Rules and Regulations, (III) Skills of Classroom Management and Instruction: Classroom Management and Organization, Basic Instructional Skills, and Repertoire of Activities/Lessons for Emergency Situations, (IV) Professional Behavior: Behavior Governed by Law, Behavior Consistent with the Role of a Teacher, and General Desirable Attitudes and Behavior.

The syllabus includes, Language Experience and Thinking (LET) strategies whereby the student becomes aware of language use rather than language skills and Effective Teaching and Learning based on a material written by Kenneth Yamamoto, Department of Education, State of

Hawaii, Effective Teaching and Learning (ETAL).

The material is lengthy, but the number of hours required to complete the pre-hiring course are not identified.

North Carolina

The Effective Teaching Training Program (ETT) was adopted in the Spring/Summer of 1985 for classroom teachers as a part of the "Teacher Effectiveness Program" (NCS DPI, 1985). The 30-hours of classroom instruction added significantly to the effectiveness of the classroom teacher's management and leadership style.

In July 1987, the State Board of Education adopted North Carolina's Effective Teaching Training Program (ETT) as the state program for substitute teacher staff development.

Once adopted by the state board, local school district superintendents were encouraged to train their substitute teachers using the 30-hour Effective Teaching Training Program. The Training is offered to the substitute teacher on a volunteer basis with no remuneration during training.

However, once the 30-hour Effective Teaching Training Program is completed the substitute teacher pay is increased by \$10.00 a day.

The course syllabus is centered on the theme "Teacher Effectiveness." There are five sub-groups: Planning Skills; Instructional Skills; Behavior Management Skills; Human Relations Skills; and Professional Growth Skills. Each sub-group is defined in specific areas of instruction.

Planning Skills: Learning Expectations; Time Management; and

Instructional Preparation.

Instructional Skills: Instructional Feedback; Instructional Presentation; Instructional Monitoring.

Behavior Management Skills: Student Interaction.

Human Relations Skills: Social Interaction.

Professional Growth Skills: Work Related Activities; and Learning Evaluation.

The objectives for the specific areas of instruction include:

Learning Expectations: The teacher is given an overview of effective schools and effective teaching using the eight major functions of effective teaching as established in North Carolina.

Time Management: Research findings related to the management of instructional time; the importance of time management as related to the instructional day for the teacher and the student and how good planning will increase the quality and quantity of classroom instruction is the emphasis of time management.

Instructional Preparation: The objective of the instructional presentation area is to identify significant research findings related use to instruction; to analyze the components of a prepared lesson; to design a lesson using the six-step lesson plan format; how to use diagnostic information to develop and revise a lesson; and to identify and develop resources necessary to present a lesson.

Instructional Feedback: Research facts related to instructional feedback is identified in order for the substitute teacher to understand the concept and importance of feedback. The substitute teacher is then

given the opportunity to practice analyzing feedback statements to determine appropriateness. Then practice giving written feedback is the culminating activity.

Instructional Presentation: The substitute teacher is to be competent in the ability to recognize, analyze, and evaluate instructional presentation. To accomplish this, research findings are reviewed pertaining to instructional presentation. The substitute must then present a short lesson which demonstrates effective instructional presentation skills. The objective is to demonstrate that this area is an integrated process involving: Time utilization, student behavior and learning styles, planning, communication, monitoring and feedback.

Instructional Monitoring: The objective is to study and to clarify individual and group perceptions about instructional monitoring. The substitute teacher is then to identify alternate instructional monitoring techniques and to demonstrate skill in the use of effective monitoring techniques. The substitute teacher is to be able to analyze the physical environment of the classroom to better facilitate instructional monitoring.

Student Interaction: The substitute teacher is to analyze her personal philosophy and then three other philosophies of discipline and explain each of the behavioral responses. She must then select appropriate management techniques in classroom settings and analyze the situational nature of behavioral management. She must also be able to establish rules and procedures for the management of student behavior.

Social Interaction: The objectives: To identify communication

problems and to observe and identify specific behaviors which are common communication blocks. The substitute teacher must be able to practice using appropriate communication techniques in the educational setting.

Work Related Activities: The substitute teacher is to acquire a concept of work-related and professional growth skills. There is a clarification of the role of interdependence of personnel in the school setting. The role of the substitute teacher is evaluated against the North Carolina job description of the substitute.

Learning Evaluation: The substitute teacher is to be able to evaluate training program experiences in three areas -- knowledge, awareness and skills. She must also be able to identify five ways to assess an effective learning environment.

Tennessee

Staff Development: Assuring the Quality of Substitute Teaching, 1988 was adopted by the Tennessee State Department of Education in 1988 as part of its quality assurance program (Chandler, 1988). The Substitute Training Program was based on the premise that every person in the local school system is responsible for providing a quality educational experience for the students involved. The principal's responsibility, the classroom teacher's responsibility, and the substitute's responsibility are all interrelated in maximizing the quality of experience for the student who is under the substitute's supervision.

It is realized that local school system superintendents address substitute teachers in different ways, therefore the policies and rules

are offered as guidelines for minimum standards.

The goal of the Substitute Training Program is to establish a process for smooth transition from the regular classroom teacher to the substitute teacher. The process should be in a manner which is least disruptive and most conducive to the continuation of a productive learning environment.

The Substitute Training Program identifies the role of school personnel in their relationship with the substitute teacher. It further identifies the role of the substitute teacher and strategies for success.

The Role of School Personnel: Each local school board develops a set of procedures that pertain to substitutes. All school personnel have the responsibility for helping the substitute be an effective participant in the school. The principal's role is the implementation of guidelines. The classroom teacher's role is the preparation of a substitute teacher notebook that includes all necessary information analogous to that classroom such as seating chart, classroom rules, detailed lesson plan, etc.

The Role of the Substitute Teacher: Preparation of the substitute teacher is stressed during the Substitute Training Program. Substitute teachers are encouraged to participate in on-the-job skill development activities such as workshops, seminars, college courses, and staff development programs that are offered by the local school system.

The Substitute Training Program addresses four main strategies that are necessary for success of the substitute teacher. Strategy Number

One: Questions You Need To Ask, Strategy Number Two: How To Interpret a Lesson Plan, Strategy Number Three: Coping with different Age and Grade Levels, and Strategy Number Four: Techniques of Classroom Management.

Strategy Number One: Questions You Need To Ask, is an awareness of school policies and expectations. It includes information on specific teaching assignments, classroom policies and procedures and specific questions the substitute teacher should ask about the school, the classroom, and the assignment.

Strategy Number Two: How To Interpret a Lesson Plan. The substitute teacher is taught how to quickly scan a lesson plan and then proceed with the lesson. Students may be waiting, and even the best behaved will not wait quietly with nothing to do.

Strategy Number Three: Coping with Different Age and Grade Levels. The substitute teacher is taught different approaches and activities that can be used with various grade levels. Sponge activities are outlined for substitute teacher use.

Strategy Number Four: Techniques of Classroom Management. The objective for strategy four includes emphasis on lesson design, assertive discipline, and guided discovery (using the Hunter Model beginning with the anticipatory set and ending with closure).

Performance Appraisal of Substitute Teachers. It is recommended that even the smallest system develop a performance appraisal system for substitute teachers, at least on an annual basis. The process should include a procedure to purge from the roster those substitute

teachers who do not perform at an acceptable level. The principal should submit an evaluation following each day's work or each assignment completed. The annual review is based on all the evaluations for that year.

The goal of the Substitute Training Program is to establish a process for smooth transition from the regular classroom teacher to the substitute teacher. The process should be in a manner which is least disruptive and most conducive to continuation of a productive learning environment. It is the responsibility of all school personnel working cooperatively (Chandler, 1988).

West Virginia

On August 10, 1984, the West Virginia State Board of Education adopted an amendment to its Substitute Teacher Policy 5114 to include its requirements for a Substitute Training Program for non-certificated personnel (Truby, 1984). The purpose of the Substitute Teacher Policy, as amended, is to provide for emergency instructional situations in district school systems. The main emphasis of the policy is to assure that learning will continue with a minimum of disruption for learners in specific classes and the school building in general (Truby, 1984).

The role of the substitute teacher in terms of teaching skills is no different from that of the regular classroom teacher who is expected to have skills in planning, classroom management, discipline, and the instructional and non-instructional duties of the teacher. The substitute is also expected to have empathy and understanding of the needs of learners. Any difference is in terms of the degree of

proficiency attained rather than a difference in the kinds of skills needed (Truby, 1984).

The West Virginia State Board has defined four levels/options for substitute teachers. Options one - three are defined under the heading of Professionally Certificated Substitute Teachers. Option four requires state mandated staff development to be conducted at the local level. Option four is outlined in the following paragraphs.

Option Four Substitute Teachers.

"Any individual who holds a bachelor's degree without teacher certification from a regionally accredited institution of higher education may be issued a permit to serve as a substitute teacher provided the employing county has submitted and has a state approved county training program for such substitutes. Such training programs shall be submitted to and approved by the Office of Educational Personnel Development in accordance with guidelines established by that office" (Truby, 1984).

"The Option Four Substitute Training Program must include a description of activities, resources and assessment procedures that are to be used in the training of Option four substitute teachers. The training activities, resources and assessment procedures must be matched to training objectives. Prior to the initiation of the training program, approval must be obtained from the Unit Coordinator, Teacher Education, Department of Education. Individuals who complete an approved training program receive a permit to substitute teach. The county must confirm the successful completion of an On-the-Job Performance Assessment for option four substitute teachers after one year before a certificate can be granted for a three year term" (Truby, 1984).

The superintendent of the district school system is required to complete a description of the training program and seek approval for the plan from the West Virginia Department of Education. The substitute teacher training program as outlined in the Substitute Teacher Policy 5114 as amended by the State Board of Education of West Virginia outlines the essential training objectives that are to be included in

the district/county training program. They are as follows:

- (1) Examine the interrelations among the physical, intellectual, emotional, and social development of learners.
- (2) Provide rationales for involving learners in teacher specified learning objectives, activities, and assessment procedures.
- (3) Select and describe appropriate instructional strategies utilized to enhance learner growth.
- (4) Establish acceptable indicators of achievement that are consistent with learner objectives.
- (5) Display sensitivity to individual needs in the classroom.
- (6) Organize the classroom physical environment for effective instruction and classroom management.
- (7) Provide verbal and/or nonverbal feedback for accepting, reinforcing, supporting, and interpreting learner responses.
- (8) Manage unexpected activities, events, and disruptive learner behavior to facilitate maximum learner growth.
- (9) Communicate to learners the objectives to be achieved as a result of instruction.
- (10) Facilitate constructive learner/teacher interaction to achieve learning objectives and maintain a learner-centered classroom climate.

The superintendent of the district school system, in West Virginia, seeking substitute teachers must use professionally certificated substitute teachers. It is the responsibility of the district superintendent to have a pool of substitutes that will meet the needs of his school district. When the pool of substitute teachers appears to diminish he must set up a staff development program of training activities, resources, and assessment procedures related to each of the ten objectives listed above. The staff development program

the district superintendent formulates must have the approval of the Unit Coordinator, Teacher Education, Department of Education. Upon completion of the staff development program a temporary certificate is issued to the substitute teacher. Once certificated there is an on-the-job performance assessment related to objectives 3-10. In order to remain certified the substitute teacher must have satisfactory rating on the On-The-Job Performance Assessment Form. The evaluator of each objective must sign his name verifying each objective was assessed, the date assessed, and the description of the indicators of satisfactory performance.

The first year, the substitute teacher is in a probationary status, the subsequent years the substitute teacher is issued a three-year certificate but is still required to be evaluated each year.

The rationale for the West Virginia substitute policy allows the most qualified, yet not fully certified substitute teacher to function in a classroom in accordance with the Educational Goals for West Virginia and the Programmatic Definitions for early, middle, and adolescent education. Staffing problems, illness, personal leave days, and/or professional development activities should not bring learning for individuals to a standstill. The continuity of programs of study must be assured to the maximum degree possible.

Staff Development Programs For Substitute Teachers
at the District Level as Recommended by the
Chief Executive Officer, State Department of Education.

The chief executive officer of the department of education of 19 states and the District of Columbia (40.8 percent) responded favorably to staff development for substitute teachers but preferred it to be a local program. Several chief executive officers recommended exemplary programs that are in place at the local school level in their state and recommended the researcher make contact. Listed below are the states and the school districts that were recommended by the chief executive officer of the state department of education as having exemplary substitute teacher training programs. Included are the names of the contact persons. All superintendents of the district were contacted. Some responded, others failed to answer the written communication.

Alaska

No response - Sherrill Chrysler, Director of Staff Development, Juneau School District, 10014 Crazy Horse Drive, Juneau, Alaska 94801.

Georgia

No Response - Mrs. Jean Mays, Okefenokee RESA, Route 5, Box 406, Waycross, Georgia 31501.

Louisiana

Response - Alice Sims, East Baton Rouge, P. O. Box 2950, Baton Rouge, Louisiana 70821.

Substitute Teacher Pre-Service Orientation

The East Baton Rouge Parish School System is committed to the premise that instruction should be continuous whether in the hands of the regular teacher or the substitute teacher. The public is demanding

that excellence be restored to the schools. The East Baton Rouge Parish School System has dedicated itself to closing the instructional gap between regular and substitute teachers (Weiss, 1988).

A "task force" committee was formed to address the issue of substitute teacher improvement. The committee consisted of principals, supervisors, teachers and personnel department representatives. In a series of small and large group meetings the committees developed a plan for improving the substitute teacher program and made its implementation a priority. The Substitute Teacher Pre-service Orientation Plan includes: (1) Registration and pre-service orientation sessions for prospective substitute teachers. (2) Enlistment of principals in the improvement plan as reinforcement to the "effective schools movement." (3) Individual school's training of prospective substitute teachers. (4) Individual schools' in-service sessions for regular teachers regarding effective use of substitute teachers.

The first phase of the improvement program is a pre-service orientation for all substitutes whether certified, degree or non-degree. A prepared script is used in the orientation process so that all substitute teachers hear the same information. Substitute teachers are then invited to enroll or re-enroll using a standard enrollment form that requires the substitute teacher to write a paragraph. Those who write acceptable paragraphs are invited to complete the remaining training.

The second phase of the program requires non-degree substitute teachers to achieve an overall score of 13.0 on the Test of Adult Basic Education.

The third phase of the program involves the development of a listing of "preferred substitutes". The listing is achieved through good evaluations, recommendations and through participation and attendance at workshops.

Response - Cathy Goslee, Jefferson Parish Public Schools, 501 Manhattan Boulevard, Harvey, Louisiana 70058.

Substitute Teacher Qualification Process

Requirements for Substitute Teachers

(1) Probationary Period for New Substitute Teachers.

After all documents for employment are completed, designated Personnel Department staff members of the Jefferson Parish Public School System reviews all applicants. If all paper work is in order, a temporary substitute identification card is issued which is valid for three months (Jefferson Parish Public School System, 1988).

(2) During the three-month "Probationary" period, the substitute must obtain three satisfactory ratings (out of no more than 5 attempts). Rating forms are provided for all schools and must be completed by the teacher, approved by the principal and forwarded to the Director of Personnel of Jefferson Parish Public Schools. Retired and certified teachers are excluded from the rating process.

(3) Upon completion of three satisfactory ratings, the substitute is issued a permanent substitute identification card. All current

substitute teachers are also issued permanent identification cards.

Inservice Training for all Substitute Teachers

(1) Preference is given by school principals to hiring of substitute teachers who complete the inservice program established by the Superintendent of the Jefferson Parish Public School System. Substitute teachers completing the designated program are identified by the substitute teacher identification card. The card is stamped to show completion of the inservice and whether the training was for an elementary substitute or secondary substitute.

(2) The inservice program consists of the following:

(a) Elementary Substitute Teachers - One two-hour general session concerning personnel and payroll policies and curriculum personnel and payroll policies and curriculum areas plus another three hours of inservice selected from one-hour sessions designed for elementary substitute teachers that is offered periodically by the Personnel Department, Jefferson Parish Public School System. Sessions are held during the summer months, on parent conference days, and in the afternoons and evenings. Substitute teachers are invited to attend as many sessions as they like.

(b) Secondary Substitute Teachers - One two-hour general session concerning personnel and payroll policies and curriculum areas plus another three hours of inservice selected from one-hour sessions designed for secondary substitute teachers that is offered periodically by the Personnel Department, Jefferson Parish Public School System. Sessions are offered during the summer months, parent conference days,

and in the afternoons and evenings. Substitute teachers may attend as many sessions as they like.

(c) Retired and certified teachers are exempt from attending the inservice program.

(3) Topics of inservice include, but are not limited to, the following: (a) Discipline and Classroom Management; (b) Back-Up Lesson Plans for Substitutes; (c) Communication/Human Relations Skills; (d) Child Growth and Development; (e) Substitute Teacher Handbook; (f) Special Children; (g) Enhancing Student Self-Concept; (h) Causes Underlying Misbehavior; (i) Substitute Survival; (j) Make and Take for Substitutes; (k) Elements of a Successful Lesson.

Response - Leo Babin, Saint Charles, P. O. Box 46, Luling, Louisiana 70070-0046.

Substitute Teacher Training Program: A Positive K-12 Link
St. Charles Parish Public Schools

Requirements of the Substitute Teacher: (1) The substitute teacher must attend five two-hour workshops taught through the Community Education Program. (Free of charge.) (2) The substitute teacher must pass a written examination on the last day of the five-day training program. (3) The substitute teacher is to spend one day in a school observing a teacher. (The teacher receives a twenty-five dollar stipend for that day.) (4) The substitute must spend one day as a substitute in one or more schools and receive a favorable recommendation from that Principal. (5) Upon satisfactory completion of the foregoing, the substitute teacher receives a certificate that is honored in all Parishes.

The Substitute Teacher Training Program: The substitute teacher training program consists of five two-hour workshops. The five workshops are formatted to include the following information:

The first day of in-service the substitute teacher has two hours of instruction on: General Information. The substitute teacher is taught professional ethics, Parish Policies (school district), dress policy, pay schedule, general responsibilities and hints for success.

The second class meeting is on: Legal Responsibilities.

The third meeting is on the operation of audio visual equipment.

The instruction for the first three meetings are generic to the grade levels kindergarten to the twelfth grade. The next two class meetings are oriented to kindergarten through the sixth grade for those substitutes who will be employed at the K-6 levels. A separate curriculum is offered for those substitutes working at the grade 7-12 level. The general headings for the two workshops are the same. The information presented is different.

The fourth meeting for the substitute teacher is: Classroom Management Skills which includes classroom rules, disciplinary procedures, use of passes, organizational practices and the substitute role.

The fifth and last meeting is on: Instructional Techniques. During this workshop the substitute teacher is taught about the learning process, sensitivity training, alternate learning activities and handling mainstreamed students (Babin, 1984).

Maine

No Response - Superintendent Leta Young, SAD #54, P. O Box 69, Showhegan, Maine 04976.

New Jersey

No Response - Mr. George Snow, County Superintendent of Morris County, Court House, Morristown, New Jersey 07960.

Oklahoma

Response - Ms. Elaine Hale, Norman Public Schools, Norman, Oklahoma 73069.

The Norman Public Schools has a very attractive Substitute Teacher Handbook that includes information on schools, substitute teacher procedures and professional information (Code of Ethics, Expectations, Hints for Success, Tips on Maintaining Discipline, Suggested Discipline Plan and a Substitute Teacher Checklist), (Gray, 1988).

The school district is involved in a four-year improvement plan entitled, "Emphasis on Excellence." The four-year plan will span the years 1988-1992. Further information was not provided.

Oregon

Response - Eugene School District, telephone 503-687-3247.

All substitute teachers are certified in their areas of expertise. A substitute teacher handbook is printed each year that outlines substitute teacher general guidelines. Substitute teachers are invited to attend all staff development activities in the school district (Nichols, 1988).

Response - Portland School District, telephone 503-249-2000.

There are no written procedures for the Portland substitute teachers. The substitute teachers are certified teachers and they only are required to attend substitute teacher orientation at the beginning of each school year.

Texas

Response - Dr. John Ellis, Superintendent, Austin Independent School District, 6100 Guadalupe Drive, Austin, Texas 78752.

The substitute teacher in the Austin Independent School District is required to hold a bachelor's degree from an accredited college or university, substantiated by a transcript of credits. Exception to this requirement is made in case of a person who has at least 90 semester hours of college credit (Ellis, 1988).

Austin Independent School District has an attractive handbook for substitute teachers that lists expectations. There is no further information on staff development programs.

No Response - Dr. Don R. Roberts, Fort Worth Independent School District, 3210 West Lancaster Drive, Fort Worth, Texas 76107.

No Response - Dr. Linus D. Wright, Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204.

Response - Mrs Mary Baptiste, Houston Independent School District, 3830 Richmond Avenue, Houston, Texas 77027.

Substitute Teacher Education Modules

Ronald McIntire, Cynthia Rasdale, and Charles Mosley of the Houston Independent School District developed the Substitute Teacher

Education Modules (STEMS) in 1981. An outline of the STEMS program is on pages 28-30 of this dissertation.

Virginia

No Response - Dr. Jean Hall, Fairfax County Schools, 10700 Page Avenue, Fairfax, Virginia 22030.

Response - Mr. Thomas Witten, Henrico County Schools, Post Office Box 40, Highland Springs, Virginia 23075.

Staff development for substitute teachers in Henrico County consists of four hours of instruction in classroom management and instruction. The classroom management component addresses: (1) rules and expectations, (2) seating arrangements, (3) use of body language, (4) dressing for dignity. The instructional component closely approximates the lesson design of the Hunter model.

Wyoming

No Response - Waylon Edwards, Laramie County School District #1, 2810 House Avenue, Cheyenne, Wyoming 82001.

Response - Dr. Curtis J. Sokness, Superintendent of Schools, Sweetwater School District #2, 400 North 1st East, Green River, Wyoming 82935.

Substitute Teacher Staff Development

The Sweetwater School District does not have written guidelines for their Substitute Teacher Staff Development. The program they have is taught by a team of teachers, principals and central office staff. The main emphasis of the program is to have the substitute teacher actively teaching with success. The main topics of the Substitute

Teacher Staff Development Program are:

(1) Classroom Management - The program is built on Carol Cummins' materials from Edmond, Washington and Lee Canter's "Assertive Discipline."

(2) Time Fillers - A series of mini-lessons were designed to be used when the regularly planned lesson runs out.

(3) Utilization of the National Association of Secondary School Principals videotape, "The Substitute Connection."

(4) Sessions on how to substitute teach in art, music, physical education, and special education.

(5) Separate sessions on elementary language arts,

(6) Substitute teachers take part in the regular staff development programs and have had classes with Madeline Hunter, Harry Wong, and a variety of classes such as Tactics for Thinking, Math Their Way, Qualities of Good Instruction, and many others.

State Legislative Funding for
Staff Development for Substitute Teachers

Table 2 is a listing of the states and the department of education chief executive officer's responses to the questions: Is the state legislature considering any type of funding for substitute teacher staff development? As the chief executive officer of the state department of education, have you asked for funding for substitute teacher staff development?

Table 2

State Legislative Funding for Staff
Development of Substitute Teachers

State	a Legislative Funding for Substitute Teacher Staff Development on Local or State Level	b Requests by the CEO of the Departments of Education for Legislative funding for Substitute Teacher Staff Development
Alabama	No	No
Alaska	No	No Response
Arizona	No	No
Arkansas	c	c
California	No	No
Colorado	No	No
Connecticut	No	No
Delaware	No	No
District of Columbia	No	No
Florida	No	No
Georgia	No	Not Specifically
Hawaii	No	No
Idaho	c	c
Illinois	No	No
Indiana	No	No
Iowa	No	No
Kansas	Yes	N/A
Kentucky	No	No
Louisiana	No	No
Maine	No Response	No
Maryland	No	No
Massachusetts	No	No
Michigan	No	No
Minnesota	No	No
Mississippi	No	No
Missouri	No	No
Montana	No	No
Nebraska	No	No
Nevada	No	No
New Hampshire	No	No

Table 2 (Continued)

State	a Legislative Funding for Substitute Teacher Staff Development on Local or State Level	b Requests by the CEO of the Departments of Education for Legislative Funding for Substitute Teacher Staff Development
New Jersey	No	No
New Mexico	No	No
New York	No	No
North Carolina	Yes	N/A
North Dakota	No	No
Ohio	No	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania	No	No
Rhode Island	No	No
South Carolina	No	No
South Dakota	No	No
Tennessee	No	No
Texas	No	No
Utah	No	No
Vermont	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin	d	d
Wyoming	No	No

a

Chief executive officer of the department of education who responded to the question, "Is your state legislature considering any type of funding for substitute teacher staff development?"

b

Chief executive officer of the department of education responding to the question, "Have you asked for funding for substitute training from the legislature?"

c

No response from the chief executive officer or the staff of the listed state.

d

Did not return the survey, however provided other relevant data.

The chief executive officer of the departments of education of two states (4.1 percent) responded there is state legislative funding for substitute teacher staff development. Forty-five states and the District of Columbia (93.9 percent) are not receiving legislative funding for substitute teacher staff development, and one (2.0 percent) did not respond to the question.

In response to the second question, "Have you asked for funding for substitute teacher training from the legislature?" Two chief executive officers of the departments of education responded that their states' legislatures (4.1 percent) are already funding substitute teacher training, therefore the question is not applicable. Two (4.1 percent) gave "No Response," one (2.0 percent) said "possibly," and 42 states and the District of Columbia (87.8 percent) stated they had not asked for funding from the state legislature, and one (2.0 percent) did not respond to the question. (Percentages are based on 49 returned questionnaires of 51 that were sent out.)

Substitute Teacher Certification
Programs at the State Level

Table 3 is an analysis of the certification programs at the state level as indicated on the questionnaire. The questionnaire asked if the chief executive officer from the state department of education had considered a substitute teacher certification program that would

require 25 hours of continuing education credit in classroom management and effective teaching.

Table 3
Substitute Teacher Certification
Programs at the State Level

State	a Consideration of a Staff Development Program of 25 Hours for Substitute Teacher Certification	b States having Substitute Teacher Certification as a Condition for Employment
Alabama	No	Yes
Alaska	No	
Arizona	No	
Arkansas	c	c
California	No	
Colorado	No	Yes
Connecticut	No	
Delaware	No	
District of Columbia	No	
Florida	No	
Georgia	No	
Hawaii	Yes	Yes
Idaho	c	c
Illinois	No	
Indiana	No	
Iowa	No	Yes
Kansas	Yes	Yes
Kentucky	No	Yes
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	No	
Missouri	No	Yes
Montana	No	

Table 3 (Continued)

State	a Consideration of a Staff Development Program of 25 Hours for Substitute Teacher Certification	b States having Substitute Teacher Certification as a Condition for Employment
Nebraska	No	Yes
Nevada	Yes	Yes
New Hampshire	No	
New Jersey	No	
New Mexico	No	
New York	No	Yes
North Carolina	No	
North Dakota	No	Yes
Ohio	No	Yes
Oklahoma	No	
Oregon	No	Yes
Pennsylvania	No	Yes
Rhode Island	No	
South Carolina	No	
South Dakota	No	
Tennessee	No	Yes
Texas	No	
Utah	No	
Vermont	Yes	Yes
Virginia	No	
Washington	No	
West Virginia	No	Yes
Wisconsin	No	Yes
Wyoming	No	

a

The researcher was seeking information about certification of substitute teachers and if a minimum of 25 continuing education credits would be considered by the chief executive officer of the department of education to issue a teaching certificate for substitutes.

b

The researcher did not ask the question about certification programs already being administered by the state departments of

education. Many of the chief executive officers responded they had programs in place and did not employ substitutes without certification. Those responding are noted.

C

No response from the chief executive officer of the state department of education or staff from the listed state.

The chief executive officer of the state department of education of four states (8.2 percent) responded favorably for consideration of substitute teacher certification with a minimum of 25 hours of continuing education credits. The chief executive officer of the department of education of 44 states and the District of Columbia (91.8 percent) would not consider certification of substitute teachers with the minimum of 25 continuing education credits.

The chief executive officer of the department of education from 18 states (34.6 percent) indicated that certification of substitute teachers is required in their states before the substitute teacher can be employed. (Percentages are based on 49 returned questionnaires of 51 sent out.)

States Requiring Certification of
Substitute Teachers and Certification Standards

Alabama

Certification is issued to substitute teachers upon application to the teacher Certification Division of the Department of Education from the respective school districts. No further information was provided as to staff development or training for the certification.

Colorado

Basic requirements for a provisional substitute teaching certification in Colorado for the substitute teacher within the following constraints:

Type S1: Valid for one year, non-renewable. Requires applicant to hold a valid certificate to teach from another state.

Type S3: Valid for 3 years, nonrenewable. Requires applicant to hold a valid certificate to teach from another state and has to pass all portions of the basic skills competency tests as described in the State Board of Education Rules.

Type S5: Valid for 5 years, renewable. Requires applicant to be a retired teacher from Colorado or another state and to have held a valid certificate to teach at time of retirement or a valid Colorado teaching certificate at any time.

School districts may request Emergency Substitute Teachers when there are no certified substitute teachers in the school district. The school board from the district must attest in writing that there are no Colorado certified candidates available. There are three levels of Emergency Substitute Teachers.

Level I: Level I Emergency Substitute Teachers may be authorized to substitute teach for a maximum of 10 days in the requesting district during one school year. No more than five days may be on any one continuous assignment.

Level II: Level II Emergency Substitute Teachers must hold an associate of arts degree or equivalent college hours. May teach for a

maximum of 50 days in the requesting district during one school year. No more than ten days on any one continuous assignment.

Level III: Level III Emergency Substitute Teachers shall hold a bachelor's degree, have passed all portions of the Basic Skills Test, show evidence of 100 clock hours of classroom experience with children or be enrolled in an approved teacher education program. Level III Emergency Substitute Teachers may teach a maximum of 90 days in the requesting district. No more than 50 days may be on any one continuous assignment (Colorado Department of Education, 1988).

Hawaii

Certification of substitute teachers in Hawaii is predicated on the completion of The Substitute Teacher Program: A pre-Hiring Course. A summary of the Pre-Hiring Course is on pages 66-68 of this dissertation. The categories are established by priority. Priority 1 Substitute Teacher is a certified teacher who has completed the Pre-Hiring Course. A Priority 2 Substitute Teacher is teacher trained but did not complete the Pre-Hiring Course. Priority 3 Substitute Teacher holds a college degree and has completed the Pre-Hiring Course. Priority 4 Substitute Teacher holds a college degree, not teacher trained, and has not completed the Pre-Hiring Course. Priority 5 Substitute Teacher has no college degree but has completed the Pre-Hiring Course. Priority 6 Substitute Teacher has no college degree and has not completed the Pre-Hiring Course (Office of Personnel Services, 1986)

Iowa

Requirements for a substitute teacher's certificate as established by the Department of Education in the State of Iowa.

The substitute teacher has been the holder of or presently holds a teaching certificate in Iowa or some other state. The substitute teaching certificate is valid for five years and for not more than 90 days of teaching during any one school year. The holder of a substitute teaching certificate is authorized to teach in any school system in any position in which a regularly certificated teacher was employed to begin the school year. This certificate may be renewed by meeting one of the following requirements:

Verification of at least 30 days of substitute teaching during the term of the certificate.

Completion of a local education agency or area education agency course approved through staff development guidelines established by the department of education.

Completion of a community college, college, or university course (Bureau of Teacher Education and Certification, 1986).

Kansas

Substitute Teaching Endorsement

A substitute teaching endorsement may be issued to any person meeting the requirements as listed below: The initial substitute teaching endorsement is valid for five years. Persons holding a substitute teaching endorsement shall teach no more than 90 days in any school year. The substitute teaching endorsement is valid for the

grade level specified by the applicant's Kansas Teaching Certificate or out of state certificate, if based upon completion of an approved teacher education program, for the grade level of preparation.

Each applicant shall present evidence of the following in order for the substitute teaching endorsement to be issued: (1) A current or past Kansas teacher's certificate. (2) A current or past valid teaching certificate from another state. (3) Completion of a baccalaureate degree in an approved secondary or elementary teacher education program.

A renewal of the substitute teaching endorsement shall be valid for five years and shall be issued to applicants who present evidence of having received: (1) Five semester hours of recent college credit earned since the issuance of the substitute teaching endorsement; or (2) the prescribed number of recent inservice education points (100 hours).

Emergency Substitute Teachers

When teachers holding a valid certificate with appropriate elementary, secondary, K-12 or substitute endorsements are not available, school districts may: (1) Use substitute teachers holding a valid Kansas certificate in any field or subject; or (2) employ persons who have been certified by the state board of education as emergency substitute teachers.

The state board of education may issue an emergency substitute teacher certificate to any person who has: (1) Completed a minimum of 60 semester hours of college credit; and was recommended for

certification as an emergency substitute teacher by the district school administrator and the president of the local board of education.

Any person issued a certificate under the provisions of this regulation shall not be permitted to serve as a substitute teacher for more than 30 days in one semester (State Board of Education, 1988).

Kentucky

Teacher candidates who have completed a teacher education program and have successfully completed the required testing program are issued a Statement of Eligibility valid for four years. Upon full-time employment, a one-year certificate is issued during which time the teacher is in a beginning teacher internship program. Should the candidate not secure full-time employment, a five-year Certificate for Substitute Teaching can be issued. Also, teachers who have let their regular certificate expire may be issued the five-year Certificate for Substitute Teaching. The five-year Certificate for Substitute Teaching recognizes the completion of a four-year program of preparation for teaching.

If sufficient numbers of substitute teachers are not available who hold either a regular teaching certificate or the five-year Certificate for Substitute Teaching, a school district may request the issuance of an Emergency Certificate for Substitute Teaching using the following priorities: (1) Applicants who hold a bachelor's degree, (2) those with at least 96 semester hours of college credit, and (3) those with from 64 to 95 hours credit (Division of Teacher Education and Certification, 1988).

Missouri

There are two levels of substitute teacher certificates in Missouri. Forty-five day certificates are issued to individuals who have at least 60 semester hours of college credit. Ninety-day certificates are issued to individuals who have at least 120 hours or a bachelor's degree.

There are no "long term" substitutes. The substitute teachers are hired on a day-to-day basis until the days of eligibility are used.

Nebraska

All teachers in Nebraska public and private schools must hold a Nebraska teaching certificate. This applies to teachers who are acting as substitute teachers as well as to the regularly employed faculty in the school. A teacher's aide may not substitute for a teacher for any part of a school day except in those situations such as study hall or playground where planned instruction does not occur.

A person may substitute for a regularly employed teacher provided he/she holds a Nebraska Substitute Teaching Certificate or a regular Nebraska teaching or administrative certificate (Regular certificates are Pre-Standard, Standard, and Professional). No other certificate or permit authorizes the person to serve as a substitute teacher. Provisional and emergency ranks of certificates are specifically excluded as are all Special Services Certificates.

Teachers who are serving as substitute teachers need not be concerned with the endorsement which appears on the certificate. Any person who is a qualified substitute teacher may teach any subject at

any level without regard to endorsement - so long as the teacher is doing substitute teaching.

The Nebraska Substitute Teaching Certificate may be issued initially to any person who has previously held a regular teaching certificate in Nebraska or a regular teaching certificate issued by any other state. The term of the certificate is five years.

The holder of the Substitute Teaching Certificate is limited to 90 days of total teaching time during any one school year. All 90 days may not be used consecutively and the substitute certificate does not permit signing a teaching contract or being a regularly employed member of the school staff.

Renewal of the Substitute Teaching Certificate may be accomplished upon the presentation of verification of 50 days of teaching experience during the term of the certificate or three semester hours of approved college credit. There is no limit to the number of times the certificate may be renewed (State Board of Education, 1988).

Nevada

To receive an endorsement as a substitute secondary teacher, a person must have completed at least 62 semester hours of credit from an accredited college or university, including at least six semester hours in secondary education. A provisional license is not authorized (State Department of Education, 1988).

To receive an elementary substitute endorsement, a person must have completed at least 62 semester hours of credit from an accredited college or university, including at least six semester hours of credit

in elementary education. A provisional license is not authorized.

An elementary substitute teacher is limited to consecutive service of no more than 21 days in one classroom or for the same person. However, in exceptional cases, and upon a request from a county superintendent of schools or the administrator of a state-approved non-public school, an extension for a similar period may be granted by the Superintendent of Public Instruction, State Department of Education.

New York

In the State of New York there are three categories of substitute teachers.

Substitute Teachers with Valid Teaching Certificates: Service may be rendered in any capacity, for any number of days. If employed on more than an itinerant basis, such persons will be employed in an area for which they are certified.

Substitute Teachers Without a Valid Certificate, but who are completing collegiate study towards certification at the rate of not less than six semester hours per year: Service may be rendered in any capacity, for any number of days, in any number of school districts. If employed on more than an itinerant basis, such persons will be employed in the area for which they are seeking certification.

Substitute Teachers Without a Valid Certificate and who are not working towards certification: Service may be rendered for no more than 40 days per school year.

The chief school officer of each school district is required to submit an annual report concerning the employment of all uncertified

substitute teachers to the Commissioner of Education (Division of Teacher Certification, 1988).

North Dakota

The laws of North Dakota require all substitute teachers to hold regular teacher licensure. The substitute teacher is not required to take any refresher or renewal courses.

Ohio

Substitute Teaching Certificates in the State of Ohio are issued on the following criteria:

Substitute Elementary Teaching Certificate: A temporary substitute elementary teaching certificate may be issued to the holder of a baccalaureate degree who evidences 12 semester hours in professional education leading to elementary certification.

Substitute High School or Substitute All Grades Teaching Certificate: A temporary certificate may be issued to the holder of a baccalaureate degree who evidences 20 semester hours in the subject or field for which certification is sought.

Substitute Special Certificate for Education of the Handicapped: A substitute teacher of handicapped pupils shall qualify for a full-time temporary certificate provided the holder has a current valid standard teaching certificate, has completed six semester hours in an approved program for the provisional certificate, and the vacancy has been posted with the Ohio department of education for two weeks, and no properly certificated and suitable candidate has applied for the position.

Substitute Vocational Teaching Certificate: The applicant must

meet the requirements specified by the State of Ohio Administrative Code and is valid for one year.

Renewal of Temporary Substitute Teaching Certificates:

Certificates may be renewed on the recommendation of the superintendent of the employing district.

Renewal of an Expired Certificate on a "Substitute Only" basis:

A person who holds an expired standard teaching may renew the certificate on a "substitute only" basis. The substitute limitation may be removed from a standard teaching certificate by completion of six-semester hours of college course work or eighteen Ohio department of education continuing education units since the issuance of the certificate. For each year of satisfactory teaching experience, renewal requirements shall be reduced by one semester hour or three Ohio department of education approved continuing education credits. (State Board of Education, 1988).

Oregon

Substitute Teachers in the State of Oregon are required to be certified teachers. The local school district is the employing agency. Substitute teachers in each school district are placed on a Master Substitute Teacher List. The following guidelines are used in making decisions regarding the placement of names on the Master Substitute Teacher List except where modification is required by unusual circumstances.

The applicant must be registered with the local educational service district.

A Substitute teacher on the Master Substitute Teacher List at the end of the previous school year, and who indicates a desire to continue his/her name on the list, shall be placed on the list.

When the Personnel Office at the local educational service district determines there is a need to increase the number of substitute teachers to teach a particular subject, grade level, or specialization, a Personnel Administrator will review applications on file. If in his/her judgement it is necessary, the officer may conduct interviews with one or more applicants and/or may recruit applicants for the list.

A regular school teacher who is laid off by a school district and who remains subject to recall will be placed on the Master Substitute Teacher List upon request within 30 days of such school board action or by September 15 of that year, whichever is later.

No school district teacher who works half time or more at any given time will be eligible for placement or continuance on the Master Substitute Teacher List unless he/she is a member of a specified elementary or special education partnership team. A member of a partnership team will be assigned to substitute teach only for his/her partner and will receive substitute teacher pay.

No regular School District teacher will be a member of both the regular and substitute bargaining units and therefore no regular teacher will be placed on the Master Substitute Teacher List. Regular teachers who are on leave may not substitute teach (Nichols, 1988).

Pennsylvania

Dr. William Logan, Acting Secretary of Education, State Department of Education, State of Pennsylvania indicated only applicants with a current teaching certificate would be employed as a substitute teacher in Pennsylvania. Dr. Logan provided no additional information.

Tennessee

Method of Selection: Substitute teachers should be selected from a preferred listing established by the local board of education, and should hold a valid Tennessee teacher's certificate and/or a degree from an approved four-year university or college.

Substitute teachers should be selected from the preferred experience listing. If sufficient personnel are not available from this listing, substitute teachers may be selected from a regular listing established by the local board of education.

In all instances when a regular teacher has been out of the classroom twenty consecutive days for any reason, a certificated teacher endorsed in the disciplines must be used as a substitute teacher.

Career Ladder Eligibility: A permanent substitute teacher is defined as a teacher who is employed to teach at least 540 hours actual instructional time) during any given school year.

A permanent substitute teacher shall receive that portion of incentive salary substitute for his/her career level proportionate to the percentage of total instructional time 1080 hours worked during the school year.

Permanent substitute teachers may be evaluated for Career Level I, II, III status, if they meet all criteria designated by state law into that career level and if their assignments allow for the conduct of the evaluation process established by the State Certification Commission and the State Board of Education. If the term of service of the permanent substitute teacher does not compromise integrity of the evaluation process, such evaluation shall be conducted within one school year.

Circumstances that Affect Performance: After having been chosen as one of the best qualified, a substitute teacher's performance can be affected by many circumstances over which he/she has no control. The moment a substitute teacher enters a classroom, the environment changes. The first 15 minutes are most critical. How much the substitute knows or can determine about classroom procedures, how effectively rapport can be established with students, how students have been prepared for the substitute teacher, and how the absent teacher has regarded the substitute teaching role - - all affect the success of the substitute teacher's work day and the students instructional day (Chandler, 1988).

Vermont

Each local school board adopts a policy establishing employment qualifications for persons who will substitute for teachers in their absence. However, a non-certified substitute teacher may not substitute teach more than 15 days. A person holding any professional certificate may substitute for thirty days per teacher absence. Upon

application from the superintendent, the Commissioner may allow an additional 30 days. Extensions are only granted only when the superintendent has presented evidence that an appropriately certified teacher is not available (Vermont Department of Education, 1985).

West Virginia

The role of the substitute teacher in terms of teaching skills is no different from that of the regular classroom teacher who is expected to have skills in planning, classroom management, discipline, and the instructional and non-instructional duties of the teacher. The substitute teacher is also expected to have empathy and understanding of the needs of learners. Any difference is viewed as existing in terms of the degree of proficiency attained rather than a difference in the kinds of skills needed (Truby, 1984).

For the above reasons the West Virginia State Board of Education has established the qualifications of individuals who may substitute on long and short-term basis. The Professionally Certificated Substitute Teachers fall into one of three categories of substitute teachers. The fourth option is an non-certificated substitute teacher who is limited in employment.

Option 1 Substitute Teacher. Any available educator who holds a valid Professional Certificate with the needed area of endorsement.

Option 2 Substitute Teacher. Any available educator who holds a valid Professional Certificate but not with the area of endorsement needed.

Option 3 Substitute Teacher. Any educator who holds an expired Professional Certificate may be eligible for a Substitute Permit upon application to the West Virginia Department of Education with the recommendation of the employing county superintendent.

Option 4 Substitute Teacher - Anyone with a Bachelor's Degree without teacher certification and who has completed a state approved county training program for substitutes (Truby, 1984).

Wisconsin

Substitute Teacher License. A substitute teacher license may be issued for a period of five years to an applicant who has held or is eligible to hold a regular Wisconsin license or the equivalent license in another state. Any teacher who holds a regular license may substitute teach either as a short or long-term substitute.

A short-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a short-term substitute teacher may be employed to teach any subject at any grade level. A long-term substitute teacher shall be a licensed teacher or a licensed substitute teacher; however, a long term substitute teacher may be employed only in the subject and grade level in which the teacher is licensed. An emergency license may be granted to a long term substitute teacher (Department of Public Instruction, 1988).

Building Principals' Perception of Substitute Teacher Training and Certification in North Carolina in 1988

Two hundred building principals in North Carolina were mailed a questionnaire pertaining to staff development and consideration for state certification of substitute teachers. The principals surveyed were selected by a simple random selection process. One hundred sixty-five (82.5 percent) building principals returned the questionnaires.

The researcher divided the information into three major categories: (1) Staff development for substitute teachers, (2) Substitute teacher certification, (3) Renewal credit for certified substitute teachers. North Carolina is divided into eight educational regions. The Tables of reported information are by region and schools surveyed within regions.

Effective Teaching Training Program (ETT)
and other Staff Development Courses for Substitute Teachers

Table 4 pertains to the Effective Teaching Training Program and is a compilation of the responses to the questions on continuity of instruction, effectiveness of substitute teachers, and substitute teachers' attitudes about the program. The information in Table 4 is from the principals' perceptions of the Effective Teaching Training Program and is not a result of direct contact with the substitute teachers.

Table 4

Effective Teaching Training Program (ETT)
and the Substitute Teacher

	a	b	c
North Carolina Schools and Education Regions	Continuity of Instruction as a Result of ETT	Has ETT Increased the Effectiveness of the Substitute Teacher?	Is the ETT Program Viewed as Positive?
<u>Region I</u>			
<u>Northeast Region</u>			
<u>High Schools</u>			
Aurora	Yes	Yes	Yes
Mattamuskeet	Yes	Yes	Yes
<u>Consolidated</u>			
Bath	No	No	Yes
Ocracoke	d	d	d
<u>Junior High Schools</u>			
Williamston	Yes	Yes	Yes
<u>Middle Schools</u>			
T. S. Cooper	Yes	Yes	Yes
<u>Elementary Schools</u>			
Chocowinity	Yes	Yes	Yes
Eastern	No	No	Yes
Buckland	Yes	Yes	Yes
Edna Andrews	Yes	Yes	Yes
Hertford	Yes	Yes	Yes
<u>Region II</u>			
<u>Southeast Region</u>			
<u>High Schools</u>			
South Lenoir	d	d	d
Kinston Senior	Yes	Yes	Yes
Richlands Senior	Yes	Yes	Yes
White Oak Senior	Yes	Yes	Yes
Union Senior	Yes	No Response	Yes
Clinton Senior	d	d	d
<u>Junior High Schools</u>			
J. T. Barber Junior	No	No	No
Woodington Junior	No	No	Yes
Sunset Park	No	No	Yes

Table 4 (Continued)

	a	b	c
North Carolina Schools and Education Regions	Continuity of Instruction as a Result of ETT	Has ETT Increased the Effectiveness of the Substitute Teacher?	Is the ETT Program Viewed as Positive?
<u>Junior High Schools</u>			
Topsail Junior/Senior	Yes	Yes	Yes
<u>Middle Schools</u>			
Leland Middle	d	d	d
<u>Elementary Schools</u>			
Waccamaw Elementary	Yes	Yes	Yes
Albert H. Bangert	Yes	Yes	Yes
Camp Glenn	Yes	Yes	Yes
F. R. Danyus	Yes	Yes	Yes
H. J. MacDonald	d	d	d
B. F. Grady	Yes	Yes	Yes
Kenansville	d	d	d
North Duplin	Yes	Yes	Yes
Bynum	Yes	No Response	Yes
J. C. Roe	Yes	Yes	Yes
Sunset Park	Yes	Yes	Yes
William H. Blount	No	No	Yes
Hobpton	Yes	Yes	Yes
Eastern Wayne	Yes	Yes	Yes
Rosewood	No	No	Yes
Tarawa Terrace I	e	e	e
<u>Primary Schools</u>			
Kerr Primary	d	d	d
<u>Region III</u>			
<u>Central Region</u>			
<u>High Schools</u>			
South Granville	Yes	Yes	Yes
Southeast Halifax	d	d	d
North Johnston	Yes	Yes	Yes
Apex Senior	Yes	Yes	Yes
Enloe Senior	No Response	No Response	No Response
Millbrook Senior	Yes	No Response	Yes
Wake Forest Senior	No	No	No
Zebulon Senior	Yes	No Response	Yes
Warren County Senior	Yes	Yes	Yes
Broughton Senior	Yes	No Response	Yes

Table 4 (Continued)

	a	b	c
North Carolina Schools and Education Regions	Continuity of Instruction as a Result of ETT	Has ETT Increased the Effectiveness of the Substitute Teacher?	Is the ETT Program Viewed as Positive?
<u>Consolidated Schools</u>			
Princeton	Yes	Yes	Yes
<u>Junior High Schools</u>			
Sherwood Githerns	Yes	Yes	Yes
East Carey Junior	Yes	Yes	Yes
<u>Middle Schools</u>			
Holton Middle	Yes	Yes	Yes
Rogers-Herr Middle	d	d	d
South Edgecombe Middle	Yes	Yes	Yes
Gold Sand Middle	Yes	Yes	Yes
Smithfield-Selma Middle	Yes	Yes	Yes
Speight Middle	Yes	No	Yes
<u>Elementary Schools</u>			
Lowes Grove	d	d	d
Parkwood	Yes	Yes	Yes
Phillips	d	d	d
Wilton	Yes	Yes	Yes
Bailey	d	d	d
Squire	d	d	d
Zeb Vance	Yes	Yes	Yes
Brooks	Yes	Yes	Yes
Wake Forest	No	Yes	Yes
Wilburn	Yes	Yes	Yes
York	Yes	Yes	Yes
Lee Woodard	Yes	Yes	Yes
<u>Region IV</u>			
<u>South Central Region</u>			
<u>High Schools</u>			
Seventy First Senior	No	No	Yes
Lumberton Senior	d	d	d
St. Pauls Senior	No	No	Yes
<u>Middle Schools</u>			
Lillington Middle	d	d	d
Southern Pines Middle	Yes	Yes	Yes
Sycamore Lane Middle	Yes	Yes	Yes

Table 4 (Continued)

	a	b	c
North Carolina Schools and Education Regions	Continuity of Instruction as a Result of ETT	Has ETT Increased the Effectiveness of the Substitute Teacher?	Is the ETT Program Viewed as Positive?
<u>Elementary Schools</u>			
B. T. Washington	Yes	Yes	Yes
Acme-Delco	Yes	No Response	Yes
Ashley	Yes	Yes	Yes
College Lakes	Yes	Yes	Yes
Edgewood	No	No	No
Lucille Souders	d	d	d
Mae R. Williams	Yes	Yes	Yes
Sherwood Park	d	d	d
North Harnett	Yes	Yes	Yes
Mount Gilead	Yes	Yes	Yes
Star Biscoe	Yes	Yes	Yes
Leake Street	No Response	No Response	No Response
Bowley	e	e	e
Butner	e	e	e
McNair	No	No	No
<u>Special Education School</u>			
Dorothy Spainhour	d	d	d
<u>Region V</u>			
<u>North Central Region</u>			
<u>High Schools</u>			
Central Senior	Yes	Yes	Yes
E. Davidson Senior	Yes	Yes	Yes
Smith Senior	d	d	d
<u>Junior High Schools</u>			
Central Junior	No	No	Yes
Mendenhall Junior	e	e	e
J. E. Holmes	Yes	Yes	Yes
<u>Middle Schools</u>			
Woodlawn Middle	Yes	Yes	Yes
Paisley Middle	d	d	d
North Asheboro Middle	Yes	Yes	Yes
King Intermediate	d	d	d
<u>Optional/Alternative Schools</u>			
Eanes Alternative	No	No	No

Table 4 (Continued)

North Carolina Schools and Education Regions	a Continuity of Instruction as a Result of ETT	b Has ETT Increased the Effectiveness of the Substitute Teacher?	c Is the ETT Program Viewed as Positive?
Petree Optional	Yes	Yes	Yes
<u>Elementary Schools</u>			
Altamahaw	Yes	Yes	Yes
North Graham	Yes	Yes	Yes
Pleasant Grove	Yes	Yes	No
B. Everett Jordan	No	Yes	No Response
South Graham	Yes	Yes	Yes
Marvin B. Smith	Yes	Yes	Yes
Bethlehem	Yes	Yes	Yes
Ellendale	d	d	d
Hiddenite	Yes	Yes	Yes
Sugar Loaf	Yes	No Response	No Response
Bonlee	d	d	d
Midway	Yes	No	Yes
Wallburg	Yes	Yes	Yes
Pickett	Yes	Yes	Yes
Forest Park	No	No	No
Pleasant Garden	Yes	Yes	Yes
Bessemer	Yes	Yes	Yes
North	Yes	Yes	Yes
Oak Lane	Yes	Yes	Yes
Franklinville	Yes	Yes	Yes
Randleman	No	No	Yes
Donna Lee Loftin	e	e	e
Central	Yes	Yes	Yes
John W. Dillard	Yes	Yes	Yes
<u>Region VI</u>			
<u>Southwest Region</u>			
<u>High Schools</u>			
A. L. Brown Senior	Yes	Yes	Yes
Piedmont Senior	Yes	Yes	Yes
<u>Junior High Schools</u>			
Crest Junior	Yes	Yes	Yes
Cramerton Junior	No	No	Yes
Grier Junior	No	Yes	Yes
Bessemer City Junior	Yes	Yes	Yes
Southwest Junior	d	d	d
Albemarle Road Junior	Yes	Yes	Yes

Table 4 (Continued)

	a	b	c
North Carolina Schools and Education Regions	Continuity of Instruction as a Result of ETT	Has ETT Increased the Effectiveness of the Substitute Teacher?	Is the ETT Program Viewed as Positive?
Kenneday Junior	Yes	Yes	Yes
Ranson Junior	No Response	No Response	No
Lincolnton Junior	d	d	d
<u>Middle Schools</u>			
Kannapolis Middle	Yes	Yes	Yes
Spaugh Middle	Yes	Yes	Yes
<u>Elementary Schools</u>			
A. T. Allen	Yes	Yes	Yes
W. R. Odell	Yes	Yes	Yes
Washington	Yes	Yes	Yes
Catawba Heights	Yes	Yes	No
Forest Heights	No	No	Yes
Billingsville	Yes	Yes	Yes
Chantilly	Yes	Yes	Yes
Hidden Valley	No	No	No
Newell	d	d	d
J. H. Gunn	No Response	No Response	No Response
Oaklawn	Yes	Yes	Yes
Park Road	d	d	d
Pineville	Yes	Yes	Yes
Pinewood	Yes	Yes	Yes
Thomasboro	No	No	No
Marshville	Yes	Yes	Yes
Wesley Chapel	d	d	d
<u>Special Education Schools</u>			
Long Exceptional	Yes	Yes	Yes
<u>Region VII</u>			
<u>Northwest Region</u>			
<u>High Schools</u>			
Alleghany High	Yes	Yes	Yes
Davie County High	d	d	d
Mooreville Senior	Yes	Yes	Yes
Forbush Senior	No	No	No
<u>Junior High Schools</u>			
East Junior	Yes	Yes	Yes

Table 4 (Continued)

	a	b	c
North Carolina Schools and Education Region	Continuity of Instruction as a Result of ETT	Has ETT Increased the Effectiveness of the Substitute Teacher?	Is the ETT Program Viewed as Positive?
<u>Middle Schools</u>			
Blackburn Middle	Yes	Yes	Yes
<u>Elementary Schools</u>			
Glade Creek	d	d	d
<u>Elementary Schools</u>			
Mountain View	Yes	Yes	Yes
Collettsville	e	e	e
Valmead	d	d	d
Sweetwater	Yes	Yes	Yes
Celeste Henkel	d	d	d
Harmony	Yes	Yes	Yes
Wayside	Yes	Yes	Yes
Bruce Tharrington	Yes	Yes	Yes
Boomer-Ferguson	Yes	No	Yes
Jonesville	Yes	Yes	Yes
West Yadkin	Yes	Yes	Yes
<u>Region VIII</u>			
<u>Western Region</u>			
<u>High Schools</u>			
Clyde A. Erwin High	Yes	Yes	Yes
North Buncombe High	Yes	Yes	Yes
T. C. Roberson High	d	d	d
Hayesville High	Yes	Yes	Yes
Rosman Senior	Yes	Yes	Yes
<u>Consolidated Schools</u>			
Nantahala	No	No	Yes
<u>Optional Schools</u>			
Asheville/Buncombe	Yes	Yes	Yes
<u>Junior High Schools</u>			
Waynesville Junior	d	d	d
<u>Middle Schools</u>			
Black Mountain Middle	Yes	Yes	Yes
Clyde A. Erwin Middle	Yes	Yes	Yes
Cane River Middle	Yes	Yes	Yes
East Yancey Middle	Yes	Yes	Yes

Table 4 (Continued)

	a	b	c
North Carolina Schools and Education Regions	Continuity of Instruction as a Result of ETT	Has ETT Increased the Effectiveness of the Substitute Teacher?	Is the ETT Program Viewed as Positive?
Macon Middle	Yes	Yes	Yes
<u>Elementary Schools</u>			
Red Oak	Yes	Yes	Yes
Aycock	Yes	Yes	Yes
Stecoah	d	d	d
Crabtree-Ironduff	Yes	Yes	Yes
<u>Elementary Schools</u>			
Balfour	Yes	Yes	Yes
Dana	Yes	Yes	Yes
Cartoogechaye	Yes	Yes	Yes
Penrose	Yes	No	No
<u>Primary Schools</u>			
Marshall Primary	Yes	Yes	Yes
<u>Orthopedic Hospital School</u>			
Orthopedic Hospital	No	No	Yes

a

The researcher asked the principals if there is a difference in continuity of instruction with substitute Teachers who completed the Effective Teaching Training Program and who are using the practices in the classroom as compared to those who have not taken the training.

b

The researcher was seeking information on the increased effectiveness as result of substitute teacher training in effective classroom practices.

c

Did the substitute teachers who took the Effective Teaching Training Program respond favorably to the program?

d

Principals surveyed who did not return the questionnaire.

e

Principals who responded their schools were not participating in the Effective Teaching Training Program for the substitute teacher (Federal Schools (3) and Public Schools (3)).

Two hundred building principals were sent a questionnaire, one

hundred sixty-five principals (82.5 percent) returned the questionnaire. The first question asked, "Has continuity of instruction improved in the absence of the classroom teacher when substitute teachers who have completed the Effective Teaching Training Program are employed?" One hundred twenty-nine principals (64.5 percent) out of 200 principals responded that continuity of instruction had improved. Twenty-six principals (13.0 percent) responded they had observed no change in continuity of instruction. Thirty-five principals (17.5 percent) did not return the questionnaire. Four principals (2.0 percent) did not respond to the question. Six principals (3.0 percent) stated their schools had not participated in the Effective Teaching Training Program for substitute teachers.

The second question asked, "Has the Effective Teaching Training Program increased the effectiveness of the substitute teachers?" One hundred twenty-one principals (60.5 percent) responded the substitute teacher effectiveness had increased as a result of the Effective Teaching Training Program. Twenty-seven principals (13.5 percent) indicated they had not observed any change. Thirty-five principals (17.5 percent) did not return the questionnaire. Six principals (3.0 percent) stated their schools had not participated in the Effective Teaching Training Program for substitute teachers. Eleven principals (5.5 percent) did not respond to the question.

The third question asked, "Did the substitute Teachers who took the Effective Teaching Training Program respond favorably to the Program?" One hundred forty-one principals (70.5 percent) responded the Effective

Teaching Training Program was a positive direction for the substitute teachers as reflected by their attitudes during the training. Thirteen principals (6.5 percent) responded negatively. Thirty-five principals (17.5 percent) did not return the questionnaire and six principals (3.0 percent) stated their schools had not participated in the Effective Teaching Training Program for substitute teachers. Five (2.5 percent) principals did not respond to the question.

Table 5 is a compilation of the staff development programs that are being used or were used before the Effective Teaching Training Program was instituted by the North Carolina State Department of Public Instruction for substitute teachers on a voluntary basis at the district level. Information is reported by regions I-VIII and schools within the region.

Table 5

Staff Development Programs
For Substitute Teachers
Conducted at the District Level

North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/ETT	a District Level Orientation	b Building Principal Orientation	c Other Programs
<u>Region I</u>				
<u>Northeast Region</u>				
<u>High Schools</u>				
Aurora	Yes	2 Day		
Mattamussett	No			
<u>Consolidated</u>				
Bath	Yes	(Program not Identified)		
Ocracoke	d	d	d	d
<u>Junior High Schools</u>				
Williamston	No			

Table 5 (Continued)

		a	b	c
North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/EIT	District Level Orientation	Building Principal Orientation	Other Programs
<u>Middle Schools</u>				
T. S. Cooper	Yes	Yes		
<u>Elementary Schools</u>				
Chocowinity	Yes	Yes		
Eastern	No			
Buckland	Yes	Yes	Yes	
Edna Andrews	Yes		Yes	
Hertford	No			
<u>Region II</u>				
<u>Southeast Region</u>				
<u>High Schools</u>				
South Lenoir	d	d	d	d
Kinston Senior	No			
Richlands Senior	No			
White Oak Senior	No			
Union Senior	No			
Clinton Senior	d	d	d	d
<u>Junior High Schools</u>				
J. T. Barber Junior	Yes		Yes	
Woodington Junior	Yes	Yes		
Sunset Park	Yes	Yes	Yes	
Topsail Junior/Senior	Yes			
<u>Middle Schools</u>				
Leland Middle	d	d	d	d
<u>Elementary Schools</u>				
Waccamaw	Yes	Yes		
Albert H. Bangert	No			
Camp Glenn	No			
F. R. Danyus	No			
H. J. MacDonald	d	d	d	d
B. F. Grady	No			
Kenansville	d	d	d	d
North Duplin	No			
Bynum	No			
J. C. Roe	Yes		Yes	

Table 5 (Continued)

		a	b	c
North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/ETT	District Level Orientation	Building Principal Orientation	Other Programs
Sunset Park	Yes			
William H. Blount Hobbs	Yes	Yes		
Eastern Wayne	No			
Rosewood	Yes			Yes(1)
Tarawa Terrace I	No			
<u>Primary Schools</u>				
Kerr Primary	d	d	d	d
<u>Region III Central Region</u>				
<u>High Schools</u>				
South Granville	No			
Southeast Halifax	d	d	d	d
North Johnston	Yes	Yes		
Broughton Senior	No			
Apex Senior	Yes			
Enloe Senior	No Response			
Millbrook Senior	No			
Wake Forest Senior	No			
Zebulon Senior	No			
Warren County Senior	No			
<u>Consolidated Schools</u>				
Princeton	No			
<u>Junior High Schools</u>				
Sherwood Githerns	No			
East Carey Junior	No			
<u>Middle Schools</u>				
Holton Middle	No			
Rogers-Herr Middle	d	d	d	d
South Edgecombe Middle	No			
Gold Sand Middle	No			
Smithfield-Selma Middle	No			
Speight Middle	No			
<u>Elementary Schools</u>				
Lowe's Grove	d	d	d	d

Table 5 (Continued)

North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/EIT	a District Level Orientation	b Building Principal Orientation	c Other Programs
Parkwood	Yes			Yes(2)
Phillips	d	d	d	d
Wilton	No			
Bailey	d	d	d	d
Squire	d	d	d	d
Zeb Vance	Yes			Yes(3)
Brooks	Yes			Yes(4)
Wake Forest	No			
Wilburn	No			
<u>Elementary Schools</u>				
York	No			
Lee Woodard	Yes	Yes		
<u>Region IV</u>				
<u>South Central Region</u>				
<u>High Schools</u>				
Seventy First Senior	Yes			
Lumberton Senior	d	d	d	d
St. Pauls Senior	Yes	Yes	Yes	
<u>Middle Schools</u>				
Lillington Middle	d	d	d	d
Southern Pines Middle	No			
Sycamore Lane Middle	Yes			
<u>Elementary Schools</u>				
B. T. Washington	No			
Acme-Delco	Yes			
Ashley	No			
College Lakes	No			
Edgewood	No			
Lucille Souders	d	d	d	d
Mae R. Williams	No			
Sherwood Park	d	d	d	d
North Harnett	Yes	1 Day		
Mount Gilead	Yes			
Star Biscoe	Yes			
Leake Street	No			
Bowley	No			
Butner	Yes			

Table 5 (Continued)

		a	b	c
North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/EIT	District Level Orientation	Building Principal Orientation	Other Programs
McNair	Yes			
<u>Special Education School</u>				
Dorothy Spainhour	d	d	d	d
<u>Region V</u>				
<u>North Central Region</u>				
<u>High Schools</u>				
Central Senior	Yes	Yes		
E. Davidson Senior	Yes	Yes		
Smith Senior	d	d	d	d
<u>Junior High Schools</u>				
Central Junior	Yes	Yes		
Mendenhall Junior	No			
J. E. Holmes	Yes	Yes		
<u>Middle Schools</u>				
Woodlawn Middle	No			
Paisley Middle	d	d	d	d
North Asheboro Middle	No			
King Intermediate	d	d	d	d
<u>Optional/Alternative Schools</u>				
Eanes Alternative	No			
Petree Optional	No			
<u>Elementary Schools</u>				
Altamahaw	Yes	Yes		
North Graham	No			
Pleasant Grove	No			
B. Everett Jordan	No			
South Graham	Yes	Yes		
Marvin B. Smith	Yes			
Bethlehem	Yes			
Ellendale	d	d	d	d
Hiddenite	Yes			
Sugar Loaf	No			
Bonlee	d	d	d	d
Midway	Yes	1 Day		

Table 5 (Continued)

		a	b	c
North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/ETT	District Level Orientation	Building Principal Orientation	Other Programs
Wallburg	No			
Pickett	No			
Forest Park	Yes		Yes	
Pleasant Garden	Yes			
Bessemer	No			
<u>Elementary Schools</u>				
North	Yes		1 Day	
Oak Lane	Yes			
Franklinville	Yes			Yes(5)
Randleman	No			
Donna Lee Loftin	No Response			
Central	Yes			
John W. Dillard	Yes	Yes		
<u>Region VI</u>				
<u>Southwest Region</u>				
<u>High Schools</u>				
A. L. Brown Senior	Yes			
Piedmont Senior	Yes			
<u>Junior High Schools</u>				
Crest Junior	Yes		Yes	
Cramerton Junior	Yes	Yes		
Grier Junior	Yes			
Bessemer City Junior	No			
Southwest Junior	d	d	d	d
Albemarle Road Junior	Yes	Yes		
Kenneday Junior	Yes			Yes(6)
Ranson Junior	Yes			
Lincolnton Junior	d	d		d
<u>Middle Schools</u>				
Kannapolis Middle	No			
Spaugh Middle	Yes	Yes		
<u>Elementary Schools</u>				
A. T. Allen	No			
W. R. Odell	No			
Washington	No			
Catawba Heights	No			

Table 5 (Continued)

North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/ETT	a District Level Orientation	b Building Principal Orientation	c Other Programs
Forest Heights	Yes	Yes		
Billingsville	Yes			
Chantilly	Yes			
Hidden Valley	Yes			
Newell	d	d	d	d
J. H. Gunn	No Response			
Oaklawn	No			
Park Road	d	d	d	d
Pineville	Yes	Yes		
Pinewood	No			
Thomasboro	Yes	Yes		
Marshville	No			
Wesley Chapel	d	d	d	d
<u>Special Education Schools</u>				
Long Exceptional	No			
<u>Region VII</u>				
<u>Northwest Region</u>				
<u>High Schools</u>				
Alleghany High	No			
Davie County High	d	d	d	d
Mooresville Senior	Yes		Yes	
Forbush Senior	No			
<u>Junior High Schools</u>				
East Junior	No			
<u>Middle Schools</u>				
Blackburn Middle	No			
<u>Elementary Schools</u>				
Glade Creek	d	d	d	d
Mountain View	No			
Colletsville	Yes	Yes		
Valmead	d	d	d	d
Sweetwater	No			
Celeste Henkel	d	d	d	d
Harmony	No			
Wayside	No			
Bruce Tharrington	No			

Table 5 (Continued)

		a	b	c
North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/ETT	District Level Orientation	Building Principal Orientation	Other Programs
Boomer-Ferguson	Yes			Yes(7)
Jonesville	No			
West Yadkin	No			
<u>Region VIII</u>				
<u>Western Region</u>				
<u>High Schools</u>				
Clyde A. Erwin High	Yes	Yes		
North Buncombe High	Yes	Yes	Yes	
T. C. Roberson High	d	d	d	d
Hayesville High	Yes		Yes	
Rosman Senior	No			
<u>Consolidated Schools</u>				
Nantahala	No			
<u>Optional Schools</u>				
Asheville/Buncombe	Yes	Yes	Yes	
<u>Junior High Schools</u>				
Waynesville Junior	d	d	d	d
<u>Middle Schools</u>				
Black Mountain Middle	No			
Clyde A. Erwin Middle	Yes			
Cane River Middle	Yes	Yes		
East Yancey Middle	Yes	Yes		
Macon Middle	No			
<u>Elementary Schools</u>				
Red Oak	Yes	Yes		
Aycock	No			
Stecoah	d	d	d	d
Crabtree-Ironduff	Yes	1/2 Day		
Balfour	Yes	1/2 Day		
Dana	No			
Cartoogechaye	Yes		Yes	
Penrose	No			
<u>Primary Schools</u>				
Marshall Primary	Yes		Yes	

Table 5 (Continued)

		a	b	c
North Carolina Schools and Education Regions	Staff Development For Substitutes Prior to/or Concurrent w/EIT	District Level Orientation	Building Principal Orientation	Other Programs
<u>Orthopedic Hospital School</u>				
Orthopedic Hospital	Yes	Yes		

a

Staff Development conducted at district office by central office staff as reported by the building principal on the returned questionnaires.

b

Staff development conducted at the building level by the principal or teaching staff as reported by the building principal on the returned questionnaires.

c

Other Programs identified by the building principal: (1) Substitutes must volunteer in the school before being placed on the substitute teacher list. (2) Mini-training sessions at the building level. (3) A half-day substitute teacher workshop. (4) Assertive Discipline, Principal Orientation Session, and Substitute Teacher Handbook. (5) Mini sessions on strategies for effective teaching. (6) Activities for new substitute teachers. (7) Thirty hours of volunteer work under the direction of a certified teacher.

d

Principals surveyed who did not return the questionnaire.

One hundred sixty-five of the two hundred principals (82.5 percent) returned the questionnaire on substitute teaching staff development. Seventy-eight principals (39 percent) responded there were staff development programs in place prior to the Effective Teaching Training Program. Eighty-four principals (42 percent) did not have staff development programs for substitute teachers prior to the Effective Teaching Training Program. Thirty-five principals (17.5 percent) did not return the questionnaire. Three principals (1.5 percent) did not respond to the question.

Substitute Teacher Certification in North Carolina
North Carolina Principals' Perception

Table 6 is a compilation of information pertaining to substitute teacher certification in North Carolina as perceived from a survey conducted by the researcher. One hundred sixty-five of the 200 principals (82.5 percent) returned the questionnaire seeking information on substitute teacher certification. The researcher solicited information to determine if substitute teacher certification is reasonable. Recommendations were solicited from principals for their ideas of a staff development program in both course content and credit hours in addition to the current Effective Teaching Training Program that would help substitute teachers maintain continuity of instruction in absence of the classroom teacher.

Table 6

Substitute Teacher Certification
in North Carolina: From North Carolina Principals' Perception

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?	a
<u>Region I</u>			
<u>Northeast Region</u>			
<u>High Schools</u>			
Aurora	Yes	(1), (2), (3)	
Mattamussett	Yes	(5), (19)	
<u>Consolidated</u>			
Bath	Yes	(1), (4)	
Ocracoke	b		b
<u>Junior High Schools</u>			
Williamston	Yes	(1), (2)	

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
^a		
<u>Middle Schools</u>		
T. S. Cooper	Yes	No Recommendation
<u>Elementary Schools</u>		
Chocowinity	Yes	(1), (2), (4), (5), (6)
Eastern	Yes	(2), (11)
Buckland	No	No Recommendation
Edna Andrews	Yes	(19)
Hertford	Yes	(2), (6), (7)
<u>Region II</u>		
<u>Southeast Region</u>		
<u>High Schools</u>		
South Lenior	b	b
Kinston Senior	Yes	(2), (11)
Richlands Senior	No	No Recommendation
White Oak Senior	No	No Recommendation
Union Senior	Yes	(15)
Clinton Senior	b	b
<u>Junior High Schools</u>		
J. T. Barber Junior	Yes	(1), (2), (9)
Woodington Junior	Yes	(1), (2), (5), (6)
Sunset Park Junior	Yes	(1), (4), (5)
Topsail Junior	Yes	No Recommendation
<u>Middle Schools</u>		
Leland Middle	b	b
<u>Elementary Schools</u>		
Waccamaw	Yes	(1), (13)
Albert H. Bangert	Yes	(1), (2), (8), (19)
Camp Glenn	Yes	(1)
F. R. Danyus	Yes	No Recommendation
H. J. MacDonald	b	b
B. F. Grady	Yes	(1), (6), (8), (12)
Kenansville	b	b
North Duplin	Yes	(5), (10)
Bynum	Yes	(2), (3),
J. C. Roe	Yes	(1), (20)
Sunset Park	Yes	(1), (2),

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
a		
William H. Blount	Yes	(1), (4)
Hobpton	Yes	No Recommendation
Eastern Wayne	Yes	No Recommendation
Rosewood	Yes	(5), (19)
Tarawa Terrace I	Yes	(1), (8)
<u>Primary Schools</u>		
Kerr Primary	b	b
<u>Region III</u>		
<u>Central Region</u>		
<u>High Schools</u>		
South Granville	Yes	(1), (2), (5)
Southeast Halifax	b	b
North Johnston	Yes	(1), (2), (5)
Broughton Senior	No	No Recommendation
Apex Senior	Yes	(1), (2), (7), (13)
Enloe Senior	No Response	No Recommendation
Millbrook Senior	Yes	(20)
Wake Forest Senior	No	No Recommendation
Zebulon Senior	Yes	(2), (4), (8)
Warren County Senior	Yes	(1)
<u>Consolidated Schools</u>		
Princeton	Yes	(1), (11)
<u>Junior High Schools</u>		
Sherwood Githerns	Yes	(1), (11)
East Carey Junior	Yes	(2), (5),
<u>Middle Schools</u>		
Holton Middle	Yes	(1), (6), (19)
Rogers-Herr Middle	b	b
South Edgecombe Middle	No	No Recommendation
Gold Sand Middle	Yes	(5), (2)
Smithfield-Selma Middle	Yes	(1), (7), (11)
Speight Middle	Yes	No Recommendation
<u>Elementary Schools</u>		
Lowes Grove	b	b
Parkwood	Yes	(2), (4)

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
^a		
<u>Elementary Schools</u>		
Phillips	b	b
Wilton	Yes	(3), (6), (8), (16)
Bailey	b	b
Squire	b	b
Zeb Vance	Yes	(2), (11)
Brooks	No	No Recommendation
Wake Forest	Yes	(7), (11), (12)
Wilburn	Yes	(1), (4), (11)
York	No	No Recommendation
Lee Woodard	No	No Recommendation
<u>Region IV</u>		
<u>South Central</u>		
<u>High Schools</u>		
Seventy First Senior	Yes	(1), (17)
Lumberton Senior	b	b
St. Pauls Senior	No	No Recommendation
<u>Middle Schools</u>		
Lillington Middle	b	b
Southern Pines Middle	Yes	(2), (5), (8)
Sycamore Lane Middle	Yes	(2), (3), (6)
<u>Elementary Schools</u>		
B. T Washington	No	No Recommendation
Acme-Delco	Yes	(6)
Ashley	Yes	(1), (6), (8), (14)
College Lakes	No	No Recommendation
Edgewood	Yes	No Recommendation
Lucille Souders	b	b
Mae R. Williams	Yes	(2), (13)
Sherwood Park	b	b
North Harnett	No	No Recommendation
Mount Gilead	Yes	(1), (2), (5), (12)
Star Biscoe	No Response	No Recommendation
Leake Street	Yes	(2), (5)
Bowley	No	No Recommendation
Butner	Yes	(6), (11)
McNair	Yes	(6), (11)

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
a		
<u>Special Education School</u>		
Dorothy Spainhour	b	b
<u>Region V</u>		
<u>North Central Region</u>		
<u>High Schools</u>		
Central Senior	No	No Recommendation
E. Davidson Senior	No Response	(7), (3), (14)
Smith Senior	b	b
<u>Junior High Schools</u>		
Central Junior	Yes	(2), (3)
Mendenhall Junior	Yes	(2), (8)
J. E. Holmes	Yes	(1), (2)
<u>Middle Schools</u>		
Woodlawn Middle	Yes	(2), (4), (16)
Paisley Middle	b	b
North Asheboro Middle	No	No Recommendation
King Intermediate	b	b
<u>Optional/Alternative Schools</u>		
Eanes Alternative	Yes	(1), (2), (5)
Petree Optional	Yes	(1), (6), (7)
<u>Elementary Schools</u>		
Altamahaw	No	No Recommendation
North Graham	No	No Recommendation
Pleasant Grove	No	No Recommendation
B. Everett Jordan	No	No Recommendation
South Graham	No Response	No Recommendation
Marvin B. Smith	No Response	No Recommendation
Bethlehem	Yes	(1), (2), (3)
Ellendale	b	b
Hiddenite	No	No Recommendation
Sugar Loaf	Yes	(19)
Bonlee	b	b
Midway	Yes	No Recommendation
Wallburg	Yes	(7), (8)
Pickett	No	No Recommendation

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
a		
<u>Elementary Schools</u>		
Forest Park	No	No Recommendation
Pleasant Garden	No	No Recommendation
Bessemer	Yes	(1), (2), (11)
North	Yes	(2), (6), (8)
Oak Lane	Yes	(1), (2), (3)
Franklinville	No	No Recommendation
Randleman	Yes	(1), (6), (8)
Donna Lee Loftin	No Response	No Recommendation
Central	Yes	(1), (7)
John W. Dillard	Yes	(1), (2)
<u>Region VI</u>		
<u>Southwest Region</u>		
<u>High Schools</u>		
A. L. Brown	No	No Recommendation
Piedmont Senior	Yes	(1), (8)
<u>Junior High Schools</u>		
Crest Junior	Yes	(1), (9)
Cramerton Junior	No	No Recommendation
Grier Junior	Yes	(1)
Bessemer City Junior	No	No Recommendation
Southwest Junior	b	b
Albemarle Road Junior	No	No Recommendation
Kenneday Junior	Yes	(1), (3), (4)
Ranson Junior	Yes	(2), (3)
Lincolnton Junior	b	b
<u>Middle Schools</u>		
Kannapolis Middle	Yes	(1), (7)
Spaugh Middle	Yes	(1), (2)
<u>Elementary Schools</u>		
A. T. Allen	No	No Recommendation
W. R. Odell	Yes	(13)
Washington	Yes	(1), (5), (16)
Catawba Heights	Yes	(1), (2), (4), (8)
Forest Heights	No	No Recommendation
Billingsville	Yes	(2)
Chantilly	Yes	(1), (4), (3)

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
a		
<u>Elementary Schools</u>		
Hidden Valley	No	No Recommendation
Newell	b	b
J. H. Gunn	No Response	No Recommendation
Oaklawn	Yes	(1), (2), (4), (8), (17)
Park Road	b	b
Pineville	No	No Recommendation
Pinewood	No	No Recommendation
Thomasboro	Yes	(15)
Marshville	No	No Recommendation
Wesley Chapel	b	b
<u>Special Education School</u>		
Long Exceptional	No	No Recommendation
<u>Region VII</u>		
<u>Northwest Region</u>		
<u>High Schools</u>		
Alleghany High	Yes	(1), (3), (13)
Davie County High	b	b
Mooreville Senior	Yes	(1)
Forbush Senior	Yes	No Recommendation
<u>Junior High Schools</u>		
East Junior	Yes	(1), (16), (17)
<u>Middle Schools</u>		
Blackburn Middle	Yes	(5)
<u>Elementary Schools</u>		
Glade Creek	b	b
Mountain View	Yes	(1), (2), (3), (16)
Colletsville	Yes	(10)
Valmead	b	b
Sweetwater	Yes	(1), (2), (3), (13)
Celeste Henkel	b	b
Harmony	Yes	(1), (6)
Wayside	No	(5)
Bruce Tharrington	Yes	(2), (5), (8)
Boomer-Ferguson	Yes	(2), (4), (6), (10)
Jonesville	Yes	(2), (17)

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
^a		
<u>Elementary Schools</u>		
West Yadkin	Yes	(1), (14)
<u>Region VIII</u>		
<u>Western Region</u>		
<u>High Schools</u>		
Clyde A. Erwin High	No	No Recommendation
North Buncombe High	Yes	(1)
T. C. Roberson High	b	b
Hayesville High	Yes	(2)
Rosman Senior	Yes	(1), (2), (11), (13), (16)
<u>Consolidated Schools</u>		
Nantahala	Yes	(2), (16)
<u>Optional Schools</u>		
Asheville/Buncombe	No	No Recommendation
<u>Junior High Schools</u>		
Waynesville Junior	b	b
<u>Middle Schools</u>		
Black Mountain Middle	No	No Recommendation
Clyde A. Erwin Middle	Yes	(1), (2), (3)
Cane River Middle	Yes	(1), (17)
East Yancey Middle	Yes	(1), (8)
Macon Middle	Yes	(2), (3), (5), (7)
<u>Elementary Schools</u>		
Red Oak	Yes	(1), (5), (7), (13)
Aycock	Yes	(2), (3)
Stecoah	b	b
Crabtree-Ironduff	Yes	(1), (6), (11)
Balfour	No Response	No Recommendation
Dana	Yes	(2)
Cartoogechaye	No Response	(1), (2)
Penrose	No	No Response
<u>Primary Schools</u>		
Marshall Primary	No	No Recommendation

Table 6 (Continued)

North Carolina Schools and Education Regions	Would Substitute Teacher Certification Be Beneficial?	What Staff Development Programs Would You Recommend For Substitute Certification?
<u>Orthopedic Hospital School</u> Orthopedic Hospital	No	(6)

a

Staff development programs recommended by the 165 (82.5 percent) principals who returned the questionnaire.

- | | |
|---|--|
| (1) Assertive Discipline
(2) Classroom Management: (COET)
Classroom Organization and Effective
Teaching; (ETT) Effective Teaching
Training. | (5) Local Policies
(6) Child Growth & Development
(7) Adolescent Psychology
(8) Curriculum (Subject Area)
(9) Time Management
(10) Internship w/Master Teacher
(11) Methods
(12) Learning Theory
(13) Public Relations
(17) Record Keeping
(18) Computer Training
(19) Training for K-3, 4-6, 7-9
10-12 levels
(20) Inservice/College Courses |
| (3) Communication Skills (TESA)
Teacher Expectation and Student
Achievement.
(4) Lesson Planning
(14) Learning Styles
(15) Teacher Associate Curriculum
(16) Interpersonal Skills | |

b

Principals surveyed who did not return the questionnaire.

One hundred sixty-five of the 200 principals (82.5 percent) returned the questionnaires. One hundred thirteen principals of the 165 (68.5 percent) indicated that certification of substitute teachers would be beneficial to their schools. Forty-three principals (26 percent) indicated certification of substitute teachers would not benefit their schools. Nine principals (5.5 percent) did not respond.

Renewal Credit Recommendations
For Certified Substitute Teachers in North Carolina

Table 7 is a compilation of information pertaining to substitute teacher renewal credit for continuing certification in North Carolina. The information was gathered from questionnaires returned from 165 of 200 principals surveyed. The information is based on the premise that substitute teachers initially complete a basic course of training for certification subject to renewal. Three major questions that were asked: (1) How many continuing education credits is recommended for certificate renewal? (2) May certified substitute teachers earn continuing education credits for certificate renewal with the teachers at your school? (3) At what frequency should the certificate be renewed?

Table 7

Renewal Credit Recommendations
For Certified Substitute Teachers in North Carolina

North Carolina Schools and Education Regions	a	What Frequency is Recommended For Renewal?	b May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Region I</u>			
<u>Northeast Region</u>			
<u>High Schools</u>			
Aurora	No Response	No Response	No Response
Mattamussett	6	5 years	Yes
<u>Consolidated</u>			
Bath	No Response	No Response	Yes
Ocracoke	c	c	c
<u>Junior High Schools</u>			
Williamston	10	2 Years	Yes

Table 7 (Continued)

	a		b
North Carolina Schools and Education Regions	How Many CEU's For Renewal Of The S.T. License	What Frequency Is Recommended For Renewal?	May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Middle Schools</u>			
T. S. Cooper			
<u>Elementary Schools</u>			
Chocowinity	1	Yearly	Yes
Eastern	No Response	No Response	No Response
Buckland	No Response	No Response	No Response
Edna Andrews	6	5 Years	Yes
Hertford	6	5 Years	Yes
<u>Region II</u>			
<u>Southeast Region</u>			
<u>High Schools</u>			
South Lenior	c	c	c
Kinston Senior	5	3 Years	Yes
Richlands Senior	No Response	No Response	No Response
White Oak Senior	No Response	No Response	No Response
Union Senior	15	5 Years	c
Clinton Senior	c	c	c
<u>Junior High Schools</u>			
J. T. Barber	No Response	No Response	No Response
Woodington	15	5 Years	Yes
Sunset Park Junior	6	5 Years	Yes
Topsail Junior	12	5 Years	No Response
<u>Middle Schools</u>			
Leland Middle	c	c	c
<u>Elementary Schools</u>			
Waccamaw	No Response	No Response	No Response
Albert H. Bangert	9-12	3-5 Years	No Response
Camp Glenn	No Response	No Response	No Response
F. R. Danyus	No Response	No Response	Yes
H. J. MacDonald	c	c	c
B. F. Grady	8	5 Years	Yes
Kenansville	c	c	c
North Duplin	6	5 Years	Yes
Bynum	15	5 Years	Yes
J. C. Roe	5	5 Years	Yes
Sunset Park	9	5 Years	Yes

Table 7 (Continued)

	a		b
North Carolina Schools and Education Regions	How Many CEU's For Renewal Of The S.T. License?	What Frequency Is Recommended For Renewal?	May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Elementary Schools</u>			
William H. Blount	6	Yearly	Yes
Hobbsen	No Response	No Response	No Response
Eastern Wayne	5	2 Years	No
Rosewood	15	5 Years	Yes
Tarawa Terrace I	No Response	No Response	No Response
<u>Primary Schools</u>			
Kerr Primary	c	c	c
<u>Region III Central Region</u>			
<u>High Schools</u>			
South Granville	10	Yearly	Yes
Southeast Halifax	c	c	c
North Johnston	6	5 Years	Yes
Broughton Senior	No Response	No Response	No Response
Apex Senior	9	5 Years	Yes
Enloe Senior	No Response	No Response	No Response
Millbrook Senior	No Response	No Response	No Response
Wake Forest	No Response	No Response	No Response
Zebulon Senior	No Response	No Response	Yes
Warren County	No Response	No Response	Yes
<u>Consolidated Schools</u>			
Princeton	10	3 Years	Yes
<u>Junior High Schools</u>			
Sherwood Githerns	5	5 Years	Yes
East Carey Junior	No Response	No Response	Yes
<u>Middle Schools</u>			
Holton Middle	15	5 Years	Yes
Rogers-Herr Middle	c	c	c
South Edgecombe	3	5 Years	Yes
Gold Sand Middle	3	Yearly	Yes
Smithfield-Selma	20	3 Years	Yes
Speight Middle	No Response	No Response	Yes
<u>Elementary Schools</u>			
Lowe's Grove	c	c	c

Table 7 (Continued)

North Carolina Schools and Education Regions	^a How Many CEU's For Renewal Of The S.T. License?	What Frequency Is Recommended For Renewal?	^c May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Elementary Schools</u>			
Parkwood	6	3 Years	Yes
Phillips	c	c	c
Wilton	2	Yearly	Yes
Bailey	c	c	c
Squire	c	c	c
Zeb Vance	15	5 Years	Yes
Brooks	No Response	No Response	Yes
Wake Forest	9	5 Years	Yes
Wilburn	15	5 Years	Yes
York	No Response	No Response	No Response
Lee Woodard	No Response	No Response	No
<u>Region IV</u>			
<u>South Central</u>			
<u>High Schools</u>			
Seventy First	No Response	No Response	No Response
Lumberton Senior	c	c	c
St. Pauls Senior	15	5 Years	Yes
<u>Middle Schools</u>			
Lillington	c	c	c
Southern Pines	6	2 Years	Yes
Sycamore Lane	No Response	No Response	No Response
<u>Elementary Schools</u>			
B. T. Washington	6	5 Years	No Response
Acme-Delco	3	5 Years	No
Ashley	6	5 Years	Yes
College Lakes	No Response	No Response	No Response
Edgewood	No Response	No Response	No Response
Lucille Souders	c	c	c
Mae R. Williams	No Response	No Response	No Response
Sherwood Park	c	c	c
North Harnett	No Response	No Response	No Response
Mount Gilead	No Response	No Response	Yes
Star Biscoe	No Response	No Response	Yes
Leake Street	5	5 Years	Yes
Bowley	No Response	No Response	No Response
Butner	15	5 Years	Yes
McNair	15	5 Years	Yes

Table 7 (Continued)

	a		b
North Carolina Schools and Regions	How Many CEU's For Renewal Of The S.T. License?	What Frequency is Recommended For Renewal?	May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Special Education School</u>			
Dorothy Spainhour	c	c	c
<u>Region V</u>			
<u>North Central Region</u>			
<u>High Schools</u>			
Central Senior	No Response	No Response	No Response
E. Davidson	No Response	No Response	Yes
Smith Senior	c	c	c
<u>Junior High Schools</u>			
Central Junior	No Response	No Response	No Response
Mendenhall	9	5 Years	Yes
J. E. Holmes	5	2 Years	No
<u>Middle Schools</u>			
Woodlawn Middle	15	5 Years	Yes
Paisley Middle	c	c	c
North Asheboro	15	5 Years	Yes
King Intermediate	c	c	c
<u>Optional/Alternative Schools</u>			
Eanes Alternative	3-6	Yearly	Yes
Petree Optional	10	5 Years	Yes
<u>Elementary Schools</u>			
Altamahaw	No Response	No Response	Yes
North Graham	6	Semi-Annually	Yes
Pleasant Grove	10	5 Years	Yes
B. Everett Jordan	No Response	No Response	No Response
South Graham	No Response	No Response	Yes
Marvin B. Smith	No Response	No Response	Yes
Bethlehem	15	5 Years	Yes
Ellendale	c	c	c
Hiddenite	No Response	No Response	No Response
Sugar Loaf	6	5 Years	No
Bonlee	c	c	c
Midway	No Response	No Response	No Response
Wallburg	15	5 Years	Yes
Pickett	No Response	No Response	No

Table 7 (Continued)

	a		b
North Carolina Schools and Education Regions	How Many CEU's For Renewal Of The S.T. License?	What Frequency Is Recommended For Renewal?	May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Elementary Schools</u>			
Forest Park	9	5 Years	Yes
Pleasant Garden	No Response	No Response	Yes
Bessemer	15	5 Years	Yes
North	9	5 Years	Yes
Oak Lane	3	5 Years	Yes
Franklinville	No Response	No Response	Yes
Randleman	30	5 Years	Yes
Donna Lee Loftin	No Response	No Response	No Response
Central	No Response	No Response	No Response
John W. Dillard	15	3 Years	No
<u>Region VI</u>			
<u>Southwest Region</u>			
<u>High Schools</u>			
A. L. Brown	No Response	No Response	No Response
Piedmont Senior	3	5 Years	Yes
<u>Junior High Schools</u>			
Crest Junior	No Response	No Response	No Response
Cramerton Junior	No Response	No Response	No Response
Grier Junior	No Response	No Response	No Response
Bessemer City Junior	10	5 Years	No
<u>Junior High Schools</u>			
Southwest Junior	c	c	c
Albemarle Road	No Response	No Response	No Response
Kenneday Junior	40	4 Years	No
Ranson Junior	20	Yearly	No
Lincolnton Junior	c	c	c
<u>Middle Schools</u>			
Kannapolis Middle	6	5 Years	Yes
Spaugh Middle	10	5 Years	Yes
<u>Elementary Schools</u>			
A. T. Allen	No Response	No Response	No Response
W. R. Odell	6	5 Years	Yes
Washington	No Response	No Response	Yes
Catawba Heights	15	5 Years	Yes
Forest Heights	20	5 Years	Yes
Billingsville	9-12	4 Years	No Response

Table 7 (Continued)

	a		b
North Carolina Schools and Education Regions	How Many CEU's For Renewal Of The S.T. License?	What Frequency Is Recommended For Renewal?	May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Elementary Schools</u>			
Chantilly	5-10	4 Years	Yes
Hidden Valley	No Response	No Response	Yes
Newell	c	c	c
J. H. Gunn	No Response	No Response	No Response
Oaklawn	30	3 Years	Yes
Park Road	c	c	c
Pineville	15	5 Years	Yes
Pinewood	No Response	No Response	No
Thomasboro	No Response	No Response	Yes
Marshville	No Response	No Response	No Response
Wesley Chapel	c	c	c
<u>Special Education Schools</u>			
Long Exceptional	No Response	No Response	Yes
<u>Region VII</u>			
<u>Northwest Region</u>			
<u>High Schools</u>			
Alleghany High	15	3 Years	Yes
Davie County High	c	c	c
Mooresville Senior	3	3 Years	Yes
Forbush Senior	No Response	No Response	Yes
<u>Junior High Schools</u>			
East Junior	10	5 Years	Yes
<u>Middle Schools</u>			
Blackburn Middle	6	5 Years	Yes
<u>Elementary Schools</u>			
Glade Creek	c	c	c
Mountain View	2	3 Years	Yes
Collettsville	6	5 Years	Yes
Valmead	c	c	c
Sweetwater	10	5 Years	Yes
Celeste Henkel	c	c	c
Harmony	15	5 Years	Yes
Wayside	No Response	No Response	No Response
Bruce Tharrington	1	Yearly	Yes
Boomer-Ferguson	0	No Response	No

Table 7 (Continued)

	a		
North Carolina Schools and Education Regions	How Many CEU's For Renewal Of The S.T. License?	What Frequency Is Recommended For Renewal?	May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Elementary Schools</u>			
Jonesville	5	Yearly	Yes
West Yadkin	6	4 Years	Yes
<u>Region VIII</u>			
<u>Western Region</u>			
<u>High Schools</u>			
Clyde A. Erwin	No Response	No Response	No Response
North Buncombe	No Response	No Response	No Response
T. C. Roberson High	c	c	c
Hayesville High	No Response	No Response	Yes
Rosman Senior	15	5 Years	Yes
<u>Consolidated Schools</u>			
Nantahala	15	5 Years	Yes
<u>Optional Schools</u>			
Asheville/Buncombe	10	5 Years	Yes
<u>Junior High Schools</u>			
Waynesville Junior	c	c	c
<u>Middle Schools</u>			
Black Mountain	3	Yearly	Yes
Clyde A. Erwin	No Response	No Response	No Response
<u>Middle Schools</u>			
Cane River	No Response	No Response	Yes
East Yancey Middle	12	5 Years	Yes
Macon Middle	3	Yearly	Yes
<u>Elementary Schools</u>			
Red Oak	3	Yearly	Yes
Aycock	3	5 Years	Yes
Stecoah	c	c	c
Crabtree-Ironduff	3	5 Years	Yes
Balfour	15	5 Years	Yes
Dana	15	5 Years	Yes
Cartoogechaye	No Response	No Response	No Response
Penrose	No Response	No Response	No Response

Table 7 (Continued)

North Carolina Schools and Education Regions	How Many CEU's For Renewal Of The S.T. License?	What Frequency Is Recommended For Renewal?	May Substitute Teachers Join Regular Teachers To Earn CEU's?
<u>Primary Schools</u>			
Marshall Primary	No Response	No Response	Yes
<u>Orthopedic Hospital School</u>			
Orthopedic Hospital	10	5 Years	Yes

a

How many continuing education credits/college hours of credit would you recommend for renewing a substitute teachers certification if substitutes were certified? One CEU is based on ten hours of classroom instruction.

b

The researcher asked, "May the certified substitute teacher join the regular teacher staff development programs to earn credit for the renewal of the substitute teacher certificate"?

c

The principal did not return the questionnaire.

One hundred sixty-five of 200 randomly selected principals (82.5 percent) returned the questionnaire on substitute teacher staff development. Ninety-five (57.5 percent) of the principals who returned the questionnaire recommended from one to forty units of Continuing Education Credit be required for renewal of a substitute teacher certificate. Ninety-three of 95 principals recommended from one to forty units of Continuing Education Credit be earned at six month intervals up to five years. One hundred six principals (64 percent) who returned questionnaires would permit substitute teachers to earn Continuing Education Credits along with regular classroom teachers at local/district staff development. They had one

reservation; that is, instruction should be relevant for substitute teachers. Forty-six principals (27.8 percent) who returned the questionnaire did not respond to the questions. Thirteen principals (7.8 percent) of those who returned the questionnaire indicated substitute teachers should not earn Continuing Education Credit with regular classroom teachers.

Summary

State regulations promulgated by the boards of education of eighteen states set standards for substitute teacher certification and employment. The standards range from requiring a valid state teaching certificate to completing district level staff development programs. Some states don't require either substitute teacher training or state certification; but Hawaii, Tennessee, and West Virginia require both.

Most states have built-in emergency standards with strict limitations for employment of non-certified substitute teachers. Even with certification, many states limit a substitute teacher's number of continuous days as well as total number of days employment each year.

The state education chief executive officer of 46 states (90.1 percent) indicated they had not requested funding for substitute teacher training programs from their state legislatures and that they were not seeking any type of funding for training of substitute teachers.

Forty-five state education chief executive officers (88.2 percent) responded they would not consider a staff development program with a minimum of 25 hours for substitute teacher certification. But 18

(34.6 percent) of the 45 already require state certification.

There are states which have programs leading to substitute teacher certification. With certification of substitute teachers, there have been salary increases commensurate with certification. Tennessee included certificated substitute teachers in the career ladder program. The Superintendent of Schools in Portland, Oregon (during a telephone conversation) stated; "Portland, Oregon's certified substitute teachers are paid \$81.00 a day."

North Carolina is one of four states that has a state implemented training program for substitute teachers. But it is not mandatory. The Effective Teaching Training Program, is a 30 hour instructional program that substitute teachers may volunteer to complete.

To check its effect on classroom continuity, 200 building principals in North Carolina were mailed a questionnaire seeking information on substitute teachers and The Effective Teaching Training Program. One hundred twenty-nine (64.5 percent) indicated that continuity of instruction had improved in classes where substitute teachers had completed The Effective Teaching Training Program.

North Carolina does not require substitute teacher certification. One hundred-thirteen (68.5 percent) of the one hundred-sixty five principals who returned questionnaires recommended substitute teacher certification. None suggested that substitute teachers should have either a valid teaching license, a college degree, or even an associate degree.

Principals overwhelmingly recommended substitute teachers voluntarily participate in staff development programs along with teachers in their school district. The staff development programs should be relevant to classroom instruction.

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purposes of this study were to investigate the role of substitute teachers in educational reform of the 1980's, to use information solicited by survey from every state to formulate an effective substitute teacher staff development program, and to recommend to school officials and school administrators that it be implemented in North Carolina public schools. The researcher was also seeking to determine if other principals in North Carolina agreed there is a need for certified substitute teachers in North Carolina; and if so, what courses should be included in a certificated program.

Summary

State regulations promulgated by the boards of education of 18 states set standards for substitute teacher certification and employment. The standards range from requiring a valid state teaching certificate to completing district level staff development programs. Some states do not require either substitute teacher training or state certification; but Hawaii, Tennessee and West Virginia require both.

Most states have built-in emergency standards with strict limitations for employment of non-certified substitute teachers. Even with certification, many states limit a substitute teacher's number of continuous days as well as total number of days employment each year.

The state education chief executive officer of 46 states (90.1 percent) indicated they had not requested funding of substitute teacher training programs from their state legislatures and that they were not seeking any type of funding for training of substitute teachers. Forty-five state education chief executive officers (88.2 percent) responded they would not consider a staff development program with a minimum of 25 hours for substitute teacher certification. But, 18 state education chief executive officers (34.6 percent) of the 45 who returned questionnaires already require state certification of substitute teachers.

There are states which have programs leading to substitute teacher certification. With certification of substitute teachers, there have been salary increases commensurate with certification. Tennessee included certificated substitute teachers in the career ladder program. The Superintendent of Schools in Portland, Oregon (during a telephone conversation) stated; "Portland, Oregon's certified substitute teachers are paid \$81.00 a day."

North Carolina is one of four states that has a state implemented training program for substitute teachers. But it is not mandatory. The Effective Teaching Training Program, is a 30 hour instructional program that substitute teachers may volunteer to complete.

To check its effect on classroom continuity, 200 randomly selected building principals in North Carolina were mailed a questionnaire seeking information on substitute teachers and The Effective Teaching Training Program. One hundred twenty-nine (64.5 percent) principals

indicated that continuity of instruction had improved in classes where substitute teachers had completed The Effective Teaching Training Program. North Carolina does not require substitute teacher certification. One hundred thirteen (68.5 percent) of the 165 principals who returned questionnaires recommended substitute teacher certification. None suggested that substitute teachers should have either a valid teaching license, a college degree, or even an associate degree.

Principals overwhelmingly recommended substitute teachers voluntarily participate in staff development programs along with teachers in their school district. The staff development should be relevant to classroom instruction.

Questions Answered

This dissertation answered the eight questions in Chapter I applicable to substitute teachers and continuity of classroom instruction, staff development programs, and substitute teacher staff development programs leading to certification.

1. Is there a substitute teacher training program in place that prepares teachers to maintain continuity of instruction?

North Carolina, Hawaii, Tennessee and West Virginia identified programs their state boards of education approved and implemented. In addition, ten state education chief executive officers (20.4 percent) indicated that there were exemplary programs at the district level that were not under state mandate. The states were: Alaska, Georgia, Louisiana, Maine, New Jersey, Oklahoma, Oregon, Texas, Virginia, and Wyoming.

One hundred thirteen (64.5 percent) of 200 randomly selected principals surveyed returned questionnaires that indicated after a substitute teacher took The Effective Teaching Training Program offered in North Carolina, it made a marked difference in continuity of instruction in the absence of the regular classroom teacher.

2. How is continuity maintained in the instructional process in the absence of the regular classroom teacher?

Continuity of instruction is maintained by training substitute teachers in skills necessary for continuity of instruction by using state and locally implemented staff development programs designed to meet their needs. For example:

In North Carolina, The Effective Teaching Training Program is mandated for the regular classroom teachers and is available on a voluntary basis for substitute teachers.

In Houston, Texas the Substitute Teacher Education Modules is offered on a voluntary basis.

In Tennessee, the program Assuring the Quality of Substitute Teaching is a State mandated program.

In Hawaii, Substitute Teacher Program: A pre-Hiring Course Syllabus is offered.

In West Virginia, the program Substitute Teacher Policy 5114 Amended is State mandated.

3. If a program is used to train substitute teachers in effective education, has it been successful? How?

According to state education chief executive officers of 49 states and the District of Columbia (96.0 percent) and 165 building principals

(82.5 percent) from North Carolina, who returned questionnaires, where certification of substitute teachers is required or effective teaching staff development programs are completed, the quality of education improved.

4. Has there been an improvement in substitute teaching as a result of the educational reform movement since 1983? How?

There has been an improvement in substitute teacher performance according to the responses indicated on the returned questionnaires. Tables 1-3 of this dissertation indicated progress at the state level according to the state education chief executive officers of 49 states and the District of Columbia in areas of staff development and certification of substitute teachers. Most new policies and standards for substitute teachers were adopted after the release of A Nation at Risk (1983). Some states require both certification and mandated staff development centered on effective teaching practices. Some on-going staff development programs offered to regular classroom teachers now include substitute teachers.

Tables 4-7 of this dissertation reflect the information received from the 200 randomly selected principals in North Carolina. The Effective Teaching Training Program has provided substitute teachers with needed skills to maintain continuity of instruction. Principals who returned the questionnaires indicated substitute teachers trained in effective teaching made a positive difference in the classroom. They are no longer tied to the old rules: "Sit down and shut up."

5. What methods are used to foster good relationships between the educators and substitute teachers so substitute teachers feel a part of the educational team?

Substitute teachers who were trained in methods of effective teaching provided continuity of instruction when classroom teachers were absent and they contributed toward excellence in education. That helped enhance the substitute teacher's position and helped create better rapport among substitute teachers, teachers and administration. Many educators encouraged substitute teachers to participate in staff development programs established for classroom teachers. When substitute teachers and regular classroom teachers were involved in staff development together, it increased their camaraderie so the substitute teachers were not perceived as a strangers in classrooms.

6. What will improve substitute teacher effectiveness?

Consideration and implementation of a substitute teacher certification program that will include a core curriculum supplemented by requirements of a local school district and provide for continued training in effective teaching practices and staff development programs related to classroom instruction will improve substitute teacher effectiveness. Substitute teachers who complete the core curriculum and local district requirements should be certified and paid a salary commensurate with certification.

7. Do you think a substitute teacher certification program in North Carolina for non-certified teachers might be beneficial?

One hundred thirteen of 165 building principals (68.5 percent) who returned questionnaires indicated that substitute teacher certification would be beneficial in establishing continuity of instruction.

8. What experiences, courses, and how many credit hours would you recommend for a substitute teacher certification program?

One hundred sixty-five building principals (82.5 Percent) returned the questionnaires and none suggested requiring substitute teachers to have a valid teaching license, a college degree or even an associate degree. Certification could be based on a minimum number of hours of staff development in discipline, classroom management, and methods courses. Once certified, the requirement for certificate renewal could be based on a limited number of continuing education units of credit similar to requirements for classroom teachers. Principals overwhelmingly recommended substitute teachers voluntarily take staff development alongside teachers in their school district.

Conclusions

Based on an analysis of the data the following conclusions are provided: (1) Four states, Hawaii, North Carolina, Tennessee and West Virginia have state directed staff development programs for substitute teachers. (2) Nineteen states are in favor of staff development programs for substitute teachers but prefer they be formulated and conducted at the school district level. (3) Thirty-one state education chief executive officers indicated that staff development is necessary in order to maintain continuity of instruction in the absence of the classroom teacher. (4) Eighteen state education chief executive officers indicated state laws required certified substitute teachers in their states. (5) The Effective Teaching Training Program in North Carolina has increased the effectiveness of substitute teachers

and continuity of instruction. (6) Principals in North Carolina recommended substitute teachers be certified on a voluntary basis after completing staff development programs consisting of a core curriculum established by the state department of public instruction and local staff development. (7) Certificate renewal credit for substitute teachers could be earned at the school district level alongside regular classroom teachers.

The implementation of The Effective Teaching Training Program has been an improvement of substitute teacher presence in the classroom. There is evidence that substitute teachers contribute more after taking the training.

A certification program for substitute teachers could help prepare them to maintain discipline, to understand children, and to teach them more effectively and efficiently. A certification program for substitute teachers would not necessarily be mandated but could be offered on a voluntary basis. To make the program more attractive, substitute teacher's pay could be increased after he/she is certified.

Once certified, individuals could be eligible for employment in any school district after completing local staff development tailored to meet that district's needs. Hiring a trained certified substitute would be an improvement over the present system.

Recommendations

Based upon the analysis of the data, it is strongly recommended that:

1. The Division of Teacher Certification, North Carolina State Department of Public Instruction, establish and implement a substitute teacher certification program based on a core curriculum and local school district requirements.

a. A core curriculum be provided at the district level to include:

- (1) The Effective Teaching Training Program
- (2) Assertive Discipline
- (3) Dealing with Severe Behavior Problems
- (4) Classroom Organization and Effective Teaching
- (5) Teacher Expectations and Student Achievement
- (6) Teacher Performance Appraisal Instrument Training
- (7) Mentor Teacher Training

b. Local school district requirements be provided such as math manipulatives, science programs, reading workshops and limited basic training in computer literacy (how to operate computer assisted instructional programs).

2. All staff development courses offered to regular classroom teachers be made available to substitute teachers in local school districts.

3. A certificated substitute teacher's salary be increased.

4. Certified substitute teachers would be eligible for employment in all North Carolina school districts.

Recommendations for Further Study

1. The Effective Teaching Training Program in North Carolina has been offered to substitute teachers on a voluntary basis for one year. Timely research should be conducted to determine the effects of the training and if it has indeed had an impact on continuity of instruction.

2. Current literature and staff development programs indicate there is a positive move toward effective schools. Timely research should give a clearer indication of substitute teaching and if there is a genuine concern for continuity of instruction in the classroom in the absence of the regular classroom teacher.

3. If a substitute teacher certification program is adopted in North Carolina, timely research should be conducted to determine if it has had a positive effect in the classroom.

4. The State Statutes of the 50 United States and the District of Columbia be reviewed in order to better understand the state laws pertaining to certification of substitute teachers.

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APPENDIX A

A LISTING OF THE CHIEF EXECUTIVE OFFICERS OF EACH STATE BOARD OF
EDUCATION OF THE FIFTY STATES IN THE UNITED STATES TO WHOM
QUESTIONNAIRES WERE SENT.

APPENDIX A

CHIEF STATE SCHOOL OFFICERS
TO WHOM A LETTER AND QUESTIONNAIRE WERE SENT AND RESPONSES

<u>CHIEF STATE SCHOOL OFFICERS</u>	<u>RESPONSE</u>
	<u>RECEIVED</u> <u>NONE</u>
<u>ALABAMA</u> : Wayne Teague, Superintendent of Education, State Department of Education, 501 Dexter Avenue, 481 State Office Building, Montgomery, Alabama 36130, (205) 261-5156	X
<u>ALASKA</u> : Marshall Lind, Commissioner of Education, State Department of Education, Alaska Office Building, Pouch F, Juneau, Alaska 99811, (907) 465-2800	X
<u>ARIZONA</u> : C. Diane Bishop, Superintendent of Public Instruction, State Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007, (602) 255-4361	X
<u>ARKANSAS</u> : Tommy Venters, Director of the Department of Education Little Rock, Arkansas 72201	0
<u>CALIFORNIA</u> : Bill Hoenig, Superintendent of Public Instruction, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 455-4338	X
<u>COLORADO</u> : Calvin M. Frazier, Commissioner of Education, State Department of Education, 201 East Colfax, Denver, Colorado 80203, (303) 866-6806	X
<u>CONNECTICUT</u> : Gerald N. Tirozzi, Commissioner of Education, State Department of Education, 165 Capitol Avenue, Room 308, State office Building, Hartford, Connecticut 06106, (203) 566-5061	X
<u>DELAWARE</u> : William B. Keene, Superintendent of Public Instruction, Post Office Box 1402, Townsend Building, Dover, Delaware 19901, (302) 736-4601	X
<u>FLORIDA</u> : Betty Castor, Commissioner of Education, State Department of Education, Capitol Building, Room PL 116, Tallahassee, Florida 32399, (904) 487-1785	X
<u>GEORGIA</u> : Werner Rogers, Superintendent of Schools, State Department of Education, 2066 Twin Towers, East, Atlanta, Georgia 30334, (404) 656-2800	X

<u>HAWAII</u> : Charles Toguchi, Superintendent of Education, Post Office Box 2360, Honolulu, Hawaii 96804, ((808) 548-6405	X
<u>IDAHO</u> : Jerry L. Evans, Superintendent of Public Instruction, State Department of Education, 650 West State Street, Boise, Idaho 83720, (208) 334-3300	O
<u>ILLINOIS</u> : Ted Sanders, Superintendent of Education, State Board of Education, 100 North First Street, Springfield, Illinois 62777, (217) 782-2221	X
<u>INDIANA</u> : H. Dean Evans, Superintendent of Public Instruction, State Department of Education, State House, Room 229, Indianapolis, Indiana 46204-2798, (317) 232-6612	X
<u>IOWA</u> : Robert D. Benton, Director of Education, State Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, (515) 281-5294	X
<u>KANSAS</u> : Harold L. Blackburn, Commissioner of Education, State Department of Education, 120 East Tenth Street, Topeka, Kansas 66612, (913) 296-3201	X
<u>KENTUCKY</u> : Alice C. McDonald, Superintendent of Public Instruction, State Department of Education, 1725 Capitol Plaza Tower, Frankfort, Kentucky 40601, (502) 564-4770	X
<u>LOUISIANA</u> : Thomas G. Clausen, Superintendent of Education, State Department of Education, Post Office Box 44064, Baton Rouge, Louisiana 70804-9064, (504) 342-3602	X
<u>MAINE</u> : Eve M. Bither, Commissioner of Education, Department of Educational and Cultural Services, State House, Station #23, Augusta, Maine 04333, (207) 289-5800	X
<u>MARYLAND</u> : David Hornbeck, State Superintendent of Schools, State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, (301) 333-2200	X
<u>MASSACHUSETTS</u> : Harold Reynolds, Jr., Commissioner of Education, State Department of Education, Quincy Center Plaza, 1385 Hancock Street, Quincy, Massachusetts, 02169 (617) 770-7300	X

<p><u>MICHIGAN</u>: Phillip E. Runkel, Superintendent of Public Instruction, State Department of Education, Post Office Box 30008, West Allegan Street, Lansing, Michigan 48909, (517) 373-3354</p>	X
<p><u>MINNESOTA</u>: Ruth E. Randall, Commissioner of Education, State Department of Education, 712 Capital Square Building, 550 Cedar Street, St. Paul, Minnesota 55101, (612) 296-2358</p>	X
<p><u>MISSISSIPPI</u>: Richard A. Boyd, Superintendent of Education, State Department of Education, Post Office Box 771, High Street, Jackson, Mississippi 39205, (601) 359-3513</p>	X
<p><u>MISSOURI</u>: Arthur L. Mallory, Commissioner of Education, Department of Elementary and Secondary Education, Post Office Box 480, Jefferson State Office Building, Jefferson City, Missouri 65102, (314) 751-4446</p>	X
<p><u>MONTANA</u>: Ed Argenbright, Superintendent of Public Instruction, State Office of Public Instruction, State Capital, Helena, Montana 59620, (406) 444-3654</p>	X
<p><u>NEBRASKA</u>: Joseph E. Lutjeharms, Commissioner of Education, State Department of Education, Post Office Box 94987, 301 Centennial Mall, South Lincoln, Nebraska 68509, (402) 471-2465</p>	X
<p><u>NEVADA</u>: Eugene T. Pasloz, Superintendent of Public Instruction, State Department of Education, 400 West King Street, Capitol Complex, Carson City, Nevada 89710, (702) 885-3100</p>	X
<p><u>NEW HAMPSHIRE</u>: John T. MacDonald, Commissioner of Education, State Department of Education, 101 Pleasant Street, State Office Park South, Concord, New Hampshire 03301, (603) 271-3144</p>	X
<p><u>NEW JERSEY</u>: Saul Cooperman, Commissioner of Education, State Department of Education, 225 West State Street, Trenton, New Jersey 08625, (609) 292-4450</p>	X
<p><u>NEW MEXICO</u>: Alan Morgan, Superintendent of Public Instruction, State Department of Education Building, 300 Don Gaspar, Santa Fe, New Mexico 87501-2786, (505) 827-6516</p>	X

NEW YORK: Gordon M. Ambach, Commissioner of Education, State Education Building, 111 Education Building, Albany, New York 12234, (518) 474-5844 X

NORTH CAROLINA: A. Craig Phillips, Superintendent of Public Instruction, State Department of Public Instruction, Education Building, Room 318, Edenton and Salisbury Streets, Raleigh, North Carolina 27603-1712, (919) 733-3813 X

NORTH DAKOTA: Wayne G. Sanstead, Superintendent of Public Instruction, State Department of Public Instruction, State Capitol Building, 11th Floor, 600 Boulevard East, Bismarck, North Dakota 58505-0164, (701) 224-2261 X

OHIO: Franklin B. Walter, Superintendent of Public Instruction, State Department of Public Instruction, State Department of Education, 65 South Front Street, Room 808, Columbus, Ohio 43266-0308, (614) 466-3304 X

OKLAHOMA: John M. Folks, Superintendent of Public Instruction, State Department of Education, Oliver Hodge Memorial Education Building, 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105, (405) 521-3301 X

OREGON: Verne A. Duncan, Superintendent of Public Instruction, State Department of Education, 700 Pringle Parkway, S. E., Salem, Oregon 97310, (503) 378-3573 X

PENNSYLVANIA: William Logan, Acting Secretary of Education, State Department of Education, 333 Market Street, 10th Floor, Harrisburg, Pennsylvania 17126, (717) 787-5820 X

RHODE ISLAND: J. Troy Earhart, Commissioner of Education, State Department of Education, 22 Hayes Street, Providence, Rhode Island 02908, (401) 277-2031 X

SOUTH CAROLINA: Charlie G. Williams, Superintendent of Education, State Department of Education, 1006 Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201, (803) 734-8492 X

SOUTH DAKOTA: James O. Hansen, State Superintendent, Department of Educational and Cultural Affairs, Division of Elementary and Secondary Education, Kneip Building, Pierre, South Dakota 57501, (605) 773-3243 X

TENNESSEE: Charles E. Smith, Commissioner of Education, State Department of Education, 100 Cordell Hull Building, Nashville, Tennessee 37219, (615) 741-2731 X

TEXAS: William N. Kirby, Commissioner of Education, X
 Texas Education Agency, William B. Travis Building,
 1701 North Congress Avenue, Austin, Texas 78701,
 (512) 463-8985

UTAH: James R. Moss, Superintendent of Public X
 Instruction, State Office of Education, 250 East 500
 South, Salt Lake City, Utah 84111, (801) 533 5431

VERMONT: Stephen S. Kaagan, Commissioner of X
 Education, State Department of Education, State Street,
 Montpelier, Vermont 05602-2703, (802) 828-3135

VIRGINIA: S. John Davis, Superintendent of Public X
 Instruction, State Department of Education, Post Office
 Box 6Q, James Monroe Building, Fourteenth and Franklin
 Streets, Richmond, Virginia 23216, (804) 225-2024

WASHINGTON: Frank Brouillet, Superintendent of X
 Public Instruction, State Department of Public
 Instruction, Old Capitol Building, Mail Stop FG-11,
 Olympia, Washington 98504, (206) 586-6904

WEST VIRGINIA: W. Thomas McNeel, State Superintendent X
 of Schools, State Department of Education, 1900 Washington
 Street, Building B, Room 358, Charleston, West Virginia
 25305, (304) 348-3544

WISCONSIN: Herbert J. Grover, Superintendent of X
 Public Instruction, State Department of Public
 Instruction, 125 South Webster Street, Post Office
 Box 7841, Madison, Wisconsin 53707, (608) 266-1771

WYOMING: Lynn O. Simons, State Superintendent of X
 Public Instruction, State Department of Education,
 Hathaway Building, Cheyenne, Wyoming 82002,
 (307) 777-7575

X = Received

O = No Response

APPENDIX B

THE LISTING OF THE TWO HUNDRED BUILDING PRINCIPALS IN NORTH CAROLINA TO
WHOM QUESTIONNAIRES WERE SENT AND THE NAME OF THE SCHOOL AND THE LOCAL
SCHOOL DISTRICT

APPENDIX B

THE LISTING OF THE TWO HUNDRED BUILDING PRINCIPALS IN NORTH CAROLINA TO WHOM QUESTIONNAIRES WERE SENT AND THE NAME OF THE SCHOOL AND THE LOCAL SCHOOL DISTRICT

<u>BUILDING PRINCIPALS</u>	<u>NUMERATION</u> <u>SIMPLE</u> <u>RANDOM</u> <u>SELECTION</u>	<u>SEQUENTIAL</u> <u>NUMERATION</u>	<u>RESPONSE</u> <u>RECEIVED</u> <u>NONE</u>
<u>ALAMANCE COUNTY SCHOOLS</u>			
Mr. Wayne Beam Altamahaw Ossipee Elementary Route 2, Box 18 Elon College, N. C. 27244	0039	0051	X
Dr. Johnny Phillips Woodlawn Middle School Route 4, Box 79 Mebane, N. C. 27302	0963	0052	X
Dr. Buford Frye North Graham Elementary 1025 Trollinger Road Graham, North Carolina 27253	0156	0053	X
Mr. James Melton Pleasant Grove Elementary Route 3 Box 189 Burlington, N. C. 27215	1368	0054	X
Mr. Ted Bowen B. Everett Jordan Elementary Route 2 Box 439 Graham, North Carolina 27253	0094	0055	X
Mr. George Nall South Graham Elementary 320 Ivey Road Graham, North Carolina 27253	1578	0056	X
<u>BURLINGTON CITY SCHOOLS</u>			
Mrs. Barbara Tew Marvin B. Smith Elementary 509 Huffman Mill Road Burlington, N. C. 27215	1047	0057	X

Mr. Warren Hollar Bethlehem Elementary Route 1 Box 130 Taylorsville, N. C. 28681	0156	0058	X	
Mr. Dewey P. Austin Ellendale Elementary Route 2 Box 116 Taylorsville, N. C. 28681	0574	0059		O
Mr. Danny C. Lentz Hiddenite Elementary Route 1 Box 360 Hiddenite, N. C. 28636	0795	0060	X	
Mr. Joel Blackburn Sugar Loaf Elementary Route 5 Box 225 Taylorsville, N. C. 28681	1674	0061	X	
<u>ALLEGHANY COUNTY</u>				
Mr. Sam Rector Alleghany High School Box 909 Sparta, N. C. 28675	0032	0062	X	
Mr. James Barry Sturgill Glade Creek Elementary Ennice, N. C. 28623	0690	0063		O
<u>BEAUFORT COUNTY</u>				
Mr. Donald Sayce Aurora High School P. O. Box 249 Aurora, N. C. 27806	0083	0064	X	
Mr. Jack L. Wallace Bath Consolidated (K-12) P. O. Box 160 Bath, N. C. 27808	0115	0065	X	
Mr. Neal Titus Chocowinity Elementary P. O. Box 159 Chocowinity, N. C. 27817	0349	0066	X	

WASHINGTON CITY SCHOOLS

Mr. Robert Belcher Eastern Elementary 947 Hudnell Street Washington, N. C. 27889	0539	0067	X
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BLADEN COUNTY SCHOOLS

Mr. Oscar Blanks B. T. Washington Elementary Route 1 Box 3X Clarkton, N. C. 28433	0097	0068	X
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BRUNSWICK COUNTY SCHOOLS

Mr. Carlton Sligh Leland Middle School Box 40 Leland, N. C. 28451	0967	0069	O
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Mr. Bill Shoemaker Waccamaw Elementary Route 1 Box 142 Ash, N. C. 28420	1814	0070	X
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BUNCOMBE COUNTY SCHOOLS

Mr. Roger Capps Black Mountain Middle 100 Flat Creek Road Black Mountain, N. C. 28711	0164	0071	X
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Dr. Steve Page Clyde A. Erwin High School 60 Lees Creek Asheville, N. C. 28806	0374	0072	X
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Mr. A. Credle Clyde A. Erwin Middle 20 Erwin Hills Road Asheville, N. C. 28806	0375	0073	X
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Mr. I. Randolph North Buncombe High School 890 Clark's Chapel Road Weaverville, N. C. 28787	1150	0074	X
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Mr. Walter Glance Orthopedic Hospital 1 Rotary Drive Asheville, N. C. 28803	1282	0075	X	
Mr. Walter Brigman Red Oak Elementary 51 Red Oak School Road Weaverville, N. C. 28787	1409	0076	X	
Mr. Malcom T. Brown T. C. Roberson High School Overlook Road Skyland, N. C. 28776	1702	0077		O
<u>ASHEVILLE CITY SCHOOLS</u>				
Mr. Art Edington Asheville/Buncombe Optional 297 French Broad Avenue Asheville, N. C. 28801	0070	0078	X	
Mr. J. Bob Sams Aycock Elementary 441 Haywood Road Asheville, N. C. 28806	0089	0079	X	
<u>BURKE COUNTY SCHOOLS</u>				
Mr. C. Danny Williams East Junior High P. O. Drawer 1150 Icard, N. C. 28666	0521	0080	X	
Dr. Richard A. Peck Mountain View Elementary Alphabet Lane Morganton, N. C. 28655	1124	0081	X	
<u>CABARRUS COUNTY SCHOOLS</u>				
Mr. Ron Honbarrier A. T. Allen Elementary Route 4 Highway 601 Concord, N. C. 28025	0007	0082	X	
Ms. T. Lynn Ford Long Exceptional Childrens Ctr. 310 Kerr Street Concord, N. C. 28025	0995	0083	X	

Mr. Larry Riggs W. R. Odell Elementary 1885 Odell School Road Concord, N. C. 28025	1812	0084	X
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KANNAPOLIS CITY SCHOOLS

Mr. Bryon L. King A. L. Brown Senior High 415 East First Street Kannapolis, N. C. 28801	0005	0085	X
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Mr. Tom B. Linn Kannapolis Middle 525 East C. Street Kannapolis, N. C. 28801	0912	0086	X
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CALDWELL COUNTY SCHOOLS

Mr. Austin Moretz Colletsville Elementary P. O. Drawer #1 Colletsville, N. C. 28611	0389	0087	X
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Mr. Royal B. Everett Valmead Elementary P. O. Box 390 Lenoir, N. C. 28645	1780	0088	O
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CARTERET COUNTY SCHOOLS

Mr. Roy D. Stryon Camp Glenn Elementary Morehead City, N. C. 28516	0259	0889	X
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CATAWBA COUNTY SCHOOLS

Mr. Bobby W. Brooks Blackburn Middle Route 1 Box 231 Newton, N. C. 28658	0166	0090	X
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Mr. Charles W. Lewis Sweetwater Elementary 2110 Main Avenue, S. E. Hickory, N. C. 28601	1695	0091	X
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CHATHAM COUNTY SCHOOLS

Mr. Gene Johnson Bonlee Elementary Bonlee, N. C. 27213	0179	0092	0
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CLAY COUNTY SCHOOLS

Mr. David A. Davies Hayesville High School Box 177 Hayesville, N. C. 28904	0779	0093	X
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CLEVELAND COUNTY SCHOOLS

Mr. Ronald D. Wilson Crest Junior High Route 8 Shelby, N. C. 28150	0424	0094	X
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Mr. Steve Borders Washington Elementary Route 1 Box 225C Shelby, N. C. 28150	1839	0095	X
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COLUMBUS COUNTY SCHOOL

Mr. Norris Ebron Acme-Delco Elementary Riegelwood, N. C. 28456	0010	0096	X
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CRAVEN COUNTY SCHOOLS

Mr. T. H. Ragland Albert H. Bangert Elementary 3712 Canterbury New Bern, N. C. 28560	0024	0097	X
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Ms. Rachel A. Woodard F. R. Danyus Elementary 622 West Street New Bern, N. C. 28560	0603	0098	X
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Mr. L. G. Eubanks H. J. MacDonald 3127 Elizabeth Ave New Bern, N. C. 28560	0744	0099	0
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Mr. Terrence E. Hicks J. T. Barber Junior High 1700 Cobb Street New Bern, N. C. 28560	0865	0100	X	
<u>CUMBERLAND COUNTY SCHOOLS</u>				
Ms. Marie Parker Ashley Elementary 1301 Robeson Street Fayetteville, N. C. 28305	0071	0101	X	
Mr. O. Ralph Spivey College Lakes Elementary 4963 Rosehill Road Fayetteville, N. C. 28301	0385	0102	X	
Principal Dorothy Spainhour Special Education Hull Road Fayetteville, N. C. 28303	0467	0103		O
Mr. Dale Tompkins Edgewood Elementary 2517 Ramsey Street Fayetteville, N. C. 28301	0554	0104	X	
Mr. Nelson Hendon Lucille Souders Elementary Hillview Avenue Fayetteville, N. C. 28301	1009	0105		O
Mr. Franklin McNeill Mae R. Williams Elementary 901 Highway 210 Spring Lake, N. C. 28390	1022	0106	X	
Mr. Gerald C. Patterson Seventy First Senior High Route 19 Box 479 Fayetteville, N. C. 28304	1522	0107	X	
Mr. Kenneth Edge Sherwood Park Elementary 2115 Hope Mills Road Fayetteville, N. C. 28304	1540	0108		O

DAVIDSON COUNTY SCHOOLS

Mr. D. Bert Wagner Central Senior High Route 6 Box 2265 Lexington, N. C. 27292	0309	0109	X
Mr. Stephen M. Teague Central Junior High Route 6 Box 2275 Lexington, N. C. 27292	0304	0110	X
Mr. Benjamin T. Terrell E. Davidson Senior High 501 Lake Road Thomasville, N. C. 27360	0486	0111	X
Mr. Phillip A. Kennedy Midway Elementary Route 12 Box 2460 Lexington, N. C. 27292	1075	0112	X
Mr. Larry Garrison Wallburg Elementary Box 65 Wallburg, N. C. 27373	1826	0113	X

LEXINGTON CITY SCHOOLS

Ms. Nancy Clifton Eanes Alternative Cornelia Street Lexington, N. C. 27292	0500	0114	X
Ms. Arlene Pinnix-Morrow Pickett Elementary Biesecker Road Lexington, N. C. 27292	1332	0115	X

DAVIE COUNTY SCHOOLS

Mr. John H. Norton Davie County High Route 4 Box 19 Mocksville, N. C. 27028	0446	0116	O
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DUPLIN COUNTY SCHOOLS

Dr. R. Paul Britt B. F. Grady Elementary Route 1 Albertson, N. C. 28508	0095	0117	X	
Mr. Wilber E. Carr Kenansville Elementary P. O. Box 98 Kenansville, N. C. 28349	0913	0118		O
Mr. Luby H. Byrd North Duplin Elementary Route 5 Calypso, N. C. 28325	1202	0119	X	

DURHAM COUNTY SCHOOLS

Mr. Charles Guess Lowes Grove Elementary 4505 S. Alston Avenue Durham, N. C. 27713	1003	0120		O
Ms. Sarah A. Spivey Parkwood Elementary 5207 Revere Road Durham, N. C. 27713	1303	0121	X	
Dr. Elsa Woods Sherwood Githerns Junior High 6808 Garrett Road Durham, N. C. 27707	1539	0122	X	

DURHAM CITY SCHOOLS

Mr. Herbert E. Tatum, Jr. Holton Middle School North Driver Street Durham, N. C. 27703	0824	0123	X	
Mr. Donald Lowrance Rogers-Herr Middle School Cornwallis Road Durham, N. C. 27707	1454	0124		O

EDGECOMBE COUNTY SCHOOLS

Mr. David E. Smoot Phillips Elementary School Box 539 Battleboro, N. C. 27809	1350	0125		0
Mr. James T. Lamm South Edgecombe Middle Drawer 88 Pinetops, N. C. 27864	1573	0126	X	

FORSYTH COUNTY SCHOOLS

Mr. Hoyt Wiseman Forest Park Elementary Milford Street Winston-Salem 27107	0643	0127	X	
Mr. Edward Hanes Paisley Middle 1400 Grant Street Winston-Salem, N. C. 27105	1290	0128		0
Mr. Ron Caviness Petree Optional 3815 Old Greensboro Road Winston-Salem, N. C. 27107	1329	0129	X	

FRANKLIN COUNTY SCHOOLS

Mr. Larry E. Rogers Gold Sand Middle Route 6 Louisburg, N. C. 27549	0700	0130	X	
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GASTON COUNTY SCHOOLS

Ms. Lynda McGinty Catawba Heights Elementary 101 School Drive North Belmont, N. C. 28012	0290	0131	X	
Ms. June Abernathy Cramerton Junior High Box 407 Cramerton, N. C. 28032	0421	0132	X	

Mr. William C. Helms, Jr. Grier Junior High 1622 E. Garrison Boulevard Gastonia, N. C. 28054	0731	0133	X	
Mr. Robert Carpenter Bessemer City Junior High Box 624 Bessemer City, N. C. 28016	0145	0134	X	
Mr. James S. Miller Forest Heights Elementary 2500 Sedgefield Gastonia, N. C. 28052	0637	0135	X	
Mr. Johnny L. Whitesides Southwest Junior High 1 Roadrunner Drive Gastonia, N. C. 28052	1616	0136		O
<u>GATES COUNTY SCHOOLS</u>				
Mr. C. Don Gregory Buckland Elementary P. O. Box 68 Gates, N. C. 27937	0223	0137	X	
Mr. Benjamin C. Saunders T. S. Cooper Middle P. O. Box 58 Sundry, N. C. 27979	1703	0138	X	
<u>GRAHAM COUNTY SCHOOLS</u>				
Ms. Vickie Walsh Stecoah Elementary Route 2 Box 114 Robbinsville, N. C. 28771	1657	0139		O
<u>GRANVILLE COUNTY SCHOOLS</u>				
Mr. Michael E. Ward South Granville High P. O. Box 398 Creedmoor, N. C. 27522	1579	0140	X	
Ms. Jannie H. Preddy Wilton Elementary Route 1 Box 215 Franklinton, N. C. 27525	1948	0141	X	

GUILFORD COUNTY SCHOOLS

Mr. C. Willard Pleasant Garden Elementary 4839 Pleasant Garden Road Pleasant Garden, N. C. 27313	1366	0142	X
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GREENSBORO CITY SCHOOLS

Ms. Karen Geringer Bessemer Elementary 918 Huffine Mill Road Greensboro, N. C. 27405	0147	0143	X
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Mr. Charles Wallace Mendenhall Junior High 205 Willoughby Boulevard Greensboro, N. C. 27408	1069	0144	X
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Mr. Bennie Higgins Smith Senior High 2407 Holden Road Greensboro, N. C. 27407	1549	0145	O
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HALIFAX COUNTY SCHOOLS

Mr. Clifton Allen South East Halifax Senior High Route 1 Box 206 Halifax, N. C. 27839	1483	0146	O
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HARNETT COUNTY SCHOOLS

Mr. Ray Gilchrist Lillington Middle Lillington, N. C. 27546	0976	0147	O
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Ms. Brenda Blalock North Harnett Elementary Route 2 Angier, N. C. 27501	1211	0148	X
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HAYWOOD COUNTY SCHOOLS

Mr. Tyree Kiser Crabtree-IronDuff Elementary Route 1 Clyde, N. C. 28721	0421	0149	X
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Mr. W. Keith Wyatt Waynesville Junior High 507 Brown Drive Waynesville, N. C. 28786	1848	0150		0
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HENDERSON COUNTY SCHOOLS

Mr. C. S. Smith, Jr. Balfour Elementary 2529 Asheville Highway Hendersonville, N. C. 28739	0104	0151	X	
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Mr. Carroll E. Mullins Dana Elementary Box 37 Dana, N. C. 28724	0439	0152	X	
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HYDE COUNTY SCHOOLS

Mr. A. H. Lockamy Mattamuskeet Senior High Route 1 Box 155A Swan Quarter, N. C. 27885	1052	0153	X	
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Mr. Ernest H. Cutler Ocracoke Consolidated P. O. Box 189 Ocracoke, N. C. 27960	1270	0154		0
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IREDELL COUNTY SCHOOLS

Mr. Johnathan Byers Celeste Henkel Elementary Route 3 Statesville, N. C. 28677	0293	0155		0
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Mr. D. Marshall Redmond Harmony Elementary Route 2 Harmony, N. C. 28634	0760	0156	X	
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Mr. Ronald W. Williams Wayside Elementary Route 7 Statesville, N. C. 28677	1849	0157	X	
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MOORESVILLE CITY SCHOOLS

Mr. Roger E. Hyatt Mooreville Senior High 659 East Center Avenue Mooreville, N. C. 28115	1104	0158	X
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JOHNSTON COUNTY SCHOOLS

Mr. B. E. Strifert North Johnston Senior High Box 338 Kenly, N. C. 27542	1213	0159	X
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Mr. Fred Bartholomew, Jr. Princeton Consolidated Box 38 Princeton, N. C. 27569	1381	0160	X
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Mr. James Barbour Smithfield-Selma Middle Box 2270 Smithfield, N. C. 27577	1553	0161	X
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LENOIR COUNTY SCHOOLS

Mr. Thomas Salter South Lenoir Senior High Deep Run, N. C. 28525	1584	0162	O
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Principal Woodington Junior High Route 5, Box 274 Kinston, N. C. 28501	1945	0163	X
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KINSTON CITY SCHOOLS

Mr. Elwood Meadows Bynum Elementary 100 Bynum Boulevard Kinston, N. C. 28501	0241	0164	X
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Mr. W. L. Peedein, Jr. Kinston Senior High 2601 North Queen Street Kinston, N. C. 28501	0926	0165	X
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LINCOLN COUNTY SCHOOLS

Ms. Burlene Eaker Lincolnton Junior High 511 South Aspen Street Lincolnton, N. C. 28092	0984	0166	O
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MACON COUNTY SCHOOLS

Mr. Merritt Fouts Cartoogechaye Elementary 420 Hayesville Highway Franklin, N. C. 28734	0275	0167	X
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Mr. C. Dennis Sanders Macon Middle 121 Wells Grove Road Franklin, N. C. 28734	1017	0168	X
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Mr. Richard Baldwin Nantahala Consolidated Star Route Topton, N. C. 28781	1167	0169	X
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MADISON COUNTY SCHOOLS

Ms. Nancy Allen Marshall Primary P. O. Box 758 Marshall, N. C. 28753	1042	0170	X
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MARTIN COUNTY SCHOOLS

Mr. Phillip W. Griffin Edna Andrews Elementary Hamilton, N. C. 27840	0556	0171	X
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Mr. William Matthews Williamston Junior High Williamston, N. C. 27892	1923	0172	X
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MECKLENBURG COUNTY SCHOOLS

Mr. Kenneth Wells Albemarle Road Junior High 6900 Democracy Drive Charlotte, N. C. 28212	0023	0173	X
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Ms. Sandra Niedzialek Billingsville Elementary 124 Skyland Avenue Charlotte, N. C. 28205	0161	0174	X	
Mr. Earl Owens Chantilly Elementary 701 Briar Creek Road Charlotte, N. C. 28205	0315	0175	X	
Mr. Joel Ritchie Hidden Valley Elementary 5100 Snow White Lane Charlotte, N. C. 28213	0795	0176	X	
Ms. Sue Johnson Kenneday Junior High 3114 Bank Street Charlotte, N. C. 28203	0915	0177	X	
Ms. Nancy Golson Newell Elementary Old Concord Road Box 163 Newell, N. C. 28126	1185	0178		O
Ms. Joanne Standifer J. H. Gunn Elementary 7520 Harrisburg Road Charlotte, N. C. 28215	0859	0179	X	
Ms. Jimmie Gist Oaklawn Elementary 1810 Oaklawn Avenue Charlotte, N. C. 28216	1264	0180	X	
Mr. Joe Hathcock Park Road Elementary 3701 Haven Drive Charlotte, N. C. 28209	1295	0181		O
Mr. Robert C. Marshall Pineville Elementary Lowery Street Pineville, N. C. 28134	1350	0182	X	
Mr. Albert Winston Pinewood Elementary 815 Seneca Place Charlotte, N. C. 28210	1351	0183	X	

Mr. Laird Lewis, Jr. Ranson Junior High 5850 Statesville Road Charlotte, N. C. 28213	1407	0184	X
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Mr. Robert L. Davis, Jr. Spaugh Middle 1901 Herbert Spaugh Lane Charlotte, N. C. 28208	1627	0185	X
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Mr. Curtis Buchanan Thomasboro Elementary 538 Bradford Drive Charlotte, N. C. 28208	1722	0186	X
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MONIGOMERY COUNTY SCHOOLS

Mr. George Williams Mount Gilead Elementary P. O. Box 308 Mount Gilead, N. C. 27306	1127	0187	X
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Mr. Robert Jackson Star Biscoe Elementary Main Street, Box 68 Star, N. C. 27356	1649	0188	X
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MOORE COUNTY SCHOOLS

Ms. Olivia Oxendine Southern Pines Middle Drawer 630 Southern Pines, N. C. 28387	1611	0189	X
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NASH COUNTY SCHOOLS

Ms. Mary E. Daly Bailey Elementary P. O. Box 39 Bailey, N. C. 27807	0099	0190	0
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NEW HANOVER COUNTY

Ms. Adelaide Kopotic J. C. Roe Elementary 2875 Worth Drive Wilmington, N. C. 28401	0854	0191	X
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Mr. Norman B. Kimbrough Sunset Park Elementary 613 Alabama Avenue Wilmington, N. C. 28401	1684	0192	X
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Mr. George A Lopatka Sunset Park Junior 201 Tennessee Avenue Wilmington, N. C. 28401	1683	0193	X
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Ms. Inez Richardson William H. Blount Elementary 3702 Princess Place Drive Wilmington, N. C. 28405	1930	0194	X
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NORTHHAMPTON COUNTY SCHOOLS

Mr. Jasper W. Jones Squire Elementary Highway 48, Box 217 Gaston, N. C. 27832	1639	0195	O
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ONSLow COUNTY SCHOOLS

Mr. Brock Ridge Richlands Senior High P. O. Box 218 Richlands, N. C. 28574	1425	0196	X
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Mr. Amos Stroud White Oak Senior High Piney Green Road Jacksonville, N. C. 28540	1912	0197	X
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PENDER COUNTY SCHOOLS

Mr. Larry Poore Topsail Junior-Senior High 273 U. S. Highway 17 North Hampstead, N. C. 28443	1729	0198	X
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PERQUIMANS COUNTY SCHOOLS

Mr. William Tice Hertford Elementary P. O. Box 397 Hertford, N. C. 27944	0789	0199	X
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PERSON COUNTY SCHOOLS

Mr. S. E. Knott North Elementary 815 Henderson Road Roxboro, N. C. 27573	1205	0200	X
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Ms. Martha McCall Oak Lane Elementary P. O. Box 128 Hurdle Mills, N. C. 27541	1258	0201	X
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RANDOLPH COUNTY SCHOOLS

Ms. Emma Routh Franklinville Elementary P. O. Box 258 Franklinville, N. C. 27248	0653	0202	X
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Ms. Cindy Glascock Randleman Elementary 100 Swaim Street Randleman, N. C. 27317	1399	0203	X
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ASHEBORO CITY SCHOOLS

Mr. Richard Harrington Donna Lee Loftin Elementary 405 South Park Street Asheboro, N. C. 27203	0465	0204	X
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Dr. Penelope S. Smith North Asheboro Middle 900 West Bailey Street Asheboro, N. C. 27203	1194	0205	X
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RICHMOND COUNTY SCHOOLS

Mr. Thomas Clark Leake Street Elementary P. O. Box 1477 Rockingham, N. C. 28379	0958	0206	X
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LUMBERTON CITY SCHOOLS

Mr. Donald F. Frye Lumberton Senior High 3901 Fayetteville Road Lumberton, N. C. 28358	1017	0207	O
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SAINTE PAULS CITY SCHOOLS

Dr. Allen C. Faircloth Saint Pauls Senior High North Old Stage Road Saint Pauls, N. C. 28384	1642	0208	X
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EDEN CITY SCHOOLS

Mr. Tim Newsom Central Elementary 435 East Stadium Drive Eden, N. C. 27288	0296	0209	X
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Mr. Tom Harger J. E. Holmes Junior High 211 North Pierce Street Eden, N. C. 27288	0856	0210	X
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WESTERN ROCKINGHAM DISTRICT SCHOOLS

Ms. Carol M. Summerlin John W. Dillard Elementary 810 Cure Drive Madison, N. C. 27025	0895	0211	X
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SAMPSON COUNTY SCHOOLS

Mr. Jay B. Henderson Hobbton Elementary Newton Grove, N. C. 28366	0815	0212	X
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Mr. John Blanton Union Senior High Route 4 Clinton, N. C. 28326	1669	0213	X
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CLINTON CITY SCHOOLS

Mr. Ed Jenkins Clinton Senior High P. O. Box 618 Clinton, N. C. 28328	0371	0214	0
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Mr. Charles F. Lewis Kerr Primary 112 Kimbrough Street Clinton, N. C. 28328	0919	0215	0
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SCOTLAND COUNTY SCHOOLS

Mr. M. F. Forde Sycamore Lane Middle Route 5 Box 1 Laurinburg, N. C. 28352	1698	0216	X
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STOKES COUNTY SCHOOLS

Mr. Ronald J. Carroll King Intermediate Route 4 King, N. C. 27021	0921	0217	O
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MOUNT AIRY CITY SCHOOLS

Mr. R. L. Williamson Bruce Tharrington Elementary 315 Culbert Street Mount Airy, N. C. 27030	0218	0218	X
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TRANSYLVANIA COUNTY SCHOOLS

Ms. Peggy Singleton Penrose Elementary Penrose, N. C. 28766	1323	0219	X
Mr. William J. Cathey, Jr. Rosman Senior High Rosman, N. C. 28772	1468	0220	X

UNION COUNTY SCHOOLS

Mr. William H. Walters Marshville Elementary CL Box 4607 Marshville, N. C. 28103	1043	0221	X
Mr. Archie Price Piedmont Senior High 1619 Piedmont School Road Monroe, N. C. 28110	1333	0222	X
Ms. Frances Davis Wesley Chapel Elementary 110 Potters Road, South Monroe, N. C. 28110	1862	0223	O

VANCE COUNTY SCHOOLS

Mr. John Streb Zeb Vance Elementary Route 1 Kittrell, N. C. 27544	1961	0224	X
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WAKE COUNTY SCHOOLS

Mr. David Stipe Apex Senior High 1501 Laura Duncan Road Apex, N. C. 27502	0053	0225	X
Mr. William W. Blackburn Brooks Elementary 700 Northbrook Drive Raleigh, N. C. 27609	0214	0226	X
Dr. Richard Jewell Broughton Senior High 723 St. Mary's Street Raleigh, N. C. 27605	0215	0227	X
Mr. Harry Stanfield East Carey Junior High 1111 East Maynard Road Cary, N. C. 27511	0510	0228	X
Ms. Diane Payne Enloe Senior High 128 Clarendon Crescent Raleigh, N. C. 27610	0590	0229	X
Mr. David Bryant Millbrook Senior High 2201 Spring Forest Road Raleigh, N. C. 27615	1080	0230	X
Mr. C. W. Fisher Wake Forest Elementary 136 West Sycamore Street Wake Forest, N. C. 27587	1818	0231	X
Mr. S. H. Vandever Wake Forest Senior High 420 Stadium Drive Wake Forest, N. C. 27587	1819	0232	X

Mr. Darryl T. Fisher Wilburn Elementary 3707 Marsh Creek Road Raleigh, N. C. 27604	1919	0233	X
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Ms. Laverne Freitag York Elementary 5201 Brookhaven Drive Raleigh, N. C. 27612	1957	0234	X
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Mr. Thomas C. Benton Zebulon Senior High 1000 Old U. S. 64 East Zebulon, N. C. 27597	1963	0235	X
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WARREN COUNTY SCHOOLS

Mr. James T. Wilkerson Warren County Senior High Route 1 Warrenton, N. C. 27589	1831	0236	X
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WAYNE COUNTY SCHOOLS

Mr. David Rogers Eastern Wayne Elementary Route 10 Box 108 Goldsboro, N. C. 27530	0541	0237	X
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Mr. William Turner Rosewood Elementary Route 5 Goldsboro, N. C. 27530	1465	0238	X
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WILKES COUNTY SCHOOLS

Mr. James Davis Boomer-Ferguson Elementary Route 1 Boomer, N. C. 28606	0180	0239	X
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WILSON COUNTY SCHOOLS

Mr. Ronald Felton Lee Woodard Elementary P. O. Box 26 Black Creek, N. C. 27813	0963	0240	X
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Mr. Lacy Taylor Speight Middle Route 3 Box 452 Wilson, N. C. 27893	1631	0241	X
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YADKIN COUNTY SCHOOLS

Ms. Loretta Elliott Forbush Senior High Route 2 Box 146 East Bend, N. C. 27018	0635	0242	X
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Mr. Joe Dezern Jonesville Elementary 101 Cedarbrook Road Jonesville, N. C. 28642	0907	0243	X
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Mr. Jack Williams West Yadkin Elementary Route 3 Box A Hamptonville, N. C. 27020	1896	0244	X
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YANCEY COUNTY SCHOOLS

Mr. Larry Howell Cane River Middle Route 3 Burnsville, N. C. 28714	0263	0245	X
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Mr. Kenny Sparks East Yancey Middle Route 6, Box 87 Burnsville, N. C. 28714	0536	0246	X
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FORT BRAGG FEDERAL SCHOOLS

Mr. Edgar J. Moneyman Bowley Elementary P. O. Box 70089 Fort Bragg, N. C. 28307	0186	0247	X
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Principal Butner Elementary P. O. Box 70089 Fort Bragg, N. C. 28307	0239	0248	X
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Mr. Alexander M. Harr McNair Elementary P. O. Box 70089 Fort Bragg, N. C. 28307	1064	0249	X
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CAMP LEJEUNE FEDERAL SCHOOLS

Ms. Elizabeth Thomas Tarawa Terrace I Elementary Camp Lejeune, N. C. 28543	1712	0250	X
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X = Recieved

O = No Response

APPENDIX C

MEMBERS OF THE JURY WHO CRITIQUED THE QUESTIONNAIRES

APPENDIX C

MEMBERS OF THE JURY WHO CRITIQUED THE QUESTIONNAIRE

Dr. Harold Snyder, Dissertation Chairman
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University of North Carolina at Greensboro
Greensboro, North Carolina 27412-5001

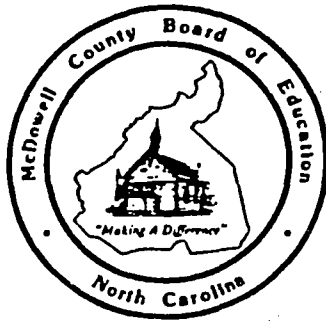
APPENDIX D

LETTER TO THE CHIEF EXECUTIVE OFFICERS OF THE STATE BOARDS OF EDUCATION REQUESTING COMPLETION OF THE ENCLOSED QUESTIONNAIRES ON SUBSTITUTE TEACHER STAFF DEVELOPMENT PROGRAMS.

LETTER TO THE 200 SELECTED BUILDING PRINCIPALS IN NORTH CAROLINA REQUESTING COMPLETION OF THE ENCLOSED QUESTIONNAIRES ON SUBSTITUTE TEACHER STAFF DEVELOPMENT PROGRAMS AND CERTIFICATION OF SUBSTITUTE TEACHERS.

LETTER TO THE CEO'S WHO HAD NOT RETURNED THE QUESTIONNAIRE ENCLOSING A SECOND COPY OF THE QUESTIONNAIRE AND REQUESTING A RESPONSE.

LETTER TO THE BUILDING PRINCIPALS IN THE 200 NORTH CAROLINA SCHOOLS WHO HAD NOT RETURNED THE QUESTIONNAIRE ENCLOSING A SECOND COPY OF THE QUESTIONNAIRE AND REQUESTING A RESPONSE.



Eastfield Elementary School

711 Yancey Street
Marion, NC 28752
(704) 652-3730

James D. Gorst, Principal

June 11, 1988

Dear

Educational reform has taken place in every state in the fifty United States. Most of us are pleased with the major undertakings to better prepare our children for the future. Substitute teachers and the maintenance of continuity of instruction in the absence of the regular teacher is the subject of research required for my Doctorate in Education, which I am pursuing at the University of North Carolina at Greensboro.

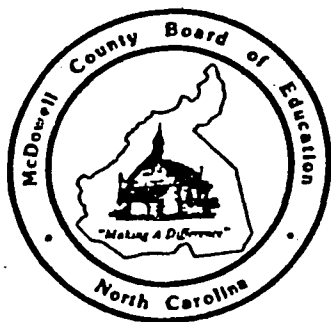
My dissertation will culminate with the development of a staff development plan and possible certification for substitute teachers in North Carolina. As a basis for my study, I need to assemble data about substitute training in other states. I am particularly interested in programs directed from the state level. In addition, I am seeking information as to direction that has been given by legislative action in your state.

I have designed a questionnaire which I have sent to all the chief executive officers in all fifty states. Please indicate any items on the questionnaire which are unclear or ambiguous and provide alternatives where feasible.

I know you are extremely busy, but I would be so grateful for your help. I am enclosing a stamped, addressed envelope for your response. I will be more than happy to provide you with a copy of findings and implementation of programs if you desire.

Respectfully,

James D. Gorst



Eastfield Elementary School

711 Yancey Street
Marion, NC 28752
(704) 652-3730

James D. Gorst, Principal

June 11, 1988

Dear

Educational reform has taken place in every state in the fifty United States. Most of us are pleased with the major undertakings to better prepare our children for the future. Substitute teachers and the maintenance of continuity of instruction in the absence of the regular teacher is the subject of research required for my Doctorate in Education, which I am pursuing at the University of North Carolina at Greensboro.

My dissertation will culminate with the development of a staff development plan and possible certification for substitute teachers in North Carolina. As a basis for my study, I need to assemble data about substitute training in our state.

I have designed a questionnaire which I have sent to two hundred building principals in North Carolina. Please indicate any items on the questionnaire which are unclear or ambiguous and provide alternatives where feasible.

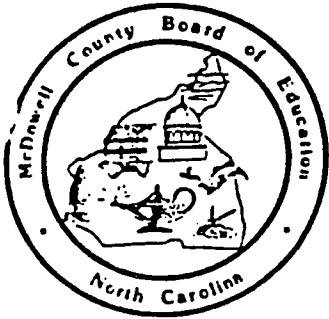
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Respectfully,

James D. Gorst

JDG: jdg

Enclosures



206
Eastfield Elementary School

**711 Yancey Street
Marion, NC 28752
(704) 652-3730**

James D. Gorst, Principal

July 19, 1988

Dear

Recently, a questionnaire was mailed to two hundred building principals in North Carolina seeking information on staff development programs and ideas for certification of substitute teachers in North Carolina. Your completed questionnaire has not been received; and in the event it did not reach you, another one and a copy of the original cover letter are enclosed for your use.

While the initial response has been excellent, I would like very much to include your response in the final analysis. I would also like to study the possibility of a staff development program that would lead to a substitute teacher certification program in North Carolina. If you are interested in having a copy of my final report, I will be glad to furnish one for you.

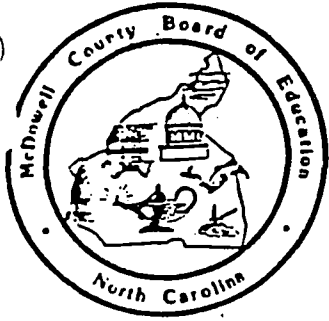
Your reply would be greatly appreciated.

Respectfully,

James D. Gorst

JDG: jdg

Enclosures



207

Eastfield Elementary School

711 Yancey Street
Marion, NC 28752

(704) 652-3730

James D. Gorst, Principal

July 5, 1988

Dear

Recently, a questionnaire was mailed to the chief executive officers of each state board of education in all fifty states in the United States requesting information on staff development for substitute teachers. Your completed questionnaire has not been received; and in the event it did not reach you, another one and a copy of the original cover letter are enclosed for your use.

While the initial response has been excellent, I would like very much to include your response in the final analysis. I would also like to study your state's staff development program for substitute teachers in an effort to develop a model program for North Carolina. If you are interested in having a completed copy of my final report, I will be glad to furnish one for you.

Your reply would be greatly appreciated.

Respectfully,

James D. Gorst

JDG: jdg

Enclosures

APPENDIX E

QUESTIONNAIRE WHICH WAS SENT TO THE CHIEF EXECUTIVE OFFICERS OF EACH OF
THE FIFTY STATE DEPARTMENTS OF EDUCATION IN THE FIFTY UNITED STATES.

QUESTIONNAIRE WHICH WAS SENT TO THE 200 SELECTED BUILDING PRINCIPALS IN
THE LOCAL SCHOOL DISTRICTS IN NORTH CAROLINA

APPENDIX E

CHIEF EXECUTIVE OFFICER
Substitute Teacher Survey

- | | | |
|--|-----|----|
| 1. Does the State Department of Education have a substitute teacher training program? | Yes | No |
| 2. If there is a substitute teacher staff development program in place in your state, is it under the direction of the state department of education? | Yes | No |
| 3. Will you provide me with a copy of your staff development guidelines so that it can be used in this dissertation? | Yes | No |
| 4. Do you think a staff development program for substitute teachers is necessary for instructional continuity? | Yes | No |
| 5. Is your state legislature considering any type of funding for substitute teacher staff development? | Yes | No |
| 6. Have you asked for funding for substitute teacher training from the legislature? | Yes | No |
| 7. If you do not have a staff development program for substitute teachers would you consider one? | Yes | No |
| 8. If you are aware of any staff development programs for substitute teachers in your state that you would recommend please list name and address. | Yes | No |
| Contact: | | |
| <hr/> | | |
| <hr/> | | |
| 9. Have you considered a substitute teacher certification program that would require 25 hours of continuing education credit in classroom organization and effective teaching? | Yes | No |
| 10. Would you like a copy of the findings when the dissertation is completed? | Yes | No |

APPENDIX E

NORTH CAROLINA PRINCIPAL
Substitute Teacher Survey

1. Do you think the Effective Teacher Training (ETT) program has aided in continuity of instruction in the absence of the classroom teacher? Yes No
2. Have the substitute teachers in your school district responded favorably to Effective Teacher Training (ETT)? Yes No
3. Has the Effective Teacher Training (ETT) program increased the effectiveness of your substitute teachers? Yes No
4. What programs do you believe will improve substitute teacher effectiveness in addition to Effective Teacher Training (ETT)?
-
-

5. Did you have a staff development program for substitute teachers prior to the availability of ETT. Yes No
6. If so; what type of program? Do you still use it in addition to ETT? Yes No Is a copy available? Yes No

If yes, Name the program or staff development activities

7. Do you think a substitute teacher certification program for non-certified teachers might be beneficial? Yes No
8. If you think a certification program might be beneficial please respond to the below questions:

What type of staff development courses would you recommend?

What experiences would you desire the substitute teacher have to be eligible for certification?

How many hours of continuing educational credits would you recommend a substitute teacher have to be a certified substitute teacher?

Would it be permissible for substitute teachers to join local staff development for teachers in order to attain the necessary CEU's for certification?

Yes

No

If substitute teachers were certified in North Carolina, how many CEU's do you think would be necessary for certificate renewal? What frequency?

No Hours CEU's _____

Frequency _____