A FORGOTTEN PEOPLE:

SUPERVISING AND EVALUATING SUBSTITUTE TEACHERS

A Project Presented to the Faculty of Education

Brandon University

in Partial Fulfillment of the Requirements for

the Degree of Master of Education

by

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Brandon University

FACULTY OF EDUCATION

The undersigned certify that they have read, and recommended to the Senate for acceptance, a MASTER'S PROJECT entitled:

A Forgotten People: Supervising and Evaluating Substitute Teachers

Submitted by: Todd Monster

In partial fulfillment for the requirements for the degree of

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ABSTRACT

The number of days that substitute teachers are used to cover classes is on the rise, and recent research indicates that student achievement is negatively affected when the classroom teacher is away. The purpose of this mixed methods study was to collect data that would identify the key components in an effective substitute teacher supervision and evaluation model for Manitoba school divisions. In order to address the purpose, three objectives were identified, (1) determine the need for a model of supervision and evaluation for substitute teachers, (2) identify the role each of the various groups should play in such a model, and (3) identify the key components of a substitute teacher supervision and evaluation model. Four elementary school principals, four classroom teachers and three substitute teachers in two school divisions in southern Manitoba, were given a questionnaire followed by an interview. Findings indicate that participants felt there was a need for an effective substitute teacher supervision and evaluation model, but were tentative about adopting a formal evaluation process. In general, these individuals felt that a supervision and evaluation model should focus on improving preparations for substitute teachers before they enter the building, providing specific, descriptive feedback to substitutes, and generally improving communication at all levels.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>Tables</td>
<td>vii</td>
</tr>
<tr>
<td>Chapter I – Background</td>
<td>1</td>
</tr>
<tr>
<td>Increasing Demand for Substitute Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Absenteeism and Student Achievement</td>
<td>6</td>
</tr>
<tr>
<td>Role and Functions of Substitute Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Purpose of Study</td>
<td>16</td>
</tr>
<tr>
<td>Assumptions</td>
<td>17</td>
</tr>
<tr>
<td>Significance of Study</td>
<td>19</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>20</td>
</tr>
<tr>
<td>Conclusion</td>
<td>22</td>
</tr>
<tr>
<td>Chapter II – Review of Related Literature</td>
<td>23</td>
</tr>
<tr>
<td>Orientation for Substitute Teachers</td>
<td>25</td>
</tr>
<tr>
<td>Supervision of Substitute Teachers</td>
<td>28</td>
</tr>
<tr>
<td>Formal Evaluation of Substitute Teachers</td>
<td>32</td>
</tr>
<tr>
<td>Professional Development for Substitute Teachers</td>
<td>35</td>
</tr>
<tr>
<td>Conclusion</td>
<td>37</td>
</tr>
<tr>
<td>Chapter III – Methodology</td>
<td>38</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>38</td>
</tr>
<tr>
<td>Research Design</td>
<td>41</td>
</tr>
<tr>
<td>Sampling</td>
<td>42</td>
</tr>
</tbody>
</table>
Data Collection

Respondent Questionnaires 44

Interviews 45

Researcher Notes 46

Trustworthiness and Triangulation 46

Ethical Considerations 47

Data Analysis 49

Limitations 50

Conclusion 51

Chapter IV – Findings 52

Primary Findings 52

Orientation 55

Preparing for substitute teachers 55

Providing a substitute teacher handbook 58

Providing orientation sessions 60

Supervision 60

Consistent use of the same substitute teacher 61

Regular supervision and monitoring 62

Feedback 63

Formal Evaluation 67

Regular monitoring and feedback instead of summative evaluations 67

Concerns with formal evaluation 68
Professional Development 70

Access to professional development 70

Critical skills acquisition 71

Conclusion 72

Chapter V – Discussion and Recommendations 73

Research Objectives 73

The Need for a Model of Supervision and Evaluation 73

The Role of Each Group Participants 74

The Key Components of a Model of Supervision and Evaluation 75

Effects of the Study 76

Recommendations for Action 77

Conclusion 82

References 84

Appendices 89

Appendix A - Participant Questionnaire – Principals 90

Appendix B - Participant Questionnaire – Substitute Teachers 92

Appendix C - Participant Questionnaire – Teachers 94

Appendix D: Tables of Participant Responses for Questionnaires 96

Appendix E: Brandon University Research Ethics Certificate 99
### Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Summary of Participant Demographic Data</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summary of Questionnaire Responses for all Respondents</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Summary of Questionnaire Responses for Principals</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>Summary of Questionnaire Responses for Teachers</td>
<td>97</td>
</tr>
<tr>
<td>4</td>
<td>Summary of Questionnaire Responses for Substitute Teachers</td>
<td>98</td>
</tr>
</tbody>
</table>
CHAPTER I
BACKGROUNDS

As part of the duties of a senior administrator in a rural school division in the province of Manitoba, I am responsible for hiring and, when issues arise, disciplining substitute teachers.

Over time it became evident that no one really supervised or evaluated these individuals. Basically, if substitute teachers were deemed effective by the classroom teacher and the school principal, they would be called back to the school for further work opportunities. However, if a substitute teacher did not work out, based on some set of unwritten criteria, the individual would simply not be called back for further assignments. In the vast majority of cases, no one ever discussed the issues of concern with the substitute teacher or provided any means by which the individual could improve. Nor did anyone keep any documentation on what had transpired. This meant that, in some cases other schools within the division continued to use the individual and consequently had similar issues that needed to be addressed. As well, many of the substitute teachers who were not called back were left wondering why, since no one had shared any concerns or issues with them. I came to call this form of supervision and evaluation the “Red Light–Green Light” method. If an individual did a decent job, he/she had a green light to be called back for another assignment; if there were problems, the individual was given the red light and would not be called again. The only time anything resembling supervision and evaluation occurred was in those instances where a substitute teacher did something so grievous the school principal felt that disciplinary action was needed from the division level. In those cases, some information was documented and forwarded to the division office with the expectation that someone at that level would deal with the issue. However, in the normal day-to-day working of the school division no one really supervised or evaluated substitute teachers. There was just a
senior administrator who took care of the two critical functions of hiring and disciplining when necessary.

As time passed, I began to find the situation problematic, realizing that substitute teachers required and deserved more than a process for hiring and being disciplined when necessary. Random contacts with other rural school divisions in Manitoba revealed that many of them operated in the same way with their substitute teachers. I became increasingly uncomfortable with this red light–green light method and began to explore the development of a model of supervision and evaluation for substitute teachers. All other employee groups in the school division were afforded the basic elements of supervision and evaluation: having an individual who would be responsible for supervising their job performance, providing a summative evaluation periodically, and affording the individual the opportunity to discuss concerns in their job performance. Additionally, if problems were noted, employees were provided direction on how to improve and an opportunity to demonstrate improvement before they would be released from their job. However, substitute teachers definitely not receive the basic components of supervision and evaluation. Compounding the situation was the knowledge that some of these individuals were being hired for term, and in some cases permanent, positions within the school division. An effective model of supervision and evaluation of substitute teachers would not only provide additional information during the hiring process that might possibly prevent the hire of an unsuitable candidate, but it may also provide for teacher growth and improvement, thereby allowing schools to hire teachers who are better prepared for the classroom. Thus, a more comprehensive process of supervision and evaluation would be beneficial to both substitute teachers and to the school division.
Because substitute teachers play an important role in education, it is necessary to understand their role and their significance to the educational process. This chapter begins by exploring the increasing demand for substitute teachers, the impact of teacher absences on student achievement, and the role and functions of substitute teachers. The chapter then identifies the purpose of the study, researcher assumptions regarding the findings, the significance of the study, and the conceptual framework guiding the project.

Increasing Demand for Substitute Teachers

The role of substitute teachers gains in significance when we realize the number of school days covered by substitute teachers is on the rise. At first glance, the role of substitute teachers in the education system seems secondary at best and almost insignificant at worst. However, the significance of substitute teachers becomes very clear when one calculates the number of school days in any given year when the classroom teacher is unavailable to cover the class. In the United States, it is estimated that over the course of a student’s time in public school he/she will have had the services of a substitute teacher for the equivalent of one school year, on average (Elizabeth, 2001, p. 1). There are several possible reasons put forward for this trend, the primary one being a shortage of full-time classroom teachers in the United States. In the past, teachers typically worked as substitutes to get their foot in the door, eventually working their way into a permanent position. However, when there is a teacher shortage, individuals no longer have such a difficult time finding a job. In some cases, they may be hired directly out of college (Elizabeth, p. 5). With fewer teachers actively seeking employment opportunities, many schools are forced to rely on substitute teachers to fill short-term vacancies that come up during the school year, such as maternity leaves, medical leaves, and long-term disability leaves. With fewer teachers
available to accept the various positions that are vacant, there is a greater need for substitute teachers in the education system.

In Manitoba, school divisions are experiencing similar circumstances. Each year, school divisions, especially those in northern and rural areas, struggle to fill vacant positions, especially term positions. New teachers to the profession have an expectation of acquiring a permanent contract immediately and often are not willing to accept term positions that may provide income for only a portion of the year. The idea of a teacher starting on the substitute teacher list is usually considered only after all other alternatives have been exhausted, or in those cases where a teacher, for one reason or another, is restricted to a particular part of the province and is unwilling or unable to relocate for employment purposes. As school divisions experience greater difficulty in filling short-term leaves, they often rely on individuals from the substitute list to cover these positions. By solving one problem, the school division has now created a situation of reducing its already meager substitute teacher list.

Another factor influencing the increasing demand for substitute teachers is an ever-increasing involvement of teachers in activities that take them out of the classroom. Longhurst, Smith, and Sorenson (2000) argued that classroom teachers are engaged in a “variety of nontraditional, noninstructional activities, such as curriculum design, mentoring novice and preservice teachers, conducting action research, and working on collaborative teams with peers and college faculty” (p. 3), most of which occur during the school day and require the services of a substitute teacher to cover the classes. Additionally, the teaching profession gives a high priority to teachers continuing to develop professionally and remain current in pedagogy, best practices, and emerging research that will assist them in the classroom. The vast majority of these professional development sessions occur during the school day and the school year, thus
requiring the services of a substitute teacher. In fact, inservice programs for teachers are likely one of two recent practices that have contributed to the increasing need for substitute teachers (Tannenbaum, 2000, p. 29). Schools are also placing more emphasis on professional learning communities wherein teachers observe one another, engage in professional dialogue, and learn together within the existing school. Depending on the size and structure of the school, these professional learning communities may require teachers to have time out of the classroom. While no one argues the value of professional development, teacher collaboration, or involvement in non-instructional activities that enhance education, the increasing involvement in these activities during the school day means that teachers are out of the classroom more often and schools are in need of the services of substitute teachers.

In addition to teacher shortages and increasing expectations for teachers to engage in professional development, there is also the increasing number of leaves that teachers can access throughout the school year as part of their collective agreements. A quick glance at the teacher collective agreement for Garden Valley School Division indicates there are at least four different leaves: sick leave, compassionate leave, leave for executive duties, and parenting leave (Garden Valley School Division, 2010, pp. 9-11). Additionally, teachers may access other leaves of absence, both short term and long term, through policy for other reasons such as educational upgrading or personal matters. Jones (1999) pointed out that “liberal contracts for teachers, provisions of the Family and Medical Leave Act, and mandatory in-service training have all led to teachers spending less time in their classrooms and to a greater need for substitute teachers” (p. 1). These liberal teachers’ collective agreements, coupled with teacher shortages and an increased emphasis on teacher professional development, have resulted in an increase in the
number of days that classroom teachers are out of the class and an increased dependence on the services of substitute teachers to continue the process of teaching and learning.

**Teacher Absenteeism and Student Achievement**

The increasing use of substitute teachers within the education system is a problem only if there is some perceived negative impact on student achievement. If teaching and learning continues uninterrupted with a substitute teacher, and there are no negative side effects, then the number of days that substitute teachers are used is not an issue. As a former classroom teacher and principal, I have suspected over the years that teaching and learning are negatively influenced when a substitute teacher is utilized in the classroom. Although scant at this point, research is emerging to verify this gut feeling that student achievement is negatively influenced when the classroom teacher is absent. In a study conducted by Woods (1997) of two school districts, one in Indiana and the other in Wyoming, the findings indicated that when a qualified educator is absent from the classroom, student achievement is negatively affected (p. 314). This finding is echoed by Hawkins (2000), who stated that student achievement is negatively affected when instruction has been repeatedly interrupted (p. 5). Miller, Murnane, and Willett (2008) estimated that 10 additional days of teacher absence reduces student achievement in fourth-grade mathematics by at least 3.2% of a standard deviation (p. 196). However, the authors also pointed out that unexpected absences have a larger influence on student achievement than planned absences (p. 196). These findings are in keeping with other studies that have found a negative relationship between teacher absences and student achievement (p. 183). Thus, teacher absences do have a negative influence on student achievement, recognizing that unplanned absences have a greater effect than planned absences.
There are four obvious reasons for student achievement being negatively influenced when the classroom teacher is away. First, instructional intensity is often greatly reduced, either because the teacher did not leave adequate lesson plans for the substitute teacher to follow, or because the substitute teacher lacked the knowledge, skills, or initiative to proceed with the instructional plans that were left (Miller et al., 2008, p. 183). In relating her experiences as a substitute teacher, Wertz (2006) stated that she really did not need to have any teaching abilities because teachers usually left busywork to be done instead of a lesson plan that required the instructional skills of a teacher. Tomlinson (1997) suggested that classroom teachers have a low level of confidence in a substitute teacher’s ability to teach, and provide a lesson plan accordingly, knowing it will be a lost day of instruction (p. 7).

Second, substitute teachers often lack the knowledge and familiarity with classroom routines and procedures to provide the continuity that is conducive to student learning (Miller et al., p. 183). In sharing his experiences as a substitute teacher in Australia, Lunay (2004) stated, “In every school except two, I have received no information whatsoever, on the general school policies, classroom structure, at-risk children, break times, MSB policies and such like” (p. 25). These routines and procedures help to ease transitions and reduce time off task, all of which helps to promote student learning and, hence, achievement.

Third, substitute teachers often will not have had the opportunity to develop meaningful relationships with students, relationships that are integral to learning. According to Miller et al. (2008), “Students may have difficulty forming meaningful relationships with multiple, mobile substitutes, and even if the substitutes deliver brilliant isolated lessons, they may not be able to implement a regular teacher’s long-term instructional strategies” (p. 183).
Finally, substitute teachers often lack the necessary information regarding individual student learning styles, skill levels, and academic and emotional needs that are so important in assisting all students to learn and to succeed (Woods, 1997, p. 309; Miller et al. 2008, p. 183). It is impossible for the classroom teacher to leave highly detailed lesson plans, and it is impossible to expect a substitute teacher to gain sufficient understanding of these issues within the few days they may be in the classroom. Thus, substitute teachers have a very difficult time in maintaining teaching and learning at a level similar to the regular classroom teacher, resulting in a negative impact on student achievement.

Substitute teachers play an important role in the education system. With the current reality surrounding teacher shortages, the importance of professional development, and the increasing number of leaves covered within teacher collective agreements, substitute teachers will continue to be in high demand, not only for one-day coverage, but also for those short-term leaves that provide continuity in education for a longer period of time. This, coupled with the understanding that teacher absences affect student achievement, highlights the importance of the role that these individuals play in the lives of our children. They are not babysitters. For the most part, they are professional educators who have been given the responsibility of continuing the teaching and learning process established by the classroom teacher. The functions of the classroom teacher and the substitute may differ slightly, but both are tasked with providing continuity of education for the children in their care. Unfortunately, because of the lack of support in their role, substitute teachers are often unable to provide the same continuity of education as the regular classroom teacher because of the lack of support in their role. This lack of support is a large factor contributing to student achievement being negatively affected when
substitute teachers are utilized for any length of time. Nevertheless, substitute teachers are a vital part of the education system and their importance is ever increasing.

**Role and Functions of Substitute Teachers**

In order to identify the key elements of a supervision and evaluation model for substitute teachers, it is first necessary to clarify the role and function of the substitute teacher. In the discussion around education, there exists an understanding of the roles and functions of the common stakeholder groups: classroom teachers, administrators, parents, clinicians, etc. However, the role and functions of substitute teachers are often either overlooked or misunderstood. When the role and functions of substitute teachers are clarified, a model of supervision and evaluation can be developed that supports substitutes in their role and holds them accountable for the functions they are expected to perform.

The role of the substitute teacher at its most basic level is to cover the class in the absence of the regular classroom teacher. However, there exists a dichotomy between what is expected of the classroom teacher and the expectations for the substitute teacher, for it is generally understood that the substitute teacher will not have the full force of responsibility of the classroom teacher, nor will they be expected to carry out all the functions of the classroom teacher. Nevertheless, the expectations for the substitute teacher are extremely high and very challenging indeed. At first glance, it would seem that the roles of the substitute teacher and the classroom teacher are very similar. However, the two roles are very different. Even when the permanent teachers are absent from the classroom, they are still responsible for what happens in that class and for the education of the students. Substitutes, however, are expected to do only what the classroom teacher has requested, not what they would do if it was their classroom (Smith, 2005, p. 22).
Although the substitute teacher replaces the regular teacher and basically carries out similar duties, there are two obvious differences that influence the learning environment. First, in replacing the classroom teacher, the substitute teacher creates a different learning environment that is quickly identified by the students (Weems, 2003, p. 259). Second, the substitute teacher, although expected to teach effective lessons, is not expected to develop those lessons. Consequently, even though there may be differences in the responsibilities and duties of the substitute teacher as compared to the classroom teacher, the substitute teacher fulfills the basic role of teacher in the absence of the regular classroom instructor.

For Garden Valley School Division, there are 24 responsibilities/duties listed in the policy for the job description of a classroom teacher. Of those responsibilities/duties, fewer than half apply in some way to the substitute teacher, since most of the duties are very specific to the classroom teacher who is expected to be present on most days and to be in charge of the planning, preparation, and implementation of instruction, assessment, and classroom management. The most significant difference between the roles of the classroom teacher and the substitute teacher can be found in the old adage of “the buck stops here.” The classroom teachers are held accountable for the students in their care, a duty of care that extends over the entire school year. The substitute teacher, while replacing the classroom teacher, is held accountable only for the basic operation of the classroom, the instructions as provided by the classroom teacher, and a duty of care for a specified period of time. If these essential services were not provided, however, because of the unavailability of someone to cover the class, the normal operation of education would cease.

There are three basic functions performed by substitute teachers as they fulfill their role in replacing the classroom teacher. First, the substitute teacher is expected to manage a
classroom and maintain the learning environment. Hawkins (2000) indicated, “To be able to manage a classroom filled with students with whom the substitute teacher has never been in contact is absolutely vital” (p. 7). Of course, a large part of managing the classroom involves effective student discipline for those times when the teacher, class, or school expectations are not being met. It is noteworthy that even substitute teachers themselves admit that classroom management is one of the most challenging responsibilities that they encounter (Tomlinson, 1997, p. 45), especially considering the fact that substitute teachers do not have the benefit of having time to establish the critical relationships with students. Unless the substitute teacher has been utilized in the same class consistently, the opportunity to develop rapport and positive relationships with the students is non-existent. Knowing individual personalities and the social dynamics of the classroom, and having prior positive encounters to draw upon, are all necessary components in managing a classroom in today’s education system. Instead, substitute teachers are thrust into a classroom situation, usually with very little preparation time, and are expected to have students on task and carrying out the assignments left by the teacher. Jones (1999) identified the following basic essential aspects in managing a classroom for substitute teachers: following and enforcing school and classroom rules, dealing appropriately with problems, adhering to established school procedures, and avoiding coercion in maintaining classroom order (p. 5). By effectively managing the classroom, the substitute teacher creates a positive environment that is conducive to learning.

The second function of the substitute teacher is to teach effective lessons. In most cases, the substitute teacher should follow the lesson plan that has been left by the classroom teacher. To implement the lesson plans effectively, substitute teachers should have a variety of pedagogical skills that will enable them to assist students with instructional objectives. To that
end, substitute teachers should be familiar with most subject areas, and be aware of the differences in attitudes and behaviors at various grade levels so they can provide an adequate level of instruction (Lassmann, 2001, p. 628). Of course, the substitute teacher is not expected to plan for instruction or assess student learning, but they do need to understand the different curricula and the different learning styles of students in order to make pedagogical adjustments to accomplish the lesson plan left by the teacher. This is even more critical in high schools where the curriculum becomes more complicated and students often require more assistance in order to successfully meet the learning objectives. In some instances, the substitute teacher will have to provide his/her own lesson plan for the class or the day because the classroom teacher did not provide one, or provided only a sketchy lesson plan. According to Longhurst et al. (2000), the substitute teacher must have a repertoire of emergency resources for various grade levels (p. 5). It is important for the substitute teacher to have access to such resources, not only for the purposes of continuing the learning of students but also to keep them engaged, since students who are not actively engaged in the learning process are more likely to become discipline problems. Thus, substitute teachers must teach effective lessons, thereby engaging students and continuing the teaching learning process.

The third function of the substitute teacher is to demonstrate professional behavior. Since being professional is part of the regular classroom teacher responsibilities, it is not unusual to expect that substitute teachers will be professional as well. In fact, substitute teachers should consider themselves as professionals. Lunay (2004) pointed out that substitute teachers “need to place upon their shoulders, the highest levels of professionalism, dedication and expectations of themselves” (p. 31). But what does it mean to be professional? Being professional is about appearance, actions, and attitudes, and students ultimately respect a substitute teacher more if
he/she exhibits an air of professionalism (Hawkins, 2000, p. 7). The professional substitute teacher arrives early to get organized for the day and to become acquainted with the new environment, lesson plan, seating chart, emergency procedures, and location of available resources, to name a few. The professional substitute teacher dresses appropriately, recognizing that first impressions go a long way to establishing one’s image with students and other colleagues. Additionally, the professional substitute teacher stays current in curriculum and pedagogy. This requires professional development, recognizing that “achieving professionally is ongoing and continuous” (Ediger, 2002, p. 7). In being current, substitute teachers must be aware of school and divisional policies that directly involve teachers and students. Substitute teachers are held to the same liability as the regular classroom teacher and, as a consequence, need not only to be aware of school and divisional policies, but also to understand legal educational issues that affect classroom teachers (Hawkins, p. 8). Professional substitute teachers must also have the interpersonal skills to work with a multitude of student personalities, deal with parents in a professional manner, and develop professional relationships with colleagues and administrators. Finally, substitute teachers must provide a duty of care to the students in their charge. Since they fill the role of replacing the classroom teacher, they are responsible for protecting the children from harm, both inside and outside the classroom. Thus, substitute teachers are expected to conduct themselves as professionals by their actions, attitudes, and appearance as they replace the regular classroom teacher.

Each of the three functions of substitute teachers – managing a classroom and maintaining a positive learning environment, teaching effective lessons, and behaving as a professional – all seem realistic within the scope of what is expected from classroom teachers and, hence, from their replacements, substitute teachers. Lassmann (2001) argued that what we
expect substitute teachers to be is usually what we get, meaning that if we expect them to be baby-sitters, then that is probably what we will get (p. 625). As mentioned previously, what makes these functions so challenging is the often changing environment in which substitute teachers are expected to operate. However, regardless of the fact that substitutes often have their work environment altered from one day to the next, it is expected they will be able to manage the classroom, teach effective lessons, and demonstrate professional conduct.

Each of the various partners in education may place greater consideration on one or another of the functions, depending upon the position they hold. Classroom teachers expect substitute teachers to follow the lesson plans and provide continuity in learning in the teacher’s absence. In interviews conducted with classroom teachers, Tannenbaum (2000) noted that the most frequently cited frustration by classroom teachers is the failure of the substitute teacher to complete the lesson plan that has been left and to continue the learning that has been happening in the class (p. 70). Of course, in order for learning to continue, the class must be reasonably managed, with students on task and well behaved. In many cases, the classroom teacher expects that students will be cooperative in his/her absence and, if not, it is somehow the responsibility of the substitute teacher. However, even though classroom teachers expect that learning will continue, many are guilty of leaving lesson plans that are nothing more than time-fillers as opposed to a lesson plan that requires the substitute teacher actually to teach a lesson. Thus, the teachers through their actions have indicated that they do not expect the substitute teacher to teach but only to manage the class and ensure that the work is completed.

Most school administrators expect the substitute teacher to manage the classroom and maintain the learning environment. Although they may have an expectation that teaching and learning continues, their main concern is that the class is well managed, with discipline issues
being dealt with effectively (Ostapczuk, 1994, p. 6). For most school administrators, classroom management is the number one expectation of substitute teachers: students need to be well behaved and engaged in learning while completing the tasks and assignments left by the classroom teacher. Tannenbaum (2000) pointed out that in interviews with school administrators regarding substitute teachers, they all agreed on the importance of classroom management, discipline, and basic instructional skills (p. 70). Thus, like classroom teachers, school administrators expect substitute teachers to provide continuity in learning, but emphasize the importance of classroom management in order for learning to take place.

In the absence of the classroom teacher, students should be able to expect three main functions from the substitute teacher. First, students should expect that the substitute teacher will provide a well-managed classroom wherein they can continue their learning. Lunay (2004) argued that “it should be the educational right of every student to expect that in their regular teacher’s absence, the quality of their education is maintained wherever practically possible, at a level that is not dramatically compromised” (p. 31). Second, students should expect a substitute teacher to administer discipline in a consistent and fair manner (Tannenbaum, 2000, p. 72). For most students, this usually means administering discipline in the same way as the classroom teacher. Finally, students should expect that the substitute teacher, as much as is possible, will follow the routines and expectations of their classroom teacher. This consistency reduces apprehension among students and helps them to continue their learning. These three expectations of students – provide a well-managed classroom, administer discipline in a fair and consistent manner, and follow the routines of the regular teacher – sound reasonable but often become unrealistic when substitute teachers are not supported adequately.
In conclusion, the main functions of the substitute teacher are to manage the classroom and maintain the learning environment, proceed with the lesson plans provided by the classroom teacher or provide their own effective lessons, and exhibit professional behavior. Teachers, students, and administrators emphasize the importance of substitute teachers doing a good job of managing the classroom and maintaining the learning environment, which in turn will improve the opportunities for effective lessons to be taught. A substitute teacher’s ability to accomplish each of these functions is in large part affected by the supports offered through an effective supervision and evaluation model.

**Purpose of Study**

The purpose of this study was to collect data that would promulgate the key elements in an effective substitute teacher supervision and evaluation model for Manitoba school divisions, bearing in mind the unique working circumstances surrounding substitute teachers. The primary reason for the research was to examine and explore the key elements of an effective substitute teacher supervision and evaluation model. There were three research objectives. The first objective was to confirm the need for a quality substitute teacher supervision and evaluation model. If there is no need for such a model, then creating one would be perceived as creating additional work for individuals who already feel there is not enough time to do everything. The second objective was to clarify the role of each of the participant groups (principals, classroom teachers, and substitute teachers), a clarification that is essential to develop a model of supervision and evaluation that would meet the needs of each respective group. The final objective was to identify the key components of a substitute teacher supervision and evaluation model that is effective and successful for the school and the individuals involved.
Assumptions

The current researcher is an educator with 21 years’ experience in education: 8 years as a classroom teacher, 8 years as a school principal, and 5 years as a senior administrator in the role of Assistant Superintendent of Programs and Curriculum. In each of these capacities, I have worked with and/or supervised substitute teachers. Additionally, I worked briefly as a substitute teacher at the beginning of my educational career, which, although a very brief experience, gave me some insight into the life of substitute teachers. The following assumptions draw upon these experiences for the three respective groups.

In the reality of our current education system, school administrators already feel that they spend the majority of their time dealing with management issues instead of being instructional leaders. Supervision and evaluation of regular teachers, in addition to support staff, is time consuming. Adding an expectation for principals to follow a similar process for substitute teachers will not be enthusiastically received. In their view, an effective supervision and evaluation model will largely entail doing something that is not time consuming. Principals are supportive of providing some kind of orientation and ongoing professional development for substitute teachers, as well as providing a certain amount of regular supervision. However, I feel that formal evaluation will not be enthusiastically embraced. Principals would probably identify the following elements as being important and achievable:

- the need for a comprehensive substitute teacher handbook
- some kind of orientation/training done at a divisional level
- a way to collect and provide feedback to substitutes
- having a simplistic evaluation form that can be used with substitute teachers, and
- providing substitutes access to divisional professional development days
In the end, principals want a model that allows them greater opportunities to be instructional leaders within their schools, as opposed to creating greater managerial work.

Classroom teachers, for the most part, would embrace an opportunity to provide feedback to administration on the effectiveness of a particular substitute teacher in their classroom. Teachers are often disappointed with the performance of certain substitute teachers and really have no avenue by which to share their concerns other than to request that a different substitute teacher be hired for any future opportunities in their classrooms. Likewise, many teachers are often thrilled with the performance of a particular substitute teacher and would greatly appreciate the opportunity to share this information, in order to ensure that a particular individual continues to be hired for substitute positions in the school, and specifically their classroom. Having a process and a format in which the classroom teacher can share specific concerns and celebrations regarding a substitute teacher’s performance in the classroom can provide many benefits to both the school and the substitute teacher.

Substitute teachers, especially those new to the profession or the division and who may be seeking permanent or term work, would probably appreciate having access to some form of supervision and evaluation. New substitutes would probably like to have some kind of orientation, receive feedback on their teaching, and have opportunities to access professional development that will help them to continue to improve their practice. These individuals not only want to improve their teaching in order to gain regular employment, but also appreciate knowing how their work is perceived by the school administrator and the classroom teachers whom they are replacing. Other substitute teachers, who may have retired and are working for extra income, would still appreciate the feedback. Some may be reluctant to engage in a more comprehensive program that involves professional development, but many would appreciate the
opportunity to stay current and to feel that they are still involved in the education system in a meaningful way.

In general, all three groups would see the benefits associated with having a supervision and evaluation model for substitute teachers. Administrators and classroom teachers would want to keep the process simple and the paperwork as minimal as possible. Substitute teachers would value the feedback, but would want many of the other elements to be optional, such as attending professional development or orientation sessions.

**Significance of the Study**

When classroom teachers are unable to be at school, substitute teachers are deemed as critical by the school. Obviously, continuing the process of teaching and learning is crucial, but having an adult to provide the vital task of supervising students is just as important, if not more so. Students, especially younger children in the elementary grades, cannot be left unattended by an adult due to reasons of safety and preventing the possibility of chaos. Covering the absence internally may be next to impossible and will definitely create further disruption in the school. Having access to a competent substitute teacher at those times is vital.

As mentioned previously, there exists an increasing need for substitute teachers, an understanding that they do have an impact on student achievement, and a realization that they are a very necessary part of the education system. As well, substitute teachers are part of the collective agreements across the province of Manitoba, putting school divisions in the position of ensuring that a process of supervision and evaluation is in place, especially in those instances when a substitute teacher needs to be dismissed. Finally, just as research has shown that an effective supervision and evaluation model for classroom teachers improves instruction, and hence student learning, an effective supervision and evaluation model for substitute teachers will
improve the quality of instruction and will improve the conditions in which they work. These improvements will have a positive impact on the learning conditions for students, thereby positively influencing student achievement.

**Conceptual Framework**

Throughout the literature, it is noted that supervision and evaluation should be much more than a process designed to arrive at a summative report indicating the strengths and weaknesses of teachers. Rather, it should be a process that provides support to enable them to meet positional expectations from the time of hire, and holds them accountable to meet those expectations and provide ongoing support and training to grow as professionals (Marshall, 2005, p. 732). Broadly speaking, the process of supervision and evaluation encompasses four categories: orientation, regular supervision or monitoring, a formal process of evaluation, and opportunities for professional development. These same categories will be used to frame the study for substitute teachers.

This study is framed by the four broad categories that encompass the process of supervision and evaluation: orientation, regular supervision, formal evaluation, and professional development. Through questionnaires, interviews and researcher notes, the study gathered participant input on the role of the classroom teacher, principal, and school division within these categories and the elements that could be implemented in a substitute teacher supervision and evaluation model.

The conceptual design was framed by the following questions:

1. **Orientation:**
   
   a. What is the role of the classroom teacher in a substitute teacher orientation process?
b. What is the role of the school principal in a substitute teacher orientation process?
c. What is the role of the school division in a substitute teacher orientation process?

2. Regular Supervision:
   a. What is the role of the classroom teacher in supervising substitute teachers?
   b. What is the role of the principal in supervising substitute teachers?
   c. What is the role of the school division in supervising substitute teachers?

3. Formal Evaluation:
   a. What is the role of the classroom teacher in a formal evaluation process for substitute teachers?
   b. What is the role of the school principal in a formal evaluation process for substitute teachers?
   c. What is the role of the school division in a formal evaluation process for substitute teachers?

4. Professional Development:
   a. What is the role of the classroom teacher in providing professional development for substitute teachers?
   b. What is the role of the school principal in providing professional development for substitute teachers?
   c. What is the role of the school division in providing professional development for substitute teachers?

In each of the categories above, additional questions probed responses from each of the participants. Additionally, some questions became evident during the interview process as I listened to the responses and attempted to elicit further elaboration from participants.
Conclusion

In conclusion, the significance of substitute teachers to the education system, and the lack of a model of supervision and evaluation to support this group of employees, are quite evident. Recognizing that such a model is not only necessary for substitute teachers themselves, but also advantageous to the schools in which they work and the students with whom they come into contact, a review of the literature is needed in an attempt to determine the key components of such a model.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter begins with an exploration of the literature as it relates to the conceptual framework. The themes are explored in detail in an attempt to provide an understanding of the importance of supervising and evaluating substitute teachers and developing key elements that should exist in an effective model of supervision and evaluation. A review of the literature on the topic of substitute teachers provides some common themes. Although there are other themes, I have focused primarily on the themes that connect with the conceptual framework of the project: orientation, supervision, formal evaluation, and professional development. One other notable theme is the obvious lack of literature regarding substitute teachers. This lack of literature is even more apparent as one looks for studies and articles on the specifics of supervision and evaluation of substitute teachers.

As one begins delving into the topic of substitute teachers, it quickly becomes evident that the literature is quite limited. Substitute teachers have received little scholarly attention and the body of literature related to the topic of substitute teachers is fairly sparse, even though they have been an integral part of the education system for many years (Coverdill, 2007, p. 534; Lunay & Lock, 2008, p. 17). Most of the literature that is available on the topic of substitute teachers comes from the United States and focuses very heavily in the area of training for unqualified substitutes or providing strategies for the substitute teacher to “survive” the perils of the job. Duggleby and Badali (2007) indicated that although there have been some studies done on the topic of substitute teachers, even fewer have explored the work in Canadian contexts.

The bulk of the literature is therefore dated but still significant, since many of the issues remain (p. 23). Effective substitute practices have been examined, but with a focus on promoting
the survival skills needed by substitute teachers to maintain classroom discipline in the absence of the regular teacher (Patterson, 2007, p. 11). Weems (2003) argued that although substitute teachers are fairly prominent in popular media, they are relatively under-researched and under-theorized within professional literature (p. 255). Lunay (2004) questioned the lack of literature on the topic of substitute teachers:

Why the relative scarcity of literature on this subject? One possible reason may be that the whole issue of relief or substitute teaching is not really seen as a “sexy” issue to invest time, money and research into. Relief teachers are often “out of sight and out of mind”. As long as a qualified body (that still has a heartbeat) has been inserted into the classroom to replace the “real” teacher for the day, everyone’s happy. (p. 22)

Although authors may differ in their opinions as to the reasons for the lack of literature on this topic, there seems to be a common understanding that such a lack does indeed exist. However, one area where literature is starting to emerge is that of exploring a link between teacher absences and student achievement. Miller et al. (2008) state there has been very little attention to date in exploring the link between teacher absences and student achievement, but this link definitely has implications for school divisions (p. 181). An examination of the bulk of the literature available generally provides recommendations for school divisions on how to develop a good substitute teacher program. Although some of these recommendations may be incorporated into a model of supervision and evaluation for substitutes, the articles themselves do not provide a direct correlation with the topic of supervision and evaluation of substitute teachers. In summary, there is a lack of literature on the topic of substitute teachers, especially as it relates to supervising and evaluating substitutes.
Orientation for Substitute Teachers

Substitute teachers require an orientation process to assist them in meeting the requirements of the position. It is generally accepted in education today that new teachers will be given some kind of orientation to assist them in fulfilling their responsibilities to their students, the school, and the school division. However, substitute teachers also require a similar orientation to assist them in fulfilling their duties. Just as divisions provide induction for new permanent teachers, they need to do so for substitute teachers as well (Jenkins, Smith, & Maxwell, 2009, p. 65). Substitute teachers new to the profession or a particular school division often encounter many of the same problems of first-year teachers, yet they are often given very little preparation. An orientation program for substitutes should be similar in many aspects to the teacher induction programs provided for new, full-time teachers (Purvis and Garvey, 1993, p. 371). Many substitute teachers may have little or no familiarity with the school, personnel, or procedures; they require some kind of an orientation process that will assist them in acclimatizing to their new role and/or school division.

As part of an orientation process, an extremely valuable exercise is to provide substitute teachers with an opportunity to come into the school and tour the facilities, meet the staff and some of the students, and acquire an information handbook that provides information in areas such as, but not necessarily limited to, the names of staff with particular assignments, location of necessary resources, emergency procedures, and procedures for beginning and ending the day. The challenge during this process is to provide enough information to simplify the substitute’s day, but not so much that it overwhelms (Brace, 1990, p. 75). In a survey conducted by the Substitute Teacher Institute at Utah State University, it was noted that 64.8% of school districts did not require substitute teachers to attend some kind of orientation session (Hawkins, 2000, p.
By providing an orientation session and information package, the school begins to build a positive relationship with the substitute teacher, a relationship that will continue to develop with each assignment that is booked. As well, an orientation session and information package will assist in providing familiarity for the substitute teacher, which in turn will help to provide an easier transition into the school when bookings take place and to decrease the anxiety that people typically experience in unfamiliar settings.

Another element of orientation is the preparation efforts of the school to create a welcoming environment for the integration of substitute teachers into the school. Substitute teachers need to feel that they belong, are appreciated for the job they do, and are respected as professional educators. Griswold and Hughes (1999) found that most school divisions provide only the absolute essential information and materials, and seldom embrace substitute teachers as real teachers (p. 9). Substitute teachers should not be given additional teaching and/or supervision assignments that were not part of the assignment for the classroom teachers whom they replaced. As well, the school staff needs to make a conscious effort in the staff room to include the substitute teacher in conversation and attempt to know them on a personal level. One substitute teacher indicated, “It is in the teachers’ lounges that public relations can be improved. Substitute teachers are often greeted with such indifference that they don’t even bother going in there anymore” (as cited in Sorenson, 2001, p. 2). Schools need to have a plan that indicates how substitute teachers will be received into the school and supported while they are there. When substitute teachers feel they belong, and are appreciated and respected as professional colleagues, they are more likely to want to return to the school and assist the school in creating consistency that will provide continuity in teaching and learning for the students. This sense of belonging and professional acceptance is often more important to substitute teachers than the
financial compensation they receive for their work (Jones, 1999, p. 2). When substitute teachers return to the same school consistently, they become familiar with staff and students, school routines and expectations, and the school’s discipline model. This familiarity improves the circumstances for improved teaching and learning. Thus, schools need to work at creating welcoming environments for substitute teachers, recognizing there are huge benefits to doing so.

At the division level, the substitute teacher should be given an information package or substitute teacher manual for the school division, which provides necessary information to support the substitute teacher as an employee of the school division. A basic requirement for any school division should be to have a current substitute teacher manual that contains essential information (Brace, 1990, p. 74). Tomlinson (1997) indicated that one of the very first steps in improving work performance of substitute teachers is to provide a substitute teacher handbook. The handbook promotes confidence of the classroom teacher in the skills of the substitute teachers, and increases the substitute teachers’ confidence in their ability to follow school policies and procedures and maintain effective classroom management (p. 74). Many substitute teachers accept employment with a school division without any knowledge of where the schools are located, who they need to report to, or even who to contact in case they are unable to make their assignment. The substitute teacher manual should also contain some basic information on divisional expectations for substitute teachers, such as dress code, discipline model, and relevant school division policies. The substitute teacher manual “should be carefully prepared to anticipate the needs and concerns of those who will be using it” (Simmons, 1991, p. 95). Jones (1999) believed that substitutes benefit greatly from having a substitute teacher handbook that provides suggestions for preparation, dealing with classroom management, basic pedagogy, and preparing a portable kit containing personal supplies and teaching aids (p. 3). This type of
orientation package or manual provides the substitute teacher with preliminary information necessary for preparing for their substitute assignment.

**Supervision of Substitute Teachers**

In every school, there is a responsibility for someone to provide a certain level of supervision to each employee group, substitute teachers included. According to most organization charts for school divisions, this responsibility rests with the school principal as the immediate site supervisor for the school. In circumstances where the school principal has been given the responsibility of booking substitute teachers for a particular school, one could argue that supervision begins with the decision regarding which substitute teacher to call for an assignment. This responsibility is quite important, since the principal has an opportunity to try and provide some consistency by having the same substitute teachers in the building as often as possible. Having substitute teachers continuously work in different buildings causes challenges for both the substitute and the school. Jenkins et al. (2009) indicated that “getting to know the students, staff and ways of working in a particular school were impossible when often they were teaching in a different school each day” (p. 67). This challenge of building relationships and feeling part of the staff when substitute teachers are never in the same school for any length of time was also noted by Duggelby and Badali (2007, p. 29). Additionally, it is next to impossible for substitute teachers in this kind of circumstance to get to know any specific learning needs of students, thus preventing the substitute from providing any kind of additional support that may help an individual student’s achievement (Woods, 1997, p. 309). For the school principal, having substitute teachers who are familiar with the staff, students, and school routines can often have a huge effect on how much supervision will be needed.
The school administrator plays an important role in supporting the substitute teacher. The school principal will often set the tone for the school and, by action and attitude, can have a huge influence on how the substitute teacher feels about their experience in that respective school. According to Jones (1999), on-site administrators can have a profound impact on substitute teachers and is the key to a quality substitute teaching program (p. 4). The principal provides the leadership in working with classroom teachers to establish the necessary supports that need to be in place within the classroom, such as effective lesson plans and supplementary information that may be contained in a special folder. In fact, one of the most important functions the principal needs to perform is to ensure that classroom teachers have adequate lesson plans and organize their workspace in preparation for the substitute teacher (Purvis & Garvey, 1993, p. 371). Quite often, substitute teachers lack sufficient information to carry out their duties. Coverdill (2007) insisted that substitutes often work from a profound deficit of information that ranges from nonexistent lesson plans or ones that make no sense, to not knowing the location of essential materials and supplies and information regarding the key areas of the school (p. 545).

In order for teaching and learning to continue uninterrupted, there must be a detailed lesson plan provided for the substitute teacher, and it is the classroom teacher’s responsibility to provide a lesson plan that fosters more than just busywork (Wheeler-Ayres, 2005, p. 52). Brace (1990) stated,

Regular teachers should be aware of their responsibilities when preparing for substitutes. All regular teachers should ensure that a copy of their daily schedule is readily available in the office, as well as instructions about where lesson plans and seating charts are
located, a statement of their own classroom rules, and a confidential list of any special
problems (e.g., student health conditions). (p.75)

When substitute teachers have detailed information about the class, then they should have little
difficulty in assuming the role of teacher in the classroom (Simmons, 1991, p. 97). This detailed
information could include student names and seating plans, contact names within the school from
whom they can get assistance, emergency plans, classroom rules and expectations, and some
guiding principles on the discipline model followed by the classroom teacher (Brace, p. 75). A
folder containing these basic pieces of information is critical for the substitute to carry out
his/her duties in the absence of the classroom teacher, and it is the responsibility of principals to
take over the classroom effectively.

Another element of supervision carried out by the school principal is that of regular
monitoring and support when the substitute teacher is in the building. Lassmann (2001)
indicated that this regular monitoring is important for several reasons (p. 627). First, it sends a
message to substitute teachers that their job is important enough for an administrator to be
checking in with them during the day. However, it also has the advantage of letting the teachers
know that their classrooms will be monitored by the principal and that they need to have the
necessary lesson plans and adequate information available in order for the substitute to
experience success in their classrooms. Third, some of the classroom management problems that
arise because of the presence of substitute teachers can be diminished when students know that
the principal is periodically checking in. Finally, this regular monitoring provides information to
the principal in weeding out unproductive substitutes and finding help for those substitutes who
need it. Thus, regular monitoring by the principal or a designate is an essential component of supervision.

The final element of supervision at the school level is the presence of an effective communication model. The school needs a process in place that allows the substitute teacher to provide feedback to the classroom teacher on the events that have happened in his/her absence. Likewise, the substitute teacher needs to receive feedback from the classroom teacher on how he/she perceives the day has gone, as well as any feedback the students may have provided. Glatfelter (2006) indicated that this type of feedback loop would also be beneficial in fostering long-term relationships between the classroom teacher and the substitute teacher (p. 101). In addition, the substitute teacher should receive feedback from the school administrator. In order for this to be effective, the school administrator must take the time to observe the substitute teacher in action, and to connect with students and the classroom teacher upon his/her return. Simmons (1991) recommends that some type of evaluation based on feedback from the regular teacher and from direct observation should be implemented in the school (p. 97). In this way, the school administrator can provide recommendations and insights for improvement. Not only do substitute teachers need to know what they do well and where they need to improve, but the principals need this essential information so they can provide the substitutes help in improving and, for those who do not work to improve, make the tough decision around whether to invite the substitute back (Lassmann, 2001, p. 627). This type of feedback is critical for professional growth and, if we want substitute teachers to become competent professionals, then the school must take responsibility in providing feedback and suggestions for improvement:

A feedback and support system could identify which substitutes work best in particular situations, and have them selected to substitute in their optimum area most of the time. In
order to have a successful substitute program, what substitutes are expected to do and what they actually accomplish should be very similar. (Lassmann, p. 627)

In conclusion, it is important the school provide an effective way for the substitute teacher, classroom teacher, and school administrator to communicate with one another, recognizing that effective communication forms a key part of the foundation for ongoing positive relationships and effective supervision.

**Formal Evaluation of Substitute Teachers**

At this point, it is necessary to provide a clarification of what is meant by formal evaluation. Obviously, evaluation entails many of the aspects mentioned previously in the section on supervision. However, for the purposes of this project, the term *formal evaluation* refers to a formal process that culminates in a summative report that highlights the substitute’s strengths and challenges. Most would argue that when information gleaned from feedback and regular monitoring is used to make decisions regarding continued employment opportunities for the substitute teacher, then this is indeed evaluation, even though this information may not be documented in any kind of report. Thus, the process of supervision is closely linked to evaluation and is necessary in order for a summative evaluation report to be accurate. Nevertheless, for our purposes in this study, formal evaluation is denoted by a summative report that is completed for the substitute teacher.

When reviewing the literature around formal evaluation for substitute teachers, it becomes quite obvious this is an area that has received very little attention. The reason may simply be that very few substitute teachers undergo any kind of evaluation. In a study done by Griswold and Hughes (1999) noted that observations by the principal still comprise the evaluation of choice and only 20% of principals surveyed actually use a formal report that is
included in the substitute’s file (p. 9). Because of this lack of literature on the topic of formal evaluations for substitute teachers, I have decided to access some of the literature available on teacher evaluation. Substitutes are teachers, even though they may not fulfill all the duties of the classroom teacher. Nevertheless, as noted earlier in this paper, substitutes are expected to fulfill the basic job requirements of the classroom teacher and are held to the same standard of teaching. As such, some of the components of effective teacher evaluation should apply to substitute teachers.

The literature around teacher supervision and evaluation is exhaustive, but it is not the purpose of this review to provide a detailed overview of that literature or argue that the components of teacher evaluation should apply to substitute teachers. Instead, in the absence of literature regarding formal evaluation for substitute teachers, I have decided to pull some basic information available on teacher evaluation, in order to determine whether some of the components identified in the literature may appear in the study and become applicable to a model of evaluation for substitute teachers. Koops and Winsor (2005) stated that effective evaluation should hold teachers accountable while encouraging them to remain current in their fields and reflect on their practice (p. 61). The authors added that observation, supervision, and evaluation should be welded together in a process that provides “a vehicle for encouraging and motivating teachers, rewarding excellent performance while helping teachers gain realistic appreciations of their abilities, and make administrative decisions about teaching assignments and rehiring” (p. 62). Danielson (2010) gave two fundamental reasons for doing evaluations in the first place: to ensure teacher quality, and to promote professional development. The challenge is in merging these two purposes into an effective model of evaluation (p. 36-37). Danielson added that, in
order to have a model of evaluation that is effective in promoting teacher growth, several practices need to happen:

If we want teacher evaluation systems that teachers find meaningful and from which they can learn, we must use processes that not only are rigorous, valid, and reliable, but also engage teachers in those activities that promote learning—namely self-assessment, reflection on practice, and professional conversation. (p. 38)

Evaluation in many ways is another form of feedback and Donaldson (2010) noted that teachers express a strong desire to have more concrete, detailed feedback (p. 56).

Although summative reports rarely provide detailed feedback, a process that allows for professional conversations can provide teachers and substitute teachers with the type of feedback that they find beneficial. In order to achieve the maximum benefit, feedback needs to be face-to-face and take place within 24 hours of the classroom visit (Marshall, 2005, p. 733). Focused feedback is an essential part of the process because it is real and meaningful for the teacher, and it connects changes in instructional practices to improvements in student learning (Feeney, 2007, p. 195). In fact, teacher evaluations should accomplish the same outcomes associated with student assessment:

When I think about what I would like teacher supervision and evaluation to become, I try to compare what I want to what I tried to do in my assessment of students’ learning every day in the classroom. I tried to give immediate and meaningful feedback so that students could develop and advance in their understanding of the work they were expected to do. I deeply understood their developmental stages and had a clear idea of what they were expected to know and be able to do as they developed. I tried to head off problems and concerns by providing more help and support when I assessed the student did not
understand a concept. And I embedded assessment into every interaction so that assessment informed my practice. At the very least, I think a teacher evaluation system should do just that – inform practice. And at the very best, it should inform practice in a way that enables them to be highly accomplished teachers. (Bernstein, 2004, p. 83)

The challenge for administrators is in finding time to conduct meaningful observations where they can accurately assess the work of teachers and then engage them in professional conversations about practice (Danielson, p. 39).

To conclude, literature on teacher evaluation points to several key components: meaningful observations, professional conversations wherein teachers have an opportunity to reflect on their practice, concrete and detailed feedback that informs teacher practice, and a summative report that documents areas of strength as well as challenges, in order to ensure teacher quality. Investing in a comprehensive model of teacher evaluation is necessary because it sends a message that teachers are professionals doing important work (Toch, 2008, p. 36). I would argue that a comprehensive evaluation model for substitute teachers would send the same message, and the components identified above for teacher evaluation could be incorporated into a model for substitute teachers.

**Professional Development for Substitute Teachers**

A large part of any effective substitute teacher supervision and evaluation model should be professional development. Substitute teachers want and need professional development (Duggleby, 2007, p. 19). This argument is supported by Glatfelter (2006), who found that every substitute teacher reported an interest in receiving some form of professional development (p. 55). Recognizing that the role of the substitute teacher is quite challenging, it is important they receive professional development opportunities that prepare them to do a quality job of teaching.
students (Ediger, 2002, p. 3). Jones (1999) added that professional development is as essential for substitute teachers as it is for permanent teachers, and pointed out that “schools that have implemented training programs have increased their substitute teaching pools, decreased complaints, and improved the quality and continuity of classroom instruction” (p. 4). In fact, if professional development is required for permanent teachers so they can remain current in their skills and techniques, then common sense would dictate the same would be beneficial for substitute teachers, maybe even more so (Lunay, 2004, p. 28).

One way of encouraging and providing for this growth in substitute teachers is to invite them to participate in the professional development days that are organized by the school division for the regular teaching staff (Duggleby, p. 21). In addition to providing professional growth for the substitute teacher, it also provides another opportunity for the substitute teacher to develop relationships with classroom teachers. As classroom teachers engage in professional dialogue with the substitute teacher in this type of venue, there is a greater likelihood of existing staff viewing these substitute teachers as professional colleagues, worthy of the recognition and respect due to other colleagues, and valued members of the staff (Brace, 1999, p. 75). Jones (1999) indicated that “professional acceptance and social inclusion often play a larger role in substitute teachers’ job satisfaction than monetary compensation” (p. 2). Thus, including substitute teachers in professional development contributes toward creating a sense of belonging for the substitutes, as well as developing professional acceptance by existing staff members. In summary, providing professional development opportunities for substitute teachers provides them with the skills necessary to carry out their duties, allows them to stay current in their professional practice, and creates a greater sense of belonging and professional acceptance.
Conclusion

Research indicates that the number of days requiring the services of a substitute teacher is on the rise and that student achievement is impacted when substitute teachers are utilized. Literature on the topic of substitute teacher supervision and evaluation supports the conceptual framework of the proposed study by recognizing that supervision and evaluation begin at the time of hire and proceed through the basic steps of orientation, supervision, formal evaluation, and professional development. The literature identifies the necessity of each of these components and the basic elements within each that will provide the foundations for a successful model of supervision and evaluation for substitute teachers. The methodology of the study was chosen to gather insights from substitute teachers, principals, and classroom teachers who would identify the key elements within each of these components that can be implemented in a model of supervision and evaluation for substitute teachers.
CHAPTER III

METHODOLOGY

Throughout a career as a classroom teacher, principal, and senior administrator, I have had opportunity to engage other educators in dialogue regarding the impact of substitute teachers on the teaching and learning process. Throughout these discussions, we often surmised that student learning is negatively affected when a substitute teacher is utilized in the classroom. Although scant at this point, research is emerging to verify that student achievement is negatively impacted when the classroom teacher is absent. As educators, we understand that the greatest single factor affecting student achievement is the classroom teacher and, in his/her absence, the role of the substitute teacher has to be able to take over and continue the process of teaching and learning. Just as research has shown that an effective supervision and evaluation model for classroom teachers will improve instruction, and hence student learning, an effective supervision and evaluation model for substitute teachers will improve the quality of instruction, will improve the conditions in which they work (possibly encouraging more people to fill these roles), and ultimately improve the learning conditions for students, which in turn will impact student achievement. This chapter provides a description of the research methodology and design employed in conducting the study, an overview of the research sample, data collection, trustworthiness and triangulation of data, ethical considerations, and data analysis procedures. The chapter concludes with a brief discussion of the limitations of the study.

Research Methodology

This research study utilized a mixed methods approach, with a focus on the qualitative exploration of the individual and collective experiences of stakeholders associated with the substitute teacher programs in two rural school divisions in the province of Manitoba, supported by quantitative data from participant questionnaires. Mixed methods research is one wherein the
researcher combines both qualitative and quantitative forms within a study (Creswell, 2009, p. 4). Johnson and Onwuegbuzie (2004) stated that mixed methods research is “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (p. 17). The goal of mixed methods research is to draw from the strengths of both while minimizing the weaknesses of each (Johnson & Onwuegbuzie, p. 15). The strength of qualitative study lies in the exploratory nature of the research. Qualitative researchers “study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2008, p. 4). By contrast, quantitative studies seek to examine the relationships between variables (Denzin & Lincoln, p. 14). These variables in turn can be measured so that numbered data can be analyzed (Creswell, p. 4). Mixed methods research uses multiple approaches to answer research questions, recognizing the fundamental issue of using the best methods to yield the most useful answers. Many research questions are most fully answered through a mixed methods approach (Johnson & Onweugbuzie, p. 17-18). As such, the decision was made to use a mixed methods approach, believing that it would provide more comprehensive data to address the purpose of the study.

This study used data from participant interviews to build on the results gathered from participant questionnaires to develop a broader understanding of the views of three specific groups involved in substitute teacher supervision and evaluation: school principals, classroom teachers, and substitute teachers. Researchers use a mixed methods approach for various reasons, such as “to broaden understanding by incorporating qualitative and quantitative research, or to use one approach to better understand, explain, or build on the results from the other approach” (Creswell, 2009, p. 204-205). The data from both the interviews and the
questionnaires were collected simultaneously during one collection phase. Creswell referred to this approach as a concurrent embedded strategy, where the primary method guiding the project is qualitative data gained through the interviews, but there is a secondary quantitative database from the questionnaires that provides a supporting role (Creswell, p. 214). This mixed methods model is attractive for several reasons:

A researcher is able to collect the two types of data simultaneously, during a single data collection phase. It provides a study with the advantages of both quantitative and qualitative data. In addition, by using the two different methods in this fashion, a researcher can gain perspectives from the different types of data or from different levels within the study (Creswell, p. 215)

This mixed methods study encouraged the sharing and elaboration of each of these perspectives through participant questionnaires and interviews in order to create a model of supervision and evaluation that will lead to individual and school improvement.

A mixed methods approach was chosen for this study, with an emphasis on qualitative data gathered through interviews supported by quantitative data from participant questionnaires to provide triangulation. The qualitative portion of the process was essential to gleaning further insights on the various categories identified in the conceptual framework. A purely quantitative approach would have presented difficulties in gathering sufficient information. To do so would have required an exhaustive questionnaire that may have placed a large time demand on participants to complete. Considering the difficulty experienced in obtaining volunteers for this type of study, one requiring even more time would potentially have greater difficulties in recruiting participants. As it was, there were not enough volunteers from the originally targeted school division, and a second school division was contacted to solicit further volunteers for the
study. Additionally, the interviews facilitated the sharing of information that had been gathered through the literature review to incite some deeper reflections on the topic and to encourage participants to think about the topic outside of their current mode of reference. The qualitative data was time consuming in collecting, transcribing, and coding, but provided exciting opportunities to get to know other people in the profession and to engage in professional discussions with participants.

**The Research Design**

The primary intent of the current study was to explore the key components of a model of supervision and evaluation for substitute teachers. The conceptual design identified four categories that provided the framework and direction for the collection of data, and were broad enough to allow for the exploration of participant responses to fully address the study question. Within each of the four categories (orientation, supervision, formal evaluation and professional development), the study explored the need for each category and the role of each participant group. Every attempt has been made to acknowledge and bracket my own presuppositions and attitudes based on my current position, as well as my history as a school administrator in a neighboring school division, in order to examine situations through the eyes of the participants. My position was acknowledged not only during data collection and analysis, but also in the final reporting process. Each of the participant groups brought very different perspectives on the supervision and evaluation of substitute teachers: administrators who were directly responsible for carrying out the supervision and evaluation of all staff in their buildings; classroom teachers who worked very closely with substitute teachers and had formed strong opinions as to what currently works and what needs to be improved; and substitute teachers who would be directly affected by any changes made in the supervision and evaluation process.
Sampling

The study used stratified sampling to gather the necessary data. The target population for the study consisted of all substitute teachers, classroom teachers, and administrators in the two school divisions selected. The sample population consisted of four school principals, four classroom teachers, and three substitute teachers (one of the substitute teachers withdrew from the study due to personal reasons prior to the start of data collection) for a total of 11 people. All participants in the study had experience in other areas of education other than their current positions, which allowed them to bring different perspectives from those roles. Additionally, five of the participants had experience in other school divisions, which provided some insights regarding practices that have been tried in other school divisions. A summary of participant demographic data is provided in Table 1.

Table 1 – Summary of Participant Demographic Data

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>CT’s</th>
<th>ST’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many years have you been a school administrator/CT/Sub?</td>
<td>15/9/15/8</td>
<td>1/6/14/7</td>
<td>15/8/6</td>
</tr>
<tr>
<td>Have you worked as a school administrator/CT/sub in another school division?</td>
<td>N/N/Y/N</td>
<td>N/Y/N/Y</td>
<td>Y/Y/N</td>
</tr>
<tr>
<td>How many years have you worked as a classroom teacher? (Admin only)</td>
<td>7/20/24/14</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Have you ever worked as a substitute teacher?</td>
<td>Y/Y/N/N</td>
<td>Y/Y/N/Y</td>
<td>Y/Y/Y</td>
</tr>
<tr>
<td>Have you ever worked as a classroom teacher?</td>
<td>Y/Y/Y/Y</td>
<td>Y/Y/Y/Y</td>
<td>Y/Y/Y</td>
</tr>
</tbody>
</table>
The four principals represented the full K-12 spectrum: one principal was from an early years school, one was from a middle years school, one was from a high school, and one principal was from a K-12 school. All four individuals were experienced school administrators with a combined total of 47 years’ experience in school administration and a combined total of 65 years’ experience as classroom teachers. Additionally, three of the four individuals worked as substitute teachers for a portion of their careers.

The four classroom teachers had a combined total of 28 years’ experience in education: one of the teachers was in her first year as a teacher, two of the individuals had 6 to 7 years’ experience, and one teacher had 14 years’ experience in the classroom. The four participants in this category had collective experiences ranging from early years to high school. Three of the four classroom teachers had also worked as substitute teachers at some point in their career. The classroom teachers indicated that they had substitute teachers in their classrooms on average from 6 to 15 days per year.

The three substitute teachers in the study had 29 years of combined experience as substitute teachers and all had worked as regular classroom teachers at some point in their careers. Two of the three individuals were retired teachers who had decided to substitute teach in their retirement. Two of the three had worked in other school divisions during their careers and indicated that they worked on an average of 60 to 100 days per year as substitute teachers. The three participants in this category also had collective experiences ranging from kindergarten to grade 12.

Prior to contacting individuals for participation in the study, the superintendent of each school division was contacted for permission to invite individuals to voluntarily participate. Approval was granted and a letter was distributed by the school division to all school
administrators, classroom teachers, and substitute teachers, inviting them to participate in the study and providing them with my contact information. All individuals who volunteered were selected for the study, which provided four candidates from each of the three categories. Unfortunately, due to personal circumstances one of the participants withdrew from the study prior to the interviews, leaving a total of 11 individuals.

**Data Collection**

Mixed methods inquiry relies on data collection from several sources. Qualitative data collection allows participants to share their views relatively unconstrained by the researcher’s perspective and manifests multiple perspectives in the final report. Quantitative data collection allows the researcher to analyze numbered data in order to examine the relationships among variables. The data sources for this mixed methods study included respondent questionnaires, participant interviews, and researcher notes.

**Respondent Questionnaires**

A questionnaire was given to each participant in the study prior to the interview (see Appendices A, B, and C). The questionnaire consisted of 17 questions related to the four areas in the conceptual design, some basic demographic information, and a section for additional comments. Questions were designed to be parallel in each of the questionnaires, in order to show levels of disparity between the groups involved in the study. The questionnaire served three purposes: (1) to gather demographic data on each respondent, (2) to gain insights into the research problem when the respondent has time to reflect on their answers without the formalized setting of an interview, and (3) to have respondents reflect on the research problem in advance of the interview, in order to generate reflective ideas during the interview. Following the completion of the questionnaires, each participant was interviewed to further expand on the
areas in the conceptual design. Respondent questionnaires were collected when the respondent attended the interview. Each questionnaire was identified with the pseudonym assigned to the respondent. Questionnaires were stored separately from the interview transcripts, but were linked by the pseudonym provided.

**Interviews**

Interviews were expected to be the most informative source of data for the study and took approximately 35-45 minutes to complete. Information gleaned from the literature review was used to probe respondent answers to the interview questions. At the beginning of each interview, respondents were asked for permission to audio record the conversation and were informed that a typed transcript would be made of the audio recording. Additionally, respondents were informed that notes would be taken during the interview, and would also be taken for any conversations that occurred after the audio recorder was turned off. Finally, respondents were provided the opportunity to send additional thoughts to be included as part of the interview notes after the interview was concluded.

The same interview protocol was followed as much as possible for each respondent, and every attempt was made to make the interviewees feel comfortable and relaxed. However, not all of the interview questions for each participant in the same stakeholder category were asked in exactly the same way. Interview questions were adjusted as necessary in order to facilitate a conversational flow within the interview context. Settings were chosen by the respondent and arrangements were made, as much as possible, to protect their privacy. Furthermore, while some respondents chose to be interviewed on site during classroom hours, others preferred off-site locations. The interview location and time were negotiated with each respondent ahead of time.
If the analysis of the data had revealed information gaps, then follow-up interviews would have been used with a critical sampling (focus group) for the respective category. However, no gaps were noted, and data collection ended when it was deemed the categories identified during analysis of the data had been saturated.

**Researcher Notes**

The data collected via questionnaires and interviews were supplemented by my own ongoing impressions, reflections, and interpretations. An important part of interviewing was the private “follow-up sessions” in which I reflected on and noted the general impressions of the interview process and the content of the interview conversations: what was covered, what remained to be covered, what non-verbal messages were transmitted, what new ideas emerged, etc. Additionally, recognizing that some people feel more relaxed once they know the voice recorder is turned off, some respondents provided some important information that was included in my notes as opposed to the interview transcripts. For these reasons, the researcher’s notes formed an important part of the data collection process.

**Trustworthiness and Triangulation**

The trustworthiness of this study’s data depended on careful construction of the questionnaire, skillful interviewing of the participants, accurate checking of the interview transcripts, thorough description of the research context and results, and honest discussion of such limitations as restricted sampling and researcher bias and position in a neighboring school division. The interviews followed the protocols designed for the different stakeholder categories. The researcher openly presented his bracketed position as researcher, as one of the multiple perspectives manifested in the report.
Triangulation was achieved by collecting data in different ways and from different people. There were three primary sources of data: participant questionnaires, interview notes (which also included conversations that took place after the voice recorder had been turned off) and interview transcripts. Additionally, although no respondent chose to do so, all were invited to provide follow up information after the interview if they felt there was information overlooked in the interview. Individuals from three different stakeholder groups were invited to share their perspectives: school administrators, classroom teachers, and substitute teachers.

**Ethical Considerations**

Everyone who volunteered for the study had the conditions for informed consent explained to him/her orally before signing two copies of the consent form, one for the participant to keep and the other for the researcher to keep. A condition for informed consent was that any participant may have chosen to withdraw participation - and have his/her data up to that point destroyed – at any point during the data collection phase of the study. All personal documents remained the property of their contributors, with permission to reproduce only those portions that pertain to the research question. Interviews were audio recorded and took place in a location of each of the interviewee’s choosing. The ethical focus for collecting the data was in ensuring the participants felt comfortable with the research purpose and procedure, and that there was no deception on the part of the researcher. All participants were informed of the confidentiality of all responses. Participants were assured that their participation in the study would not have any impact on their employment and that, by consenting, participants have not waived any rights to legal recourse in the event of research-related harm. All participants were provided a copy of the letter of informed consent and the letter was reviewed at each stage of the data collection. The ethical focus for analyzing the data and writing the final report was on accurately interpreting
and reporting stakeholders’ perspectives, given the acknowledged limitations due to the
researchers’ own positioning in the process.

For the questionnaires and interviews, individuals within the same stakeholder category
were asked the same open-ended questions. All participants were told they have the right to
refuse to answer any questions with which they are uncomfortable. The last interview question
was, “Is there any question you wish I had asked that I didn’t, or anything you would like to add
to something already discussed?” In order to protect the interests of individual participants,
information that did not relate to the stated research purpose and question was not included in the
final report.

The interviews followed the protocols designed for the different stakeholder categories. I
openly presented my bracketed position as researcher, as one of the multiple perspectives
manifested in the report. In my role as researcher, I was not an immediate supervisor for any of
the individuals involved in the study, and participants were assured of the separation of
researcher and my official position in a neighboring school division.

All data were kept in a locked, secure location. To protect the anonymity and
confidentiality of the individual participants, all responses from the interviews and the
questionnaires were coded with pseudonyms. A third party transcriber was used to assist with
transcriptions, but all recordings were identified with the pseudonym prior to being given to the
transcriber. Informed consent forms were stored separately (and in a different order) from the
questionnaires and interview transcripts. A list linking “real names” with pseudonyms was kept
under separate cover for the duration of the study, and then destroyed once the data analysis was
complete. Only my faculty supervisor and I had access to the raw data until it was destroyed
upon completion of the project.
The study was conducted as per the research protocol and consent forms approved by the Brandon University Research Ethics Committee (see Appendix D).

**Data Analysis**

In this mixed methods study, iterative coding began as soon as the respondent questionnaires were received. I first looked for background information, such as years of experience, number of days worked as a substitute teacher in the past year, and varied experiences in education. Analysis started with a simple count of responses in each participant category. From there, the data were analyzed to examine comparisons between each of the participant categories. Finally, data from the questionnaires concluded with an examination of the summary of the data to determine whether obvious themes or trends emerged. At this stage of data collection, the goal was to begin the overall research analysis process and also uncover ideas that would help to probe respondent answers to interview questions later.

Once interviews were completed and transcribed, open and axial coding began with the transcriptions. Periodically throughout this stage of analysis, it was necessary to return to the questionnaires to look for more information that supported and/or contradicted the interview findings. During this stage of data collection, the goal was to uncover ideas that would help to understand the respondents’ individual experiences and ideas related to a substitute teacher supervision and evaluation model.

After repeatedly reviewing and coding each document and interview transcript to the point where no new category properties or dimensions emerge, I began to code the data selectively into larger frameworks of related categories for individual respondents and groups of stakeholders involved in a substitute teacher supervision and evaluation model. The goal was to integrate the findings into a set of recommendations for an effective model of supervision and
evaluation for substitute teachers. These recommendations were then compared with information from the literature review as the final report was written.

**Limitations**

The first limitation of this mixed methods study was the size of the sample group. A total of 11 respondents from a target population of approximately 400 brings into question the accuracy of the results being representative of the target population.

The second limitation was the fact that this study was limited to two rural school divisions in the province of Manitoba. As such, the findings cannot be generalized to the larger education system. Each school division has different criteria for hiring substitute teachers, with many rural divisions accepting individuals without teaching degrees and, in some cases, without any post-secondary training at all due to circumstances around finding a sufficient number of individuals to cover teacher absences. As well, divisions follow many different procedures in how they manage their substitute teachers, which affects any model of supervision and evaluation that is adopted. This study was intended to integrate the findings into a set of recommendations for an effective model of supervision and evaluation for substitute teachers in Garden Valley School Division. There may be aspects of the study that other divisions find useful in their particular setting, but it was not intended to be generalized for the larger education system.

Finally, because the study was conducted outside of Garden Valley School Division, there is no way of knowing whether the views presented accurately reflect the views of the respective stakeholder groups within this school division. Because of the geographical proximity of the participating school divisions with Garden Valley, similar cultural demographic, and the fact that all are rural school divisions in Manitoba, there is reason to believe the viewpoints
presented by the participants should closely represent the viewpoints of their colleagues in Garden Valley. However, as mentioned previously, since the size of the sample group was small and the project was restricted to two school divisions, it does carry a risk that the viewpoints expressed in the study do not accurately represent the viewpoints of the respective stakeholder groups in Garden Valley School Division.

Conclusion

This chapter provided an overview of the mixed methods approach used for this study and the rationale for selecting this approach. A discussion of the research design, sampling, and data collection was provided, followed by an explanation of how trustworthiness and triangulation would be achieved throughout the study. The chapter concluded with a discussion of the ethical considerations, data analysis, and limitations of the study. The next chapter focuses on the presentation of the data.
CHAPTER IV

FINDINGS

The purpose of this study was to collect data related to a model of supervision and evaluation for substitute teachers, with a focus on exploring the key elements necessary for such a model to be effective. Both qualitative and quantitative data were collected through the study, in an attempt to provide triangulation. Interviews were conducted with all participants and questionnaires were completed in their entirety, with the exception of one question by one respondent. Only four of the respondents opted to provide additional comments on the questionnaire. The chapter begins with an overview of the findings from the questionnaires, followed by a summary of the findings from the interviews.

Primary Findings

A summary of the quantitative findings from the questionnaires is provided in Table 2, followed by a written overview of how each participant group responded within each of the four categories of the conceptual design. Further detailed information from the questionnaires can be found in Tables 3-5 in the appendices.

In looking at the data from the questionnaires, it is evident that, for the most part, the participant groups involved in the study were generally consistent in their agreement that a model of supervision and evaluation is needed for substitute teachers. There was agreement among all classroom teachers, substitute teachers, and principals that an orientation process for substitute teachers is needed and that each group has a role to play in that process.

All three groups generally agreed there needs to be a process of supervising substitute teachers, and they agreed that principals should be involved in that process. However, they were
Table 2 - Summary of Questionnaire Responses for all Respondents

<table>
<thead>
<tr>
<th>LEGEND</th>
<th></th>
<th>SA</th>
<th>SWA</th>
<th>SWD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = strongly agree(SA)</td>
<td>2= somewhat agree (SWA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = somewhat disagree(SWD)</td>
<td>4 = strongly disagree(SD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Respondents = 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Should an orientation process be provided to assist substitute teachers</td>
<td></td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Should the classroom teacher be involved in an orientation process for substitute teachers</td>
<td></td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3. Should the school principal be involved in an orientation process for substitute teachers</td>
<td></td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Should the school division be involved in an orientation process for substitute teachers</td>
<td></td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Is there a need for a process of supervision for substitute teachers</td>
<td></td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Should the classroom teacher be involved in supervising the substitute teacher</td>
<td></td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>7. Should the principal be involved in supervising substitute teachers</td>
<td></td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Should the school division be involved in supervising substitute teachers</td>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Is there a need for a formal evaluation process for substitute teachers</td>
<td></td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Should the classroom teacher be involved in a formal evaluation process for substitute teachers</td>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Should the principal be involved in a formal evaluation process for substitute teachers</td>
<td></td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>12. Should the school division be involved in a formal evaluation process for substitute teachers</td>
<td></td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>13. Should professional development opportunities be made available to substitute teachers</td>
<td></td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Should substitute teachers be involved in professional development</td>
<td></td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Should the classroom teacher be involved in providing professional development for substitute teachers</td>
<td></td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>16. Should the principal be involved in providing professional development for substitute teachers</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>17. Should the school division be involved in providing professional development for substitute teachers</td>
<td></td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
split as to whether the classroom teacher and the school division should be involved, with principals and classroom teachers agreeing somewhat and substitute teachers disagreeing. As for formal evaluation, there was general agreement that a need exists to have such a process, but the groups were split as to who should be involved. Principals disagreed that they should be involved in this process, but substitute teachers felt that both classroom teachers and principals should be involved. Classroom teachers were split on the issue of whether the principal should be involved in a formal evaluation process for substitute teachers.

Again, there was general agreement among all three groups that the school division not be involved in a formal evaluation process for substitute teachers. There was also general agreement across all three groups that professional development opportunities should be made available to substitute teachers, with general disagreement that classroom teachers need to be involved in that process. The groups were split as to whether the principal should be involved in providing opportunities for professional development. In summary, although participant groups may have differed slightly in their opinions of the role that principals, classroom teachers, and the school division should play in the process, there was consistent agreement that substitute teachers should be afforded a process of supervision and evaluation that involves orientation, supervision, formal evaluation, and professional development.

These findings from the questionnaires, along with the comments provided on the questionnaires, the data collected from the interviews, and the data from researcher notes, indicate multiple themes in each of the four categories of the conceptual design. For ease of reference, the findings are arranged in themes according to the categories identified in the conceptual design.
Orientation

Orientation for substitute teachers was seen as a necessity by all three groups of respondents. Although the majority identified the school division as being primarily responsible for organizing orientation sessions, respondents recognized components that would need to be done at the school level by principals. The data focused mainly on three key themes: preparing for substitutes in the school, providing a handbook for substitute teachers, and providing orientation sessions.

**Preparing for substitute teachers.** Emerging from the data was a distinct theme related to preparations that need to be done prior to having substitutes come into the building. Respondents often referred to items that they felt needed to be in place in order for a substitute teacher to have a successful, positive experience. This theme underscores the importance of schools’ planning in advance and having an intentional design in how they will support substitute teachers.

The first area identified by respondents that need to be prepared in advance is in creating a welcoming culture within the school for substitute teachers. Obviously, substitute teachers were quick to point out the necessity of having a welcoming culture from their standpoint, but principals and classroom teachers also noted the importance of having this kind of culture. Respondents noted that substitute teachers are in high demand in rural areas, and having a welcoming culture is critical in having these individuals feel comfortable, that they belong, and want to continue to provide substitute services in a particular school. In creating a welcoming culture, it was noted that all staff needed to be part of this by acknowledging substitute teachers when they are in the building, offering to provide help and support as needed, and generally treating substitute teachers as a guest in their school. This finding is consistent with Duggleby’s
argument that an atmosphere of collegiality among all staff members is necessary for substitute teachers to feel they are part of the school team (Duggleby, 2007, p. 20). In fact, several respondents indicated that in their school they refer to substitute teachers as “guest teachers” and feel that it conveys a more positive, inviting image.

It was also pointed out that a huge part of a welcoming culture is established in the staff room, where everything from seating arrangements and engaging substitute teachers in conversation can go a long way in making them feel they are part of the staff. Additionally, several substitute teachers indicated that a large part of making them feel welcomed in the school was being introduced during the morning announcements so that the whole school was aware of their presence in the building and the teacher for whom they were covering for the day. A classroom teacher pointed out that during her time substitute teaching, she would often be introduced to the students in the classroom by the principal or vice principal. This respondent stated,

That would make me feel really welcome and good. I’ve had a principal do that for me before subbing and it was a really good feeling. You don’t feel like you’re walking into the classroom and everyone is wondering. You’re kind of alone, especially if it’s your first sub job. It can be kind of intimidating when you walk into 20 students.

Another part of creating a welcoming culture is working with students in advance regarding expectations when a substitute teacher is in the classroom. It is important that students understand what is expected of them when a guest teacher is visiting for the day and provide the individual with respect.

Finally, how teachers prepare for a substitute in their classroom will be a large factor in determining whether a substitute teacher feels welcomed or not. Respondents overwhelmingly
indicated that effective substitute teacher plans require a good balance between busy work and instructional activities. Substitute teachers especially noted that they preferred lesson plans with a good balance between busy work and instructional activities, and that they really wanted the opportunity to teach and not just monitor busy work. Patterson (2007) concurred with this finding and stated that substitute teachers want to be more than just babysitters (p. 48). One classroom teacher indicated,

I know as a former sub teacher myself, I also appreciated being able to teach when I was in the classroom not just provide busy work. That made it a very long day for me if it was just busy work. But if I was teaching in math or teaching social studies or science then I’m busy teaching and they’re busy learning it and that period goes much faster and then the day goes much faster.

In fact, a principal also indicated that only busy work was not sufficient and if she received feedback from a substitute teacher who reported a day of busy work, then the principal would have a follow-up conversation with the classroom teacher to discuss the necessity for effective substitute teacher plans.

Substitute teachers indicated that classroom teachers who have effective substitute folders or binders with sufficient information were a huge support for them. Effective substitute folders not only require information on that day, such as a day plan, but it was noted by classroom teachers, principals and substitute teachers that more comprehensive information needs to be included in these folders. Respondents identified a long list of information that could be included in such a folder: items such as special needs children in the classroom and the assistants who work with them; emergency plans; classroom procedures such as dismissal time; location of materials and supplies; any specific behaviour concerns that the substitute teacher should be
aware of; students who may require medication or some other medical support; seating plans; and any special passwords that may be needed to access the school’s network. Several respondents noted that often a substitute teacher will not have time to go through all that information but having it available in case it is needed is a probably a good thing. In conclusion, it was noted by respondents there are many aspects that schools need to prepare in advance of substitute teachers coming into the building.

**Providing a substitute teacher handbook.** A second theme to emerge from the data regarding orientation is the need for some kind of substitute teacher handbook. Although most respondents did not use the term *handbook*, all respondents recognized the need for substitute teachers to have key pieces of information available to them as soon as they were hired in their role. This result is consistent with Brace’s (1990) argument that it should be a basic requirement of every school division to provide necessary information to support substitute teachers (p. 74). Since some substitute teachers are retired teachers from the school division, it was noted that this type of handbook is more critical for new graduates who may be hired onto the substitute list or individuals who have no prior knowledge or experience with the division. The following items were suggested for inclusion in a handbook: a map of the school division identifying where each of the schools are located, the contact names for each school, general emergency plans and important procedures that may be common in all schools, key policies of the school division that substitute teachers may need to be aware of (such as a discipline policy), and identifying some of the expectations for substitute teachers in the school division.

Most respondents felt that specific school information was more critical than a generic kind of handbook, since substitute teachers need to know the specific emergency plans or specific procedures for a particular school. Some respondents identified that this kind of school-
specific information was currently contained in a binder or folder that was a support document for substitute teachers, and also included the lesson plan for the day. However, the substitute teachers noted that too much information on the day when they are expected to cover the class is not necessary, since they would not have time to go through all that information. A classroom teacher who had previous substitute experience stated it this way:

I had a binder that the teacher would give me but I would seldom go through all that stuff. I don’t have time for that. To get there half an hour early you want to familiarize yourself, you don’t have time for a bunch of reading. I would like to say that it would be beneficial and it looks nice and it’s organized but I don’t think it would benefit the sub as much as having a single piece of a paper attached to the sub plan and just something simpler for them to just run through or skim over real quick. I think that would be a lot easier for a sub because that’s something that I would read as a sub.

One substitute teacher noted that it was nice to have all the information in one place in case it was needed, but what was truly essential was the class-specific information on that particular day.

However, it was also noted that merely providing a lot of information in advance may not guarantee that all substitute teachers will necessarily know the information either. One principal interviewed stated,

But I think sending it out by email or by hard copy is not going to be real effective with everybody. And I think face to face is the way to do it and if it means investing some time and money into it then that would be a better way to go than just sending out the information and expecting that everyone is going to read it.
The primary focus for providing this kind of information is to ensure that substitute teachers have sufficient information to carry out their duties effectively. Therefore, recognizing that certain pieces of information are important for substitute teachers to know, the issues that school divisions and schools must wrestle with are as follows: the information that should be provided in advance versus the information that is necessary on a particular day, the format best suited to contain the information, and the manner that is most effective in disseminating the information to substitute teachers. Regardless of the format used, it was agreed that some kind of handbook providing important information is a necessary resource for substitute teachers.

**Providing orientation sessions.** Respondents identified that orientation sessions need to be site specific. Data from the interviews revealed that new substitute teachers need to be familiar with the layout of the school in which they are working. As such, an opportunity to tour the school was noted by all respondents as being quite important. This tour would allow the substitute teacher to know the location of various areas within the school, provide the opportunity to meet staff (especially the office staff), gain some specific information around emergency procedures, and discuss some important procedures specific to the particular school, such as school day schedule and duty expectations. The majority of respondents felt this type of orientation should be conducted by the principal. In conclusion, although some orientation sessions can be offered at the divisional level, it was noted that school tours should be considered as an essential part of the orientation process.

**Supervision**

Three themes emerged from the data regarding supervision: consistent use of the same substitute teachers as much as possible within a specific school, the necessity and the benefits of
regular supervision or monitoring of substitute teachers, and the need for feedback. These three themes are explored in further detail.

**Consistent use of the same substitute teachers.** The first theme to emerge regarding supervision was the need for the consistent use of the same substitute teachers within a school. One principal noted that supervision really starts with deciding which substitute teacher to call for a particular assignment, ideally trying to match the right person with a certain class/grade and provide the students with the best possible substitute. The principal explained that when this is done effectively, it establishes the circumstances for success and alleviates many of the problems that can occur when the wrong fit is put into place. Respondents also identified that it would be ideal to have the same people come into the schools to cover classes as much as possible. Numerous benefits were noted by respondents, including building relationships with staff and students, familiarity with school routines and procedures, and the substitute teacher being viewed differently by students and staff. One administrator stated, “They know the children, they know the routines, they know their strengths and challenges. It’s most beneficial to the students.” Another administrator responded, “They are going to also feel comfort on a collegial level with teachers that are in the building and they will feel comfortable asking questions. They won’t withhold their questions for fear of appearing incompetent.” Jenkins et al. (2009) also noted that when substitutes obtain work in the same school consistently, they become viewed more as a valued “permanent fixture” by the students and the staff (p. 74).

Classroom teachers, as well, noted numerous benefits to having consistency with the same substitute teachers:

Especially knowing who is coming in and knowing that they have been here a million times I don’t have to tell them how to get to the computer lab. It saves me having to
write down that in my sub plan. It makes it easier for us because we also know that the
kids know that sub and the sub knows those kids, so they know what the kids will behave
like a little more.

Likewise, substitute teachers themselves identified benefits to being in the same school
consistently. One substitute teacher indicated, “Even the kids and them respecting you and
you’re not just someone that is in and out. They know how to deal with you. You’re kind of like
a teacher there also, or at least that’s what I’ve found.” Another substitute teacher stated, “I
really liked being in one school, being part of a school so that when you walk in and people
know what you’re doing. The feeling of belonging is huge.” Thus, respondents noted that having
the same substitute teachers coming into the school provided huge benefits, most notably to
students and especially to those students who may have unique needs. However, the current
reality of substitute teaching in rural areas does not always allow for that consistency.

Nevertheless, respondents identified many benefits to having consistency in the substitutes who
cover classes in a particular school.

**Regular supervision and monitoring.** The second theme to emerge from the interviews
around supervision has to do with the necessity and the benefits of regular supervision or
monitoring of substitute teachers. Respondents identified that substitute teachers should be
provided a certain level of supervision and that this supervision should be the responsibility of
the school principal. One classroom teacher noted,

> It’s important to do some kind of monitoring because you want to make sure that at the
very least the classroom is under control, because I think not being able to keep the
classroom under control is a safety issue, it could become a legal issue, it could become a
parental issue.
Likewise, a principal indicated the following reasons for monitoring: to ensure student safety, to make sure that students are learning, and to ensure that students are behaving appropriately. Lassmann (2001) noted similar benefits to regular monitoring by the school principal (p. 627).

However, respondents also recognized there are many factors that arise throughout the school day that can prevent school administration from being able to provide this supervision. One classroom teacher stated,

They (principals) can have tons of things going on at school, like meetings, having to deal with kids. In an ideal world they would be free to but there are days when they just don’t, they’re busy all day dealing with all kinds of stuff that comes up. There are days like that where it just doesn’t happen.

Respondents noted that in an ideal world there would be sufficient time to support substitute teachers with regular supervision, but unfortunately many obstacles prevent it from happening.

Numerous benefits were also noted when regular supervision happens, including providing support to the substitute teacher by monitoring student behaviour and reinforcing expectations, answering questions about school-related procedures, and generally providing a level of assurance for the substitute teacher. It was also noted that regular supervision provides the opportunity for the school principal to be aware of what is happening in the classroom, using that information to make future decisions about which substitute teacher is best suited for a certain grade level or assignment. Thus, respondents noted that regular supervision and monitoring are necessary and provide many benefits to the substitute teacher, classroom teacher, and the principal.

**Feedback.** The final theme noted in the category of supervision is the need for feedback. All respondents noted that the lines of communication are an important part of the process, but
also recognized that too often these lines of communication are not as effective as they need to be. As noted in the section on orientation, substitute teachers require clear communication from the classroom teacher about many different aspects of the classroom: lesson plans, special needs students, emergency plans, etc. However, classroom teachers also identified the importance of receiving feedback from the substitute teacher on how the day has gone, and both Patterson (2007, p. 55) and Glatfelter (2006, p. 101) noted that it is important for teachers and substitutes to be able to communicate with one another. The classroom teacher requires various pieces of information: Were the lesson plans completed? If not, how far did they get so that the classroom teacher knows where to pick up? Were there issues with student discipline that need to be addressed by the classroom teacher or, at the very least, of which they need to be aware?

Most respondents indicated that this type of feedback is best accomplished through notes left with the lesson plan. They recognized that a form may be able to do this function as well, but it just seemed like more work than necessary when notes in the lesson plan will accomplish the same thing. One classroom teacher noted,

I like to see behavioural information. How did it go? As well, what got covered? Did you get through everything? I currently have one substitute teacher who puts check marks beside everything that he covers and then he puts a star and a note at the bottom about what didn’t get covered and what the reason was. Whether it be that there wasn’t time or there was a fire drill, because I can’t plan for those things.

This feedback from a substitute teacher is considered very important by classroom teachers and was recognized by a principal as something that often influences the decision around which substitute teacher may get called for a future assignment in that particular classroom. The principal stated,
That feedback tends to be what drives, when a teacher leaves, to say I want that substitute teacher again. Because they know there is a bit of ongoing communication between them about what was working and not working. What really matters is the conversation that happens between them and the classroom teacher so there’s the continuity for the kids and the follow up.

Thus, respondents noted that feedback from substitute teachers to the classroom teacher was an essential part of the communication plan.

In addition to feedback to the classroom teacher, it was also noted that communication with the principal is important, as well. Principals indicated they needed to know how the day went for the substitute teacher. Were there issues that need to be addressed? Did the classroom teacher leave adequate lesson plans? Basically, principals want to know the overall experience of the substitute teacher, recognizing that a negative experience may increase the likelihood of that substitute teacher’s declining future assignments in that class or possibly even the school. As one administrator put it, “Because it may make the difference about whether you want to go back into that classroom or not. If you had a bad day, why would you want to go back into that environment?” Principals noted their concern that substitute teachers have a positive experience in the school as a whole and that substitute teachers have the opportunity to share their opinions with school administration. One principal reported that his school currently used a form to elicit feedback from substitute teachers, which made the substitute teachers feel that they were a valuable part of the process and that their opinions matter. Thus, although processes may differ, it was noted that principals need to have a way to elicit feedback from substitute teachers.

Responses also indicated that it was important to provide feedback to substitute teachers on how they have carried out their duties. This finding is consistent with Lassmann’s (2001)
statement that substitute teachers need to know what they do well and where they need to improve (p. 627). As one substitute teacher noted,

Because sometimes you think you’re doing ok, but they have different ideas and sometimes you don’t get to talk to the teacher. Often you are subbing in that class for a week and never get to talk to the teacher once. Sometimes at the end of it all you’d like to talk to the teacher and get some feedback that way too.

Respondents recognized the casual call-in nature of substitute work to be a barrier to providing feedback to the substitute teacher, but also noted that it would be good to do this more often. Not only could this type of feedback lend itself to assisting the substitute teacher in improving but it was noted that feedback may encourage people to continue substitute teaching because they feel good about what they are doing.

All respondents identified the classroom teacher as being primarily responsible on providing some level of feedback to the substitute teacher, but it was also noted that some types of feedback should be communicated by the principal, for example, classroom management and student discipline strategies. Some responses identified the importance of the principal’s gathering feedback from various sources such as the classroom teacher, other staff (i.e. educational assistants), and students on how the day has gone. This gathering of information by the principal was seen as a large part of the supervision that principals need to do with substitute teachers, and it was felt that sharing the results with substitute teachers would be highly beneficial to all parties. In summary, it was noted by respondents that substitute teachers need to have feedback on their work performance.
Formal Evaluation

In the category of formal evaluation, two basic themes emerge from the data: regular monitoring and feedback is far more preferable to summative evaluations, and concerns over engaging in a formal evaluation process. Of the three categories identified in the conceptual design, formal evaluation resulted in the greatest inconsistencies among respondents.

**Regular monitoring and feedback instead of summative evaluations.** Data from participants emphasized that regular monitoring and feedback is far more preferable to summative evaluations. It was perceived that respondents were far more open to the informal process of evaluation and feedback: one where the principal gathered information from the teacher and other sources on how a substitute teacher is doing, and provided that feedback to the substitute teacher. The literature on teacher evaluation noted that teachers wanted specific, concrete feedback (Donaldson, 2010, p. 56; Feeney, 2007, p. 195; Marshall, 2005, p. 733), and this type of feedback would benefit the substitute teacher, as well. Respondents perceived this informal process as being more effective than any kind of formal process that could happen. Only one of the substitute teachers interviewed was slightly in favour of a formal evaluation, recognizing that at some point in a person’s career a summative report may be beneficial in helping to find further employment. Additionally, the principals and classroom teachers identified the benefit of a summative report in locating future employment, as well as providing the principal with a good idea of the quality of the substitute teachers, but they too were very concerned over the perceived drawbacks of doing formal evaluations with substitute teachers. In fact, responses on the questionnaire indicated that classroom teachers agreed that substitutes should have a formal process of evaluation but data from the interviews revealed that this formal
evaluation process should focus on observations and formative feedback as opposed to summative reports.

**Concerns with formal evaluation.** Although some respondents identified a few benefits of a summative evaluation process, most identified concerns. All three groups interviewed identified several concerns associated with a formal process of evaluation for substitute teachers. Because of the casual nature of substitute teaching, formal evaluation could be viewed by those involved as being unfair. As one substitute teacher stated,

> Well, ok, so then if you are doing a formal evaluation, then the principal is coming into the room. You don’t know the students or the material that you are supposed to be teaching that day; it’s not really fair to the sub. Or you might have subs that don’t really need the job and just quit.

However, one of the classroom teachers pointed out,

> I still think that they should be evaluated on a day-to-day basis because that’s what they are in there for…. And if they aren’t evaluated because of that then they never will be. That’s the way a sub teacher works…. I think that even though it’s sporadic I don’t think that’s a good enough excuse. I still think that they need to be evaluated.

The most prevalent concern expressed had to do with the perception of substitute teachers regarding such a process: that it would be viewed negatively and could ultimately cause some substitute teachers to resign.

Another concern expressed had to do with the fact that in rural areas some substitute teachers may not hold teaching qualifications, and it would be unfair to evaluate them expecting the same standards as a qualified teacher. Additionally, it was noted that even when
circumstances may not be going well in the classroom, some of the issues are out of the control of the substitute teacher. As one substitute teacher put it,

There are variables, many things that would contribute to that, either a poor lesson plan or disrespectful students. So if you get evaluated on that day, your evaluation will be poor and you yourself would feel that you aren’t doing a good job.

Another concern expressed was that of principals’ not having sufficient time to complete additional evaluations. Interestingly enough, this concern was expressed by individuals in all three groups interviewed and not just by the principals themselves. It was felt that school principals already have very busy schedules, and to find the extra time needed to complete a formal evaluation process for numerous substitute teachers that may only appear sporadically in the school would be a huge burden. However, several principals did point out the value in conducting formal evaluations with substitute teachers who may be applying for regular teaching positions and especially with those beginning teachers in the profession. As one principal pointed out,

Teachers who are new to the profession, they’re building a reputation by subbing. So, I think we actually are obligated in a way that is different, in comparison to our retired teachers. We are obligated to provide them with feedback so that they can build a reputation that is good. I would say that we should be very diligent and careful in that work with those new teachers to the profession.

In summary, although respondents identified that, in an ideal world, formal evaluations for substitute teachers would probably be a good thing, the concerns raised during the interviews express a reluctance to move in this area and instead recommend focusing on regular monitoring and feedback.
Professional Development

Responses from the interviews in the category of professional development identified two main themes: substitute teachers should have access to professional development, and there are critical skills that substitute teachers need to carry out their duties that can be acquired and honed through professional development. As opposed to the category of formal evaluation, there was very consistent agreement among respondents in the area of professional development.

Access to professional development. The first theme emerging from the data related to professional development is the recognition that substitute teachers should have access to professional development opportunities. All three groups of participants agreed that substitute teachers should be current in their professional knowledge and understanding. As well, all groups agreed that substitute teachers should have the opportunity to attend professional development, especially those sessions that are offered within the school division each year. These results are consistent with Glatfelter’s (2006) finding that every substitute teacher in his study reported wanting access to some form of professional development (p. 55). Respondents noted that these sessions are planned already and the timing would be good in that the substitute teachers would not be needed to cover classes on these days.

Respondents also identified numerous advantages to having substitute teachers attend these professional development sessions, from building relationships with staff and collaborating with other substitute teachers, to staying current in educational trends and being aware of the priorities of the school division and individual schools. Additionally, it was noted that inviting substitute teachers to attend the divisional professional development days would also help in creating a welcoming culture wherein substitute teachers feel they belong and are an important part of the education system. However, it was generally agreed these professional development
opportunities should be voluntary for substitute teachers, especially because they may not be paid for those days. Responses indicated that substitute teachers have a responsibility to stay current, and most would probably take advantage of the opportunities to attend divisional professional development. Although it was recognized that access to divisional professional development days seem to be the most obvious, data indicated that substitute teachers should have access to professional development of some kind.

**Critical skills acquisition.** The other theme emerging from the interview data related to professional development is the critical skills needed by substitute teachers in carrying out their responsibilities. All respondents noted there were three main skills that substitute teachers needed: the ability to build relationships with students, successful classroom management, and the ability to be adaptable and flexible. However, there were other skills identified by respondents such as having a “bag of tricks” to draw upon when needed, a willingness to seek help when needed, knowing how to engage students in their learning, and knowing how the school day runs.

Additionally, several respondents also noted that it was important for substitute teachers to remain current in their curricular knowledge and classroom instruction and assessment. In his research, Glatfelter (2006) concurred with this finding, noting that substitute teachers needed to have skills in classroom management, curriculum, and instruction (p. 67). One classroom teacher pointed out that substitute teachers need to know “things like…A for L [assessment for learning] and know about differentiated instruction; perhaps if they have some literacy training, some numeracy training. Some of those things are really important.” However, another classroom teacher felt differently about curriculum and instruction:
I would say it’s not that important in my opinion. I think that a sub teacher has very little role in curriculum. They have a lesson plan that they are given and some instructions. Sub teachers are not there to design lesson plans so if the outcomes change, that has zero relevance to the sub teacher.

However, respondents were in agreement there are critical skills needed by substitute teachers and these skills could be gained and/or enhanced through access to professional development.

**Conclusion**

The findings from the questionnaires support the findings from the interviews. There was consistent agreement among the participant groups regarding orientation, supervision, and professional development for substitute teachers, but participants were divided on the topic of formal evaluation. Although most participants indicated there was a need for some type of formal evaluation, there was a reluctance to advocate for a comprehensive evaluation process that could be both time consuming and possibly deter people from becoming substitute teachers. Within each of the areas of the conceptual framework, data from the interviews provided far more comprehensive information than could be provided from the questionnaires alone. Additionally, data from the interviews offered concrete information that could be incorporated into a set of recommendations for developing a model of supervision and evaluation for substitute teachers. The next chapter discusses the research findings and makes recommendations for action and for further research.
CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to gather data that would identify the key components in an effective substitute teacher supervision and evaluation model for Manitoba school divisions. Through participant interviews and questionnaires, insights of principals, classroom teachers and substitute teachers were collected on the key elements that should inform such a model. This chapter discusses the findings by briefly revisiting the three research objectives of the study, in order to examine whether these objectives were accomplished. The chapter then focuses on the effects that the study has had on me and on the study participants. Following that are lists of recommendations for action and further study, based on the research.

Research Objectives

In order to address the purpose of the study, three objectives were identified: confirm that a need existed for a model of supervision and evaluation for substitute teachers and whether there was a need for each of the components identified in the conceptual framework, clarify the role of each group of participants in each of the categories of the conceptual design, and identify the key components of a model of supervision and evaluation for substitute teachers. Throughout the course of reviewing literature on the topic of substitute teachers and collecting both quantitative and qualitative data from participants in the study, the research has addressed and met all three of the objectives.

The Need for a Model of Supervision and Evaluation

The first objective was to confirm a need for a model of supervision and evaluation for substitute teachers. Data gathered indicated that overall respondents felt that a need definitely existed for such a model, especially in the areas of orientation, supervision and professional
development. However, data indicated there were mixed responses as to whether or not there was a need for formal evaluation, with respondents supporting informal evaluations that focus on formative feedback as opposed to a summative report.

**The Role of Each Group of Participants**

The second objective was to clarify the role of each group of participants in each of the categories of the conceptual design. Data from respondents indicated that orientation was primarily the responsibility of the school division, in collaboration with school principals. Additionally, it was felt that principals needed to provide leadership within the school in establishing a welcoming culture and developing a plan to support substitute teachers when they are utilized within the school. However, it was noted that classroom teachers need to play an active role in preparing for a substitute teacher, and all staff in the school need to be involved in creating a welcoming culture. In the category of supervision, data indicated that supervision is primarily the responsibility of the school principal and that part of this supervision involves gathering feedback from the substitute teacher, classroom teacher, students, and other staff. However, it was noted that classroom teachers also need to be involved in providing feedback to the substitute teacher.

Due to the mixed responses regarding formal evaluation, it was hard to clarify the role for each group. Basically, if formal evaluations are to take place, most participants felt it should be the responsibility of the school principal. However, it was noted that formal evaluation might be better conducted by a senior administrator from the school division who would have the ability to observe substitute teachers in multiple schools and gather input from each of the various principals. It was suggested that this approach may alleviate some of the concerns around formal
evaluation, such as the inconsistency of substitutes in a particular school and time for the principal to conduct the evaluations.

As for professional development, data indicated that school divisions should be primarily responsible for developing and implementing professional development for substitute teachers, but that school principals should have some input into the process. It was also noted that substitute teachers need to take some responsibility for their own professional development and take advantage of the professional development sessions that are made available.

**The Key Components of a Model of Supervision and Evaluation**

The final objective of the study was to identify the key components of a supervision and evaluation model for substitute teachers. Data collected from the interviews and supported by quantitative data from the questionnaires identified the following key components of a model of supervision and evaluation:

- Schools need to develop a comprehensive support system for substitute teachers in advance that creates a welcoming culture.
- Orientation sessions for substitute teachers should be provided by school divisions with involvement of school principals.
- Site tours for substitute teachers should be offered for substitute teachers so they can become familiar with the layout of the school and key personnel.
- A substitute teacher handbook should be available that provides key information and policies relevant to substitute teachers.
- There should be regular monitoring of substitute teachers by school principals when they are in the school.
- Comprehensive, effective lesson plans provided by classroom teachers and a “sub folder” with additional classroom information should be available.
- Systematic feedback is essential – from the substitute teacher to the classroom teacher and the school, and vice versa.
- Summative evaluations need to be kept simple, with a focus on formative feedback.
- Substitute teachers should be invited to attend divisional professional development days.

The findings identified additional aspects of these key components that are incorporated in the recommendations for action and further research.

**Effects of the Study**

As a former teacher and school principal, and now as a senior administrator, I never really gave the whole discussion of substitute teachers much thought. As a classroom teacher, I knew that substitutes were necessary to cover my classes when I was not available and I also knew when teaching and learning had continued or not. However, for the most part it was more of a concern for my principal than for me. As a school principal, my main concern was finding suitable substitute teachers when I needed them, usually on short notice. I had a few people whom I consistently called because they were good at what they did, were well known and respected by staff and students, and required very little extra work on my part. On those occasions where I needed to locate a different substitute teacher, I did so with trepidation, not knowing whether this was going to work out well or not. If it did, I kept that person in mind for future assignments, and if not, I rarely contacted them again. I too basically followed the “red light–green light” model of supervision. As my research on this topic began to unfold, I started to reflect back on my past practices with some regret. I recognized that in a lot of ways I had
failed to support substitute teachers, both in my role as a classroom teacher but definitely in my role as a school principal.

The research has afforded me the opportunity to reflect on current practice in my school division and examine the results of this study to enact positive changes that reflect the recommendations arising from the study. As well, the recommendations of this study can be used by other school divisions to engage in discussions with their educational leaders around the whole topic of substitute teachers. Finally, the study has encouraged the participants to reflect on how substitute teachers are supported within the schools. Following the interviews, each of the respondents indicated that he/she had not really given a whole lot of thought on this topic before agreeing to participate in the study. After hearing some of the information from the literature and having time to reflect on the topic, most admitted there were new ideas to think about. I feel that the greatest effect on participants has been with school principals who are in positions of leadership to influence change within their school and possibly within their school divisions. I believe that the study has planted many seeds that may come to fruition down the road.

**Recommendations for Action**

**Division-Specific Support**

The first recommendation to come from this study is that school divisions develop a comprehensive plan for supporting substitute teachers. This plan should begin with the creation of a handbook that provides essential information for all substitute teachers in the school division. Examples of types of information contained in a handbook could include the following: a map of the school division identifying the location of each of its schools; size, grade configurations, school day schedule and contact information for each of the schools; procedures
upon arrival at a school and prior to leaving the school; and policies relevant to substitute teachers, i.e., dress code and student discipline. Additionally, the school division should take the lead in organizing orientation sessions for substitute teachers, ensuring that these sessions provide the necessary information and skills that substitute teachers need. As well, the school division can work with schools to organize school tours so that new substitute teachers have an opportunity to visit the school site, develop an understanding of the layout of the school, and connect with the key personnel in the building.

However, probably the more important part of the plan is to work with school leaders to establish the expectations and process for supervising substitute teachers. School divisions need to clarify who will be primarily responsible for supervision, expectations for feedback to the substitute teacher, how this will look and how often it is expected to take place, and of course, the expectations and process around any formal summative report that may be required. Based on the data collected, I recommend that the process of supervision and evaluation place an emphasis on formative feedback as opposed to summative.

The final part of the divisional plan needs to address providing professional development for substitute teachers. Respondents consistently identified that substitute teachers should be invited to attend divisional professional development days, since there are numerous benefits associated with this, such as staying current, networking with other substitute teachers and classroom teachers, and building relationships with school staff. It was also recognized that inviting substitute teachers to these sessions would require very little additional work or cost for the division, and these days were well suited because the substitute teachers would not be required to cover classes on those days. School divisions could also formulate a plan for keeping substitute teachers informed of other professional development opportunities available within the
division or even outside the division. This could be done by having substitute teachers included in a divisional e-mail distribution list.

Finally, the school division should consider providing specific training sessions for substitute teachers. Some of these sessions could be offered as part of the orientation for substitute teachers and others could be offered as ongoing professional development. The focus of these sessions would be to provide substitute teachers with the critical skills needed to be successful in their role and allow them the opportunity to collaborate and network with other substitute teachers in the school division. Considering that many substitute teachers are retired classroom teachers, there would be a wealth of knowledge and wisdom within the group that could be utilized. In summary, school divisions need to take the lead in developing comprehensive plans to support substitute teachers that include such components as a substitute teacher handbook, orientation sessions, organizing school tours, clarifying the supervisory expectations for principals, and making professional development opportunities accessible to substitutes.

**School-Specific Support**

The second set of recommendations focuses on the specific school site. Schools should develop an intentional plan around supporting substitute teachers, starting with how the school will create a welcoming environment. Substitute teachers in the study identified that having a welcoming environment where there is a sense of belonging is a very important aspect for them. Schools need to identify who will meet and greet substitute teachers when they arrive at the school, and who will be responsible for ensuring that substitute teachers have the items they need for the day, and any pertinent information relative to that specific day.
Schools also need to work with classroom teachers to clarify the expectations around lesson plans. The expectation should be that all teachers will provide comprehensive lesson plans that provide a balance of busy work and instructional focus. Furthermore, additional information regarding the classroom needs to be specified so there is a consistent approach within the school. This additional information needs to be kept in the same place in each classroom for easy access by the substitute teacher, and should follow a similar format.

Finally, schools should clarify how they will support substitute teachers in the building during that day: identifying staff who will be responsible for providing assistance that day, specifying how student discipline will be handled, deciding whether the substitute is responsible for duty (and, if so, how he/she will be supported in this activity), and clarifying the expectations around substitute teachers’ covering additional classes. Having these discussions before substitute teachers ever enter the building so there is a consistent, well-developed process of support, will provide an environment wherein substitute teachers feel successful, welcomed, and part of the school staff.

**Consistency in Assigning Substitute Teachers**

The third recommendation from this study is one which I recognize is much harder to implement in practice than it is to recommend in theory. Data from the respondents indicated numerous benefits to having the same individuals consistently working as substitute teachers within the school. However, it is understood that although this may be ideal, it is often difficult to administer in rural school divisions where access to substitute teachers is tenuous at best. Additionally, many of these individuals not only have their name on the list for multiple schools but may also be on the substitute list for multiple school divisions. In those cases, the first school to contact that particular substitute will acquire his/her services, even though multiple
other schools may contact the same substitute teacher within the hour looking for his/her availability.

Duggleby (2007) proposed the idea of assigning substitute teachers to a particular school or a select group of schools (p. 21). Although this may sound good in theory, it has the potential to restrict a substitute teacher’s ability to work more often and earn a suitable income. For many substitute teachers, this would be very restrictive and viewed as being unfair. Another option proposed is for the school division to hire full-time teachers to fill the role of substitute teachers as needed (Duggleby, p. 21; Griswold & Hughes, 1999, p. 11). Again, unless a school division is able and willing to incur substantial costs, it will at best only hire a few people into such positions for fear of paying individuals for days when they are not working. As such, on any given day, there may be an insufficient number of these “full-time substitutes” available, and schools will be forced to once again return to their casual lists to find a suitable replacement. Unfortunately, an answer to this dilemma is not forthcoming, but I do recommend that schools and school divisions should work to develop a plan that provides some consistency in substitute teachers within a school, as much as is reasonably possible, due to the benefits noted in this study.

The recommendations provided above can have a huge influence on the way that substitute teachers are currently being supported in schools. Recognizing there may be a financial cost associated with some of these recommendations, school divisions are still encouraged to reflect on the following questions: Are substitute teachers worth investing in? Will these changes provide a greater level of continuity in teaching and learning for students? Will this continuity lead to increases in student achievement? Considering that many substitute teachers end up in term and/or permanent positions eventually, the number of school days
requiring the services of a substitute teacher is on the rise annually, and research is emerging to indicate that student achievement is negatively affected when the classroom teacher is away more than 10 days a year, I advocate it is indeed worth the investment in the interests of our students.

**Recommendations for Research**

As a result of this study, several recommendations for further research emerge. Recognizing the sampling size was quite small and only drew from two rural school divisions, it is recommended that further research be done with a larger sampling representative of a broader number of school divisions. This type of study would give a much broader perspective and identify differences that may exist from one school division to the next. As well, it is recommended that a study be conducted with a school division that has implemented many of the recommendations noted, in order to collect data on the effectiveness of these recommendations. Until there is data supporting the fact that such recommendations do indeed have a positive impact on student learning, then it is only theoretical at best. Finally, it is recommended that further research be undertaken to establish a clear link between teacher absenteeism and student achievement. It is this link between teacher absenteeism and a negative impact on student achievement that underscores the importance of providing quality substitute teacher programs.

**Conclusion**

In conclusion, this study begins to highlight the importance of providing a quality substitute teacher program. Although the findings of this study are not unique and many of the recommendations provided are not new, they are important because the issues and challenges related to substitute teachers continue without being adequately addressed by most schools and school divisions. School divisions are increasingly focused on the collection and examination of
data related to student achievement, and devoting huge amounts of resources on programs that are geared to improving student achievement. One area that, for the most part, has lacked attention and resources has been substitute teachers. Providing an effective substitute teacher supervision and evaluation model has the potential to improve student learning in the absence of the classroom teacher, by providing continuity in teaching and learning. The need for substitute teachers will only continue to increase, and the number of days that they will be used to cover classes will also continue to rise because of the continued trends in professional learning communities, teacher professional development, and leaves afforded under collective agreements. The focus in education needs to be on improving the quality of education when substitute teachers are utilized, thereby improving academic achievement for our students. Only when the education system finally accepts the importance of substitute teachers, not only in covering classes but also on the impact they have on student achievement, then the necessary resources will be invested into improving substitute teachers and the systems that support them in their important role in education.
REFERENCES


Hawkins, A. (2000). *Student achievement –Improving our focus*. Substitute Teaching Institute at Utah State University, Logan, UT. (ERIC Document Reproduction Service No. ED442774)


APPENDICES

Appendix A: Participant Questionnaire – Principals
Appendix B: Participant Questionnaire – Substitute Teachers
Appendix C: Participant Questionnaire – Teachers
Appendix D: Tables of Participant Responses for Questionnaires
Appendix E: Brandon University Research Ethics Certificate
Appendix A: Participant Questionnaire – Principals

Professional Information
A. How many years have you been a school administrator? ___________
B. Have you worked as a school administrator in another school division? Yes ___ No ___
   a. If yes, how many years? ___________
C. How many years have you worked as a classroom teacher? ___________
D. Have you ever worked as a substitute teacher? Yes ____ No ____
   a. If yes, how long? ___________

Instructions: Please circle the most appropriate response.
1 = strongly agree 2= somewhat agree
3 = somewhat disagree 4 = strongly disagree
1. Should an orientation process be provided to assist substitute teachers? 1 2 3 4
2. Should the classroom teacher be involved in an orientation process for substitute teachers? 1 2 3 4
3. Should the school principal be involved in an orientation process for substitute teacher? 1 2 3 4
4. Should the school division be involved in an orientation process for substitute teachers? 1 2 3 4
5. Is there a need for a process of supervision for substitute teachers? 1 2 3 4
6. Should the classroom teacher be involved in supervising the substitute teacher? 1 2 3 4
7. Should the principal be involved in supervising substitute teachers? 1 2 3 4
8. Should the school division be involved in supervising substitute teacher? 1 2 3 4
9. Is there a need for a formal evaluation process for substitute teachers? 1 2 3 4
10. Should the classroom teacher be involved in a formal evaluation process for substitute teachers? 1 2 3 4
11. Should the principal be involved in a formal evaluation process for substitute teachers? 1 2 3 4
12. Should the school division be involved in a formal evaluation process for substitute teachers? 1 2 3 4
13. Should professional development opportunities be made available to substitute teachers? 1 2 3 4
14. Should substitute teachers be involved in professional development? 1 2 3 4
15. Should the classroom teacher be involved in providing professional development for substitute teachers?

16. Should the principal be involved in providing professional development for substitute teachers?

17. Should the school division be involved in providing professional development for substitute teachers?

Additional comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix B: Participant Questionnaire – Substitute Teachers

**Professional Information**

A. How long have you been a substitute teacher? __________

B. Have you substitute taught in another school division? Yes ____  No _____
   a. If yes, how long? ______________

C. Have you ever worked as a classroom teacher? Yes ____  No _____
   a. If yes, how long? ______________

D. Approximately how many days a year do you work as a substitute teacher? __________

**Instructions:** Please circle the most appropriate response.

1 = strongly agree  
2 = somewhat agree  
3 = somewhat disagree  
4 = strongly disagree

1. Should an orientation process be provided to assist substitute teachers?  
   1  2  3  4

2. Should the classroom teacher be involved in an orientation process for substitute teachers?  
   1  2  3  4

3. Should the school principal be involved in an orientation process for substitute teacher?  
   1  2  3  4

4. Should the school division be involved in an orientation process for substitute teachers?  
   1  2  3  4

5. Is there a need for a process of supervision for substitute teachers?  
   1  2  3  4

6. Should the classroom teacher be involved in supervising the substitute teacher?  
   1  2  3  4

7. Should the principal be involved in supervising substitute teachers?  
   1  2  3  4

8. Should the school division be involved in supervising substitute teacher?  
   1  2  3  4

9. Is there a need for a formal evaluation process for substitute teachers?  
   1  2  3  4

10. Should the classroom teacher be involved in a formal evaluation process for substitute teachers?  
    1  2  3  4

11. Should the principal be involved in a formal evaluation process for substitute teachers?  
    1  2  3  4

12. Should the school division be involved in a formal evaluation process for substitute teachers?  
    1  2  3  4

13. Should professional development opportunities be made available to substitute teachers?  
    1  2  3  4

14. Should substitute teachers be involved in professional development?  
    1  2  3  4
15. Should the classroom teacher be involved in providing professional development for substitute teachers? 1 2 3 4

16. Should the principal be involved in providing professional development for substitute teachers? 1 2 3 4

17. Should the school division be involved in providing professional development for substitute teachers? 1 2 3 4

Additional comments:
Appendix C: Participant Questionnaire – Teachers

Professional Information:
A. How many years have you been a classroom teacher? ________________
B. Have you taught in another school division? Yes ____ No ______
a. If yes, how many years? _______________
C. Have you ever worked as a substitute teacher? Yes ____ No _____
a. If yes, how long? _______________
D. Approximately how many days a year is there a substitute teacher in your classroom? ________________

Instructions: Please circle the most appropriate response.
1 = strongly agree 2 = somewhat agree
3 = somewhat disagree 4 = strongly disagree
1. Should an orientation process be provided to assist substitute teachers? 1 2 3 4
2. Should the classroom teacher be involved in an orientation process for substitute teachers? 1 2 3 4
3. Should the school principal be involved in an orientation process for substitute teacher? 1 2 3 4
4. Should the school division be involved in an orientation process for substitute teachers? 1 2 3 4
5. Is there a need for a process of supervision for substitute teachers? 1 2 3 4
6. Should the classroom teacher be involved in supervising the substitute teacher? 1 2 3 4
7. Should the principal be involved in supervising substitute teachers? 1 2 3 4
8. Should the school division be involved in supervising substitute teacher? 1 2 3 4
9. Is there a need for a formal evaluation process for substitute teachers? 1 2 3 4
10. Should the classroom teacher be involved in a formal evaluation process for substitute teachers? 1 2 3 4
11. Should the principal be involved in a formal evaluation process for substitute teachers? 1 2 3 4
12. Should the school division be involved in a formal evaluation process for substitute teachers? 1 2 3 4
13. Should professional development opportunities be made available to substitute teachers? 1 2 3 4
14. Should substitute teachers be involved in professional development? 1 2 3 4

15. Should the classroom teacher be involved in providing professional development for substitute teachers? 1 2 3 4

16. Should the principal be involved in providing professional development for substitute teachers? 1 2 3 4

17. Should the school division be involved in providing professional development for substitute teachers? 1 2 3 4

Additional comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________
### Appendix D: Tables of Participant Responses for Questionnaires

#### Table 3 – Summary of Questionnaire Responses For Principals

<table>
<thead>
<tr>
<th>LEGEND</th>
<th></th>
<th>SA</th>
<th>SWA</th>
<th>SWD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Respondents = 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Should an orientation process be provided to assist substitute teachers</td>
<td></td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Should the classroom teacher be involved in an orientation process for substitute teachers</td>
<td></td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Should the school principal be involved in an orientation process for substitute teachers</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Should the school division be involved in an orientation process for substitute teachers</td>
<td></td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Is there a need for a process of supervision for substitute teachers</td>
<td></td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Should the classroom teacher be involved in supervising the substitute teacher</td>
<td></td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Should the principal be involved in supervising substitute teachers</td>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Should the school division be involved in supervising substitute teachers</td>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9. Is there a need for a formal evaluation process for substitute teachers</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10. Should the classroom teacher be involved in a formal evaluation process for substitute teachers</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11. Should the principal be involved in a formal evaluation process for substitute teachers</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12. Should the school division be involved in a formal evaluation process for substitute teachers</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13. Should professional development opportunities be made available to substitute teachers</td>
<td></td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Should substitute teachers be involved in professional development</td>
<td></td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Should the classroom teacher be involved in providing professional development for substitute teachers</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>16. Should the principal be involved in providing professional development for substitute teachers</td>
<td></td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>17. Should the school division be involved in providing professional development for substitute teachers</td>
<td></td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 4 - Summary of Questionnaire Responses for Teachers

<table>
<thead>
<tr>
<th>LEGEND</th>
<th>SA</th>
<th>SWA</th>
<th>SWD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = strongly agree(SA)</td>
<td>2 = somewhat agree (SWA)</td>
<td>3 = somewhat disagree(SWD)</td>
<td>4 = strongly disagree(SD)</td>
<td></td>
</tr>
<tr>
<td>Total Number of Respondents = 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>SWA</th>
<th>SWD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Should an orientation process be provided to assist substitute teachers</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Should the classroom teacher be involved in an orientation process for substitute teachers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Should the school principal be involved in an orientation process for substitute teachers</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Should the school division be involved in an orientation process for substitute teachers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Is there a need for a process of supervision for substitute teachers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Should the classroom teacher be involved in supervising the substitute teacher</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7. Should the principal be involved in supervising substitute teachers</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Should the school division be involved in supervising substitute teachers</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. Is there a need for a formal evaluation process for substitute teachers</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Should the classroom teacher be involved in a formal evaluation process for substitute teachers</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. Should the principal be involved in a formal evaluation process for substitute teachers</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12. Should the school division be involved in a formal evaluation process for substitute teachers</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. Should professional development opportunities be made available to substitute teachers</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Should substitute teachers be involved in professional development</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Should the classroom teacher be involved in providing professional development for substitute teachers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Should the principal be involved in providing professional development for substitute teachers</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>17. Should the school division be involved in providing professional development for substitute teachers</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 5 - Summary of Questionnaire Responses for Substitute Teachers

<table>
<thead>
<tr>
<th>LEGEND</th>
<th>1 = strongly agree(SA)</th>
<th>2 = somewhat agree (SWA)</th>
<th>3 = somewhat disagree(SWD)</th>
<th>4 = strongly disagree(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Respondents = 3</td>
<td>SA</td>
<td>SWA</td>
<td>SWD</td>
<td>SD</td>
</tr>
<tr>
<td>1. Should an orientation process be provided to assist substitute teachers</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Should the classroom teacher be involved in an orientation process for substitute teachers</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Should the school principal be involved in an orientation process for substitute teachers</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Should the school division be involved in an orientation process for substitute teachers</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Is there a need for a process of supervision for substitute teachers</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Should the classroom teacher be involved in supervising the substitute teacher</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7. Should the principal be involved in supervising substitute teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Should the school division be involved in supervising substitute teachers</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Is there a need for a formal evaluation process for substitute teachers</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. Should the classroom teacher be involved in a formal evaluation process for substitute teachers</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. Should the principal be involved in a formal evaluation process for substitute teachers</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. Should the school division be involved in a formal evaluation process for substitute teachers</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>13. Should professional development opportunities be made available to substitute teachers</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Should substitute teachers be involved in professional development</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Should the classroom teacher be involved in providing professional development for substitute teachers</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16. Should the principal be involved in providing professional development for substitute teachers</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>17. Should the school division be involved in providing professional development for substitute teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix E: Brandon University Research Ethics Certificate

BRANDON UNIVERSITY RESEARCH ETHICS CERTIFICATE

All research projects involving human subjects/participants that are carried out by persons connected with Brandon University must be reviewed and approved by the Brandon University Research Ethics Committee (BUREC) before being undertaken or submitted to an internal or external funding source (BURC, SSHRC, etc.)

Instructions: Please review the statements below and sign and submit two hard copies of this form to the Research Office. You will receive a signed copy of this certificate when your project has been approved by BUREC.

Name of Researcher(s): Roderick Todd Monster
Department(s): Education
Name of Supervisor (if applicable): Dr. Tom Skinner

Title of Project:
Developing a Model of Supervision and Evaluation for Substitute Teachers

By signing this certificate, I agree: (1) to conduct my project in accordance with the principles for research involving human subjects as outlined in the Brandon University Research Ethics Committee Guidelines for Research Involving Humans and the Tri-Council Policy Statement, Ethical Conduct for Research Involving Humans; (2) to report any changes to the procedure and/or protocol of this research project to BUREC and, if appropriate, (3) to undergo subsequent review; (4) to submit annual progress reports to BUREC; and, (5) to notify BUREC in writing when the project is complete.

Date
Signature of Researcher

If Researcher is a Student, please have Supervisor sign below.

I have read and approved this Ethics Application.

Date

NOTE: This portion of the certificate is completed by BUREC.

This certifies that the Brandon University University Research Ethics Committee has examined the above research proposal and has concluded that in all respects the proposed research meets the appropriate standards for research involving humans.

Date
Chair, Brandon University Research Ethics Committee

Your first annual progress report is due: DECEMBER 22, 2012