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Lois M. Kloker
Eastern Illinois University

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THE DEVELOPMENT OF A SUBSTITUTE TEACHER HANDBOOK
FOR PARIS HIGH SCHOOL
PARIS, ILLINOIS

A FIELD STUDY
Submitted in partial fulfillment of the requirements for the Degree of Specialist in Education in the Graduate School of Eastern Illinois University

By
Lois M. Kloker

Charleston, Illinois
March, 1984
ABSTRACT

The purpose of this study was to devise a handbook for the substitute teachers of Paris High School, Paris, Illinois. The handbook was designed to aid the substitute teacher in carrying out the duties necessary for the continuity of the educational process during the absence of the regular teacher. A data base was formed from several sources. Valuable, but limited, information was derived from professional journals. Input was received from the substitute teachers of Paris through a questionnaire; from the superintendent, the principal and the faculty through interviews; from the Paris Union School District No. 95 Policy Manual; and from two east central Illinois school district substitute teacher handbooks to comprise the remainder of the data base.

This study revealed that the basic problem experienced by the substitute teachers was a lack of communication regarding school rules, expectations of the administrators, expectations of the regular teachers and a lack of information regarding procedures to be followed at Paris High School.

The Substitute Teacher Handbook developed as a result of this study should provide a guide and a
reference for the substitute teachers at Paris High School. Of equal importance to the guidance contained in the Handbook is the reference source provided by the handbook for unusual conditions which require a rapid and decisive response by the substitute teacher.

The Substitute Teacher Handbook contains the following areas of information:

1. Substitute Teacher Legal Requirements
2. General Information and Instructions
3. Classroom Management
4. Roles of the Principal and the Regular Teacher in Relation to the Substitute Teacher
5. Grades and Records
6. Special Conditions: Illness, Injury, Building Evacuation and Storm Alert

The Substitute Teacher Handbook for Paris High School is designed to serve equally well the one-day substitute teacher or the several-day substitute teacher who may be confronted with evaluating and recording student work. The Handbook contains important day-to-day classroom management reminders as well as procedures indigenous to Paris High School. The Handbook contains referenced instructions for unusual situations when moments may be of critical importance for the safety of the students. While this handbook is prepared for use at Paris High School, the information is readily
adaptable as a base upon which any school may develop a handbook for substitute teachers.
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ACKNOWLEDGEMENTS

Gratitude is expressed to Associate Professor David E. Bartz, Eastern Illinois University, for his advice, direction and encouragement in the preparation of this field study.

Also to be thanked are Professor Donald W. Smitley for his support, Professor Harry J. Merigis for his encouragement, and Professor Gerhard C. Matzner, Retired, for his encouragement and the faculty of the Department of School Administration, School Service Personnel of Eastern Illinois University for their assistance.

Special appreciation is expressed to Donald Miedema, Superintendent of Schools District No. 186, Springfield, Illinois, for supplying the Substitute Teacher Handbook and to Robert Oakes, Superintendent of Schools, Decatur Public School District, Decatur, Illinois, for supplying the Handbook For Substitute Teachers.
CHAPTER I
INTRODUCTION AND RELATED LITERATURE

Background

Paris, Illinois, is the county seat of the east central county of Edgar. Within the last four years the population of the city has diminished from 12,000 to 9,999. Paris High School serves approximately 836 students. Two hundred fifty of these students are tuition-paying students from the surrounding district (Community Unit School District No. 4) which has no high school. There are thirty-five approved substitute teachers for the district. About fifteen of these substitute teachers are hired on a regular basis as substitute teachers are needed in the school.

For several years it has been observed by this researcher that during the absence of the regular teachers, the educational process often lags, comes to a halt or deteriorates because of ineffective substitute teaching.

Purpose of the Study

The purpose of this project is to develop a handbook for substitute teachers at Paris High School. It is anticipated that this handbook will aid in improving the performance of the substitute teachers.
Overview of the Study

In order to establish an informational base on which to develop a substitute teacher handbook, three tasks were undertaken: (1) a questionnaire was developed to elicit feedback from present substitute teachers at Paris High School during the 1982-83 school year regarding how the effectiveness of the substitute teachers could be enhanced, (2) handbooks from two other school districts were reviewed to give insights as to the content in substitute teacher handbooks and (3) information was collected from local sources, such as interviews with school personnel and review of school policies. From the aforementioned information sources a Substitute Teacher Handbook for Paris High School was developed.

Limitations

The study was limited in that only substitute teachers from Paris High School were surveyed. Also, only two of four larger districts in east central Illinois furnished the researcher with copies of their substitute teacher handbooks.

Review of the Literature

It has been observed that while substitute teaching is a difficult task to do effectively, it is easy to get away with doing it inadequately. As Washington observed, "Principals and supervisors have been accused of expecting, primarily, a responsible 'warm body' to fill in and keep order or to 'baby-sit' with children
whenever the regular full-time teacher is absent.¹

Kraft, a former substitute teacher, contends that
"... the substitute is still looked upon as a babysitter
or a policeman, as an outsider who could hardly be con-
sidered a professional educator."²

In recent years teachers have been allowed more
sick leave time as well as time for personal leave.
As a result of this trend, substitute teachers are
being employed more frequently. This has been summarized
by Dahlin, a teacher in Sylvan Union School District
in Modesto and at Modesto Junior College, who stated,

"... during one school year substitutes taught
nine million teacher-days throughout the nation.
A well-trained and informed cadre of substitute
teachers is important to help assure that those
'nine million teacher-days' are not wasted.
Well-trained substitutes teachers, familiar with
the school system, may also be valuable to draw
upon when a regular teacher vacancy occurs.³

At the present time problems of substitute teach-
ing are not the fault solely of the substitute teachers.
According to Parsons and Dillon, three facets of the
problem are:

¹Roosevelt Washington, Jr., "Substitute Teachers
Need Supervisory Help," Educational Leadership 30

²Daniel W. Kraft, "New Approaches to the Sub-
stitute Teacher Problem," National Association of Secondary

³Jeanne Dahlin, "Welcome Aboard, Substitutes!"
... first, the general expectations is that little learning will take place while a substitute is teaching. Second, many teachers --even experienced ones--do not leave adequate plans for the substitutes. Third, substitute teachers have never been prepared for their jobs.  

Substitute teachers are certified teachers who usually want to do a professional job of teaching. In addition to such obstacles as being notified too late to arrive at the school on time, apathy of the administrators and faculty, and not being acquainted with school policies, rules and regulations, the substitute realizes his lack of authority and prestige among students. The plight of the substitute teacher is summarized in the following word-picture written by Repass,

As I frantically searched for a seating chart and lesson plan, I saw two little noses pressed against the cold window. I overheard one of their owners ask, 'Do you think she'll let us go to the bathroom anytime we want to?' 'Of course,' came the knowing reply, 'she's a substitute!'  

According to Rawson,

A majority of respondents to an Educational Research Service survey noted the pay rate for differing levels of experience, absence of fringe benefits and collective negotiations, as


5Jerre Repass, "Hey! Whatever Happened to Our Regular Teacher?" Teacher 98 No. 7 (March 1981): 45.
well as minimal if any inservice and orientation as being prevalent problems faced by substitute teachers.\textsuperscript{6}

Also important to the substitute teacher, when unusual situations arise, is quickly available information. As Devilbiss stated,

> Have instructions for class dismissal, late students, passes and disruptive situations. Include the names of teachers nearby who may assist the substitute with questions, concerns or emergencies. Don't forget to include fire drill procedures. You may want to state in your plans that, due to the complex nature of your program, facility and safety requirements, the substitute may not alter your plans in any way, that you adequately planned for your absence and are depending on the assigned work being done upon your return.\textsuperscript{7}

In summary, this brief review of the literature has demonstrated the need to improve substitute teaching. It is anticipated that the development of a substitute teacher handbook will aid in the improvement of substitute teaching at Paris High School.


CHAPTER II

DEVELOPMENT OF THE SUBSTITUTE TEACHER HANDBOOK

Methodology

Information sources were the substitute teachers, the school principal, the district superintendent, the regional superintendent and the faculty serving Paris High School. Further information sources were the Paris Union School District 95 Policy Manual, the Paris High School Faculty Handbook and the Substitute Teacher Handbooks which were requested from four east central Illinois school districts: Springfield, Decatur, Urbana, and Danville.

"Surveys," according to Babbie, "... are most commonly used to gather facts, opinions and attitudes." To obtain these types of information, Hackett suggests using the questionnaire and the interview methods of survey. The mailed questionnaire was selected as the method used to obtain data from the substitute teachers.

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even though Hackett warned of the problem of the usual low return rate for the mailed questionnaire.\textsuperscript{10} In fact, Kerlinger and Sudham have stated that it was generally agreed "... the return should approach 80 percent or higher."\textsuperscript{11}

The unstructured interview was the method employed to obtain information from the high school principal, the district superintendent and the faculty. The structured interview was the method employed to obtain specific information from the regional superintendent.

According to Kerlinger, "In educational research, the three most important types of validity are content, criterion-related, and construct ..."\textsuperscript{12} Miskel and Sandlin stated, "Face validity refers to the initial impressions that the user or judge has of the instrument. More specifically, content validity is the judged representativeness of the items ..."\textsuperscript{13} Face validity was


\textsuperscript{13}Cecil Miskel and Terry Sandlin, "Survey Research in Educational Administration," Educational Administration Quarterly 17 No. 4 (Fall 1981): 5.
used in the present study. While reliability questions show how precise the measure of the instrument, according to Miskel and Sandlin, the parameter of this study was the avoidance of item ambiguity. 14

Results of Reviewing Information Sources

The following information sources were reviewed to collect information for constructing the Substitute Teacher Handbook: (1) survey results from questionnaire administered to substitute teachers serving Paris High School, (2) faculty handbook from Paris High School, (3) interview with the superintendent regarding substitute teachers, (4) interview with the principal regarding substitute teachers, (5) interview with faculty members regarding substitute teachers, (6) Board of Education Policy Manual, (7) substitute teacher handbooks from other school districts, and (8) interview with the regional superintendent of schools regarding substitute teachers. Each of these sources will be discussed as separate topics.

Results of Survey Questionnaire Administered To Paris High School Substitute Teachers

The Substitute Teacher Questionnaire (Appendix A) was developed by reviewing the literature related to

the needs of substitute teachers. In this sense, the issue of validity was addressed by utilizing face validity. The reliability of this instrument was not addressed although efforts were made to assure that items were not ambiguous.

Copies of the questionnaire with a cover letter (Appendix B) were mailed to each of the twenty-eight substitute teachers named on the Substitute Teacher List for Paris High School, as of February, 1983. The cover letter expressed a desire to improve the continuity of education at Paris High School by means of gathering information from the extended staff, the substitute teachers.

Table 1 presents the results of the Substitute Teacher Questionnaire. In response to the question of how well personal qualifications and past experience prepared the teacher to substitute (Question 1), 37.5 percent believed they had had excellent preparation and 37.5 percent believed they had had good preparation. The 17 percent reporting satisfactory and the 8 percent reporting fair comprise 25 percent of the respondents who believed they had less than good preparation to substitute teach.

In response to the question of how well the substitute teacher was supported by the administration when problems arose (Questions 2), 25 percent believed support by the administration was excellent and 50 percent
Table 1

Results for Substitute Teacher Questionnaire*

<table>
<thead>
<tr>
<th>Questions</th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How well do you believe that your personal qualifications and past experiences prepared you to substitute teach?</td>
<td>0%</td>
<td>8%</td>
<td>17%</td>
<td>37.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(2)</td>
<td>(4)</td>
<td>(9)</td>
<td>(9)</td>
</tr>
<tr>
<td>2. How well were you supported by the administration when problems arose?</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
<td>(6)</td>
<td>(12)</td>
<td>(6)</td>
</tr>
<tr>
<td>3. How well did faculty members in the building assist you when you had questions or problems?</td>
<td>4%</td>
<td>0%</td>
<td>21%</td>
<td>37.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(0)</td>
<td>(5)</td>
<td>(9)</td>
<td>(9)</td>
</tr>
<tr>
<td>4. How well did the administration of this district orient and prepare you to substitute teach?</td>
<td>21%</td>
<td>21%</td>
<td>33%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>(5)</td>
<td>(5)</td>
<td>(8)</td>
<td>(5)</td>
<td>(1)</td>
</tr>
<tr>
<td>5. How well do you think students at this building respect and cooperate with the substitute teachers?</td>
<td>9%</td>
<td>14%</td>
<td>45%</td>
<td>32%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>(2)</td>
<td>(3)</td>
<td>(11)</td>
<td>(8)</td>
<td>(0)</td>
</tr>
<tr>
<td>6. How well was information provided for you regarding the classes of the teacher for whom you were substituting?</td>
<td>0%</td>
<td>8%</td>
<td>21%</td>
<td>42%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(2)</td>
<td>(5)</td>
<td>(10)</td>
<td>(7)</td>
</tr>
<tr>
<td>7. How good is the substitute teacher pay at this district?</td>
<td>50%</td>
<td>33%</td>
<td>13%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>(12)</td>
<td>(8)</td>
<td>(3)</td>
<td>(1)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

*Based on 24 respondents

Numbers in parenthesis indicate individuals
believed support by the administration was good. Twenty-five percent felt support by the administrators was satisfactory, and none responded that administrative support was less than satisfactory.

In response to the question of how well faculty members assisted the substitute teacher when there were questions or problems, (Question 3), 37.5 percent believed the support of the faculty was excellent and 37.5 percent believed the support of the faculty was good. The 21 percent reporting satisfactory and the 4 percent reporting unsatisfactory comprise 25 percent of the respondents who believed the faculty gave less than good assistance to the substitute teachers.

In response to the question of how well the administration provided orientation and preparation for the substitute teacher (Question 4), 4 percent believed orientation and preparation was excellent and 21 percent believed orientation and preparation was good. The 33 percent reporting satisfactory and the 21 percent reporting fair and the 21 percent reporting poor comprise 75 percent of the respondents who believed the administration provided less than good orientation and preparation for the substitute teachers.

In response to the question of student respect and cooperation with the substitute teacher (Question 5), zero percent believed student respect and cooperation was excellent and 32 percent believed student respect
and cooperation was good. The 45 percent reporting satisfactory and the 14 percent reporting fair and the 9 percent reporting poor comprise 68 percent of the respondents who believed student respect and cooperation was less than good.

In response to the question of how well information was provided regarding the classes of the teacher for whom the substitute was teaching (Question 6), 29 percent believed information provided for classes was excellent and 42 percent believed it was good. The 21 percent reporting satisfactory and the 8 percent reporting fair and the zero percent reporting poor comprise 29 percent of the respondents who believed information provided regarding classes of the teacher for whom they were substituting was less than good.

In response to the question of how good is the pay in this district (Question 7), zero percent believed the pay was excellent and 4 percent believed the pay was good. The 13 percent reporting satisfactory and the 33 percent reporting fair and the 50 percent reporting poor comprise 96 percent of the respondents who believed the pay in this district was less than good.

The questionnaire included an open-ended question (Question 8), which inquired how the orientation and preparation of substitute teachers could be improved. The most commonly expressed need was for information as to the expectations of the administration and the
faculty for the substitute teacher's work. Substitute teachers also frequently expressed a desire for workshops and/or meetings for the purpose of receiving information and answers to questions. In addition, the substitute teachers expressed a desire for a booklet of information including teachers' schedules, student discipline procedures, rules and regulations, the responsibilities of the regular teacher and of the substitute teacher. Another concern expressed was the desire to repeat teaching assignments with the same teacher or within the same department.

The Final open-ended question (Question 9) was in three parts, asking what, specifically, could the administration, faculty, and students do to help make the substitute teacher's job more effective. Responses to each part of the question will be addressed separately.

A. Administration

The most common suggestion offered by the substitute teachers was that the substitute teacher pay was too low. It was believed the pay should be increased to compare with the substitute teacher pay in surrounding districts. One substitute teacher responded, "The subs pay of $30 was the lowest of the counties I have taught in to date. Marshall and Martinsville pay $35, Casey pays $42 and Vigo pays $32."

Other suggestions made by the substitute teachers were for the administration to provide workshops, to
explain rules and regulations, to review use of audio-visual equipment, to explain the administration's expectations regarding student discipline and to support the substitute teacher in relation to student discipline. Several substitute teachers requested that they be called as early as possible so that plans at home could be altered, such as to arrange a sitter to stay with young children.

Another substitute teacher desired to be called more frequently rather than to be called on a rotation basis. One substitute teacher wrote, "Substitue (sic) can be very boring because teachers usually give assignments. I feel substitutes may take a book to read or have a special project to work on."

Lastly, a substitute teacher suggested that the substitute teachers should be required to be present only during the class time and to be allowed to leave as soon as the last class was dismissed.

B. Faculty

A common plea by the substitute teachers was for lesson plans, teacher schedules, seating charts, supplementary class work and assignments for the following day.

Several substitute teachers believed the faculty could be more friendly and could offer help, even if it were not needed. One response was a plea for
substitute teachers to receive appreciation from the regular teachers.

C. Students

In response to what the students could do, there seemed to be an interesting dichotomy of feeling among the substitute teachers. Some substitute teachers felt the students needed to be more cooperative and more respectful of the substitute teacher. Other substitute teachers responded that the students at Paris High School were respectful, friendly, cooperative and quite helpful.

Results of Review of the Faculty Handbook

Based on the Faculty Handbook of Paris High School, there are certain kinds of information which should be available to the substitute teacher. These informational items are as follows:

1. Student tardiness
2. Classroom discipline
3. Absence reporting
4. Student injury
5. Time schedule
6. Student supervision
7. Building evacuation
8. Storm alert

Results of Interview with the Superintendent

The orientation of substitute teachers was delegated to the principal of each school. The school
principal supplied the information needed by the substitute teacher at his school.

The function of the superintendent's office was to supply an application form. When the applicant had filled out the form and had supplied a copy of his teaching certificate, the superintendent recommended the information to the School Board which decided to accept or reject the application.

Results of Interview with the Principal

The high school principal stated that he did not conduct orientation for the substitute teachers except that he did explain their duties to them while he escorted them to their room assignments. He provided a teacher schedule sheet and such lesson plans and materials as the regular teacher may have left or sent in for the substitute teacher. If no such materials were available, the substitute teacher was instructed to give the students a study hour.

During the past year, in relation to the present study, each regular teacher was required to prepare a folder for the teacher substituting in the regular teacher's capacity. The folder contained current seating charts, class rosters, copy of the school calendar, current week's lesson plans, facsimile of school forms used, a teacher assignment schedule, pertinent medical or behavioral information which the substitute teacher
should know about specific students, and a copy of the substitute teacher summary form for a daily report. The report was to be placed in the principal's office prior to the substitute teacher's departure each day. The principal checked the report and placed it in the regular teacher's mailbox.

The principal reported that during the school year just ended, the total substitute teacher days at Paris High School was 303.5. The principal did not make any formal evaluation of the substitute teachers. According to the school principal, substitute pay was $30.00 per day and $17.50 per half day.

**Results of Interviews with Faculty**

The faculty agreed that some substitute teachers were more effective than others. Some negative comments about substitute teaching were that it was often useless to plan any work because the substitute spent the time telling stories; or, only seat work was planned because the substitute might just sit and read a book; or, if a regular teacher were gone several days, work was never checked-in so there was no way of knowing if the work were "lost" by the substitute teacher or was not handed in by the student.

Some positive comments by the faculty concerned the fine contributions made by the substitute teachers, such as, some substitute teachers maintained good order
and the students completed the assigned work; or, one substitute teacher would tell the students "corny" jokes if they completed the assignment before the end of the hour; or, another substitute teacher enhanced her classes through telling of some travel experience.

Not all faculty believed it was important to have lesson plans and seating charts available unless they planned an absence.

**Results of Review of School Board Policy**

The Paris Union School District No. 95 policy regarding professional personnel and substitute teachers describes the conditions under which a substitute teacher is needed, the qualifications of a substitute teacher and the provision for a substitute teacher in an emergency situation. The Policy states:

Substitute teachers may be provided to replace absent staff members who absence, in the judgment of the administrator, necessitates a teacher replacement. Substitute teachers shall be fully certificated and approved by the Board. In case of dire emergency, a substitute teacher may teach for a limited time without prior Board approval.

The rate of pay shall be determined annually by the Board.15

Results of Review of Substitute Teacher Handbooks from Other Districts

Four school districts were mailed requests for copies of their Substitute Teacher Handbooks. (Appendix C)

In contrast to Paris Union School District No. 95 which serves one high school, the two responding school districts were larger and each served more than one high school.

Certain commonalities were, however, apparent within the handbooks. These were:

1. A statement of welcome from the administration
2. The qualification requirements for a substitute teacher
3. Substitute teacher assignment procedure
4. General information
5. General instructions
6. Responsibilities and/or classroom management for substitute teachers
7. Compensation for substitute teachers
8. Report forms

Reflecting other concerns, which varied between the respondents, were items such as accident reporting, district school maps, district school information, permanent substitute teachers, and teacher-principal reports. Handbooks also contained illustrations. The illustrations were of a cheerful or humorous nature and were used to emphasize pertinent points. The
handbooks served to explain and define the responsibilities of the substitute teacher. In addition, the handbooks served as a reference for certain rules which applied to substitute teachers.

Results of Interview with Regional Superintendent

The regional superintendent stated his office did not keep record of the substitute pay in each district.

His office did have record of the range of substitute teacher pay within the district. During the school year 1982-83 the range was $30.00 to $45.00 per day.
CHAPTER III

SUMMARY AND RECOMMENDATIONS
FOR IMPLEMENTATION

Summary

It was observed by this researcher that when the regular teachers were absent, the educational process in the classroom at Paris High School lagged or often came to a halt. This study was initiated to provide a handbook for the substitute teachers to use as a guide and a reference in order that they could perform more effectively their essential service of educational continuity during the absence of the regular teachers.

A data base was formed by obtaining information from several sources. Professional journals offered a limited but valuable source of information. A questionnaire was devised to elicit information from the substitute teachers employed by the Paris Union School District No. 95 at Paris High School. Interviews with the superintendent disclosed that the greater part of orientation of the substitute teacher was provided by the school principal. Interviews with the school principal revealed that much of the orientation of the
substitute teacher occurred verbally while the principal accompanied the substitute teacher to the appropriate room assignment.

Additional information was collected from interviews with members of the faculty. The Paris Union School District No. 95 School Board Policy Manual supplied further information.

Only two of the four east central Illinois school districts to whom requests were mailed provided copies of their substitute teacher handbooks. One district did not have a substitute teacher handbook and the other district did not respond.

The result of the study is the Substitute Teacher Handbook for Paris High School. The Handbook is intended to be a reference and a guide rather than a complete source of information. The Substitute Teacher Handbook contains the following information:

1. Legal requirements for substitute teachers
2. General Information
3. General Instructions
4. Classroom Management
5. Rules and Procedures

The Substitute Teacher Handbook is designed to serve equally well, the one-day substitute teacher or the several-day substitute teacher who may be confronted with evaluating and recording student work.

The Substitute Teacher Handbook contains important
day-to-day classroom management reminders as well as procedures indigenous to Paris High School. The Substitute Teacher Handbook contains easily referenced, clear instructions for unusual conditions when moments may be of critical importance for the safety of the students.

Recommendations

It is recommended that the Paris Union School District No. 95 and Paris High School approve this Substitute Teacher Handbook for Paris High School be reviewed annually by the administration, the substitute teachers, and the faculty, so that changes can be made as required to maintain the Substitute Teacher Handbook as a current and viable element in maintaining the educational process at Paris High School during the absence of the regular teacher.
APPENDIX A

SUBSTITUTE TEACHER QUESTIONNAIRE
SUBSTITUTE TEACHER QUESTIONNAIRE

Directions: Please complete the information listed below honestly and frankly. Do not put your name on the questionnaire. Your feedback will be used to assess the use of substitute teachers. Thank you for your time and cooperation.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How well do you believe that your personnel qualifications and past experience prepared you to substitute?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How well were you supported by the administration when problems arose?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How well did faculty members in the building assist you when you had questions or problems?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How well did the administration of this district orient and prepare you to substitute teach?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How well do you think students at this building respect and cooperate with the substitute teachers?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How well was information provided for you regarding the classes of the teacher for whom you were substituting?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How good is the substitute teacher pay at this district?</td>
<td></td>
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<tr>
<td>8. How can preparation and orientation of substitute teachers be improved?</td>
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</tbody>
</table>
9. Specifically, what can the administration, faculty, and students do to help make the substitute teacher's job most effective?

A. Administration

B. Faculty

C. Students

THANK YOU
APPENDIX B

COVER LETTER TO SUBSTITUTE TEACHER

QUESTIONNAIRE
February 24, 1984

Dear

In a continuing effort to improve continuity of education for our students, Paris Union School District #95 is making a survey among our valued extended staff, the substitute teachers.

Would you please, take a few minutes to fill out the enclosed questionnaire? Place the completed questionnaire in the enclosed, self-addressed envelope and drop it in the mail at your earliest convenience.

Thank you for your cooperation, your thoughtful reply is greatly appreciated.

Sincerely,

Lois M. Kloker
Survey Coordinator

LMK:ch

YOUTH - OUR PRICELESS RESOURCE
APPENDIX C

LETTER OF REQUEST TO OTHER SCHOOL DISTRICTS
FOR SUBSTITUTE TEACHER HANDBOOK
February 17, 1983

Dear

In a continuing effort to improve continuity of education of our students during the absence of the regular teacher, we are composing a Substitute Teacher Handbook for Paris High School.

It would be greatly appreciated if you could provide a copy of the Substitute Teacher Handbook used in your district.

Please use the enclosed, self-addressed envelope for your response.

Thank you for your early reply.

Sincerely,

Lois M. Kloker
Project Coordinator

LMK:ch

YOUTH - OUR PRICELESS RESOURCE
APPENDIX D

SUBSTITUTE TEACHER HANDBOOK
FOR PARIS HIGH SCHOOL
PREFACE

Substitute teachers are, while on duty, members of the Paris High School Faculty. Substitute teachers carry out an important role in the continuity of the educational process of the students of Paris High School. Substitute teaching can be a rewarding and challenging experience. For the students to receive the benefits of the instructional program, the substitute teachers will present themselves in a professional manner.

The Substitute Teacher Handbook has been designed to serve as a reference and a guide for the substitute teachers of Paris High School and it is therefore not all inclusive.

LEGAL REQUIREMENTS FOR SUBSTITUTE TEACHERS

The following items must be on file in the Superintendent's Office:

1. Completed application form for Substitute Teachers.
3. Copy of Teaching or Substitute Teaching Certificate, registered for the current year.
4. College Transcript.
GENERAL INFORMATION

Compensation

1. Full day shall consist of 7 3/4 hours . . $30.00

2. Half day shall consist of
   a. From Substitute Teacher's arrival until lunch
   or
   b. From lunch until the end of the Teacher Day . . $15.00

3. Day one through day 10, . . . . . . . . . . . . . $30.00

4. Day 11 and beyond, one assignment, the regular salary applies.

5. Substitute Teachers shall be paid on a full or half day basis.

Payroll Procedures

Substitute Cards for reporting assignments to payroll are obtained in the high school office. Each assignment is to be noted on the card and signed by the substitute teacher and returned to the principal's office. The principal will deliver the card to the payroll secretary in the superintendent's office.
Evaluation

Evaluations of substitute teachers are completed after each assignment. Appointment may be made by the substitute teacher with the principal to view the evaluation.

Professional Ethics

Substitute teachers are ethical in their comments made outside of school or to visitors.

Substitute Teacher Day

Substitute Teacher Day is the same as the Teacher Day: Teachers are required to be in the building at 8:00 a.m. and in their teaching area by 8:10 a.m. Teachers are not permitted to leave the building prior to 3:45 p.m. unless another arrangement has been approved by the principal. Except during the lunch period, if a teacher leaves the school during school hours, he must report to the office before leaving.

Teacher Lounge

The Teacher Lounge is available to the substitute teacher. It is expected that each teacher will leave it orderly. Teachers who bring their lunches may eat in the teacher lounge.

Role of the Regular Teacher in Relation To the Substitute Teacher

The regular teacher will prepare a Substitute Teacher Folder containing the following items:
1. Class rosters and homeroom roster.
2. Seating charts for classes, homeroom and Eveland Gym.
3. A copy of the school calendar.
4. A copy of the classroom teachers' schedule.
5. Any pertinent medical or behavioral information about which the substitute teacher should know concerning specific students.
6. Office copy of the teacher's lesson plan.
7. Teacher's additional duties.
8. A copy of school forms.
9. Copy of Substitute Teacher Summary Form.
10. Copy of grade book page for recording handed in work.

Role of the Regular Teacher in Relation To the Substitute Teacher

The regular teacher will prepare the classroom:

1. Leave textbooks on the desk.
2. Leave seat work to fill in extra time which may be available after classwork is completed.
3. Leave instructions as to where materials may be found.
4. Prepare the students to work cooperatively with substitute teacher.
5. Leave instructions for checking or grading student work.
Role of the Principal in Relation To the Substitute Teacher

1. Establish personal contact with the substitute teacher and familiarize him with the building. Escort the substitute teacher to the classroom and be sure the room is unlocked or provide the substitute teacher with a key.

2. Inform the substitute teacher of any special school plans for that day, such as student physicals, assembly or pep meeting.

3. Provide the substitute teacher with the appropriate substitute teacher folder.

4. Be sure the substitute teacher is aware of his schedule and duties.

5. Introduce the substitute teacher to another teacher within the department who may offer assistance if needed.

6. Notify the substitute teacher as soon as possible if his services will be required the following day.

7. Evaluate Substitute Teacher Form.
GENERAL INSTRUCTIONS

Before the Students Arrive

1. Report to the building at 8:00 or as early as possible.

2. Upon arrival report to the office to obtain the Substitute Teacher Folder of the teacher for whom you are substituting. Check folder for lesson plans and special information. If you are unable to find materials or if you are unable to understand the instructions, request assistance.

3. Obtain a previous day's attendance sheet to be checked for unexcused absences which will require an "Admit Slip" issued from the office before the student may attend class.

4. Inquire about any special events of the day which may cause a schedule change.

5. Locate attendance cards and attendance envelope used first hour only. Keep record of absences in each class.

During the School Day

1. Follow the established routine as closely as possible and after introducing yourself
to the class, check attendance, post attendance slip outside the room door and start class quickly and firmly.

2. Follow the lesson plan provided by the regular teacher.

3. Read to the class the announcements which arrive during the first hour.

4. A list of all the students reported absent first hour will be brought to the room during first hour. If a student whose name is on the list reports to any class during the day, he must have an "Admit Slip" issued by the office before he may attend class.

5. Familiarize yourself with students' names.

6. Expect good behavior from students. Be fair and be consistent. Be sure misbehavior is not due to misunderstanding.

7. Avoid making threats which cannot be followed through.

8. Remember all student and personnel records and grade records are confidential.

9. Move about the room and maintain eye contact with students.

10. If so instructed by the regular teacher, use preparation period to correct papers and to record grades as teacher indicated.
11. When study time is allowed in class, the student is expected to spend the time studying the subject of that class.

12. Pencils are to be sharpened before the bell rings, however it is only reasonable for a student to leave his seat to sharpen a pencil when it breaks.

13. Students may not leave the room except in the most urgent situations and then they must carry the orange and black "P" pass.

14. Solve problems yourself. Adhere to school discipline procedures. This strengthens your student relationships BUT when all else fails, use common sense and seek assistance.

After Students are Dismissed

1. If you have been assigned for a full day or the afternoon only, remain in the building until the teacher day is officially ended at 3:45 p.m. unless specifically dismissed earlier by the principal.

2. Leave the room as you found it.

3. Leave a brief report, including the absences, for the regular teacher.

4. Return materials to locations where they were found.
5. Complete the Substitute Teacher Summary Form and leave it and the Substitute Teacher Folder in the school office.

6. Close and lock all windows, adjust drapes open, turn off lights before leaving the building.

7. Lock the room and return the key (if you were given one.)

8. Sign and leave with the secretary the Substitute Teacher Card.

9. Check to see if you are to return the following day.
CLASSROOM MANAGEMENT

1. Students are to be in their seats when the bell rings, otherwise they are tardy.

2. Students will raise their hands and be recognized in order to talk—two persons may not talk at the same time.

3. The student's first impression of the substitute teacher greatly influences the discipline of the classroom. Be pleasant, enthusiastic, appear confident but let the students know that "anything does not go." Be consistent! Tell the class you name and write it on the board.

4. Start the class immediately and keep the students involved.

5. Direct your questions so that only one student will answer—not the entire class. Refer to the seating chart and call student by name.

6. Let the students know you may not do things exactly as the regular teacher does. Try, however, to stay to the class routine.

7. Identify problem students and have them help.

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8. Praise students. Utilize positive reinforcement—"That was an excellent answer to the question." "That is partly true--" (repeat the correct part--then explain the correction of the remainder of the response).


10. Give attention to the health and comfort of the students and see that the room is properly lighted, heated and ventilated.

11. Be courteous to students. Require students to be courteous to each other.
RULES AND PROCEDURES

Attendance

Students are not to leave school during the school hours for any reason without first checking out at the school office. Failure to check out properly at the office may result in the student not being excused for the absence. Teachers may not send students on errands during class time.

Absence Reporting

Attendance for the day will be taken during the first hour class attendance segment. Teachers are to place the attendance envelope in the clip outside the door at the end of the class attendance segment (the first five minutes of the first hour). The envelope will contain the student card of the students who are absent; if no student is absent, the envelope will contain the "None" card.

By the end of the first class period, teachers will receive an absence list from the office. Throughout the remainder of the day, teachers will use the attendance "blue slips" to report students absent from their classes. Blue slips are to be placed outside the classroom door where they will be picked up about fifteen minutes after
the start of the hour. Names of students who are tardy should be crossed off the blue slip.

Students whose names are on the absent list must have an "Admit Slip" from the office before they may attend class that day.

At the end of the day, a second--up-dated--absence list will be placed in the teacher's mailbox. The up-dated list will include the reasons for student absences. Students will not need "Admit Slips" if their absences have been verified--whether excused or not--on the day of their absences. If a student's absence has not been verified, he is to be sent to the office immediately.

Attendance records are of great importance. Knowing where a student is at all times is the responsibility of the person who is supervising that student.

Tardiness

Students who are not in the classroom ready to work when the bell rings are considered to be tardy. The teacher will keep accurate record of student tardiness. On the third tardy for any one class, the student will be issued, by the teacher, a "Disciplinary Notice" indicating the "Third Tardy" and the student will take the notice to the assistant principal at that time. Each tardiness thereafter in that class will require the same procedure, except the disciplinary notice will indicate the number of the tardiness occurrence.
A tardiness of more than 15 minutes requires the student to have a "Tardy Slip" from the office before he may attend class.

Student Illness in the Classroom

A student who seems to be ill should report to the principal's office or to the school nurse's office. He should be issued a "May Consult" pass. Use judgment as to whether to send another student with the afflicted student or to retain the afflicted student, and send another student to bring the school nurse or principal to the classroom.

Student Injury

Report all accidents to the principal's office immediately. A written report of any accident involving a student shall be sent immediately to the principal's office by the person having supervision or jurisdiction over the student at the time of the accident. A copy of the report will also be sent to the superintendent.

Substitute teachers are legally responsible for students under their supervision. For this reason, students should never be left without supervision and substitute teachers should exercise prudence in what they expect or allow students to do.

Discipline

The substitute teacher will maintain discipline under the same guidelines as those for the regular teacher thus:
Each teacher is responsible for his own classroom discipline. A general pattern is set for the school and each teacher should follow this pattern with his groups. Teachers and other certified educational employees shall maintain discipline in the schools, including school grounds which are owned or leased by the board and use for school purposes and activities. In all matters relating to the discipline in and conduct of the schools and the school children, they stand in the relation of parents and guardians of the pupils in the absence of their parents or guardians.

In referring students to the office for assistance in discipline matters, teachers are to submit a discipline notice with pertinent information recorded. The office will enter any 'action taken' and return a copy to the teacher.16

Grading Papers and Record Keeping

The substitute teachers shall grade all papers coming in during the substitute teacher's tenure and leave record of the criterion followed, unless specifically instructed by the regular teacher to do otherwise.

Record shall be kept of the student's name, the date the paper was due, the date the paper was handed in, the title of the paper, and the evaluation made by the substitute teacher of the paper. Blank copies of the grade book page are provided in the Substitute Teacher Folder for this record. It must be current and complete.

Attendance records are of critical concern. On the blank copies of the grade book page can be made an indication of the students who were absence and the students who were tardy and the date recorded so that the records can be complete.

Building Evacuation

The signal to evacuate the building is a continuous blast of the fire horns. At the signal the office will notify either the police or the fire department as necessary, who will take appropriate action, including notifying CIPS so that necessary utility services may be turned off. Each teacher will start his students from his room in an orderly fashion and will follow his group out of the building, remaining with his group.

Each substitute teacher will have his class roster and the Substitute Teacher Folder with him and will check his group upon arrival at destination to be sure everyone is present.

Students will leave the building as directed. There will be no running in lines. Walk carefully, but with dispatch. NO STUDENT WILL GO HAND IN HAND OR ARM IN ARM. In going down all but the main front steps there will be only 2 lines down, one on each side of the stairway. All lines should be single file.

After groups arrive at destination, teachers will hold groups together until notified that they should return to the building or dismiss the students.

Specific Directions
2 - Left, out west door, south across Crawford, west on south side Crawford to central, south on east side Central to Elizabeth.
3 - Left, out west door, south across Crawford, west on south side Crawford to central, south on east side Central to Elizabeth.

4 - Left, out west door, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.

5 - Extinguish all flames, left, out west door, south across Crawford, west on south side Crawford, south on east side Central to Elizabeth.

6 - Left, to south hall, out west door, south across Crawford, west on south side Crawford to Central, south on Central across Crawford to Elizabeth.

Recreation Room - Out west door, west on walk between Gym and Industrial Arts to Central, south on Central across Crawford to Elizabeth.

7 & 8 - Right through Girls Gym, out front doors, north across Madison Street.

East Gym - Out front doors, north on west side Main, across Madison to Washington, to Christian Church building to be out of weather.

10 - Right, down stairs, out east auditorium door, south on west side Main, across Crawford to Elizabeth.

11 - Left, down the stairs, out the coal door, past auditorium to alley, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.
12 - Right, down stairs, out coal door, past auditorium to alley, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.

Library - Out door, across hall, out north and center front doors, north on west side Main to Washington.

13 - Left, out north front door, north on west side Main to Washington.

14 - Right, out front north door, north on west side Main to Washington.

15 - Left, out north front door, north on west side Main to Washington.

Teacher's Lounge - Left, out north front door, north on west side Main to Washington.

19 - Out door on west wall of room, down stair, out east auditorium door, south on west side Main across Crawford to Elizabeth.

20 - Right, down stairs, out coal door, past auditorium to alley, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.

21 - Left, down stairs, out coal door, past auditorium to alley, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.

22 - Right, down stairs, out coal door, past auditorium to alley, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.
23 - Left, down stairs, out coal door, past auditorium to alley, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.

24 - Right, down stairs, out coal door, past auditorium to alley, south across Crawford, west on south side Crawford to Central, south on east side Central to Elizabeth.

25 - Across hall, down south center stairs, out south front door, south on west side Main across Crawford to Elizabeth.

26 - Right, down north center stairs, out south front door, south on west side Main across Crawford to Elizabeth.

27 - Left, down south center stairs, out south front door, south on west side Main across Crawford to Elizabeth.

28 - Right, down north center stairs, out center front door, south on west side Main across Crawford to Elizabeth.

29 - Across hall, down north stairs to ground floor, through east gym, out front doors on west side Main, across Madison to Washington.

31 - Left, down north stairs, to ground floor, through east gym, out front doors, north on west side Main, across Madison to Washington.
33 - South down hall to north stairs, down north stairs to ground floor, through east gym, out front doors, north on west side Main, across Madison to Washington.

35 - Down fire escape, across Madison, north up alley to Washington.

36 - Across hall, through room 35, down fire escape, across Madison, north up alley to Washington.

37 - Down hall to room 35, down fire escape, across Madison, north up alley to Washington.

38 - Through to room 35, down fire escape, across Madison, north up alley to Washington.

43 - Down stairs, out south east gym door, west on walk between gym and Industrial Arts to Central, north on east side Central, across Madison to Washington.

44 - Down stairs, out north east gym door, north to Madison, west on south side Madison to Central, north on east side Central, across Madison to Washington.

47 - Down stairs, out south east gym door, west on walk between gym and Industrial Arts to Central, north on east side Central across Madison to Washington.

Band and Practice Rooms - Up and out north east gym doors, north to Madison, west on south side Madison to Central, north on east side Central, across Madison to Washington.

Chorus - Up and out north door, west on Madison to Central, north on east side Central, across Madison to Washington.
West Gym - Out west main doors, north on east side Central to Washington, across Central to fire station and City Hall to get out of weather.

Agriculture - Out front door, south on east side Central, across Crawford to Elizabeth.

Orientation Shop - Out front door, south on east side Central, across Crawford to Elizabeth.

Lower Drawing - Out front door, south on east side Central, across Crawford to Elizabeth.

Mr. Stanley and Mr. Hornbrook will check washrooms.

Wood - Turn off all power equipment, out front door, south on east side Central, across Crawford to Elizabeth.

Metal - Turn off all power equipment and flames, out north door, west on walk to Central, south on east side Central, across Crawford to Elizabeth.

Auditorium - South section out south door, across Crawford into school parking area. North section out east door, south on sidewalk and across Crawford.

Drawing - Down the stairs and across Crawford on east side of Main Street.

Art - Through the drawing room, down the stairs and across Crawford to the east side of Main Street.

A-20 - To the alley, south across Crawford to the parking lot.

A-21 - To the alley, south across Crawford to the parking lot.
Automotive, Agriculture, Power Mechanics - Move across Crawford and down the east side Central to Elizabeth.

General Instructions in the Event of a Storm Alert

The signal to move to the lower levels of the building will be a verbal command from the office followed by three short bells in quick succession. Each teacher will start his students from his room in an orderly fashion and will follow his group out of the room, and remain with his group.

All windows in the rooms on the East and North sides of the school are to be opened fully.

All windows in the rooms on the West and South sides of the school are to be opened approximately 6 inches.

All doors to all rooms are to be left open.

Each Substitute teacher will have his class roster and his Substitute Teacher Folder with him and will check his group upon arrival at destination to be sure everyone is present.

Student will leave their room as directed. There will be no running in lines. Walk carefully, but with dispatch. NO STUDENTS WILL GO HAND IN HAND OR ARM IN ARM. In going down all but the front main steps there will be only two lines down, one on each side of the stairway. All lines should be single file.

After groups arrive at destination, teachers will hold groups together until notified that they should
return to the rooms or dismiss students. Signal to return to rooms will be three short bells in quick succession. Notification for dismissal will be verbal.

While at the proper destination – the students will sit against the wall or as near to the wall as possible and cover their head with hands and arms.

**Main Building**

Except for rooms 2, 3, 4 and 5, all first floor classes are to remain in their rooms. Classes in rooms 2, 3, 4 and 5 are to move to the middle of the lower hallway.

Girls in P.E. should go to the dressing room.

Recreation room students move to the middle of the lower hall.

Main floor classes on the East side should remain in their rooms. Classes on the West side should move across the hallway to the East side classrooms.

Room 10 should move onto the Southeast stairwell.

Students in the auditorium should move into the main floor hallway only as far as needed to accommodate all students.

Students in classes on the third floor to the south of the main stairs including room 25 should go down the center stairs to the basement and to the south portion of the basement hallway as far as needed to accommodate all students.
All other students in classes on the third floor should use the north stairs and go all the way to the basement hallway.

West Gym Area

Band stays in the band room.
Boys P.E. move to the varsity locker room.
Room 47 stays in the room.
Chorus stays in the chorus room.
Rooms 43-44 - Down north stairs across gym catwalk and down stairs to the chorus room.

Shop Building

All upstairs classes - Down east stairs into main building to the south end of the lower hallway.
All downstairs shop classes to the middle shop area.
SELECTED BIBLIOGRAPHY


Other Sources

