POLICIES AND PRACTICES FOR RECRUITING, TRAINING, AND

EVALUATING HIGH-QUALITY SUBSTITUTE TEACHERS:

A DELPHI STUDY

Juanita V. Smith

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Approved:

David J. Parks, Chair

Glen Earthman

J. Larry Hoover

Jerome Niles

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ABSTRACT

Effective substitute teachers are needed in classrooms across the United States; however, little attention is given to the policies and practices that school districts use to recruit, train, and evaluate them. The challenge of finding quality substitute teachers, despite the absence of definitive policies and practices to guide them, continues to be a problem nationwide.

The purpose of this study was to identify, using a three-round Delphi technique (Linstone & Turoff, 1975), policies and practices school districts could use to recruit, train, and evaluate substitute teachers. Data were gathered from a panel of experts who represent a variety of independent thinking on school district policies and practices for recruiting, training, and evaluating substitute teachers. The Delphi had three rounds of questions. During each round the panel members did not meet as a group (Tam & Mills, 2006).

Data were collected in 2008-2009. The nationwide panel of experts included writers and researchers, human resources directors, developers of programs for training substitute teachers, and participants at a national conference who managed programs for substitute teachers. The panel represented all six regions of the American Association of School Personnel Administrators, even though all were not active members of the association.

The findings provided information about substitute teachers on policies and practices to assist school districts in providing high-quality substitute teachers in classrooms when the regular teachers are absent and intended to affect policies and practices regarding the manner in which substitute teachers are recruited, trained, and evaluated. By the end of the third round of

the Delphi, the panel identified 27 policies and 51 practices school boards could enact and employ, respectively, to recruit, train, and evaluate substitute teachers. The panelists recommended policies on compensation, district support, strategies and processes, and performance expectations. They recommended specific performance criteria and evaluation practices, content and methods of training, and procedures for recruitment of high-quality substitutes. An instrument for evaluating the policies and practices covering substitute teachers is a product of the study.

DEDICATION

April 16, 2007, was a day our nation became affiliates of Virginia Polytechnic Institute and State University (VA Tech). It was the day 32 Hokies lost their freedom to pursue their dreams and make dreams happen for others. In honor of those who lost this quest, I humbly dedicate my dream of completing this study in your honor. In addition, to my beloved Hokies the courage to continue is extended to the families for their loss, the family and community of Virginia Tech, the students, future students, and to the beloved faculty and staff. In the everlasting words of Dr. Giovanni -- "We will prevail … We are VA Tech."

Ross A. Alameddine

Christopher James Bishop

Brian Roy Bluhm

Ryan Christopher Clark

Austin Michelle Cloyd

Jocelyne Couture-Nowak

Kevin P. Granata

Matthew Gregory Gwaltney

Caitlin Millar Hammaren

Jeremy Michael Herbstritt

Rachael Elizabeth Hill

Emily Jane Hilscher

Jarrett Lee Lane

Matthew Joseph La Porte

Henry J. Lee

Liviu Librescu

G.V. Loganathan

Partahi Mamora Halomoan Lumbantoruan

Lauren Ashley McCain

Daniel Patrick O'Neil

Juan Ramon Ortiz-Ortiz

Minal Hiralal Panchal

Daniel Alejandro Perez

Erin Nicole Peterson

Michael Steven Pohle, Jr.

Julia Kathleen Pryde

Mary Karen Read

Reema Joseph Samaha

Waleed Mohamed Shaalan

Leslie Geraldine Sherman

Maxine Shelly Turner

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YOU ARE FOREVER HOKIES!

In addition, I offer this work in memory of my family who are resting with the Lord:
my father (Johnny), my mother (Myrtle Inez), and
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CHAPTER I

INTRODUCTION

In the early 1980s students spent approximately 84 days during 12 years of education learning from substitute teachers (McIntire & Hughes, 1982). However, a decade later students spent up to 1 full year of their 12 years of education with a substitute teacher (STI/USU, 2000). In 2001, approximately 5 million children walked into 274,000 classrooms nationwide and found substitute teachers to greet them (Elizabeth, 2001). With high-stakes testing, accountability requirements, and the achievement gap between minorities and whites, one would think that attention would be given to improving all personnel involved in educating children.

According to the National Education Association (NEA, 2002) student groups are experiencing achievement gaps in several areas. With funding reductions, some school districts have had to release qualified, experienced teachers from their contracts (Hernandez, 2009). In one school district, a high school has opted not to hire substitute teachers and is grouping students in a study hall in an effort to cut cost (Strugis, 2009). As these situations continue to plague the quality of education students receive, teachers must contend with large class sizes as well as first, second, and third year teachers leaving the profession (Giacometti, 2005). As classrooms go vacant, school districts continue to fill them with less than qualified substitute teachers, with little attention given to policies and practices that school districts might use to recruit, train, and evaluate them. Such policies and practices are known to vary considerably among the states.

When the regular classroom teacher is away, the replacement must maintain continuity in student learning. To do so, the substitute teacher must perform two important functions: classroom management and instruction (Hardman & Tippetts, 2001). Effective substitute teachers have skills to perform both; however, those capable of performing these functions are

hard to find. Consequently, many school districts have turned to staffing agencies to fill empty classrooms when the teacher is absent.

The use of staffing agencies to supply substitute teachers has recently become more popular in the United States. With of the passage of a law in Michigan that allows the use of a staffing firm to supply substitute teachers, several school districts are using this method to fill empty classrooms (Roberts, 2000). Kelly Educational Staffing, a division of Kelly Services Incorporated has contracts with 1,200 schools in 35 states, with a deployment of 1,800 subs per day (Staffing Industry Report, 2003). Other methods are used by both substitutes and school districts as well. Coverdill and Oulevey (2007) explored how substitute teachers secure assignments by using an automated system. They studied staffing that used technology, social relationships, and worker agencies to shape how assignments are secured and experienced. They found that the most popular pattern for substitutes was securing assignments through relationships with teachers opposed to just using automated technology (Coverdill and Oulevey, 2007).

While many reasons may be identified for having high-quality substitute teachers in classrooms, those reasons are seldom considered when a "*warm body*" is the only assistance school officials can depend on to fill in for an absent teacher (St. Michael, 1995). School districts are not prepared to provide trained substitute teachers to fill in when a teacher is away. Substitute teachers must be recruited, trained, and evaluated in advance, and policies and practices for doing so would seem to be helpful to school districts. Working toward a consensus on these policies and practices is the focus of this study.

Purpose of the Study

There are immediate and far-reaching purposes for this study. The immediate purpose is to identify policies and practices that may improve the quality of the recruitment, training, and evaluation of substitute teachers. The far-reaching purpose is to improve the quality of substitute teachers who work in public school classrooms throughout the United States. To accomplish these purposes, a panel of experts was asked to identify and refine a set of policies school districts can enact and practices they can use to recruit, train, and evaluate the quality of substitute teachers. Based on the findings, a self-assessment tool was developed at the conclusion of the study for school districts to evaluate their policies and practices on recruiting, training, and evaluating substitute teachers. The instrument may be used as a measuring tool to evaluate and to stimulate the improvement, as necessary, of the policies and practices applied in recruiting, training, and evaluating substitute teachers.

Need for the Study

Substitute teaching is a neglected area in school district planning and practice. Little attention is given to the recruiting, training, or evaluating substitute teachers. Planning for substitute teachers is given even less attention. Peterson believed that the recruiting and hiring processes for teachers "must be tied in with school district planning" (Peterson, 2002, p. viii) and that a planning vision should extend beyond an expected vacancy or an empty classroom. This goes for substitute teachers as well. Recruiting policies and practices are needed that are planned beyond the expected vacancy, especially in hard to fill subject areas such as math, science, and special education.

Researchers and commentators have confirmed the shortage of substitute teachers (Hinklemeyer, 1988); found a need to improve the training for substitute teachers (Tracy, 1988);

expressed a need for training models for substitute teachers (Manera, 1992); offered tips on what

to do when the teacher is away (Patterson, 1991); explained how to prepare substitutes for a

successful day (Tomlinson, 1997); gave tips on what makes an effective substitute teacher

(Ostapczuk, 1994); and listed ideas on what would keep a substitute afloat (Billman, 1994)

during the absence of the teacher. Despite this variety of material, little is known about the

policies and practices that would improve the recruitment, training and evaluation of substitute

teachers.

In 2007, the House of Representatives authorized the Secretary of Education to establish

a program that would provide funds for local educational agencies to increase the effectiveness

of substitute teaching (The Substitute Teaching Improvement Act, 2007). The program goal was

to increase substitute teacher effectiveness with four major targets in mind: to train substitute

teachers, to train principals and teachers in effectively integrating substitute teachers in the daily

school operations, to develop resource kits, collect data on substitute teachers, and the practices

for managing them (HR 3345 House Bill, 2007). This program is a step in the right direction;

however, it doesn't go far enough. With the variance in state regulations governing the use of

substitute teachers, many school districts continue to have no policies on substitute teachers and

follow practices that place warm bodies in classrooms just to get the school through the day.

There is little regard in these districts for the quality of or continuity of instruction in these

classrooms when the regular teacher is away. This study was conducted to help alleviate this

problem by soliciting the opinions of experts in the field of education on policies and practices

on recruiting, training, and evaluating substitute teacher that promote continuity of instruction

during the presence of a substitute teacher in the classroom.

Research Questions

Six research questions were addressed in this study. The first three questions were on policies:

1.   What policies school districts can enact to recruit high-quality substitute teachers?

2.   What policies school districts can enact to train high-quality substitute teachers?

3.   What policies school districts can enact to evaluate substitute teachers?

The remaining three questions addressed practices:

4.   What practices can school districts use to recruit high-quality substitute teachers?

5.   What practices can school districts use to train high-quality substitute teachers?

6.   What practices can school districts use to evaluate substitute teachers?

A three-round Delphi study was used to conduct the research. The goal was to arrive at a consensus among members of a panel of experts on the policies and practices that school districts can enact or use to recruit, train, and evaluate substitute teachers.

Definitions of Key Terms

For the purpose of this study, the key terms are defined as follows:

Key Terms	Definitions
Recruiting policies	*Guidelines or principles used to increase the number and quality of those in the substitute teacher pool.*
Training policies	*Guidelines or principles used to direct the preparation of substitute teachers for effective classroom instruction.*
Evaluation policies	*Guidelines or principles that direct the assessment of substitute teachers.*
Recruiting practices	*Any methods used to attract substitute teacher candidates.*
Training practices	*Any method used to prepare substitute teachers for being effective in their roles.*

Evaluation practices	*Any method of assessing or judging the performance of substitute teachers.*
High-quality substitute teacher	*"An individual that is well versed in the techniques that produce an effective classroom in which the educational process continues during the regular teacher's absence" (Ballard. 2005, p. 40).*
Effective substitute teacher	*An individual who creates a work environment that is organized and structured so student learning can take place (Wong & Wong, 2000).*

Summary of Chapter I and Overview of the Report

In Chapter I, an introduction to the study was presented. The purpose of the study, research questions, and definitions of key terms were included.

In Chapter II, a review of the literature is presented. Policies and practices for recruiting, training, and evaluating substitute teachers are addressed. In Chapter III, the research design, organization of the Delphi technique, development of the Delphi rounds, and the collection and analysis of the data are presented. The findings of Delphi Rounds I, II, and III are summarized in Chapter IV. In the final chapter, Chapter V, conclusions are drawn, the study is discussed, and recommendations are made for additional research to improve the quality and effectiveness of substitute teachers in the classroom.

CHAPTER II

REVIEW OF THE LITERATURE

This is a review of literature on recruiting, training, and evaluating substitute teachers. The literature covers a span of 77 years—from 1932 to the present—and state and local regulations and school district policies and practices to recruit, train, and evaluate substitute teachers.

Sources of Information for the Review

Information was gathered from primary and secondary sources, including newspaper articles; search engines (Bing, AOL, Google, and NYTimes.com, and Ebscohost.com); books; journals (*SubJournals*, *The Sociological Quarterly*, and *Kappa Delta Pi*), dissertation abstracts on substitute teachers; the United States Department of Education; state departments of education, and the Education Resources Information Center. Internet search strategies were used to gather research-based information on substitute teachers. The Substitute Teaching Division (STD), formally the Substitute Teaching Institute (STI) at Utah State University, the George Mason University interlibrary loan, Virginia Tech's interlibrary loan, (http://scholar.lib.vt.edu, http://www.worldcat.org), and Virginia Tech's electronic delivery of articles and dissertations related to the topic of interest were accessed. Books on substitute teaching and managing substitute teacher training programs were reviewed. Statistical reports came from the National Education Association [NEA] (2002) and the National Center for Education Statistics [NCES] (2009), local school districts, and the American Association of School Personnel Administrators [AASPA]. Several key words and phrases were used to search for relevant information. Among them were *hiring teachers; mentoring teachers; recruiting, training and evaluating policies;* and *recruiting, training and evaluating practices.*

The Need for High-Quality Substitute Teachers

Over the span of this review, some information on policies and practices [procedures] governing substitute teachers were found, but it is limited. The need for skillful substitutes was abundantly clear in the literature. Gresham, Donihoo, and Cox (2007), for example, stated, "Skillful substitute teachers are critical to student achievement, especially in today's high-stakes accountability environment" (p. 29). Darling-Hammond and Berry (2006) wrote, "With the implementation of the No Child Left Behind Act (NCLB), school districts strive to ensure that all teachers—including substitutes—are highly qualified" (p. 29). Although the NCLBA (2001) mandated the placement of highly qualified teachers in all classrooms by the beginning of the 2006-07 school year, the act did not address requirements to place substitute teachers in classrooms. Brace (1990) found that students in the late 1980s spent as much as 5%-10% of class time with a substitute teacher. This exposure of students to substitute teachers has increased over the years in part because of new laws that allow teachers to be absent for various leave days such as family medical leave, professional development, personal, and emergency (Tannenbaum, 2000).

More experienced substitute teachers are needed in classrooms as the achievement gaps among student groups continue to be an issue. These groups include racial and ethnic minorities, English language learners, students with disabilities, boys and girls, and students from low-income families (National Education Association, 2002). The pressures of maintaining student achievement and closing the achievement gaps are additional challenges school districts face. Former President George W. Bush's push to "leave no child behind" has raised the bar for school districts across the United States to hire only highly qualified teachers to teach in all core subjects (Reese, 2004); this platform remains (Jackson, 2009) the focus in the administration of

President Obama. School districts must hire teachers endorsed to teach the subject assigned to them when hired. These quality standards continue to rise for the classroom teacher; however, little or no attention has been given to the standards for substitute teachers. Some districts continue to rely on substitute teachers who are less than qualified to fill-in during their absence (Longhurst, 2001).

Substitute teachers have become an important part of the education of students; therefore, school districts must attend more closely to their policies and practices that govern the use of substitute teachers. The Substitute Teaching Division of STEDI.org was formerly Substitute Teaching Institute/Utah State University (2009), adopted a philosophy with a statement on training as the key to attracting qualified substitute teachers. They (STEDI/STI/Utah State University, 2009) compiled some revealing statistics about substitutes: one full year of a student's K-12 years is spent under the instruction of a substitute teacher; 89% of school districts cannot find quality substitute teachers; 90% of districts nationwide spend less than four hours training substitutes; and over 2 billion is spent annually compensating substitute teachers. This marks an increase of time students spend with a substitute teacher.

<div align="center">Substitute Teachers and State and Local Regulations</div>

State requirements for substitute teachers are not equal nor are they equal among school districts. Substitute teacher policies and practices vary by school district across the United States [National Education Association (NEA, 2002)]. Qualifications and standards set by state departments of education vary considerably. Some states require little or no education while others require college degrees (see Table 1). As an extreme example, Texas has no state regulations for school districts to follow [National Education Association (NEA, 2002)].

Table 1

State Requirements for Substitute Teachers

States requiring substitutes to have a bachelor's degree	States requiring substitutes to have some college	States requiring substitutes to have at least a high school diploma	States with no minimum requirements for substitutes
Arizona	Illinois	Alabama	Louisiana
California	Indiana	Alaska	Montana
Connecticut	Kansas	Arkansas	Oklahoma
Hawaii	Michigan	Colorado	South Carolina
Minnesota	Missouri	Delaware	South Dakota
New Hampshire	Nebraska	Florida	Texas
North Dakota	New Jersey	Georgia	Tennessee
Ohio	Washington, DC	Idaho	
Oregon		Kentucky	
Pennsylvania		Maine	
Rhode Island		Maryland	
West Virginia		Massachusetts	
Wisconsin		Mississippi	
		Nevada	
		New Mexico	
		New York	
		North Carolina	

Table 1 (continued).

States requiring substitutes to have a bachelor's degree	States requiring substitutes to have some college	States requiring substitutes to have at least a high school diploma	States with no minimum requirements for substitutes
		Utah	
		Vermont	
		Virginia	
		Washington	
		Wyoming	

Note. Iowa required the same license as teachers. Compiled from "A substitute for education: Classroom-crippling shortage leads to unusual solutions," by J. Elizabeth, January 8, 2001, *The Pittsburg Post-Gazette, p.2*. Reprinted with permission.

The National Education Association (NEA, 2001) studied state regulations and guidelines governing the credentials for substitute teachers. The Association found that about three-fourths of the states had regulations or guidelines governing the use of substitute teachers. Of those with regulations or guidelines, the standards for substitute teachers were not very high, and only two percent of the school districts surveyed required the highest standard—a teaching license. Twenty-eight percent had no requirements for the employment of substitute teachers, and less than half used standards requiring some college credits (see Table 2).

Table 2

Number of States with Regulations or Guidelines for Substitute Teachers, 1998

Minimum requirements	*N*	%
States with guidelines	*36*	*72*
States without guidelines	*14*	*28*

Recruitment governing the use of substitute teachers varies across the six regions of the American Association of School Personnel Administrators [AASPA] (2004). Some states within the regions require substitutes to have a bachelor's degree, some college, or a high school diploma or GED, while some have no minimum requirements. Hargrove (2001) reported on requirements for substitute teachers and questioned whether or not substitute teachers should have a four-year college degree. He reported that 33.3% of the states required a college degree for their substitutes. Almost 50% of the states did not require a college degree, and 20% permitted local school districts to decide if a college degree is necessary (see Table 3).

State and local school districts have inconsistent qualifications and credentialing requirements for hiring substitute teachers. Local school districts may supplement state requirements, thus increasing the variability of requirements between and within states. Prior to 2001, the state of Iowa was the only state to require substitute teachers to hold a teaching license (NEA, 2001). In 2000-2001 Nebraska required substitute teaching candidates to have some college; however, some districts required 60 credit hours with at least one course in education (NEA, 2001). In Wyoming in 2000-01, the state regulations governing the use of substitute

Table 3

Number of States (and DC) with Degree Requirements for Substitute Teachers, 2001

Degree requirement	Number of states (& DC)	%
Four-year college degree	17	33
No college degree	24	47
Degree requirement left to local school district	10	20
Total	51	100

Note. The number includes the District of Columbia. Data are from "State-by-State Review of Titles and Requirements for Substitute Teachers" (2001). Published by the Substitute Teaching Institute of Utah State University. *Adapted with permission from Substitute Teaching Institute of Utah.*

teachers only required a high school diploma. The state now requires candidates to complete 65 semester hours and fingerprints to become a substitute teacher (NEA, 2002). It is estimated that 8 to 10 percent of classroom teachers on any given day are substitute teachers, and the majority of states do not require substitutes to have more than a high school diploma (Honawar, 2007). As an extreme example, Honawar (2007) stated that Prince George's County failed to fill 10 percent of its vacancies; thus having to recruit 140 subs to start school.

Heckman (1971) found that school districts increased the requirements of substitute teachers by requiring them to complete an application and hold a teaching certificate before a scheduled interview in Haverford Township in Pennsylvania. In Pennsylvania, candidates must have certification in the area they are needed. An emergency certificate can be secured with a limit of 15-days to substitute in a single area (NEA, 2001). In Lee County, Florida, Starnes (1973) found that substitute teachers holding a bachelor's degree received priority in the selection process, and Porwoll (1977) found that a number of school districts in Florida required

substitute teachers to hold the same teaching certificate and degree held by teachers; however, in Florida today, the regulations governing the use of substitute teachers only requires the substitute to have a high school diploma.

Connors (1932), an early critic of the preparation of substitute teachers, reported that the requirements for substitute teachers were less stringent than those for regular teachers. As early as 1934, Baldwin addressed the issue by expanding the requirements for substitute teachers in New York City to include their appearance. He believed that the requirements for substitutes should be the same as those for regular teachers, and he established the trend of selecting individuals whose qualifications exceeded the minimum state standards. For example, in New York City, a teacher had to dress according to a particular standard, including hair style, to be selected as a substitute teacher (Baldwin, 1934). Porwoll (1977) found that most of his responding school districts used a critical determining factor to select substitute teachers -- experience. Porwoll concluded that previous experience during that time was preferred over an academic degree or someone holding a license to teach. Substitute teacher appearance in Florida was addressed by requiring substitute teachers to refrain from wearing flip-flops, jeans, tank tops, midriff tops, and hats. It was further stated that the attire for substitute teachers be professional and neat (Johnson, 2003).

<div align="center">School Districts' Policies on Recruiting, Training, and</div>

<div align="center">Evaluating Substitute Teachers</div>

Policies used by some school districts in recruiting, training, and evaluating substitute teachers are described in this section. Some school districts accept and implement state regulations governing the use of substitute teachers while others have raised their standards to meet staffing needs. In Region 6 of the American Association of School Personnel

Administrators (AASPA), one rural school district in 1998 raised their standards from the state

regulation of a high school diploma or GED equivalent to 60 college credit hours to become a

substitute teacher (Gloucester County Public School Board, 1998). Respondents from AASPA in

an informal Internet survey conducted in 2004 by the researcher addressed the policies used to

recruit, train, and evaluate substitute teachers. The results of this survey are included were

appropriate in the following sections.

Black (2009) found when teachers are absent from the classroom 10 days during the

school year the absence causes a significant loss in student achievement (p. 48). When teachers

are away from the classroom, a large number of substitutes are required; when this occurs,

achievement suffers (Duggleby and Badali, 2007).

Personnel policies in any organization are developed to "direct the impact on schools'

instructional effectiveness by decisions about recruitment, selection, induction, evaluation, and

development of instructional staff members" (Seyfarth, 2002, p. 10). These policies address fair

and consistent practices that must be in line with federal and state laws.

Three prominent areas of personnel policy are recruitment, training, and evaluation.

Recruitment policies often direct administrators to develop documents [advertisements] that

inform the public of vacant positions. These advertisements are prepared for distribution through

various methods and include qualifications, requirements, salary, and other pertinent information

that would attract quality candidates. Training policies provide continuous professional growth

opportunities to keep current staff abreast of ongoing changes in the positions they hold (Rebore,

1998a). Evaluation policies are "as old as the education profession" Rebore (1998a, p. 181).

Since the time of William James and John Dewey (1978), evaluation has evolved into

"accountability." The focus is on whether parents and tax payers are satisfied with the level of

performance of students on assessment tests (NCLB, 2001). Blake (1984) stated that "the support

for substitute teachers in public schools leaves much to be desired" (p. 57). Mason (1968) found

that less than 50% of the school districts in North Carolina developed local school board policies

regarding substitute teachers. School districts may have procedures in place in recruiting,

training, and evaluating substitute teachers; however, few seem to have policies in place (Smith,

2004).

<p align="center">*Policies on Recruiting Substitute Teachers*</p>

Skillful substitute teachers are critical to student achievement (Gresham, Donihoo, and

Cox, 2007). When skillful teachers are absent from school for extended periods, districts may

find it hard to meet academic and accountability standards outlined in federal guidelines. The

implementation of the federal No Child left Behind Act (NCLB), states that districts must have

all teachers that are highly-qualified to teach core subjects (Darling-Hammond & Berry 2006)

and requirements for long-term substitutes must meet the same qualifications (Los Angeles

Unified School District, 2007) when hired in core subjects for a long-term assignments. Seventy-

seven years ago Baldwin (1934) reported that policies used to recruit substitute teachers did not

exist. However, Kiser said "with the challenges school districts face with educational reform

issues, school district policies should include support from a variety of methods to recruit, train,

and evaluate substitute teachers" (Kiser, 2006).

The context for recruitment policies varies widely across America. The NCLB Act is the

federal government's attempt to put a floor under the quality of substitute teachers. Under the

act, notification must be sent to parents when any child receives instruction in a core academic

subject for four or more consecutive weeks from a substitute teacher who does not meet the

definition of "highly qualified" (NCLB, 2004). Thus, the use of poorly qualified substitutes is

limited to short periods of employment. States and localities, however, manage to maneuver around this requirement.

In Florida, for example, many substitute teachers continue to walk into classrooms holding only a high school diploma, which meets district and state requirements. Some school districts in Florida, however, hold higher standards. In one district, individuals must have 60 college credits, be18 years of age, complete FBI checks, and complete specialized training (Flagler County Public School, 2007).

In Arkansas, there are no state requirements concerning substitute teachers; however, school districts have their own local policies and are allowed to set their pay scales. The state recently passed legislation that substitute teachers must have a bachelor's degree from an accredited college or university or possess an Arkansas teaching license (Arkansas Legislation, 2009).

In the state of Illinois, the guidelines governing the use of substitute teachers require at least a B. A. to become a substitute teacher (Consolidated School District, 2005).

The board policy in a school district in Georgia requires the hiring of individuals with the highest qualifications; however, short-term needs only require a high school diploma or equivalent (Newton County Schools, 2009). Substitute policy outlines the number of days and hours an individual can work. In addition the superintendent is responsible for establishing annually the daily rate; however, benefits are not offered to substitutes – short or long-term.

In New York, the district recruitment policy in Lafayette Central District Schools (2007) vowed to make attempts to employ the best qualified personnel for positions, and fringe benefits were not extended to the substitutes.

In North Carolina, Scotland County School Board of Education Policy (2008) provides first priority to substitutes who hold a license or have held any license. Secondary consideration is given to those who have completed the district's Effective Teacher Training or to those who have completed comparable professional development courses (Scotland County School Board of Education, 2008).

In New Hampshire, individuals interested in becoming substitute teachers in the Northampton Public Schools (2006) must have a high school diploma or a GED to serve as a substitute education Technician I for 30 days during the year, and Technicians II and III can only substitute teach for 10 days.

School districts have responded to a shortage of substitute teachers by implementing various ways to cover vacant classrooms (Smith, 1999). During a substitute teacher shortage in Ohio, the following practices were used to cover classes when the teachers were absent: parents in elementary schools provided time for teachers' to participate in professional development, teachers were paid to cover classes during their planning period, and 8 hours (1 day) of training was provided to anyone with a Bachelor of Arts Degree who wanted to substitute teach (Griswold & Hughes, 2000).

A short study was conducted by the researcher to collect some data on recruitment, training, and evaluation of substitute teachers. The survey was sent to 13 human resources directors affiliated with the American Association of School Personnel Administrators. The purpose was to gather some insight into whether or not school districts had policies and practices in place. One of the questions on the questionnaire was, "Do you have policies on recruiting substitute teachers?" Thirteen members responded, and all 13 responded they do not have policies for recruiting substitute teachers (Smith, 2004).

Policies on Training Substitute Teachers

Ten years ago (1999) few districts across the United States had policies in place to train substitute teachers. The Substitute Teacher Institute at Utah State University found that only 10% of school districts nationally provided more than 2 hours of substitute teacher training, and 53% of school districts provided no hours of training (Doward, Smith, & Jones, 1999). In San Diego, during a national conference sponsored by the Virginia Association of School Personnel Administrators, Sorenson (2002) was asked if the statistics have changed. His reply was negative – nothing has changed. Administrators and teachers are quick to complain about the job performance of substitute teachers; however, they are slow to suggest or develop training policies to ensure that continuity of instruction occurs in classrooms (Smith, 2002). In 2004, the question "Do you have policies on training substitute teachers?" was sent to members of the (AASPA) by the researcher. Thirteen members responded and all 13 reported that they do not have policies in place to train substitute teachers (Smith, 2004).

Some school districts require special training to become eligible for substitute teaching. The training includes survival skills for all grade levels, insight into administration expectations, classroom management tips and tricks, evaluating and improving performance, and the necessary steps and paperwork to become a certified substitute teacher. In New Jersey, substitutes must pay to attend training (Center for Teaching Excellence, 2009).

There is an obvious need for policy development in training substitute teachers. However, it may be difficult to encourage school districts to develop policies, especially when they seem satisfied with the current preparation of individuals to assume the role of a substitute teacher. In this study, the researcher will identify policies that address the training of substitute teachers.

Policies on Evaluating Substitute Teachers

The evaluation of teachers, generally, has received a great deal of attention from researchers (Millman & Darling-Hammond, 1989); however, the evaluation of substitute teachers remains a vast wasteland, with little attention given to the subject by researchers. Ramirez (1996) wrote, "Substitute teachers cannot become effective if they are not aware they are ineffective" (Unpaged). Ryan (2000) believed evaluating substitute teachers can lead to legal problems if termination is necessary. To avoid costly and unnecessary claims, he adamantly stated, "Don't evaluate substitute teachers" (p. 48). As with recruitment and training policies governing substitute teachers, evaluation policies vary across states and districts. Some examples follow.

In the second largest school district in Nebraska, an evaluation form is used to rate the job performance of substitute teachers; however, the absent teacher does not perform the task (Lincoln Public Schools, 2009).

In the Mission Statement of Levelland Independent School District (2009), it states that they "will provide opportunities and tasks for students that engage them in a manner that is conducive to learning and appropriate for the culture and environment in which they will live and compete (p. 2)" However, the handbook does not mention any methods for evaluating the job performance of the substitute teacher.

In a state-by-state policy analysis of statutes and department of education regulations, it was determined that a majority of the states increased the use of data when evaluating teachers; however, it is unknown at this time whether the changes in teacher evaluations will improve student learning (Hazi & Rucinski, 2009), especially when less than qualified substitute teachers continue to replace the absent experienced teacher.

In 2004, the question "Do you have policies on the evaluation of substitute teachers?" was sent to members of the AASPA by the researcher. Thirteen members responded, and all reported they do not have policies in place to evaluate substitute teachers (Smith, 2004). Researchers at the Substitute Teaching Institute believe that if substitute teachers are evaluated, their performance would improve, but only when suggestions and feedback are available (STEDI.org, 2009).

<div align="center">School Districts' Practices for Recruiting, Training, and</div>

<div align="center">Evaluating Substitute Teachers</div>

Practices that school districts use to recruit, train, and evaluate substitute teachers are described in this section. Some school districts rely on making *that* early morning call to see how many will substitute while other districts prefer to relinquish the task to agencies like Kelly Services or use an automated system (Coverdill & Oulevey, 2007). Respondents from the AASPA (2004) in an informal Internet survey conducted by the researcher addressed the practices used to recruit, train, and evaluate substitute teachers. The results of this survey are included here.

<div align="center">*Practices for Recruiting Substitute Teachers*</div>

Recruitment refers to activities designed to increase and make available quality personnel needed to complete the work within a school district (Castetter, 1996). Substitute teacher recruitment can be both short-term and long-term depending on teacher absence. Short-term recruitment goals meet current staffing needs, and long-term recruitment goals address future staffing needs of the school district. Both short and long-term planning requires careful consideration if quality personnel are selected to fill vacant slots. Family medical leave and professional development for teachers are often known in advance and can be planned by

personnel managers (Griswold & Hughes, 2000). Illness, emergency leave, and personal leave cannot be planned, and projections cannot be determined in advance. Whether short term or long term, it is vital to recruit qualified substitute teachers who can deliver quality instruction in the classroom when the teacher is absent.

In 2004, the question "Do you use a practice to recruit substitute teachers?" was sent to members of the AASPA by the researcher. Thirteen members responded, and 10 said they actively recruit substitute teachers, 2 reported they did not recruit substitute teachers, and 1 said that the district relied on an agency to recruit substitute teachers (Smith, 2004).

Some school districts accept and implement state regulations governing the use of substitute teachers. Others set their own standards above those of the state. School districts in Texas, for example, have increased regulations due to an influx of certified teachers whose jobs were lost due to the failing economy (Taboada, 2009). Due to teacher lay-offs in Florida, administrators work as substitute teachers (Volz, 2009) to save money. Some school districts are not accepting applications, while some in Texas continue to follow the minimum state requirements of a high-school diploma or GED (Volz, 2009).

School communities and school boards expect human resources departments to hire capable personnel to fill vacant positions. However, the old saying, "I know a good teacher . . . when I see one" (Seyfarth, 2002, p. 2), does not assure continuity in the classroom for students. Substitute teachers can be effective contributors if selected from a pool of the best and the brightest. Therefore, to maintain instructional continuity in the absence of the teacher, substitute teachers must have documentation of subject matter expertise and pedagogical skills.

Practices for Training Substitute Teachers

Rebore (2001b) defined *training* as a process used to enhance the education of students. According to Castetter (1996), *training* is used "to attract, retain, and improve the quality and quantity of desired staff members" (p. 291). Training provides the knowledge and skills that substitute teachers need to improve their classroom skills and, at the same time, increase their level of confidence. Training may provide information about school district policies, teaching strategies, and skill development. Substitute teachers and students benefit when school districts provide substitutes with instruction regarding best teaching practices (STI/USU, 2000). When the teacher is absent, the substitute's effectiveness or lack of effectiveness contributes to or detracts from every aspect of the learning process for children (Jones, 1999). While it is true that some school districts in the United States are using a variety of methods to train substitutes, substitute teachers in many others are not receiving any training (Smith, 2004).

Tomlinson (as cited in Dorward, Hawkins, & Smith, 2000) found limited research on substitute teaching; however, he suggested that "training is an effective way to improve the teaching skills and confidence level" (p. 31) of substitutes in the classroom. Goldenhersh (1995) found that a course on substitute teaching helped substitute teachers feel a positive and democratic attitude toward their job, and Ostapczuk, as cited in Dorward et al. (2000), suggested that a vital component to substitute teaching is "providing training on discipline topics and classroom management" (p. 31). A survey of a cross-sectional sample of school districts nationwide was conducted by the Substitute Teaching Institute at Utah State University to identify qualities and characteristics of substitute teaching in the United States (Dorward et al.). A stratified random sample of 500 school districts was polled. Results indicated that minimum qualifications for substitute teaching positions vary by regions, community type, district per

pupil expenditures, and economic base of support. Dorward et al. found that of the school

districts surveyed the majority did not require substitute teachers to attend an orientation or skills

training.

Investing in training of substitute teachers can pay dividends to school districts. Geoffrey

G. Smith (2002), executive director of the Substitute Teaching Institute at Utah State University

(STI/USU), stated, "No other small investment in education today will make a more significant

improvement in the classroom than training substitute teachers" (p. 31). This is probably an

overstatement of the effect of training of substitute teachers on classrooms. However, Smith's

point is expressed in the following question: "What other group of well-trained professionals

would allow untrained individuals to replace them? Nurses? Police officers? Pilots"? (p. 34).

A more rigorous approach to training substitutes is needed. One approach involves asking

education majors to complete practice teaching by substitute teaching (Shiya, 2004). This

approach combines the science of teaching and everyday practice. The purpose is to provide

university students interested in becoming teachers an opportunity to gain experience on-the-job

by substituting.

Rawson (1981) posed questions regarding the effectiveness of substitute teachers. He

suggested that if school districts are confronted with student discipline or diminished learning in

classrooms with substitutes, school officials should review their practices regarding substitute

teachers. Training may be the support that they need to ensure continuity of instruction and

learning.

Many school districts have practices that keep substitute teachers in "a revolving door"

(Ballard, 2005, p. 41). The door is revolving because they receive poor evaluations and are

deemed ineffective. They are kicked out the door before receiving training to improve their effectiveness in the classroom.

A study of the work performed by substitute teachers and the effectiveness of their management in schools was conducted in Northern Ireland (Department of Education, 2004). It was found that some substitute teachers felt they were left to their own devices and were provided with little information about the classes and the schools. In the same report, teachers reported weaknesses when assessing the substitute teacher's performance in the classroom (Department of Education, 2004).

Administrators monitor teacher effectiveness to deliver high-level instruction and strategies. Yet, little or no attention is given to substitute teachers to improve (Papalewis & Fortune, 2002). Preceding an evaluation on a teacher, an assessment is developed and then shared with the teacher. Teachers are given time and support to remedy any deficiencies before a decision is made to dismiss. Substitute teachers should receive the same support and time to become effective as regular teachers before they are released Papalewis et al. (2002).

When it comes to training substitute teachers in small and large districts, there appears to be some consensus (Hines, 2005). In 2005, an informal survey by telephone was conducted by the Substitute Teaching Institute at Utah State University (STI/USU, 2005). Respondents were from 33 of the 50 states. The participants were substitute teacher coordinators, directors of human resources, staff development directors, and personnel directors. One of the five questions addressed the topics that should be verbally covered with substitutes before an assignment. A general orientation on how to survive in the classroom received the most hits (36.4%), and seven hours of training received the second most hits (27.3%). Classroom management (18.2%) and state and district requirements (11.6%) received sizable support. Training is a vital component to

the success of substitute teachers; therefore, to enhance skill training, it must go for beyond a seven hour orientation (Hines, 2005).

There is a great need for effective training programs for substitute teachers. Considering the amount of time a child spends with substitute teachers throughout his or her education, high-quality programs are needed to train substitutes to deliver instruction. Three examples of effective substitute teacher training programs are presented in this section.

Training Program One

A well-planned training program developed in Wisconsin increased retention and created a pool of experienced teachers to fill vacant teaching slots unfilled at the beginning of the school year (Wisconsin Education Association Council [WEAC], 2009). The Professional Development Academy within the district introduced and offered substitute teacher training on line. The Academy believed that individuals must be trained and prepared to assume the role of the classroom teacher The academy trained substitutes provides students the benefit of receiving improved instruction within a safe environment. In addition the training consists of a comprehensive content that goes beyond the state law (WEAC, 2009)

Training Program Two

A training program developed by Rowley and Hart (1998) required participants to attend two structured days of intense training to become successful substitute teachers. The program prepares participants for challenges that could occur in four quadrants: interpersonal, instructional, logistical, and professional. The success of the program hinges on the strength of a well-trained facilitator who is well versed in district policies, student rules, regulations, and school board expectations. The training uses a series of video clips with dialogue from central office administrators, principals, teachers, substitute teachers, and students. A PowerPoint

presents research-based information that engages participants in thinking about the art of teaching and the delivery of instruction.

Training Program Three

A grant by the U.S. Department of Education to study substitute teaching was given to the Substitute Teaching Institute at Utah State University (STI/USU, 2000). In a national study, the Institute found that students, on average, spend one year of their K-12 education in front of substitute teachers who have not been trained (STI/USU). They learned that training substitute teachers was not prevalent across the United States. The researchers reasoned that the development of a training program would introduce techniques and skills to ensure student learning continued (STI/USU, 2000).Their training model identified six components they believed are vital to the success of substitute teachers in the classroom: being prepared and professional, classroom management skills, legal and first-aid issues, teaching and instructional strategies, use of fill-in activities, and the creation of a SubPack or resource kit. The training consisted of a full day of activities in group settings, demonstrations, and discussions.

In 2004, the question, "Do you … train substitute teachers?" was sent to members of AASPA by the researcher. Thirteen members responded, and 3 of the 13 responded that they train substitute teachers, 9 did not train substitutes, and 1 relied on an agency to do its training (Smith, 2004).

<div align="center">

Practices for Evaluating Substitute Teachers

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"In the field of education, a host of traditional techniques have been [and still are] employed to appraise the professional performance of school personnel" (Castetter, 1996, p. 272). The appraisal process is used to enhance the performance of staff and to provide incentives for constructive professional growth and progress. Baldwin (1934) stated that "rating is of value

not only for purposes of improving instruction, but ... because it supplies important information

to the director of substitute service for assignment purposes" (p. 83). Castetter (1996) wrote of

evaluation (appraisal) as the "very heart of the [improvement] process" (p. 5), especially when

both staff members and supervisors are involved. In some school districts, the classroom teacher

evaluates the substitute by completing a form for the principal or human resources department.

Here is where the process breaks down. Although the opportunity for the central office, teachers,

and students is present to provide formative input, substitutes seldom receive any feedback

regarding job performance (SubSolution Conference, 2006).

The evaluation of substitute teachers is often overlooked, and some researchers believe

caution should be exercised before embarking on an evaluation process. Ryan (2000, p. 48)

believes that requiring the evaluation of substitute teachers is a dangerous practice to undertake

due to potential legal problems. Blaine Sorensen, a researcher in a discussion of a presentation

by the Hopewell, Virginia, schools at a Virginia Association of School Personnel Administrators

Conference in Charlottesville agreed with Ryan when he stated that substitute teachers are not

contracted employees; they are at-will support staff. These legal concerns run counter to the

principal's concern for maintaining high-quality instruction in the absence of the teacher.

In the Northwest Indiana special education cooperative, the evaluation of substitute

teachers is based on proficiency standards applied by principals annually. If a substitute teacher

is not evaluated during the school year, his or her job performance is considered to be

satisfactory. This process permits principals to concentrate on helping substitutes who are

experiencing difficulty to grow professionally (Northwest Indiana Bylaws and Policies, 2009).

As early as 1932, Connors suggested that an evaluation of the substitute teacher's level of

success in the classroom should be performed by the principal after each job assignment.

However, little was accomplished in over 50 years (Blake, 1984). Two studies in 1977 addressed the need to evaluate substitutes; however, the researchers found the practice was not popular with many districts. Porwoll (1977) reported that less than half of the responding districts favored a formal evaluation of substitute teachers' performance. Wotherspoon (1977) discovered that "there was virtually no involvement or acceptance of responsibility for substitute teacher evaluation on the part of those individuals surveyed" (p. 39).

Rawson (1981) wrote that a lack of feedback and evaluation on the performance of substitute teachers in the classroom is a problem. He found that only 38.8 percent of substitute teachers were evaluated after an assignment. Schenck (1983) suggested that one area needing attention was evaluating substitute teacher performance in the classroom. A group of researchers (Dorward et al., 2000) found that developing and implementing an evaluation plan can reduce substitute teacher reprimands and increase retention. However, they found that less than 20% of participating school districts formally evaluated the performance of substitute teachers. The population was 14,400 school districts. In 2004, the question, "Do you … evaluate substitute teachers?" was sent to members of the AASPA by the researcher. Thirteen members responded and 7 said that they evaluate substitute teachers, 1 reported that a practice is in place only to receive complaints, 4 reported they do not evaluate substitute teachers, and 1 relied on an agency to evaluate substitute teachers (Smith, 2004). Geoffrey Smith (2002), director of the Substitute Teaching Institute, now known as Substitute Teaching Division.org (STEDI.org), believes that there should be some form of evaluation of substitute teachers.

Giacometti, (2005) found that teachers who are new to teaching leave the profession due to a lack of support by veteran teachers and administrators. The problem seems to be similar with substitute teachers. Those who have difficulties with classroom management and teaching

strategies are unlikely to find support from the school staff. They are on their own. It's not difficult to see that such practices have the potential to drive substitutes from the pool. More attention could be given to the evaluation and development of substitute teachers.

History of the Delphi Technique

The history of the name *Delphi* dates back to ancient Greece. The Greek god Apollo slew

the dragon Pythios at Delphi (Brooks, 1979; Linstone & Turoff, 1975). History confirms the fact

that Apollo was characterized by his youth, good looks, and ability to predict the future. The

Oracle of Delphi (700 B.C.) was a sacred shrine where people came to ask questions (History for

Kids: Europe, Asia, and Africa Before 1500 A.D., n.d.). The people of Greece expected the

oracle to predict or forecast their future when asked a question. This process resembles what

takes place today as people look to palm readers, the psychic hotline, and even a magic crystal

ball from a toy store to predict events in their future. Both the Greek oracles and today's palm

readers and psychic hotline staffs are asked the same types of questions, those that begin with

will, does, should, or *are.* Aligned with its mythic origins, the Delphi process is commonly used

today to reach consensus.

The Delphi process has been used in program planning, needs assessment, policy

determination, and resource utilization to explore or expose underlying assumptions, as well as

correlate judgments on topics spanning a wide range of disciplines (Hsu & Sandford, 2004).

Some examples of early uses follow: First, it was used to garner experts' opinions about military

defense predictions for the United States Air Force at RAND Corporation (1951). In asking a

series of questions and giving feedback to members of a group of experts, Project Delphi sought

a consensus to predict the best military defense (Linstone & Turoff, 1975). Second, the technique

was used to study the future of automation (Fowles, 1978). Third, the medical field used the

technique to systematically project research needs in clinical nursing (Lindeman, 1975).

From the creation of the Delphi technique at RAND, the technique continued to be used

as a resource by private corporations, think tanks, government agencies, and educational and

academic institutions in the United States, Europe, and Japan (Helmer, 1967a). Its popularity

progressed when a new Delphi technique surfaced, which was known as remote viewing. *Remote*

viewing is defined as having the ability to see images in the mind's eye (Jaegers, 1998). The

movie character Superman was portrayed to viewers as having the ability to see through walls

and other solid objects. Superman might be considered a remote viewer. Remote viewers can see

and hear events taking place beyond their normal senses, and they are able to view things that

occurred in the past and see what may happen in the future (Bayn, 2003).

Remote viewing can be used in different ways. Some have used it for personal or

academic research, while others have used it for forensic work to solve crimes (Lyons & Truzzi,

1992). Still others have used it for diagnostic health-care practices (Ornstein & Swencionis,

1990). Both Greek oracle and remote viewers share the ability to predict the future, but remote

viewers are known for their ability to look into the past and make a connection to the future,

using the discovery to project a more accurate prediction of future events.

Three types of Delphi techniques are found in the literature. The *conventional* Delphi

technique (Van Dijk, 1990) predicts future events. The *policy* Delphi technique is used for

resolving opposing viewpoints on policy issues (Van Dijk). The *normative* Delphi technique

relies on responses to reach outcomes, rather than the probability of future events (Sutherland, as

cited in Linstone & M. Turoff, 1975). In other words, we may think we know what the future

should be for a particular situation; however, that outcome may not be the consensus or outcome

of a group of experts at the end of a Delphi process. Each type of Delphi technique may be used

to seek a consensus regarding a dilemma.

In education, the normative Delphi technique has been used in many ways to gain

consensus. In a college of education, it was used to develop departmental goals in the areas of

special education (Cyphert & Grant, 1970) and gifted education (Conrad, Colton, Kelly, &

Brooks 1972). In other cases, it was used to identify criteria for theological education through

distance education (Seevers, 1993) and to determine the meaning of servant leadership (Abel,

2000). In this study, a normative three-round Delphi technique is applied to develop a consensus

on the policies and practices that may be used for recruiting, training, and evaluating high-quality

substitute teachers.

Although simple in concept, this systematic Delphi process does have some limitations

(Helmer, 1967b). Findings could be affected if a group member did not have sufficient

knowledge of the subject or if a member was not willing to devote the time required to complete

the research. In the design of this study, the researcher has made a careful selection of experts

who are committed to the project, thus, the limitations described here are unlikely to occur.

Summary of Chapter II

A review of the literature on policies and practices to recruit, train, and evaluate

substitute teachers was conducted. The literature, covering a span of over 77 years, was grouped

into three subsections: (1) state and local regulations governing the use of substitute teachers; (2)

policies school districts use in recruiting, training, and evaluating substitute teachers; and (3)

practices school districts use in recruiting, training, and evaluating substitute teachers.

School districts are aware of the implications and mandates in the language of the

NCLBA (2001). Since its enactment, states and school districts have been busy addressing and

implementing change to improve their policies and practices. How we meet the mandates and

how we educate children have been the major focus in education. During the history of

education, we have seen reforms come and go; some made a difference, others did not.

Nevertheless, these reforms focus our thoughts and attention on improving the quality of

teachers, students, programs, teaching styles, class size, test scores, and facilities, to mention a few. Based on the literature review, more attention must be given to the improvement of the quality of the substitute teachers who are in the classroom when teachers are away. A major problem is identifying policies and practices school districts can use in recruiting, training, and evaluating high-quality substitute teachers.

A revealing discovery in the literature was the differentiation of state regulations governing substitute teachers. This differentiation is compounded by the policies and practices of school districts within the states. Unlike the mandates outlined in the NCLBA, policies and practices used by school districts are not unified. Some states require substitutes to have a bachelor's degree; others require some college, a high school diploma, or a GED. Still others have no minimum state requirements. Some school districts have practices; however, it is unknown the number of school districts that do not have policies in place that support the practices used. In this study, I identified policies and practices school districts can enact to recruit, train, and evaluate substitute teachers.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The Delphi technique is used to gather information from a panel of experts with a variety of independent opinions on a topic. Opinions on effective policies and practices in recruiting, training, and evaluating substitute teachers are the focus of this study. The applications used in applying the Delphi technique are described in this chapter.

The Delphi Technique

A three-round Delphi was used to gain consensus on six research questions. The first three questions addressed policies. (1) What policies can school districts enact to recruit high-quality substitute teachers? (2) What policies can school districts enact to train high-quality substitute teachers? (3) What policies can school districts enact to evaluate substitute teachers? The last three questions addressed practices: (4) What practices can school districts use to recruit high-quality substitute teachers? (5) What practices can school districts use to train high-quality substitute teachers? and (6) What practices can school districts use to evaluate substitute teachers?

Panel Identification and Selection

The selection of panel members required careful thought by the researcher since the outcome of this selection process is a pivotal point in the study (Linstone & Turoll, 1975). Helmer (1967) stated that expert panel members should be selected wisely and provided conditions wherein each can perform his or her tasks without the interpretation from other members.

It was imperative that members are knowledgeable about recruiting, training, and evaluating substitute teachers. Members of the panel included individuals who were involved

with substitute teachers on various levels. They were superintendents, assistant or executive superintendents of human resources, principals or assistant principals, human resources or personnel directors, authors, researchers, and training program developers. These persons are responsible for or interested in the quality of substitute teachers. Superintendents are responsible for the academic success of all children in their school districts. Assistant or executive superintendents of human resources oversee the recruiting, training, and evaluation of all teachers according to policy standards. Principals are responsible for assuring quality replacements for absent teachers in classrooms. Human resources or personnel directors provide training programs to ensure that high-quality individuals are selected to fill substitute teaching positions. Authors write commentaries or prepare reports on the quality of substitute teachers. Researchers provide detailed analyses of data on substitute teachers. Finally, individuals who have studied and developed programs to train substitute teachers lend insights they have from their development of training programs. A group of individuals who attended the Substitute Teaching Institute (STI) conference in Utah during the summers of 2005 and 2006 were added as potential participates in the study. The conference attendees held various titles in school districts in the United States and were involved in the districts' substitute teacher programs.

The Populations of Panel Members

The populations are superintendents, assistant or executive superintendents of human resources, principals or assistant principals, directors of human resources or personnel, authors, researchers, training program developers, and Substitute Teaching Institute conference attendees. The populations were identified as follows: Superintendents (41), assistant or executive superintendents of human resources (178), principals or assistant principals (14), directors of human resources or personnel (328) were members of AASPA (2004). The authors (16),

researchers (16), and training program developers (5) were identified through searches of the

printed book and journal literature on substitute teachers; the Internet using ephost@epnet.com

with such keywords or phrases as substitute teaching, substitute teaching authors, and books on

substitute teaching; VA Tech's electronic dissertations; the membership of the American

Association of School Personnel Administrators' membership in 2004, and conference attendees

from the Substitute Teaching Institute in 2006; and the website of the *Substitute Teaching*

Institute (27). The list of developers of substitute teacher training programs was augmented by

reviewing the references in the manual for *Training Successful Substitute Teachers,* a program

being implemented in the researcher's school division; and the table of contents of *SubJournal*

published by the Substitute Teaching Institute. An additional list of names was included after a

discussion with the director and staff members of the Substitute Teaching Institute in Utah.

The Selection of Panel Members

The researcher sought a panel of 36 members. Twenty-four panelists, based on position

and region, were selected randomly (random numbers table) from the membership of the

American Association of School Personnel Administrators as follows: superintendents (6),

assistant or executive superintendents of human resources (6), principals or assistant principals

(6), and human resources or personnel directors (6) (see Table 4). Four authors, 4 researchers,

and 4 training program developers were randomly selected from the population pools to

represent these groups. Telephone calls were made to those selected until four individuals from

each group meeting the criteria for participation agreed to participate. In addition, a list of

Substitute Teaching Institute attendees (27) was used to identify one person to participate on the

panel. Random telephone calls were made until one person met the criteria and agreed to

participate.

Each member of the panel was screened with respect to their involvement with substitute

teachers. The screening procedure follows Table 4. The screening procedure was used because

very few school district superintendents and assistant or executive superintendents of human

resources deal directly with recruiting, training, and evaluating substitute teachers, and each

panelist was expected to be an expert on these topics. The researcher decided to diversify the

process by developing a separate set of questions for screening the remaining panel members

(authors, researchers, and training program developers). The conference attendees were not

presented with a set of screening questions; however, the researcher sent them a letter explaining

the study and an invitational email to participate as a panel member. The researcher secured the

responses from each by telephone (see Appendix A).

Table 4

Stratified Sample of Panel Members by Position and Region of the American Association of School Personnel Administrators

Position	Region					
	1	2	3	4	5	6
Superintendent	1	1	1	1	1	1
Assistant or executive superintendent of human resources	1	1	1	1	1	1
Principal or assistant principal	1	1	1	1	1	1
Human resources or personnel director	1	1	1	1	1	1

Screening questions for superintendents. The following questions were used to screen

potential panel members from the population of school superintendents:

1. How are you involved in policy-making decisions regarding substitute teachers?

2. How are you engaged with substitute teachers? Do you recruit, hire, or evaluate substitute

    teachers?

3. Do you present to your school board district policy concerning recruiting substitute teachers?

4. Do you present to your school board district policy concerning training substitute teachers?

5. Do you present district policy proposals to your school board concerning evaluating

    substitute teachers?

6. What changes has your district made to your substitute teacher policy within the last five

    years?

7. Would you be willing to participate in a study of substitute teachers? (Briefly describe the

    study.)

If the response to question 1 was *no involvement*, the researcher thanked them for their time and

moved to the next name on the list. This process continued in an effort to gain 6 superintendents

from the list of AASPA members.

Screening questions for assistant or executive superintendents of human resources. The

following questions were used to screen potential panel members from the population of

assistant or executive superintendents of human resources:

1. How are you involved in policy decisions on substitute teachers?

2. How are you engaged with substitute teachers?

3. Do you oversee the recruitment of substitute teachers?

4. Do you oversee the training of substitute teachers?

5. Do you know if your district evaluates substitute teachers?

6. What strategies have you put in place to recruit substitute teachers?

7. What are some challenges you have experienced with substitute teachers?

8. Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

If the response to question 1 was *no involvement*, the researcher thanked them for their time and moved to the next name on the list. This process continued in an effort to gain 6 assistant or executive superintendents of human resources from the list of AASPA members.

Screening questions for principals or assistant principals. The following questions were used to screen potential panel members from the population of principals and assistant principals:

1. Are you notified when new substitutes report to your school?

2. Do you engage in recruiting strategies to attract substitute teachers to your school?

3. Do you engage in training substitute teachers for your school?

4. Do you oversee the evaluation of substitute teachers at your school?

5. What are some challenges you have experienced with substitute teachers?

6. Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

If the response to question 1 was *negative*, the researcher thanked them for their time and moved to the next name on the list. This process continued in an effort to gain 6 principals or assistant principals from the list of AASPA members.

Screening questions for human resources or personnel directors. The following questions were used to screen potential panel members from the population of human resources or personnel directors:

1. What is your role with respect to substitute teachers?

2. How long have you worked with substitute teachers?

3. What is your role in recruiting substitute teachers?

4. What is your role in training substitute teachers?

5. What is your role in evaluating substitute teachers?

6. What are some challenges you have experienced with substitute teachers?

7. Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

If the response to question 1 was *no role*, the researcher thanked them for their time and moved to the next name on the list. This process continued in an effort to gain 6 human resources or personnel directors from the list of AASPA members.

Screening questions for authors, researchers, and training program developers. The following questions were used to screen potential panel members from the populations of authors, researchers, and training program directors:

1. What prompted your interest in substitute teachers?

2. What work have you done on recruiting substitute teachers?

3. What work have you done on training substitute teachers?

4. What work have you done on evaluating substitute teachers?

5. What are some of the challenges in recruiting substitute teachers?

6. What are some of the challenges in training substitute teachers?

7. What are some of the challenges in evaluating substitute teachers?

8. Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

The screening process continued in an effort to gain 4 authors, 4 researchers, and 4 training program developers. The researcher discussed the responses with her dissertation committee chair before panel members were selected.

During the screening, prospective panel members were given a brief description of the study, an explanation of their role as a panel member, and the approximate time it would take to complete each round. An individual was selected as a panel member based on responses received during the screening assessment. If a member was not selected, the researcher expressed appreciation for their time and moved to the next name on the list. Job title and e-mail address information were gathered during the telephone screening assessments. This process continued until the list was exhausted or 36 members agreed to participate (see Table 5).

Table 5

Expected Membership on the Delphi Panel

Group	N	%
Superintendents	6	16.7
Assistant or executive superintendents of human resources	6	16.7
Principals or assistant principals	6	16.7
Human resources or personnel directors	6	16.7
Authors	4	11.1
Researchers	4	11.1
Training program developers	4	11.1
Totals	36	100.1

Forty prospective panelists were called to obtain participants needed to complete the study. This process was carefully conducted because the quality of the opinions of the group would determine the outcome of the study. Nineteen members participated: 16 responded to Round I, 19 responded to Round II, and 19 responded to Round III. The variation was due to some panel members not participating until Round II or not electing to participate after agreeing to do so. Panelists included 11 males and 8 females representing six regions of AASPA and 13 states (Florida, California, Alabama, Utah, Indiana, Virginia, Wyoming, Colorado, Wisconsin, Pennsylvania, Ohio, Massachusetts, and Kansas).

Nine AASPA members participated and completed all three rounds: superintendents (3), assistant or executive superintendents of human resources (3), principals or assistant principals (2), and human resources or personnel directors (1). Authors (2), researchers (3), and training program developers (1) served as panelists. Substitute Teaching Institute attendees (4) participated; however, they responded only in Rounds II and III (see Table 6).

Table 6

Membership on the Delphi Panel

Group	N	%
Superintendents	3	15.79
Assistant or executive superintendents of human resources	3	15.79
Principals or assistant principals	2	10.52
Human resources or personnel directors	1	5.26
Authors	2	10.52
Researchers	3	15.79
Training program developers	1	5.26
Substitute Teaching Institute attendees	4	21.05
Total	19	99.98

The Implementation of the Three Rounds of the Delphi Technique in This Study

This section contains descriptions of the development of the instruments for the three rounds of the Delphi technique, the administration of the instruments, and the management and analysis of the data collected in each administration of the instruments.

The Implementation of Round I

Round I was the open-ended round of the Delphi technique. This round was used to solicit responses to open-ended questions about policies and practices for recruiting, training and evaluating substitute teachers. The development, administration, and data handling and analysis processes are described for this round.

Development of the Delphi I instrument. The instrument for the first round had six open-ended questions. Panel members were asked to respond to each question. Panel members had the freedom to convey their thoughts without pressure and the dynamics of group interaction. Since the researcher was interested in improving the quality of substitute teachers in the classroom through potential changes in polices and practices, the first three questions were created to gather responses regarding the policies for recruiting, training, and evaluating high-quality substitute teachers, and the last 3 questions were designed to elicit responses on the practices that school districts could employ to recruit, train, and Evaluate Substitute Teachers. The six questions follow:

1. What policies can school districts enact to recruit high-quality substitute teachers?

2. What policies can school districts enact to train high-quality substitute teachers?

3. What policies can school districts enact to evaluate substitute teachers?

4. What practices can school districts use to recruit high-quality substitute teachers?

5. What practices can school districts use to train high-quality substitute teachers?

6. What practices can school districts use to evaluate substitute teachers?

Field test of the Delphi I instrument. The researcher selected 14 individuals to test the Delphi I instrument for appropriate wording and clarity. Three days before sending the field test instrument, the participants were sent an email notification that the field test instrument was coming (see Appendix B). The field test instrument was sent electronically as an attachment to a second email (see Appendix C) with instructions, the questions, sample responses, definitions of key terms, and a return date (see Appendix D). A response receipt was requested. Returned receipts identified each participant by e-mail address. When the response receipt was received, the time was recorded to initiate the follow-up process and an identification number was applied.

Participants were asked to complete and return the questionnaire within 7 working days. The participants were asked to contact the researcher by email if they needed clarification. The return rate was 92%, and no changes to the questionnaire were recommended.

The field-test data were analyzed to determine if the responses would yield useful information. The constant-comparative method of Maykut and Morehouse (1994) was applied in this analysis as follows:

1. As questionnaires were returned, they were printed and assigned the identification numbers from the master list. The number code had two letters and two digits: FT for field test and two digits from 01-14. Thus, FT12 identified field-test participant 12.

2. The raw data in the form of words and phrases were unitized. Each unit of data was written on an index card with the participant's number code on the back.

3. Category names (recruiting policies, training policies, evaluating policies, recruiting practices, training practices, and evaluating practices) and inclusion codes (definitions) were written separately at the top of six large sheets of paper to identify policies and practices for recruiting, training, and evaluating substitute teachers.

4. Each unit of data on the index cards was read and taped to the sheet that matched the inclusion code (definition). Units of data that did not match an inclusion code's definition were placed in a miscellaneous category. The process ended after all units of data were assigned to categories.

5. The researcher identified and developed themes by reviewing the units of data. The units of data were placed under the themes. If a unit of data was repeated, the unit was followed by the number of times participants gave the response. Results of this process are in Appendix E.

In addition to the six open-ended questions, participants were asked to provide feedback

on how the six questions might be revised to make them clearer or to collect the information

needed to fulfill the purposes of the study. Two questions were asked. The first question was on

the clarity of the items (*How clear was the item?).* They responded using the following scale: 1 =

not clear, delete; 2 = not clear, revise; 3 = very clear, no change needed. If a participant marked

an item with a 2, he or she was requested to indicate how it might be changed to increase clarity

(see Table 7). Participants then were asked, *Do you think the item will elicit the information*

requested? They responded with either *yes* or *no.* If they responded *no*, they were asked to

recommend how to change the item (see Table 8).

Table 7

Ratings on Clarity of Questions on Field Test Instrument for Delphi 1 with Recommended

Changes

| Questions | *Responses* | *(f)* | *M* | *SD* | Recommended changes to the questions |
	Useable	*Missing*			
1. What policies can school districts enact to recruit high-quality substitute teachers?	11	3	3.0	.00	None
2. What policies can school districts enact to train high-quality substitute teachers?	11	3	3.0	.00	None
3. What policies can school districts enact to evaluate substitute teachers?	11	3	3.0	.00	None

| 4. What practices can school districts use to recruit high-quality substitute teachers? | 11 | 3 | 3.0 | .00 | None |

(table continues)

Table 7 (Continued)

Questions	Responses (f)		M	SD	Recommended changes to the questions
	Useable	Missing			
5. What practices can school districts use to train high-quality substitute teachers?	11	3	3.0	.00	None
6. What practices can school districts use to Evaluate Substitute Teachers?	11	3	3.0	.00	None

Note: The clarity scale was: 1 = not clear, delete; 2 = not clear, revise; 3 = very clear, no change needed. No changes were recommended.

Table 8

Opinions of Field Test Participants Regarding Whether the Items Will Elicit the Information Requested

Questions	Responses (*f*)		Yes		No		Recommended changes to the question
	Useable	*Missing*	*N*	*%*	*N*	*%*	
1. What policies can school districts enact to recruit high-quality substitute teachers?	*11*	*3*	*11*	*100*	*0*	*.00*	Define effective
2. What policies can school districts enact to train high-quality substitute teachers?	*11*	*3*	*11*	*100*	*0*	*.00*	Define effective
3. What policies can school districts enact to evaluate substitute teachers?	*11*	*3*	*11*	*100*	*0*	*.00*	Define effective
4. What practices can school districts use to recruit high-quality substitute teachers?	*11*	*3*	*11*	*100*	*0*	*.00*	Define effective
5. What practices can school districts use to train high-quality substitute teachers?	*11*	*3*	*11*	*100*	*0*	*.00*	Define effective
6. What practices can school districts use to evaluate substitute teachers?	*11*	*3*	*11*	*100*	*0*	*.00*	Define effective

The results of the analysis of the responses from the test instrument were reviewed by the researcher and her committee advisor. One field test participant suggested adding to the definition of terms the word *effective*. Upon review of the items, only one item had the word

effective. I decided not to make any changes in the items because, as indicated by the responses, all items were rated as clear and all were considered viable in collecting the needed data.

Participants were asked to record their start and end times to determine the approximate time it would take to complete the questionnaire (see Table 9). The average completion time was 34.6 minutes, including responses to the questions on wording and clarity. This was considered a reasonable expectation for respondents. It would neither exhaust them nor cause them to discontinue participation.

Table 9

Field-Test Completion Times for Delphi Round I

Participant	Start time	End time	Minutes to completion
1	9:22	10:00	38
2	5:22	6:22	60
3			
4	10:45		
5	9:41	10:05	24
6			
7	2:05		
8	1:35	2:06	31
9			
10			
11	11:25	11:45	20
12			
13			
14			
Average completion time			34.6

Note: Participants 3, 6, 7, 9, and 10 did not provide start and end times. Participants 12, 13, and 14 did not respond to the survey.

Development of the web-based questionnaire for Round I. The web-based questionnaire for Round 1 of the Delphi was developed by following the prompts outlined by Virginia Tech's SurveyMaker. The online survey tool was designed by the computing center at Virginia Tech

(computing.vt.edu, 2009). Six questions with open-ended responses were embedded into the questionnaire. Three of the questions asked panelists to record policies they think would facilitate the recruitment, training, and evaluation of substitute teachers. The three remaining questions asked panelists to record practices they think would facilitate the recruitment, training and evaluation of substitute teachers.

Administration of the web-based questionnaire for Round I. Once the experts agreed to participate in the study, an email notification was sent informing them that a survey would arrive in three days (see Appendix F). A second email (instructions) was sent with the participant's identification code and secured password. Each participant was instructed to log on to Virginia Tech's *SurveyMaker* web site via a link embedded in the email message. An ID code and a password were provided to each participant (see Appendix G). Each participant had 14 days to complete and return the questionnaire. The researcher received an email notification when a survey was completed. Panel members completing the instrument were identified by the four-digit ID code. When a survey was not returned by the due day, an email reminder, along with the web address of the questionnaire, the panel member's ID code, and the password were sent. Information was included for panel members to contact the researcher if clarifications were needed. The follow-up process continued until the surveys were returned or until it was no longer feasible to expect a response. The questionnaire for Round I is in Appendix H.

Data management for Round I. Each panel member's responses were received as a single return. The raw data were in the form of words and phrases. Two copies of each panelist's response were printed, and the panel member's four-digit code was assigned to each copy. The first two digits represented the respondent's ID number, the third digit was the respondent's group membership (i.e., author, researcher, superintendent, etc.), and the fourth digit was the

respondent's region (i.e., 0=No region, 1-6 for the six regions of the American Association of School Personnel Administrators). A code of 0231 meant 02 = respondent two, 3 = the third group, and 1 = the third region of AASPA. One copy was saved in a file folder labeled Delphi I-Round One. The other copy was used for analysis.

Analysis of Round I responses. The Delphi I responses were analyzed using a constant comparative method (Maykut & Morehouse, 1994) as follows:

1. Units of data were cut and taped to separate index cards. Each unit of data was identified with the respondent's ID code. The code was recorded on the back of the card.

2. Category names (recruiting, training, and evaluating), and inclusion codes (definitions of the categories) were written separately at the top of six large sheets of paper to identify policies and practices on recruiting, training, and evaluating substitute teachers.

3. Each unit of data was read then taped to the sheet that matched the inclusion code (definition). Units of data that did not match an inclusion code's definition were placed in a miscellaneous category. The process continued until all units of data were assigned to a category.

4. The researcher identified and developed themes by reviewing the units of data. The units of data were placed under the appropriate theme. If a unit of data was repeated, the unit was followed by the number of times participants gave the response.

The results of this process are recorded in the raw data matrices in Appendix I.

The Implementation of Round II

The development and administration of the Round II instrument, and the management and analysis of the data for Round II are described in this section.

Development of the web-based questionnaire for Round II. The Round II questionnaire was developed from the responses from the Round I. The Round II items were policies and practices for recruiting, training, and evaluating substitute teachers that were reported by the panelists in Round I. These policies and practices were placed into six groups: recruiting policies, recruiting practices, training policies, training practices, evaluation policies, and evaluation practices. Within these groups, items were place on the Round II questionnaire randomly. Panel members were asked to rate the effectiveness of each policy or practice on a four-response Likert scale: 1 = Not an effective policy (practice), 2 = A somewhat effective policy (practice), 3 = An effective policy (practice), and 4 = A very effective policy (practice). The items were formed into a web-based questionnaire that was administered through Virginia Tech's Survey.vt.edu.

Administration of the web-based questionnaire for Round II. Panel members received an email notification informing them that the Round II questionnaire would arrive in three days (see Appendix J). A second email was sent with the participant's identification code and the secured password. Each participant was instructed to log on to Virginia Tech's *SurveyMaker* web site using the embedded link. The panelist's ID code and password were required to gain access to the site (see Appendix K). Each participant had 14 days to complete and return the questionnaire (see Appendix L). The researcher received an email notification when a survey was completed. Panel members completing the instrument were identified by the four-digit ID code. When a survey was not returned by the due date, an email reminder with the URL link to the questionnaire, the panel member's ID code, and the password was sent. Information was included for panel members to contact the researcher if clarifications were needed. Telephone calls were made to encourage participants to continue and complete Round II. This action

encouraged four participants to participate in this round who had not participated in Round I. The

follow-up process continued until all surveys were returned or until it was no longer feasible to

expect a response. Nineteen panelists participated in Round II.

Data management for Round II. Each panel member's responses were received as single

returns. The data were in the form of a four-point scale on how panel members rated the items.

Each response was printed to secure the results. The printed copy was identified by the

respondent's ID code. The data from Round II were imported from Survey.vt.edu into SPSS 11.0

to calculate descriptive statistics for each item. Variable names were created and data format was

adjusted as needed prior to data analysis. The data were checked for missing and out-of-range

values.

Analysis of Round II responses. The mean, standard deviation, and percentage of

responses in all categories of the scale [1 = Not an effective policy (practice), 2 = A somewhat

effective policy (practice), 3 = An effective policy (practice), and 4 = A very effective policy

(practice) were calculated. The mean identified the position or average of the responses, and the

standard deviation reflected the distribution of the responses. The percentage of responses falling

into the top two categories (effective or very effective) was used to flag items that did not meet

the consensus criterion for the round. The criterion was 80% or more of the respondents rating a

policy or practice as effective or very effective in recruiting, training, or evaluating substitute

teachers. Although flagged as not meeting the consensus criterion in Round II, the items were

included on the Round III instrument for further review and rating by the panelists. Results are in

Appendix O.

The Implementation of Round III

The development and administration of the Round III instrument, and the management and analysis of the data for Round III are described in this section.

Development of the web-based questionnaire for Round III. The Delphi III questionnaire was developed from the responses in Round II. All items on the Round II questionnaire were included on the Round III questionnaire. Those items that did not meet the criterion for inclusion in Round II were identified for the panelists with a strikethrough. The Round III questionnaire contained the respondent's ratings on Round II and the mean, standard deviation, minimum and maximum, and the combined percentage of responses in the "effective" and "very effective" categories for each policy and practice. Panelists were asked to review this information as they reconsidered their ratings of the policies and practices. They were then asked to rate each policy and practice using the same four-response scale that was used in Round II. They were cautioned to re-examine all of the policies and practices based on what *is best for education* and not what is done in their respective districts.

Administration of web-based questionnaire for Round III. Panel members received the Round III questionnaire as an email attachment. This was done because Survey.vt.edu could not accommodate the data format required in Round III. Panel members were notified by email three days before the Round III questionnaire was sent that the final round would arrive (see Appendix M). Instructions for completing the questionnaire and the date of return were included (see Appendix N). A response receipt was requested when the survey was received so that delivery problems could be addressed. These notifications were recorded. Panel members were requested to complete and return responses to the items within 14 work days. Information was included for panel members to contact the researcher if clarifications were needed. If responses were not

received in three days after the due date, panel members were sent an email reminder with their

ID code and a second questionnaire attached. The follow-up process continued until all surveys

were returned or until it was no longer feasible to expect a response. All 19 participants

responded to the Round III questionnaire.

Data management for Round III. Each panel member's responses were received as single

returns. The data were in the form of responses entered directly on the questionnaire and returned

to the researcher as an email attachment. Each instrument was printed to secure the results. The

printed copy was assigned the respondent's ID code. The data from Round III were entered into

SPSS 11.0 to calculate the responses to each item using descriptive statistics. Variable names

were created, and data format was adjusted as needed prior to data analysis. The data were

checked for missing and out-of-range values.

Analysis of Round III responses. The mean, standard deviation, and percentage of

responses for all categories of the scale [(1 = Not an effective policy (practice), 2 = A somewhat

effective policy (practice), 3 = An effective policy (practice), and 4 = A very effective policy

(practice).] were calculated. The mean identified the position or average of the panel members'

responses, and the standard deviation reflected the distribution of the responses. The percentages

of responses were used to identify items eliminated from the final list. Any item not receiving

ratings of 3 (an effective policy or practice) or 4 (a very effective policy or practice) by 80% or

more of the respondents were struck from the list. These items were considered by the panelists

to be less effective policies and practices for recruiting, training, and evaluating substitute

teachers. The items remaining were considered effective policies and practices for recruiting,

training, and evaluating high-quality substitute teachers, as agreed upon by the panel of experts.

Development of a Self-Assessment Instrument

School districts across the United States use substitute teachers to assist in educating students. The diversity of the policies and practices governing the use of substitute teachers intrigued the researcher and prompted the development of the study. Determining effective policies and practices for recruiting, training, and evaluating high-quality substitute teachers was based on consensus from expert panel members.

A self-assessment instrument was developed at the conclusion of the three-round Delphi process. The instrument was designed so that school districts could evaluate their policies and practices on recruiting, training, and evaluating high-quality substitute teachers. This assessment tool may create an awareness of a need for more effective policies and practices and may help school districts to improve the recruiting, training, and evaluation of substitute teachers. It is hoped that this self-evaluation will generate dialog among district stakeholders to improve and work more effectively with substitute teachers.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to identify, using a three-round Delphi technique, policies

and practices school districts could use to recruit, train, and evaluate substitute teachers. A panel

of 19 experts on substitute teachers participated in one or more rounds of the study. Panelists

were selected by geographic location and involvement with substitute teachers. Nine panel

members were selected based on their membership and title in the American Association of

School Personnel Administrators (AASPA). Additional members were 2 authors, 3 researchers, 1

program developer for substitute teachers, and 4 conference participants who were responsible

for managing substitute teacher programs. This process provided broad participation on the panel

from across the Unites States. The results of the study are presented in this section.

Results of Round I

Six-open ended questions were posed to the panelists in Round I. The first three

questions were about policies: (1) What policies can school districts enact to recruit, (2) what

policies can school districts enact to train, and (3) what policies can school districts enact to

evaluate substitute teachers? Panel members responded using words, short phrases, or

paragraphs. Sixteen panelists responded to Round I. The data were analyzed using the constant-

comparative methods of Maykut and Morehouse (1994) described in the previous chapter. The

results follow.

Policies School Districts Can Enact to Recruit Substitute Teachers

Responses to the first open-ended question, *What policies can school districts enact to*

recruit high-quality substitute teachers? are summarized in this section. Even though the

responses received to this question were reported by the panelists as recruitment policies, many

were practices, and these were moved to and analyzed in that section of this report. Responses

with the same content were identified with the number of times they were reported. Some

responses were reported by several panelists, while others were mentioned only once.

Fourteen recruiting policies were recommended within five categories: competitive

compensation, recruitment processes, district support, education requirements, and future hiring

potential. Panel members identified two competitive compensation policies, four recruitment

process policies, three district support policies, three educational requirements policies, and two

future hiring potential policies (see Table 10).

Two policies on competitive compensation were found in the data. Eleven (68.8%) of the

sixteen panelists recommended that school districts have competitive substitute salaries or rates

that are higher than neighboring districts. One (6.3%) said that districts should collaborate to

establish a comparable rate across districts.

Recruiting processes had the most items (four). Two (12.5%) of the sixteen panelists

recommended prescreening applicants before the formal hiring process. The remaining three

policies received one response each. These were concerned with the clarity and thoroughness of

the hiring process, the timing of recruitment, and requiring background checks.

Three policies were clustered in the district support category. Two (12.5%) of the sixteen

panelist recommended creating a *Guest Teacher* program that treats substitutes as professionals.

The remaining two policies received one response each. These were concerned with the

importance of substitutes to the school system.

Three policies were found in the educational requirements category, and two policies fell

into the future hiring potential category. Each policy received one response. Respondents were

concerned with the specification of minimum educational standards prior to entry, requiring a

minimum number of college credits, and requiring a minimum of 60 college credits in education.

Two policies were placed in the future hiring potential category, with each receiving one

response. Respondents were concerned with the employment opportunities provided to fully

certified substitutes and those with demonstrated success with children and young people when

regular teaching positions become available.

Table 10

Results of Round I: Policies School Districts Can Enact to Recruit High-Quality Substitute Teachers

Recruiting policies	Number of respondents
Competitive Compensation	
Pay competitive rates or salaries that are higher than neighboring districts	11
Negotiate an agreement with bordering districts to pay the same rates	1
Recruitment Processes	
Prescreen applicants prior to the formal hiring process	2
Require clearly specified hiring procedures	1
Develop specific recruitment periods	1
Require reference and background checks that include FBI fingerprinting and social services checks for child abuse and neglect	1
District Support	
Create a Guest Teacher Program that makes every attempt to treat the substitute teacher as an honored professional person	2
Base recruitment on a district's regard for and commitment to substitute teaching	1
Advocate for establishing the substitute teaching role as a necessary part of education	1
Education Requirements	
Establish minimum educational standards prior to entry	1
Require a minimum number of college credits	1
Require a prerequisite of 60 college credits in education	1
Future Hiring Potential	
Assure those who are fully certified that they will be given consideration when full-time positions become available	1
Offer employment to candidates that are successful in working with children and young people	1

Policies School Districts Can Enact to Train Substitute Teachers

Responses to the second open-ended question, *What policies can school districts enact to train high-quality substitute teachers?* are summarized in this section. Panel members identified 11 training polices. Again, many of the responses received were practices, and these were moved to the appropriate sections in this report. Responses with the same content were identified by the number of times they were reported. Some responses were identified by several panelists while others were reported by only one.

Four categories of training policies were found: professional development, training strategies, training standards, and budget initiatives. Professional development had one policy. Training strategies had seven policies ranging from one to two responses. Training standards had two policies with one response each, and budget initiatives had one policy with one response (see Table 11).

One professional development policy was found in the data. Four (25.0%) of the sixteen panelists recommended that school districts make professional development available to substitute teachers. This policy had the strongest support of all training policies. Seven policies were found in the training strategies category. Three policies received two responses each. Two (12.5%) of the sixteen panelists said that training was necessary to recruit high-quality substitutes. Two (12.5%) said that annual training should be required to provide continued growth, and two (12.5%) said that an annual one-day retraining should be part of the training of substitutes. Other policies within this category, receiving one response each, are concerned with making sure that training applies to classroom work, classroom management, and the use of technology and that research-based training materials be used.

The training standards category had two policies. One of these stated that substitutes should complete a rigorous and relevant training program, and the other recommended that a committee dedicated to oversee substitute teacher issues be established.

Budget initiatives had one policy with one response. This respondent recommended that a training budget be part of the district's training for substitutes.

Table 11

Results of Round I: Policies School Districts Can Enact to Train High-Quality Substitute Teachers

Training policies	Number of respondents
Professional Development	
Make professional development available for substitute teachers	4
Training Strategies	
Recruiting high-quality substitutes requires training	2
Annual training required for continual growth	2
Annual one-day retraining	2
Training that applies to classroom experience is critical	1
Classroom management training	1
Provide research-based materials	1
Technology training	1
Training Standards	
Completion of a rigorous and relevant orientation/training	1
Implement a committee dedicated to oversee issues	1
Budget Initiative	
Begin by budgeting for training	1

Policies School Districts Can Enact to Evaluate Substitute Teachers

Responses to the third open-ended question, *What policies can school districts enact to evaluate substitute teachers?* are summarized in this section. Twenty-six evaluation policies were recommended (see Table 12). Responses with the same content were identified by the

number of times they were reported. Some responses were identified by several panelists while others were reported only once. Six policy categories were found: committee leadership (2), evaluation strategies (7), dismissal procedures (5), substitute teacher feedback (4), district expectations (7), and job performance (1).

Five members identified policies related to a district leadership committee for substitute teaching. Three (18.8%) of the sixteen panelists recommended a committee to design a formal substitute teacher observation instrument. Two (12.5%) of the sixteen recommended that a district committee consist of teachers, administrators, substitutes, and district personnel.

Seven policies were identified within the evaluation strategies category. Two (12.5%) of the sixteen panelists recommended that schools address unsatisfactory performance immediately. The remaining six policies received one response each. These panelists recommended that an evaluation system should be developed to cover competencies that align to the subject area taught, a shadowed teacher (regular classroom teacher) should complete an evaluation of the substitute teacher, a formal written evaluation be used, the written evaluation should be similar to that used for regular teachers, the substitute teacher assessment should be reasonable and doable, and an observation team should be used to view substitute teachers in action.

Five policies were classified within the dismissal procedures category. Three (18.8%) of the sixteen panelists recommended dismissing a substitute teacher after three infractions. The four remaining policies received one response each. These covered the actions that should be taken if a substitute teacher is dismissed.

Four policies were classified in the substitute teacher feedback category. Two (12.5%) of the sixteen panelists recommended that feedback sheets be completed on substitutes. The remaining three policies received one (6.3%) response each. These policies included conducting

a post-evaluation of the substitute by the regular classroom teacher, providing feedback to all

new substitute teachers, and submitting a copy of the feedback to the principal.

District expectations and job performance categories had seven responses and one

response, respectively. The district expectations category had the highest number of policies (7)

of all evaluation categories. Panelists were concerned with evaluation indicators, keeping

records, who would evaluate, and how often substitutes should be assessed. One respondent

recommended that substitute evaluations should be anchored to the same performance

framework that was used in the training program. The job performance category had one policy,

which was concerned with the observation of substitute teachers and the subsequent remediation

of deficiencies.

Table 12

Results of Round I: Policies School Districts Can Enact to Evaluate Substitute Teachers

Evaluation policies	Number of respondents
<u>Committee Leadership</u>	
Use a school district staff committee to design a formal substitute teacher classroom observation instrument	3
District committee should consist of teachers, administrators, substitutes, and district personnel	2
<u>Evaluation Strategies</u>	
Address unsatisfactory performance immediately by the principal	2
Establish an evaluation system devised by administrators and teachers using competencies pertinent to the area in which they subbed	1
Shadowed teacher will complete an evaluation	1
Use a formal written evaluation	1
Substitute forms should be similar to those used for regular teachers	1
Establish a reasonable and doable assessment	1
Include an observation team to view substitute teachers in action	1
<u>Dismissal Procedures</u>	
Third infraction will result in dismissal from the district	3
Hold a conference when something is noted for remediation	1
Second infraction, notify HR director	1
Following the third infraction, due process should be provided	1
Principals will converse with HR if a substitute is inappropriate and request a lockout by the school district	1

Table 12 (continued)

Evaluation policies	Number of respondents
Substitute Teacher Feedback	
Provide feedback sheets to the substitute teacher	2
The teacher should conduct a post-evaluation with the substitute	1
All new substitute teachers will be provided feedback	1
Submit a copy of feedback sheets to the principal	1
District Expectations	
Substitutes will be evaluated annually using indicators	1
Evaluations become part of the substitute's personnel file	1
All substitutes will be observed by a building administrator	1
Keep only competent substitute teachers	1
Evaluations should be anchored to the same performance framework in the training program	1
Principals should review teachers' instructions prior to absences	1
Require that substitutes be evaluated by the teacher they replaced twice a year	1
Job Performance	
Observation should take place and deficiencies noted and dealt with	1

Practices School Districts Can Use to Recruit Substitute Teachers

Three open-ended questions were concerned with practices to recruit, train, and Evaluate Substitute Teachers. Here the researcher wanted to know: What practices can school districts use to recruit, what practices can school districts use to train, and what practices can school districts use to evaluate substitute teachers? Panel members responded using words, short phrases, and paragraph statements. Responses with the same content were identified by the number of times they were reported. Some responses were reported by several panelists while others were mentioned only once.

Responses to the fourth open-ended question, *What practices can school districts use to recruit high-quality substitute teachers?* are summarized in this section. Thirty-one recruitment practices were recommended and were classified into seven categories: advertisement (10), recruitment strategies (8), compensation (6), partnerships (1), benefits (1), incentives (2), and district support (3) (see Table 13).

Nine (56.3%) of the sixteen panelists recommended school districts advertise in newsletters to recruit substitute teachers. Six (37.5%) panelists recommended using the district's website, and five (31.3%) recommended placing announcements in university newspapers or posting flyers or posters to encourage attendance at district job fairs, four (25.0%) recommended contacting Parent Teacher Associations within the district, and two (12.5%) recommended advertisements on the local high school radio station. The remaining five practices, recommended by one panelist each, highlighted a variety of recruiting venues that would attract substitute teachers. These included advertising for specific substitute teachers based on needs, advertising in weekly home folders, newspaper advising, and TV and cable advertising.

Eight practices were placed in the recruitment strategies category. The organization of recruitment fairs, the use of all forms of media to attract substitute teachers to the district, and the use of agencies to establish recruitment times were recommended by three (18.8%) panelists each. Two (12.5%) panelists recommended recruiting teacher-education students with classroom management skills. The four remaining practices received one response each. These were highlighting district needs through screening, recruiting college students with 60 credits or more, contacting retirees who were effective teachers, and inviting reduction-in- force personnel to the district to substitute teach.

Six practices were placed in the compensation category, and each received one response. These panelists recommended that substitute teacher salaries should mirror the per-diem rate of regular teachers and that pay should be greater for long-term assignments, retirees, certified teachers, and increased prerequisites. Finally, one recommended that salaries should be competitive with other local entities.

One practice each was found in the partnerships and benefits categories. Two respondents recommended that school districts build partnerships with local businesses and organizations to increase the district's substitute teacher pool, and two recommended that a healthcare benefit be offered to substitutes after a probationary period.

The remaining categories-- incentives and district support-- had two practices and three practices, respectively. Two incentives were recommended: one was to provide free lunches for those who performed well and the other was to provide incentives that would help integrate substitute teachers into the school system. Three district-support practices were recommended by the panelists: build district regard for substitutes, conduct background checks in the hiring

procedure, and communicate expectations before job assignments. Each was listed by one

panelist.

Table 13

Results of Round I: Practices School Districts Can Use to Recruit High-Quality Substitute Teachers

Recruiting practices	Number of respondents
Advertisement	
Advertise in newsletters	9
Use the district website	6
Advertise in local university newspapers and post flyers and posters in colleges and universities to encourage attendance at district job fairs	5
Recruit through the PTA	4
Advertise on the local high school radio	2
Advertise for specific substitutes based on needs	1
Advertise in schools through weekly home folders	1
Advertise for substitutes in the newspapers	1
Advertise on the local high school TV station	1
Advertise on local cable stations	1
Recruitment strategies	
Organize a substitute teacher recruitment fair	3
Use all forms of media to get the word out	3
Use staffing agencies to establish recruiting times for substitutes	3
Look to teacher training institutions for qualified substitute teachers with classroom management skills	2
Highlight district needs and expectations through screening	1
Contact post-secondary schools to recruit qualified students with a minimum of 60 college credits	1
Send letters to retirees who demonstrate good performance	1
Invite reduction-in- force personnel to your school district	1

(table continues)

Table 13 (continued)

Recruiting practices	Number of respondents
Compensation	
Provide salaries that mirror the per-diem rate of regular teachers	1
Differentiate pay based on long-term assignments	1
Pay a higher rate to retirees with standard education who come back to substitute	1
Provide salaries that encourage certified teachers to sub by establishing competitive rates	1
Increase pay with heightened prerequisites	1
Provide salaries that are competitive with local entities	1
Partnerships	
Build partnerships with local businesses and organizations	2
Benefits	
Allow healthcare provisions after a designated probationary period	2
Incentives	
Provide substitute teachers with incentives for performing their job well (e.g., free lunches)	1
Provide incentives that enable the substitute to become part of the school system	1
District Support	
Build district regard for substitute teachers	1
Require a thorough hiring procedure to include background checks	1
Communicate clear expectations before job assignments	1

Practices School Districts Can Use to Train Substitute Teachers

Responses to the fifth open-ended question, *What practices can school districts use to train high-quality substitute teachers?* are summarized in this section. Panel members responded using words, short phrases, and paragraphs. Responses with the same content were identified by the number of times they were reported. Some responses were reported by several panelists while others were mentioned only once. Eighteen training practices were recommended within six categories: classroom skills (7), required training (3), expectations (2), training strategies (3), experienced trainers (2), and district support (1) (see Table 14).

Seven practices recommended by the panelists were placed in the classroom skills category. Five (31.3%) of the sixteen panelists recommended that substitute teachers be trained in basic classroom management techniques. Three (18.8%) panelists recommended that substitutes be trained in instructional strategies, and two (12.5 %) panelists recommended that substitutes be trained in how to follow a teacher's daily plans. The remaining four practices were recommended by one panelist each: ensure proficiency in basic classroom skills, train substitutes in such content areas as literacy and math, help them in writing lesson plans, and provide training on managing students of differing ages.

Three practices were placed in the required training category. Five (31.3%) of the sixteen panelists recommended that a required training program be established (and completed) for substitutes before job assignment. Three (18.8%) panelists recommended the use of a trainer to provide access to training throughout the year, and two (12.5%) recommended that substitute teachers should shadow a teacher.

Two practices were placed in the expectations category. Five (31.3%) of the sixteen panelists recommended using an experienced teacher to model various teaching strategies, and

five panelists (31.5%) recommended that substitutes receive clear expectations regarding appearance, promptness, and professional behavior.

Three practices were placed in the training strategies category. Seven (43.8%) panelists recommended training substitutes on how to keep the class going when lesson plans are not available. Four (25.0%) panelists recommended providing training on school board policies, and two (12.5%) recommended CD-ROM or video training modules as tools for teaching substitutes, including instruction on teaching special education students.

Two practices were placed in the experienced-trainers category. Two (12.5%) of the sixteen panelists recommended asking experienced substitute teachers to offer in-service training, and one panelist recommended asking master teachers to provide training on various procedures.

One theme was placed in the district support theme. Three (18.8%) of the sixteen panelists recommended one or two persons as contacts to coordinate the support for substitute teachers.

Table 14

Results of Round I: Practices School Districts Can Use to Train High-Quality Substitute Teachers

Training practices	Number of respondents
Classroom Skills	
Review basic classroom management techniques	5
Provide instructional strategies	3
Provide training in being prepared to follow teachers' daily class plans	2
Ensure proficiency in basic classroom skills	1
Include classes on various topics such as literacy and math	1
Introduce and practice skills in writing lesson plans	1
Provide training on how to manage students of differing ages	1
Required Training	
Establish a required training program for substitutes before assigned to a class	5
Use a trainer to provide access to training throughout the year	3
Require shadowing a regular teacher for a minimum number of hours	2
Expectations	
Use experienced teachers to model good teaching on various instructional strategies	5
Provide clear expectations to the substitute teacher regarding appearance, promptness, and professional behavior	5
Training Strategies	
Provide training on how to keep the class going when nothing is left (plans) or between activities	7
Provide training regarding school board policy	4
Provide CD-ROM training modules as staff development; include a short mini-lesson video in teaching special education students	2

Table 14 (continued)

Training practices	Number of respondents
Experienced Trainers	
Include experienced substitute teachers within the district to offer in-service training	2
Include master teachers to provide training on (various) procedures	1
District Support	
Have one or two persons available as contacts to coordinate the support for substitute teachers	3

Practices School Districts Can Use to Evaluate Substitute Teachers

Responses to the sixth open-ended question, *What practices can school districts use to evaluate substitute teachers*? are summarized in this section. Panel members responded using words, short phrases, and paragraphs. Panel members identified twenty-two evaluation practices within seven categories: evaluation strategies (4 practices); substitute feedback (3 practices); evaluation type (3 practices); job performance (4 practices); assessment (4 practices); expectations (3 practices); and self-assessment (1 practice) (see Table 15).

Evaluation strategies had 4 practices. Eight (50.0%) of the sixteen panelists panelist recommended that substitutes be evaluated by the classroom teacher. Seven (43.8%) suggested that information on substitutes should be collected from a variety of sources. Three (18.8%) recommended that substitutes meet with personnel in the human resources department after two infractions. Three (18.8%) panelist recommended using teacher competencies pertinent to the subject area in which the substitute taught.

The substitute feedback category had three practices. Six (37.5%) of the sixteen panelists recommended making feedback forms available to classroom teachers; three (18.8%) recommended applying indicators that are associated with substitute teacher effectiveness; and two (12.5%) recommended providing feedback to substitutes.

Three practices were identified within the evaluation-type category. The practices within this category focused on the type of evaluation tools school districts could use to evaluate substitute teachers. Five (31.3%) panelists recommended using a formal classroom observation instrument. Four (25.0%) panelists recommended conducting walk-throughs as a method to gain a snap shot of the substitute teacher's classroom teaching; and two (12.5%) recommended

requiring a conference with the principal to discuss expectations and instructional skills in the classroom.

Job performance had 4 practices. Six (37.5%) of sixteen panelists recommended establishing performance criteria for remaining on the substitute list. Three (18.8%) recommended an assessment of substitutes on following lesson plans. Two (12.5%) of the panelist recommended an 85% mastery of the criteria of effectiveness of substitute teachers. Two (12.5%) recommended allowing administrators to look for successful behaviors and request remediation training as needed.

Four practices s were placed in the assessment theme. Two (12.5) of the sixteen panelists recommended maintaining and sticking to an assessment (protocol) to help substitutes improve, and two more (12.5%) recommended requiring an objective assessment instrument as a post evaluation with space for comments. The remaining two practices received one response each. These were requiring an assessment by an observation team at the end of any training program and design an instrument similar to that of regular teachers.

Three practices were placed in the expectations theme. Three (18.8%) recommended requiring an evaluation when substitutes are new in a building. Two (12.5%) recommended having an evaluation form available at each site with the option for a recommendation for removal by the principal, and two (12.5%) of the panelists recommended holding a post evaluation conference between the substitute teacher and the classroom teacher.

One practice was found in the self-assessment theme. Five (31.3%) of the panelists recommended providing a self-evaluation or reflection (check list) component, based on training content, for the substitute teacher.

Table 15

Results of Round I: Practices School Districts Can Use to Evaluate Substitute Teachers

Evaluation practices	Number of respondents
Evaluation Strategies	
Substitutes should be evaluated by classroom teacher	8
Receiving evaluation information on substitutes from a variety of sources (department chairs, secretaries, students, etc.)	7
Requiring substitutes to meet with personnel in human resources when two or three infractions occur	3
Using classroom teacher competencies pertinent to the area they substituted	3
Substitute Feedback	
Provide feedback forms to the regular classroom teachers	6
Applying indicators on that are associated with substitute effectiveness	3
Providing substitutes with feedback	2
Evaluation Type	
Using a formal observation instrument in the classroom	5
Conduct a walk-through when the substitute is in the classroom teaching	4
Requiring a conference by the principal to discuss expectations and instructional skills in the classroom	2
Job Performance	
Establish criteria for performance to remain on approved substitute list	6
Assessing the substitute on following the lesson plans	3
Requiring 85% mastery of the criteria of effectiveness of substitute teachers	2
Allowing administration to look for successful behaviors and request remediation training for professional growth	2
Assessment	
Maintaining and sticking to an assessment (protocol) to help substitute teachers improve	2
Requiring an objective assessment instrument as a post evaluation with space for comments	2

(table continues)

Table 15 (continued)

Evaluation practices	Number of respondents
Assessment (continued)	
Require an assessment at the end of training program by an observation team	1
Designing the assessment instrument with teaching skills with similar to regular teacher	1
Expectations	
Requiring an evaluation when substitutes are new in the building	3
Have evaluation forms available at each site for removal recommendations from the principal	2
Reviewing a post evaluation between the substitute teacher and the classroom teacher	2
Self assessment	
Provide a self-evaluation/reflection (check list) component for the substitute teacher that is based on the training	5

Delphi Round II

The Round II questionnaire was developed and compiled from the responses to the Round I questionnaire. The policies and practices to recruit, train, and evaluate substitute teachers were compiled into a web-based questionnaire. Each item had a four-point Likert response scale: 1 = Not an effective policy or practice, 2 = A somewhat effective policy or practice, 3 = An effective policy or practice, and 4 = A very effective policy or practice. Nineteen panelists responded to the Round II questionnaire.

Recruitment, Training, and Evaluation Policies for Substitute Teachers

Three sets of policies-- one set for recruitment, one set for training, and one set for evaluation of substitute teachers-- were compiled from responses to the three policy questions on Round I. These three sets of policies were placed on a questionnaire with the four-point Likert scale, and the panelists were asked to rate each policy using the scale.

Policies School Districts Can Enact to Recruit Substitute Teachers

Panelists were asked to rate 16 policies on recruitment using the described scale. Nineteen panelists rated 15 of the recruitment policies, and 18 of the nineteen panelists rated one of the policies. Policy seventeen was added in this round by a panel member, and it was added for a rating in the Round III (see Table 16).

The mean scores of the 16 recruitment policies ranged from 2.0 to 3.7 on the four-point scale. Of the 16 policies, five had a mean score higher than 3.2. The standard deviations ranged from .56 to 1.15. There was more agreement among the respondents on requiring background checks (*SD*=.56) than on requiring human resources departments to develop an annual school-board-approved list (*SD*=1.15).

The policies were re-categorized in this round. The refinement resulted in five categories: competitive compensation, district support, education requirements, future hiring potential, and recruitment processes. One policy was added by one of the panelists. The criterion applied for consensus on the policies was 80% or more of the panelists rating the policy as *effective* or *very effective*. Policies that met the criterion in each category are:

Competitive compensation: using competitive salaries to recruit high-quality substitute teachers.

District support: establishing a budget to support recruiting high-quality substitutes.

Recruitment processes: establishing criteria for qualifying as a substitute teacher and requiring substitute teachers to have the same background checks as all school personnel.

No policy met the 80% criterion under education requirements or future hiring potential (see Table 16).

Twelve policies did not reach the 80% criterion and were less effective to the panelists. They are shaded under competitive compensation (1 policy), district support (4 policies), education requirements (3 policies), future hiring potential (2 policies), and recruitment processes (2 policies).

Table 17 contains the number and percentage of recruitment policies by effectiveness rating. Four of the recruitment policies were rated by 80% or more of the responding panelists as effective or very effective in recruiting high-quality substitute teachers. These were the most salient recruitment polices to the panelists in Round II of the Delphi procedure.

Table 16

Results of Round II: Means, Standard Deviations, and Percentages of the Panelists Rating the Recruitment Policies Effective or Very Effective

Recruiting policies	N	M[a]	SD	%[b]
Competitive Compensation				
8. The district shall use competitive salaries to recruit high-quality substitute teachers.	19	3.2	.85	84
9. The school district shall establish compensation packages comparable to those of neighboring school districts to retain high-quality substitute teachers.	19	2.9	1.03	68
District Support				
16. The district shall establish a belief statement on recruiting high-quality substitute teachers.	19	2.8	.96	68
13. The district's human resources department shall develop annually a list of school-board-approved substitute teachers.	19	2.9	1.15	63
14. The district shall develop a program for recruiting high-quality substitute teachers.	19	3.4	.96	79
7. The superintendent shall identify a pool of qualified substitutes to meet staffing needs.	19	2.5	1.12	53
15. The district shall establish a budget to support recruiting high-quality substitute teachers.	19	3.3	.81	90
Education Requirements				
10. Substitute teachers shall have credentials comparable to full-time teachers.	19	2.4	1.01	42
12. The superintendent shall establish a procedure for selecting high-quality substitute teachers.	19	2.9	.91	79
2. The district shall give first priority to the employment of substitute teachers who have acquired a minimum of sixty (60) credit hours from an accredited college or university.	19	2.8	.85	74
Future Hiring Potential				
1. A written contract shall be required for a substitute teacher with a valid teaching license who fills a teacher vacancy longer than ninety (90) days in one year.	19	2.7	.93	63
5. The superintendent shall recommend qualified substitute teachers for school board approval.	18	2.0	.91	28
Recruitment Processes				
11. The superintendent shall establish a procedure for screening substitute teacher applicants.	19	3.2	1.11	74
4. The district shall establish criteria for qualifying as a substitute teacher.	19	3.4	.84	90
3. The district shall recruit a pool of qualified substitute teachers to deliver instruction.	19	3.3	1.16	79
6. Substitute teachers must have the same background checks as all other school personnel.	19	3.7	.56	95
Recruitment Policy Added				
17. School systems do not need specific policies to guide the recruitment of substitute teachers.				

Note. Question 17 was added by a panelist in Round II. It was numbered and included on the Round III questionnaire.
[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 17

Number and Percentage of Recruitment Policies by Percentage of Respondents Rating the

Policies as Effective or Very Effective

Percentage of respondents rating the practices effective or very effective	Number of policies	% of policies
0-50%	2	13
51-79%	10	63
80-100%	4	25
Total	16	100

Policies School Districts Can Enact to Train Substitute Teachers

Panelists were asked in Round II to rate the eight training policies identified in Round I using the four-point Likert scale. Eighteen of the nineteen panelists rated two of the policies and 19 panelists rated six of the policies. Four policies were added by the panelists in this round. These added policies were given numbers (26, 27, 28, and 29) and listed in italics (see Table 18).

The mean scores of the eight rated training policies ranged from 2.1 to 3.6. Four policies had a mean score higher than 3.2. The standard deviation ranged from .76 for paying substitutes to attend professional development sessions as regular teachers to 1.22 for establishing a Substitute Teacher Advisory Board to oversee substitute teacher issues and using the board to establish a belief statement on training substitute teachers.

The training policies were placed into four categories: professional development, training strategies, training standards, and budget initiative. Two of the four policies added by the panelists were place under training strategies, and two were left uncategorized because they didn't fit clearly under any category. The criterion applied for consensus on the policies was 80% or more of the panelists rating a policy as *effective* or *very effective*. Policies that met the criterion in each category are:

Training strategies: requiring substitutes to complete a training program, establishing a training program for substitutes, and requiring research-based training materials.

Budget initiative: establishing a budget to support training substitute teachers.

Four policies did not reach the 80% criterion and were considered to be less effective by the panelists. These policies are shaded under professional development (1 policy), training strategies (1 policy), and training standards (2 policies) in Table 18.

Table 19 contains the number and percentage of training policies by effectiveness rating. Four of the training policies were rated by 80% or more of the responding panelists as effective or very effective in training high-quality substitute teachers.

Table 18

Results of Round II: Means, Standard Deviations, and Percentages of the Panelists Rating the Training Policies Effective or Very Effective

Training policies	N	M[a]	SD	%[b]
Professional Development				
21. Substitutes shall attend with pay the same professional development sessions assigned to regular teachers.	18	2.1	.76	33
Training Strategies				
28. All substitute teachers shall be required to take an induction program prior to being assigned to a classroom.				
19. Substitute teachers shall complete a training program provided by the district.	19	3.3	.82	90
18. The district shall establish a training program for substitute teachers.	19	3.6	.77	89
26. Substitute teachers shall be provided with the resources needed to be successful in the classroom.				
20. District substitute teachers shall receive research-based training materials.	19	3.3	1.03	83
25. The district shall assure that substitute teachers are trained to use the most up-to-date instructional technology available to regular teachers.	19	2.9	.91	79
Training Standards				
24. The Substitute Teacher Advisory Board shall establish a belief statement on training high-quality substitute teachers.	19	2.5	1.22	58
23. The district shall establish a Substitute Teacher Advisory Board to oversee specific matters pertaining to all substitute teacher issues.	19	2.4	1.22	47
Budget Initiative				
22. The district shall establish a budget to support training high-quality substitute teachers.	18	3.4	.84	90
Training Policies Added				
27. Substitute teachers shall be treated with the same respect as all professionals in a school.				
29. School systems do not need specific policies to guide the training. of substitute teachers.				

Note. Questions 26, 27, 28, and 29 were added by panelists in Round II and were included on the Round III questionnaire.
[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 19

Number and Percentage of Training Policies by Percentage of Respondents Rating the Policies

as Effective or Very Effective

Percentage of respondents rating the policies effective or very effective	Number of policies	% of policies
0-50%	2	25
51-79%	2	25
80-100%	4	50
Total	8	100

Policies School Districts Can Enact to Evaluate Substitute Teachers

Panelists were asked to rate 24 policies on evaluating substitute teachers using the four-point Likert scale. Nineteen panelists rated 13 policies, and 18 panelists rated 11 policies. Eleven evaluation policies were added by the researcher or by panelists in Round II. These were concerned with the establishment, operation, and membership on a Substitute Teacher Advisory Board (STAB) and are identified in italics in Table 20.

The mean scores of the policies ranged from 2.0 to 3.4. Of the 24 policies, two had a mean score higher than 3.2. The standard deviations ranged from .79 for evaluating substitute teachers in ways that contribute to student learning to 1.40 for appointing a school board member to the Substitute Teacher Advisory Board. Membership on the advisory board had much less support and much less agreement, generally, than other policies on evaluation of substitute teachers.

The evaluation policies were placed into seven categories: committee leadership, evaluation strategies, dismissal procedures, substitute teacher feedback, district expectations, job performance, and district support. The criterion applied for consensus on the policies was 80% or more of the panelists rating a policy as *effective* or *very effective*. Policies that met the criterion in each category are:

Evaluation strategies: substitute teachers must maintain satisfactory ratings to remain in the active pool and evaluating substitute teachers to maintain continuity of instruction in classrooms.

Substitute teacher feedback: evaluating substitute teachers at regular intervals.

District expectations: evaluating substitute teachers in ways that contribute to student learning.

Nineteen policies did not reach the 80% criterion and were less effective to the panelists. These policies are shaded under committee leadership (13 policies), dismissal procedures (2 policies), substitute teacher feedback (1 policy), district expectations (2 policies), and district support (1 policy) (see Table 20).

Table 21 contains the number and percentage of evaluation policies by effectiveness rating. Five of the evaluation policies were rated by 80% or more of the responding panelists as effective or very effective in evaluating high-quality substitute teachers.

Table 20

Results of Round II: Means, Standard Deviations, and Percentages of the Panelists Rating the Evaluation Policies Effective or Very Effective

Evaluation policies	N	M^a	SD	$\%^b$
Committee Leadership				
43. A Substitute Teacher Advisory Board shall be established. If you rate this item one (1), do not respond to the remainder of the items in this section and go on the next section.	19	2.5	1.20	47
44. The Substitute Teacher Advisory Board shall consist of the key stakeholders.	19	2.7	1.30	63
45. The Substitute Teacher Advisory Board members shall serve three-year terms.	18	2.1	1.02	45
47. The Substitute Teacher Advisory Board shall have an assistant principal as a member.	18	2.8	1.20	72
49. The Substitute Teacher Advisory Board shall have a student leader as a member.	18	2.2	1.20	43
50. The Substitute Teacher Advisory Board shall have a parent as a member.	19	2.2	1.20	37
51. The Substitute Teacher Advisory Board shall have a school board member.	19	2.1	1.40	37
52. The Substitute Teacher Advisory Board shall have the director of human resources (or equivalent) as a member.	18	2.8	1.30	63
53. *The Substitute Teacher Advisory Board shall have substitute teachers from elementary, middle, and high schools as members.*				
54. *The Substitute Teacher Advisory Board shall have a veteran substitute teacher as a member.*				
55. *The Substitute Teacher Advisory Board shall have a long-term-employed substitute teacher as a member.*				
56. *The Substitute Teacher Advisory Board shall have a Substitute Teacher Manager as a member.*				
57. *The Substitute Teacher Advisory Board shall have a teaching coach as a member.*				
58. *The Substitute Teacher Advisory Board shall have a school office staff (e.g., secretary) representative as a member.*				
48. The Substitute Teacher Advisory Board shall have a teacher as a member.	19	2.8	1.30	68
46. The Substitute Teacher Advisory Board shall have a principal as a member.	19	2.9	1.30	63
60. The Substitute Teacher Advisory Board shall meet every three months.	18	2.3	1.02	44
61. The Substitute Teacher Advisory Board's chair shall submit an annual report to the school board.	18	2.6	1.21	67
62. The Substitute Teacher Advisory Board shall recommend policies to the school board on substitute teachers.	18	2.6	1.31	61
63. *The Substitute Teacher Advisory Board's role shall be that of providing input on recruiting, training, and evaluating substitute teachers.*				
64. *The Substitute Teacher Advisory Board shall be appointed by the superintendent of schools.*				
Evaluation Strategies				
31. Substitute teachers shall maintain a satisfactory rating annually to remain in the active pool of substitute teachers.	19	3.3	.89	84
34. The district shall evaluate substitute teachers to maintain continuity of instruction in classrooms.	19	3.2	.90	89
Dismissal Procedures				
37. When necessary, the superintendent shall recommend termination of substitute teachers to the school board.	18	2.0	1.30	33
36. Due process shall be extended to substitute teachers before a recommendation to dismiss is submitted.	18	2.7	1.10	67

(table continues)

Table 20 (continued)

Evaluation policies	N	M[a]	SD	%[b]
Substitute Teacher Feedback				
38. Substitute teachers shall receive feedback on their evaluations.	18	3.2	.92	78
35. Substitute teachers shall be evaluated at regular intervals.	19	3.2	.92	90
40. All substitute teachers shall be required to complete a self-evaluation once each year.				
42. The district shall develop a program for retaining substitute teachers.	19	3.4	.83	89
District Expectations				
32. The district shall evaluate substitute teachers annually.	19	3.1	.88	79
59. The Substitute Teacher Advisory Board shall be appointed by the school board.	18	2.0	1.14	39
33. The district shall evaluate substitute teachers in ways that contribute to student learning.	19	3.2	.79	89
41. School systems do not need specific policies to guide the evaluation of substitute teachers.				
Job Performance				
39. Substitute teachers shall be evaluated whenever their performance is questionable.				
District Support				
30. The district shall establish a budget to support the evaluation of substitute teachers.	19	2.7	1.00	63

Note: Questions 39, 40, 41, 53, 54, 55, 56, 57, 58, 63, and 64 were added by the researcher or by panelists in Round II and were included in the Round III questionnaire.
[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 21

Number and Percentage of Evaluation Policies by Percentage of Respondents Rating the

Policies as Effective or Very Effective

Percentage of respondents rating the policies effective or very effective	Number of policies	% of policies
0-50%	8	33
51-79%	11	46
80-100%	5	21
Total	24	100

Recruitment, Training, and Evaluation Practices for Substitute Teachers

Three sets of practices--one set for recruitment, one set for training, and one set for evaluation of substitute teachers--were compiled from responses to the three practice questions on Round I. These three sets of practices were placed on a questionnaire with the four-point Likert scale, and the panelists were asked to rate each practice using the scale.

Practices School Districts Can Use to Recruit Substitute Teachers

Thirty-one recruiting practices were identified. All 19 panelists rated 25 practices, eighteen panelists rated 5 practices, and sixteen panelists rated 1 practice (see Table 22). The mean scores ranged from 1.8 to 3.8. Of the 31 practices, 15 had a mean score of more than 3.2. The standard deviations ranged from .42 for developing a positive district regard for substitutes to 1.20 for providing a per diem rate comparable to that of a licensed teacher (see Table 22).

Fifteen practices were placed into seven categories: advertisement, recruitment strategies, compensation, partnerships, benefits, incentives, and district support. The criterion applied for consensus on the practices was 80% or more of the panelists rating a practice as *effective* or *very effective*. Practices that met the criterion in each category are:

Advertisement: contacting local teacher training institutions and advertising on the school district's webpage.

Recruitment strategies: sending letters to retirees who demonstrated good classroom performance, making applications available on-line, establishing regular recruiting times during the year, requiring mandatory classroom management skills, and hiring certified teachers for full-time substitute positions.

Compensation: requiring a minimum standard of education, providing salaries that are competitive with local entities, establishing competitive daily pay rates, and establishing competitive long-term rates.

District support: developing a positive district regard for substitutes, completing a thorough hiring procedure that includes all background checks, addressing expectations of substitute teachers, and communicating expectations prior to job assignments.

Sixteen practices did not reach the 80% criterion and were considered less effective by the panelists. These practices are shaded under advertisement (8 practices), recruitment strategies (2 practices), compensation (2 practices), benefits (1 practice), incentives (2 practices), and district support (1 practice) (see Table 22).

Table 23 contains the percentages of recruiting practices by effectiveness rating. Fifteen of the recruiting practices were rated by 80% or more of the responding panelists as effective or very effective practices in recruiting high-quality substitute teachers.

Table 22

Results of Round II: Means, Standard Deviations, and Percentages of the Panelists Rating the Recruitment Practices Effective or Very Effective

Recruitment practices	N	M[a]	SD	%[b]
Advertisement				
8. Contacting local teacher training institutions.	19	3.5	.51	100
1. Advertising on the school district's webpage.	19	3.4	.68	89
11. Advertising for specific needs such as secondary math or special education.	19	3.1	.81	74
10. Advertising at job fairs.	19	2.9	.74	69
5. Designing a media-driven campaign, systematically replayed to recruit an on-going supply of substitute teachers.	16	3.1	.81	75
3. Designing a comprehensive media-driven campaign for meeting staffing needs.	19	2.9	1.05	63
2. Advertising in the local newspaper.	19	2.9	.94	63
6. Advertising on local television stations.	19	2.5	1.02	53
12. Developing partnerships with local organizations (e.g.; hospitals, PTA's military installations, businesses).	18	2.6	.98	56
4. Advertising on the local high school station.	19	1.8	.98	26
Recruitment Strategies				
7. Sending letters to retirees who demonstrated good classroom performance.	19	3.4	.84	90
9. Making applications available on-line.	19	3.4	.76	84
21. Establishing regular recruiting times during the year.	19	3.2	.71	84
25. Requiring mandatory classroom management skills.	19	3.4	.77	84
29. Hiring certified teachers for full-time substitute positions.	18	3.4	.78	83
14. Establishing an agreement among bordering districts to pay the same daily rates.	19	2.7	1.05	67
28. Requiring a minimum of 60 college credits for substitute teachers.	18	3.0	.84	63
32. *Having fire fighters as substitute teachers.*				
Compensation				
16. Requiring a minimum standard of education.	19	3.4	.61	95
22. Providing salaries that are competitive with other local entities.	19	3.6	.61	95
23. Establishing competitive daily pay rates.	19	3.7	.58	95
24. Establishing competitive long-term rates.	19	3.7	.56	95
15. Differentiating pay based on education.	19	2.7	.82	68
31. Providing a per diem rate that is comparable to the rate received by a licensed teacher.	19	2.5	1.20	47
Partnerships				
33. *Establishing a partnership with local businesses and industries to recruit employees as substitute teachers.*				
Benefits				
18. Providing low cost benefits.	19	3.1	.88	68
Incentives				
30. Providing recognition for service.	19	3.2	.90	79
26. Providing rewards to lower substitute turnover.	19	3.0	1.00	74

(table continues)

Table 22 (continued)

Recruitment practices	N	M[a]	SD	%[b]
District Support				
13. Developing a positive district regard for substitutes.	19	3.8	.42	100
27. Completing a thorough hiring procedure that includes all background checks	19	3.7	.56	95
20. Addressing expectations of substitute teachers.	19	3.6	.61	94
19. Communicating expectations prior to job assignments.	18	3.5	.62	95
17. Screening individuals before the application process	18	3.3	.83	78

Note: Questions 32 and 33 were added to Round III.

[a]The rating scale was 1 = not an effective policy, 2 = a somewhat effective policy, 3 = an effective policy, 4 = a very effective policy.

[b]Percentage of responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 23

Number and Percentage of Recruitment Practices by Percentage of Respondents Rating the

Practices as Effective or Very Effective

Percentage of respondents rating the practices effective or very effective	Number of items	%
0-50%	2	7
51-79%	14	45
80-100%	15	48
Total	31	100

Practices School Districts Can Use to Train Substitute Teachers

Twenty training practices were identified. All 19 panelists rated 19 practices, and 18 panelists rated 1 practice (see Table 24). The mean scores of the practices ranged from 2.8 to 3.8 Fourteen of the practices had a mean score of more than 3.2. The standard deviations ranged from .42 for providing instruction in classroom management skills and providing teaching options for times when lesson plans are not available to 1.12 for providing a brief orientation by the principal before the first assignment.

The 20 practices were placed into six categories: classroom skills, required training, expectations, training strategy, experienced trainers, and district support. The criterion applied for consensus on the practices was 80% or more of the panelists rating a practice as *effective* or *very effective*. Practices that met the criterion in each category are:

Classroom skills: providing instruction in classroom management skills, including teaching strategies in the training, providing steps in following lesson plans, and providing instruction on how to manage different age groups of children.

Required training: providing a comprehensive training program, providing an opportunity to shadow classes of effective teachers, and hiring a full-time training coordinator.

Expectations: communicating guidelines on professional dress, providing a handbook with emergency situations and evacuation procedures, and arranging for tenured teachers to discuss various instructional strategies.

Training strategies: providing teaching options when lesson plans are not available and providing training that is applicable to the classroom.

Experienced trainers: using the best substitutes in the school district to provide the training.

District support: hiring a training coordinator to provide support throughout the school year.

Six practices did not reach the 80% criterion and were less effective in the view of the panelists. These practices are shaded under classroom skills (1 practice), expectations (1 practice), training strategies (2 practices), experienced trainers (1 practice), and district support (1 practice) (see Table 24).

Table 25 contains the percentages of training practices by effectiveness rating. Fourteen of the training practices were rated by 80% or more of the responding panelists as effective or very effective practices in training high-quality substitute teachers.

Table 24

Results of Round II: Means, Standard Deviations, and Percentages of the Panelists Rating the Training Practices Effective or Very Effective

Training practices	N	M[a]	SD	%[b]
Classroom Skills				
34. Providing instruction in classroom management skills.	19	3.8	.42	100
45. Including teaching strategies.	19	3.7	.58	95
43. Providing steps in following lesson plans (good and poor examples). strategies.	19	3.5	.61	95
44. Providing how to manage different age groups of students (elementary, middle, and high school)	19	3.4	.84	90
37. Providing skill training in math.	19	2.9	.71	74
Required Training				
50. Providing a comprehensive training program to substitutes.	19	3.7	.56	95
38. Providing substitute teachers an opportunity to shadow classes of effective teachers.	19	3.3	.58	95
41. Hiring a full-time training coordinator to establish training sessions throughout the school year.	19	3.5	.70	90
Expectations				
47. Communicating guidelines on professional dress.	18	3.4	.61	94
35. Providing a handbook with a unit on emergency situations e.g., bomb threats, lock downs, and evacuation procedures.	19	3.5	.70	90
51. Arranging for tenured teachers to discuss various instructional strategies.	19	3.3	.65	89
54. Providing substitute teachers with a sub-buddy (full-time teacher) to assist with lesson plans, curriculum, student discipline, classroom management etc.				
42. Providing a brief orientation by the principal before the first assignment.	19	2.8	1.12	63
Training Strategies				
53. Providing teaching options for times when lesson plans are not available.	19	3.8	.42	100
46. Communicating school board policy.	19	3.2	.76	79
36. Providing a web-base training program.	19	3.0	.75	74
52. Providing training that is directly applicable to the classroom.	19	3.8	.50	95
Experienced Trainers				
40. Using the best substitutes in the school district to provide the training.	19	3.3	.99	84
39. Providing mentors for substitute teachers.	19	3.1	.88	68
District Support				
48. Hiring a training coordinator to provide support throughout the school year.	19	3.4	.76	84
49. Providing sessions on computer usage.	19	3.1	.85	79

Note. Question 54 was added by a respondent in Round II, and it was included on the Round III questionnaire.
[a]The rating scale was 1=Not an effective policy, 2=A somewhat effective policy, 3=An effective policy, 4=A very effective policy.
[b]Percentage of responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 25

Number and Percentage of Training Practices by Percentage of Respondents Rating the

Practices as Effective or Very Effective

Percentage of respondents rating the practices effective or very effective	Number of items	%
0-50%	0	0
51-79%	6	30
80-100%	14	70
Total	20	100

Practices School Districts Can Use to Evaluate Substitute Teachers

Twenty-four evaluation practices were identified. All 19 panelists rated 23 practices, and 18 panelists rated 1 practice (see Table 28). The mean scores ranged from 2.5 to 3.7. Of the 24 practices, seven had a mean score of more than 3.2. The standard deviations ranged from .48 for providing the substitute feedback to 1.20 for using an observation team to visit substitutes in the first few months of employment and requiring substitutes to complete a self-evaluation tool at the end of the day.

The twenty-four practices were placed into seven categories: evaluation strategies, substitute feedback, evaluation types, job performance, assessment, expectations, and self-assessment. The criterion applied for consensus on the practices was 80% or more of the panelists rating a practice as *effective* or *very effective*. Practices that met the criterion in each category are:

Evaluation strategies: using an assessment completed by the classroom teacher and using competencies pertinent to the area in which they substituted.

Substitute feedback: applying indicators associated with effective teaching, providing feedback to substitutes, and requiring feedback sheets to be completed and submitted to the principal.

Evaluation types: using on-going informal components such as walk throughs to evaluate substitutes.

Job performance: assessing the substitute's ability to follow lesson plans left by the teacher and establishing criteria for performance.

Assessment: sticking to an assessment protocol each year and reviewing a post evaluation with the substitute.

Expectations: allowing principals the opportunity to recommend removal of a substitute from the active list due to poor job performance.

No practice was selected under self-assessment because the one practice identified did not reach the eighty percent criterion for this round.

Thirteen practices did not reach the 80% criterion and were less effective in the view of the panelists. These practices are shaded under evaluation strategies (2 practices), evaluation types (2 practices), job performance (2 practices), assessment (2 practices), expectations (4 practices), and self assessment (1 practice) (see Table 26).

Table 27 contains the percentages of evaluation practices by effectiveness rating. Eleven of the evaluation practices were rated by 80% or more of the responding panelists as effective or very effective practices in evaluating high-quality substitute teachers.

Table 26

Results of Round II: Means, Standard Deviations, and Percentages of the Panelists Rating the Evaluation Practices Effective or Very Effective

Evaluation practices	N	M[a]	SD	%[b]
Evaluation Strategies				
56. Using an assessment completed by the classroom teacher.	19	3.2	.85	84
59. Using competencies pertinent to the area in which they subbed.	19	3.3	.73	84
67. Receiving information from multiple sources (e.g., teachers, secretaries, and principals).	19	3.2	.79	79
77. Requiring substitute to meet with human resources personnel when a second infraction occurs with an understanding that a third infraction will result in dismissal.	19	3.0	.82	79
Substitute Feedback				
58. Applying indicators associated with effective teaching.	19	3.6	.50	100
55. Providing substitutes with feedback.	19	3.7	.48	100
74. Requiring feedback sheets completed by the regular teacher to be submitted to the principal.	19	3.1	.91	84
Evaluation Types				
78. Using an on-going informal evaluation component; e.g., walk throughs.	19	3.3	.73	84
61. Using a formal instrument.	19	3.2	1.01	79
76. Requiring a conference by the principal to discuss expectations.	19	2.5	.77	47
Job Performance				
60. Assessing the substitute's ability to follow the lesson plan left by the teacher.	19	3.6	.69	90
63. Establishing criteria for performance (e.g., three complaints will result in removal from the active list).	19	3.2	.71	84
70. Allowing a principal to request remediation training as a warning to the substitute for the need for professional growth.	19	3.1	.85	79
66. Requiring 85% mastery of the items on an observational instrument.	19	2.7	1.00	74
Assessment				
62. Sticking to an assessment protocol each year.	19	3.2	.79	89
68. Reviewing a post evaluation with the substitute.	19	3.3	.75	84
64. Designing an observation instrument similar to the one used with certified teachers.	18	2.8	.86	67
65. Using an observation team to visit substitutes the first few months of employment.	19	2.7	1.20	58
Expectations				
71. Allowing principals the opportunity to recommend the removal of a substitute from the active list due to poor job performance.	19	3.6	.61	95
73. Requiring an evaluation by an administrator each time a substitute is new to a building.	19	2.8	1.01	74
57. Allowing the principal to evaluate a substitute after an unsatisfactory rating by the regular teacher.	19	3.1	.94	74
69. Reviewing a post evaluation with the substitute with an experienced teacher.	19	3.1	.91	74
75. Requiring teachers to submit lesson plans to the administration in advance of a substitute's visit.	19	2.8	1.03	58
Self Assessment				
72. Requiring substitutes to complete a self-evaluation tool at the end of each day.	19	3.0	1.20	74

[a]The rating scale was 1=Not an effective policy, 2=A somewhat effective policy, 3=An effective policy, 4=A very effective policy.
[b]Percentage of responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 27

Number and Percentage of Evaluation Practices by the Percentage of Respondents Rating the

Practices as Effective or Very Effective

Percentage of respondents rating the practices effective or very effective	Number of items	%
0-50%	1	4
51-79%	12	50
80-100%	11	46
Total	24	100

Delphi Round III

The Delphi Round III questionnaire was developed and compiled from responses of the panelists in Round II. Panelists were asked to rate each policy and practice with the following scale: 1 = Not an effective policy or practice; 2 = A somewhat effective policy or practice; 3 = An effective policy or practice; and 4 = A very effective policy or practice. The items that did not meet the 80% or higher criterion for consensus are shown with a line drawn through them in the tables for Round III. All 19 panelists responded, but not to all items on the questionnaire.

Recruitment, Training, and Evaluation Policies for Substitute Teachers

Three sets of policies--one set for recruitment, one set for training, and one set for evaluation of substitute teachers-- were compiled from responses on Delphi II. These three sets of policies were placed on a questionnaire with the four-point Likert scale. The panelists were asked to rate each policy using the scale. A summary of the findings in Round III follows.

Policies School Districts Can Enact to Recruit Substitute Teachers

Panelists were asked to rate 17 policies on recruiting substitute teachers (see Table 28). The means for all of the recruitment policies ranged from a low of 1.5 to a high of 3.7. The standard deviations ranged from .56 to 1.11. Two policies had the highest mean score (*M*=3.70): "Substitute teachers must have the same background checks as all other school personnel" and "The school district shall develop a program for recruiting high-quality substitute teachers." Both policies had low standard deviations, indicating that the panelists did not differ greatly in their assessment of these policies.

The recruitment policies were placed into six categories: competitive compensation, district support, education requirements, future hiring potential, recruitment processes, and other

(see Table 28). The criterion applied for consensus on the policies was 80% or more of the

panelists. Policies that met the criterion in each category are:

Competitive compensation: use competitive salaries to recruit high-quality substitute

teachers.

District support: establish a belief statement on recruiting high-quality substitute teachers,

develop a program for recruiting high-quality substitute teachers, and establish a budget to

support recruiting high-quality substitute teachers.

Recruitment processes: establish criteria for qualifying as a substitute teacher, recruit a

pool of qualified substitutes to deliver instruction, and require substitute teachers to have the

same background checks as all school personnel.

No policy met the 80% criterion for consensus under education requirements, future

hiring potential, or other.

Table 29 contains the number and percentage of recruitment policies by effectiveness

rating. Seven of the recruitment policies were rated by 80% or more of the responding panelists

as effective or very effective policies in recruiting high-quality substitute teachers.

Table 28

Results of Round III: Means, Standard Deviations, and Percentages of the Panelists Rating Recruitment Policies as Effective or Very Effective

Recruitment policies	N	M[a]	SD	%[b]
Competitive Compensation				
8. The district shall use competitive salaries to recruit high-quality substitute teachers.	19	3.4	.77	84
9. ~~The school district shall establish compensation packages comparable to those of neighboring school districts to retain high-quality substitute teachers.~~	19	3.3	.80	79
District Support				
16. The district shall establish a belief statement on recruiting. high-quality substitute teachers.	19	3.1	.91	84
13. ~~The district's human resources department shall develop annually a list of school board approved substitute teachers.~~	19	3.0	1.11	74
14. The district shall develop a program for recruiting high-quality substitute teachers.	19	3.7	.67	90
7. ~~The superintendent shall identify a pool of qualified substitutes to meet staffing needs.~~	19	2.5	.96	47
15. The district shall establish a budget to support recruiting high-quality substitute teachers.	19	3.4	.76	95
Education Requirements				
10. ~~Substitute teachers shall have credentials comparable to full-time teachers.~~	19	2.4	.90	37
12. ~~The superintendent shall establish a procedure for selecting high-quality substitute teachers.~~	19	3.1	.91	74
2. ~~The district shall give first priority to the employment of substitute teachers who have acquired a minimum of sixty (60) credit hours from an accredited college or university.~~	19	2.9	.94	74
Future Hiring Potential				
1. ~~A written contract shall be required for a substitute teacher with a valid teaching license who fills a teacher vacancy longer than ninety (90) days in one year.~~	19	2.8	1.02	74
5. ~~The superintendent shall recommend qualified substitute teachers for school board approval.~~	18	2.2	1.06	33
Recruitment Processes				
11. ~~The superintendent shall establish a procedure for screening substitute teacher applicants.~~	19	3.3	.93	79
4. The district shall establish criteria for qualifying as a substitute teacher.	19	3.6	.60	95
3. The district shall recruit a pool of qualified substitute teachers to deliver instruction.	19	3.6	.60	95
6. Substitute teachers must have the same background checks as all other school personnel.	19	3.7	.56	95
Other				
17. ~~School systems do not need specific policies to guide the recruitment of substitute teachers.~~	17	1.5	.80	18

Note. Items with a strike through did not meet the 80% criterion.
[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of valid responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 29

Number and Percentage of Recruitment Policies by Percentage of Respondents Rating the

Policies as Effective or Very Effective

Percentage of respondents rating the policies effective or very effective	Number of recruitment policies	%
0-50%	4	24
51-79%	6	35
80-100%	7	41
Total	17	100

Policies School Districts Can Enact to Train Substitute Teachers

Panelist rated the effectiveness of 12 policies on training substitute teachers. Nineteen panelists rated 11 policies, and 17 panelists rated one policy. Eight policies were rated by at least 80% of the panelists as effective or very effective policies to support the training of high-quality substitute teachers. The remaining four were rated as effective or very effective policies by less than 80% of the respondents and did not meet the criterion for consensus (see Table 30).

The means for all of the training policies ranged from a low of 1.2 to a high of 4.0 (see Table 32). The standard deviations ranged from .00 to 1.16. The policy with the highest mean score (*M*=4.0) was, "Substitute teachers shall be treated with the same respect as all professionals in a school." The standard deviation for this policy was the lowest (*SD*=.00) of all policies. All of the nineteen panelists rated this policy as a very effective policy.

The training policies were placed into five categories: professional development, training strategies, training standards, budget standards, and other. The criterion applied for consensus on the policies was 80% or more of the panelists. Policies that met the criterion in the categories are:

Training strategies: require substitute teachers to take an induction program prior to their first assignment, require substitutes to complete a training program provided by the district, establish a training program for substitute teachers, provide substitutes with resources needed to be successful in the classroom, provide research-based training for substitutes, and assure substitutes are trained to use the most up-to-date instructional technology.

Budget standards: establish a budget to support the training of high-quality substitutes.

Other: treat substitutes with the same respect as all other professionals.

No policies met the 80% criterion for consensus in the professional development and training standards categories.

Table 31 contains the number and percentage of training policies by effectiveness rating. Eight of the training policies were rated by 80% or more of the responding panelists as effective or very effective policies in training high-quality substitute teachers.

Table 30

Results of Round III: Means, Standard Deviations, and Percentages of the Panelists Rating the Training Policies Effective or Very Effective

Training policies	N	M[a]	SD	%[b]
Professional Development				
21. ~~Substitutes shall attend with pay the same professional development sessions assigned to regular teachers.~~	19	2.7	.81	74
Training Strategies				
28. *All substitute teachers shall be required to take an induction program prior to being assigned to a classroom.*	19	3.5	.61	95
19. Substitute teachers shall complete a training program provided by the district.	19	3.7	.48	100
18. The district shall establish a training program for substitute teachers.	19	3.8	.38	100
26. *Substitute teachers shall be provided with the resources needed to be successful in the classroom.*	19	3.7	.45	100
20. District substitute teachers shall receive research-based training materials.	19	3.4	.84	90
25. The district shall assure that substitute teachers are trained to use the most up-to-date instructional technology available to regular teachers.	19	3.2	.90	90
Training Standards				
24. ~~The Substitute Teacher Advisory Board shall establish a belief statement on training high-quality substitute teachers.~~	19	2.6	1.12	58
23. ~~The district shall establish a Substitute Teacher Advisory Board to oversee specific matters pertaining to all substitute teacher issues.~~	19	2.7	1.16	58
Budget Standards				
22. The district shall establish a budget to support training high-quality substitute teachers.	19	3.5	.77	95
Other				
27. *Substitute teachers shall be treated with the same respect as all professionals in a school.*	19	4.0	.00	100
29. *~~School systems do not need specific policies to guide the training of substitute teachers.~~*	17	1.2	.56	6

Note. Items with a strike through did not meet the 80% criterion. Items 26, 27, 28, and 29 were added by participants in Round II. They were included on the Round III questionnaire.

[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.

[b]Percentage of valid responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 31

Number and Percentage of Training Policies by Percentage of Respondents Rating the Policies

as Effective or Very Effective

Percentage of respondents rating the policies effective or very effective	Number of training policies	%
0-50%	1	8
51-79%	3	25
80-100%	8	67
Total	12	100

Policies School Districts Can Enact to Evaluate Substitute Teachers

Panelist rated 35 policies on evaluating substitute teachers (see Table 34). Twelve policies were rated by at least 80% of the panelists as effective or very effective for evaluating substitute teachers. The remaining 23 policies did not meet the 80% criterion for consensus.

The means of all evaluation policies ranged from a low of 1.3 to a high of 3.5 (see Table 32). The standard deviations ranged from .59 to 1.38. The policy with the highest mean score (*M=3.5)* was, "Substitute teachers shall maintain a satisfactory rating annually to remain in the active pool of substitute teachers." The standard deviation for this policy was .61, indicating low variation in panelists' opinions on the effectiveness of the policy.

The evaluation policies were placed into six categories: advisory committee leadership, evaluation strategies, dismissal procedures, substitute teacher feedback, district expectations, and job performance (see Table 32). The criterion applied for consensus on the policies was 80% or more of the panelists marking the policy as effective or very effective. Policies that met the criterion in each category are:

Advisory committee leadership: Twelve of the 19 panelists (63.2%) responded that establishing a Substitute Teacher Advisory Board was somewhat effective, effective, or very effective. At least 80% of the12 reported that the advisory board should consist of key stakeholders and have a veteran substitute teacher, a teacher, and a principal as members.

Evaluation strategies: maintain a satisfactory rating annually to remain in the active pool and evaluate substitute teachers to maintain continuity of instruction in classrooms.

Substitute teacher feedback: provide feedback to substitutes on their evaluations, evaluate substitute teachers at regular intervals, and develop a program for retaining substitute teachers.

District expectations: evaluate substitute teachers annually and evaluate substitute teachers in ways that contribute to student learning.

Job performance: evaluate substitutes whenever their performance is questionable.

No policy met the consensus criterion in dismissal procedures.

Table 33 contains the number and percentage of evaluation policies by effectiveness rating. Twelve of the evaluation policies were rated by 80% or more of the responding panelists as effective or very effective policies in evaluating substitute teachers.

Table 32

Results of Round III: Means, Standard Deviations, and Percentages of the Panelists Rating the Evaluation Policies Effective or Very Effective

Evaluation policies	N	M[a]	SD	%[b]
Advisory Committee Leadership				
43. ~~A Substitute Teacher Advisory Board shall be established. If you rate this item one (1), do not respond to the remainder of the items in this section and go on the next section.~~	17	2.3	1.11	53
44. The Substitute Teacher Advisory Board shall consist of the key stakeholders.	12	3.2	.84	92
45. ~~The Substitute Teacher Advisory Board members shall serve three-year terms.~~	12	2.3	.78	33
47. ~~The Substitute Teacher Advisory Board shall have an assistant principal as a member.~~	12	3.2	1.03	75
49. ~~The Substitute Teacher Advisory Board shall have a student leader as a member.~~	12	2.3	1.14	42
50. ~~The Substitute Teacher Advisory Board shall have a parent as a member.~~	12	2.2	1.12	33
51. ~~The Substitute Teacher Advisory Board shall have a school board member.~~	12	2.4	1.38	50
52. ~~The Substitute Teacher Advisory Board shall have the director of human resources (or equivalent) as a member.~~	13	2.9	1.21	69
53. *~~The Substitute Teacher Advisory Board shall have substitute teachers from elementary, middle, and high schools as members.~~*	12	2.8	1.19	58
54. *The Substitute Teacher Advisory Board shall have a veteran substitute teacher as a member.*	12	3.2	1.12	83
55. *~~The Substitute Teacher Advisory Board shall have a long-term employed substitute teacher as a member.~~*	12	2.8	1.12	67
56. *~~The Substitute Teacher Advisory Board shall have a Substitute Teacher Manager as a member.~~*	12	2.6	1.00	58
57. *~~The Substitute Teacher Advisory Board shall have a teaching coach as a member.~~*	12	2.6	.79	58
58. *~~The Substitute Teacher Advisory Board shall have a school office staff (secretary) representative as a member.~~*	12	2.3	1.01	50
48. The Substitute Teacher Advisory Board shall have a teacher as a member.	12	3.4	.90	92
46. The Substitute Teacher Advisory Board shall have a principal as a member.	12	3.4	.90	92
60. ~~The Substitute Teacher Advisory Board shall meet every three months.~~	12	2.4	.79	42
61. ~~The Substitute Teacher Advisory Board's chair shall submit an annual report to the school board.~~	12	2.8	1.03	58
62. ~~The Substitute Teacher Advisory Board shall recommend policies to the school board on substitute teachers.~~	12	2.8	1.06	67
63. *~~The Substitute Teacher Advisory Board's role shall be that of providing input on recruiting, training, and evaluating substitute teachers.~~*	12	2.8	.84	75
64. *~~The Substitute Teacher Advisory Board shall be appointed by the superintendent of schools.~~*	11	2.4	1.03	55
Evaluation Strategies				
31. Substitute teachers shall maintain a satisfactory rating annually to remain in the active pool of substitute teachers.	19	3.5	.61	95
34. The district shall evaluate substitute teachers to maintain continuity of instruction in classrooms.	19	3.2	.86	84

(table continues)

Table 32 (continued)

Evaluation policies	N	M[a]	SD	%[b]
Dismissal Procedures				
37. ~~When necessary, the superintendent shall recommend termination of substitute teachers to the school board.~~	~~19~~	~~2.2~~	~~1.27~~	~~37~~
36. ~~Due process shall be extended to substitute teachers before a recommendation to dismiss is submitted.~~	~~19~~	~~2.6~~	~~1.26~~	~~58~~
Substitute Teacher Feedback				
38. Substitute teachers shall receive feedback on their evaluations.	19	3.4	.69	90
35. Substitute teachers shall be evaluated at regular intervals.	19	3.3	.95	90
40. *~~All substitute teachers shall be required to complete a self-evaluation once each year.~~*	~~18~~	~~2.8~~	~~.92~~	~~61~~
42. The district shall develop a program for retaining substitute teachers.	19	3.4	.76	95
District Expectations				
32. The district shall evaluate substitute teachers annually.	19	3.2	.86	84
59. ~~The Substitute Teacher Advisory Board shall be appointed by the school board.~~	~~12~~	~~1.9~~	~~1.08~~	~~33~~
33. The district shall evaluate substitute teachers in ways that contribute to student learning.	19	3.4	.61	95
41. *~~School systems do not need specific policies to guide the evaluation of substitute teachers.~~*	~~17~~	~~1.3~~	~~.59~~	~~6~~
Job Performance				
39. *Substitute teachers shall be evaluated whenever their performance is questionable.*	*18*	*3.4*	*.70*	*84*
30. ~~The district shall establish a budget to support the evaluation of substitute teachers.~~	~~19~~	~~3.0~~	~~1.10~~	~~74~~

Note. Items with a strike through did not meet the 80% criterion. Items 39, 40, 41 53, 54, 55, 56, 57, 58, 63, and 64 were added by participants in Round II. They were included on the Round III questionnaire.
[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of valid responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 33

Number and Percentage of Evaluation Policies by Percentage of Respondents Rating the

Policies as Effective or Very Effective

Percentage of respondents rating the policies effective or very effective	Number of evaluation policies	%
0-50%	9	26
51-79%	14	40
80-100%	12	34
Total	35	100

Recruitment, Training, and Evaluation Practices for Substitute Teachers

Three sets of practices--one set for recruitment, one set for training, and one set for evaluation of substitute teachers--were compiled from responses on Delphi II. These practices were placed on a questionnaire with a four-point Likert scale (1=Not an effective practice, 2=A somewhat effective practice, 3=An effective practice, and 4= A very effective practice). The panelists were asked to rate each practice using the scale. A summary of the findings follows.

Practices School Districts Can Use to Recruit Substitute Teachers

Panelists rated 33 practices on recruiting substitute teachers. Eighteen panelists rated two practices, and nineteen 19 panelists rated 31 practices school districts can use to recruit high-quality substitute teachers. Nineteen practices were rated by at least 80% of the panelists as effective or very effective in recruiting high-quality substitute teachers (see Table 34).

The means for all of the recruitment practices ranged from a low of 1.7 to a high of 3.7 (see Table 34). The standard deviations ranged from .48 to 1.12. Four practices had means of 3.7: establishing competitive long-term rates, establishing competitive daily rates, developing a positive district regard for substitutes, and developing a thorough hiring procedure with background checks. Developing a positive district regard for substitutes had the lowest standard deviation (*SD*=.48) of all practices, indicating that panelists were very close in their ratings of the effectiveness of this practice.

The recruitment practices were placed into seven categories: advertisement, recruitment strategies, compensation, partnerships, benefits, incentives, and district support (see Table 34). The criterion applied for consensus on the practices was 80% or more of the panelists rating a practice as effective or very effective. Practices that met the criterion in each category are:

Advertisement: contacting local teacher training institutions, advertising on the school

district's website, and advertising for specific needs such as secondary math or special education.

Recruitment strategies: requiring mandatory classroom management skills, hiring

certified teachers for full-time substitute positions, sending letters to retirees who demonstrated

good classroom performance, making applications available on-line, requiring a minimum of 60

college credits for substitute teachers.

Compensation: providing salaries that are competitive with other local entities,

establishing competitive long-term rates, requiring a minimum standard of education, and

establishing competitive daily pay rates.

Benefits: providing low-cost benefits.

Incentives: providing recognition for service.

District support: developing a positive district regard for substitutes, addressing

expectations of substitute teachers, completing a thorough hiring procedure that includes all

background checks, communicating expectations prior to job assignments, and screening

individuals before the application process (see Table 34).

Table 35 contains the number and percentage of recruitment practices by effectiveness

rating. Nineteen of the recruitment practices were rated by 80% or more of the responding

panelists as effective or very effective practices in recruiting substitute teachers.

Table 34

Results of Round III: Means, Standard Deviations, and Percentages of the Panelists Rating the Recruitment Practices Effective or Very Effective

Recruitment practices	N	M[a]	SD	%[b]
Advertisement				
8. Contacting local teacher training institutions.	19	3.6	.50	100
1. Advertising on the school district's webpage.	19	3.5	.70	90
11. Advertising for specific needs such as secondary math or special education.	19	3.2	.69	84
2. Advertising in the local newspaper.	19	2.8	.83	68
3. Designing a comprehensive media-driven campaign for meeting staffing needs.	19	2.8	.98	63
10. Advertising at job fairs.	19	2.9	.74	68
12. Developing partnerships with local organizations (e.g.; hospitals, PTA's, military installations, businesses).	19	2.6	1.12	58
5. Designing a media-driven campaign, systematically replayed to recruit an on-going supply of substitute teachers.	18	2.8	.99	56
6. Advertising on local television stations.	19	2.5	1.02	53
4. Advertising on the local high school station.	19	1.7	1.00	26
Recruitment Strategies				
25. Requiring mandatory classroom management skills.	19	3.5	.61	95
29. Hiring certified teachers for full-time substitute positions.	19	3.6	.61	95
7. Sending letters to retirees who demonstrated good classroom performance.	19	3.3	.82	90
9. Making applications available on-line.	19	3.6	.77	84
28. Requiring a minimum of 60 college credits for substitute teachers.	19	3.2	.71	84
14. Establishing an agreement among bordering districts to pay the same daily rates.	19	3.0	1.03	79
21. Establishing regular recruiting times during the year.	19	3.1	.71	79
32. *Having fire fighters as substitute teachers.*	18	1.9	.83	28
Compensation				
22. Providing salaries that are competitive with other local entities.	19	3.6	.61	95
24. Establishing competitive long-term rates.	19	3.7	.56	95
16. Requiring a minimum standard of education.	19	3.4	.60	95
23. Establishing competitive daily pay rates.	19	3.7	.58	95
15. Differentiating pay based on education.	19	2.7	.82	68
31. Providing a per diem rate that is comparable to the rate received by a licensed teacher.	19	2.4	1.07	42
Partnerships				
33. *Establishing a partnership with local businesses and industries to recruit employees as substitute teachers.*	19	2.2	.86	37
Benefits				
18. Providing low-cost benefits.	19	3.2	.79	90
Incentives				
30. Providing recognition for service.	19	3.3	.73	84
26. Providing rewards to lower substitute turnover.	19	3.2	.92	79

(table continues)

Table 34 (continued)

Recruitment practices	N	M[a]	SD	%[b]
District Support				
13. Developing a positive district regard for substitutes.	19	3.7	.48	100
20. Addressing expectations of substitute teachers.	19	3.5	.61	95
27. Completing a thorough hiring procedure that includes all background checks.	19	3.7	.58	95
19. Communicating expectations prior to job assignments.	19	3.5	.61	95
17. Screening individuals before the application process.	19	3.4	.76	84

Note. Items with a strike through did not meet the 80% criterion. Items 32 and 33 were added by participants in Round II. These were included on the Round III questionnaire.
[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of valid responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 35

Number and Percentage of Recruitment Practices by Percentage of Respondents Rating the

Practices as Effective or Very Effective

Percentage of respondents rating the practices effective or very effective	Number of recruitment practices	%
0-50%	4	12
51-79%	10	30
80-100%	19	58
Total	33	100

Practices School Districts Can Use to Train Substitute Teachers

Panelist rated 21 practices on training substitute teachers. All 19 panelists rated 19 practices, and 18 panelists rated two practices (see Table 36). All but one of the practices were rated by at least 80% of the panelists as effective or very effective in training high-quality substitute teachers. The means of the training practices ranged from a low of 3.0 to a high of 4.0. The standard deviations ranged from .23 to 1.02. The practice with the highest mean score (*M*=4.0*)* was, "Providing instruction in classroom management skills." The standard deviation for this practice was the lowest of all practices, indicating that the panelists agreed that this is a very effective practice.

The twenty-one practices were placed into six categories: classroom skills, required training, expectations, training strategies, experienced trainers, and district support (see Table 36). The criterion applied to the practices was 80% or more of the panelists rating a practice as effective or very effective. Practices that met the criterion in each category are:

Classroom skills: providing instruction in classroom management skills, providing steps in following lesson plans, including teaching strategies in training, providing how to manage different age groups of children, and providing skill training in math.

Required training: hiring a full-time training coordinator to establish training sessions throughout the school year, providing a comprehensive training program, and providing an opportunity to shadow classes of effective teachers.

Expectations: providing a handbook with emergency situations and evacuation procedures, arranging for tenured teachers to discuss various instructional strategies, communicating guidelines on professional dress, providing substitute teachers with a sub-buddy, and providing a brief orientation by the principal before the first assignment.

Training strategies: providing teaching options when lesson plans are not available, providing training that is directly applicable to the classroom, communicating school board policy, and providing a web-based training program.

Experienced trainers: providing mentors for substitute teachers.

District support: hiring a training coordinator to provide support throughout the school year and providing sessions on computer usage.

Table 37 contains the number and percentage of training practices by effectiveness rating. Twenty of the training practices were rated by 80% or more of the responding panelists as effective or very effective practices for training substitute teachers.

Table 36

Results of Round III: Means, Standard Deviations, and Percentages of the Panelists Rating the Training Practices Effective or Very Effective

Training practices	N	M[a]	SD	%[b]
Classroom Skills				
34. Providing instruction in classroom management skills.	19	4.0	.23	100
43. Providing steps in following lesson plans (good and poor examples).	18	3.6	.61	95
45. Including teaching strategies.	19	3.7	.56	95
44. Providing how to manage different age groups of students (elementary, middle, and high school).	18	3.6	.86	90
37. Providing skill training in math.	19	3.0	.52	84
Required Training				
41. Hiring a full-time training coordinator to establish training sessions throughout the school year.	19	3.5	.61	95
50. Providing a comprehensive training program to substitutes.	19	3.7	.56	95
38. Providing substitute teachers an opportunity to shadow classes of effective teachers.	19	3.4	.51	100
Expectations				
35. Providing a handbook with a unit on emergency situations e.g., bomb threats, lock downs, and evacuation procedures.	19	3.8	.38	100
51. Arranging for tenured teachers to discuss various instructional strategies.	19	3.6	.61	95
47. Communicating guidelines on professional dress.	19	3.6	.61	95
54. *Providing substitute teachers with a sub-buddy (full-time teacher) to assist with lesson plans, curriculum, student discipline, classroom management, etc.*	*19*	*3.3*	*.67*	*90*
42. Providing a brief orientation by the principal before the first assignment.	19	3.3	.87	84
Training Strategies				
53. Providing teaching options for times when lesson plans are not available.	19	3.6	.50	100
52. Providing training that is directly applicable to the classroom.	19	3.8	.54	95
46. Communicating school board policy.	19	3.3	.75	84
36. Providing a web-based training program.	19	3.2	.69	84
Experienced Trainers				
40. ~~Using the best substitutes in the school district to provide the training.~~	~~19~~	~~3.2~~	~~1.02~~	~~79~~
39. Providing mentors for substitute teachers.	19	3.2	.69	84
District Support				
48. Hiring a training coordinator to provide support throughout the school year.	19	3.4	.69	90
49. Providing sessions on computer usage.	19	3.0	.75	84

Note. The item with a strike through did not meet the 80% criterion. Item 54 was added by participants in Round II and was included on the Round III questionnaire.
[a]The rating scale was 1 = Not an effective policy, 2 =A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of valid responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 37

Number and Percentage of Training Practices by Percentage of Respondents Rating the

Practices as Effective or Very Effective

Percentage of respondents rating the practices effective or very effective	Number of training practices	%
0-50%	0	0
51-79%	1	5
80-100%	20	95
Total	21	100

Practices School Districts Can Use to Evaluate Substitute Teachers

Panelists rated 24 practices on evaluating substitute teachers. All but one of the practices were rated by all of the 19 panelists (see Table 38). Twelve practices were rated by at least 80% of the panelists as effective or very effective practices in evaluating substitutes and met the criterion for consensus. The means for all of the evaluation practices ranged from a low of 2.4 to a high of 3.6. The standard deviations ranged from .58 to 1.08. The practices with the highest mean score (*M*=3.6*)* were, "applying indicators associated with effective teaching," "providing them (substitutes) with feedback," "assessing the substitute's ability to follow the lesson plan left by the teacher," and "allowing principals the opportunity to recommend the removal of a substitute from the active list due to poor job performance." The standard deviations for these practices ranged from .60 to .83, indicating that the panelists varied little in their effectiveness ratings.

The 24 evaluation practices were placed into seven categories: evaluation strategies, substitute feedback, evaluation types, job performance, assessment, expectations, and self-assessment (see Table 38). The criterion applied for consensus was 80% or more of the panelists rating a practice as effective or very effective. Practices that met the criterion in each category follow:

Evaluation strategies: using competencies pertinent to the area in which they substituted, using an assessment completed by the classroom teacher, and requiring substitutes to meet with human resources personnel when infractions occur.

Substitute feedback: applying indicators associated with effective teaching, providing feedback to substitutes, and requiring feedback sheets completed by the regular teacher to be submitted to the principal.

Evaluation types: using an on-going informal evaluation component such as walk throughs to evaluate substitutes.

Job performance: assessing the substitute's ability to follow lesson plans left by the teacher, establishing criteria for performance, and allowing principals to request remediation training as a warning to the substitute for the need for professional growth.

Assessment: sticking to an assessment protocol each year.

Expectations: allowing principals the opportunity to recommend the removal of a substitute from the active list due to poor job performance (see Table 38).

Table 39 contains the number and percentage of evaluation practices by effectiveness rating. Twelve of the evaluation practices were rated by 80% or more of the responding panelists as effective or very effective practices for evaluating substitute teachers.

Table 38

Results of Round III: Means, Standard Deviations, and Percentages of the Panelists Rating the Evaluation Practices Effective or Very Effective

Evaluation practices	N	M[a]	SD	%[b]
Evaluation Strategies				
59. Using competencies pertinent to the area in which they subbed.	19	3.3	.81	90
56. Using an assessment completed by the classroom teacher.	19	3.2	.84	84
77. Requiring substitute to meet with human resources personnel when a second infraction occurs with an understanding that a third infraction will result in dismissal.	19	3.1	.62	84
67. ~~Receiving information from multiple sources (e.g., teachers, secretaries, and principals).~~	~~19~~	~~3.1~~	~~.74~~	~~79~~
Substitute Feedback				
58. Applying indicators associated with effective teaching.	19	3.6	.61	95
55. Providing them feedback.	19	3.6	.60	95
74. Requiring feedback sheets completed by the regular teacher to be submitted to the principal.	19	2.9	.66	84
Evaluation Types				
78. Using an on-going informal evaluation component; e.g., walk throughs.	19	3.3	.58	95
61. ~~Using a formal instrument.~~	~~19~~	~~3.1~~	~~.81~~	~~74~~
76. ~~Requiring a conference by the principal to discuss expectations.~~	~~18~~	~~2.6~~	~~.85~~	~~61~~
Job Performance				
60. Assessing the substitute's ability to follow the lesson plan left by the teacher,	19	3.6	.83	90
63. Establishing criteria for performance (e.g., three complaints results in removal from the active list).	19	3.3	.81	90
70. Allowing a principal to request remediation training as a warning to the substitute for the need for professional growth.	19	3.0	.75	84
66. ~~Requiring 85% mastery of the items on an observational instrument.~~	~~19~~	~~2.5~~	~~.96~~	~~63~~
Assessment				
62. Sticking to an assessment protocol each year.	19	3.1	.81	84
68. ~~Reviewing a post evaluation with the substitute.~~	~~19~~	~~3.1~~	~~.81~~	~~74~~
64. ~~Designing an observation instrument similar to the one used with certified teachers.~~	~~19~~	~~2.7~~	~~.87~~	~~68~~
65. ~~Using an observation team to visit substitutes the first few months of employment.~~	~~19~~	~~2.4~~	~~1.07~~	~~53~~
Expectations				
71. Allowing principals the opportunity to recommend the removal of a substitute from the active list due to poor job performance.	19	3.6	.69	90
73. ~~Requiring an evaluation by an administrator each time a substitute is new to a building.~~	~~19~~	~~2.7~~	~~.99~~	~~68~~
57. ~~Allowing the principal to evaluate a substitute after an unsatisfactory rating by the regular teacher.~~	~~19~~	~~3.2~~	~~.77~~	~~79~~
69. ~~Reviewing a post evaluation with the substitute with an experienced teacher.~~	~~19~~	~~2.7~~	~~.93~~	~~63~~
75. ~~Requiring teachers to submit lesson plans to the administration in advance of a substitute's visit.~~	~~19~~	~~2.8~~	~~1.02~~	~~63~~

Table 38 (continued)

Evaluation practices	N	M[a]	SD	%[b]
Self Assessment				
72. ~~Requiring substitutes to complete a self-evaluation tool at the end of each day.~~	~~19~~	~~3.1~~	~~1.08~~	~~68~~

Note. Items with a strike through did not meet the 80% criterion.
[a]The rating scale was 1 = Not an effective policy, 2 = A somewhat effective policy, 3 = An effective policy, 4 = A very effective policy.
[b]Percentage of valid responses in the two most favorable categories of the rating scale (an effective policy or a very effective policy).

Table 39

Number and Percentage of Evaluation Practices by Percentage of Respondents Rating the

Practices as Effective or Very Effective

Percentage of respondents rating the practices effective or very effective	Number of evaluation practices	%
0-50%	0	0
51-79%	12	50
80-100%	12	50
Total	24	100

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

FOR FUTURE RESEARCH

Policies and practices governing substitute teachers in public schools vary greatly across the United States. The National Education Association (2000), state departments of education, and school districts report a broad range of policies and practices. For example, some school districts require a four-year college degree while others require only a high school diploma to walk into the classroom of an absent teacher. In a small study conducted by the author of 13 school districts with administrators associated with the American Association of School Personnel Administrators, district officials reported that none of the 13 districts had in place what they would call *policies* on substitute teachers. Ten of the districts had recruitment practices, 3 had training practices, and 7 had evaluation practices in place. One school district representative stated that the district's only evaluation of substitute teachers was in the form of complaints. Given this set of circumstances, further study seemed in order, and this study was born. The study was conducted to provide information that may help school districts improve the quality of substitute teachers by identifying policies and practices that could be enacted or used to recruit, train, and evaluate substitute teachers.

A three-round Delphi technique was selected to identify and gather a consensus of expert opinion on the effectiveness of recruitment, training, and evaluation policies and practices for the management of substitute teachers. Sixteen panelists participated in Round I and 19 panelists participated in Rounds II and III. The panel of experts represented eight groups: superintendents (2), assistant or executive superintendents (2), principals and assistant principals (2), directors of human resources and personnel (3), authors (2), researchers (3), a training program developer

(1), and a group of participants in a conference on substitute teachers (4). Panel members were

selected based on their individual knowledge of the issues in managing substitute teachers or

their involvement with substitute teachers.

Conclusions with supportive findings, a discussion of the study, and recommendations

for future research are presented in the following sections. The chapter ends with two self-

assessment instruments—one for policies and the other for practices-- that contain the policies

and practices the panel of experts believed will improve school districts' efforts to recruit, train,

and evaluate substitute teachers. These instruments may be useful to school administrators as

they assess their own policies and practices on recruiting, training, and evaluating substitute

teachers.

<div align="center">Conclusions and Supportive Findings</div>

A conclusion is stated for each set of recruitment, training, and evaluation policies and

practices. The conclusion is supported with a list of policies or practices in rank order by

percentage of respondents rating the policy or practice as an effective or very effective policy or

practice in hiring high-quality substitute teachers. Policies are presented first followed by

practices.

<div align="center">*Policies for Recruiting, Training, and Evaluating Substitute Teachers*</div>

Conclusions and ranked supportive polices are presented for recruiting, training, and

evaluating high-quality substitute teachers. P*olicies* are guidelines or principles that may be

enacted to guide practices in an organization. In this case the organization is a school district.

When reference is made to panel agreement or consensus in drawing conclusions or reporting

findings, these are based on 80% or more of the panelists rating a policy as *effective* or *very*

effective for recruiting, training, or evaluating high-quality substitute teachers.

Conclusion on Recruitment Policies

The panelists reached consensus on seven recruitment policies in three areas: competitive compensation, district support, and recruitment processes. The panelists agreed that recruitment of a pool of high-quality substitute teachers could be best supported by policies that promoted the development of a recruitment program for substitutes that included background checks, criteria and qualifications for employment, competitive compensation, and both philosophical and monetary support for such a program.

Supportive Findings on Recruitment Policies

The specific policies in rank order[1] (ranks in parentheses) based on the percentage of panelists rating the recruitment policy as *effective* or *very effective* are: recruit a pool of substitutes to deliver instruction (2.5), establish criteria for qualifying as a substitute (2.5), establish a budget for recruiting substitutes (2.5), require complete background checks on potential substitutes (2.5), develop a program for recruiting high-quality substitutes (5), establish a belief statement on recruiting high-quality substitute teachers (6.5), and use competitive salaries to recruit substitutes (6.5).

Conclusion on Training Policies

The panelists reached consensus on eight training policies in three areas: training strategies, budget standards, and other. The panelists agreed that training could be best supported by policies that established a training program that must be completed by substitutes and that included respect for substitutes, resources needed to help substitutes be successful, a required induction program prior to the first assignment, a budget, specific training with research-based materials, and training on the use of the latest instructional technology.

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[1] Low numbers indicate higher ranks; one is the highest rank and means that a larger percentage of the panelists marked the policy as *effective* or *very effective*. Tied ranks are reported as the average of the ranks for the tied items.

Supportive Findings on Training Policies

       The specific training policies in rank order (ranks in parentheses) based on the percentage of panelists that rated them as *effective* or *very effective* are: establish a training program for substitute teachers (2.5), require that substitute teachers complete the training program (2.5), provide substitute teachers with the resources they need to be successful in the classroom (2.5), treat substitutes with the same respect as all professionals in the schools (2.5), require all substitutes to take an induction program (5.5), establish a budget to support the training (5.5), provide substitutes with research-based training (7.5), and provide training to substitutes on the latest instructional technologies (7.5).

Conclusion on Evaluation Policies

       The panelists reached consensus on twelve evaluation policies in five areas: advisory board leadership, evaluation strategies, substitute teacher feedback, district expectations, and job performance. The panelists agreed that evaluation could be best supported by policies that established an evaluation program focused on retaining substitute teachers. The program would require the regular evaluation of substitutes in ways that contribute to student learning, the maintenance of satisfactory annual ratings by substitutes, the monitoring of substitute teacher performance with subsequent necessary action, and the provision of feedback to help substitutes improve and continue regular classroom instruction. Although only nine (53%) of the 17 responding panelists rated the establishment of a substitute teacher advisory board as an effective or very effective policy, 80% or more of those responding to specific membership policies agreed that if such a committee were established, membership should consist of such key stakeholders as a veteran substitute teacher, a regular teacher, and a principal.

Supportive Findings on Evaluation Policies

The specific policies in rank order (ranks are in parentheses) based on the percentage of panelists that rated them as *effective* or *very effective* are: develop a program for retaining substitutes (2); evaluate substitutes in ways that contribute to student learning (2); require substitutes to maintain satisfactory annual evaluations (2); require (if a substitute teacher advisory board is established) that it have key stakeholders (5), including a regular teacher (5), a principal (5), and a veteran substitute teacher (12); require the evaluation of substitutes at regular intervals (7.5); require that feedback be given to substitutes on their evaluations (7.5); and require the evaluation of substitutes annually (10) or when performance is questionable (10) to maintain continuity of instruction in classrooms (10).

Practices for Recruiting, Training, and Evaluating Substitute Teachers

Conclusions and ranked supportive practices are presented for recruiting, training, and evaluating high-quality substitute teachers. *Practices* are the methods, procedures, or processes applied in organizations to implement policies. In this case the organization is a school district. When reference is made to panel agreement or consensus in drawing conclusions or reporting findings, these are based on 80% or more of the panelists rating a practice as *effective* or *very effective* for recruiting, training, or evaluating high-quality substitute teachers.

Conclusion on Recruitment Practices

The panelists reached consensus on 19 recruitment practices in six categories: advertisement, recruitment strategies, compensation, benefits, incentives, and district support. The panelists agreed that recruitment of high-quality substitute teachers could be conducted by contacting local teacher training institutions, advertising on the district's webpage, and focusing advertising on such specific district needs as secondary math and special education; specifying

the criteria for employment in the district as a substitute, appealing to retirees, and making application easy through on-line forms; adequately compensating substitutes by providing competitive short-and-long-term rates; providing some low-cost benefits and incentives; and providing district support through statements about respect for substitutes, communication of expectations of the district, addressing the expectations of substitutes, and screening applicants carefully.

Supportive Findings on Recruitment Practices

The specific recruitment practices in rank order (ranks are in parentheses) based on the percentage of panelists that rated them as *effective* or *very effective* are: develop a positive district regard for substitutes (1.5); contact local teacher training institutions (1.5); establish competitive long-term rates (7), competitive daily rates (7), and competitive rates with other local entities (7); hire certificated teachers for full-time substitute positions (7); communicate expectations to substitutes prior to job assignments (7), including background checks (7), required minimum education (7) such as 60 college credits (17), and required classroom management skills (7); address questions and concerns (expectations) of potential substitute teachers (7); provide low-cost benefits (13); advertise on the district's webpage (13); send letters to retirees with good performance records (13); advertise for specific hard-to-fill positions such as secondary math and special education (17); screen applicants before completing a full application process (17); make applications available on line (17), and provide recognition for service (17).

Conclusion on Training Practices

The panelists reached consensus on 20 training practices in six categories: classroom skills, required training, expectations, training strategies, experienced trainers, and district

support. The panelists agreed that a comprehensive program of training should be provided for substitutes. This program should have a full-time coordinator who would support substitutes throughout the year and provide both web-based and on-site programs on such topics as classroom management, following lesson plans, teaching strategies, mathematics, professional dress, strategies for working with students when no lesson plans are available, working with different age groups, board policy, and computer usage. They agreed that the training should be directly applicable to the classroom and that substitutes should be provided a handbook on procedures and opportunities to shadow classes of effective teachers, receive an orientation from the principal of the school in which they have their first assignment, be instructed by tenured teachers on various instructional strategies, and be assigned a mentor or a full-time teacher as a *buddy teacher*.

Supportive Findings on Training Practices

The specific training practices in rank order (ranks are in parentheses) based on the percentage of panelists that rated them as *effective* or *very effective* are: provide instruction in classroom management (2.5); provide experiences in shadowing classes of effective teachers (2.5); provide a handbook with emergency procedures (2.5); provide instruction on teaching options for times when lesson plans are not available (2.5); provide a comprehensive training program (8); hire a full-time training coordinator for substitute teachers (8); provide training that is directly applicable to the classroom (8), including training on following lesson plans (8), teaching strategies (8), and professional dress (8); arrange for tenured teachers to discuss various instructional strategies (8); hire a coordinator to provide support for substitutes (13); provide instruction on how to manage different age groups (13); provide a sub-buddy (13) or mentor (17.5); provide a web-based program (17.5) and instruction on math (17.5), computer usage

(17.5), and school board policy (17.5); and provide a brief orientation by the principal of the

school in which the substitute has his or her first assignment (17.5).

Conclusion on Evaluation Practices

The panelists reached consensus on 12 evaluation practices in six categories: evaluation

strategies, substitute feedback, evaluation types, job performance, assessment, and expectations.

The panelists agreed that the evaluation of substitute teachers should include indicators,

competencies, or criteria of performance, especially those associated with effective teaching and

the ability to follow lesson plans left by the absent teacher; assessment data collected from the

classroom teacher for whom the person substituted and on-going formal and informal evaluation

protocols; feedback and remediation as needed; and sanctions or removal for poor performance.

Supportive Findings on Evaluation Practices

The specific evaluation practices in rank order (ranks are in parentheses) based on the

percentage of panelists that rated them as *effective* or *very effective* are: use an on-going informal

evaluation procedure such as walk-throughs (2), apply indicators associated with effective

teaching (2), provide feedback to the substitute (2), use competencies pertinent to the area in

which they substituted (5.5), assess the substitute's ability to follow lesson plans left by the

teacher (5.5), establish criteria for performance (5.5), allow principals to recommend the removal

of a substitute due to poor job performance (5.5), stick to an assessment protocol each year (10),

use assessments (10) and feedback sheets (10) completed by the regular teacher, permit the

principal to request remediation training as a warning to the substitute for the need for

professional development (10), and require the substitute to meet with human resources

personnel when a second infraction occurs with an understanding that a third infraction will

result in dismissal (10).

Discussion of the Study

Three areas are discussed in this section: the importance of substitute teachers in a time of high-stake accountability; essential policies and practices for recruiting, training, and evaluating substitute teachers; and the effectiveness of the methodology in identifying policies and practices for recruiting, training, and evaluating high-quality substitute teachers.

Importance of Substitute Teachers in a Time of High-Stakes Accountability

The importance of having a high-quality substitute teacher in the classroom when the regular teacher is absent is vital in these days of high-stakes accountability. The necessity of having high-quality, competent substitute teachers should not be underestimated. Missed days by regular classroom teachers can result in lower test performance and put a school in jeopardy of not meeting state or federal achievement standards. Good policies and practices can help districts recruit, train, and evaluate their substitute teacher pools and maintain instructional effectiveness when regular classroom teachers are away. The continuity of instruction everyday of the school year is more of a necessity now than ever before.

When parents send their children to school, their expectations are high. Parents expect the district to maintain an environment conducive to learning; they expect students to walk into facilities that are safe; they expect teachers and administrators to care for their children; they expect research-based instruction with various pedagogical strategies to meet the needs of students; they expect sound classroom management to maintain discipline; they expect schools to provide a curriculum that is challenging; and they expect the instructional staff to be equipped with the qualifications and appropriate endorsements to teach the subject matter. If substitute teachers aren't prepared to meet these expectations, then student learning is affected negatively and parents aren't happy with the school.

Regulations and qualifications to become a substitute teacher vary greatly across states and school districts when they are compared to the regulations and qualifications for regular classroom teachers; however, the expectations for performance are the same. Classroom teachers take on additional roles other than providing instruction to support student learning. They perform duties as a counselor, a mediator, a disciplinarian, a motivator, a nurse, a planner, a communicator, and a protector. Some experienced teachers struggle with some of these roles, while substitute teachers enter the classroom without training or experience to perform them well. Yet, school districts continue to expect them to take on these roles with no or limited support or training. The training policies and practices identified in this study hold promise to bring the capacities of substitute teachers closer to those of regular classroom teachers.

Substitute teaching is one of the most difficult jobs in public schools. Some experts in the field have said, "Substitute teaching is like going on a blind date" (Rowley & Hart 1998). You don't know the kind of experience you will have until you get there. My personal slogan, paraphrased from the movie *Forrest Gump* (1994), is, "Substitute teaching is like a box of chocolates; you never know what you're going to get." However, without that "warm body" (St. Michael, 1995) walking in the door, many classrooms may not have sufficient supervision to maintain a safe and orderly environment, regardless of the quality of instruction provided. A safe and orderly environment is essential for effective classroom instruction to occur.

Disruptions can occur when high-quality substitutes are not available. The routines of two classes may be disturbed when a teacher is asked to cover a class for an absent teacher. If the coverage is during a planning period, the teacher may not have sufficient time to prepare well for his or her own class. Further disruption may occur when students are sent to an already crowded class or when a specialist in health, physical education, art, or music is ordered to cover the class

of the absent teacher. The library may be disrupted when students are sent there for supervision. And, a lost day occurs when students are given a "free day" or "quiet time." These disruptions create lost instructional time and take their toll on student learning and measures of accountability.

Instructional and financial costs are incurred when a poorly qualified substitute is hired to cover for a teacher who is away for a long period (Center of Best Practices, National Governors Association, 2007). Today (2009), school districts are dealing with one of the worst budget cycles in years. Stretched budgets are thinned even further when a district must pay both a substitute and the regular classroom teacher. It costs $11,000 every time a teacher leaves the profession, and school districts often are left with providing classroom coverage with individuals without appropriate knowledge and instructional strategies to maintain continuity in instruction (Center of Best Practices, National Governors Association, 2007). However, the true impact of inadequate substitute teachers is on student learning.

The success of our nation's children in public schools depends on the quality of the personnel that are expected to provide instruction. When the classroom teacher is absent, districts depend on substitute teachers to maintain instructional continuity in the classroom, for which they are not well-prepared. School districts can improve instructional continuity by developing and implementing policies and practices to recruit, train, and evaluate substitute teachers. As school districts continue to press forward to meet test score benchmarks, the burden is placed on school personnel to ensure high-quality substitute teachers are in place to maintain learning when the regular classroom teacher is absent. The policies and practices identified in this study have the potential to help districts to improve the quality of their substitute teaching pool and the

quality of instruction received by students. With high-quality substitutes, the requirements of high-stakes testing have a greater chance of being fulfilled.

Essential Policies and Practices for Recruiting, Training,

and Evaluating Substitute Teachers

Panel members reached consensus on 27 policies and 51 practices with the potential for improving the quality of substitute teachers. In my 16 years of experience in personnel administration in public schools, I have worked closely with substitute teachers and have found some policies and practices that seem to work better than others. In this section I combine my experience and the findings of this research to identify what I call *essential* policies and practices. These essential policies and practices are those that I believe have the greatest potential to affect instruction and student learning when substitutes are in classrooms. They are identified in the following sections with reasons why I have selected them.

Essential Recruitment Policies and Practices

There were seven recruitment policies and 19 recruitment practices that met the criterion for consensus among panelists. I selected five policies and five practices that I believe, if implemented, will come close to accomplishing the task of recruiting high-quality substitute teachers. The policies are: The district shall establish a budget to support recruitment, develop a belief statement on recruitment, develop a recruitment program, establish the criteria to become a substitute teacher, and complete all background checks. The practices are: advertising on the district's webpage, advertising for specific needs, contacting local teacher training institutions, sending letters to retirees, and recognizing substitutes for their service.

A budget is essential to support a district's recruiting efforts. There are costs associated with locating, screening, and hiring substitutes, and districts must recognize that these costs are

needed and provide for them. There are costs for advertising, paper processing, security checks, and interviews. Without a budget, little can be done to improve the quality of the pool of substitute teachers.

A belief statement serves as a vision to guide a district's expectations and goals for recruiting substitute teachers. The statement is the districts commitment to providing high-quality substitutes in classrooms when teachers are absent. It is the district's assurance to students and parents that effective instruction will continue even if the regular classroom teacher is away.

A policy establishing a specific program for recruiting substitutes sends the message that the school board and the administration are serious about placing effective substitute teachers in classrooms. When the policy includes the criteria for serving as a substitute and the requirement that all substitutes have background checks, the value of substitute teachers to the on-going program of the school district is elevated sufficiently for all involved to take recruitment of substitutes seriously.

The five recruitment practices work together to increase the probability of identifying a pool of high-quality substitute teachers. The district's webpage is the first place people interested in serving as a substitute will go to look for openings, qualifications, requirements, and application processes. The district's need for substitutes in such hard-to-find areas as secondary math, special education, and science can be highlighted on the website. Advertising at nearby colleges and universities with approved education programs can bring forth additional candidates and may identify future teachers for the district. Additions to the pool can be made by sending letters to retirees inviting them to join the district's substitute teacher force. Recognition of substitutes for excellent performance will help to maintain the best substitutes in the pool.

Essential Training Policies and Practices

There were eight policies and 20 practices that met the criterion for consensus among the expert panelists. I selected five policies and four practices I believe to be essential in the training of substitute teachers. The policies are: The district shall develop a budget to support the training, establish a training program, provide research-based materials, require the completion of the training, and treat substitutes as professionals. The practices are: providing training on following lesson plans, providing teaching strategies, providing training in classroom management, and hiring a coordinator to provide support for substitute teachers.

As with most activities, little can be done without an adequate budget. This goes for the training of substitute teachers as well. There are costs for programs, trainers, supplies, materials, and support. A policy establishing the program will give it legitimacy, and the requirement that research-based training be used in the program will provide some assurance that the training will be sufficiently effective to merit the costs. Finally, a policy on the professional treatment of substitutes will encourage substitutes to participate in the training to further their professional credentials, and it has the added benefit of retaining substitutes in the pool.

The training practices work together to prepare high-quality substitute teachers and build on the policies that support them. The practices begin with the development of a comprehensive training program and the hiring of a coordinator to implement the program. The program may be developed by the coordinator or selected from available programs from other districts. There may be no need to reinvent a program specifically for the district. Whatever program is selected, it should have units on following lesson plans, teaching strategies, and classroom management. These are crucial to maintain continuity in classrooms when regular teachers are away.

Essential Evaluation Policies and Practices

There were 12 policies and 12 practices that met the criterion for consensus among the expert panelists. I selected three policies and five practices that I believe are essential in evaluating substitute teachers. The policies are: The district shall require substitutes to maintain a satisfactory rating to remain on the active list, evaluate substitutes in ways that contribute to student learning, and provide feedback to substitute teachers. The practices are: establishing criteria for job performance, assessing the substitute's ability to follow lesson plans, providing feedback from the classroom teacher, using an on-going evaluation component (e. g., walk-throughs), and allowing the principal to recommend removal from the substitute list due to poor job performance.

The three essential evaluation policies are complementary. Policies stating that substitutes will be evaluated on criteria related to student learning, that they must maintain a satisfactory rating, and that they will be given feedback on their performance will set in motion a set of practices that has the potential for maintaining a pool of effective substitutes. Because substitute teachers fulfill the important function of continuing instruction when regular teachers are away from their classrooms, the evaluation of substitutes can no longer be ignored. School districts must have policies supporting and directing administrators to carry out these evaluations, provide feedback to substitutes on their performance, and take necessary action to either remediate poor performance or remove offenders from the pool. High-stakes accountability no longer permits school boards to neglect this area of policy making.

The five practices comprise a system of evaluation to implement the three policies. This system includes a set of criteria on which substitutes are to be evaluated, especially the ability to follow lesson plans left by the absent teacher and others directly related to the meeting of

learning standards; the collection of assessment data using various systematic methods; the

provision of feedback to substitutes; and follow up with either training or action to remove them

from the substitute teacher pool. The implementation of this evaluation system would bring the

evaluation of substitute teachers in line with the procedures applied to regular classroom

teachers.

Although seldom used, policies and practices to evaluate substitute teachers are essential

and must be developed. Two panel members stated that this is an area school districts should shy

away from because substitute teachers, unlike regular classroom teachers, are considered "at-

will" employees--temporary with no property rights or contractual ties to the job. Evaluations,

they contended, should be completed when infractions occur. This procedure fails to provide on-

going feedback to the substitute and fails to improve instruction and student learning. I believe a

policy to regularly evaluate substitute teachers and provide professional growth opportunities

through conferencing and retraining could save substitute teachers who could provide good

service to the children of a school district.

Effectiveness of the Methodology

Nineteen expert panel members from across the United States participated in this study

using a three-round Delphi technique. The panel members were selected because of their specific

knowledge about substitute teachers and the issues and problems surrounding the recruitment,

training, and evaluation of them. The three rounds of the technique appear to have been

sufficient for the panel to reach consensus on both policies and practices that would facilitate the

recruitment, training, and evaluation of substitute teachers in school districts generally. Both the

policies and practices appear to be coherent sets of principles and procedures for guiding school

districts in their efforts to improve their work with substitute teachers. Thus, the panel and the methods used appear to have worked well in this study.

<div align="center">Future Research on Substitute Teachers</div>

The area of substitute teaching is fertile ground for further research. My research identified policies and practices to recruit, train, and Evaluate Substitute Teachers to place in classrooms. Following are several areas of study that could produce additional findings that could be useful in improving the quality of substitute teachers that find their way into classrooms.

<div align="center">*An Evaluation of the Implementation of the Recommended*</div>

<div align="center">*Essential Policies and Practices*</div>

The essential policies and practices identified in this study may or may not result in improving the recruitment, training, and evaluation of substitute teachers. Further, if implemented, the policies and practices may or may not produce more effective substitute teachers in classrooms. They are "best guesses" based on the views of experts. The essential policies and practices could be tried in a school district and evaluated on such criteria as the number and quality of substitutes in the pool and the effectiveness of the substitutes in classrooms. Both single case and multiple case studies could be conducted. Rural, suburban, and urban school districts might be enlisted to test the policies and practices for geographic sensitivity.

Large and small districts might try the policies and practices to determine whether they are viable regardless of district size. The size of the district can play a huge part in the effectiveness of a policy, especially in small, less affluent, rural districts, where establishing a budget to recruit, train, and evaluate substitute teachers is difficult or not possible. Small rural

school districts may find it difficult to be competitive when surrounding districts, larger in scope and possibly wealthier, are developing competitive salaries to recruit and attract substitutes.

Other variables that may be studied for their effect on the implementation of the policies and practices are the diversity of the school population, school district funding, the proximity of colleges and universities, and the general education level of the population in the school community. Such conditions may affect the ability or willingness of people to apply for substitute positions or their effectiveness once they are in the classroom.

A Study of Administrators' Values Regarding Substitute Teachers

One of my observations is that many administrators aren't very concerned about the quality of substitute teachers. For many, a warm body that can maintain a reasonable amount of classroom control is all that is necessary. The main concern for them is to have someone *cover* the class. A study of the values and expectations of principals and other administrators regarding substitute teachers may be helpful in highlighting this problem and changing the policies and practices related to recruiting, training, and evaluating substitute teachers.

A Study of Developmental Practices for Substitute Teachers

The panelists recommended that school administrators assess substitute teacher performance, provide feedback on that performance, and take necessary action in the form of developmental activities or dismissal. This developmental process could be put in place for substitute teachers and tested for effectiveness. Variables of interest would be willingness of substitutes to engage in the process, the effectiveness of the assessment and developmental methods employed the retention rates for trained and non-trained substitutes, and the ultimate effect on student learning.

A Study of the Support and Treatment of Substitute Teachers

Why are substitute teachers treated poorly in schools? It is sad to acknowledge, but administrators and other staff members ignore or treat substitutes as second class citizens. A substitute teacher responded to some questions posed by the researcher and reported how the treatment from a regular teacher made her feel. The substitute was making copies, as directed in the lesson plans, when a regular teacher came in and said, "You mean I have to wait for a substitute teacher to finish?" This type of treatment will not help retain quality substitutes. Substitute teachers are invited guests and need to be treated as such. A study of how substitutes are treated and supported while in schools may be helpful in identifying both policies and practices that could make the environment more inviting and encourage them to continue to return when called.

A Study of the Hiring Practices for Substitute Teachers

Status studies of the conditions under which substitute teachers are recruited, trained, evaluated, and under which they work may be helpful in creating policies and procedures that would increase the pool of substitutes and their effectiveness in classrooms. School districts develop and follow strict hiring processes to recruit, train, and evaluate classroom teachers; however, there is little known about the policies and procedures in use for substitute teachers. The literature does not clearly address these areas.

A Study of the Aspirations and Concerns of Substitute Teachers

There are many voices we should engage to gain more insight into what we believe substitute teaching is all about. If we continue to ignore their needs, substitutes will continue to miss opportunities to make a substantial difference in their roles and the lives of students. Ballard

(2005) defined quality substitutes as individuals who are well versed in techniques that produce an effective classroom in which the educational process continues during the teacher's absence.

Little is known about how substitute teachers view their roles. Horror stories and anecdotal accounts are frequently passed on by word of mouth. More systematic study of how substitutes see themselves, the schools in which they work, regular classroom teachers, administrators, and the students with whom they work may provide insight into how school districts could change their policies and practices in ways that would increase the interest in substitute teaching and the effectiveness of substitutes in classrooms. The information gathered could be the compass needed for school districts to eliminate the babysitting in classrooms and other poor practices ins substitutes' classrooms. It could provide information to human resources' directors on the content of orientation and training programs.

A Study of Relationships between Students and Substitute Teachers

Stories of raucous, outlandish behavior on the part of students are often taken home by both students and substitute teachers at the end of day when the regular teacher is away from the classroom. Little formal information is available on the interactions of substitute teachers and students and on why these interactions so often end as negative experiences for both. Additional study could help understand these relationships and provide the grist for more effective orientation and training programs for substitute teachers and for students, the often forgotten group in the substitute teacher equation.

A Study of Parental Views and Perceptions of Substitute Teachers

I read an article in which a mother asked her child what he learned in school. The child replied, "Nothing, we had a substitute." Parents have expectations of our schools and this response emits a negative reflection of the school and should raise questions from parents. A

future study could investigate the views of parents on substitute teachers. The results of such a study could be used to guide the development of information policies and practices regarding substitutes in the school district.

A Study of Retention of Substitute Teachers

The retention of substitute teachers in most public schools can be a challenge. Funds are spent to recruit them, but little effort is spent in investigating why they leave our classrooms. An article in the Pittsburg Post-Gazette (2001) reported that teachers new to teaching leave the profession due to a lack of support from veteran teachers and administration. Given this evidence on new teachers, one can only assume what the track record is for substitute teachers. A study could be designed to report the turnover of substitute teachers, identify the reasons for this turnover, and identify policies and procedures that may help to retain substitutes in the pool. A study of the primary problems that substitute teachers face and how school districts can help substitutes overcome these problems may be beneficial. Policies and practices can then be put into place to alleviate the problems and possibly retain more of the substitute teaching pool.

A Study of the Difficulty in Hiring High-Quality Substitute Teachers

Substitute teachers are hard to find in many localities. A study of the difficulty in hiring high-quality substitute teachers, including the identification of the barriers and methods for overcoming those barriers may be helpful in increasing the substitute teacher pool. Some of those barriers may be found in the policies and practices, or the lack thereof, in the school district. Such a study may help in the removal of the barriers.

Reflections

Substitute teaching is a neglected area. As long as someone can be found to "cover" a classroom when a teacher is away, most school administrators appear to be satisfied. However,

this is insufficient if schools are to meet the requirements of NCLB and state accreditation. The quality of substitutes must be equal to that of regular classroom teachers. We cannot put subpar teachers in as substitutes for regular classroom teachers!

The policies and practices identified in this study may help school districts improve the quality of their substitute teachers. As I have thought about my findings, I have developed a set a beliefs about the recruitment, training, and evaluation of substitute teachers. I find myself even more concerned about the quality of substitute teachers and the need to do something about it. The following statements set forth my present position on what needs to be done.

First, a recruitment program must be established to increase the pool of potential substitutes. The net should be cast broadly to create a substantial pool. Once the pool has been identified, then a training program should be established and in place to prepare the substitutes for work in the classroom. During the training, direct experiences with children in classroom settings should be employed to test the substitute's knowledge, skills, and dispositions. Those who are not able to acquire the necessary competencies should be culled from the pool so that students are not exposed to their inadequacies.

Second, an on-going training program should be installed to continuously develop those who make it through the initial training and testing. Administrators, supervisors, principals, and highly qualified teachers could do the training at a reasonable cost to the school district. The ideal would be to produce substitutes with the knowledge, skills, and dispositions of effective regular classroom teachers.

Third, every substitute teacher must be evaluated on a regular basis, at least once each year or when performance is questionable. Feedback and needed training should be provided for

those with remediable difficulties. Those who have many and continuing problems with content knowledge, classroom control, and negative dispositions should be dismissed from the pool.

Those districts that want to go even farther with evaluating and improving their program for substitute teachers may want to use the following instruments to rate their policies and practices. The results can be used to identify strengths and weaknesses in their policies and practices and to craft strategies for improving what they are doing.

An Instrument for the Self-Assessment of
Policies on Recruiting, Training, and Evaluating Substitute Teachers

This instrument may be useful to school districts in assessing the status of their policies on recruiting, training, and evaluating substitute teachers. The policies were identified by a panel of experts in a three-round Delphi study.

Use the following rating scale to identify your current status; then use the results to improve your program. The rating scale is:

> 1 = My district does not have this policy.
> 2 = This policy **would not be appropriate** for my district.
> 3 = This policy would help improve the quality of substitutes in my district.
> 4 = We must take a careful look at this policy for our district.
> 5 = This policy is already in place in my district.

Recruitment Policies   **Rating Scale**

1. Create a belief statement on recruiting	1 2 3 4 5
2. Develop a program for recruiting	1 2 3 4 5
3. Establish a budget to support recruiting	1 2 3 4 5
4. Use competitive rates of pay	1 2 3 4 5
5. Establish criteria for qualifying as a substitute teacher	1 2 3 4 5
6. Require the same background checks as regular teachers	1 2 3 4 5
7. Recruit a pool of qualified substitutes	1 2 3 4 5

Training Policies

8. Develop a program for training substitutes	1 2 3 4 5
9. Establish a budget to support training of substitutes	1 2 3 4 5
10. Require substitutes to complete a training program	1 2 3 4 5
11. Require an induction program prior to first assignment	1 2 3 4 5
12. Provide resources needed to be successful in the classroom	1 2 3 4 5
13. Provide research-based training for substitutes	1 2 3 4 5
14. Assure substitutes are trained to use the latest technology	1 2 3 4 5
15. Require that substitutes be treated with the same respect as all professionals in the district	1 2 3 4 5

Evaluation Policies

16. Develop an evaluation program that will retain high-quality substitutes	1 2 3 4 5
17. Evaluate substitutes at regular intervals	1 2 3 4 5
18. Evaluate substitutes annually	1 2 3 4 5
19. Evaluate substitutes with criteria that maintain continuity in the classroom	1 2 3 4 5
20. Require the maintenance of a satisfactory rating to remain active	1 2 3 4 5
21. Provide substitutes feedback on their evaluations	1 2 3 4 5

22. Evaluate substitute teachers in ways that contribute to
    student learning   1 2 3 4 5
23. Evaluate substitutes whenever performance is questionable 1 2 3 4 5

General Policies

24. Establish a substitute teacher advisory board   1 2 3 4 5
25. Populate the advisory board with key stakeholders   1 2 3 4 5
26. Include a regular classroom teacher on the advisory board 1 2 3 4 5
27. Include a school principal on the advisory board   1 2 3 4 5
28. Include a veteran substitute teacher on the advisory board 1 2 3 4 5

An Instrument for the Self-Assessment of
Practices for Recruiting, Training, and Evaluating Substitute Teachers

Use the following rating scale to identify your current status; then use the results to improve your program. The rating scale is:

1 = My district does not use this practice.
2 = This practice **would not be appropriate** for my district.
3 = This practice would help improve the quality of substitutes in my district.
4 = We should take a careful look at this practice for my district.
5 = This practice is already used in our district.

Recruitment Practices   **Rating Scale**

Establish Criteria for Employment of Substitutes

1. Require mandatory classroom management skills   1 2 3 4 5
2. Require a minimum level of education   1 2 3 4 5
3. Require a minimum of 60 college credits   1 2 3 4 5

Provide Incentives to Attract and Retain Substitutes

4. Provide compensation competitive with other local entities   1 2 3 4 5
5. Establish competitive long-term rates   1 2 3 4 5
6. Establish competitive daily rates   1 2 3 4 5
7. Provide low cost benefits   1 2 3 4 5
8. Provide recognition for service   1 2 3 4 5
9. Develop a positive regard for substitutes   1 2 3 4 5

Identify a Pool of Candidates for Hiring

10. Contact local teacher training institutions   1 2 3 4 5
11. Advertise on the district's webpage   1 2 3 4 5
12. Advertise for specific needs such as math, science,
    or special education   1 2 3 4 5
13. Send letters to retirees   1 2 3 4 5
14. Make applications available on-line   1 2 3 4 5
15. Hire certified teachers for full-time substitute positions   1 2 3 4 5

Screen Candidates

16. Complete a thorough hiring procedure including
    background checks   1 2 3 4 5
17. Address expectations of substitute teachers   1 2 3 4 5
18. Communicate expectations prior to job assignment   1 2 3 4 5
19. Prescreen individuals before the full application process   1 2 3 4 5

Training Practices

Prepare for Training of Substitutes

20. Hire a full-time coordinator to offer training and support throughout the school year	1 2 3 4 5
21. Provide a comprehensive training program	1 2 3 4 5

Select Training Content

22. Provide training directly applicable to the classroom	1 2 3 4 5
23. Provide instruction on classroom management	1 2 3 4 5
24. Provide steps in following lesson plans	1 2 3 4 5
25. Provide instruction on teaching strategies	1 2 3 4 5
26. Provide skills training in managing different age groups	1 2 3 4 5
27. Provide skill training in math	1 2 3 4 5
28. Provide sessions on computer usage	1 2 3 4 5
29. Communicate professional dress standards	1 2 3 4 5
30. Provide training on teaching options when lesson plans are not available	1 2 3 4 5
31. Communicate school board policy	1 2 3 4 5

Implement Training Methods

32. Provide substitute teachers an opportunity to shadow effective teachers	1 2 3 4 5
33. Provide a handbook with emergency procedures and evacuation protocols	1 2 3 4 5
34. Arrange for tenured teachers to discuss instructional strategies	1 2 3 4 5
35. Provide a sub-buddy	1 2 3 4 5
36. Provide a brief orientation by the principal before the first assignment	1 2 3 4 5
37. Provide a web-based training program	1 2 3 4 5
38. Provide mentors for substitute teachers	1 2 3 4 5

Evaluation Practices

Establish Evaluation Criteria

39. Establish criteria for performance; e.g., three complaints results in removal from the active list	1 2 3 4 5
40. Use competencies pertinent to the areas in which they substitute	1 2 3 4 5
41. Apply indicators associated with effective teaching	1 2 3 4 5
42. Assess the substitute's ability to follow lesson plans left by a teacher	1 2 3 4 5

Implement Evaluation Procedures

43. Use an assessment completed by the regular classroom teacher	1 2 3 4 5
44. Provide substitutes with feedback	1 2 3 4 5
45. Require feedback sheets completed by the regular classroom teacher to be submitted to the principal	1 2 3 4 5
46. Use an on-going informal evaluation component (e. g., walk-throughs)	1 2 3 4 5
47. Stick to an assessment protocol each year	1 2 3 4 5

Apply Evaluation Consequences

48. Allow principals to request remediation as a warning to the substitute for the need for professional growth	1 2 3 4 5
49. Allow principals to recommend removal from the active list due to poor job performance	1 2 3 4 5
50. Require substitutes to meet with human resources personnel when a second infraction occurs with the understanding that a third infraction will result in dismissal	1 2 3 4 5

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APPENDIX A

PANEL MEMBER DEMOGRAPHIC PRESCREENING FORMS

Table A1

Panel Member Demographic Prescreening Form: Superintendents

Name: _____   School District: _____

E-mail Address: _____   AASPA Region No.: _____

Position: _____   Years of Service: _____

Telephone Contact Numbers: (Work)   ____ - _____   (Fax)   _____ - _____

ID Code: _____   Participant agreed ____; did not agree ____ to participate in the study

District Size		District Type		Gender	
Small	_____	Rural	____	Male	____
Medium	_____	Suburban	____	Female	____
Large	_____	Urban	____		

1.   How are you involved in the policy-making decisions regarding substitute teachers?

2.   How are you engaged with substitute teachers? Do you recruit, hire, or evaluate substitute teachers?

3.   Do you present to your school board district policy concerning recruiting substitute teachers?

4.   Do you present to your school board district policy concerning training substitute teachers?

5.   Do you present district policy proposals to your school board concerning evaluating substitute teachers?

6.   What changes has your district made to your substitute teacher policy within the last five years?

7.   Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

Table A2

Panel Member Demographic Prescreening Form: Assistant or Executive Superintendents of Human Resources

Name: _____   School District: _____

E-mail Address: _____   AASPA Region: _____

Position: _____   Years of Service: _____

Telephone Contact Numbers: (Work)   _____ - _____   (Fax)   _____ - _____

ID Code: _____   Participant agreed _____; did not agree _____ to participate in the study

District Size	District Type	Gender
Small _____	Rural ____	Male ____
Medium _____	Suburban ____	Female ____
Large _____	Urban ____	

1.   Are you involved in the policy decisions substitute teachers?

2.   How are you engaged with substitute teachers?

3.   Do you oversee the recruitment of substitute teachers?

4.   Do you oversee the training substitute teachers?

5.   Do you know if your district evaluates substitute teachers?

6.   What strategies have you put in place to recruit quality substitute teachers?

7.   What are some challenges you have experienced with substitute teachers?

8.   Would you be willing to participate in a study of substitute teachers?
        (Briefly descript the study.)

Table A3

Panel Member Demographic Prescreening Form: Principals or Assistant Principals

Name: _____   School District: _____

E-mail Address: _____   AASPA Region: _____

Position: _____   Years of Service: _____

Telephone Contact Numbers: (Work)   ____ - _____   (Fax)   _____ - _____

ID Code: _____   Participant agreed ____; did not agree ____ to participate in the study

District Size	District Type	Gender
Small _____	Rural ____	Male ____
Medium _____	Suburban ____	Female ____
Large _____	Urban ____	

1.   Are you notified when new substitutes report to your school?

2.   Do you engage in recruiting strategies to attract substitute teachers to your school?

3.   Do you engage in training substitute teachers for your school?

4.   Do you oversee the evaluation of substitute teachers at your school?

5.   What are some challenges you have experienced with substitute teachers?

6.   Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

Table A4

Panel Member Demographic Prescreening Form: Human Resources or Personnel Directors

Name: _____   School District: _____

E-mail Address: _____   AASPA Region No.: _____

Position: _____   Years of Service: _____

Telephone Contact Numbers: (Work)   _____ - _____   (Fax)   _____ - _____

ID Code: _____   Participant agreed _____; did not agree _____ to participate in the study

District Size		District Type		Gender	
Small	_____	Rural	_____	Male	_____
Medium	_____	Suburban	_____	Female	_____
Large	_____	Urban	_____		

1.   What is your role with respect to substitute teachers?

2.   How long have you worked with substitute teachers?

3.   What is your role in recruiting substitute teachers?

4.   What is your role in training substitute teachers?

5.   What is your role in evaluating substitute teachers?

6.   What are some challenges you have experienced with substitute teachers?

7.   Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

Table A5

Panel Member Demographic Prescreening Form: Authors, Researchers, and Training Program Developers

Name: _____   Company: _____

E-mail Address: _____   Years of Service: _____

Position: _____   (Fax)   _____ - _____

Telephone Contact Numbers: (Work)   _____ - _____

ID Code: _____   Participant agreed _____; did not agree _____ to participate in the study

1. What prompted your interest in substitute teachers?

2. What work have you done on recruiting substitute teachers?

3. What work have you done on training substitute teachers?

4. What work have you done on evaluating substitute teachers?

5. What are some challenges in recruiting substitute teachers?

6.   What are some challenges in training substitute teachers?

7.   What are some challenges in evaluating substitute teachers?

8. Would you be willing to participate in a study of substitute teachers? (Briefly describe the study.)

APPENDIX B

E-MAIL NOTIFICATION

E-MAIL NOTIFICATION

Greetings Fellow Educator: <u>A SURVEY IS COMING</u>! <u>A SURVEY IS COMING</u>!

   I am delighted that you have agreed to participate in my research by testing the survey instrument. In a few days you will receive by e-mail the survey instrument along with instructions for completion. You are expected to respond to the questions and since there is no limit to the responses, please feel free to share all of your thoughts regarding policies and practices school districts should use to hire quality substitute teachers. Your responses will test the wording and clarity of each question.

Thank you for participating,

Juanita V. Smith
Doctoral Candidate

APPENDIX C

FIELD TEST E-MAIL AND ATTACHMENT

FIELD TEST E-MAIL AND ATTACHMENT

Thank you for agreeing to participate in this field study that is part of my study of policies and practices by school districts should use in recruiting, training, and evaluating substitute teachers.

I requested your assistance to test round I questions of the Delphi study for appropriate wording and clarity and to solicit responses that answer the research questions. Click on the attachment to open the file and respond to each question.

Confidentiality will be maintained by assigning a code to your responses. The code will be used for follow-up purposes only. Your responses will be viewed by my committee advisor and me. Your name will not be associated with your responses in any report of the findings. Please follow the instructions to save and return the instrument.

Remember, you may contact me at the e-mail provided if you have any questions.

Thank you for participating,

Juanita V. Smith
Doctoral Candidate

APPENDIX D

FIELD TEST INSTRUMENT FOR ROUND I

FIELD TEST INSTRUMENT FOR ROUND I

A Study of Effective Policies and practices in Recruiting, Training,
and Evaluating Substitute Teachers

Juanita Smith, Doctoral Candidate
Virginia Tech

This is a test instrument to assess the sensitivity of questions in gathering meaningful information on effective policies and practices used by school districts in recruiting, training, and evaluating high-quality substitute teachers. Your assistance in testing the instrument is appreciated.

Instructions

Please read each question and respond in two ways: First, respond to the item by supplying a list of phases or complete statements as requested. Second, answer the two questions following each item.

Please record the information requested in the boxes, then save the file to your desktop. Definitions and examples are provided to help focus your responses.

Time you started responding to the questions:

Time you ended responding to the questions:

For the first three questions, focus your attention on policies school districts can enact to recruit, train, and Evaluate Substitute Teachers. There is no limit on the length of your response to each question.

1.   What policies can school districts enact to recruit high-quality substitute teachers?
     Recruitment polices are guidelines or principles used to increase the number and quality of those in the substitute teacher pool. For example: Increase the pay for substitutes

Question 1: How clear was the item?
3=Very clear, no change needed,
2=Not clear, revise,
1=Not clear, delete the item.

If you marked the clarity of the item a 2, please indicate how it might be changed to increase clarity.

Question 2: Do you think that this item will elicit policies for recruiting substitute teachers?
☐Yes   ☐No.
    If no, how would you recommend that the item be changed?

2. What policies can school districts enact to train high-quality substitute teachers? *Training policies are guidelines or principles used to direct the preparation of substitute teachers for effective classroom instruction. For example: All substitute teachers will receive training on classroom management.*

Question 1: How clear was the item?
3=Very clear, no change needed,
2=Not clear, revise,
1=Not clear, delete the item.

    If you marked the clarity of the item a 2, please indicate how it might be changed to increase clarity.

Question 2: Do you think that this item will elicit policies for training substitute teachers?
☐Yes   ☐No
    If no, how would you recommend that the item be changed?

3. What policies can school districts enact to evaluate substitute teachers?
Evaluation policies are guidelines or principles that direct the assessment of substitute teachers. For example: All substitute teachers will be evaluated within the first five days of work.

Question 1: How clear was the item?
3=Very clear, no change needed,
2=Not clear, revise,
1=Not clear, delete the item.
If you marked the clarity of the item a 2, please indicate how it might be changed to increase clarity.

Question 2: Do you think that this item will elicit policies for evaluating substitute teachers?
☐ Yes   ☐ No.
If no, how would you recommend that the item be changed?

For the next three questions, focus your attention on practices school districts can use in recruiting, training, and evaluating high-quality substitute teachers. There is no limit on the length of your response to each question.

4. What are practices that school districts can use to recruit high-quality substitute teachers?
    Recruiting is any method used to attract substitute teacher candidates.
    For example: Job fairs
Question 1: How clear was the item?
3=Very clear, no change needed,
2=Not clear, revise,
1=Not clear, delete the item.
If you marked the clarity of the item a 2, please indicate how it might be changed to increase clarity.

Question 2: Do you think that this item will elicit practices for recruiting substitute teachers?
☐ Yes   ☐ No.
If no, how would you recommend that the item be changed?

5. What are practices that school districts can use to train high-quality substitute teachers?
    Training is any method used to prepare substitute teachers for being effective in their roles.
    For example: An orientation to substitute teaching

Question 1: How clear was the item?
3=Very clear, no change needed,
2=Not clear, revise,
1=Not clear, delete the item.
If you marked the clarity of the item a 2, please indicate how it might be changed to increase clarity.

Question 2: Do you think that this item will elicit practices for training substitute teachers?
☐ Yes   ☐ No.
If no, how would you recommend that the item be changed?

6. What are practices that school districts can use to evaluate substitute teachers?
    Evaluating is any method of assessing or judging the performance of substitute teachers.
     For example: Observation of a substitute teacher's classes
Question 1: How clear was the item?
3=Very clear, no change needed,
2=Not clear, revise,
1=Not clear, delete the item.
    If you marked the clarity of the item a 2, please indicate how it might be changed to increase clarity.
Question 2: Do you think that this item will elicit practices for evaluating substitute teachers?
☐ Yes   ☐ No.
If no, how would you recommend that the item be changed?

INSTRUCTIONS TO SAVE THE QUESTIONNAIRE
- Save your file as a Microsoft Word® document on your desktop with the file name Smith Delphi I Field Test Instrument Completed (date).
- Send an e-mail to jvsmith@gc.k12.va.us and attach the saved file.
- Do not delete the file from your desktop until you receive a thank you note from the researcher acknowledging receipt of your file.

Thank you for participating in my study.

APPENDIX E

RAW DATA FROM FIELD TEST INSTRUMENT FOR ROUND I

Table E1

Raw Data Matrix of Policies Reported by Field Test Participants for Recruiting Substitute Teachers

PARTICIPANT	COMPENSATION	BENEFITS FOR SUBSTITUTES	PROFESSIONAL DEVELOPMENT	CLASSROOM EXPERIENCE	SCHOOL DISTRICT REQUIREMENTS
1	Increased pay – according to the number of days the person substitutes				
2	Competitive pay			Teaching experience (years)	Every substitute must have student teaching experience Develop grade point average standard
3					
4	Pay substitutes a rate that would allow them to afford health insurance on their own as a recruitment policy	Develop a benefit package for substitutes Benefits – not as affordable as the classroom teacher's package Offer a benefit package only available to substitutes who work more than 500 hours per school year Offer health insurance			

PARTICIPANT	COMPENSATION	BENEFITS FOR SUBSTITUTES	PROFESSIONAL DEVELOPMENT	CLASSROOM EXPERIENCE	SCHOOL DISTRICT REQUIREMENTS
5	Pay differential for consecutive assignment Pay differentials for long-term assignment Pay differential (or bonus) for number of days worked (e.g., after 25, 50, 75, 100, 125, 150, 175 assignments) Competitive hourly and daily rates Pay differentials for hard-to-fill assignments	Free licensure assistance Free career mapping Paid holidays Reduced medical insurance offerings Modified 401 k) Retirement plan Free career-ladder assistance Competitive perks Free parking Free tolls Free high school activity passes to sporting events			
6				Specify five years of work experience at something	Specify educational level to be at least an Associate of Arts degree
7	Intensive substitute training Compensation	Benefits designed only for substitute teachers			
8					
9	Increased pay				
10			Policy should include a variety of methods to recruit substitute teachers	Include applicants for the position of substitute teacher in annual job fairs	Require three references: two of them are from persons who have supervised the individual in a previous job Specify and publicize the qualifications needed Require background checks (fingerprints from all applicants for positions of substitute teaching Ensure that high standards of preparation is required

PARTICIPANT	COMPENSATION	BENEFITS FOR SUBSTITUTES	PROFESSIONAL DEVELOPMENT	CLASSROOM EXPERIENCE	SCHOOL DISTRICT REQUIREMENTS
11		Allow substitutes to ride the school bus to work	Allow substitute teachers to take courses offered by the school division for a reduced tuition cost (2)		
12				Policies should specify importance of quality substitute	Policy should support the administration's use of a variety of methods to recruit
13					
14					

Table E2

Raw Data Matrix of Policies Reported by Field Test Participants for Training Substitute Teachers

PARTICIPANT	STAFF DEVELOPMENT	TECHNOLOGY TRAINING	TRAINING STRATEGIES	CLASSROOM MANAGEMENT	TRAINING REQUIREMENTS
1	Policies for professional development on orientation to the classroom Policies should include professional development on school crisis management plans	Online courses for subs to complete a set number of hours in order to be employed as a substitute	Requirement of a level of education beyond the State requirements	Policies should have requirements in classroom management	
2			Every two years substitutes must take a refresher orientation class On-going updated training for each school level regulation All substitutes must have orientation Training in school protocol	Classroom management training	
3					
4	Hire high-quality substitutes with some education background Hire high-quality substitute with an aptitude for teaching			Train substitutes in child growth and development Train substitutes in diversity Train substitutes in behavior management Train substitutes in professional ethics Train substitutes in math Train substitutes in reading and writing Train substitutes in best practices Train substitutes in other priorities focused on by the school district	

PARTICIPANT	STAFF DEVELOPMENT	TECHNOLOGY TRAINING	TRAINING STRATEGIES	CLASSROOM MANAGEMENT	TRAINING REQUIREMENTS
5	Summer, winter, spring fall staff development for substitute teachers Create a local substitute support group	Web-based training Computer lab training Intranet-based training Create a local school division training institute	Formal detailed training Formal detailed orientation Structured orientation Training institute should cover strategies in hard to fill positions (math, special education, etc.)	Provide mentoring program Provide substitutes an opportunity to shadow classes	Formal structured training
6	Specify that training be held according to level substitute wishes to work Hire substitute for the level of training received (elem. middle, high school)				
7	Training in special education Training on working with difficult students Training on how to use various instructional strategies in the classroom				Training on interpretation of lesson plans for instructional delivery Training classroom management
8					
9			Refresher course on how to confront student about rules and regulations already in the Student Code of Conduct Handbook	Returning substitutes should receive a refresher course on when to allow student to leave the classroom A clear cut lesson on classroom management	
10	Ensure that substitute teachers contract requires participation in a specified number of professional development activities throughout the period of employment in the substitute teacher role				Specify the number of and duration of required professional development activities before substitute placement in the classroom
11					Substitutes should be required to have update sessions or professional development on new policies Require substitutes to have a certain number of recertification points

PARTICIPANT	STAFF DEVELOPMENT	TECHNOLOGY TRAINING	TRAINING STRATEGIES	CLASSROOM MANAGEMENT	TRAINING REQUIREMENTS
12					There should be only one policy that speaks to having qualified substitutes in the classroom Policy should include support for a variety of methods to train substitute teachers
13					
14					

Table E3

Raw Data Matrix of Policies Reported by Field Test Participants for Evaluating Substitute Teachers

PARTICIPANT	EVALUATION BY THE TEACHER	REQUIREMENTS	MONITOR FOR QUALITY	TRACKING EVALUATIONS	SELF EVALUATION
1	Evaluation by the teacher				Assessment by the substitute teacher
2	Evaluate all substitutes	Conduct yearly evaluations on all substitute teachers			
3					
4	Substitutes who do not receive a satisfactory assessment from the teacher should be evaluated by the principal on their next visit All substitute teachers should be assessed by the classroom teacher within 24-hours of returning to their classroom		Copies of evaluation would go to the sub, one to HR office, and one to the principal		
5					
6			Establish that the regular teacher evaluates the substitute teacher Establish that the regular teacher provides a copy of the evaluation to the substitute teacher		
7				Substitutes teachers should be assessed daily since they may be in multiple schools throughout the week and school year	
8					
9			Substitutes should be placed on an improvement plan Classroom teacher should identify the area that needs improvement		
10		Mentor teacher assigned a substitute teacher to meet and have specified discussions on instructional strategies Provide researched-based topics and classroom dynamics to substitute teachers Require documented observations by the principal		Provide official survey instruments for students to evaluate teachers who have served in their classrooms	

PARTICIPANT	EVALUATION BY THE TEACHER	REQUIREMENTS	MONITOR FOR QUALITY	TRACKING EVALUATIONS	SELF EVALUATION
		Require documented observations by another instructional supervisor effective with the substitute teacher's first instructional class period and extending throughout that semester (long-term assignments) Require a master teacher to serve as a mentor for each substitute teacher and specify the number of times the two must meet			
11		The regular classroom teacher would be required to give substitute feedback within two days of their return to school			
12				Policy should include support for a variety of methods to evaluate substitute teachers	
13					
14					

Table E4

Raw Data Matrix of Practices Reported by Field Test Participants for Recruiting Substitute Teachers

Participant	Advertisement	Partnerships	Job Fairs	Retired Teachers	Compensation	Benefits
1	Ads in local magazines, such as the Hampton Roads Magazine (2) Ads in local newspaper (4)		Job Fairs (6)	Partner with the local Retired Teachers Association (3)	Increased pay according to the level of education	Passes to athletic and fine arts events (2)
2		Having working relationship with college to get good student teachers Student teachers to become substitutes if they are not hired			Competitive pay	
3						
4			Establish substitute booths at job fairs to recruit long-term subs at a high school level for subjects such as science, math, and technology	Have a presentation as part of the retirement seminar for retiring educators to consider subbing within the district	School districts could offer new substitutes a percent of their daily rate to shadow teachers in the grade levels in which they are planning to substitute	
5	Advertising – cable (2) television Advertising – Virginia DOE website Advertise – within school division (intranet) (2) Advertise – Virginia Employment Commission Advertise – Internet	Enter into partnership with local community college Partnerships with college with education programs Large college or university sponsored substitute teacher program Partnerships with large universities	Job Fair – sponsored by other organizations	Recruit retiring teachers from other school districts Recruit via government outplacement offices		
6			Establishing recruiting at local Festivals			
7			Walk-ins Referrals			
8		A substitute would need to be licensed by the state as a teacher would need to be in the field.			A substitute teacher would need to be paid as a teacher.	A substitute teacher would need benefits as a teacher.
9					Pay increase	
10	Advertise in educational publications Survey teachers for referrals	Collaborate with PTA and PTO leaders to recruit persons (2)				

Participant	Advertisement	Partnerships	Job Fairs	Retired Teachers	Compensation	Benefits
11	Recruitment announcements on the radio		Recruitment booths or stations at back to school nights. Recruitment station at kindergarten registration			
12	Advertise through radio School newsletter	Have personnel make personal contacts with local civic groups Have personnel make personal contacts with Chamber of Commerce			Providing compensation for substitutes to spend time in preparing themselves for the classroom may be an incentive Offer compensation that is appropriate	
13						
14						

Table E5

Raw Data Matrix of Practices Reported by Field Test Participants for Training Substitute Teachers

PARTICIPANT	ORIENTATION OR COURSE WORK	COLLEGE COURSES	PROFESSIONAL DEVELOPMENT	TEACHER AND ADMINISTRATOR ASSISTANCE	PARTNERSHIPS	TRAINING USING TECHNOLOGY	ON-THE-JOB TRAINING
1	Provide orientations (3)		Provide regular professional development Survey substitutes to find out their professional needs and provide such development				Provide shadowing experience (Smith, 1998)
2							
3							
4	Observation of district, school or classroom policy for discipline issues	School districts could create a 45 or 90 hour course for new substitutes Offer 45 or 90 hour course on weekend and evening at community colleges taught by school personnel The potential substitute pays for college course offered on weekend or evenings					
5	Site sponsored training	Community college or university sponsored substitute teacher training Large college or university sponsored substitute teacher training program			Partnership program via Virginia or State Department of Education Partnership program with Virginia or State Employment Commission Third-party training	Web-based training On-site computer lab training Site-sponsored training Offering training apprenticeship program	

PARTICIPANT	ORIENTATION OR COURSE WORK	COLLEGE COURSES	PROFESSIONAL DEVELOPMENT	TEACHER AND ADMINISTRATOR ASSISTANCE	PARTNERSHIPS	TRAINING USING TECHNOLOGY	ON-THE-JOB TRAINING
6	Provide 2-hour orientation			Establish practice in all schools for teachers to prepare substitute teacher folder with pertinent information inside Have teachers and or administrators conduct training at level which substitute is applying (elem. Middle, or high)		Have training in classroom management Have training in lesson planning for appropriate level Full-day substitute teacher training	
7							
8		A substitute would need to be licensed by the state as a teacher would need to be in the field.					
9							Provide an opportunity for teachers to observe in a regular class with a teacher prior to their first day at any school, may be two days at each level (Smith, 1998)
10		Provide newly hired substitute teachers with information about online courses they need to take to meet the divisions' standards for being employed as a substitute	Create series of professional development sessions for newly hired substitute teachers to attend as a required activity before entering the classroom as a substitute teacher	Require newly hired substitute teachers to meet with master teachers to observe in that teacher's classroom at least six times before entering the classroom as a substitute teacher			
11			School districts can have workshops and consider e-workshops				School districts can have some other technology methodology

PARTICIPANT	ORIENTATION OR COURSE WORK	COLLEGE COURSES	PROFESSIONAL DEVELOPMENT	TEACHER AND ADMINISTRATOR ASSISTANCE	PARTNERSHIPS	TRAINING USING TECHNOLOGY	ON-THE-JOB TRAINING
12	Develop an orientation program that is convenient and appropriate for the substitutes' level of understanding			Having the best teachers in the district serve as trainers in the evenings would utilize expertise and make a connection to local school			Having experienced substitutes work with new substitute teachers

Develop a training program that is convenient and appropriate for the substitute level of understanding |
| 13 | | | | | | | |
| 14 | | | | | | | |

Table E6

Raw Data Matrix of Practices Reported by Field Test Participants for Evaluating Substitute Teachers

PARTICIPANT	METHODS OF EVALUATION	TEACHER EVALUATIONS	PRINCIPAL EVALUATIONS	CLASSROOM COMPLAINTS	MODELING SUBSTITUTE TECHNIQUE
1	Self-evaluation Survey the teacher for whom they substituted	Observations by master teachers			
2	Student evaluation – random sample (4) Observation	Teacher evaluation (4)			Modeling – have substitutes to observe effective substitute teachers
3					
4	School district could develop a rubric or checklist for the returning teacher to complete the day after the substitute job (3) Evaluation form should have room for comments made by personnel who crossed paths with the substitute		Evaluation from others who may have observed the substitute Note comments from others: "Wow, he or she seemed great" or Wow, there was a lot of yelling in your room yesterday		School Board should conduct by-yearly surveys of substitute teacher pool to see if there are common problem areas that need to be addressed after the shadowing and basic orientation
5	Observation of first assignment at each school Random sampling evaluation feedback from parent surveys Random sampling observation of assignments at each school (i.e., every 3rd, 4th) Track the assistance received by substitutes from building level	Observation of every assignment at each school Achievement benchmarks (quiz, test, SOL scores)	Combination of evaluation feedback from the principal Written evaluation feedback from building level administrator only		Track the number of complaints Track the number of discipline referrals
6		Have teacher for whom the substitute filled in evaluate what happened while away from the classroom Have teacher evaluate substitute on work completed Have teacher evaluate substitute on knowledge mastered Have teacher evaluate substitute on condition of room			

PARTICIPANT	METHODS OF EVALUATION	TEACHER EVALUATIONS	PRINCIPAL EVALUATIONS	CLASSROOM COMPLAINTS	MODELING SUBSTITUTE TECHNIQUE
7	Observations		Feedback from Principals		
8					
9	School district should develop an evaluation rubric to include important points to the district, i.e., extent to which lesson plan was followed		Observation report from administer in each building Evaluation principal of the regular teacher who has knowledge of how the regular operates should evaluate the substitute teacher		
10		Document teacher observation in a written narrative	Document principal observation in a written narrative		
11	Require substitutes to give evaluation assessment to the class before leaving the class				
12	Establish a paid mentoring program to have more formal contact with substitute teachers	School district should rely on the day-to-day contact of others regarding feedback on substitutes			School district could rely on complaints from parents as evaluation
13					
14					

APPENDIX F

E-MAIL NOTIFICATION

E-MAIL NOTIFICATION

Greetings:

Thank you for agreeing to participate in my research on policies and practices school districts could use in recruiting, training, and evaluating high-quality substitute teachers. In a few days you will receive a request to complete a survey. Please respond to each question and return the survey within 14 days. Since there is no limit to the responses, please feel free to share all your thoughts regarding policies and practices school districts use to hire high-quality substitute teachers.

Thank you for your participation,

Juanita V. Smith
Doctoral Candidate

APPENDIX G

E-MAIL INSTRUCTIONS – ROUND I

E-MAIL INSTRUCTIONS – ROUND I

Greetings:

       I am delighted you agreed to participate as a panel member in my study on policies and practices in recruiting, training, and evaluating substitute teachers. Please complete and return the survey in fourteen days. It should take approximately 35 minutes to complete the questionnaire. Please use the link below to logon to the Virginia Tech *SurveyMaker*. The password to access the survey is "subteach." Your four-digit ID Code is   . You will be asked to enter the code in a space on the questionnaire. If you forget your password or ID Code, please contact me at jvsmith@gc.k12.va.us.

       If you are ready to complete and submit the survey, please click on the link below to access the questionnaire. Once you start the questionnaire, you cannot stop and then restart without losing what you have completed.

       The web link listed will direct you to the questionnaire:
https://survey.vt.edu/survey/entry.jsp?id=1154721023589
(If the link will not open by clicking on it, cut and paste it into your web browser). Please contact me if you encounter any problems.

Thank you for your participation,

Juanita V. Smith
Doctoral Candidate

APPENDIX H

DELPHI QUESTIONNAIRE FOR ROUND I

Delphi I: Substitute Teacher **Policies and Practices Questionnaire**

Juanita Smith
Virginia Tech

Instructions: Please answer each question with words, phrases, or complete sentences that identify policies or practices that can improve the recruitment, training, and evaluation of substitute teachers.

Please note that the first three questions (1, 2, 3) request policies, and the last three questions (4, 5, 6) request practices.

1. What policies can school districts enact to recruit high-quality substitute teachers?

Recruitment polices are guidelines or principles used to increase the number and quality of those in the substitute teacher pool.

For example: **The school district will provide substitute teacher daily rates that are competitive with neighboring school districts.**

2. What policies can school districts enact to train high-quality substitute teachers?

Training policies are guidelines or principles used to direct the preparation of substitute teachers for their duties.

For example: **The school district will provide training for substitute teachers prior to assigning them to teaching duties.**

3. What policies can school districts enact to evaluate substitute teachers?

Evaluation policies are guidelines or principles that direct the assessment or evaluation of substitute teachers.

For example: **Substitute teachers will be evaluated using a process designed by the superintendent and the district staff.**

Please note that question 4, 5, and 6 request practices that can facilitate the recruitment, training, and evaluation of substitute teachers.

4. What practices can school districts use to recruit high-quality substitute teachers?

Recruiting is any method used to attract substitute teacher candidates.

For example: **Advertise for substitute teachers in newspapers.**

5. What practices can school districts use to train high-quality substitute teachers?

Training is any method used to prepare substitute teachers for being effective in their roles.

For example: **An orientation to the school district prior to being assigned.**

6. What practices can school districts use to evaluate substitute teachers?

Evaluating is any method of assessing or judging the performance of substitute teachers.

For example: **Observation of a substitute teacher's classes.**

APPENDIX I

ANALYSIS OF DELPHI I RESPONSES

Table I1

Results of Delphi I: Policies School Districts can Use to Recruit High-quality Substitute Teachers

ID CODE	COMPETITIVE COMPENSATION	DISTRICT SUPPORT	EDUCATION	HIRING POTENTIAL	REQUIREMENTS	RECRUITMENT STRATEGIES	TYPE OF ADVERTISEMENT
0312	Compensation that is high in relation to neighboring districts			Assurance that the substitute teaching process is taken into consideration during the hiring process for those who are fully certified			
0616		The school district will assess the substitute teacher's responsibilities prior to entry	The school districts will require a minimum education level of 60 college credits to ensure a demonstrated proficiency in basic skills				
0721	Have a competitive salary						
0824	Have an agreement among bordering districts to pay the same daily rate				Develop specific recruitment periods		
1024	The school district will provide competitive salaries						

ID CODE	COMPETITIVE COMPENSATION	DISTRICT SUPPORT	EDUCATION	HIRING POTENTIAL	REQUIREMENTS	RECRUITMENT STRATEGIES	TYPE OF ADVERTISEMENT
1330			School districts should have a prerequisite of 60+ college credits to include education courses				
1730	Competitive salaries are essential in the recruitment of substitutes	School districts should require thorough hiring procedures		Schools should offer employment to candidates with abilities that indicate success in working with children and young people	School districts should require reference and background checks that include FBI fingerprinting and social services checks for child abuse and neglect		
1941	The district will pay competitive rates						
2346	The school district will provide competitive rates to substitute teachers						
2446	Establish a goal of being competitive with pay rates						
2560					Districts should also consider pre-screening substitutes prior to the application process		
2750	Recruitment policies should mirror the regular classroom teacher's salary	Advocate that the substitute teaching role is a necessary part of education					
2860							

ID CODE	COMPETITIVE COMPENSATION	DISTRICT SUPPORT	EDUCATION	HIRING POTENTIAL	REQUIREMENTS	RECRUITMENT STRATEGIES	TYPE OF ADVERTISEMENT
2970	School district must commit to a competitive pay structure				Recruitment needs to be based on a district's regard and commitment to substitute teachers	The school district will create a Guest Teacher Program that makes every attempt to treat the sub teacher as an honored professional person	
3070	The school district will provide substitute teacher rates that are competitive with neighboring school districts		Provide minimum standards for education by the school system prior to entry into the classroom				
3260	Competitive pay						

Table I2

Results of Delphi I: Policies School Districts can Use to Train High-quality Substitute Teachers

ID CODE	BUDGET INITIATIVES	DISTRICT SUPPORT	EXPECTATIONS	PROFESSIONAL DEVELOPMENT	TRAINING GUIDELINES	TRAINING STRATEGIES
0312				Explicit invitation for current substitute teachers to participate in the professional development activities offered the school year	The school district should provide an orientation on school board policies	
0616				School district will provide ongoing staff development with a minimum nub of annual required clock hours		
0721						
0824			Include substitutes in all district trainings.			
1024				Provide professional development on engaging the learner		
1330					Require completion of an assessment at the end of training program	
1730			District should hold and share high expectations for substitute teachers		Substitutes should be required to observe an exemplary classroom teacher before they begin teaching or early in their classroom experience	Training formats can include monthly sessions on topics as needed such as computer training (technology)
1941			Building administrator will offer support to substitute teacher in effective instruction and classroom management	The district will make teacher professional development opportunities available to substitute teachers	Offer comprehensive training to substitute teachers	The district will conduct substitute teacher training to help ensure their success
2346	Begin by budgeting for training					
2446						
2560			Set expectations for professional behavior	School district can provide substitutes on-going professional Development opportunities	Train substitutes to model professionalism

Implement training | District training can provide training to substitute teachers in classroom management |

ID CODE	BUDGET INITIATIVES	DISTRICT SUPPORT	EXPECTATIONS	PROFESSIONAL DEVELOPMENT	TRAINING GUIDELINES	TRAINING STRATEGIES
2750				Provide access to training throughout the year	Training needs to be substitute teacher specific; What makes for a better substitute teacher	
2860					Training should include being a professional substitute	
2970		Substitute teacher training should be mandatory			Training must model good teaching	
3070			School district should be clear on what to communicate to the substitute prior to the acceptance of a job Provide expectations to both the permanent teaching group and the substitute teaching pool	Involve substitute teachers in the professional development programs offered by the district	Provide training requirements by the school system prior to entry into the classroom	District should include instructional strategies
3260			Advertise group training for substitute teaching within the district		Training of substitutes in safety and security procedures	Provide handbook for emergency situations including district policies for bomb threats, lock down, and evacuations

Table I3

Results of Delphi I: Policies School Districts can Use to Evaluate Substitute Teachers

ID CODE	COMMITTEE LEADERSHIP	DISMISSAL PROCEDURES	DISTRICT EXPECTATION	DISTRICT SUPPORT	EVALUATION STRATEGIES	FEEDBACK	JOB PERFORMANCE
0312							
0616			Substitute teachers will be annually evaluated using indicators associated with an effective substitute				
0721							
0824							
1024					School system can establish an evaluation system devised by administrators and teachers using competencies pertinent to the area in which they subbed	Post evaluation by the teacher physical presence in classroom during sub teaching session	
1330	Use of an in-school district staff committee to design a formal substitute teacher classroom observation instrument				Require evaluation be completed by the shadowed teacher		Require 85% master of a formal written assessment
1730			Evaluations should become part of the personnel file for future reference in assigning the substitute for long-term assignment		Evaluation formats can included formal written evaluations		
1941		Unsatisfactory performance will be addressed immediately by the principal or designee with the substitute teacher	All new substitute teachers will be observed by building administrators	Require that substitutes be evaluated by the teacher they replaced at least twice a year	Substitute teachers will be visited and observed during their first visit to any of the district's schools	All new substitute teachers will be provided feedback	All substitutes will receive feedback on job performance
2346							

ID CODE	COMMITTEE LEADERSHIP	DISMISSAL PROCEDURES	DISTRICT EXPECTATION	DISTRICT SUPPORT	EVALUATION STRATEGIES	FEEDBACK	JOB PERFORMANCE
2446		Establish rules of performance i.e., three complaints will result in your removal from the active list			Substitute evaluation forms should in some way be similar to the forms used to evaluate the regular teaching staff		
2560		When something is noted that needs remediation a conference is held and a warning given; a second infraction, another meeting, this time with the HR director, with the understanding a third infraction will result in dismissal from the school district					There should be observations while they are at the site and deficiencies should be noted and dealt with
2750		Evaluation at this level will need to have a due process component	Any process at a crucial level should include an unquestionably competent substitute teacher				At a more informal level establish building level decisions that are in essence evaluative
2860	The district committee should consist of permanent teachers, administrators, substitutes, and district personnel responsible for the substitute teachers						
2970			The evaluations should be anchored to the same performance framework that grounded the training program	The school district will create substitute teacher program			
3070	District should include an observation team that would view substitute teachers in action		Principal review submitted teacher instruction prior to absence		Evaluation should reduce the bias created by individual observations		School district policies should provide or create an observation team that would view substitute teachers in action 3-4 times during the first few months of employment

ID CODE	COMMITTEE LEADERSHIP	DISMISSAL PROCEDURES	DISTRICT EXPECTATION	DISTRICT SUPPORT	EVALUATION STRATEGIES	FEEDBACK	JOB PERFORMANCE
3260		Principals ability to converse if there is a sub that is inappropriate and "Lock out" of school				Provide feedback sheets to be completed if necessary by teacher and submitted to principal	

Table I4

Results of Delphi I: Practice School Districts can Use to Recruit High-quality Substitute Teachers

ID CODE	ADVERTISEMENT	BENEFITS	COMPENSATION	EXPECTATIONS	HIRING POTENTIAL	INCENTIVES	PARTNERSHIPS	RECRUITMENT STRATEGY
0312			Compensation that is high in relation to neighboring districts					
0616	Advertise at the local cable stations Advertise in newsletters Use website posting to recruit substitutes Advertise in the newspapers							Use word of mouth to recruit substitutes
0721	Advertise in local media						Contact local post-secondary schools to recruit qualified students on days in which they do not have classes	Ask current substitutes and teachers to suggest to their friends that substitute teaching might be an alternative for employment
0824	Use the district website to advertise Post advertisement for specific substitute opportunities based on need; example – secondary math		Differentiate pay based on long-term assignment Pay a higher rate to retirees who come back and substitute Develop a gentlemen's agreement among our bordering districts to pay the same daily rate or a close rate					Send letters to recent retirees who demonstrate good performance; ask them to substitute Make people aware of substitute teaching at local job fairs
1024	Advertise through the		Provide salaries that					

ID CODE	ADVERTISEMENT	BENEFITS	COMPENSATION	EXPECTATIONS	HIRING POTENTIAL	INCENTIVES	PARTNERSHIPS	RECRUITMENT STRATEGY
	teacher's association Advertise in local school trough their weekly home folders Advertise on the system website Advertise in the newspapers		encourage certified teachers to want to sub (daily rate of pay for entry level teachers)					
1330		Allow healthcare provisions after a designated probationary work period	Increase pay with heightened prerequisites Offer paid training hours after successfully completing an orientation period/phase	Highlight district needs, expectations			Use employment agencies	Organize a substitute teacher recruitment fair
1730	Recruit substitutes at local job fairs PTA District website School newsletters Recruit substitutes by placing flyers and posters in schools Colleges Universities Use newspapers							
1941	Advertise for substitutes in the newspapers On the local high school radio and TV stations					Substitute teachers can earn incentives such as free lunches by performing their job well		
2346	Highly qualified substitutes can be recruited by placing	The school district will provide low					Use universities	

ID CODE	ADVERTISEMENT	BENEFITS	COMPENSATION	EXPECTATIONS	HIRING POTENTIAL	INCENTIVES	PARTNERSHIPS	RECRUITMENT STRATEGY
	advertisement on the school district webpage In the newspaper in the location	cost benefits to substitute teachers						
2446								Have information available at job fairs for those who may be interested only in substituting
2560								Invite reduction in labor force to your school district for screening and possible employment
2750			Recruitment policies should mirror, in some fashion those of regular classroom teachers salary				Look to teacher training institutions for qualified substitute teachers	
2860								
2970	Newspaper ads of course, radio spots as well Use newspaper ads to advertise Posters at universities to advertise						Build partnerships with local businesses Build partnerships with local organizations	Use all forms of media to get the word out
3070	Recruitment – PTA organization involvement		Increased compensation also increases interest in being a substitute teacher			Provide incentives that enable the substitute teacher to become part of the school system		
3260	Advertise in local						Use staffing	

ID CODE	ADVERTISEMENT	BENEFITS	COMPENSATION	EXPECTATIONS	HIRING POTENTIAL	INCENTIVES	PARTNERSHIPS	RECRUITMENT STRATEGY
	university newspapers						agencies as a recruitment practice	

Table 15

Results of Delphi I: Practices School Districts can Use to Train High-quality Substitute Teachers

ID CODE	CLASSROOM SKILLS	DISTRICT SUPPORT	EXPECTATIONS	EXPERIENCED TRAINERS	LENGTH OF TRAINING	TRAINING STRATEGY	RECOGNITION
0312	Provide administrative assistance with classroom management issues		Each school will have a substitute teacher handbook			Provide training for non-certified teachers to become certified substitutes	
0616	The school district will ensure a demonstrated proficiency in the basic skills			Use mentors to train substitutes		Provide CD-ROM training module staff development sessions	
0721			Provide a class for new and current substitutes			Provide an orientation prior to allowing the sub to work in schools on board policies	
0824							
1024			Inform substitutes about the school year dates, expected times for arrival and departure, duties, to which they should turn for advice			Provide orientation regarding school board policies	
1330		School districts should provide a competitive/rigorous and relevant orientation and training program	Provide a minimum number of hours of teacher shadowing prior to substitute assignment	Use teachers, administrator volunteer to facilitate and lend expertise to various components of the training program	Prior to giving an actual sub assignment require a minimum of 6 week training program		
1730	Training formats can include classes on various topics (literacy, math, classroom management		Annual training should be required to provide for continual growth and development of professional skills	Training formats can include discussions led by school administrators		Training formats can include training videos	Provide 'perks' (free activity passes to all district events, etc.) that are seen as benefits to substitute are important

ID CODE	CLASSROOM SKILLS	DISTRICT SUPPORT	EXPECTATIONS	EXPERIENCED TRAINERS	LENGTH OF TRAINING	TRAINING STRATEGY	RECOGNITION
1941		The district will conduct substitute teacher training The school district will provide high-quality research based materials to all new substitute teachers	Offer shadowing experiences to substitute teachers			School will have a substitute teacher handbook	
2346				Use building principal prior to the teacher going into the classroom	A full day training will be held prior to substitute teachers being assigned to the classroom School district will provide a 2 day extensive training twice yearly	A substitute teacher orientations is required prior to the teaching assignment	
2446	Review basic classroom management techniques Train substitutes how to follow a teacher's daily class plan	Have one or two persons available in the front office as contacts for the substitute teacher	Establish required training sessions upon hiring	Have a regular full-time teacher available to substitute teacher who may offer assistance during assignment	Annual one day re-training session (with pay) as a requirement to remain on the substitute list	How to work with the special education student	
2560	Offer skills training Model professionalism Provide training in being prepared	Provide training to substitutes in teaching strategies Training should be mandatory	Begin by budgeting for training Set expectations for professional behavior and demand substitute teachers are professional with co-workers, students, and school staff	Use the best substitute teachers in training other substitutes Provide mentoring by mentor teachers Use the instructional department to provide effective teaching strategies		The school district can provide training to substitute teachers in teaching special education students Train substitute on how to deal with challenging students, and in learning styles of students	School districts should also provide recognition and appreciation to substitute teachers

ID CODE	CLASSROOM SKILLS	DISTRICT SUPPORT	EXPECTATIONS	EXPERIENCED TRAINERS	LENGTH OF TRAINING	TRAINING STRATEGY	RECOGNITION
2750			Set expectations for substitute teachers	Assign the substitute teaching role to a district administrator, coordinating person to provide resources and support throughout the school year	An orientation at the beginning of the school year may need a mid-year repeat it turnover is great; a fall in-service that is designed especially for them		Reward substitutes with the same reward aura that is provided regular classroom teacher There needs to be a means of keeping and rewarding substitutes
2860	Introduce and practice skills that should be used by subs Write a lesson plan Provide training to substitutes in classroom management Provide skills training for potential and current substitute teachers	Skill training for potential and current substitutes for principals, site secretaries, and district personnel to be sub-friendly	Training should be required Training should require follow-up training		Provide a minimum of 3 days of initial training for certified teachers Provide annual training prior to the beginning of each school year	Training should include teaching strategies How to keep the class going when nothing is left (plans) or between activities	
2970		The school district will make every attempt to treat the sub teacher as an honored professional person	The training should model good teaching Training should be mandatory for new subs and highly recommended for veterans	Substitute training can be led by building administrators, central office administrators, veteran teachers, experienced substitutes		Training should be based on a performance framework that clearly articulates the expectation for the role	

ID CODE	CLASSROOM SKILLS	DISTRICT SUPPORT	EXPECTATIONS	EXPERIENCED TRAINERS	LENGTH OF TRAINING	TRAINING STRATEGY	RECOGNITION
3070	Provide training on how to manage differing ages of students Provide application based training in classroom management skills Provide instructional strategies	Require training that applies to classroom experiences that are critical to the success of students and substitute teachers School districts should state expectations for how the teacher prepares the students for the substitute	Provide clear expectations to the substitute teacher regarding appearance, promptness Train substitutes on how to be professional Provide clear expectations on how to respond to lesson plans, good and poor examples		School district should engage in a one day and an optimal of 3 days Provide access to training throughout the year	Increase the quality of lesson plans left for the substitute teacher Provide training on specific content training	Advertise perks that come with the job such as ticks to sporting events, or musical productions provided by the school Provide district recognition of substitute teachers
3260	Provide training to include assistance in creating emergency plans if no plans are left by teacher or		Provide guidelines on professional dress		Provide a short mini-lesson video by a master teacher on attendance procedures, how to line kids up to the cafeteria/resource classes, and basic procedures Subs start out doing ½ day assignments for a specified number of days before taking on a whole day	Teacher shadow day Provide actual scenarios and opportunity for discussion and example of how to resolve	

Table 16

Results of Delphi I: Practices School Districts can Use to Evaluate Substitute Teachers

ID CODE	ASSESSMENT	DISMISSAL PROCEDURE	EVALUATION STRATEGIES	EVALUATION TYPE	EXPECTATIONS	FEEDBACK TO SUBSTITUTES	JOB PERFORMANCE	SELF ASSESSMENT
0312	Well prepared assessment instrument to help substitute improve skills		Use a common form to hold classroom teacher accountable for providing a standard set of materials for substitutes	Use of the short walk-through observation processes used for regular teaching staff		Provision of feedback on both sets of observations through the formal post-conferencing methods used for the regular teacher		
0616						Require teacher feedback on substitute effectiveness		
0721				Have teacher complete an evaluation form each day

Principal do drop-in visits | | Principal provide feedback to the subs

Quarterly provide feedback to subs about the teacher's perception of their work | If significant problems are noted on evaluations, make the substitute aware of the issues and try to remediate the problems | |
| 0824 | | | | | | | | |
| 1024 | | | Post evaluation by the teacher's physical presence in classroom during sub teaching session | Teacher on same grade level or inclusive teacher could evaluate sub | Relay the evaluation system during orientation | | | Provide a self evaluation tool at the end of the day for substitutes to complete |
| 1330 | Prior to giving an actual substitute assignment require an assessment at | | Require this evaluation be completed by the shadowed teacher (2) | Use written assessments to measure understanding and mastery of info shared during training period

Use a formal classroom observation instrument in the classroom | | | | |

ID CODE	ASSESSMENT	DISMISSAL PROCEDURE	EVALUATION STRATEGIES	EVALUATION TYPE	EXPECTATIONS	FEEDBACK TO SUBSTITUTES	JOB PERFORMANCE	SELF ASSESSMENT
1730			Substitutes should be evaluated by returning classroom teacher (3)	Evaluation formats can include narratives and check-offs			A tracking system to record these evaluations should also be maintained and referenced on a regular basis	
1941					A new substitute will be observed	All subs will be provided with feedback	Building administrators will notify the personnel office staff if there is a poor performing substitute teacher	
2346			Substitute teachers will be evaluated by the principal (2)

Substitute teachers will be evaluated by the department chair if applicable (4) | Formal (2) and informal observations (2) | | | | |
| 2446 | Highlight basic teaching skills which may be observed | Establish rules of performance, i.e. three complaints will result in removal from the active list | Evaluation may be observed by an administrator (3); assigned regular full-time teacher (5) | | Have evaluation forms available at each site

Offer substitute to substitute on any level | | | |
| 2560 | | | When something is noted that needs remediation a conference is held and a warning given; a second infraction, another meeting, this time with the HR director, with the understanding a third infraction will result in dismissal from the school district | Use an observation(3)

Conduct a walk trough when the substitute is in the classroom teaching | Provide a feedback form for the regular classroom teacher to complete after the sub has been in the classroom | Seek student feedback | School districts should never formally evaluate substitutes; they are at-will employees; however, deficiencies should be noted and dealt with | |

ID CODE	ASSESSMENT	DISMISSAL PROCEDURE	EVALUATION STRATEGIES	EVALUATION TYPE	EXPECTATIONS	FEEDBACK TO SUBSTITUTES	JOB PERFORMANCE	SELF ASSESSMENT
2750	Establish building level decisions			Formally there can be observations	Evaluation of classroom teacher instruction works best for schools that identify expectations		Substitute instruction works best when schools identify sub teacher roles and consider sub teaching important to the continuity of daily classroom learning	
2860	Assessments should be observable and measurable			Introduce a checklist when observing substitutes on second day			Look for successful behaviors and habits that encourage learning in the classroom	Self evaluation -based on the training
2970	Establish a reasonable and doable assessment protocol and stick to it	Don't ignore the data if a sub is consistently rated low in critical areas; cut them loose	Evaluation of substitutes should come from: classroom teaches (6); principals (4); students	Classroom teacher fills out the form in collaboration with selected group of students "Drop in" or walk-through visits where subs are working on a regular basis	The district's evaluation protocol for substitutes should gather data from a variety of sources		Anchor to the same performance framework that grounded the training program Have a face-to-face meeting articulating concerns	
3070	Evaluations should be as objective as possible with ample space for comments		Administration should make contacts throughout the day Observations must provide administration a clear picture of instructional skills	Formal observation (4) could benefit both the substitute teacher and the district and should be on-going	When hired, the building administrator should be aware of the individual	Provide up-front feedback and evaluation	Success of substitute teacher can depend on classroom teacher's instructions left (lesson plans)	

ID CODE	ASSESSMENT	DISMISSAL PROCEDURE	EVALUATION STRATEGIES	EVALUATION TYPE	EXPECTATIONS	FEEDBACK TO SUBSTITUTES	JOB PERFORMANCE	SELF ASSESSMENT
3260			Substitute evaluation will include information from multiple sources teachers (6); secretaries; principals (4)	Walk through observation by administrator whenever on campus			The evaluation of substitute teachers will include the review of the substitute's attendance / use of the sub finder system	Provide a self evaluation/ reflection component for the substitute teacher

APPENDIX J

E-MAIL NOTIFICATION – ROUND II

E-MAIL NOTIFICATION – ROUND II

Greetings:

In a few days, you will receive a request to complete the second round of my study. I ask again that you respond and return the questionnaire within 14 days. This time you will rate the items using a four-point scale. Please respond to each item. You may contact me at jvsmith@gc.k12.va.us if you have questions.

Thank you for your participation,

Juanita V. Smith
Doctoral Candidate

APPENDIX K

E-MAIL INSTRUCTIONS – ROUND II

E-MAIL INSTRUCTIONS – ROUND II

Greetings:

Thank you for submitting your responses to the first round of questions. Please complete and return the survey by within fourteen days. It should take less than 35 minutes to complete the questionnaire. Please use the link below to logon to the Virginia Tech *SurveyMaker*. The password to access the questionnaire is "subteach" and your four-digit ID Code is   . You will be asked to enter the code in a space on the questionnaire. If you forget your password or your ID Code, please contact me at jvsmith@gc.k12.va.us.

If you are ready to complete and submit the survey, please click on the link below to access the questionnaire. Once you start the questionnaire, you cannot stop and then restart without losing what you have completed.

The web link listed will direct you to the questionnaire:
https://survey.vt.edu/survey/entry.jsp?id=1157250210847
(If the link will not open by clicking on it, cut and paste it into your web browser). Please contact me if you encounter any problems.

Thank you for your participation,

Juanita V. Smith
Doctoral Candidate

APPENDIX L

DELPHI QUESTIONNAIRE – ROUND II

DELPHI II: POLICIES

There are **50 items** in this questionnaire. A separate questionnaire on practices will be sent at a later time.

Recruiting Policies

Please indicate your belief about the **effectiveness** of each of the following **policies** for **recruiting** high-quality substitute teachers:

1. A written contract shall be required for a substitute teacher with a valid teaching license who fills a teacher vacancy longer than ninety (90) days in one year.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

2. The district shall give first priority to the employment of substitute teachers who have acquired a minimum of sixty (60) credit hours from an accredited college or university.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

3. The district shall recruit a pool of qualified substitute teachers to deliver instruction.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

4. The district shall establish criteria for qualifying as a substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

5. The superintendent shall recommend qualified substitute teachers for school board approval.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

6. Substitute teachers must have the same background checks as all other school personnel.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

7. The superintendent shall identify a pool of qualified substitutes to meet staffing needs.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

8. The district shall use competitive salaries to recruit high-quality substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

9. The school district shall establish compensation packages comparable to those of neighboring school districts to retain high-quality substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

10. Substitute teachers shall have credentials comparable to full-time teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

11. The superintendent shall establish a procedure for screening substitute teacher applicants.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

12. The superintendent shall establish a procedure for selecting high-quality substitute teachers.

☐ 1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

13. The district's human resources department shall develop annually a list of school board approved substitute teachers.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

14. The district shall develop a program for recruiting high-quality substitute teachers.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

15. The district shall establish a budget to support recruiting high-quality substitute teachers.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

16. The district shall establish a belief statement on recruiting high-quality substitute teachers.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

Delphi II: Training Policies

Please indicate your belief about the **effectiveness** of each of the following **policies** for **training** high-quality substitute teachers:

17. The district shall establish a training program for substitute teachers.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

18. The district shall develop a program for retaining substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

19. Substitute teachers must complete a training program provided by the district.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

20. District substitute teachers will receive research-based training.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

21. Substitutes must attend with pay the same professional development sessions assigned to regular teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

22. The district shall establish a budget to support training high-quality substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

23. The district shall establish a Substitute Teacher Advisory Board to oversee specific matters pertaining to all substitute teacher issues.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

24. The Substitute Teacher Advisory Board shall establish a belief statement on training high-quality substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

25. The district shall assure that substitute teachers are trained to use the most up-to-date instructional technology available to regular teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

Delphi II: Evaluating Policies

Please indicate your belief about the **effectiveness** of each of the following **policies** for **evaluating** substitute teachers:

26. The district shall establish a budget to support the evaluation of substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

27. Substitute teachers must maintain a satisfactory rating annually to remain in the active pool of substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

28. The district shall evaluate substitute teachers annually.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

29. The district shall evaluate substitute teachers in ways that contribute to student learning.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

30. The district shall evaluate substitute teachers to maintain continuity of instruction in classrooms.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

31. Substitute teachers must be evaluated at regular intervals.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

32. Due process shall be extended to substitute teachers before a recommendation to dismiss is submitted.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

33. When necessary, the superintendent shall recommend termination of substitute teachers to the school board.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

34. Substitute teachers shall receive feedback on their evaluations.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

GENERAL SUBSTITUTE TEACHER POLICIES

35. A Substitute Teacher Advisory Board shall be established by the superintendent of schools.

☐ 1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

36. The Substitute Teacher Advisory Board shall consist of key stakeholders.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

37. The Substitute Teacher Advisory Board members shall serve three-year terms.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

38. The Substitute Teacher Advisory Board shall have a principal as a member.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

39. The Substitute Teacher Advisory Board shall have an assistant principal as a member.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

40. The Substitute Teacher Advisory Board shall have a teacher as a member.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐   4 = a very effective policy

41. The Substitute Teacher Advisory Board shall have a student leader as a member.

☐   1 = not an effective policy

☐   2 = a somewhat effective policy

☐   3 = an effective policy

☐ 4 = a very effective policy

42. The Substitute Teacher Advisory Board shall have a parent as a member.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

43. The Substitute Teacher Advisory Board shall have a school board member.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

44. The Substitute Teacher Advisory Board shall have the director of human resources (or equivalent) as a member.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

45. Who else (other than a teacher, a principal, an assistant principal, a parent, a student, a school board member, and the human resources director) should serve on the Substitute Teacher Advisory Board?

46. The Substitute Teacher Advisory Board shall be appointed by the school board.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

47. The Substitute Teacher Advisory Board shall meet every three months.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

48. The Substitute Teacher Advisory Board's chair shall submit an annual report to the school board.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

49. The Substitute Teacher Advisory Board shall recommend policies to the school board on substitute teachers.

☐ 1 = not an effective policy

☐ 2 = a somewhat effective policy

☐ 3 = an effective policy

☐ 4 = a very effective policy

50. Please make any comments about the policies that you think will help improve them or that should be taken into consideration by the researcher.

You made it to the finish line. Thank you for your responses to Delphi II: Policies on Recruiting, Training, and Evaluating Substitute Teachers. I absolutely cannot complete this research without you!

Delphi II: Practices on Recruiting, Training, and Evaluating Substitute Teachers will soon follow. Your help with this research is very much appreciated. Juanita

Delphi II - Part II

Practices for Recruiting, Training, and
Evaluating Substitute Teachers

Please enter your four-digit ID code.

Recruiting Practices

Please indicate your belief about the EFFECTIVENESS of each of the following PRACTICES for RECRUITING high quality substitute teachers:

High quality substitutes can be RECRUITED by …

1. Advertising on the school district's webpage.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

2. Advertising in the local newspaper.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

3. Designing a comprehensive media-driven campaign for meeting staffing needs.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

4. Advertising on the local high school radio station.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

5. Designing a media-driven campaign, systematically replayed to recruit an on-going supply of substitute teachers.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

6. Advertising on local television stations.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

7. Sending letters to retirees who demonstrated good classroom performance.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

8. Contacting local teacher training institutions.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

9. Making applications available on-line.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

10. Advertising at job fairs.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

11. Advertising for specific needs such as secondary math or special education.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

12. Developing partnerships with local organizations (e.g.; hospitals, PTA's, military installations, businesses).

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

13. Developing a positive district regard for substitutes.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

14. Establishing an agreement among bordering districts to pay the same daily rates.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

15. Differentiating pay based on education.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

16. Requiring a minimum standard of education.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

17. Screening individuals before the application process.
- 1 = not an effective practice
- 2 = a somewhat effective practice
- 3 = an effective practice
- 4 = a very effective practice

18. Providing low cost benefits.
- 1 = not an effective practice
- 2 = a somewhat effective practice
- 3 = an effective practice
- 4 = a very effective practice

19. Communicating expectations prior to job assignments.
- 1 = not an effective practice
- 2 = a somewhat effective practice
- 3 = an effective practice
- 4 = a very effective practice

20. Addressing expectations of substitute teachers.
- 1 = not an effective practice
- 2 = a somewhat effective practice
- 3 = an effective practice
- 4 = a very effective practice

21. Establishing regular recruiting times during the year.
- 1 = not an effective practice
- 2 = a somewhat effective practice
- 3 = an effective practice
- 4 = a very effective practice

22. Providing salaries that are competitive with other local entities.
- 1 = not an effective practice
- 2 = a somewhat effective practice
- 3 = an effective practice
- 4 = a very effective practice

23. Establishing competitive daily pay rates.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

24. Establishing competitive long-term rates.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

25. Requiring mandatory classroom management skills.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

26. Providing rewards to lower substitute turnover.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

27. Completing a thorough hiring procedure that includes all background checks.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

28. Requiring a minimum of 60 college credits for substitute teachers.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

29. Hiring certified teachers for full-time substitute positions.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

30. Providing recognition for service.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

31. Providing a per diem rate that is comparable to the rate received by a licensed teacher.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

Training Practices

Please indicate your belief about the EFFECTIVENESS of each of the following PRACTICES for TRAINING high quality substitute teachers:

High quality substitutes can be TRAINED by …

32. Providing instruction in classroom management skills.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

33. Providing a handbook with a unit on emergency situations e.g., bomb threats, lock downs, and evacuation procedures.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

34. Providing a web-base training program.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

35. Providing skill training in math.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

36. Providing substitute teachers an opportunity to shadow classes of effective teachers.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

37. Providing mentors for substitute teachers.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

38. Using the best substitutes in the school district to provide the training.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

You have reached the half way mark! Please keep moving to the finish line. I need your continued support!

39. Hiring a full-time training coordinator to establish training sessions throughout the school year.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

40. Providing a brief orientation by the principal before the first assignment.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

41. Providing steps in following lesson plans (good and poor examples).

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

42. Providing how to manage different age groups of students (elementary, middle, and high school).

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

43. Including teaching strategies.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

44. Communicating school board policy.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

45. Communicating guidelines on professional dress.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐   4 = a very effective practice

46. Hiring a training coordinator to provide support throughout the school year.

☐   1 = not an effective practice

☐   2 = a somewhat effective practice

☐   3 = an effective practice

☐   4 = a very effective practice

47. Providing sessions on computer usage.

☐   1 = not an effective practice

☐   2 = a somewhat effective practice

☐   3 = an effective practice

☐   4 = a very effective practice

48. Providing a comprehensive training program to substitutes.

☐   1 = not an effective practice

☐   2 = a somewhat effective practice

☐   3 = an effective practice

☐   4 = a very effective practice

49. Arranging for tenured teachers to discuss various instructional strategies.

☐   1 = not an effective practice

☐   2 = a somewhat effective practice

☐   3 = an effective practice

☐   4 = a very effective practice

50. Providing training that is directly applicable to the classroom.

☐   1 = not an effective practice

☐   2 = a somewhat effective practice

☐   3 = an effective practice

☐   4 = a very effective practice

51. Providing teaching options for times when lesson plans are not available.

☐   1 = not an effective practice

☐   2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

Evaluation Practices

Please indicate your belief about the EFFECTIVENESS of each of the following PRACTICES for EVALUATING substitute teachers:

Substitute teachers can be EVALUATED by ...

52. Providing them feedback.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

53. Using an assessment completed by the classroom teacher.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

54. Allowing the principal to evaluate a substitute after an unsatisfactory rating by the regular teacher.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

55. Applying indicators associated with effective teaching.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

56. Using competencies pertinent to the area in which they subbed.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

57. Assessing the substitute's ability to follow the lesson plan left by the teacher.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

58. Using a formal instrument.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

59. Sticking to a assessment protocol each year.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

60. Establishing criteria for performance (e.g., three complaints will result in removal from the active list).

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

61. Designing an observation instrument similar to the one used with certified teachers.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

62. Using an observation team to visit substitutes the first few months of employment.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

63. Requiring 85% mastery of the items on an observational instrument.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

64. Receiving information from multiple sources (e.g., teachers, secretaries, and principals).

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

65. Reviewing a post evaluation with the substitute.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

66. Reviewing a post evaluation with the substitute with an experienced teacher.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

67. Allowing a principal to request remediation training as a warning to the substitute for the need for professional growth.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

68. Allowing principals the opportunity to recommend the removal of a substitute from the active list due to poor job performance.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

69. Requiring substitutes to complete a self-evaluation tool at the end of each day.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

70. Requiring an evaluation by an administrator each time a substitute is new to a building.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

71. Requiring feedback sheets completed by the regular teacher to be submitted to the principal.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

72. Requiring teachers to submit lesson plans to the administration in advance of a substitute's visit.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

73. Requiring a conference by the principal to discuss expectations in the classroom.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

74. Requiring substitutes to meet with human resources personnel when a second infraction occurs with an understanding that a third infraction will result in dismissal.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

75. Using an on-going informal evaluation component; e.g., walk throughs.

☐ 1 = not an effective practice

☐ 2 = a somewhat effective practice

☐ 3 = an effective practice

☐ 4 = a very effective practice

You made it to the finish line! Thank you for your responses to Delphi II: Part II. I absolutely cannot complete this research without you!

APPENDIX M

E-MAIN NOTIFICATION – ROUND III

E-MAIN NOTIFICATION – ROUND III

Greetings:

In a few days, you will receive a request to complete the final round of my Delphi study. You will encounter a slight variation in this round; however, it should not pose a problem at any time. Please look at each item and make a new judgment. Do not respond to the item according to what you are currently doing in your district, but what is best for education.

Please respond and return the final round within 14 days. Again, you will rate each item using the four-point scale. Please respond to each item.

Thank you for your participation,

Juanita V. Smith
Doctoral Candidate

APPENDIX N

E-MAIL INSTRUCTIONS - ROUND III

E-MAIL INSTRUCTIONS – ROUND III

Greetings:

Thank you for participating and submitting your responses to Delphi II. This time the instructions will vary a little. Click on the attachment to open the questionnaire and respond to each question. You will use your personal four-digit identification code to save this round and return to me within 14 days. Your four-digit ID Code is provided on the questionnaire and the password is not required in this round.

INSTRUCTIONS:

In this final round (Delphi III), you will be asked to rate the responses based on what is bets for education. Please follow the instructions to save and return the questionnaire.

INSTRUCTIONS TO SAVE AND RETURN THE QUESTIONNAIRE
- Save your file as a Microsoft Word® document on your desktop using your personal ID Code as the file name. Your name will not be used only your ID Code.
- Send an e-mail along with the attached completed questionnaire to jvsmith@gc.k12.va.us. (Please be sure to attach the saved file).
- Do not delete the file from your desktop until you receive a thank you note from me.

Remember, you may contact me at the e-mail provided if you have any questions.

Thank you for your participation,

Juanita V. Smith
Doctoral Candidate

APPENDIX O

DELPHI QUESTIONNAIRE FOR ROUND III

DELPHI III
Policies for Recruiting, Training, and
Evaluating Substitute Teachers

Your four-digit [   ] ID code is:

Recruiting Policies

Please review the data for each policy from the Round II responses, reconsider your Round II response in light of these data, and provide your new rating (It may or may not change.) of the effectiveness of the policy for recruiting high-quality substitute teachers by placing your response in the last column in the table. Please use the following scale:

1 = not an effective policy
2 = a somewhat effective policy
3 = an effective policy
4 = a very effective policy

Please respond to all items **Recruiting Policies** **Scale: 1 = not an effective policy** **2 = a somewhat effective policy** **3= an effective policy** **4 = a very effective policy**	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4

Please respond to all items **Recruiting Policies** Scale: 1 = not an effective policy 2 = a somewhat effective policy 3= an effective policy 4 = a very effective policy	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
1. A written contract shall be required for a substitute teacher with a valid teaching license who fills a teacher vacancy longer than ninety (90) days in one year.		2.7	63	1/4	.93	1.
2. The district shall give first priority to the employment of substitute teachers who have acquired a minimum of sixty (60) credit hours from an accredited college or university.		2.8	74	1/4	.85	2.
3. The district shall recruit a pool of qualified substitute teachers to deliver instruction.		3.3	79	1/4	1.16	3.
4. The district shall establish criteria for qualifications as a substitute teacher.		3.4	90	1/4	.84	4.
5. The superintendent shall recommend qualified substitute teachers for school board approval.		2.0	28	1/4	.91	5.
6. Substitute teachers shall have the same background checks as all other school personnel.		3.7	95	2/4	.56	6.
7. The superintendent shall identify a pool of qualified substitutes to meet staffing needs.		2.5	53	1/4	1.12	7.
8. The district shall use competitive salaries to recruit high-quality substitute teachers.		3.2	84	1/4	.85	8.
9. The school district shall establish compensation packages comparable to those of neighboring school districts to retain high-quality substitute teachers.		2.9	68	1/4	1.03	9.

Please respond to all items **Recruiting Policies** Scale: 1 = not an effective policy 2 = a somewhat effective policy 3= an effective policy 4 = a very effective policy	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
10. Substitute teachers shall have credentials comparable to full-time teachers.		2.4	42	1/4	1.01	10.
11. The superintendent shall establish a procedure for screening substitute teacher applicants.		3.2	74	1/4	1.11	11.
12. The superintendent shall establish a procedure for selecting high-quality substitute teachers.		2.9	79	1/4	.91	12.
13. The district's human resources department shall develop annually a list of school-board-approved substitute teachers.		2.9	63	1/4	1.15	13.
14. The district shall develop a program for recruiting high-quality substitute teachers.		3.4	79	1/4	.96	14.
15. The district shall establish a budget to support recruiting high-quality substitute teachers.		3.3	90	1/4	.81	15.
16. The district shall establish a belief statement on recruiting high-quality substitute teachers.		2.8	68	1/4	.96	16.
17. School systems do not need specific policies to guide the recruitment of substitute teachers.	*					17.

Please go on to the Training Policies on the next page.
Thank you.

Training Policies

Please review the data for each policy from the Round II responses, reconsider your Round II response in light of these data, and provide your new rating (It may or may not change.) of the effectiveness of the policy for training high-quality substitute teachers by placing your response in the last column in the table. Please use the following scale:

1 = not an effective policy
2 = a somewhat effective policy
3 = an effective policy
4 = a very effective policy

Please respond to all items

Training Policies **Scale: 1 = not an effective policy** **2 = a somewhat effective policy** **3= an effective policy** **4 = a very effective policy**	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
18. The district shall establish a training program for substitute teachers.		3.6	85	1/4	.77	18.
19. Substitute teachers shall complete a training program provided by the district.		3.3	90	1/4	.82	19.
20. District substitute teachers shall receive research-based training.		3.3	83	1/3	1.03	20.
21. Substitutes shall attend with pay the same professional development sessions assigned to regular teachers.		2.1	33	1/4	.76	21.
22. The district shall establish a budget to support training		3.4	90		.84	

Training Policies Scale: 1 = not an effective policy 2 = a somewhat effective policy 3= an effective policy 4 = a very effective policy	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
high-quality substitute teachers.				1/4		22.
23. The district shall establish a Substitute Teacher Advisory Board to oversee specific matters pertaining to all substitute teacher issues.		2.4	47	1/4	1.22	23.
24. The Substitute Teacher Advisory Board shall establish a belief statement on training high-quality substitute teachers.		2.5	58	1/4	1.22	24.
25. The district shall assure that substitute teachers are trained to use the most up-to-date instructional technology available to regular teachers.		2.9	79	1/4	.91	25.
26. Substitute teachers shall be provided with the resources needed to be successful in the classroom.	*					26.
27. Substitute teachers shall be treated with the same respect as all professionals in a school.	*					27.
28. All substitute teachers shall be required to take an induction program prior to being assigned to a classroom.	*					28.
29. School systems to not need specific policies to guide the training of substitute teachers.	*					29.

Please go on to the Evaluation Policies on the next page. Thank you.

Evaluation Policies

Please review the data for each policy from the Round II responses, reconsider your Round II response in light of these data, and provide your new rating (It may or may not change.) of the effectiveness of the policy for evaluating high-quality substitute teachers by placing your response in the last column in the table. Please use the following scale:

1 = not an effective policy
2 = a somewhat effective policy
3 = an effective policy
4 = a very effective policy

Please respond to all items

Evaluating Policies Scale: 1 = not an effective policy 2 = a somewhat effective policy 3= an effective policy 4 = a very effective policy	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
30. The district shall establish a budget to support the evaluation of substitute teachers.		2.7	63	1/4	1.00	30.
31. Substitute teachers shall maintain a satisfactory rating annually to remain in the active pool of substitute teachers.		3.3	84	1/4	.89	31.
32. The district shall evaluate substitute teachers annually.		3.1	79	1/4	.88	32.
33. The district shall evaluate substitute teachers in ways that contribute to student learning.		3.2	89	1/4	.79	33.

Evaluating Policies Scale: 1 = not an effective policy 2 = a somewhat effective policy 3= an effective policy 4 = a very effective policy	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
34. The district shall evaluate substitute teachers to maintain continuity of instruction in classrooms.		3.2	89	1/4	.90	34.
35. Substitute teachers shall be evaluated at regular intervals.		3.2	90	1/4	.92	35.
36. Due process shall be extended to substitute teachers before a recommendation to dismiss is submitted.		2.7	67	1/4	1.10	36.
37. When necessary, the superintendent shall recommend termination of substitute teachers to the school board.		2.0	33	1/4	1.30	37.
38. Substitute teachers shall receive feedback on their evaluations.		3.2	78	1/4	.92	38.
39. Substitute teachers shall be evaluated whenever their performance is questionable.	*					39.
40. All substitute teachers shall be required to complete a self-evaluation once each year.	*					40.
41. School systems to not need specific policies to guide the evaluation of substitute teachers.	*					41.

Please go on to the General Policies on the next page. Thank you.

General Policies

Please review the data for each policy from the Round II responses, reconsider your Round II response in light of these data, and provide your new rating (It may or may not change.) of the effectiveness of the policy for supervising high-quality substitute teachers by placing your response in the last column in the table. Please use the following scale:
Bring up.

1 = not an effective policy
2 = a somewhat effective policy
3 = an effective policy
4 = a very effective policy

Please respond to all items

General Substitute Teacher Policies **Scale: 1 = not an effective policy** **2 = a somewhat effective policy** **3= an effective policy** **4 = a very effective policy**	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
42. The district shall develop a program for retaining substitute teachers.		3.4	89	1/4	.83	42.
43. A Substitute Teacher Advisory Board shall be established. (If you rate this item one (1), do not respond to the remainder of the items in this section and to on to the next section.)		2.5	47	1/4	1.20	43.
44. The Substitute Teacher Advisory Board shall consist of key stakeholders.		2.7	63	1/4	1.30	44.
45. The Substitute Teacher Advisory Board members shall serve three-year terms.		2.1	45	1/4	1.02	45.

General Substitute Teacher Policies Scale: 1 = not an effective policy 2 = a somewhat effective policy 3= an effective policy 4 = a very effective policy	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
46. The Substitute Teacher Advisory Board shall have a principal as a member.		2.9	63	1/4	1.30	46.
47. The Substitute Advisory Board shall have an assistant principal as a member.		2.8	72	1/4	1.20	47.
48. The Substitute Teacher Advisory Board shall have a teacher as a member.		2.8	68	1/4	1.30	48.
49. The Substitute Teacher Advisory Board shall have a student leader as a member.		2.2	43	1/4	1.20	49.
50. The Substitute Teacher Advisory Board shall have a parent as a member.		2.2	37	1/4	1.20	50.
51. The Substitute Teacher Advisory Board shall have a school board member.		2.1	37	1/4	1.40	51.
52. The Substitute Teacher Advisory Board shall have the director of human resources (or equivalent) as a member.		2.8	63	1/4	1.30	52.
53. The Substitute Teacher Advisory Board shall have substitute teachers from elementary, middle, and high schools as members.	*					53.
54. The Substitute Teacher Advisory Board shall have a veteran substitute teacher as a member.	*					54.
55. The Substitute Teacher Advisory Board shall have a long-term- employed substitute teacher as a member.	*					55.

General Substitute Teacher Policies
 	
Scale: 1 = not an effective policy
            2 = a somewhat effective policy
            3= an effective policy
            4 = a very effective policy
	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective policy) or 4 (very effective policy) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III
						1 2 3 4

56. The Substitute Teacher Advisory Board shall have a Substitute Teacher Manager as a member.	*					56.
57. The Substitute Teacher Advisory Board shall have a teaching coach as a member.	*					57.
58. The Substitute Teacher Advisory Board shall have a school office staff (secretary) representative as a member.	*					58.
59. The Substitute Teacher Advisory Board shall be appointed by the school board.		2.0	39	1/4	1.14	59.
60. The Substitute Teacher Advisory Board shall meet every three months.		2.3	44	1/4	1.02	60.
61. The Substitute Teacher Advisory Board's chair shall submit an annual report to the school board.		2.6	67	1/4	1.21	61.
62. The Substitute Teacher Advisory Board shall recommend policies to the school board on substitute teachers.		2.6	61	1/4	1.31	62.
63. The Substitute Teacher Advisory Board's role shall be that of providing input on recruiting, training, and evaluating substitute teachers.	*					63.
64. The Substitute Teacher Advisory Board shall be appointed by the superintendent of schools.	*					64.

Thank you for completing the policy section of the questionnaire. Please go on to the practices section of the questionnaire on the following page.

DELPHI III
Practices for Recruiting, Training, and
Evaluating Substitute Teachers

Recruiting Practices

Please review the data for each practice from the Round II responses, reconsider your Round II response in light of these data, and provide your new rating (It may or may not change.) of the effectiveness of the practice for recruiting high-quality substitute teachers by placing your response in the last column in the table. Please use the following scale:

1 = not an effective practice
2 = a somewhat effective practice
3 = an effective practice
4 = a very effective practice

Please respond to all items

Recruiting Practices **Scale: 1 = not an effective practice 2 = a somewhat effective practice 3 = an effective practice 4 = a very effective practice**	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
1. Advertising on the school district's webpage.		3.4	89	2/4	.68	1.
2. Advertising in the local newspaper.		2.9	63	1/4	.94	2.
3. Designing a comprehensive media-driven campaign for meeting staffing needs.		2.9	63	1/4	1.05	3.
4. Advertising on the local high school radio station.		1.8	26	1/4	.98	4.

Recruiting Practices Scale: 1 = not an effective practice 2 = a somewhat effective practice 3 = an effective practice 4 = a very effective practice	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
5. Designing a media-driven campaign, systematically replayed to recruit an on-going supply of substitute teachers.		3.1	75	2/4	.81	5.
6. Advertising on local television stations.		2.5	53	1/4	1.02	6.
7. Sending letters to retirees who demonstrated good classroom performance.		3.4	90	1/4	.84	7.
8. Contacting local teacher training institutions.		3.5	100	3/4	.51	8.
9. Making applications available on line.		3.4	84	2/4	.76	9.
10. Advertising at job fairs.		2.9	69	2/4	.74	10.
11. Advertising for specific needs such as secondary math or special education.		3.1	74	2/4	.81	11.
12. Developing partnerships with local organizations (e.g.; hospitals, PTA's, military installations, businesses).		2.6	56	1/4	.98	12.
13. Developing a positive district regard for substitutes.		3.8	100	3/4	.42	13.
14. Establishing an agreement among bordering districts to pay the same daily rates.		2.7	67	1/4	1.05	14.
15. Differentiating pay based on education.		2.7	68	1/4	.82	15.
16. Requiring a minimum standard of education.		3.4	95	2/4	.61	16.
17. Screening individuals before the application process.		3.3	78	2/4	.83	17.
18. Providing low cost benefits.		3.1	68	2/4	.88	18.
19. Communicating expectations prior to job assignments.		3.5	95	2/4	.62	19.

Recruiting Practices Scale: 1 = not an effective practice 2 = a somewhat effective practice 3 = an effective practice 4 = a very effective practice	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
20. Addressing expectations of substitute teachers.		3.6	94	2/4	.61	20.
21. Establishing regular recruiting times during the year.		3.2	84	2/4	.71	21.
22. Providing salaries that are competitive with other local entities.		3.6	95	2/4	.61	22.
23. Establishing competitive daily pay rates.		3.7	95	2/4	.58	23.
24. Establishing competitive long-term rates.		3.7	95	2/4	.56	24.
25. Requiring mandatory classroom management skills.		3.4	84	2/4	.77	25.
26. Providing rewards to lower substitute turnover.		3.0	74	1/4	1.00	26.
27. Completing a thorough hiring procedure that includes all background checks.		3.7	95	2/4	.56	27.
28. Requiring a minimum of 60 college credits for substitute teachers.		3.0	63	2/4	.84	28.
29. Hiring certified teachers for full-time substitute positions.		3.4	83	2/4	.78	29.
30. Providing recognition for service.		3.2	79	1/4	.90	30.
31. Providing a per diem rate that is comparable to the rate received by a licensed teacher.		2.5	47	1/4	1.20	31.
32. Hiring local fire fighters as substitute teachers.	*					32.
33. Establishing a partnership with local businesses and industries to recruit employees as substitute teachers.	*					33.

Please go on to the Training Practices on the next page. Thank you.

Training Practices
Please review the data for each practice from the Round II responses, reconsider your Round II response in light of these data, and provide your new rating (It may or may not change.) of the effectiveness of the practice for training high-quality substitute teachers by placing your response in the last column in the table. Please use the following scale:

1 = not an effective practice
2 = a somewhat effective practice
3 = an effective practice
4 = a very effective practice

Please respond to all items

Training Practices **Scale: 1 = not an effective practice** **2 = a somewhat effective practice** **3 = an effective practice** **4 = a very effective practice**	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
34. Providing instruction in classroom management skills.		3.8	100	3/4	.42	34.
35. Providing a handbook with a unit on emergency situations; e.g., bomb threats, lock downs, and evacuation procedures.		3.5	90	2/4	.70	35.
36. Providing a web-base training program.		3.0	74	2/4	.74	36.
37. Providing skill training in math.		2.9	74	2/4	.71	37.
38. Providing substitute teachers an opportunity to shadow classes of effective teachers.		3.3	95	2/4	.58	38.
39. Providing mentors for substitute teachers.		3.1	68	2/4	.88	39.
40. Using the best substitutes in the school district to provide						

Training Practices Scale: 1 = not an effective practice 2 = a somewhat effective practice 3 = an effective practice 4 = a very effective practice	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
training.		3.3	84	1/4	.99	40.
41. Hiring a full-time training coordinator to establish training sessions throughout the school year.		3.5	90	2/4	.70	41.
42. Providing a brief orientation by the principal before the first assignment.		2.8	63	1/4	1.12	42.
43. Providing steps in following lesson plans (good and poor examples).		3.5	95	2/4	.61	43.
44. Providing training on how to manage different age groups of students (elementary, middle, and high school).		3.4	90	1/4	.84	44.
45. Including teaching strategies.		3.7	95	2/4	.58	45.
46. Communicating school board policy.		3.2	79	2/4	.76	46.
47. Communicating guidelines on professional dress.		3.4	94	2/4	.61	47.
48. Hiring a training coordinator to provide support throughout the school year.		3.4	84	2/4	.76	48.
49. Providing sessions on computer usage.		3.1	79	1/4	.85	49.
50. Providing a comprehensive training program for substitutes.		3.7	95	2/4	.56	50.
51. Arranging for tenured teachers to discuss various instructional strategies.		3.3	89	2/4	.65	51.
52. Providing training that is directly applicable to the		3.8	95	2/4	.50	52.

Training Practices Scale: 1 = not an effective practice 2 = a somewhat effective practice 3 = an effective practice 4 = a very effective practice	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
classroom.						
53. Providing teaching options for times when lesson plans are not available.		3.8	100	3/4	.42	53.
54. Providing substitute teachers with a sub-buddy (full-time teacher) to assist with lesson plans, curriculum, student discipline, classroom management etc.	*					54.

Please go on to the Evaluation Practices on the next page. Thank you.

Evaluation Practices

Please review the data for each practice from the Round II responses, reconsider your Round II response in light of these data, and provide your new rating (It may or may not change.) of the effectiveness of the practice for evaluating high-quality substitute teachers by placing your response in the last column in the table. Please use the following scale:

1 = not an effective practice
2 = a somewhat effective practice
3 = an effective practice
4 = a very effective practice

Please respond to all items

Evaluating Practices **Scale: 1 = not an effective practice** **2 = a somewhat effective practice** **3 = an effective practice** **4 = a very effective practice**	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
55. Providing feedback.		3.7	100	3/4	.48	55.
56. Using an assessment completed by the classroom teacher.		3.2	84	3/4	.85	56.
57. Allowing the principal to evaluate a substitute after an unsatisfactory rating by the regular teacher.		3.1	74	1/4	.94	57.
58. Applying indicators associated with effective teaching.		3.6	100	3/4	.50	58.
59. Using competencies pertinent to the area in which they substituted.		3.3	84	2/4	.73	59.
60. Assessing the substitute's ability to follow the lesson				2/4		

Evaluating Practices Scale: **1 = not an effective practice** **2 = a somewhat effective practice** **3 = an effective practice** **4 = a very effective practice**	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
plan left by the teacher.		3.6	90		.69	60.
61. Using a formal evaluation instrument.		3.2	79	1/4	1.01	61.
62. Sticking to an assessment protocol each year.		3.2	89	1/4	.79	62.
63. Establishing criteria for performance (e.g., three complaints will result in removal from the active list).		3.2	84	2/4	.71	63.
64. Designing an observation instrument similar to the one used with certified teachers.		2.8	67	1/4	.86	64.
65. Using an observation team to visit substitutes the first few months of employment.		2.7	58	1/4	1.20	65.
66. Requiring 85% mastery of the items on an observational instrument.		2.7	74	1/4	1.00	66.
67. Receiving information from multiple sources (e.g., teachers, secretaries, and principals).		3.2	79	2/4	.79	67.
68. Reviewing a post evaluation with the substitute.		3.3	84	2/4	.75	68.
69. Reviewing a post evaluation with the substitute and an experienced teacher.		3.1	74	1/4	.91	69.
70. Allowing a principal to request remediation training as a warning to the substitute for the need for professional growth.		3.1	79	1/4	.85	70.
71. Allowing principals the opportunity to recommend the removal of a substitute from the active list due to poor job performance.		3.6	95	2/4	.61	71.

Evaluating Practices Scale: 1 = not an effective practice 2 = a somewhat effective practice 3 = an effective practice 4 = a very effective practice	Your Round II rating	Mean of Round II ratings (1 to 4 scale)	Percentage of raters responding 3 (effective practice) or 4 (very effective practice) on Round II	Lowest/ highest individual rating on Round II	Standard deviation of responses on Round II	Your new rating for Round III 1 2 3 4
72. Requiring substitutes to complete a self-evaluation tool at the end of each day.		3.0	74	1/4	1.20	72.
73. Requiring an evaluation by an administrator each time a substitute is new to a building.		2.8	74	1/4	1.01	73.
74. Requiring feedback sheets completed by the regular teacher to be submitted to the principal.		3.1	84	1/4	.91	74.
75. Requiring teachers to submit lesson plans to the administration in advance of a substitute's visit.		2.8	58	1/4	1.03	75.
76. Requiring a conference by the principal to discuss expectations in the classroom.		2.5	47	1/4	.77	76.
77. Requiring substitutes to meet with human resources personnel when a second infraction occurs with an understanding that a third infraction will result in dismissal.		3.0	79	1/4	.82	77.
78. Using an on-going informal evaluation component; e.g., a walk through.		3.3	84	2/4	.73	78.

Thank you for completing Round III.
Your time and effort are appreciated. Juanita.