

A NEEDS ASSESSMENT STUDY FOR
SUBSTITUTE TEACHER TRAINING IN THE
UNIFIED SCHOOL DISTRICT OF ANTIGO

by

Joanie K. Fisher

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the Master of Science Degree in
Training and Development

Approved for Completion of 4 Semester Credits

TRHRD-735 Field Problem in Training and Development


Dr. Carol Mooney

The Graduate College
University of Wisconsin-Stout
August, 2004

The Graduate School
University of Wisconsin Stout
Menomonie, WI 54751

ABSTRACT

Fisher	Joanie	K.	
(Writer)	(Last Name)	(First Name)	(Middle Initial)
A Needs Assessment Study for Substitute Teacher Training in the Unified School District			
(Title)			
of Antigo			
Training and Development	Dr. Carol Mooney	August, 2004	74
(Graduate Program)	(Research Advisor)	(Month/Year)	(# of Pages)
American Psychological Association, 5 th edition			
(Name of Style Manual Used in this Study)			

The purpose of this study was to determine the training needs of substitute teachers hired by the Unified School District of Antigo. With the new guidelines implemented with the No Child Left Behind Act of 1996, substitutes must be prepared to deal with the additional demands.

A survey was administered to the substitute teachers currently employed within the district. Questions were designed to provide information concerning comfort levels, confidence, enjoyment, knowledgeability, responsibility, communication skills, and discipline tactics possessed by substitute teachers.

It was determined that training is more beneficial in the absence of previous teaching experience. The study also showed that non-training interventions would be helpful.

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank several individuals who have provided me with a tremendous amount of support during this ongoing process. I would like to thank my friend and Research Advisor, Dr. Carol Mooney, who without her initial guidance, this thesis would not have reached fruition. Dr. Mooney has provided me with the little words of encouragement to pursue with an inner drive. I would like to thank my mom, sister, and brother for their words of wisdom and daily support in maintaining my motivation. I would like to thank my boyfriend for his positive attitude, sense of humor, and understanding nature. These four individuals have made this process enjoyable and a real learning experience. Lastly, I would like to pay tribute to a very important person in my life who has played a major role in my education, but passed away before this stage of my educational pursuits was completed. This person is my dad, whom I attribute my love of knowledge by instilling in me the benefits of being a lifelong learner.

Table of Contents

ABSTRACT.....	ii
LIST OF TABLES.....	vii
CHAPTER I: INTRODUCTION.....	1
Problem Statement.....	3
Purpose of the Study.....	3
Research Objectives.....	3
Significance of the Study.....	4
Definition of Terms.....	4
Limitations of the Study.....	5
Methodology.....	6
CHAPTER II: LITERATURE REVIEW.....	8
Introduction.....	8
Challenges Facing Substitute Teachers.....	8
Substitute Teacher Requirements.....	11
Additional Demands Being Placed on Regular Teachers.....	12
The Need for Substitute Teacher Training.....	13
CHAPTER III: METHODS AND PROCEDURES.....	17
Research Design.....	17
Subject Selection and Description.....	18
Instrumentation.....	18
Data Collection Procedures.....	19
Data Analysis.....	19

Limitations.....	20
CHAPTER IV: RESULTS AND DISCUSSION.....	21
Demographic Information.....	22
Objective One.....	24
Objective Two.....	25
Objective Three.....	27
Objective Four.....	36
Objective Five.....	38
Objective Six.....	41
CHAPTER V: LIMITATIONS, SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	45
Limitations.....	45
Summary.....	45
Conclusions.....	46
Recommendations for Future Study.....	47
REFERENCES.....	49
APPENDIX A.....	52
Cover Letter.....	53
APPENDIX B.....	54
Survey Instrument.....	55
APPENDIX C.....	58
Respondents' Comments Relating to the Survey Questions.....	59
Respondents' Overall Comments Relating to the Surveys.....	72

List of Tables

Table 1.....	22
Table 2.....	23
Table 3.....	24
Table 4.....	25
Table 5.....	26
Table 6.....	26
Table 7a.....	27
Table 7b.....	27
Table 8a.....	28
Table 8b.....	29
Table 9.....	30
Table 10a.....	30
Table 10b.....	31
Table 11.....	32
Table 12.....	32
Table 13.....	33
Table 14.....	33
Table 15.....	34
Table 16.....	34
Table 17.....	35
Table 18.....	35
Table 19.....	36

Table 20a.....	37
Table 20b.....	37
Table 21.....	38
Table 22.....	39
Table 23.....	40
Table 24.....	41
Table 25a.....	42
Table 25b.....	42
Table 26.....	43
Table 27.....	44

Chapter I

Introduction

The Unified School District of Antigo is geographically one of the largest school districts in Wisconsin. It consists of 19 municipalities, has an area of 520 square miles, and a population of approximately 20,000. Most of the district lies in Langlade County, with portions extending into Marathon and Shawano Counties. The city of Antigo is the most heavily populated municipality in the district with a population of approximately 8,500. The district consists of eight elementary schools, one middle school, and one high school.

As of June 2004, the combination of both part-time and full-time substitute teachers in the district totals 58. The substitute teachers are certified in a variety of grades and discipline areas. Many times they work four or five days per week in a variety of schools and subject areas. Many accommodate the needs of kindergarten through grade twelve students. As one may already be aware of, the difference between these thirteen grade levels is phenomenal.

Substitute teachers are sometimes given little or no guidance in many grades and disciplines they are asked to teach. It is important to determine the expertise exhibited by each of these substitute teachers and capitalize on their abilities to promote a more enjoyable experience for the substitute teachers as well as an enhanced learning environment for the students.

District personnel in many school districts witness the need for substitute teacher training. More than 90 percent of school districts offer little or no training to their substitutes. (Smith, 2002). Many school systems complain about the poor performance of substitute teachers not realizing that during a child's K-12 educational process possibly one full year will be spent with substitute teachers. Research shows on a national level regular teachers experience an

absenteeism rate of 8-10 percent. This accounts for more than 270,000 classes being taught daily by substitutes (Smith)

The results of this research project could provide very useful information to the Unified School District of Antigo concerning the quality and knowledgeability of substitute teachers and the measures that could be taken to raise the caliber of substitute teachers. The study could determine the existence of a gap between current performance and desired performance.

Despite the good intentions and high expectations of substitute teachers, the lack of information and exemption from regular instructors can lead to overwhelming situations and reoccurring frustration exhibited by the substitute. If substitute teachers are confronted with difficulties and specific needs that are not being addressed, negative emotional, physical, attitudinal, and behavioral problems may result. One trainer of substitute teachers received special recognition for realizing the need for training and for instituting a substitute teacher program in Logan, UT. His belief is better trained substitutes promotes elevated classroom performance. (Stuart, 2002). The training is paying off with tremendous results being seen.

The search for substitute teachers continues to be a struggle for many school districts. 96% of school districts throughout the U.S. have experienced a shortage of substitutes. (Smith, 2000). Hillsborough County School District in Tampa, Florida has experienced an alarming substitute turnover rate of roughly 30% noting the number 1 reason substitutes leave or are not asked to return is their inability to maintain classroom order. The low pay, ambiguous responsibilities, and the escalating student behavior problems may only add to reservations, which are exhibited by many. The alleviation of these and other concerns may possibly be lessened through a research study designed for this purpose and the possible enactment of a

training program within the district to recruit and retain those substitutes possessing quality characteristics.

The underlying problem is that substitute teaching remains a low priority in many school districts and with the ongoing budget cuts substitute teachers often don't receive the time and attention provided through training programs. Substitute teachers should be comfortable, knowledgeable, and take with them some ownership for ideas and suggestions given for the benefit of the Unified School District of Antigo. The research could provide the district with answers to some very important questions. By studying the substitute teacher's responses, training may be determined as a viable means to improving the quality of education even in the absence of the regular instructors. The results of the study could also assist other districts as they plan their network of substitute teachers and strive toward ways of improving the quality of education.

Problem Statement

A review of the literature has shown substitute teacher training is beneficial to administrators, regular teachers, substitute teachers, and students and will help to ensure that learning is not being sacrificed when regular teachers are absent from the classroom.

Purpose of the Study

The purpose of this study is to determine the need for mandatory training for substitute teachers within the Unified School District of Antigo as evidenced by a survey.

Research Objectives

The objectives for this study are:

1. To assess the feelings substitute teachers possess when arriving at various schools.

2. To determine if substitute teachers experience feelings of inadequacy when visiting any of the schools within the Unified School District of Antigo.
3. To determine if substitute teachers need to develop or enhance skills necessary for classroom management, organization, motivation, and personal teaching advancement.
4. To discover whether receiving knowledge of the various grade levels and schools will improve productivity.
5. To identify whether substitute teachers feel having training prior to subbing would alleviate reservations they possess upon entering the classroom.
6. To assess whether the rate of comfort exhibited by substitute teachers could be improved through the use of mentors or trainers.

Significance of the Study

This research study is beneficial to the Unified School District of Antigo for the following reasons:

1. This research is needed to identify concerns experienced by the substitute teacher.
2. The data will provide possible future topics for training.
3. Substitutes will be better prepared to meet the needs of the school district.

Definition of Terms

Regular Teacher – A person who is teacher certified and has been hired by a school district to provide instruction to students.

Substitute Teacher – A person that may or may not be teacher certified, but has been granted a permit by the Department of Public Instruction (DPI) to fulfill classroom duties.

Non-certified Substitute Teacher – A person provided with a special permit licensed by the Department of Public Instruction (DPI) to substitute in the absence of the regular teacher.

Elementary Teacher – A person who is teacher certified to provide instruction to students in grades Pre-K through five.

Middle School Teacher – A person who is teacher certified to provide instruction to students in grades six through eight.

Secondary Teacher – A person who is teacher certified to provide instruction to students in grades nine through twelve.

Substitute Teacher Coordinator – A person hired by the school district to prepare the substitutes for classroom duties.

Public Schools – Schools that are funded primarily through property tax dollars and are open to all children within the school district regardless of race, gender, religion, physical appearance, culture, age, handicap, family status, ability, classroom performance, etc.

Induction Program – A plan set up to introduce the substitute teacher training program within a school district.

Human Resource Director – An administrative person who screens potential applicants for school district positions.

Substitute Caller – A district employee responsible for the placement of substitute teachers at individual schools in the absence of regular teachers.

Limitations of the Study

There are several limitations to this study, which include:

1. Data applies only to substitute teachers in the Unified School District of Antigo.
2. Many of the substitutes are retired teachers who previously taught within this district.
3. Data gathered may be limited because the survey instrument was developed by the researcher.

4. Respondents received a limited amount of time in which to complete the survey.

Methodology

The survey instrument has been developed to determine the need for substitute teacher training based on the task requirements defined by the Antigo Unified School District and the entire educational organization. It consists of three pages including 25 statements concerning the expertise and confidence levels of current substitute teachers. The instrument was developed from the list of duties and tasks stated.

The survey will be sent to all individuals whose names appear on the list of current substitute teachers. The substitute teachers will be given two weeks to respond to the survey. They will be instructed to return it to me using the enclosed self-addressed stamped envelope. In the event that the surveys are not returned in the two-week time frame, telephone contacts will be made.

The tabulation of surveys will include a two-phase process. The first phase will be to determine the percentage of responses that indicate the need for a training seminar to close the gap between current performance and desired performance. The second phase keeps count of the areas, if any, that need to be addressed for the seminar to be a success. Taking into consideration the responses concerning areas in which the substitutes *need* more training and the areas in which they would *like* more training, an agenda for the training seminar will be compiled. The first remedy for the performance problems will be to conclude whether the problem is something outside the substitute's control. If so, the district needs to intervene with alterations and targeted solutions for the particular school or individual. Once those problems can be addressed and dealt with, the process begins of devising a program to deal with substitutes' problems and concerns to achieve attainable results.

The remainder of this report will provide a review of the literature, sample of the survey instrument, summary of the findings of this research, and recommendations for future training of substitute teachers within the Unified School District of Antigo.

Chapter II

Literature Review

Introduction

In school districts across the nation the demand for and quantity of substitute teachers is increasing. Estimates suggest there may be as many as one million people who assume the position of substitute teacher nationwide (Russo, 2001). With the growing numbers comes the need to view these individuals as more than *substitutes*. They are required to do more than stand in front of the classroom keeping students quiet and in their seats. It is expected that they will engage the students in attention-grabbing techniques and mind-challenging activities. As students spend possibly one full year of their K-12 experience with substitute teachers (Smith, 2002), it is important to provide these individuals with adequate training for them to do their job effectively. Literature suggests that the influence substitute teachers have on students and the entire educational system can be phenomenal. St Michel (1995) states, “. . . substitutes are an invaluable resource and a vital component of the schooling process” (pp. 5-6).

The reviews have been seen in many types of literature forms. The information in this literature review was obtained from books, magazines, journal articles, newspapers, and an unpublished doctoral dissertation. The materials look at the productivity of substitute teachers as witnessed by administration, the regular teacher, the substitute teacher themselves, and the students. The authors stress the importance of substitute teachers and providing them training opportunities.

Challenges Facing Substitute Teachers

A stated in the Washington Education Association publication (Anonymous, 2003), “Substitute teachers face one of the most challenging jobs in education today” (p.1).

The authors agree that substitute teachers often lack the experience acquired over time. Substitute teachers, similar to regular full-time teachers, range from outstanding to those who do little beyond the minimum requirements included within the job description. This may be due to a lack of motivation on the individual's part or ambiguous role expectations. Substitute teachers are very often given little advance notice as to their assignment of subject and/or grade level. Along with these negative aspects of the job, one could add the lack of knowledge/expertise in the areas assigned, little or no understanding of the regular teacher's format and methods of teaching, and ambiguous lesson plans – if there are lesson plans at all. Given these circumstances, what are the chances of survival, let alone success? We could very possibly label this situation doomed for failure.

The substitute teacher is only as informed as the district deems necessary. The ideal situation, which should be a requirement of all school districts, is that substitute teachers be as knowledgeable in the content areas within the various schools in which they will be teaching as the regular teachers. A lot of work is necessary to prepare, orient, and evaluate substitute teachers so they will effectively carry out their requirements and promote a valued learning experience. Substitute teachers can provide both the school staff and the students with valuable resources and can make effective use of classroom learning time. George, (1991) stated, "Remember that if you make your substitutes feel that they are a valuable part of the school program, they will be" (p.51).

Substitutes face many challenging situations on a daily basis and are confronted with negative stereotypes. According to Shirley Kirsten, president of The National Substitute Teachers Alliance (NSTA), there is a lack of respect associated with substitute teaching so the pool of available substitutes is shrinking (Delisio, 2001).

Why are the numbers shrinking? According to Kirsten some of the biggest challenges encountered by substitute teachers fall into five categories:

1. Opening the lines of communication with the regular classroom teacher so lesson plans can be better interpreted.
2. Maintaining control within the classroom given the array of behavior problems.
3. Subbing in special education classrooms being given little or no training.
4. Dealing with long-term subbing assignments when lesson plans are inadequate or there is a lack of contact with regular classroom teachers.
5. Receiving the respect of administrators, faculty members, parents, and students so learning will continue in the absence of the regular teacher (Delisio, 2001)

These challenges coupled with an accountability issue may cause reservations on the part of the substitutes. It becomes increasingly important to critique the personnel who are teaching children in schools today with the state graduation tests students are required to take, the elevated criteria students are met with upon college entrance, and the social skills required for advancement (Elizabeth, 2001). Under the direction of researcher Roger Rasmussen, the Los Angeles District conducted their own research to determine the effects teacher absenteeism has on student state test scores. Rasmussen, determined a "high correlation" between a high incidence of regular teacher absenteeism and low student test scores (Elizabeth, 2001). This may have many implications for various districts, but ones' initial thought would be that in the absence of the regular teacher learning was not continuing with the same instructional consistency.

Shirley Kirsten believes that along with the increased demand for substitute teachers come the heightened pressures on them. She also believes some of these pressures could

Be alleviated through more training and support (Delisio, 2001).

Substitute Teacher Requirements

Many states have been forced to lower their substitute teacher certification requirements due to the increasing difficulties in recruiting and retaining substitute teachers. In more than 50 percent of all states, substitutes are now required to possess only a high school diploma (Smith, 2000). Are new high school graduates who lack training prepared to offer lessons to students?

Research conducted by the Post-Gazette Education Writer. (January 7, 2001) along with a study by Utah State University and the U.S. Department of Education found that at least 28 states permit principals to hire substitute teachers who are 18 years old with a high school diploma or a GED. Almost 12 percent of the districts surveyed don't require job applications, 56 percent of districts never conduct interviews, nearly 30 percent of the districts do not conduct background checks, and only half of the districts checked references on the substitutes applying for the positions. The study conducted by the Post-Gazette shows states with lower academic achievements are twice as likely to permit less-qualified substitutes to teach (Elizabeth, 2001).

In 1996 Wisconsin began allowing their 426 school districts to hire substitutes holding baccalaureate degrees in areas other than education (Cromwell, 1998). The substitutes are required to attend a training program administered by CESA (Cooperative Educational Service Agency) and receive an endorsement by the local school district. The substitute training consists of basic information concerning the substitute's role, classroom and behavior management strategies, using lesson plans and teaching lessons, and preparing a substitute's tool kit (Vandenberg, 2003). Participants who successfully complete this training will receive a certificate of completion and then can apply to the Department of Public Instruction for a Substitute Teacher Certificate. The training provided enables districts to hire substitutes with

fewer qualifications (Russo, 2001). Many school districts have gained an appreciation for skilled substitute teachers. These training programs will help the substitute teacher become more professional in their job (Cromwell, 1998).

Laura Guggino, a principal from Rhame Avenue Elementary School in East Rockaway, New York stated it was once considered to be a day where learning would be lacking when a substitute teacher came into the classroom. The substitute was regarded as a babysitter. A day with a substitute would be considered a “lost day” (Hopkins, 2002). Today the substitute teachers are expected to continue the instruction where the regular teacher left off. This is due to providing substitute teachers an opportunity to attend training concerning curriculum, standards, and assessments.

Additional Demands Being Placed on Regular Teachers

The requirements of regular teachers are being raised due to the state tests required for high school graduation and the adoption of President Bush’s education plan No Child Left Behind Act of 2001. NCLB sets federal guidelines holding teachers and schools accountable for low performance (Delisio, 2002). Regular classroom teachers are required to attend professional staff development or in-service training thus causing a reliance on substitute teachers to deliver instructional materials of which they may not be knowledgeable. It is difficult for teachers to raise their standards and be held accountable for the many students in their care, but we notice the qualifications of substitute teachers are being reduced due to the shortage of available substitutes. The effects substitutes have on students are referenced in many of the literature reviews. According to Susanne Murphy, coordinator of substitute assignment in the 2,500-student Ansonia, Connecticut schools, inadequate substitutes can damage efforts to raise school

standards and hold regular teachers accountable (Russo, 2001). Along with the reduction in qualifications comes the need for training.

The Need for Substitute Teacher Training

Substitute teacher training has become an important topic within many school districts across the nation. With the increased requirements being placed on teachers and the large quantity of substitute teacher turnovers, it has become an area of concern.

96 percent of all U.S. school districts experience a shortage of substitute teacher during the school year with 40 percent of the districts stating the shortage as being severe (Pardini, 2000). The shortage of substitute teachers can be linked to a number of factors. It appears even when districts are fully staffed with substitutes, they encounter difficulties retaining them for long periods of time.

An example is seen in Hillsborough County School District in Tampa, Florida where the turnover rate among substitutes is approximately 30 percent. Smith states the number one reason substitutes leave or simply are not asked to return, is their inability to keep order in a classroom (Smith, 2002). Smith (2002) states, "If they can't control the class, they can't teach" (p. 2).

Studies show that the quantity of substitutes applying for jobs and the duration they remain at the job increases when there is an ongoing substitute training program (Smith, 1999). Ongoing training is more effective than a one-time training program (Smith). It is critical that substitute teachers be evaluated on a regular basis and then training be implemented as need be to obtain the most beneficial results.

Once trained in classroom management techniques, lesson plan interpretation, and policy and procedure expectations, one becomes more in tune with the students. This training becomes valuable for the substitutes and the student. Training can provide substitute teachers with an

increased sense of self-worth so they become more productive in a classroom setting. An effective training program is one that uses real life experiences presented in a clear and understandable manner (Smith, 2001).

The ambiguous nature of the job and the many expectations being placed on substitute teachers makes it difficult to concentrate on the most important aspects of the job, the student and their potential to learn.

“The bottom line is, substitutes aren’t as prepared as full-time teachers”, said Lance J. Tomei, assistant to the chairperson of the University of Central Florida’s department of instructional programs and educational leadership in the College of Education. Many substitutes are retired teachers, but those who are assuming the role of substitutes on a part-time basis lack experience (Parker, 2001)

Geoffrey G. Smith lists the following as benefits from formal training of substitute teachers:

- Improve the quality of education
- Reduce the liability of school districts
- Reduce the quantity of faculty and student complaints
- Eliminate policy and procedure questions that arise (Smith, 2002).

Smith sites one example of the effects of substitute-teacher training. A school district in Fulton County, GA was experiencing difficulties in finding and retaining quality substitutes. Retention rates rose after a training program was implemented. The regular teachers have grown confident in the substitute teachers’ abilities (Smith, 2002).

Research conducted by the Substitute Teacher Training Institute at Utah State University has found training programs deal with some crucial concerns witnessed by parties involved in the

school system (Smith, 2001)

- The number one complaint stated by administrators and regular teachers is unprofessional conduct.
- The number one concern stated by substitute teachers is classroom management.
- The number one complaint stated by students is the lack of class materials containing substance. Many feel they are receiving fill-in activities.
- The number one requirement of a substitute teacher is the use of a resource kit or materials they have compiled to help with the task involved (Smith).

School districts may reduce the incidence of these justified concerns provided a sound training program is formulated. According to Smith substitute teachers want and need training in the areas of classroom management and teaching strategies (Smith, 2001). Other literature references the substitutes' desire for learning and the positive consequences. Terry Ryan acknowledges substitutes look forward to training. They assume the role of a professional, are more confident in their abilities as a sub, and are more respected (Pardini, 2000).

Regular teachers want substitutes to be successful so learning will take place. The perceptions of the regular teacher can be enhanced through the performance of the substitute teacher. According to Tom Lander, a teacher specialist for the United Teachers of Dade in Miami, regular teachers want a substitute that has the skills and training that will help them to be effective (Glass, 2001).

Training of substitute teachers within a school system remains a very important component of the learning process occurring by the students. It is crucial that this training be ongoing so the substitutes will be aware of their role expectations and they can perform the best job possible so all parties involved will benefit. Smith (1999) stated "No other small investment

in education today will make a more significant improvement in the classroom than training substitute teachers” (Smith, 1999).

The literature confirms the need for initially improving the negative connotation associated with substitute teachers. Next, substitutes need to have their role expectations clearly defined. It is imperative that the substitutes have a backing from the school administration as well as the community. Lastly, the substitutes must receive training, training, and more training to enhance their personal attributes and increase their knowledge bases.

The question remains, Is there a “best” level for substitutes? Probably not. Find what works best for you, and when that headache sets in, just remind yourself, as Cicero once said, “What greater or better gift can we offer the republic than to teach and instruct our youth?” (Lovley, 1994, p.71)

Chapter III

Methods and Procedures

The purpose of this research study was to:

1. Assess the knowledge and experience possessed by substitute teachers within the Unified School District of Antigo.
2. Identify problems encountered by substitute teachers within the Unified School District of Antigo.
3. Identify the training needs of substitute teachers within the Unified School District of Antigo.

The sections addressed in chapter III include methods and procedures, research design, subject selection and description, instrumentation, data collection procedures, data analysis, and limitations.

Research Design

The participants for this research study were current full- and part-time substitute teachers employed by the Unified School District of Antigo. Upon completion of a review of related literature, a survey was conducted to gather data on the comfort level demonstrated and knowledge displayed by substitute teachers employed by the Unified School District of Antigo (see Appendix B).

The research objectives were:

1. To assess the feelings substitute teachers possess when arriving at various schools.
2. To determine if substitute teachers experience feelings of inadequacy when visiting any of the schools within the Unified School District of Antigo.

3. To determine if substitute teachers need to develop or enhance skills necessary for classroom management, organization, motivation, and personal teaching advancement.
4. To discover whether receiving knowledge of the various grade levels and schools will improve productivity.
5. To identify whether substitute teachers feel having training prior to subbing would alleviate reservations they possess upon entering the classroom.
6. To assess whether the rate of comfort exhibited by substitute teachers could be improved through the use of mentors or trainers.

Subject Selection and Description

The survey was administered to 58 full- and part-time substitute teacher employed by the Unified School District of Antigo. The list of current substitutes was compiled from substitute questionnaires returned to the district by May 31, 2004. The surveys were mailed to the respondents for completion and return within two weeks. The goal was that the data from the surveys would provide an overview of the need for the implementation of a training program.

Instrumentation

A self-designed questionnaire was administered (see Appendix B). It was a three page document consisting of 25 questions designed to gather data about the feelings experienced by substitute teachers, knowledge of materials presented, skills necessary for improved performance, and the training substitute teachers believe they need in teaching. Five of the questions provided the respondent with an opportunity to explain their response. A section was provided at the end of the survey to allow for additional comments. A cover letter accompanied the survey (see Appendix A).

The cover letter and survey were reviewed by a research expert at the University of Wisconsin-Stout and the human resource director of the Unified School District of Antigo prior to distribution to the sample population.

Data Collection Procedures

Names of current substitute teachers were obtained from a data base on file at the Unified School District of Antigo Central Office. The survey was mailed on July 2, 2004 to 58 current substitute teachers within the district. A cover letter accompanied the survey explaining the purpose of the survey and how the data could be used to benefit the district (see Appendix A). Respondents were given two weeks to complete and return the survey in the self-addressed, stamped envelope provided. A deadline date of July 16, 2004 was established. The two week turnaround date was determined to be a viable time frame. A shorter period of time may not have allowed for responses from those vacationing and a longer period of time may have allowed respondents to delay the return.

Data Analysis

The data analysis for this study consisted of showing the total and percent of responses and by compiling listings of responses to the explanation and comments portion of the surveys. The surveys were distributed to 58 respondents with 46 returned surveys for a 79.3 percent return rate. One of the surveys was unusable due to no responses given. This resulted in a 78.0 percent response rate.

Chapter IV presents a complete review of the data gathered by the survey instrument. The data is reported using charts and graphs to identify potential problem areas. All of the percentages are rounded to the nearest tenth.

Limitations

There are several limitations to this study, which include:

1. Data applies only to substitute teachers in the Unified School District of Antigo.
2. Many of the substitutes are retired teachers who previously taught within this district.
3. Data gathered may be limited because the survey instrument was developed by the researcher.
4. Respondents received a limited amount of time in which to complete the survey

Chapter IV

Results and Discussion

This chapter provides a review of the survey responses by substitute teachers within the Unified School District of Antigo. The survey was sent to 58 substitute teachers currently serving the district. Of the 58 surveys sent, 46 substitutes responded resulting in a 79.3 percent return rate. One of the surveys was unusable due to no responses given. This resulted in a 78.0 percent response rate. Data gathered from the survey instruments was used to meet the objectives of this study. The objectives were:

1. To assess the feelings substitute teachers possess when arriving at various schools.
2. To determine if substitute teachers experience feelings of inadequacy when visiting any of the schools within the Unified School District of Antigo.
3. To determine if substitute teachers need to develop or enhance skills necessary for classroom management, organization, motivation, and personal teaching advancement.
4. To discover whether receiving knowledge of the various grade levels and schools will improve productivity.
5. To identify whether substitute teachers feel having training prior to subbing would alleviate reservations they possess upon entering the classroom.
6. To assess whether the rate of comfort exhibited by substitute teachers could be improved through the use of mentors or trainers.

The respondents provided demographic information concerning age and the quantity of years they had been substitute teaching. Two analyses were made to provide information concerning gender and the time spent substitute teaching. These two questions appeared at the beginning of the survey.

Questions one through sixteen report findings concerning comfort levels, confidence, enjoyment, knowledgeability, responsibility, communication skills and discipline. Questions seventeen and eighteen report findings concerning working relationships. Question nineteen reports findings concerning enforcement of policies and procedures. Questions twenty through twenty-five report findings on teaching resources, evaluation materials, mentoring, and training needs.

Demographic Information

The demographic information indicated that fifteen of the respondents were male and thirty were female. Table 1 conveys the breakdown of the responses. The percentages shown in Table 1 are based on the total number of responses to the survey.

Table 1.

Gender of Respondent.

Gender	Total	Percentage
Male	15	33.3
Female	30	66.7
Total	45	100.0

Respondents were asked to indicate the time spent substitute teaching. The results indicate thirteen substitute teachers have held that position less than two years, fifteen have spent two to five years substitute teaching, and seventeen have spent more than five years substitute teaching. Table 2 shows the number of survey responses by time spent. The percentages shown in Table 2 are based on the total number of responses to the survey.

Table 2.

Respondents Time Spent Subbing.

Time Spent Subbing	Total	Percentage
Less than two years	13	28.9
Two to five years	15	33.3
More than five years	17	37.8
Total	45	100.0

The data shows the quantity of time spent substitute teaching played a significant role in the response to three of the questions on the survey. The questions are 10, 18, and 20. Each of these questions will be explained within the area they are addressed.

Using a Likert Scale, the respondents were asked to rate personal abilities based on comfort level, confidence, enjoyment, knowledge, responsibility, communication skills, discipline, working relationships with students and teaching staff, enforcement of policies and procedures, and the need for evaluation methods, mentoring, and training. Each of these responses was compiled using the research objectives. The Likert Scale consisted of the following information:

0 = Never

1 = Sometimes

2 = Undecided

3 = Frequently

4 = Always

Objective 1

Objective 1: To assess the feelings substitute teachers possess when arriving at various schools. This objective is represented in questions 1 and 2.

Question 1: I feel comfortable when asked to substitute in various classes.

As shown in Table 3, 57.8 percent of the respondents frequently feel comfortable. Percentages in Table 3 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 3.

Response	Males	Females
Never	7.1 (1)	3.4 (1)
Sometimes	7.1 (1)	-
Frequently	42.9 (6)	69.0 (20)
Always	42.9 (6)	27.6 (8)
Undecided/Don't know/	-	1
Not applicable		

Note. One respondent did not answer this question.

Question 2: I enjoy subbing within certain grade levels more than others.

Both males and females frequently enjoy subbing within certain grade levels more than others (46.7 percent and 31.0 percent, respectively) and always enjoy certain grade levels more (40.0 percent and 48.3 percent, respectively). Many of the data showed the respondents each have their own preference on the grade level(s) they enjoy the most. It was determined the middle school (grades six through eight) presents the most challenges. In several situations the elementary level students were easier to control, more respectful, and exhibited better listening

skills. The substitute teachers that have previously held a regular teaching job prefer to substitute teach at those grade levels due to their previous experience (see Appendix C). Percentages in Table 4 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 4.

Response	Males	Females
Never	6.7 (1)	3.4 (1)
Sometimes	6.7 (1)	17.2 (5)
Frequently	46.7 (7)	31.0 (9)
Always	40.0 (6)	48.3 (14)
Undecided/Don't know/	-	1
Not applicable		

Objective 2

Objective 2: To determine if substitute teachers experience feelings of inadequacy when visiting any of the schools within the Unified School District of Antigo. This objective is represented in questions 3, 17, and 18.

Question 3: I enjoy subbing within certain disciplines more than others.

The data shows males enjoy subbing in certain disciplines more than others answering always with 42.9 percent. The females are slightly less certain in their enjoyment within certain disciplines showing 47.8 percent responding with sometimes and frequently. The data conveys a lack of enjoyment in physical education, art, music, and special education classes. Responses to this question, similar to question two, conveyed more enjoyment in the classes they possess

content knowledge (see Appendix C). Percentages in Table 5 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Question 3: I enjoy subbing within certain disciplines more than others.

Table 5.

Response	Males	Females
Never	-	8.7 (2)
Sometimes	28.6 (4)	8.7 (2)
Frequently	28.6 (4)	47.8 (11)
Always	42.9 (6)	34.8 (8)
Undecided/Don't know/	1	6
Not applicable		

Note. One respondent did not answer this question.

Question 17: I possess a good working relationship with students.

The data shows the majority of males (73.3 percent) always and females (53.3 percent) frequently possess good working relationships with students. Percentages in Table 6 are based on the total number of responses to the survey.

Table 6.

Response	Males	Females
Frequently	26.7 (4)	53.3 (16)
Always	73.3 (11)	46.7 (14)

Question 18: I possess a good working relationship with teaching staff.

The data shows the majority of respondents always possess a good working relationship

with teaching staff with males responding 80.0 percent and females responding 62.1 percent. Percentages in Table 7a are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 7a.

Response	Males	Females
Sometimes	-	3.4 (1)
Frequently	20.0 (3)	34.5 (10)
Always	80.0 (12)	62.1 (18)
Undecided/Don't know/ Not applicable		1

The respondents having subbed two to five years have a lower mean than those who have been subbing less than two years. The results are unclear for the respondents subbing more than five years. This is shown in Table 7b.

Table 7b.

Time Spent Subbing	N	Mean	Standard Deviation
Less than Two Years	13	2.92	.277
Two to Five Years	14	2.36	.633
More than Five Years	17	2.71	.470
Total	44	2.66	.526

Objective 3

Objective 3: To determine if substitute teachers need to develop or enhance skills necessary for classroom management, organization, motivation, and personal teaching

advancement. This objective is represented in questions 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, and 16.

Question 4: I consider myself a good disciplinarian.

The responses exhibit confidence by both groups with 69.2 percent of males answering always and 70.4 percent of females answering frequently. Percentages in Table 8a are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 8a.

Response	Males	Females
Sometimes	7.7 (1)	3.7 (1)
Frequently	23.1 (3)	70.4 (19)
Always	69.2 (9)	25.9 (7)
Undecided/Don't know/	2	3
Not applicable		

A t-test was performed to determine the Equality of Means. A significant difference is noted. The statistics show the males have a higher mean. The results are reported in Table 8b.

Table 8b.

Gender	Mean	T-Value	df	Significance (two-tailed)
	Standard Deviation			
	N			
Males	2.62			
	0.65			
	13			
		2.095	38	0.043 *
Females	2.22			
	0.51			
	27			

p < .05 level

Question 5: I possess skills that make me a good substitute teacher.

The respondents are confident in the skills they possess with all answers being always (males, 73.3 percent) and frequently (females, 55.2 percent). The data reveals nearly all of the comments reflect their strengths highlighting their flexibility, reliability, and dedication to the classroom or as retirees noting their experience and the time spent as a regular teacher (see Appendix C). Percentages in Table 9 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 9.

Response	Males	Females
Frequently	26.7 (4)	55.2 (16)
Always	73.3 (11)	44.8 (13)
Undecided/Don't know/ Not applicable	-	1

Question 6: I am knowledgeable within the areas I am subbing.

The data shows the females are more knowledgeable within the areas they are subbing, providing responses of 44.8 percent always with the males showing only 14.3 percent always. Percentages in Table 10a are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 10a.

Response	Males	Females
Sometimes	28.6 (4)	3.4 (1)
Frequently	57.1 (8)	51.7 (15)
Always	14.3 (2)	44.8 (13)
Undecided/Don't know/ Not applicable	1	1

A t-test was performed to determine the Equality of Means. A significant difference is noted. The statistics show the females have a higher mean. The results are reported in Table 10b.

Table 10b.

Gender	Mean Standard Deviation N	T-Value	df	Significance (two-tailed)
Males	1.86 0.66 14	2.852	41	0.007 **
Females	2.41 0.57 29			

** p < .01 level

Question 7: I am comfortable within the areas I am subbing.

The data shows the same distribution of males (50.0 percent) answering frequently and always and females (48.3 percent) answering frequently and always. Percentages in Table 11 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 11.

Response	Males	Females
Sometimes	-	3.4 (1)
Frequently	50.0 (7)	48.3 (14)
Always	50.0 (7)	48.3 (14)
Undecided/Don't know/	1	1
Not applicable		

Question 8: I feel the students are productive in the classrooms in which I substitute.

The data shows both males and females (57.1 percent and 79.3 percent, respectively) frequently feel students are productive in the classrooms they sub. Percentages in Table 12 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 12.

Response	Males	Females
Sometimes	7.1 (1)	-
Frequently	57.1 (8)	79.3 (23)
Always	35.7 (5)	20.7 (6)
Undecided/Don't know/	1	1
Not applicable		

Question 9: I am confident in my abilities as a substitute teacher.

The data shows 71.4 percent of males and 64.3 percent of females are confident in their abilities as a substitute teacher. Once again, whether it is experience gained through previously working as a regular classroom teacher or experience gained through substitute teaching,

experience is determined to be crucial to the confidence level exhibited.. Data also concludes lesson plans left by the regular teacher and an acclamation to the staff heighten confidence levels (see Appendix C). Percentages in Table 13 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 13.

Response	Males	Females
Frequently	28.6 (4)	35.7 (10)
Always	71.4 (10)	64.3 (18)
Undecided/Don't know/	1	2
Not applicable		

Question 11: I use a variety of teaching materials when I substitute.

The data shows a variety of teaching materials are used by substitutes. Both males and females (53.8 percent and 55.2 percent, respectively) rate this as frequently. Percentages in Table 14 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 14.

Response	Males	Females
Sometimes	15.4 (2)	3.4 (1)
Frequently	53.8 (7)	55.2 (16)
Always	30.8 (4)	41.4 (12)
Undecided/Don't know/	2	1
Not applicable		

Question 12: I make good use of my time management skills when I am in the classroom.

The data shows both males (57.1 percent) and females (55.2 percent) make good use of time management skills rating themselves as always. Percentages in Table 15 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 15.

Response	Males	Females
Sometimes	14.3 (2)	-
Frequently	28.6 (4)	44.8 (13)
Always	57.1 (8)	55.2 (16)
Undecided/Don't know/	1	1
Not applicable		

Question 13: I am confident in my abilities to motivate students.

The data shows males (50.0 percent) and females (56.7 percent) rate themselves as frequently confident in their abilities to motivate students. Percentages in Table 16 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 16.

Response	Males	Females
Sometimes	7.1 (1)	3.3 (1)
Frequently	50.0 (7)	56.7 (17)
Always	42.9 (6)	40.0 (12)
Undecided/Don't know/	1	-
Not applicable		

Question 14: My communication skills are effectively put to use in the classroom.

The data shows all respondents make effective use of their communication skills with ratings of frequently and always. 60.0 percent of males and 53.3 percent of females give themselves an always rating. The percentages shown in Table 17 are based on the total number of responses to the survey.

Table 17.

Response	Males	Females
Frequently	40.0 (6)	46.7 (14)
Always	60.0 (9)	53.3 (16)

Question 15: I am confident in my abilities to manage student behavior.

The data shows the majority of males (69.2 percent) always exhibit confidence to manage student behavior and the majority of females (55.6 percent) frequently exhibit confidence in this area. Percentages in Table 18 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 18.

Response	Males	Females
Sometimes	-	3.7 (1)
Frequently	30.8 (4)	55.6 (15)
Always	69.2 (9)	40.7 (11)
Undecided/Don't know/ Not applicable	2	3

Question 16: I exhibit professional responsibility for the operation of the classroom, school, and

district.

The data shows both males (86.7 percent) and females (76.7 percent) always exhibit professional responsibility. Percentages in Table 19 are based on the total number of responses to the survey.

Table 19.

Response	Males	Females
Frequently	13.3 (2)	23.3 (7)
Always	86.7 (13)	76.7 (23)

Objective 4

Objective 4: To discover whether receiving knowledge of the various grade levels and schools will improve productivity. This objective is represented in questions 10 and 19.

Question 10: I encounter most of my difficulties within only a few schools.

Data shows a large quantity of respondents (11) did not answer this question. The question was interpreted in various ways. The males frequently (50.0 percent) encounter difficulties within only a few schools whereas the females responded never (38.9 percent). Once again data shows middle school (grades six through eight) presents the most difficulties due to its challenging nature. Preparedness by the regular teacher helps to alleviate difficulties. Several respondents noted administration present within each school determines the reduction of difficulties encountered (see Appendix C). Percentages in Table 20a are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 20a.

Response	Males	Females
Never	25.2 (2)	38.9 (7)
Sometimes	12.5 (1)	27.8 (5)
Frequently	50.0 (4)	16.7 (3)
Always	12.5 (1)	16.7 (3)
Undecided/Don't know/	3	11
Not applicable		

Note. Five respondents did not answer this question.

The respondents having subbed less than two years have a statistically higher mean than the respondents having subbed two to five years and more than five years. This is shown in Table 20b.

Table 20b.

Time Spent Subbing	N	Mean	Standard Deviation
Less than Two Years	6	2.50	.548
Two to Five Years	11	1.18	.982
More than Five Years	9	.44	.726
Total	26	1.23	1.107

Question 19: I am confident in the enforcement of policies and procedures applicable to each individual school.

The data shows the males (64.3 percent) always feel confident in the enforcement of policies and procedures, whereas females (45.8 percent) frequently feel comfortable. Percentages

in Table 21 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 21.

Response	Males	Females
Never		4.2 (1)
Sometimes	7.1 (1)	12.5 (3)
Frequently	28.6 (4)	45.8 (11)
Always	64.3 (9)	37.5 (9)
Undecided/Don't know/	1	6
Not applicable		

Objective 5

Objective 5: To identify whether substitute teachers feel having training prior to subbing would alleviate reservations they possess upon entering the classroom. This objective is represented in questions 22, 23, and 24.

Question 22: Resources provided will enhance my abilities in substitute teaching situations.

Resources are viewed as an important component of substitute teaching. The data shows both males (33.3 percent) and females (44.0 percent) always view resources as enhancing their abilities. Percentages in Table 22 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 22.

Response	Males	Females
Never	8.3 (1)	8.0 (2)
Sometimes	25.0 (3)	16.0 (4)
Frequently	33.3 (4)	32.0 (8)
Always	33.3 (4)	44.0 (11)
Undecided/Don't know/	2	3
Not applicable		

Note. Three respondents did not answer this question.

Question 23: Evaluation forms periodically distributed to students would help determine needed improvement areas within my teaching.

The data shows fourteen respondents were undecided on the effects student evaluation forms would have on determining improvement areas. Of the responses given, both males (55.6 percent) and females (42.1 percent) frequently rate it as such. Percentages in Table 23 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 23.

Response	Males	Females
Never	33.3 (3)	21.1 (4)
Sometimes	11.1 (1)	21.1 (4)
Frequently	55.6 (5)	42.1 (8)
Always	-	15.8 (3)
Undecided/Don't know/	5	9
Not applicable		

Note. Three respondents did not answer this question.

Question 24: I sense the need for improvement within my personal abilities as a substitute teacher.

The data shows there is sometimes a need for improvement with the males responding 54.5 percent and the females responding 57.1 percent. Percentages in Table 24 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 24.

Response	Males	Females
Never	36.4 (4)	14.3 (3)
Sometimes	54.5 (6)	57.1 (12)
Frequently	9.1 (1)	14.3 (3)
Always	-	14.3 (3)
Undecided/Don't know/	3	7
Not applicable		

Note. Three respondents did not answer this question.

Objective 6

Objective 6: To assess whether the rate of comfort exhibited by substitute teachers could be improved through the use of mentors or trainers. This objective is represented in questions 20, 21, and 25.

Question 20: A mentor would be helpful to substitute teachers.

The data shows the majority of females (35.0 percent) give a higher rating to the mentor always and frequently being helpful, whereas the majority of the males (44.4 percent) sometimes feel the mentor would be helpful. Percentages in Table 25a are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 25a.

Response	Males	Females
Never	11.1 (1)	-
Sometimes	44.4 (4)	30.0 (6)
Frequently	33.3 (3)	35.0 (7)
Always	11.1 (1)	35.0 (7)
Undecided/Don't know/	6	9
Not applicable		

Note. One respondent did not answer this question.

The respondents subbing two to five years have a lower mean than either of the respondents subbing less than two years or those subbing more than five years. This is shown in Table 25b.

Table 25b.

Time Spent Subbing	N	Mean	Standard Deviation
Less than Two Years	10	2.40	.843
Two to Five Years	11	1.27	.647
More than Five Years	8	2.00	.756
Total	29	1.86	.875

Question 21: Mentoring from others has helped improve my abilities to monitor group and independent classroom activities.

The data shows the females (38.1 percent) have frequently experienced mentoring and regard it as helpful to their abilities more than the males (33.3 percent) who gave it a never

rating. Percentages in Table 26 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 26.

Response	Males	Females
Never	33.3 (4)	14.3 (3)
Sometimes	25.0 (3)	33.3 (7)
Frequently	16.7 (2)	38.1 (8)
Always	25.0 (3)	14.3 (3)
Undecided/Don't know/	2	7
Not applicable		

Note. Three respondents did not answer this question.

Question 25: Additional training techniques will enhance my abilities as a substitute teacher.

The data shows females give a higher rating to additional training techniques enhancing their abilities. The females (34.8 percent) rate this question as frequently, whereas the males (38.5 percent) sometimes say training techniques will enhance their abilities. Percentages in Table 27 are based on the total number of responses to the survey, but do not include the undecided/don't know/not applicable responses.

Table 27.

Response	Males	Females
Never	30.8 (4)	17.4 (4)
Sometimes	38.5 (5)	26.1 (6)
Frequently	15.4 (2)	34.8 (8)
Always	15.4 (2)	21.7 (5)
Undecided/Don't know/	2	5
Not applicable		

Note. Two respondents did not answer this question.

Questions 20-25 related to resources, mentoring, and training. These questions had increased responses in the undecided/don't know/not applicable category and some respondents did not answer these questions due to lack of information concerning aspects of a training program and its implementation.

Responses from the survey instruments that correlated to the research objectives have been reported in this chapter.

Chapter V will provide the limitations of the study, and the summary, conclusions, and recommendations for training substitute teachers within the Unified School District of Antigo. This chapter will convey the importance of implementing a training program to discuss areas of concern and alleviate reservations by the substitute teachers. Recommendations for future study will be discussed.

Chapter V

Limitations, Summary, Conclusions, and Recommendations

This chapter provides an overview of the survey responses in relation to the identified objectives, as well as the limitations of the study, conclusions, and recommendations for future study.

Limitations

The limitations to this study included:

1. Data applies only to substitute teachers in the Unified School District of Antigo.
2. Many of the substitutes are retired teachers who previously taught within this district.
3. Data gathered may be limited because the survey instrument was developed by the researcher.
4. Respondents received a limited amount of time in which to complete the survey.

Summary

The focus of this research study was a training needs assessment for substitute teachers employed by the Unified School District of Antigo. The goal was to meet the following research objectives:

1. To assess the feelings substitute teachers possess when arriving at various schools.
2. To determine if substitute teachers experience feelings of inadequacy when visiting any of the schools within the Unified School District of Antigo.
3. To determine if substitute teachers need to develop or enhance skills necessary for classroom management, organization, motivation, and personal teaching advancement.
4. To discover whether receiving knowledge of the various grade levels and schools will improve productivity.

5. To identify whether substitute teachers feel having training prior to subbing would alleviate reservations they possess upon entering the classroom.
6. To assess whether the rate of comfort exhibited by substitute teachers could be improved through the use of mentors or trainers.

Upon completion of a review of related literature to convey the importance of the study, a survey was conducted to gather data on the comfort level demonstrated and knowledge displayed by substitute teachers. The data was gathered by administering a survey to 58 full- and part-time substitute teachers employed by the Unified School District of Antigo. A total of 46 substitute teachers returned the surveys, including one unusable survey due to its noncompletion.

With the collection of data from the study, the researcher compiled charts conveying the knowledge levels and experiences possessed by substitute teachers.

Conclusions

Survey responses indicated that the substitute teachers are more informed and better prepared than predicted after a review of related literature. The research showed substitute teachers do not view training as crucial to their performance as was presented in the review of related literature. Former teachers who are now substituting to supplement their retirement expressed their classroom experience as the best training method. The substitute teachers who lack experience in the classroom placed a greater emphasis on mentors, teaching resources, and training programs. Others witnessed individual schools as posing problems not reliant on lack of training but on the students present within the classrooms.

There were seven major findings from this study:

1. The respondents with less experience in teaching favored the training resources, mentoring, and training programs. The regular and retired teachers felt they are equipped to handle the classrooms.
2. The respondents believed teaching resources would help to enhance their abilities. Responses consisted of 'always' (40.5) and 'frequently' (32.4 percent).
3. The respondents (46.4 percent) believed evaluation forms distributed to students would 'frequently' help to determine needed areas of improvement within their teaching.
4. The respondents with less experience in teaching encountered more difficulties within certain schools. Responses were evenly divided between 'always' (50.0 percent) and 'frequently' (50.0 percent).
5. The respondents possessed a preference to particular grade levels and disciplines based on previous experience.
6. The respondents encountered the most difficulties in the middle school (grades six through eight).
7. The respondents believed additional training will enhance their abilities 'sometimes' (30.6 percent), 'frequently' (27.8 percent), and 'always' (19.4).

Recommendations for Future Study

1. Design various versions of the survey instrument to accommodate the needs of former regular teachers versus those who are new to the teaching profession.
2. Organize a focus group to examine questions to alleviate wording ambiguities.
3. Send a welcome letter to substitute teachers prior to the beginning of the fall term notifying them that a survey will be administered during the fall semester.

4. Administer the survey during the school year when the quantity of substitute teachers is at its peak.
5. Provide a place on the survey for the respondents to sign so they may be contacted.
6. Inquire of the substitute teachers the best training techniques to be used during a training program.
7. Administer the surveys yearly to detect any newly emerging concerns or problems.
8. Attempt to secure funds from within the district to offer substitute teachers a stipend for attending the training program.

REFERENCES

- Alexander, Russo. (2001, January). No substitute for quality, *The School Administrator Web Edition*. Retrieved June 25, 2004, from http://www.aasa.org/publications/sa/2001_01/contents.htm
- Bruno, James E. (2002, July 26). *Education Policy Analysis Archives*. Retrieved June 21, 2004, from <http://epaa.asu.edu/epaa/v10n32/>
- Cromwell, Sharon (1998, March 9). Basic training for subs. *Education World*. Retrieved June 21, 2004, from http://www.education-world.com/a_admin/admin054.shtml
- Delisio, Ellen R. (2001, October 16). School issues: substitute teachers gain national voice. *Education World*. Retrieved June 28, 2004, from http://www.educationworld.com/a_issues/issues213.shtml
- Delisio, Ellen R. (2002, June 6). School issues: no child left behind: what it means to you. *Education World*. Retrieved June 28, 2004, from http://www.educationworld.com/a_issues/issues273.shtml
- Elizabeth, Jane. (2001, January 7). A substitute for education: when the teacher's away. *Post Gazette.com*. Retrieved June 25, 2004, from <http://www.post-gazette.com/headlines/20010107subs2.asp>
- George, Patricia Lucas. (1991). How to improve your substitute teaching program. *NASSP Bulletin*, 75. 41-51.
- Glass, Roger S. (2001, May/June). Subs looking for a little r-e-s-p-e-c-t. *American Teacher*. Retrieved June 25, 2004, from http://www.aft.org/publication/american_teacher/may_jun01/subs.html

Hopkins, Gary. (2002, October 1). There's no sub for a good sub plan. *Education World*.

Retrieved June 21, 2004, from

http://boards.educationworld.com/a_admin/admin282.shtml

Lovley, Shawn. (1994). A practical guide to substituting at different grade levels. *Teaching Pre K-8*, 25, 70-71.

Pardini, Priscilla. (2000, Fall). Are you available to work for us today? *Journal of Staff*

Development. Retrieved June 18, 2004, from

<http://www.nsd.org/library/publications/jsd/pardini214.cfm>

Parker, Karlayne R. (2001, July). Substitute teachers talk training, pay. *National Substitute*

Teachers Alliance. Retrieved July 1, 2004, from

http://www.nstasubs.org/tampa_tribune_July_2001.htm

Plazas, David E. (2002, June 11). Lee substitute teachers want emergency training. *News-*

Press.com. Retrieved June 17, 2004, from

http://www.nstasubs.org/Lee_Substitute_Teacher_Want_Emergency_Training.htm

Smith, Geoffrey. (1999, April). Dealing with the substitute teacher shortage. *Personnel*

Management. Retrieved June 18, 2004, from

http://www.aasa.org/publication/sa/1999_04/foc_smith.htm

Smith, Geoffrey. (2000, Fall). Are you available to work for us today? *Journal of Staff*

Development. Retrieved June 18, 2004, from

<http://www.nsd.org/library/publications/jsd/pardini214.cfm>

Smith, Geoffrey G. (2002, January 30). Quick to criticize, slow to train. *Education Week*.

Retrieved June 17, 2004, from

<http://www.edweek.com/ew/newstory.cfm?slug=20smith.h2>

Smith, Geoffrey G. (2002). SubTrainer manual. K-12. (5th ed.). Utah: Utah State University.

Smith, Geoffrey G., Longhurst, Max L., Latham, Glenn, Murdock, Cynthia, Goldenhursh, Barbara. (2001). Substitute teacher handbook. Secondary 6-12. (5th ed.).Utah: Utah State University.

St. Michel, Terrie. (1995). Effective substitute teachers: myth, mayhem, or magic? (Doctoral dissertation, Arizona State University, Tempe, Arizona).

Stuart, Jay. (2002, August 15). Box elder school district's substitute teaching program receives honor. *Substitute Teaching Institute*. Retrieved June 18, 2004, from www.subed.org/Pressroom/pressPDF/BoxElderAwardPressRelease.pdf

Substitute teachers, a crucial resource. (2003, June 3). *Washington Education Association*. Retrieved June 25, 2004, from <http://www.wa.nea.org/member/substitutes/>

Vandenberg, Yvonne. (2003). Substitute Teacher Training. *Cooperative Educational Service Agency (CESA) #9 News*. Tomahawk, WI.

Appendix A

July 1, 2004

Dear Substitute Teacher

I am conducting a survey to gather data for a graduate research project at UW-Stout. The enclosed questionnaire has been designed to gather information concerning the need for substitute teacher training on a district level and if so, the areas that should be covered in this training.

Would you please take a few minutes to respond to some questions and statements concerning your personal knowledge and performance regarding substitute teaching? I am hoping to pinpoint areas that could help substitute teachers increase performance and gain more confidence so students will be more productive on days when their regular teacher is absent.

Please complete the enclosed survey and return it to me in the self-addressed, stamped envelope by **Friday, July 16, 2004**.

I value your opinion and appreciate the time you take in completing this survey.

Sincerely

Joanie Fisher

Enclosures: Survey
Self-addressed, stamped envelope

Appendix B

SUBSTITUTE TEACHER SURVEY

INSTRUCTIONS: Listed below are a variety of statements that are related to the job function of someone who is employed as a substitute teacher. Based on your personal background, rate the following statements on a scale of 0 through 4 with **0** being '**Never**' and **4** being '**Always**'. Please circle the number of the rating that best signifies the degree of occurrences you have experienced while subbing.

Demographics

What is your gender?

Male

Female

How long have you been substitute teaching?

Less than one year

One to two years

Two to five years

More than five years

0 = Never 1 = Sometimes 2 = Undecided 3 = Frequently 4 = Always

1. I feel comfortable when asked to substitute in various classes. 0 1 2 3 4

2. I enjoy subbing within certain grade levels more than others. 0 1 2 3 4

Explain: _____

3. I enjoy subbing within certain disciplines more than others. 0 1 2 3 4

Explain: _____

4. I consider myself a good disciplinarian. 0 1 2 3 4

5. I possess skills that make me a good substitute teacher. 0 1 2 3 4

Explain: _____

- | | | | | | |
|--|---|---|---|---|---|
| 6. I am knowledgeable within the areas I am subbing. | 0 | 1 | 2 | 3 | 4 |
| 7. I am comfortable within the areas I am subbing. | 0 | 1 | 2 | 3 | 4 |
| 8. I feel the students are productive in the classrooms in which I substitute. | 0 | 1 | 2 | 3 | 4 |
| 9. I am confident in my abilities as a substitute teacher. | 0 | 1 | 2 | 3 | 4 |

Explain: _____

- | | | | | | |
|--|---|---|---|---|---|
| 10. I encounter most of my difficulties within only a few schools. | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|

Explain: _____

- | | | | | | |
|--|---|---|---|---|---|
| 11. I use a variety of teaching materials when I substitute. | 0 | 1 | 2 | 3 | 4 |
| 12. I make good use of my time management skills when I am in the classroom. | 0 | 1 | 2 | 3 | 4 |
| 13. I am confident in my abilities to motivate students. | 0 | 1 | 2 | 3 | 4 |
| 14. My communication skills are effectively put to use in the classroom. | 0 | 1 | 2 | 3 | 4 |
| 15. I am confident in my abilities to manage student behavior. | 0 | 1 | 2 | 3 | 4 |
| 16. I exhibit professional responsibility for the operation of the classroom, school, and district. | 0 | 1 | 2 | 3 | 4 |
| 17. I possess a good working relationship with students. | 0 | 1 | 2 | 3 | 4 |
| 18. I possess a good working relationship with teaching staff. | 0 | 1 | 2 | 3 | 4 |
| 19. I am confident in the enforcement of policies and procedures applicable to each individual school. | 0 | 1 | 2 | 3 | 4 |
| 20. A mentor would be helpful to substitute teachers. | 0 | 1 | 2 | 3 | 4 |
| 21. Mentoring from others has helped improve my abilities to monitor group and independent classroom activities. | 0 | 1 | 2 | 3 | 4 |

- | | | | | | |
|---|---|---|---|---|---|
| 22. Resources provided will enhance my abilities in substitute teaching situations. | 0 | 1 | 2 | 3 | 4 |
| 23. Evaluation forms periodically distributed to students would help determine needed improvement areas within my teaching. | 0 | 1 | 2 | 3 | 4 |
| 24. I sense the need for improvement within my personal abilities as a substitute teacher. | 0 | 1 | 2 | 3 | 4 |
| 25. Additional training techniques will enhance my abilities as a substitute teacher. | 0 | 1 | 2 | 3 | 4 |

Add comments: _____

Thank you for your cooperation. Please return to me in the enclosed self-addressed, stamped envelope by July 16, 2004.

Appendix C

Respondents' Comments Relating to the Survey Questions

Question 2: I enjoy subbing within certain disciplines more than others.

1. When asked to sub in areas I don't feel confident of the material, I am very uncomfortable.
2. I only sub for instrumental music.
3. I only teach band grades 5-12.
4. I enjoy subbing in grades 2 & 3.
5. Being certified 1-9, I am naturally more comfortable subbing in those grades than others.
6. My teaching years were spent in 4-6 so I feel more comfortable with those grades.
7. I enjoy lower elementary classes.
8. I like to substitute for middle school and high school rather than elementary.
9. My children are younger, therefore I feel more comfortable in K-5
10. I will only sub in the middle school in an emergency – I'm used to older students.
11. Foreign languages and science classes
12. I enjoy all levels, but being in one room with one group of students appeals to me more than switching classes. I know some classrooms better than others.
13. High school
14. Enjoy more independence in kids grade 2 and above. Don't enjoy above grade 6 – the kids are disrespectful and won't listen.
15. I enjoy Pre K- 6.
16. The middle school is very challenging. I've had the best experiences in lower elementary and upper high school classrooms.
17. All through my 37 year teaching career I have had a personal preference to grades 3-5. Grade 6 and up deal with life situations that are more difficult for me to handle.

18. I only sub within a certain grade level because I get to know the students and they get to know me which makes subbing easier and more productive.
19. The lower grades are easier to control.
20. I have always enjoyed grades 1-3.
21. My experience is within lower elementary classrooms.
22. I prefer subbing in grades 3-5. I won't sub in the middle school.
23. I prefer the primary classrooms, including kindergarten.
24. I prefer grades 6-12 (middle school and high school).
25. I am comfortable with special needs classrooms and K-6.
26. High school and middle school because they offer a greater experience
27. I enjoy subbing with 11th and 12th grade students.
28. Middle school can be the most challenging.
29. Elementary preferred
30. I have not always felt comfortable teaching some of the special education classes. I do not feel qualified to handle some of the problems that can occur.
31. I only sub in the elementary schools.
32. I enjoy high school much more than the middle school.
33. Each grade level presents challenges unique to that age group. The particular students' needs and behaviors often determine the enjoyment level for the day.
34. Most comfortable with high school
35. Some classes are tougher than others, but when a person prepares for it, it is no different than any other class.
36. I feel more comfortable at the elementary level.

37. In general, I have enjoyed subbing for grades 2-5 and high school. I have been a bit more selective with jobs at the middle school.

38. I only sub in K-3 unless there is a shortage of subs.

Question 3: I enjoy subbing within certain disciplines more than others.

1. I do not feel confident in Special Education, especially the Emotionally Disturbed classroom.
Most of the other disciplines are comfortable for me.
2. Band only
3. I like using love and logic.
4. I sub only elementary for the district
5. I think this applies more to middle school and high school
6. I do not enjoy art, music and special education because it is usually babysitting.
7. I like to use my degree whenever possible, but I don't limit my subbing strictly to it.
8. My studies in college were focused on science.
9. Sometimes I have no background in the area I sub.
10. The social studies teachers (and sometimes English) just give me the topic and let me go.
11. Wherever I am, I'm usually happy.
12. I like the challenge of switching.
13. Except special education
14. I have subbed music and physical education and the plans were good so it was an enjoyable day, but if there had been no plans, I wouldn't have been able to "wing it" because these aren't my specialty areas.
15. I enjoyed all areas.
16. I have a life science background and find these classes most enjoyable. I'm more confident in the science classes over some others.
17. Regular education classrooms – this is where my experiences are strongest
18. Academic classes/disciplines are generally more structured/familiar

19. History/Social Studies
20. Elementary classrooms (Reading and Title I)
21. I feel more confident in certain subjects, but I don't substitute in upper levels.
22. I enjoy the intermediate grades.
23. Primary and special education, art, guidance
24. Some classes are more enjoyable to sub in than others depending on student behavior, but I enjoy a challenge (i.e. EBD – Emotional Behavior Disturbance classes).
25. Depends on my personal knowledge of the subject
26. I enjoy subbing in most disciplines, but special education, especially ED (emotionally disturbed) can be a special challenge.
27. Title I, ED (emotionally disturbed), and LD (learning disabled)
28. I enjoy instilling respect, self-motivation, control and good self-esteem where everyone does their best and can still have fun. I am strict, but fair.
29. I enjoy all subjects in elementary school, except physical education which is my least favorite.
30. Math
31. EBD (Emotional Behavior Disturbance) is very difficult at any age level. I am more comfortable with certain subjects, but enjoy the variety.
32. Technology Education is the area I feel most comfortable.
33. I set my rules for that day. The teachers can enforce their rules when they come back.
34. Some disciplines require the sub to actually teach.
35. I felt comfortable with everything from Algebra and English to Physical Education and Music.

36. I do not feel comfortable teaching classes such as art, music, etc.

Question 5: I possess skills that make me a good substitute teacher.

1. When I teach, I like the challenge of making the lessons understandable (e.g. math).
2. I know the music and I work well with kids.
3. I work as an instructional assistant and sub only when needed. The skills I've learned carry over from one job to another.
4. I believe so, but I only subbed one month before securing a long-term position out of the district.
5. I just think 25 years teaching experience makes subbing a lot easier.
6. I was a classroom teacher.
7. I'm comfortable in a variety of settings, and I can teach anything, provided there is a sound lesson plan.
8. While I feel comfortable, it seems older children like to test their boundaries. This can deter a successful assignment.
9. After 40 years, what can I say?
The responsibilities of the additional job I have held for the past 15 years are quite hectic.
10. 35 years of successful teaching
11. I still loved teaching when I retired.
12. I usually have control. I have raised seven children.
13. I am a good disciplinarian and I like kids.
14. I have taught overseas and in the U.S. in many settings. I can be flexible.
15. Organized, good rapport with adults and students, flexible
16. I'm outgoing and honestly try my best to be a good teacher while in the classroom.
17. I am a retired classroom teacher.

18. I feel that I am good at subbing because I have learned to be flexible/adaptable, prepared for the unexpected, and a disciplinarian who runs a tight ship.

19. Teaching experience

20. I have 25 years experience and have accumulated many activities that are fun for kids that fill short periods of time. I bring my ukulele to spice up lower elementary classes with singing.

21. I have taught in three one-room schools, and 26 years in Catholic schools.

22. Patient, flexible, and reliable

23. I'm firm, but fair; I enjoy working with kids and helping them where they need help; I'm flexible; I have a teaching certificate and have taught in the past; I am involved in the schools and community in a variety of ways; I am approachable and liked well by others.

24. There are classes that challenge one's patience due to the dynamics present.

25. I have 34 years of teaching experience.

26. I have taught in the middle school and high school and was a substitute for over 20 years.

27. I have a desire to see the student succeed. I possess patience and empathy.

28. I have had many years of experience and feel very comfortable, confident, and knowledgeable.

29. I substituted for the past five years while I went back to school to receive my teaching certification. I am now a first grade teacher.

30. I know the students. When I get a math class, I can teach.

31. I possess experience as a parent, awareness of the aspects of an appropriate learning environment, good listening skills, and attention to lesson plan details. I also attended the brief CESA 9 substitute training.

32. Patience

33. I always carry extra work with me so if I need extra material, I have it.
34. I enjoy helping children learn.
35. I feel able to draw on previous experiences to add to whatever subjects I am teaching.
36. Many years ago I was a second grade teacher and developed good classroom management.

Question 9: I am confident in my abilities as a substitute teacher.

1. I believe I have good rapport with other teachers.
2. 35 years in the bandroom
3. Just a lot of class A, 1st division awards. Best of all, 11 former students went on to become directors themselves.
4. I do not do enough subbing to answer this question.
5. Having just completed my studies to be an educator, I am “up on the knowledge and skills of pedagogy”.
6. Subbing experience also makes things easier.
7. Provided I have a solid lesson plan I can substitute in almost any area.
8. I have a Masters + 31 credits and 40 years experience.
9. I am more confident subbing in this order: elementary, middle school, and high school
10. I can usually figure out what the teacher has not explained and I know how and who to ask for help.
11. I am able to use another teacher’s plans and I can “wing it” if necessary.
12. I don’t have a teaching background, but feel that I have qualities that make me a good teacher.
13. If I have an adequate lesson plan/outline, I feel I can continue from where the teacher left off and be productive.
14. I’m just a bit new at subbing. Maybe I am a bit insecure yet.
15. Previous teaching experience
16. I have a lot of experience and I don’t accept assignments out of my field.
17. My experience qualifies me for subbing.

18. I am quite confident as a disciplinarian. I am confident in the content areas I teach.
19. I have developed a good rapport with students and staff and I continue to strive for excellence in myself.
20. Because of 34 years of teaching experience
21. Knowing the staff and previously working with most of them has helped when substitute teaching for them.
22. No problems, except time. I have many demands on my time.
23. It depends on the lesson plans left by the teacher.
24. Students, parents, teachers, and administrators have conveyed the message (the merit) of my worth, both written and orally.
25. I enjoy going to work and have had no big problems other than a boy falling down in physical education.
26. Respect is not always found in the classroom. Discipline can be a problem.
27. Classes can sometimes be challenging.
28. I try to have the class run as if the teacher is still there teaching the class, so when he/she comes back it is as if he/she never left.
29. I am comfortable in most all classroom situations.
30. In general, I think the students learned from having me as a sub and the teachers were pleased with what I accomplished.
31. I feel the students are productive, but the quality of work is not as good as that completed for the regular teachers.

Question 10: I encounter most of my difficulties within only a few schools.

1. Any difficulties I have had with classroom material or discipline, I have sought assistance from other staff and have never been turned away.
2. No difficulties
3. No real problems
4. Usually only sub at the school where I work
5. I was fortunate to work in great schools
6. I only sub at one school mostly and a few times at another.
7. I encounter difficulties in disorganized settings.
8. It usually occurs with the students that are in that particular grade.
9. Most schools I deal with are very good in dealing with substitutes.
10. The middle school seems to be much more challenging.
11. I only sub in the high school unless an emergency arises.
12. Some classes are more difficult than others.
13. No problems
14. Some schools have class sizes that are too big, have too many bodies, have too much action, and other problems. The principal sets the tone of the school environment.
15. I encounter few difficulties.
16. Some schools have administrative personnel that are more supportive than others.
17. I think student discipline generally depends upon the type of leadership present in the school.
18. I only sub at one school/level which reduces difficulties.
19. I sub at Antigo, Elcho, White Lake. They all have similar difficulties.
20. I have only subbed in one school.

21. For some reason I find that the “country” schools have better behavior.
22. I have no difficulties in the schools I sub. I only sub in the elementary grades.
23. I do not have any specific problems with any school
24. Difficulties arise mostly due to poor student behavior, but I encounter few problems.
25. There are classrooms in every school that challenge the most seasoned teacher.
26. No difficulties at particular schools, only with individual students
27. I only sub in the high school.
28. I prefer certain principals’ methods, thus making my job easier.
29. Not all teachers have sub folders on their desk that include seating charts and schedules.
30. I have had no difficulties in any of the schools and if I did, I would immediately contact the principal.
31. I’m not sure how to answer.
32. Lack of awareness of specific teacher routine and student needs occurs throughout the district.
33. Middle school
34. I have the skills to handle different kids, schools, and districts, thus encountering no real problems.
35. Middle school is the toughest.
36. I encountered discipline problems mostly with grades 6 and 8 at the middle school.
37. I find some classes more difficult than others, but not any one school.

Respondents' Overall Comments Relating to the Surveys

1. Changes in curriculum are frequent in Reading and Language Arts. Workshops to update substitute teachers would be a great boost. In fact when new texts in any area are introduced, training the subs along with teacher staff would be a help.
2. I am subbing in my former teaching position.
3. Most of my work is that of an I.A. (Instructional Assistant). I sub in other areas only in emergencies. Both roles help and feed off of each other.
4. It is a joy to sub for teachers who are organized and have good discipline. It is difficult to work in disorganized classrooms or for teachers with no lesson plans or plans that are hard to follow. Some teachers think subs are babysitters so we get to show videos all day. I expect to perform the same lessons as the regular teacher and a sub can do that in an organized setting.
5. Not at this stage of the game.
6. The majority of subs are not former successful teachers – questions 21 through 23 may apply to them. I have a fairly keen sense of my job tasks after all these years of teaching when I step into the classroom. After 35 years of successful teaching, I would not take too kindly to being retrained to be a substitute teacher.
7. It is always good to learn what is new and be exposed to new techniques. Most issues in a classroom are unexpected and neither a mentor nor resources would be helpful at the moment. All students are different. Experience is the best teacher.
8. It would be helpful to give new subs a directory of teachers in the district, as well as a get-together for all subs at the beginning of the year to form a support network. It would also be helpful to have a schedule of when each school begins, ends, has recess, and has

- lunch, as this varies from school to school. When I am called, it would be nice to know if I have recess duty since this may affect the time I arrive and how I dress.
9. I don't feel that the two and one-half day training seminar for subs offered through CESA 9 is enough, although it is definitely better than nothing.
 10. Teachers need to know whom their sub is going to be, when possible, so they can prepare accordingly. Now that one does not have to be teacher-certified to sub, some subs cannot carry on with the material and are not prepared to teach a lesson. I believe subs need to be certified as teachers.
 11. With a mentor I would have a better grasp of the school policies, as far as what is permitted and the behaviors that demand some form of sanction.
 12. I will not be substituting on a regular basis next year.
 13. I am required to follow the plans of the teacher I am replacing for the day or week.
 14. I enjoy continuing my learning through classes, but my ability to take courses is limited to what I can afford.
 15. I value continued education. Training would help in various situations such as how to deal with the Emotionally Disturbed (E.D.) students.
 16. I probably would not change a thing.
 17. This might be advantageous, but I have a lot of schooling or education already. The mentor idea may be better.
 18. I could go to the training if it was held in Antigo, preferably in the summer. If it were held during the school year, I would have to be done in time to pick my kids up from school.

19. Learning and education should never end. One can learn something new and helpful information every day of their life. I would be remiss if I didn't discuss the importance of substitute teachers. I speak from experience, leaving a classroom of students to the supervision of another and then returning to find out if all went well or not is an important task. Substitute teaching is an occupation with few benefits. A rising cost of living added to the fact that Antigo's pay scale is low compared to other districts and has not been upgraded in many years. Therefore, I respectfully request consideration in this area.
20. The one question I'm surprised you didn't ask was if the sub is a certified teacher or not.
21. Regular teachers have been very good about writing up a schedule and setting out worksheets, etc. for the students to do.