THE SUBSTITUTE TEACHER'S RESPONSIBILITIES IN
JOHNSTON COMMUNITY SCHOOLS

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of the Requirements for the Degree
Master of Science in Education

by
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THE SUBSTITUTE TEACHER'S RESPONSIBILITIES IN
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Jack R. Jones
Chairman

Carl C. Zehle

Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

For many years the role of a substitute teacher in education has been a difficult and often a misunderstood one. A substitute teacher, for the first time, is becoming recognized as an important member of the instructional program as set up in today's schools. The work of the substitute teacher is now being recognized and is considered to be as important as the work of the regular teacher.

Recognizing this problem and working together cooperatively on it will help to eliminate the gap in children's learning caused by poorly qualified substitute teachers who have had little or no directions as to what is expected of them.  

In the past few years, an increasing number of school systems are recognizing their responsibilities toward helping the substitute teacher become an effective member of the professional teaching family.

A good school program insures continuous day-by-day instruction for every student. In order to provide this type of instruction, consideration must be given to the replacement of the regular teacher who is absent from school on either a temporary or prolonged basis.

1 Annie Lee Jones, "In-service Education of Substitute Teachers," High School Journal, XLVII (December, 1953), 102-7.
I. THE PROBLEM

Statement of the problem. The purpose of this study is to find methods of assisting substitute teachers to perform their duties more effectively and to assure the daily continuity of the students' education in the Johnston Community School System, Johnston, Iowa.

Importance of the study. In terms of ongoing programs in the various fields of education, it is important to ask the question: Who is to assume the responsibility of carrying on in the classroom without a break when the teacher has been forced to be absent?

With regard to substitutes, Jordan stated: "An army is only as good as its second line of defense." In similar fashion, perhaps a school system is only as good as its list of substitutes.

The vast waste of human time and talent because the classroom teacher does not have her plan book easily accessible or only with sketchy lesson plans is a reason in itself to cause more emphasis to be placed on research in this area of continuous daily education for every child.

Thus, the need for a research for methods and procedures for the classroom teacher and the substitute teacher to help each other expedite the daily learning process is not only necessary but mandatory. School boards and administrative staffs are slowly responding to this need and are just beginning to concentrate in this area which will do much toward strengthening the instructional program.

II. DEFINITION OF THE TERMS USED

Substitute teacher. The term, substitute teacher, has been interpreted by many educators to mean the replacement for a regular classroom teacher. These replacements have been referred to as the "forgotten men and women of the enterprise." ¹

Substitute. In this report the term, substitute, was interpreted as one assigned temporarily the responsibility of the regular classroom teacher who is temporarily absent, and minimizes the losses to the pupils through the absence of their teacher.

Weager gave the following three classifications of the substitutes that are in practice:

1. Those employed from an approved list on a "per diem" basis, subject to call as needed.

¹Ibid., p. 103.
2. Full time substitutes who may rotate as needed or used in other capacities.

3. Permanent substitutes who apparently have the same duties as a regular teacher and who for some reason such as inexperience, inadequate preparation or marital status are not classified as regular teachers and do not receive full salary.¹

III. BACKGROUND TO THE PROBLEM

A replacement for absent teachers is an administrative or budgetary happenstance. It must be viewed as an important task which is essential to the maintenance of a satisfactory level of instruction.

Jones stated: "The basic to the entire problem is our philosophy toward substitute teachers. It has on occasion been suggested that the very term 'substitute' implies lack of stature and it might be replaced by such term as 'reserve teacher.'"²

One has to experience to appreciate the difficulty of the task of stepping before a class of strange children and trying to carry on a constructive program of education, all too often being uninformed of local policy, curriculum


²Jones, op. cit., p. 102.
content and pupil progress, and overlooked by principals, teachers, office administration and parents.¹

Thus, it can be seen that these people should be considered members of the faculty. They have the same needs as regular teachers and should have help with materials, methods, and other instructional problems.

IV. PROCEDURE

The intent of this survey was to determine the responsibilities of the substitute teachers in the Johnston Community School. Three questionnaires were prepared for this study. One each was designed to obtain information from the substitute teachers on their professional status, their personal traits and characteristics, and their actual classroom experience as a regular teacher and as a substitute teacher. The principals were contacted for an interview to obtain information on policies and administrative practices affecting substitute teaching.

The problem and purpose of this study were discussed with eighteen regular classroom teachers selected at random from the teaching staff to make an equal number for comparison. Their opinions were requested on the general outline

of the questionnaire and on specific ideas which they believed should be included. Their opinions and ideas were then compiled and used as a reference in formulating the questionnaire. An informal discussion with a group of substitute teachers for their opinions and criticism of the questionnaire and their suggestions in the research added the balance of the questions. Then this questionnaire was validated by a Drake University class of Dr. Jack Jones.

The questionnaire was sent to the eighteen substitute teachers on the current substitute teachers' roster made available by the principals of the Johnston Community School. A letter of introduction explaining the reason for obtaining the information was enclosed with each questionnaire along with a stamped, self-addressed envelope in which to return the completed questionnaire. The letter, questionnaire, and self-addressed envelope were mailed April 22, 1968. Within three weeks, 100 percent had been returned.

The questionnaires were reviewed and answers tabulated before the statistical analysis of data was presented.
CHAPTER II

REVIEW OF RELATED LITERATURE

Articles have been written recently with regard to the identification of the substitute teacher, the reason for his frustrations and instructional programs based on sound goals and principles which were intended to improve and insure the quality of service given by the substitute teacher. However, only a brief summary of the literature on this research will be given here.

I. LITERATURE ON SUBSTITUTE TEACHERS

IN THE PUBLIC SCHOOLS

Substituting is no longer an occasional emergency. Over 9,000,000 teacher-days were taught by substitutes last year. No group of students can afford to "lose" those precious days of their education because of an inefficient substitute service.¹

Substitute teachers have been the forgotten men and women of the teaching profession. Although there is one substitute teacher for every six or seven regular teachers—a total of approximately 160,000 throughout the country.

These teachers teach anywhere from one to two days each semester to practically every day during the school year.¹

Beatrice Smith ² made the statement that substitute teaching was a great deal like getting dinner impromptu in someone else's kitchen. She had heard withering remarks from teachers, parents, and pupils about the procedures, discipline, and reports of substitutes. She remarked she had made the same comment when teaching regularly. As then she did not understand all the problems. After three years' substituting in every and any grade, she stated, "I now see the situation in a wholly different light."

The substitute teacher does not have an enviable job. She (or he) must be able to change plans for the day when called upon to work on less than an hour's notice. And most difficult of all, the substitute teacher often has to face a class of thirty or more and begin where an unknown teacher has left off.³

An National Education Association Research Bulletin


²Ibid.

on substitute teaching stated that a corps of reliable substitute teachers is essential to the continuity of any effective school program. Although teacher absence is not predictable, except on an actuarial basis, preparations can be made for the inevitable emergency.¹

II. DISCUSSION OF THE RESPONSIBILITIES

Responsibilities of the administrator. In the interest of education, administrators must give certain assistance and guidance to the substitute teacher. The principal should accompany the substitute to the classroom and spend all the time that may be necessary to help the substitute teacher get oriented to the job.²

Every effort must be made to assist the substitute to carry out the lesson plans and provide the best instruction possible. So as to provide reassurance and assistance to the substitute, Reaves suggested,

The principal should make it a point to return to the room, where the substitute is engaged, within a brief time, to give her needed encouragement or aid. Thus the substitute teacher having become somewhat oriented in the new situation, will be better able, during this visit to acquaint the principal with any real problems which he may foresee.³

¹Ibid.
²David E. Bear and Megan Carpenter, "Improving the Substitute Teaching Program," National Elementary Principal, XXXX (April, 1961), 41.
The general consensus of authorities was that some kind of in-service training or seminars for substitute teachers to familiarize them with the mechanical details and the new phases of education was needed.

Every attempt must be made to mold substitutes as an integral part of the professional family. One wants them to belong. One hopes to lift the competence of the substitute staff and in so doing build a platform under the total professional effect. Today's substitutes must feel they are responsible members of the team.¹

Replacement for absent teachers is a problem which no longer can be treated as administrative. It must be viewed as an important task essential to the maintenance of a satisfactory level of instruction.²

Some progress has been made in recent years by school administrators in establishing procedures which minimize the losses to the pupils through the absence of their teachers. However, much remains to be done in order to prevent loss of time and great detriment to the instructional program because of teacher absence.


A study to help substitute teachers was made by Pederson, who organized a teacher-student-substitute plan. Some of his recommendations were:

1. Two weeks before opening date of school, all persons who are to serve as part-time substitutes are required to attend orientation sessions presented by the principal. Emphasis is placed on the necessity of substitutes' being loyal to school policies, presenting suggestions and complaints to the principal and maintaining high standards in scholarship and citizenship. Detailed instructions are given on classroom procedure and on the completion of a daily report form which must be submitted at the end of each day. Direction is given for handling disciplinary problems. Copies of handbook and teachers' manuals are available to the substitute.

2. Beginning with the first day of school, teachers impress the student with importance of good citizenship and satisfactory achievement, whether regular teacher or substitute is present.

3. Teachers are required to keep complete and detailed lesson plans in plan books and to keep up-to-date seating charts.

4. Substitute on reporting for duty receives four sheets — the assignment sheet, instruction sheet, and two copies of report form.

Another study was reported in the National Education Association Research Bulletin after gathering materials from more than 150 school districts which have specific programs. This study indicated the following methods were used to

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familiarize the substitute teacher with the school's routine, philosophy, and curriculum, in-service training program, participation in regular faculty meetings, and in the orientation meetings required for new teachers instead of setting up a special program.¹

**Responsibilities of the classroom teacher in preparation for the substitute teacher.** Various types of methods and procedures were suggested by research to improve the role of the substitute teacher to assure continuous day-by-day instruction for every student. Roger maintained there were six goals essential to this program or procedure. The following is only a partial listing of the six goals:

1. **Good planning is essential to good teaching.** It seemed reasonable therefore, to expect the classroom teacher to keep a written record of her planning - both long and short range - and have it readily available for use by a substitute.

2. **Pupils become adjusted to the classroom routine of the regular classroom teacher.** He should make it easy for a substitute to carry on the same general procedure by having the following materials available: seating charts, record of grouping of pupils, customary schedule, textbooks, guidebooks, instructional plans, class roll book containing attendance sheets, and a note concerning special problems such as physical defects which might require special handling.

3. **The regular teacher should discuss any dissatisfaction with the substitute's work with the principal.**

¹National Education Association Research Division, loc. cit.
It is wise to discuss such things with other teachers or with pupils. The substitute's work can be improved if the principal is aware of any shortcomings.

4. The classroom teacher should send a note of appreciation to a substitute who has done a good job with his class.1

Whenever possible teachers should call in their anticipated absences the night before so as to provide ample time for substitute replacement, thus eliminating the substitute's late arrival without time for him to become acquainted with the building, his fellow teachers, and instructional materials to assist him in every way possible to get off to an effective start.2

Ohmit wrote that up-to-date seating charts are a must. Being able to call the student by name seems to be the first step in taking command of the classroom situation. Daily lesson plans are naturally the best guide to what the teacher wants the substitute to cover, but the teacher who likes to play it by ear and does not like to be tied to lesson plans, might furnish a daily diary of what has been covered. This can give the substitute a reference

1Dearth and Carpenter, loc. cit.

on which to hang her day's lesson and tomorrow's assignment. ¹

Kraut made the statement that through her experiences, she found that if teachers and administrators would consider the following suggestions as school policy, one could bid adieu to many of the harassments that dog the substitute's steps:

1. Plan books must contain specific directions and time allotments for each subject area each day.

2. An accurate seating chart must be available so that each child can be identified by name.

3. A sheet of special instructions pertaining to the everyday management of the class is also helpful.

4. A chart of classroom helpers, their duties, and the time of change conspicuously posted avoids unintentional allocation of chores which have already been assigned.

5. It is also helpful to have a sheet of instructions from the school itself which acquaints the substitute with school policy.

6. Extremely important is a short resume of pertinent personality facts relative to each child in the class, to help a substitute correctly interpret classroom behavior.

7. Last, but not least, the regular teacher should prepare the class for a substitute long before the need arises. ²

¹ Loc. cit., loc. cit.
² Evelyn S. Kraut, "Regular Teachers Can Help the Substitute," Instructor, LXIX (December, 1959), 12.
One can ill afford to waste the students' precious time in school, and nothing is so frustrating as an unproductive day in education.

**Responsibilities of the substitute teacher in the classroom.** The substitute teacher should recognize the importance of his role in the educational process. A professional attitude toward substitute teaching, along with an effective job of teaching in the classroom is a challenging and rewarding one. He has to be extremely flexible and able to adjust frequently to widely differing situations.

Bear and Carpenter maintained that there are thirteen distinct procedures that were very essential to any substitute program. The following is only a partial listing of the thirteen principles:

1. The substitute should not compare one school with another, one principal with another, one crew of cafeteria workers with another, or one group of pupils with another. She should avoid negative criticisms and any conduct that might promote dissension.

2. The substitute should be familiar with the policies followed throughout the school system.

3. The substitute should be at the assigned school early enough to review the regular teacher's plans and teaching materials before school begins.

4. The substitute is employed for a professional job of teaching. The regular teacher has a right to expect the classroom to continue during her absence.
5. When assigned to a school more than a short-term period, the substitute should attend faculty meetings and assume other extra duties suggested by the principal.

6. When the assignment is for more than one day in a particular school, the substitute should take responsibility for instructional planning making appropriate assignments, grading papers, keeping records, and taking over the special duties of the regular teacher.¹

The substitute teacher must be a flexible and congenial person who is capable of achieving rapport with the students quickly and efficiently upon short acquaintance.²

Another substitute teacher wrote that a substitute teacher must be equipped with the sort of freewheeling adaptability that permits him to accept and discharge spot teaching assignments in surroundings that are generally unfamiliar. Still another teacher reported that the substitute teacher must possess, to a more than usual degree, agility and resourcefulness in using the specific and general knowledge he has of the subjects he is certified to teach.

A substitute teacher, "like Don Marquis' indomitable Hehitabel, must be a particularly tough breed of cat." Almost always his work begins in an atmosphere of both emergency and urgency. And when it is remembered that the substitute teacher rises to such awe-inspiring challenges

¹Ibey and Carpenter, op. cit., pp. 40, 41.
²ibid, loc. cit.
not once in a long while, but quite often, it must be
agreed that if he is not, like Mehitabel, toujours gai,
he does have the courage and toughness necessary to his
professional specialty.¹

The job of the substitute teacher should never be
considered as unimportant. It would be profitable if
every substitute teacher could attend a workshop planned
by the school district where substituting will be done.
All phases of substituting could be discussed. Samples
of textbooks could be on display, as well as schedules,
list of school rules, codes of ethics, suggestions for
efficient substitute teaching, and so on. Most substitutes
would welcome such a workshop, for it is felt that there are
many who are eager to do a more efficient job and would do
so if their place and responsibility in the school program
were made clear.²

Summarizing, the substitute is an integral part of
the educational system. The job of the substitute teacher
should never be considered unimportant. Neither should a
substitute fail to realize the tremendous responsibility

¹Clarence E. Wible, Jr., "Don't Sell the Substitute

²Clariceaxon, "Tips for the Substitute Teacher,"
Instructor, LXXIV (October, 1959), 19.
he assumes when he accepts a substitute job. If the principal, teacher, and substitute all co-operate to develop continuity in the program and to achieve the best possible teaching in the regular teacher's absence, wasteful days for the pupil and difficult discipline problems for the substitute can be avoided.
CHAPTER III

PRESENTATION OF DATA

I. QUESTIONNAIRE ANALYSIS

This chapter is devoted to the presentation and summarization of the data obtained from the substitute teachers sampled. The discussion of the materials follows the same sequence as that of the questions asked on the questionnaire.

Personal Traits and Characteristics

Marital status and sex. Substitute teaching is a field of work that in the main is dominated by married women. This survey revealed no males were among the elementary substitute teachers and only three males among the secondary substitute teachers. Table I shows that the majority of substitute teachers in this study were married. Fourteen, or 77.9 per cent, of the group were married; two, or 11.1 per cent, widowed; one, or 5.5 per cent divorced; and only one, or 5.5 per cent, was single.
### TABLE I

MARITAL STATUS AND SEX OF JOHNSTON COMMUNITY SCHOOL SUBSTITUTE TEACHERS, JOHNSTON, IOWA, 1967-68

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Male</th>
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<th>Per Cent</th>
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<td>Single</td>
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<td>1</td>
<td>1</td>
<td>5.5</td>
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<tr>
<td>Married</td>
<td>2</td>
<td>12</td>
<td>14</td>
<td>77.9</td>
</tr>
<tr>
<td>Divorced</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>Widowed</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>11.1</td>
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<tr>
<td>Not Indicated</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

**Age.** A nation-wide study of substitute teachers in the public school systems in 1953-54 revealed a median age of 43.6 years as compared with a median age of 37 for the substitute teachers in this study. As shown in Table II, the highest concentration for teachers in this study was in the age group of 30 through 35 with a total of four

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substitute teachers. Only one of the group was twenty-five years of age or less and only four were sixty years of age. There were eighteen respondents to this item of the questionnaire.

**TABLE II**

**AGES OF JOHNSTON COMMUNITY SCHOOL SUBSTITUTE TEACHERS, JOHNSTON, IOWA, 1967-68**

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td></td>
<td>Ex</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td>20 - 25</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>25 - 30</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>30 - 35</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>35 - 40</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>40 - 45</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>45 - 50</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>50 - 55</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>55 - 60</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>60 - 65</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>65 - 70</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>70 - 75</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>75 and over</td>
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<tr>
<td>TOTAL</td>
<td>8</td>
<td>7</td>
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Median age - elementary = 37
Median age - secondary = 32
Median age - all substitutes = 42

*E* - abbreviation for elementary.
*S* - abbreviation for secondary.
Number and ages of children. The respondents were asked to list the number of children they had by age groups. The purpose for obtaining this data was to gain a better understanding of the type of person who becomes a substitute teacher and to learn more information concerning the out-of-school responsibilities and interests of the substitutes. Sixteen of those surveyed had a total of thirty-eight children as shown in Table III. Ten children were under six years of age. Eight children, (7-13), three children, ages (14-15), and five children, ages (17-21), were of school age. Twelve children were twenty-two years of age or over. The study shows that a high number of substitute teachers have responsibilities at home that would limit the amount of time they are able to teach.
### TABLE III

NUMBER AND AGES OF CHILDREN OF JOHNSTON COMMUNITY SCHOOL SUBSTITUTE TEACHERS, JOHNSTON, IOWA, 1967-68

<table>
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<th>Classification</th>
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<th>30</th>
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<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>24</th>
<th>29</th>
<th>34</th>
<th>39</th>
<th>44</th>
<th>49</th>
<th>54</th>
<th>59</th>
<th>64</th>
<th>over</th>
<th>Total</th>
<th>Number</th>
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<td>Number of substitutes who have no children</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>0</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number of substitutes who have children</td>
<td>0</td>
<td>3</td>
<td>3</td>
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<td>Number of children in various age groups:</td>
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<td>17 - 21</td>
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<td>2</td>
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<tr>
<td>22 and over</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>12</td>
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</tr>
<tr>
<td>Total number of children</td>
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<td>5</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>38</td>
<td></td>
<td></td>
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</table>

**Professional status.** Four years of college work and a bachelor's degree are generally recognized as the minimum preparation for teaching in the public schools, and many of the larger school systems now require a fifth year and a Master's degree for secondary school positions. Table IV discloses that thirteen, or 72.2 per cent, of the total
group had four or more years of college. All of the substitutes teaching on the secondary level were in this category. Of the five remaining, only two, or 11.1 per cent, had less than three years of college training; three, or 16.7 per cent, had three years, but less than four years, or 27.8 per cent had at least two but less than four years.

The National Education Association nation-wide study\(^1\) of schools, the same size population as the Johnston Community School, Johnston, Iowa, study revealed that 53.6 per cent of National Education Association reporting group had at least four years of college. The total of those in the national survey who had at least two, but less than four years of college, was 25.8 per cent higher than in the Johnston Community School group for the same population.

\(^1\)Ibid., p. 12.
### TABLE IV

YEARS OF COLLEGE EDUCATION OF JOHNSTON COMMUNITY SCHOOL SUBSTITUTE TEACHERS, JOHNSTON, IOWA, 1967-68

<table>
<thead>
<tr>
<th>Years of College Education</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>and over</th>
<th>Total Number</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>6 or more</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 but less than 6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 but less than 5</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>50.0</td>
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</tr>
<tr>
<td>Total with at least 4 years</td>
<td>13</td>
<td>72.2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>3 but less than 4</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>16.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 but less than 3</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>11.1</td>
<td></td>
<td></td>
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<tr>
<td>1 but less than 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Less than 1 year</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total with less than 4 years</td>
<td>5</td>
<td>27.8</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total number reporting</td>
<td>15</td>
<td>100.0</td>
<td></td>
<td></td>
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</tbody>
</table>
Subject area of grade level in which certified.

According to the secondary substitute teachers, many were substitute teaching in grades and subject fields for which they were not certified to teach. In the elementary schools, no attention was paid to the grade level preparation.

However, all substitute teachers had a certificate which qualified them to teach in their areas. Nine were qualified in elementary area of education; four had secondary certificates; and five had both elementary and secondary certificates. Fourteen, or 77.9 per cent had either Professional Certificates, Pre-Professional Certificates, or Lifetime Permanent Professional Certificates; whereas four, or 22.1 per cent, had either Temporary Certificate, Substitute Certificate or Old Type Life Certificate.

Teaching experience in years. This study revealed that two teachers, or 12.0 per cent, had not held a full-time teaching position, and that sixteen teachers, or 30.0 per cent, in the group had had full-time teaching experience. Twelve of the substitute teachers included in this study had taught on a full-time basis for three or more years in their respective fields.

Substitute teachers have considerably less substitute experience than full-time teaching experience. Eight, or
44.5 per cent of this group had substituted only one or two years. Only one teacher had substituted for more than ten years. Nine, or 50 per cent, of the substitute teachers had from three to eight years of experience as substitute teachers.

II. SECTION COVERING PROBLEM AREAS

Relations with teacher replaced. If the substitute teacher is to make an important contribution to the work of the class, such teacher will need some suggestions from the regular teacher about the work that should be done during the absence. Of eighteen respondents to the problem areas, "Lesson plans available," and "Easily understood and available," as indicated in Table VIII, page 29, fifteen, or 83.3 per cent, found adequate lesson plans available and three, or 16.7 per cent, found the lesson plans incomplete or not available. Six, or 33.3 per cent, found an information sheet with rules and school policies; four, or 22.3 per cent, found the information sometimes, and eight, or 44.4 per cent, did not find any information.

Only seven, or 38.9 per cent, found personal data information about individual students. As to the existence of data, ten, or 55.6 per cent, answered "no" and one wrote in "sometimes." Teachers' guides, manuals and answer
booklets were on hand in thirteen, or 72.2 per cent, of the situations and five, or 27.8 per cent, were unable to find them.

Fourteen, or 77.8 per cent, had free periods during the day; eight of those were secondary teachers; and one reported that sometimes there was a free period. A written summary of work accomplished during the regular teacher's absence was made by fourteen, or 72.8 per cent, of the substitute teachers and four replied they did not leave a summary of work accomplished during the day.

Utilization of free periods. As has been stated, free periods during the day were reported by fourteen, or 77.8 per cent, of the teachers. Eleven, or 61 per cent, of the substitute teachers reported they used this time for orientating or scheduling class assignments for the remainder of the day. Seven, or 38.9 per cent, of the teachers reported they corrected or checked students' papers; eight, or 44.4 per cent, said they wrote written notes on special events that occurred during the day; five, or 27.8 per cent said they straightened books or rearranged the top of the desk in an effort to help with better management; three, or 16.7 per cent, said they familiarized student name list with student faces, and two, or 11.1 per cent, said they visited with other teachers.
### TABLE V

**RELATIONS WITH REGULAR AND SUBSTITUTE TEACHER REPLACEMENTS,**  
**JOHNSTON COMMUNITY SCHOOL, JOHNSTON, IOWA, 1967-68**

<table>
<thead>
<tr>
<th>Nature of Relations</th>
<th>Per Cent and Type of Reply</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans available</td>
<td>0</td>
<td>83.3</td>
</tr>
<tr>
<td>Easily understood and available</td>
<td>0</td>
<td>83.3</td>
</tr>
<tr>
<td>Mimeographed information sheet with rules and school policies</td>
<td>22.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Pertinent data about individual pupils or groups available</td>
<td>5.5</td>
<td>38.9</td>
</tr>
<tr>
<td>Teachers' guides, manuals, and answer booklets readily available</td>
<td>0</td>
<td>72.2</td>
</tr>
<tr>
<td>Free periods</td>
<td>5.5</td>
<td>77.8</td>
</tr>
<tr>
<td>Special duties</td>
<td>16.7</td>
<td>36.9</td>
</tr>
<tr>
<td>An account of work accomplished during the day</td>
<td>0</td>
<td>77.8</td>
</tr>
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</table>
Special duties performed by the Johnston Community School substitute teachers. With regard to the question in the questionnaire concerning special duties performed by the Johnston Community School substitute teachers, there were eighteen substitute teacher respondents. The substitute teachers were expected to perform special duties, such as playground and lunch duties, if substitution occurred on the regular teacher's duty day. Eight, or 44.4 per cent, of the substitute teachers said they had playground duty; twelve, or 66.6 per cent, said they had lunchroom duty; three, or 16.7 per cent, said they had study hall duty, and three, or 16.7 per cent, said they had hall duty.

Administrators' responsibilities. From the literature studied, it appeared the administrative problems concerning substitute teachers included recruitment, orientation, telephone calling, and the selection and assignment of substitute teachers. One principal from the Johnston Community School System, when contacted for an interview, commented:

Many Principals, upon obtaining a new position, accept on good faith the existing substitute list of the school system they are entering and any new applicants for substituting are then screened before added to the list. I, therefore, do not feel that I know as much about the background of our substitute teachers as I should.
Although personnel folders for substitutes were not maintained in the office, one principal felt that such a folder should be incorporated into the school system. The principals were divided as to whether there should be a seminar or workshop to familiarize substitute teachers with the mechanical details and new teaching methods; and whether a regular teacher should be assigned to help the substitute.
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to find methods of assisting substitute teachers to perform their duties more effectively and to assure the daily continuity of the students' education in the Johnston Community School System, Johnston, Iowa.

The research done in connection with this study was accomplished by the use of three questionnaires submitted to all persons listed as substitute teachers in the Johnston Community school system during the school year 1967-68. The questionnaires used in this survey included the following areas: (1) professional status of the group, (2) a section covering their personal traits and characteristics, and (3) a section covering the actual classroom experience as a regular teacher and as a substitute teacher, with space for additional comments. The questionnaire, validated by a group of selected teachers and administrators not participating in the actual study, was sent to eighteen substitute teachers on the school roster; and eighteen or 100 per cent, were returned and the replies tabulated.
I. SUMMARY

From the compiled data presented in the preceding chapter it was revealed that 77.9 per cent of this group were married, with a medium age of thirty-seven or lower. This study showed that a majority of the teachers had children.

Four or more years of college work were reported by 72.2 per cent of the substitutes. All the substitutes had qualified certificates to teach in their specific areas; however, many were not substituting in their fields. Eighty eight per cent of the group had had full-time teaching experience.

Adequate lesson plans were found by 83.3 per cent; 33.3 per cent found the information sheet with building rules and school policies; whereas 22.3 per cent found the information sometimes. Only 38.9 per cent found personal data information about individual students.

Free periods were reported by 77.6 per cent of the substitute teachers. Sixty-one per cent utilized the period for preparing assignments to effectively assure the daily continuity of the student's education.

A percentage of 44.4 of the substitute teachers reported they were expected to perform special duties every time they were on substitute teaching assignments.
II. CONCLUSIONS

Based upon the findings of this study, the substitute teachers agreed there were several problem areas where improvement could be made. Improvements suggested by a majority of respondents were:

1. Lesson plans containing specific directions and time allotments for each subject area should be readily available.

2. Responsibility for special duties, lunch period, recesses, and lavatory rules should be described, as well as opening exercises and dismissals.

3. An accurate seating chart should be provided.

4. Every effort should be made to give substitutes assignments for which they are professionally competent.

5. An orientation session to familiarize substitutes with building rules and school policies should be held before school opens.
III. RECOMMENDATION

The investigator recommends that these conclusions be considered by the administration of the Johnston Community School System, Johnston, Iowa.
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BIBLIOGRAPHY

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C. PUBLICATIONS OF LEARNED SOCIETY


April 22, 1968

APPENDIX A

LETTER TO SUBSTITUTE TEACHERS

Dear

I am working on a field report as part of the requirement for a Master of Science degree in Education from Drake University. The study is a survey of substitute teaching in the Johnston Community School. I am interested in obtaining information that will help you have a worthwhile experience each time you assist the regular teacher.

Your prompt reply will be appreciated. Please answer the enclosed questionnaire and return to me in the enclosed, self-addressed, stamped envelope. The questionnaire need not be signed.

Thank you so much for your time and consideration you may give me.

Sincerely,

Enclos.

/s/ Jeanette H. Ziesman

JEANETTE H. ZIESMAN
QUESTIONNAIRE

TO THE SUBSTITUTE TEACHER:

Please complete the following questionnaire after you have been on substitute teaching duty and return in the enclosed self-addressed envelope.

Relations with Teacher Replaced

1. Was a mimeographed information sheet to acquaint you with the building rules and school policies available?  
   Yes  No

2. Were the lesson plans available?  
   ______  ______

3. Were they easily understood and followed?  
   ______  ______

4. Were teacher guides, manuals, and answer booklets available?  
   ______  ______

5. Were any helpful data about individual pupils or groups available?  
   ______  ______

If the answer is "yes," in what area?

__________________________________________

6. Did you correct daily written assignments?  
   ______  ______

7. Did you leave an account of work accomplished during the day?  
   ______  ______

8. Did you have any free periods?  
   ______  ______

If the answer to this question 8 is "yes," in what way or ways was this free period utilized?

   a. Orientating or scheduling class assignments for the remainder of the school day
b. Correcting or checking students' papers

c. Keeping written notes on special events that may have transpired during the day

d. Taking time out to straighten books, or to rearrange top of desk in an effort to help with better management

e. Familiarizing student name list with student faces

If the answer to question 8 is "no," do you personally feel that there should be free period(s) during the school day to help your substitute teaching?

In what way or ways would you utilize the time allowed for free periods? (Explain)

9. Did you have any special duties other than teaching to perform?

(Check, if applicable)
   a. Playground duty
   b. Hall duty
   c. Lunchroom duty

10. Was the duration of your assignment more than one day in this particular classroom?

If the answer to this question is "yes," did you take the responsibility for instructional planning, making appropriate assignments, and taking over the special duties of the regular teacher?
11. Did you leave a brief report of the day's activities for the regular teacher's information?

Please use the space below if you have additional comments or recommendations that would improve the effectiveness of the substitute teacher's program in this school. Feel free to give this information as your name need not be signed to this material.
TO THE SUBSTITUTE TEACHER:

Please complete the following questionnaire and return in the enclosed self-addressed stamped envelope. Your name need not be signed to this questionnaire.

PROFESSIONAL STATUS

1. Years of college education:
   None
   More than 1 year but less than 2 years
   2 years but less than 3 years
   3 years but less than 4 years
   4 years but less than 5 years
   5 years but less than 6 years
   6 years or more

2. What type of a certificate do you hold?
   Lifetime permanent professional certificate
   Professional certificate
   Temporary certificate
   Substitute certificate
   Old type life certificate
   Pre-professional certificate

3. Subject area or grade level in which you are certified to teach?

4. Teaching experience as a:
   Regular teacher
   Substitute teacher

   Years
PERSONAL STATUS

1.

Single
Married
Divorced
Widowed

2. What age bracket are you in:

20 - 25 years
25 - 30 years
30 - 35 years
35 - 40 years
40 - 45 years
45 - 50 years
50 - 55 years
55 - 60 years
60 - 65 years
65 - 70 years
70 - 75 years

3. How many children do you have in these age ranges?

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6 years</td>
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<tr>
<td>7</td>
<td>13 years</td>
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<tr>
<td>14</td>
<td>16 years</td>
</tr>
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<td>17</td>
<td>21 years</td>
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<tr>
<td>22</td>
<td>30 years</td>
</tr>
<tr>
<td>31</td>
<td>40 years</td>
</tr>
</tbody>
</table>
APPENDIX B

LETTER TO PRINCIPAL

Dear Sir:

As a partial fulfillment of the requirements for a Master's Degree at Drake University, I am conducting a survey concerning the substitute teacher program in the Johnston Community School.

I would appreciate your filling in the response and returning the questionnaire in the prepaid self-addressed envelope.

Thank you.

Sincerely yours,

/s/ Jeanette H. Ziesman

JEANETTE H. ZIESMAN

Encl.
SUBSTITUTE TEACHER'S PROGRAM

To the Principal:

Please fill out the following questionnaire concerning the substitute teacher program in your school and return in the self-addressed stamped envelope provided.

Yes  No

1. Do you plan to meet the substitute teacher upon arrival?

2. What type of certification do your substitutes have?
   a. Emergency certificate
   b. Sub-standard certificate
   c. Permanent professional certificate
   d. Temporary certificate
   e. Substitute certificate
   f. Pre-professional certificate

3. Do you plan to assign a regular teacher to assist the substitute?

4. Do you maintain a personnel folder for each substitute in your office?

5. Do you provide each substitute with a mimeo-ranched information sheet to acquaint him with the building rules and school policies?

6. Would you be interested in a workshop or seminar to familiarize substitute teachers with the mechanical details and new teaching methods which they may not be familiar with?

Please use the space below for any comments or clarification of the above statements or answers which you wish to make.