

AN INVESTIGATION AND A PROPOSAL FOR THE SUBSTITUTE  
TEACHER SERVICES IN THE HIBBING, MINNESOTA,  
ELEMENTARY SCHOOLS

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## CHAPTER I

### INTRODUCTION OF THE PROBLEM

The substitute teaching service offered by the Hibbing elementary schools today is essentially the same as it has been for quite a number of years. This phase of the educational program has not progressed far from the originally conceived idea of meeting the emergency and providing a replacement for the sick teacher.

The size of the Hibbing school system and the persistent demand for capable substitutes in the elementary schools, should have moved this problem from the emergency category to a central position of planning in the school year.

To become a substitute teacher in the Hibbing elementary schools, the interested person applies for such a position at the superintendent's office. There his credentials are checked. According to the Minnesota statutes "Substitute teachers are required to hold certificates just as regular teachers are".<sup>1</sup> An investigation is made into the applicant's past teaching record. If these two specifications are

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<sup>1</sup>See Appendix A.

adequately met, the applicant is classified as a primary teacher or an intermediate teacher; and his name is put on the substitute teaching list. This usually takes place before school begins; however, persons may apply at other times of the year.

The following is a description of the procedure for obtaining a substitute when a regular teacher is to be absent from one of the Hibbing elementary schools for reasons of illness.

Between 7:00 and 8:00 a.m. or between 12 noon and 12:30 p.m. the regular teacher notifies the Assistant to the Superintendent, the personnel member in charge of administering the substitute teaching service for the entire school system. "If a teacher knows she is to be absent for more than one day, she should so state at the time of reporting out--so as to facilitate the securing of a continuing substitute."<sup>2</sup> The Assistant to the Superintendent calls persons on the substitute list and asks them to go to schools to teach specified grades. When one of the substitute teachers accepts the assignment, he prepares and goes to the appointed school.

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<sup>2</sup>See Appendix B.

School begins at 8:45 a.m. and at 12:45 p.m. At school the substitute reports to the principal's office to receive the necessary instructions for the day. He then goes to the schoolroom to begin his assignment as the substitute teacher.

If the teacher is aware in advance that he will be absent for any reason, the preparation, essentially the same as that described above, is made in advance.

After describing a substitute teaching program similar to the one currently functioning in Hibbing, Palos says, "The present method of substitute teaching procurement is obsolete and costly . . ."3

Today the Hibbing school district, of Hibbing, Minnesota, is large. It employs one hundred twenty-two elementary teachers. Today these teachers are permitted to be absent for reasons of illness and accident or personal and professional obligations. The "fringe benefits" which are offered by the school system make absence much simpler for the teacher. A necessary concomitant of these "fringe benefits" is an adequate procedure for providing substitute teacher service.

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<sup>3</sup>Nicholas C. Palos, "Problems of a Pinch Hitter", The Clearing House, (March, 1963), p. 393.

The "Benefits in Addition to Salary" to which the writer is referring include:

. . . Seventy-day cumulative sick leave plus ten days current, for a total of 80 days; Board extensions of sick leave for persons disabled beyond accumulated leave; Budgeted funds to pay for classroom teacher's professional travel; Professional and civic leave allowance.<sup>4</sup>

A study, by the writer, of the records of teacher absences which have occurred in the Hibbing elementary schools during the past five school years (1957-1962) has brought to light some interesting information. The chief causes of teacher absences in the Hibbing school system were personal illness and accident. Other causes are: serious illness or death of a member of the immediate family; court attendance; attendance at professional meetings; and personal emergencies.

The following quotation from Reeder is applicable to the Hibbing school system:

Teacher absence due to sickness is seasonal, attaining its peak in January, February and March, and for perhaps unjustifiable reasons it is greater on Mondays than any other day of the week. It is greater among elementary school teachers and it is more frequent among women than men. It is greater in certain schools and school systems than in others, especially among systems with

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<sup>4</sup>See Appendix C.

more liberal policies of pay for absence.<sup>5</sup>

Contagious diseases also cause important fluctuations.

In the writer's survey of the records of teacher absences, it was found that on an average day three elementary teachers are absent from the elementary schools of Hibbing. In view of this information the writer recommends that three full-time substitute teachers be employed in the Hibbing school system in addition to the twenty-two to twenty-six part-time substitutes who will be kept on the substitute teaching list.

The following chart relates the number of monthly absences for the school years 1960-1961 and 1961-1962. In the writer's survey of records of teacher absences, it was found that these two years are representative samplings of the past five school years.

Months of the School Year	Number of days regular teachers were absent 1960-61	Number of days regular teachers were absent 1961-62
September	66	69
October	55	54
November	64	66
December	71	62
January	68	74
February	82	76
March	56	54
April	63	57
May	52	49
Total number of days	577	561

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<sup>5</sup>Ward G. Reeder, The Fundamentals of Public School

The records revealed an approximate monthly average of sixty and one-half days missed per month, by the total elementary teaching staff, over this five year period. The average number of school days per month in the Hibbing schools is approximately twenty; therefore, by implementing the following formula:

$$\text{Number of full-time substitutes needed} = \frac{\text{Average number of days teachers missed per month}}{\text{Average number of school days per month}}$$

The writer calculates that three full time substitute teachers will be needed in the Hibbing elementary school substitute teaching services. "There should be, in every sizable school system, a group of unassigned teachers proportionate in number to the average percentage of absence of regular teachers.

. . "6

It would seem that factors, such as the size of the Hibbing school system, the demand for substitute teachers

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Administration, Fourth edition, (New York: Macmillan Book Company, 1958), p. 144.

<sup>6</sup>Benjamin F. Pittenger, Local Public School Administration, (New York: McGraw-Hill Book Company, Inc., 1951), p. 176.

and the knowledge that has been obtained regarding teacher absences, would have long since moved the substitute teaching problem out of the emergency category that originated it. For surely the cost of the current program is great considering the lack of educational value procured.

In Hibbing the absences of some elementary teachers are of long duration, and some are only one day or one-half day. The majority of teachers are absent for only short periods of time (one-half day to two days). Principal number five expressed his opinion, and he is not alone in this view, when he said, "When a substitute teacher is here for only one day, I feel it is pretty much a lost day for the children".<sup>7</sup>

The problem of replacing absent teachers is not an easy one to solve. However, it is one that the administration has to meet each school day. It must be planned for, staffed and organized to fit the school's operation as does any other recurring need.

#### THE PURPOSE

The main purpose of this study is to propose a way of

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<sup>7</sup>See page 67.

providing for substitute teaching services in the Hibbing Elementary Schools, Hibbing, Minnesota. It is hoped that from this information a program can be devised and implemented that will better fit the needs of the present and future administrative staff, teacher personnel and students. A program which will make this very necessary facet of the school system much more pleasant and educationally more worthwhile than it has been in the past.

#### DEFINITION OF TERMS

The following terms define and differentiate between the two types of substitute teachers, as referred to in this study:

##### Full-Time Substitute Teachers

These are substitute teachers employed on a full-time, regular teacher contract basis. This category of teaching personnel will teach at the school in which they are needed, for as many days as they are needed, to fill the vacancies caused by absences of the regular teachers.

##### Part-Time Substitute Teachers

These are substitute teachers employed on a part-time

basis, rather than on a full-time, regular teacher's contract. When their services are needed to fill vacancies for absent teachers, they are notified by a member of the school personnel.

## CHAPTER II

### REVIEW OF THE LITERATURE

In the field of education much has been written about teaching and teachers. However, there is not a great deal of material to be found in the specialized areas of substitute teaching and substitute teachers. A summary of the literature concerning this topic will be given.

#### Definition of a Substitute Teacher

"A substitute teacher is usually defined as one assigned temporarily the duties of a regular teacher who is absent--to serve until the regular teacher returns or another is appointed. ...<sup>1</sup>

. . . This implies the substitute must be both competent and readily available, a difficult combination of prerequisites for one offered work on an irregular basis. The reasons prompting the vast majority of fully qualified potential substitute teachers not to seek regular positions would undoubtedly keep them from being always ready for temporary work. ...<sup>2</sup>

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<sup>1</sup>William A. Yeager, Administration and the Teacher, (New York: Harper and Brothers Publishers, 1954), p. 223.

<sup>2</sup>Willard S. Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1954), p. 179.

Many educators believe that qualifications for substitute teachers should be the same as for regular elementary teachers. It seems a common practice to strive for this.

. . . However, depending on the supply, various qualifications may be waived, including experience, residence, marital status, health examinations, specific certification and certain types of preparation. ...<sup>3</sup>

Spain, Drummond and Goodlad report, in part, that:

"Substitute teachers should be selected primarily on the basis of their understanding of children of various ages. ...<sup>4</sup>

Most educators agree that, regardless of their qualifications, substitute teachers are expected to provide valuable learning situations for the students.

It may occur that the substitute teacher will become a permanent member of the teaching staff. Because of this, school administrators should make every attempt to secure teachers who are as qualified as the regular teachers.

Lawson reminds those in such a position:

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<sup>3</sup>Yeager, op. cit., pp. 223-224.

<sup>4</sup>Charles R. Spain, Harold D. Drummond and John I. Goodlad, Educational Leadership and the Elementary School Principal, (New York: Rinehart and Company, Inc., 1956), p. 259.

. . . No administrator should forget the fact that when a regular teacher, in whose absence the substitute is serving, fails to return to the position, it may be impossible without great difficulty and much unpleasantness to refuse the permanent position to the substitute.<sup>5</sup>

### Goal of Substitute Teaching Services

According to Elsbree and Reutter:

The goal of substitute service is to replace each absent teacher with a person capable of carrying on the educational program with as little loss to the students as possible. . . .<sup>6</sup>

To this may be added, with as little extra work for the regular teacher and as little inconvenience to the principal as possible.

### Administration of the Substitute Teaching Services

The opinion of many experienced educators is that the primary responsibility for the substitute teaching service belongs to the superintendent of schools. In some schools the process of getting substitutes to the classroom where they are needed is centralized; one person is responsible for

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<sup>5</sup>Douglas E. Lawson, School Administration Procedures and Policies, (New York: Odyssey Press, 1953), p. 51.

<sup>6</sup>Willard S. Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1954), p. 179.

making up the lists of substitute teachers and for assigning each substitute teacher for the whole school system. In some schools the process is decentralized; this works nearly the same way, except that the principal makes the necessary arrangements for his own building.<sup>7</sup>

Most school systems recruit substitutes largely through personal application to the superintendent. Weber states, in part:

The usual practice is to encourage women in the community who might be interested in doing substitute work to file their names with school authorities indicating in what general areas they prefer to work. These people are then put on a substitute-teacher list and are called as needed. Very few schools carefully select replacement teachers, and even fewer schools have developed any kind of program for educating such teachers for the job to be done. Often the substitute teacher is selected in terms of his ability to "maintain order" while the regular teacher is away.<sup>8</sup>

It is considered sound practice for the substitute teacher to report to the principal's office and receive any information about special activities and reports that relate to this work. ...<sup>9</sup>

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<sup>7</sup>See Table II.

<sup>8</sup>Clarence A. Weber, Personnel Problems of School Administrators, (New York: McGraw-Hill Book Company, Inc., 1954), p. 212.

<sup>9</sup>Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision, Second edition, (New York: American Book Company, 1959), p. 55.

The principal usually assists the substitute in finding the materials essential for the day's work. When a substitute has command of the situation, there is no need for the principal to remain with him.

Each school should provide an orientation program for its substitute teachers in order to acquaint them with the school system, the philosophy of the school, and the rules and regulations regarding the substitute service. This is done in varying degrees and in a variety of ways.<sup>10</sup>

The following quotation from Elsbree and Reutter illustrates this farther:

. . . Some school systems have issued information bulletins for substitutes. Others invite potential substitutes to visit schools in which they may be assigned. When a temporary teacher first serves in a school he should be given a brief orientation which would be expanded on each successive day in the school. A committee of teachers that would help substitutes get acquainted with professional as well as routine matters would be of value. Individual teachers could help immensely by keeping up-to-date records of activities, which could be utilized in their absence. Definite efforts should be made to build up within the student body a desire to help substitutes rather than to bait them. . . .<sup>11</sup>

Workshops are suggested by administrators as helpful

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<sup>10</sup>See Table IV.

<sup>11</sup>Elsbree and Reutter, op. cit., p. 181.

and effective means of orientating substitute teachers.<sup>12</sup>

The persons who are substitute teachers also state that workshops are interesting and helpful to them.<sup>13</sup>

Evaluation of the substitute teaching service is necessary. Adequate records as to the substitute teacher's competencies should be kept to aid in administering the substitute service. Educators, writing on the subject of substitute teaching, do not make much mention of evaluation.

However, Weber has this to say:

Teachers should be encouraged to develop a system for evaluating the services of substitute teachers so that unsatisfactory substitutes could be eliminated from the active list, or at least relegated to the bottom positions on the list so they would be seldom used.<sup>14</sup>

Through the cooperative efforts of those concerned, methods of evaluating these services could be developed. Some of the techniques may include observation, check lists, and rating scales.

The majority of school systems employ substitutes on

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<sup>12</sup>Weber, op. cit., p. 219.

<sup>13</sup>Gwendolyn Ohmit, "Help For the Substitute Teacher," The Clearing House, March, 1963, p. 399.

<sup>14</sup>Weber, op. cit., pp. 219 and 220.

a day-to-day basis.<sup>15</sup> A fixed sum is then paid for each day's service, and usually no other benefits are enjoyed. In some school systems this flat rate of payment is somewhat flexible.<sup>16</sup>

Long term substitutes are often times paid on an annual basis.<sup>17</sup> This is sometimes based on the lowest step of the salary scale for regular teachers.

There are drawbacks to being a substitute teacher as we presently think of them, these drawbacks are not generally conducive to a good substitute teaching program. Usually only a short notice of one or two hours can be given. Salary is usually not on par with that received by regular teachers. Lack of or insufficient orientation to their job causes many substitutes to be uncomfortable and insecure.<sup>18</sup>

There seems to be considerable agreement among educators regarding the need for attention in the area of the substitute service.

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<sup>15</sup>Elsbree and Reutter, op. cit., p. 180.

<sup>16</sup>See Table I.

<sup>17</sup>Yeager, op. cit., p. 225.

<sup>18</sup>Elsbree and Reutter, op. cit., p. 180.

Pittenger says:

Unfortunately, the substitute service is often treated as a makeshift. Unless the regular teacher's absence is exceptionally prolonged, about all that is attempted is to keep the class together and "do the best we can". With this point in view, the "best" is not likely to be good. ...<sup>19</sup>

Elsbree and Reutter say:

Unfortunately not much attention has been given to study of the problems involved in providing adequate substitutes for regular teachers absent from the classroom. In too many districts substitutes are regarded more as second-class teachers than as important members of the educational team. ...<sup>20</sup>

Weber states:

Unless a school system has developed a sound plan for the employment and assignment of teachers to replace teachers who are absent for brief periods, the children are likely to suffer. Unfortunately, current practice in many of our schools is haphazard, unplanned, based upon convenience, and ineffective. ...<sup>21</sup>

Harlow and Andrews say:

Today's use of part-time employees as substitute teachers is administratively about as efficient as the horse and buggy is in transportation. ...<sup>22</sup>

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<sup>19</sup>Pittenger, op. cit., p. 180.

<sup>20</sup>Elsbree and Reutter, op. cit., p. 179.

<sup>21</sup>Weber, op. cit., p. 212.

<sup>22</sup>J. G. Harlow and J. H. M. Andrews, "For Substitutes Use Your Better Teachers", The Nation's Schools, (October, 1956), p. 51.

Ohmit feels:

. . . This field needs to be recognized as a highly specialized professional service, not just a baby-sitting service.<sup>23</sup>

### Trends in the Area of Substitute Teaching

In the area of the substitute teaching service, most schools still employ substitute teachers on a part time basis. However, as early as 1931, there have been recommendations urging the use of "permanent substitutes" in order to increase the educational effectiveness of this service.<sup>24</sup> Though it is used today, this practice is not prevalent.<sup>25</sup> Some of the proponents of this method of employing substitutes recommend the following:

Reeder makes the following recommendations:

Large school systems should consider the practicality of employing a few full-time substitutes, particularly for the elementary schools. School administrators, in districts which employ full-time substitutes, report that such substitutes give much more satisfactory service than part-time ones. Full-time substitutes cost more, but they are often cheaper when results are considered. . . .<sup>26</sup>

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<sup>23</sup>Ohmit, op. cit., pp. 398 and 399.

<sup>24</sup>Harlow and Andrews, op. cit., p. 52.

<sup>25</sup>See page 24.

<sup>26</sup>Reeder, op. cit., pp. 175 and 176.

In their article, Harlow and Andrews state the following:

Absences of the order of 10%--8 to 15 a day in a hundred teacher system create a demand for a new category of teachers. Far from being the usual substitutes, however, the teachers in this category should be among the most flexible, most congenial, and best trained people the system can afford. To function effectively in the absence of a regular teacher, these teachers should be thoroughly familiar with schools of the district. They should be accepted members of the faculty and participate fully in faculty activities. ...<sup>27</sup>

Harlow and Andrews go on to explain that this new category of teachers will be hired on a full-time basis. The number of "reserve teachers," as they are referred to in this article, will depend upon the size of the school system wishing to implement this program.

Pittenger states the following:

. . . The problem is admittedly difficult, because good teaching service is not generally available on an irregular, part-time basis. Unless some way can be found to provide regular employment for a surplus group of roving teachers, substitute teaching will continue to be haphazard in most school systems. Even where there is a regular staff of substitutes sufficient to meet the normal demand, haphazard methods are likely to obtain during the peakload periods of late winter or early spring.<sup>28</sup>

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<sup>27</sup>Harlow and Andrews, op. cit., p. 51.

<sup>28</sup>Pittenger, op. cit., pp. 175 and 176.

Palos presents this information:

The reserve teacher plan is so simple that it is surprising many schools have not tried to solve their pinch-hitting problems with it. The minimum reserve teacher staff could be that required by the lowest daily absentee rate predicted in the school year. The reserve teacher staff, housed at the central office, could feasibly use their non-teaching time in curriculum improvement, educational research or administrative staff work. The plan has effective advantages such as affording knowledge of the personnel and educational resources of the district, and makes for tight coordination of the entire educational program.<sup>29</sup>

Lawson makes the following statement:

. . . it generally is recommended that one or more (substitutes) be employed on a permanent, continuing contract and, when not actually serving as substitutes, be assigned to special duties. Such persons should be superior teachers, capable of giving skilled guidance, planning with pupils and teachers for special experience units, guiding pupil conferences, and otherwise enriching the total school program.<sup>30</sup>

### Research

In the area of substitute teachers and substitute teaching, further research is needed. Anderson has indicated research is needed in order to determine the functions of the substitutes, to develop in-service training programs of

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<sup>29</sup>Palos, op. cit., p. 395.

<sup>30</sup>Lawson, op. cit., p. 52.

substitutes, to integrate the work of the substitute with that of the regular teacher and to evaluate the effectiveness of the substitute teaching and the entire substitute program.<sup>31</sup>

Elsbree and Reutter urge research in order to provide better over-all working conditions for the substitutes and to provide for better professional articulation between the substitutes and the educational program of the school system.<sup>32</sup>

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<sup>31</sup>Earl W. Anderson, The Encyclopedia of Educational Research, (New York, Macmillan Company, 1950), p. 1424.

<sup>32</sup>Elsbree and Reutter, op. cit., p. 181.

## CHAPTER III

### ANALYSIS OF QUESTIONNAIRE RESPONSES

This chapter consists of a presentation of the findings of a questionnaire.<sup>1</sup>

Two hundred of the questionnaires were sent to the following states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, and Wisconsin. The questionnaires were mailed to the superintendents of schools residing in selected cities, ranging in population approximating eleven thousand to twenty-five thousand.<sup>2</sup> This population range was selected because it is somewhat similar to that of Hibbing, Minnesota, (the population of Hibbing being approximately eighteen thousand). All the cities included in this population range, within these eight states, were polled.

The primary purpose for conducting this survey was to determine what is presently being done in the area of substitute teaching in the elementary schools. The writer was especially interested in personal attitudes, ideas and

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<sup>1</sup>See Appendix D.

<sup>2</sup>Rand McNally Commercial Atlas and Marketing Guide, Ninety-Third Edition, (New York: Rand McNally and Company, 1962).

feelings toward items two, eight, nine, ten, eleven, and twelve of the questionnaire.

The structure of the questionnaire included a format which explained the purpose of the survey, a definition of the full-time substitute teacher, and a request for any other material pertinent to the area of substitute teaching.

At the time the questionnaire results were analyzed, eighty-five per cent, or one hundred seventy forms had been returned. This left thirty school systems who did not respond to the questionnaire or to the follow-up form which was sent ten days after the initial mailing.<sup>3</sup>

The writer did not attempt to compare the percentage of returns from cities of larger populations to cities of smaller populations because the size of the city is not always indicative of the size of the school system.

Not all the respondents answered all the items on the questionnaire because two items, (two and seven), dealt only with those having full-time substitute teachers employed in their school systems. These items were responded to by only those twenty schools making up this category.

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<sup>3</sup>See Appendix E.

As will be seen later in this chapter, some respondents did not respond to a number of items in addition to, two and seven. It is not known why some of these items were left unanswered; but notations on some of the questionnaires indicated that some questions were not fully understood, or that the choices given were constructed so that none of them would represent an answer which would apply. As will be noted, some choices were clarified or qualified by additional comments on the questionnaire.

In order to facilitate the organization and interpretation, the survey data were separated into two categories; one relating to schools employing full-time substitute teachers and the other to schools employing only part-time substitute teachers. The total number for the full-time substitute teacher section equaled twenty, while the total number for the part-time substitute teacher section amounted to one hundred fifty. The total number and per cent is presented for each category through the use of tables and listings. The last two columns on the right side of each table represent the total number (one hundred seventy) and per cent (one hundred per cent) of questionnaires returned.

## TYPE OF SUBSTITUTE TEACHING PROGRAM USED

Item one of the questionnaire was constructed to ascertain the respective type of substitute teaching program currently functioning in the school system from which the questionnaires were returned.

A total of one hundred-fifty school systems, or eighty-eight per cent of the population sampled, reported they had only part-time substitute teachers which are called when they are needed in the elementary grades.

A total of twenty school systems, or twelve per cent of the population sampled, employ some full-time substitute teachers along with the part time substitutes for the elementary grades.

One hundred per cent of the respondents indicated that their school system employed either part-time substitute teachers or a combination of full-time and part-time substitute teachers. Therefore, the writer assumed that not any of the respondents have only full-time substitutes, and that every school polled currently uses some type of a substitute teaching program.

## SUCCESS OF FULL-TIME SUBSTITUTE TEACHING PLAN

Item two of the questionnaire was specifically directed toward only those twenty respondents who currently employ full-time substitute teachers. This item did not apply to the one hundred fifty schools employing only part-time substitutes; therefore, they did not respond. This item allowed the respondent an opportunity to evaluate the success of the full-time substitute teaching plan in his particular school system.

It is evident that all school systems presently employing full-time substitutes are satisfied that this plan adequately meets the needs of their schools.

## SALARY PLAN IN EFFECT FOR PAYING SUBSTITUTE TEACHERS ACCORDING TO EMPLOYMENT

Table I reflects the salary plan now in effect for paying substitute teachers, in accordance with whether they are paid on a flat rate or on a regular teacher's salary scale.

In relation to the population surveyed, the table indicates that one hundred per cent of the substitute teachers employed on a full-time basis are paid in accordance with the

TABLE I

SALARY PLAN IN EFFECT FOR PAYING SUBSTITUTE TEACHERS  
 ACCORDING TO EMPLOYMENT IN SCHOOLS WHERE COMMUNITY  
 POPULATION APPROXIMATES 11,000-25,000

N = 170

Choices	Number of Schools					
	Full N	Time %	Part N	Time %	Totals N	%
a) A salary scale similar to (and comparable to) the one used for paying regular teachers.	20	100			20	12
b) A flat rate is paid to the substitute for each day of service.			120	80	120	70
c) Others specified: Placed on regular teacher salary scale after:						
5 consecutive days of teaching			6	4	6	4
10 consecutive days of teaching			7	5	7	4
20 consecutive days of teaching			7	5	7	4
25 consecutive days of teaching			5	3	5	3
90 consecutive days of teaching			5	3	5	3
Total	20	100	150	100	170	100

salaries received by regular, contracted teachers in their respective school systems. In contrast to this, eighty per cent of the substitute teachers employed on a part time basis were paid only a flat rate per day for their services.

The other twenty per cent of those employing part-time substitute teachers come under regular contract after five, ten, twenty, twenty-five, or ninety consecutive days of substitute teaching.

As these data reveal, there is much variation among school systems in the method of paying part-time substitute teachers. In view of the writer's research, it is felt these fluctuations may be due to the size of the school systems, the philosophy of the school's administrators or the economic status of the respective communities.

#### PERSONNEL IN CHARGE OF NOTIFYING AND ASSIGNING THE SUBSTITUTE TEACHER

Table II identifies the administrator or personnel member in charge of administering and supervising the substitute teaching programs in the various schools included in the survey.

The data reveal that in fifty per cent of the schools

TABLE II

PERSONNEL IN CHARGE OF NOTIFYING AND ASSIGNING THE  
 SUBSTITUTE TEACHER IN SCHOOLS WHERE COMMUNITY  
 POPULATION APPROXIMATES 11,000-25,000

N = 170

Choices	Number of Schools					
	Full Time		Part Time		Totals	
	N	%	N	%	N	%
a) Superintendent			6	4	6	3
b) Assistant Superintendent	10	50	4	3	14	8
c) Director of Elementary Education	6	30	12	8	18	11
d) Elementary Principals	4	20	95	63	99	58
e) Others:						
Superintendent's Secretary			18	12	18	11
Personnel Secretary			15	10	15	9
<b>Total</b>	<b>20</b>	<b>100</b>	<b>150</b>	<b>100</b>	<b>170</b>	<b>100</b>

employing full-time substitutes, this program was administered by the assistant to the superintendent. In the same category, thirty per cent of the programs were administered by the director of elementary education; and twenty per cent were administered by the elementary principals. It is interesting to note that among the schools having full-time substitutes the superintendent did not, in any instance, directly administer the substitute teaching program.

It is noted that the part-time substitute teaching programs were administered in four per cent of the cases by the superintendent, in three per cent of the cases by the assistant to the superintendent, in eight per cent of the cases by the director of elementary education, in sixty-three per cent of the cases by the elementary principals, in twelve per cent of the cases by the superintendent's secretary, and in ten per cent of the cases by the personnel secretary.

It is of interest to note that sixty-three per cent of the schools employing part-time substitute teachers have decentralized the administering of their substitute teaching program to the elementary principals. This is in contrast to the four per cent revealed in the full-time category, although their respective numbers and percentages vary

considerably.

Not any of the schools having a full-time substitute teaching program reported the use of a secretary to administer the substitute teaching services. In view of this, the writer assumes that the supervision of the substitute teaching service appears to be of enough importance in these school systems to warrant the services of a professional administrator. However, twenty-two per cent of the part-time substitute teaching programs are administered by secretarial personnel.

In reference to the last choice, regarding secretarial personnel, the respondents indicated two types of secretaries; superintendent's secretary and personnel secretary. The writer wonders if these two kinds of personnel members may not perform the same duties but possess different titles.

#### SCHOOL SYSTEMS HAVING A SPECIAL ORIENTATION PROGRAM FOR SUBSTITUTE TEACHERS

Table III indicates that one hundred per cent of the schools systems possessing a full-time substitute teaching program support this service with a special orientation program. Only thirty-five per cent of the school systems having part-time substitute teaching programs report a special type

TABLE III

SCHOOL SYSTEMS HAVING A SPECIAL ORIENTATION  
PROGRAM FOR SUBSTITUTE TEACHERS

N = 170

Choices	Number of Schools					
	Full Time		Part Time		Totals	
	N	%	N	%	N	%
a) A special orientation program is in effect for substitute teachers.	20	100	53	35	73	43
b) No special orientation program is in effect for substitute teachers.			92	61	92	54
c) No response.			5	4	5	3
Total	20	100	150	100	170	100

of orientation program for their substitute teachers; this leaves sixty-one per cent of the school systems with no special orientation program for their substitute teachers.

Three per cent of the total population surveyed did not respond to this item. This three per cent was made up entirely of those having part-time substitute teachers. Probably these respondents did not feel the item pertained to them.

#### METHODS OF ORIENTING SUBSTITUTE TEACHERS USED IN SCHOOL SYSTEMS

Table IV is an indication of the methods presently used in orienting substitute teachers in the school systems. This table closely parallels Table III in that the respondent was to indicate the orientation methods used in his particular school system. The respondents of some school systems indicated that they used only one method of orienting substitute teachers. The respondents of some school systems indicated that they used only one method of orienting substitute teachers. The respondents of other school systems indicated that they used a combination of any or all of the methods suggested to orient their substitute teachers.

TABLE IV

METHODS OF ORIENTING SUBSTITUTE TEACHERS  
USED IN SCHOOL SYSTEMS

N = 170

Choices	Full Time		Part Time		Totals	
	N	%	N	%	N	%
a) Social meetings of all co-workers on an informal basis used as the only orientation method.					0	0
b) Staff meetings in which all teachers learn of their responsibilities, the philosophy of the school, etc., is the only orientation method used.			10	6	10	6
c) Trips or tours conducted to acquaint substitute teachers with the school district and the community as the only orientation method.					0	0
d) Observing and participating in regular classroom activities with the regular teachers as the only orientation method used.			11	7	11	7
e) Materials, such as handbooks, are available for every substitute teacher's use (the only orientation method used).			20	13	20	12
f) No response to item.			49	33	49	29
g) Combinations of the above items:						
a,b,c,d, and e.	2	10	4	3	6	3
a,b,d, and e.	7	35	4	3	11	7
a,b, and e.	9	45	4	3	13	8
a and e.	2	10	12	8	14	8
b,c, and e.			2	1	2	1
b and d.			6	4	6	3
b,d, and e.			9	6	9	5
b, and e.			7	5	7	4
c,d, and e.			5	3	5	3
d and e.			7	5	7	4
Total	20	100	150	100	170	100

Forty-five per cent of the school systems employing full-time substitute teachers stipulated the use of a combination of social meetings, staff meetings, and making materials available for the substitute's use. Thirty-five per cent of the respondents in the full-time category indicated a combination response of social meetings, staff meetings, observing and participating in regular classroom activities and making materials available for the substitute's use. Ten per cent of these respondents indicated they used a combination of social meetings, staff meetings, trips and tours, observing and participating in regular classroom activities and making materials available for the substitute's use. The other ten per cent of the respondents in this category stated that their school system oriented their substitute teachers by having them attend social meetings and making materials available for the substitute's use.

The respondents representing school systems employing part-time substitute teachers indicated a much more diversified field of responses. Thirty-three per cent did not respond to this item. Thirteen per cent of the respondents in the part-time category referred to making materials available for the substitutes use as the only orientation method

used in their respective school system. Seven per cent of these respondents indicated observing and participating in regular classroom activities was the only orientation method used in their school system. Six per cent of the respondents in the part-time category stated that their only method of orienting the substitute teacher was through the staff meetings.

The respondents of school systems employing the part-time substitute teachers responded with the following combination of orientation methods. Eight per cent of these respondents indicated a combination of social meetings and making materials available for the substitute's use. Six per cent used staff meetings, observing and participating in regular classroom activities and making materials available for the substitute's use to orient their substitute teachers. Five per cent used a combination of staff meetings and making materials available for the substitutes use to orient their substitute teachers. Another five per cent used observing and participating in regular classroom activities as well as having materials available for the substitute's use to orient their substitute teachers. Four per cent orient their substitute teachers through the use of staff meetings,

and by having the substitutes observe and participate in regular classroom activities. Three per cent used a combination of social meetings, staff meetings, trips or tours, observing and participating in regular classroom activities and making materials available for each substitute's use. Another three per cent used social meetings, staff meetings, and materials, such as handbooks, to orient their substitute teachers. Three per cent also used a combination of trips and tours, observing and participating in regular classroom activities and materials, such as handbooks, to orient their substitutes. One per cent used a combination of staff meetings, trips or tours and materials, such as handbooks, as methods of orienting substitute teachers.

None of the school systems responding to the survey used social meetings of all co-workers on an informal basis, or trips or tours conducted to acquaint substitute teachers with the school district and the community, as an only method of orienting their substitute teachers.

The writer has noted a higher percentage of responses to certain combinations, for example, social meetings and making materials available for the substitute's use in the part-time category; and social meetings, staff meetings and

making materials available for the substitutes use in the full-time category. The fact that these items are responded to in clusters may indicate that this combination of methods of orienting substitute teachers is practical and effective.

The high percentage of no response to item six by the respondents of the part-time substitute teacher category caused the writer to feel that either the respondents felt this item did not apply to them or that they do not practice any type of orientation activity.

It is interesting to note, regarding the respondents of the full-time substitute teacher category, that all checked a combination of choices. However, in the part-time substitute teacher category, slightly less than one-half of the respondents indicated their school system practiced a combination of these orientation methods.

According to the information in the preceding paragraph, it appears that school systems possessing full-time substitute teaching programs have many more diversified activities in their substitute teacher orientation program.

In view of this same information, school systems employing part-time substitute teachers are more likely to have less diversification of activities in their substitute

teacher orientation programs.

CERTIFICATION REQUIREMENTS OF FULL-TIME SUBSTITUTE TEACHERS  
AS COMPARED TO CERTIFICATION OF REGULAR CLASSROOM TEACHERS

Table V presents the response of those schools employing full-time substitute teachers only. Thus, there were no responses from the one hundred fifty school systems employing part-time substitute teachers.

Of the twenty school systems employing full-time substitute teachers, nineteen indicated that the full-time substitute teacher must meet the same certification requirements as the regular classroom teachers.

One respondent made no reply in this item; it is not known why this item was left unanswered. Because of the cooperation evidenced throughout the rest of the questionnaire, it is felt that the respondent merely overlooked this one item.

The writer notes that certification requirements are usually set by statutes, these are adhered to by the state department of education. The laws regarding certification vary from state to state, therefore, the writer wrote to the

TABLE V

CERTIFICATION REQUIREMENTS OF FULL-TIME SUBSTITUTE  
TEACHERS AS COMPARED TO CERTIFICATION OF REGULAR  
CLASSROOM TEACHERS

N = 170

Choices	Number of Schools					
	Full Time		Part Time		Totals	
	N	%	N	%	N	%
a) Yes, (requirements are the same).	19	95			19	95
b) No, (requirements are not the same).						
c) No response	1	5			1	5
<b>Total</b>	<b>20</b>	<b>100</b>			<b>20</b>	<b>100</b>

state offices of the eight states included in the survey to obtain the state regulations. These can be found in Appendix A.

OPINIONS EXPRESSED REGARDING EXPERIENCE OF  
FULL-TIME SUBSTITUTE TEACHERS

Table VI revealed the amount of experience deemed necessary to become a full-time substitute teacher. Of the twenty school systems possessing full-time substitute teachers, eighty-five per cent felt that the full-time substitute teacher should have some teaching experience before becoming a full-time substitute. Of this eighty-five per cent, all felt that the full-time substitute teacher should have at least two years of experience. The remaining respondents, in the full-time category, indicated that previous teaching experience was not a prerequisite to becoming a full-time substitute teacher.

Thirty-one per cent of the respondents in the part-time category felt some teaching experience should be necessary in order to become a full-time substitute teacher. Of the forty-six respondents included in the above thirty-one per cent, twenty felt at least one year of experience should

TABLE VI

OPINIONS EXPRESSED REGARDING EXPERIENCE OF  
FULL-TIME SUBSTITUTE TEACHERS

N = 170

Choices	Number of Schools					
	Full Time		Part Time		Totals	
	N	%	N	%	N	%
a) Yes, (full-time substitute teachers should have previous teaching experience).	17	85	46	31	63	37
b) No, (teaching experience is not necessary).	3	15	64	42	67	39
c) No response to item.			40	27	40	24
Total	20	100	150	100	170	100

be required; fifteen felt two years of experience would be desirable; and the remaining eleven indicated that three or more years of experience should be required of persons interested in becoming full-time substitute teachers.

Forty-two per cent of the respondents in the part-time category felt that no previous teaching experience should be required of a full-time substitute teacher.

Because of the fact that twenty-seven per cent of the respondents of the part-time category did not respond to this item, the writer assumes that they felt the item did not apply to them.

The high percentage of response to the positive choice, from the respondents of the school systems employing full-time substitutes, would probably indicate that previous teaching experience is an important prerequisite in the selection of full-time substitute teachers.

#### OPINIONS REGARDING THE RECRUITMENT OF THE FULL-TIME SUBSTITUTE TEACHER

Table VII indicates how a full-time substitute should be recruited in the opinion of respondents who were given three choices: a) take the full-time substitute from the present faculty, b) recruit these substitutes as persons new

TABLE VII

OPINIONS REGARDING THE RECRUITMENT OF THE  
FULL-TIME SUBSTITUTE TEACHER

N = 170

Choices	Number of Schools				Totals	
	Full N	Time %	Part N	Time %	N	%
a) Taken from the present faculty and thus are familiar with the system.	14	70	43	29	57	34
b) Recruited as a teacher new to the system.	6	30	25	17	31	18
c) Others. (Respondents checked both a and b.)			8	5	8	5
d) No response to item.			74	49	74	43
<b>Totals</b>	<b>20</b>	<b>100</b>	<b>150</b>	<b>100</b>	<b>170</b>	<b>100</b>

to the system, or c) others, (respondents could list other possibilities).

Of the respondents whose school systems employ full-time substitutes seventy per cent felt they should be taken from the present faculty; thirty per cent of this group indicated they felt these substitutes should be recruited as new to the system. From these data the writer concludes the present full-time substitutes should be recruited as new to the system. From these data the writer concludes the present full-time substitute teachers in the schools surveyed are recruited from either source mentioned. They are taken from the present faculty or are new to the system. The larger number favoring selection from the present faculty rather than recruiting another teacher for this position is significant, for this may indicate that the more prevalent practice is the most successful.

The school systems employing only part-time substitute teachers reacted as follows: Twenty-nine per cent felt they should be taken from the present faculty; seventeen per cent felt they should be new to the school system; five per cent responded to "others" by indicating they should be either taken from the present faculty or be new to the system; and

forty-nine per cent did not respond to the item. In view of this information, it is known why such a high percentage in this category did not respond to the item; perhaps these respondents felt the item did not apply to them.

ECONOMIC POSSIBILITY OF EMPLOYING SUBSTITUTE  
TEACHERS ON A FULL-TIME BASIS WITHIN  
EACH SCHOOL SYSTEM

Table VIII indicates the respondent's feeling in regard to whether or not individual school systems could economically afford to employ substitute teachers on a full-time basis.

One hundred per cent of the school systems currently employing full-time substitute teachers indicated they found it economically possible to employ full-time substitute teachers.

Of the schools employing only part-time substitute teachers, twenty-one per cent felt it would be economically possible for them to finance a substitute program utilizing full-time substitutes. Some additional comments by four of these respondents, (at this point in the questionnaire), indicated the desire to find out more information regarding a program using full-time substitute teachers.

TABLE VIII

ECONOMIC POSSIBILITY OF EMPLOYING SUBSTITUTE TEACHERS  
ON A FULL TIME BASIS WITHIN EACH SCHOOL SYSTEM

N = 170

Choices	Number of Schools					
	Full Time		Part Time		Totals	
	N	%	N	%	N	%
a) Yes, it would be economically possible.	20	100	31	21	51	30
b) No, it would not be economically possible.			108	72	108	64
c) No response to item.			11	7	11	6
<b>Total</b>	<b>20</b>	<b>100</b>	<b>150</b>	<b>100</b>	<b>170</b>	<b>100</b>

Seventy-two per cent of the respondents in the part-time substitute category felt it would not be economically possible for them to employ full-time substitute teachers. At this point respondents made the following comments: "We could easily afford to have one full-time substitute teacher; however, because of our situation, a single full-time substitute would not help much."

Two respondents reported that "such a program may be possible," but they questioned the feasibility of it.

Two respondents reported that because their community could supply large numbers of certificated substitutes, there was no need to employ full-time substitutes in their system.

Seven per cent of the respondents in the part-time substitute category did not respond to this item. The reason for this lack of reply is unknown to the writer.

From the information gained in the analysis of this item of the questionnaire, the writer feels that one of the main reasons many school systems do not employ full-time substitutes is because they feel they cannot financially afford full-time substitute teachers.

ANALYSIS OF ITEMS RELATING TO THE ACTIVITIES OF FULL-  
TIME SUBSTITUTE TEACHERS WHEN THEY ARE NOT  
REPLACING ABSENT TEACHERS

Two items of the questionnaire were especially designed to give the respondent an opportunity to express personal opinion regarding the special functions of a full-time substitute teacher. It would also give the writer some ideas as to how much thinking is being done in the field of elementary substitute teaching services.

The first item, ("What should these full-time substitute teachers be doing on days when the attendance of regular teachers is high and they are not needed as substitute teachers?"), was structured to elicit opinions regarding what these full-time substitute teachers should be doing when they are not needed to fill vacancies for absent teachers. The second item, ("In conjunction with question ten, what other types of activities might these full-time substitute teachers be involved in when they are not replacing absent teachers?"), was structured to elicit ideas or points of view regarding what other activities these full-time substitute teachers might be doing, when they are not needed as substitute

teachers.

Thus the first item would reveal activities which may be currently practiced by school systems employing full-time substitute teachers; the second item would include suggestions, in addition to those already listed, which could serve as a reserve list to be considered when expanding or re-evaluating the current program.

As can be noted the suggestions are listed in order of importance; the item suggested most often appears at the top of the list.

The writer surmised that to determine the percentage regarding a certain suggestion would be meaningless. It is not to be construed that all agree with the practicing of a certain suggestion, nor would it be reasonable to assume that any part of the total number practice a particular suggestion. Therefore, only the number responding to a certain suggestion will be related in the following tables.

SUGGESTIONS FOR THE ACTIVITIES FULL-TIME SUBSTITUTE TEACHERS  
SHOULD BE ENGAGED IN WHEN THEY ARE NOT FILLING VACANCIES,  
AS SUGGESTED BY THOSE EMPLOYING FULL-TIME SUBSTITUTE  
TEACHERS

Table IX includes generalizations based upon suggestions

by respondents of the schools employing full-time substitute teachers. The numeral placed to the immediate right of each suggestion indicates the frequency of this particular generalization. The total number for this group equaled twenty, a return of one hundred per cent. Each respondent indicated six or more suggestions in his reply to this item.

SUGGESTIONS FOR THE ACTIVITIES FULL-TIME SUBSTITUTE  
TEACHERS SHOULD BE ENGAGED IN WHEN THEY ARE NOT  
FILLING VACANCIES, AS SUGGESTED BY THOSE  
EMPLOYING PART-TIME SUBSTITUTE TEACHERS

Table X includes generalizations based upon suggestions by respondents of schools employing part-time substitute teachers. The total number for this group equaled forty-seven, (this is thirty-one per cent of the total one hundred fifty in this category). Each of these respondents indicated two or more suggestions in his reply to this item.

These respondents revealed many interesting and worthwhile activities that the full-time substitute teachers may be involved in when not participating in the regular classroom routine.

From Table X it is apparent that all the suggestions

TABLE IX

SUGGESTIONS FOR THE ACTIVITIES FULL-TIME SUBSTITUTE TEACHERS  
SHOULD BE ENGAGED IN WHEN THEY ARE NOT FILLING  
VACANCIES, AS SUGGESTED BY THOSE EMPLOYING  
FULL-TIME SUBSTITUTE TEACHERS

N = 20

Suggestions	Frequency of Response N
a) Home visitations for work on case histories, etc.	19
b) Provide special help for slow or gifted children.	17
c) Assist in curriculum work, unit development, special projects, and in developing teaching aids and materials.	17
d) Assist in team teaching projects.	15
e) Becoming acquainted with school materials and texts.	15
f) Observing classes.	15
g) Assist in library work.	12
h) Assist the nurses in screening and vision and hearing testing.	11
i) Assist with visual aids work.	10
j) Help in remedial programs and diagnostic work.	9
k) Giving tests and summarizing results.	9

TABLE X

SUGGESTIONS FOR THE ACTIVITIES FULL-TIME SUBSTITUTE TEACHERS  
SHOULD BE ENGAGED IN WHEN THEY ARE NOT FILLING  
VACANCIES, AS SUGGESTED BY THOSE EMPLOYING  
PART-TIME SUBSTITUTE TEACHERS

N = 47

Suggestions	Frequency of Responses N
a) Assist in curriculum work, unit development, special projects and developing teaching aids and materials.	25
b) Becoming acquainted with school materials and texts.	24
c) Provide special help for slow or gifted children.	19
d) Assist in library work.	17
e) Help in remedial programs and diagnostic work.	17
f) Observing classes	16
g) Assist in team teaching projects	15
h) Home visitations for work on case histories, etc.	13
i) Free regular teachers in order that they may work on various in-service projects.	11
j) Assist with visual aids work.	9
k) Free regular teachers so they may attend committee meetings.	6
l) Clerical work, such as, assisting in the office, assembling or correcting papers, bringing school records up-to-date, etc.	5
m) Free regular teachers so they may have conferences with parents, principals, etc.	5
n) Proofread publications in their developmental stage.	5
o) Survey new pupils.	3
p) Giving tests and summarizing results.	2

made by the full-time substitute teacher category also appear in the suggestions recommended by those of the part-time substitute teacher category. This would indicate that schools employing full-time substitute teachers are engaging them in activities which are acknowledged as worth-while and important functions by those employing only part-time substitute teachers.

The writer noted the following comparisons:

Those employing full-time substitute teachers placed greatest emphasis upon activities centered around better understanding the individual child, (suggestions a and b of Table IX), in contrast the respondents of schools employing part-time substitute teachers, placed greater emphasis upon better organization of the teaching materials and the curriculum, (suggestions a and b of Table X).

Those respondents from schools employing part-time substitute teachers listed a few more activities than did those of the full-time substitute teacher category. These activities appeared to stress the importance of freeing the regular classroom teacher so that he may engage in other professional duties, (suggestions i, k, m, and l).

OTHER SUGGESTIONS FOR THE ACTIVITIES FULL-TIME SUBSTITUTE  
TEACHERS MAY BE ENGAGED IN WHEN THEY ARE NOT FILLING  
VACANCIES, AS SUGGESTED BY ALL QUESTIONNAIRE RESPONDENTS

Item eleven of the questionnaire stated: "In conjunction with question ten, what other types of activities might these full-time substitute teachers be involved in when they are not replacing absent teachers? Please list your suggestions."

An analysis of the responses to this item of the questionnaire revealed listings of suggestions so similar in nature, that the writer found it too repetitious to construct separate listings; so one table will be used for both categories, (full-time substitute teachers and part-time substitute teachers).

The respondents of the schools employing full-time substitute teachers responded to this item one hundred per cent, each contributing two or more suggestions. Only twenty-seven--or eighteen per cent of the respondents of the schools employing part-time substitute teachers--made one or more suggestions in response to this item.

The following table will include generalizations based upon suggestions of the respondents.

The main reason for trying to initiate these responses was to obtain a list of activities to be used, if needed, when establishing, expanding or re-evaluating the substitute teacher program.

Respondents of both categories (full-time substitutes and part-time substitutes) approximate agreement in suggestions a, b, g, and k. In suggestions e, d, and j, however, they appear to differ.

In view of the original purpose of these two items, the Table XI indicates the respondents have been thinking and have formed opinions regarding the area of substitute teaching services.

The higher percentage of response in reference to these two items, by those who now employ full-time substitutes, probably indicates that school systems employing full-time substitutes have organized special activities, such as those suggested, in which these substitutes participate.

#### PRESENTATION OF RANDOM COMMENTS

In the process of analyzing the survey returns, the writer noticed various annotations placed randomly on the pages of the questionnaire. These comments did not always

TABLE XI

OTHER SUGGESTIONS FOR THE ACTIVITIES FULL-TIME SUBSTITUTE TEACHERS  
MAY BE ENGAGED IN WHEN THEY ARE NOT FILLING VACANCIES,  
AS SUGGESTED BY ALL QUESTIONNAIRE RESPONDENTS

N = 47

Suggestions	Frequency of Response	
	Full Time N	Part Time N
a) Assist in overcrowded rooms.	15	13
b) Counsel students.	0	1
c) Developing teaching materials (units of study, picture files, arithmetic aids, etc.	16	6
d) Free regular teachers in order that they may teach classes in advanced music, dramatics, etc.	10	0
e) Free regular teachers so they may attend extention classes.	5	1
f) Free regular teachers so they may coach elementary sports activities.	3	2
g) Free regular teachers so they will have some preparation time.	14	10
h) Help primary grade teachers with reading groups, reading workbooks, etc.	15	7
i) Supervise gymnasium activities.	1	1
j) Supervise the lunch programs.	8	3
k) Supervise the playgrounds.	10	6
Total number of responses	97	52

pertain to the item by which they were entered.

The writer felt that many of the notations, described in the preceding paragraph, contained much merit and should be included in this report. The following are a few examples of these unsolicited comments:

Full-time substitute teachers would cause resentment in the ranks of the "good old part-time substitutes;" because they would feel inferior and incapable of doing a good job.

Good substitutes are as scarce as hen's teeth.

In a good substitute teacher, the degree of teaching success is more important than the number of years of experience.

In our case full-time substitutes would have to be quite versatile.

Our principals act as the substitutes.

Our substitutes do not need orientation because they are all acquainted.

Substitutes should be invited to all in-service activities.

There is a definite need for research in this area. I would be pleased to be informed of the results of this survey.

This program would be possible, but I question the practicality.

We would use two or three and depend on part-time substitutes when absence is high.

We need to do something. During the flu epidemic this

year we were on the verge of sending children home-- that should bring action.

When you find out something, please let us know what we can do to improve the efficiency of our program.

With this program in effect teachers may have a tendency to miss more school.

It was interesting to note this type of action was only indicative of the respondents representing the part-time category. It is the writer's feeling that this may have been a new experience. Many of the respondents had not been accustomed to thinking along the lines of having full-time substitutes, this may have been the reason for their extraneous comments. In the process of filling out the questionnaire, they wrote down various ideas whenever they came to mind, thus resulting in the randomly-placed notations. Respondents from the full-time category had already dealt with or were currently dealing with situations similar to the items discussed in the questionnaire.

In reference to the value of the various comments contained in the general listing, the writer feels the list contains interesting and worthwhile opinions which deserve special consideration, especially if applicable to the respective school system.

## EVALUATION OF QUESTIONNAIRE CONSTRUCTION

After analyzing and presenting the survey data, the writer arrived at the following conclusions regarding the construction of the questionnaire used in this survey.

In order to facilitate the organization and interpretation of data, the questionnaire might have been constructed in two parts. Part one could have included items sampling factual information about the respective substitute teaching programs. For example, if they employed full-time substitute teachers only; part-time substitute teachers only; or a combination of the two. Part two would have included opinion-oriented items. For example, what types of activities might the full-time substitute teachers be involved in when they are not filling vacancies for absent teachers?

If the questionnaire items would have been organized in the above manner, the writer feels there would have been fewer "no responses" to particular questionnaire items. In nine cases, respondents of school systems employing part-time substitute teachers only placed a large x over the entire page of the questionnaire. This indicated to the writer that these respondents felt the items did not pertain to them.

In addition to the over-all structure of the questionnaire, the writer feels some of the particular questionnaire items were poorly constructed in that they did not clearly indicate intended respondents. For example, item ten of the questionnaire reads, "What should these full-time substitute teachers be doing on days when attendance of regular teachers is high and they are not needed as substitute teachers: Please list your suggestions."

The above item was intended to elicit a response from each anticipated respondent in the total population surveyed, (number equaled 170), including both the full-time and part-time categories. An analysis of the responses to this question gave the following results:

- 1) All of the schools using full-time substitute teachers responded to this item.
- 2) Of the one hundred fifty schools using part-time substitute teachers
  - a) one hundred three did not respond.
  - b) forty-seven did respond with suggestions.

This the writer interprets to imply that the item was poorly constructed.

The writer notes that another item pertaining to school systems possessing part-time substitute teachers programs, might have been included in the questionnaire.

The item could have been constructed to read:

If you have only part-time substitute teachers in your system, please check one of the following:

\_\_\_\_\_ a) This plan is satisfactory and adequately meets the needs of your schools.

\_\_\_\_\_ b) This plan is not adequate for our school system and leaves something to be desired.

This item would have been in direct relation to item two of the original questionnaire implemented in the survey. The writer feels it could have been of potential value to administrators planning or evaluating a respective substitute teacher program; also it might have been useful to others doing research in this area.

In conclusion the writer wishes to report that, as a whole, she received adequate cooperation and participation on behalf of the entire population surveyed, (one hundred seventy questionnaires returned out of the original two hundred--or a return of eighty five per cent). All one hundred seventy respondents, including both the part-time and the full-time categories, responded to at least five of the items on each questionnaire.

## CHAPTER IV

### RECOMMENDATIONS FOR THE SUBSTITUTE TEACHER SERVICES OF THE HIBBING ELEMENTARY SCHOOLS

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#### POINTS OF VIEW OF HIBBING ELEMENTARY SCHOOL ADMIN- ISTRATIVE PERSONNEL CONCERNING SUBSTITUTE TEACHING

Administrators affiliated with the Hibbing elementary education program were asked the following questions: "How do you feel about our present system of substitute teaching? Do you feel the present substitute teachers do an adequate job?" The replies are as follows:

Administrator Number One. Administrator number one said:

Most of our substitute teachers are good. Most of them are married women and retired teachers who have had good teaching records and have now asked to be put on the substitute teaching list. They are, also, people who do not want to teach every day; however, they will complete a year if this should be necessary. These substitutes are the ones who teach regularly and are, for the most part, familiar with the program.

The substitutes who teach infrequently are not as good. They have been relegated to the bottom positions on the list so they will be used seldomly.

Our supply of substitutes is usually adequate. There is a stress at this time of the year, February and March,

so all the substitutes work at least every other day. Part of this stress is stemming from the fact that some of the substitutes are completing the school year for the regular teacher.

Administrator Number Two. Administrator number two

said:

Our substitute teaching program is sort of a haphazard thing. It needs improvement in that it needs more organization. Our substitutes apply for the job, are categorized as to primary or intermediate teachers and are called when needed. That is the present organization of the program.

We feel our substitutes are doing an adequate job. However, this is a loose statement for we have no real way of knowing; we have no evaluation tool. We base our judgement on what we hear from the principals, this in turn is based on what they hear from the teachers.

We need some evaluation of these substitutes by the teachers and the principals. We should include our substitutes in workshops and have some meeting with them in the fall.

Principal Number One. Principal number one said:

The person in charge of the substitute teaching services here has sometimes had a hard time getting substitutes, especially in placing them, they are sometimes sent just to "hold down the fort". In this area we need more systematizing.

We should have a meeting with the substitute teachers to acquaint them with the schools and some of the practices common to all the schools, such as, care of the attendance cards and fulfilling the extra duties the regular teacher may be expected to perform.

The substitute should feel like a regular teacher.

He should be a professional-minded individual.

Most of our substitutes are good ones. Substituting is a very hard job. I feel most substitutes lack the ability to keep the children occupied; consequently, they become bored. It always amazes me to see how happy the children are to see their regular teacher return.

Principal Number Two. Principal number two said:

The personnel administrator in charge of assigning the substitute teachers tries to keep the same substitutes at a school. This is helpful, for then the substitute teachers are familiar with the school.

Three-fourths of the substitutes which serve at our school are well qualified. However, it has at times been necessary to "make some adjustments". In this case I just request that this substitute never return, and he never does.

Principal Number Three. Principal number three said:

The substitute teachers we have had this year have been good. Usually the regular corps of substitute teachers is good. On the whole, they handle children well and maintain good discipline. We have not always been so fortunate, for in years past some have been weak.

We should have more good substitute teachers on the list. Occasionally it happens that there is no substitute teacher to be had. If you need a substitute and happen to be at the tail end of the list, you may get a poor one.

Now and then a substitute teacher arrives late, this is nearly always because they have been notified late. I feel we should try to get substitutes who live close to all the particular schools; then when a sudden emergency comes up, they will be near at hand.

There have been some teacher comments on the work of the substitute teachers. The one I have heard most frequently is that the substitute teacher did not follow the regular teacher's directions. Many times they try to cover too much and do not do a thorough job of teaching the material.

Principal Number Four. Principal number four said:

The substitute teaching service has been working much better than in the past. The substitutes feel that things are in better order for them. More teachers leave adequate lesson plans, seating charts and programs.

The substitute teachers vary in ability; the majority are excellent and much of the time the same substitutes come. The personnel administrator is aware of the grade levels they work well with and tries to assign them accordingly. When he is hard-pressed and the good, stable, steady substitutes have been called to fill in for long stretches, he, out of desperation, calls substitutes who are not well-suited. Some of these substitutes have not taught for years.

Occasionally substitutes are late. If a teacher becomes sick or is called away from school for emergency reasons at noon or during the day, a substitute is hard to get.

All substitute teachers seem to be under more strain than regular teachers. The principal should foresee this and try to assist. If there are special problems in the school room, he should point this out in advance. He should be available to aid with discipline problems.

Most of our substitutes are married women who enjoy teaching and want the extra money. Our community is comprised of many professional people whose wives have college educations and can substitute. Hibbing probably has more of these than most communities.

Principal Number Five. Principal number five said:

For the most part our substitute teachers are good. When we have an epidemic or are in desperate need of substitutes, we get some poor ones.

I realize that substitute teaching is a hard job at best. They feel inadequate and have difficulty grasping everything at once; they need time to "get their bearings".

The regular teachers can aid the substitutes by leaving lesson plans for them. It would be helpful to the substitutes if they could attend the various workshops put on for the teacher's benefit. I am thinking of our new mathematics program and the workshop held in conjunction with it; this could have been an excellent way for them to acquaint themselves with this program. As it is now, if the regular teacher misses more than a week, it is hard for the substitute, and the children are losing too much. It is necessary for the substitute to acquaint himself with all the school materials he may be working with.

Discipline is not too much of a problem; if the children are under control for the regular teacher, they usually remain orderly for a substitute.

I feel any kind of a substitute system would have its problems. Substitute teachers are getting scarce; but that is why poor ones are not too numerous, but they do exist. Whether the substitute teacher is good or not, when a substitute is here for only one day, I feel it is pretty much a lost day for the children.

Principal Number Six. Principal number six said:

Recently the substitutes have worked out pretty well. The personnel administrator in charge of the substitute service tries to send only the qualified teacher. For the most part we have been lucky to get experienced teachers who have taught in our system previously. These teachers are very conscientious and professional. This

is not always true, however, we do sometimes have weak substitutes who come to baby sit.

Principal Number Seven. Principal number seven said:

The substitute teaching service seems adequate for our small school. The substitutes we have had have been just fine.

The above comments seem to indicate the realization that a change is needed in the current substitute-teaching program.

These comments, the information gained regarding the number of teachers who are absent in the Hibbing elementary schools, the information gained in the writer's survey and current literature written by educators have influenced the writer to recommend changes in the existing Hibbing elementary substitute teaching program.

#### RECOMMENDATIONS CONCERNING FULL-TIME SUBSTITUTE TEACHERS

The writer recommends a new division of teachers be employed in the Hibbing elementary schools. They will be teachers who are full-time substitute teachers. They will travel about "filling the vacancies" caused by the absence of regular teachers. A more fitting name could be chosen. They could perhaps be called reserve teachers or permanent

substitute teachers. In this proposal they are to be referred to as "full-time substitute teachers". As indicated earlier, the writer recommends three full-time substitutes be employed in Hibbing.<sup>1</sup>

These full-time substitute teachers should be teachers of the highest quality available, flexible and congenial. They should possess all the qualities of a good teacher. These individuals should be teachers who are especially capable of attaining rapport with students in a short time. They should be creative teachers who are willing to devise and use special techniques of classroom management and instruction necessary for the skillful execution of their specialized and difficult educational task. Above all they should possess a great liking for and understanding of children.

A question will arise as to how the foregoing attributes may be measured. This will have to be done largely on a subjective basis, through observation of a full-time substitute, and by observing the reactions of the students, teachers, and

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<sup>1</sup>See page 5.

administrators toward the full-time substitute teachers. In other words, they will be evaluated in the same way the regular teachers are in the Hibbing system.

Full-time substitute teachers will be accepted and respected members of the faculty, and they should participate in all faculty activities. Each will be a member of one or more professional organizations and should attend meetings as other teachers are expected to do.

These full-time substitute teachers will be valuable educational instruments. In brief, their special function will be to prevent the educational loss which may otherwise occur due to the regular teacher's absence. In the absence of the regular teacher, they will carry on with the lessons for the day, perform any special duties delegated to that teacher, and maintain good discipline.

Full-time substitute teachers must be familiar with all seven elementary schools in the Hibbing school district, the general school organization, and community organization, the courses of study, the evaluation methods used, conference techniques, and the marking and promotion practices. Because of the above requirements the writer recommends that the full-time substitute teacher have at least two years

of regular classroom teaching experience, preferably in the Hibbing Elementary Schools, before becoming a full-time substitute. It is also recommended that the persons who become full-time substitute teachers be willing and capable of teaching in any elementary grade through sixth grade. This is not saying that the full-time substitute will be required to teach in all areas, for they will be given their preference if at all possible.

The full-time substitute teachers will be regular, full-time, contracted members of the faculty. They will have all the benefits and privileges of the other elementary faculty members. They will receive the same salary as a regular teacher with comparable educational background and teaching experience. In addition to this salary, they will be given a travel allowance. This allowance will be the same as is granted to the consultants and other members of the faculty who provide their own transportation to and from the various schools.

The recruiting of full-time substitute teachers will be done in a way similar to obtaining a regular teacher. They may be persons presently on the Hibbing faculty who express the desire to serve in this area; they may be teachers

new to the system who have had teaching experience and wish to become full-time substitute teachers; or they may be persons who are now serving in the capacity of substitute teachers who are qualified, capable, and desirous of such a position.

Orientation of the full-time substitute teachers will be done just as with other teachers. They will participate in the pre-school workshop activities and in all other activities of the regular teachers. Before school begins for the year, they, with the aid of the Director of Elementary Education and the Elementary Principals, will have familiarized themselves as much as possible with the seven schools, the general school routine and as many of the school personnel as possible. If the full-time substitute is new to the system or has not taught in it very recently, it will be necessary, also, to orient them to the Hibbing community, the overall school organization, the courses of study, the evaluation methods used, the marking and promotion practices, conference techniques, the curriculum committees currently working, guidance facilities and library facilities.

The writer recommends that the offices or headquarters of the full-time substitute teachers be established and maintained on the third floor of the Alice School. (The Alice

School is a centrally-located elementary school near downtown Hibbing.) There are no classrooms on this floor of the school. There is much room where offices can be established. The school officials may decide to put the three full-time substitute teachers in one room or each in a separate room. There are facilities available for either plan. (The telephone system and other details will be affected here.) Each full-time substitute will be provided with a desk and an area for keeping teaching materials and personal belongings. Another reason for recommending this particular area is that the Elementary Curriculum Library is also located on this floor. On days when the full-time substitute is not replacing an absent teacher, he may be engaged in work which will bring him to this area.

The full-time substitute teachers will report to their Alice School headquarters each morning by 8:30, at the same time the regular teachers are reporting at their respective schools, (classes begin at 8:45). If this has not been done previously, they will be notified of their daily assignment by the Assistant to the Superintendent, the administrative personnel member responsible for making necessary arrangements for the substitute teaching service for the whole

system each day. If it is known ahead of time, as in the case of an absence of extended duration, the full-time substitute teacher may report directly to the classroom where he will be teaching.

According to the record of teacher absences during the past five years, there is an average of about seven and one-half days per year when all of the elementary teachers will be present and there will be no need for a substitute teacher.<sup>2</sup> When and if this happens, the full-time substitute teachers will be engaged in various other school-oriented activities which must be done by elementary educators. According to the results obtained in questions ten and eleven of the survey, some of these things are:<sup>3</sup>

1. Home visitations for work on case histories, etc.
2. Provide special help for the slow or gifted children.
3. Help in remedial programs and diagnostic work.
4. Assist in library work.
5. Assist in curriculum work, unit development, special projects, and in developing teaching aids and

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<sup>2</sup>See Page 5.

<sup>3</sup>See Pages 51-56.

materials.

6. Giving tests and summarizing results.
7. Assist the nurses in screening and vision and hearing testing.
8. Assist with visual aids work.
9. Assist in team teaching projects.
10. Proofread publications in the developmental stage.
11. Clerical work, such as assisting in the office, assembling or correcting papers, bringing school records up-to-date, etc.
12. Observing classes
13. Become acquainted with school materials and texts.
14. Free regular teachers in order that they may:
  - work on special projects
  - visit other classrooms in the system
  - work on the various in-service projects
  - have committee meetings
  - have conferences with parents, principal, etc.

#### RECOMMENDATIONS CONCERNING PART-TIME SUBSTITUTE TEACHERS

Ideally all absences would be filled by these very capable and qualified full-time substitute teachers; but because of the fluctuations that do occur, we know that this would not be possible nor practical. The absences which

occur and cannot be filled by full-time substitute teachers, (because of the fact that each of them is already assigned a class), will be filled by additional substitute teachers who will be available in addition to the full-time substitute teachers. This area of the substitute teaching service will be along the more traditional line. It will resemble the substitute teaching program with which we are familiar at the present time.

With the three full-time substitute teachers in employment, the number of part-time substitute teachers required will be decreased considerably; this will allow the administrative personnel of the Hibbing school district to appoint only the most competent and desirable persons as part-time substitute teachers. Because of the danger of an unusual amount of sickness, the administrators will try to have an adequate number of good part-time substitute teachers, perhaps even a few extra names on the list. This list will total about twenty-four.

The recruiting of these part-time substitute teachers will be done by professional methods. The school system will campaign, using mass media and invitations to former teachers, in order to increase the number of applicants. These persons

must fill out the application forms used to secure a regular teaching position. They will have a personal interview with the Director of Elementary Education. Part-time substitute teachers chosen will be qualified and certified teachers. They will need to meet health requirements and the other specific requirements set up by the Hibbing school district.

With knowledge gained by using the above methods to recruit new part-time substitute teachers, and knowledge already acquired concerning the part-time substitute teachers already in employment, the elementary school administrators have a base for building an in-service training program. They have a base for screening those who will need more help in order to substitute effectively. The whole process of recruiting part-time substitute teachers will indicate to the future substitute that he is a necessary member of the educational team. His job is an important professional service in the elementary schools. The substitute teaching staff should be just as competent as the regular staff of teachers and should be adaptable to different demands and conditions.<sup>4</sup>

When a sufficient staff of part-time substitute teachers

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<sup>4</sup>Pittenger, op. cit., p. 175.

has been obtained, they must be oriented to their positions.<sup>5</sup>

The orientation program will begin early in the school year. The part-time substitute teachers will be asked to participate in the two-day pre-school workshop activities along with all other teachers. In general, the orientation for the teachers will be carried on in much the same way as for the full-time substitutes.<sup>6</sup> A faculty committee in each school building, formed to welcome and aid each substitute teacher in becoming acquainted, will be of much assistance in making the substitute teacher feel he is a member of the teaching profession.

Materials, such as the Elementary School Handbook for Parents (published by Independent School District, Number 701, Hibbing, Minnesota) will be available for every substitute teacher's use. The administrative letters and bulletins sent to all regular teachers will be mailed to each substitute teacher. Other materials that will be of help to the substitute teachers, such as, curriculum materials and professional magazines, will be made available by the principal in each building.

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<sup>5</sup>See Table IV.

<sup>6</sup>See Page 72.

Shortly after school has begun in the fall, each part-time substitute teacher will be afforded the opportunity of observing and participating in a classroom and working with a regular teacher at the level which the substitute will be teaching.

Once a trained corps of part-time substitute teachers is available, the orientation program described here need not be done on such a large scale every year. For example, it will not be necessary for all the part-time substitute teachers to go over the courses of study every year, except in the areas where changes have been made. However, most of the information gained in this orientation program is pertinent and will be of value to the part-time substitute teacher.

To aid in the administration of the substitute teaching services, accurate records will be kept at the office of the Assistant to the Superintendent. The records will contain such information as phone numbers, the number of days of service, grade-level and building preferences if specifically stated. These records will add to the efficiency of the substitute teaching service. They will also be of assistance in evaluating the part-time substitute teachers; they

will serve as guides to teacher competencies.

In a well-rounded substitute teaching service, evaluation is necessary. The person who does the evaluating must give consideration to the nature of the service and to the limited opportunity to work with the group of children. The criteria used will be objective and simple; they will be uniform throughout all the Hibbing elementary schools. A copy of a check-list type of evaluation sheet which the writer recommends be used in the Hibbing system can be found in Appendix F.

Because evaluation is a two-pronged tool it would seem desirable to have a type of evaluation and report which the substitute teacher in the Hibbing elementary schools completes at the end of each teaching assignment. A copy of the form the writer recommends appears in Appendix G.

The writer recommends a flat rate of twenty-five dollars a day be paid for each day of the part-time substitute teacher's service.

#### PROPOSALS FOR AIDING ALL SUBSTITUTE TEACHERS

Whether the substitute teacher is employed on a full-

time or a part-time basis, there are certain ways the regular classroom teacher and the students in the classes can assist them, which will make these days more pleasant and worthwhile for all concerned.

The regular teacher will prepare and inform the children in his class by telling them that it is not always possible for him to be in attendance at school; and that when he is not in attendance, whoever takes his place becomes the "regular teacher" in every sense of the word. This teacher is to be respected and obeyed, and school will progress as usual. "The importance of good citizenship and satisfactory achievement, whether the regular teacher or substitute teacher is present" should be emphasized.<sup>7</sup>

The regular teacher will also aid the substitute teacher by leaving a complete set of lesson plans and information for the substitute teacher's use. This will include the following:

1. Lesson plans--The system presently in use in the Hibbing schools is adequate. The regular teachers

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<sup>7</sup>Kenneth L. Pederson, "The Substitute Teacher Plan", The Clearing House, (March, 1961), p. 401.

are expected to have plans in their plan book made out at least five days in advance for all the subject matter areas. This should include a list of special duties the teacher has for the week.

2. Daily schedule--This will indicate the daily routine and time allotments.
3. Seating chart--This chart will give the name and seating arrangement of each child. This will be kept accurate and up to date.
4. Milk record--A record of which children have paid for their morning milk and the money, will be readily available.
5. Gym schedule--A schedule of the physical education classes which are held in the gym, as well as a schedule of the special activities such as movies and programs will be included in this information.
6. A list of the classroom helpers--This will be available so that these routine duties can be executed, by the children, as usual.
7. Description of classroom routines--This will be an explanation of the way routine activities are usually executed. This will include passing out

papers, collecting papers, correcting papers, procedure for lavatory period and drinks, the way and order in which reading groups are held, and any other routine activities the teacher may wish to include.

8. Other necessary information--A note concerning any unique problems or activities which may exist in his particular room and which the substitute teacher should be aware of will be written by each of the regular teachers. This may point out a particular problem or problem child; or it may describe an experimental plan which is presently being tried.

The writer advises that such materials, as mentioned above, be prepared by each classroom teacher. These materials should be kept in the upper middle drawer of the teacher's desk where they will be readily available for the substitute teacher's use.

#### AREA OF FURTHER STUDY

The writer feels it would be worth-while for the elementary school system of Hibbing, Minnesota, to establish a committee of interested persons to investigate and possibly

form a handbook for the use of all substitute teachers.

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**APPENDICES**

**APPENDIX A**

RULES AND REGULATIONS GOVERNING THE ISSUANCE OF SPECIAL SUBSTITUTE PERMITS  
(Effective July 1, 1958)

Section 79-1241, Nebraska School Laws --The Commissioner of Education shall have the authority to issue Special Teacher Permits to persons, not holding any teacher certificate, to permit their employment as substitute teachers or as teachers in specialized fields for which ordinary teacher training provides inadequate preparation.

Section 79-1242, Nebraska School Laws -- The Commissioner of Education shall, annually for the ensuing school term establish the rules and regulations governing the issuance of the Special Teachers Permits authorized under Section 79-124. Such rules and regulations shall set forth the requirements for such special permits and all rules and regulations thus set forth shall take effect at the beginning of the following school year and shall remain in force without change for the ensuing school year. Such special permits shall be valid in any school in the state only for the subject or subjects, or grade or grades, for which they are issued in accordance with the rules and regulations laid down by the Commissioner.

The following rules and regulations are issued in compliance with the above sections and become effective as of July 1, 1958:

1. The requirements for the Special Substitute Teachers Permits shall be:
    - a. (1) For a RURAL ELEMENTARY SUBSTITUTE PERMIT a regular Elementary Certificate which has been in force since September 1, 1938, or a life certificate and based on not less than 30 semester hours of college credit.
    - (2) For an ELEMENTARY SUBSTITUTE PERMIT a regular Elementary Certificate which has been in force since September 1, 1938, or a life certificate and based on not less than 60 semester hours of college credit. Or any Elementary Certificate which was based on a Baccalaureate Degree.
    - (3) For a SECONDARY SUBSTITUTE PERMIT a regular Secondary or High School Certificate which has been in force since September 1, 1938, or a life certificate and based on not less than a Baccalaureate Degree.
    - b. Sound mental and physical health,
    - c. Good moral character,
    - d. Fee of \$2.00 and application forms as prescribed by the Department. (Use regular certificate application blank. Be sure to insert exact title of permit in same space provided for name of certificate.)
  2. The Renewal Requirements of the Special Substitute Teachers Permits shall be:
    - a. Evidence of fifty (50) days of successful substitute teaching during the five (5) year term, or
    - b. Three (3) semester hours of college preparation applicable toward renewal of a regular certificate and earned since the issuance date of the applicant's last substitute permit.
  3. The Validity of the Special Substitute Teachers Permits shall be for only:
    - a. Those positions in which a regularly employed, certificated teacher began the year,
    - b. ~~Seventy-five (75) days of teaching per year for five (5) consecutive years~~
    - c. Teaching in the same class of schools, grade or grades, and general high school subject matter areas as authorized by last previous regular certificate held by the holder of this permit.
- The violation of any of the validity regulations shall be justifiable cause for suspension of a substitute permit.
4. The teacher shall register this permit immediately with the County Superintendent of the county in which he intends to do substitute work, and shall notify said County Superintendent within seven (7) days after doing substitute work. (City Superintendents should also report at the end of each semester all substitutes employed.
  5. No Special Substitute Permits will be issued to applicants eligible for a regular Nebraska certificate.

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# State Teacher Certification Board

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SUPERINTENDENT OF PUBLIC INSTRUCTION  
CHAIRMAN

ROBERT L. BRISSENDEN  
SECRETARY

April 1, 1964

Mrs. Helen Johnson  
3722½ Third Avenue East  
Hibbing, Minnesota

Dear Mrs. Johnson:

In reply to your letter of March 22, every person who is employed to teach and draw public school funds in the State of Illinois must hold a valid teacher's certificate. The general certificating law of the state does not apply to the City of Chicago.

For information concerning requirements of the City of Chicago, you should contact Dr. Benjamin C. Willis, 228 North LaSalle, Chicago, Illinois.

Section 21-9 of the School Code provides for a Substitute Certificate. The following is a direct quotation from the law:

"Sec. 21-9. Substitute certificates. A substitute teacher's certificate may be issued for teaching in all grades of the common schools. Such certificate may be issued upon request of the county superintendent of schools of the county in which the teacher is to teach. A substitute teacher's certificate shall be valid for teaching only in the public schools of the county that are under the jurisdiction of the county superintendent of schools requesting the issuance of the certificate. Such certificate may be issued to persons who either (a) hold a certificate valid for teaching in the common schools as shown on the face of the certificate, or (b) have been graduated from a recognized



WILLIAM E. WILSON SUPERINTENDENT

## DEPARTMENT OF PUBLIC INSTRUCTION

227 STATE HOUSE ME 3-4000

March 30, 1964

Mrs. Helen Johnson  
3722 $\frac{1}{2}$  3rd Avenue, East  
Hibbing, Minnesota

Dear Mrs. Johnson:

The requirements for substitute teachers in Indiana are the same as for the regularly employed teachers. The rules covering the requirements for a certificate to teach are covered under Rules 44 and 45. Rule 44 is discussed in the Manual, pages 13-56 inclusive of Bulletin 400. Rule 45 consists of miscellaneous items, Bulletin 400, pages 57-58. Item 10 of the latter, page 58, presents the exception you have in mind. It permits a superintendent to employ someone for 30 days only when that person does not meet certification requirements. The individual's competency is determined by the superintendent. Note that this individual does not have to hold a college degree.

If your term of "substitute teachers" means someone who is under contract to teach but who does not meet the regular certification requirements, you should note items 20, 21 and 22 of Rule 45, pages 59-60. Note that we call these limited certificates. People hold these limited (sub-standard) certificates have a baccalaureate degree. They have not however met other certification requirements. We do not call these people substitute teachers. They have to have a program of studies leading to a certificate in order to get the first limited certificate. The certificate is valid for only one year at a time. In order to get a second limited certificate or a renewal, they have to submit evidence that they completed 7 $\frac{1}{2}$  semester hours of work from courses on their program of studies, which is on file in the state office of teacher certification.

Except for the 30 day Emergency Substitute Permit teachers and the teachers on limited certificates, everyone in Indiana has to have a standard certificate. Thus if a teacher is sick, the superintendent can hire a substitute in her place. This teacher must hold a standard certificate. If the teacher is a retired teacher, she can be employed for 59 days in any school year (the days need not be consecutive) without jeopardizing her state retirement pension. We generally call these people substitute teachers. Note, however, that they hold standard certificates.

If, on the other hand, the superintendent cannot obtain a person with a standard certificate, he may apply for either a limited (one year certificate, requiring a college degree) or a 30 day emergency substitute teacher permit (valid for 30 consecutive days only in any one school year). According to our definition these people are not substitute teachers.

continued next page...

Page 2

March 30, 1964

Under separate cover I am sending you a copy of Bulletin 400 and a copy each of our applications for limited certificates and the emergency substitute permit.

Sincerely yours,

R. R. RYDER, DIRECTOR  
Division of Teacher Education  
and Certification

RRR/djw

Enclosures:

State of Iowa  
Department of Public Instruction

STATE OFFICE BUILDING  
Des Moines, Iowa 50319

PAUL F. JOHNSTON  
SUPERINTENDENT

DAVID H. BECHTEL  
ADMINISTRATIVE ASSISTANT

L. N. JENSEN  
ASSISTANT SUPERINTENDENT  
INSTRUCTION

W. T. EDGREN  
ASSISTANT SUPERINTENDENT  
ADMINISTRATION

April 8, 1964

Mrs. Helen Johnson  
3722½ - 3rd Avenue, East  
Hibbing, Minnesota

Dear Mrs. Johnson:

We have your letter of March 22 concerning substitute teaching certificates.

Please be advised that our rules and regulations state as follows:

Substitute Certificate - 1 Validity

The substitute certificate shall be valid for a six-year term and for the same service authorized by Iowa or non-Iowa certificate. Exclusive of emergency or temporary certificate. Once held by the applicant, it should be valid only for those positions in which a regularly employed certificated teacher actually began the school year. It shall be valid for not more than 90 days of full-time teaching during any single school year, except that an appropriate regional consultant in the Department of Public Instruction may, by written statement, authorize the holder of such a certificate to teach in excess of the 90-day period when in his judgment the best interest of the pupils would be served thereby. In such an event, the substitute teacher shall not occupy the position beyond the close of the school year.

Endorsements Available

Endorsements on a substitute certificate shall be exactly the same as those to which the applicant would be entitled if a term certificate equivalent to the type of certificate once held were issued to the applicant.

Requirements

The applicant for a substitute certificate must have once held an Iowa or non-Iowa certificate exclusive of emergency or temporary certificate which by meeting current legal requirements enforced in the state of issue could again be issued for a term of years.

Sincerely yours,

Tom Orr  
Consultant, Teacher Education;  
Supervisor, Certification

TO/jv



KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION

ADEL F. THROCKMORTON, SUPERINTENDENT

DIRECTOR OF CERTIFICATION  
AND COLLEGE ACCREDITATION

F. FLOYD HERR

W. C. KAMPSCHROEDER  
ASSISTANT SUPERINTENDENT

TOPEKA, KANSAS

March 30, 1964

ASSISTANTS IN CERTIFICATION

GLADYS ISKE  
EDNA UMHOLTZ

ASSISTANT IN COLLEGE  
ACCREDITATION

EILEEN HEINEN

Mrs. Helen Johnson  
3722 $\frac{1}{2}$  Third Ave., East  
Hibbing, Minnesota

Dear Mrs. Johnson:

You will be interested in pages 40, 41 and 44 paragraph "D" of the enclosed handbook.

Substitute teachers are required to hold a substitute certificate or a regular certificate.

There are no emergency certificates issued in Kansas.

You may use the information for your master's thesis.

Sincerely,

Gladys Iske,  
Assistant in  
Certification

GI:ef

Encl: HB

B. Elementary Substitute Teacher Certificate. (Code: 182.)

To obtain a substitute teacher certificate valid for a three-year period in an elementary school, the applicant must:

1. Provide evidence that he has been a holder of a Kansas elementary teacher certificate based on 60 or more semester hours and valid in elementary schools, or
2. Provide evidence that he has been a holder of a teacher certificate based on 60 or more semester hours and valid in elementary schools in any state whose certification requirements are comparable to those of Kansas, or
3. Provide evidence that he has completed the baccalaureate degree in an elementary school curriculum from an accredited teacher education institution and meets current requirements including item B, section 91-1-2.

**Renewal Requirements:** (Three Year Elementary and Secondary Substitute Renewal, Code: 181. Three Year Elementary Substitute Renewal, Code: 183. Three Year Secondary Substitute Renewal, Code: 185.)

The substitute teacher certificate may be renewed for a three-year period, providing the holder makes application for such renewal and presents evidence of 90 or more days teaching during the validity of the substitute teacher certificate, or

upon the completion of three semester hours of credit within the six years immediately preceding the date of filing application for such renewal, providing such credit shall be granted since the issuance of the certificate for which renewal is sought. Such credit must be approved by the head of the department or school of education in the parent institution.

Subsequent renewal of the substitute teacher certificate shall require three semester hours of approved college credit.

Substitute teachers must register their certificates with the county superintendent, or as otherwise directed by the State Superintendent.

(Authorized by G. S. 1947 Supp., 72-1388; compiled January 28, 1948; amended January 3, 1949, January 3, 1951, January 1, 1953, March 1, 1955, January 1, 1959, July 1, 1961.)



MICHIGAN  
DEPARTMENT OF PUBLIC INSTRUCTION  
LANSING

LYNN M. BARTLETT  
State Superintendent

March 30, 1964

Helen Johnson  
3722 $\frac{1}{2}$  - Third Avenue, East  
Hibbing, Minnesota

Dear Mrs. Johnson:

We have your inquiry of March 22.

We issue a certificate specifically for substitute teachers in Michigan. This certificate is issued only on the recommendation of a Michigan employing official who is unable to obtain the services of a fully-certificated teacher for the position.

Normally, we would answer to the effect that substitute teachers would be expected to hold regular certificates, but, in this time of teacher shortage, this is evidently impossible. The certificate for substitute teaching which I mentioned, above, is known as the 75-day permit, here in Michigan, because it is valid for only 75 days during any school year. It is based on a minimum of sixty semester hours of satisfactory college credit in an approved teacher education institution.

If I can give you additional information, please let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Eugene Richardson".

Eugene Richardson, Consultant  
Higher Education and Certification

ER:ev



STATE OF MINNESOTA  
DEPARTMENT OF EDUCATION  
CENTENNIAL OFFICE BUILDING  
ST. PAUL 1, MINNESOTA

March  
Thirteen  
1964

Mrs. Helen C. Johnson  
3722 1/2 3rd Avenue East  
Hibbing, Minnesota

Dear Mrs. Johnson:

This is in reply to your letter of March 7, 1964.

Substitute teachers are required to hold certificates just as regular teachers are. These people are paid from public school funds. This makes it necessary that they hold certificates. This is based on the following quotations from Minnesota Statutes.

"Minnesota Statutes 123.14, Subdivision 4: The board shall employ and contract with necessary qualified teachers and discharge the same for cause....."

"Minnesota Statutes 125.04 - Qualified Teacher Defined

A qualified teacher is one holding a valid certificate from the state board, as hereinafter provided, to perform the particular service for which he is employed in a public school."

You have my permission to use this letter.

Very sincerely yours,

F. E. Heinemann, Director  
TEACHER PERSONNEL SECTION

FEH:sd



# The State of Wisconsin

ANGUS S. ROTHWELL  
STATE SUPERINTENDENT

## DEPARTMENT OF PUBLIC INSTRUCTION

ROOM 147 NORTH, CAPITOL  
MADISON 53702

ASSISTANT SUPERINTENDENTS  
WILLIAM C. KAHL, FIRST ASSISTANT  
ARCHIE R. BUCHMILLER, ASSISTANT  
ALAN W. KINGSTON, ASSISTANT  
JOHN W. MELCHER, ASSISTANT  
HENRY A. OLSON, ASSISTANT  
ROBERT C. VAN RAALTE, ASSISTANT

March 25, 1964

Mrs. Helen Johnson  
3722 1/2 3rd Avenue-East  
Hibbing, Minnesota

Dear Mrs. Johnson:

In answer to your letter of March 22, I wish to inform you that on the enclosed sheet, you will find the requirements for teaching in the schools of this state.

Substitute teachers are expected to meet the same requirements as a regular or full-time teacher. No School Board is authorized to pay a teacher a salary unless she holds some form of certification as issued by this department.

You have our permission to use this information in the appendix of your Master's thesis.

Very truly yours,

Hardean I. Peterson  
Director-Teacher Certification

BY: Frances Crowley  
Administrative Assistant  
Certification

FC:vb

Enclosure

## WISCONSIN CERTIFICATION REQUIREMENTS

**ELEMENTARY:** Out-of-state graduates must have completed an "accredited" four-year degree course in Elementary Education. Graduates of approved two, three or four year elementary teacher training institutions in Wisconsin are eligible to certification.

**KINDERGARTEN:** A three year license to teach Kindergarten is given to graduates of four-year degree Kindergarten courses from "accredited" colleges or universities.

For a license to teach in high school, we require graduation from an accredited four year college or university course.

A candidate is expected to present at least 18 semester hours of college credit in Education. Included in the 18 semester hours must be a course in Educational Psychology or Psychology of Learning for 3 semester hours, a Teacher's or Methods course in the major subject for 2 semester hours, and 5 semester hours of Practice Teaching.

High School teachers of all subjects shall have secured a general education background for graduation from college. They shall have earned one of the following: One major of at least 24 semester credits with two minors of at least 15 semester credits each; two majors of at least 24 semester credits each; or one major of at least 32 semester credits with one minor of at least 20 credits.

Applicants graduating from college in 1963 and thereafter shall have completed plan (1), plan (2) or plan (3) below:

Plan (1). One college or university approved major of at least 34 semester hour credits with one college or university approved minor of at least 22 semester hour credits.

Plan (2). Two college or university approved majors of at least 34 semester hour credits each.

Plan (3). One college or university approved broad field major of at least 54 semester hours.

A license covering the broad field of Science will be granted in 1960 and thereafter only on a major in Science of at least 45 semester credits in Science subjects with a minor of at least 20 semester credits in one subject and at least one full year course in the other three. The subjects included are Chemistry, Physics, Biology and Earth Science. Earth Science courses may be in Geology, Meteorology, Astronomy, and Physiography. As of January 1, 1964, the broad field science major must consist of at least 54 semester credits with a minor of at least 22 semester credits in one Science subject and at least one full year course of at least 8 semester credits in the other 3 science courses. A minimum of 6 semester hours of college credit in Mathematics shall be considered as a prerequisite to this major.

A license covering the broad field of Social Studies will be granted from 1960 to 1963 inclusive, based on a major in Social Studies consisting of at least 45 semester credits in Social Studies subjects with a minor of at least 20 semester credits in History and at least one full year course in Sociology, Economics, Political Science and Social Geography. Social Geography will include all geography excepting Physical Geography. As of January 1, 1964, the broad field social studies major must consist of at least 54 semester college credits with at least 22 semester credits in History and at least one full year course in Sociology, Economics, Political Science and Social Geography. The 22 credit minor is a part of the broad field major.

A license covering the broad field of music education will be granted in 1963 and thereafter upon a minimum of 54 semester hours in the field of Music exclusive of methods. The pattern shall be approved by the state superintendent.

Speech shall be considered an academic subject. High school teachers of speech shall hold a minimum of an approved college minor in speech preparation. Speech certification shall become mandatory for all classroom teachers of speech with the school year 1962-63. Persons with at least 12 years of experience as teachers of speech prior to July 1, 1962 may be licensed without meeting the above requirement. Persons with from 8 to 11 years of experience as teachers of speech prior to July 1, 1962 may be licensed by completing 6 semester hours of college speech training. A course in speech fundamentals is required.

A license covering the broad field of Art Education will be granted in 1963 and thereafter upon a minimum of 54 semester credits.

High school teachers must have at least 18 semester credits in professional education. These credits shall be in the fields of Educational Psychology or Psychology of Learning. Methods to include some in the major subject and at least 5 in Student Teaching. The remaining credits are elective in the field of professional education.

Special Subject Fields of Teaching. Three-year licenses will be granted to recommended degree-holding graduates of accredited degree-granting colleges or universities for those special subjects for which they are fully prepared in accordance with the prescribed regulations. The special subject fields are Industrial Arts, Home Economics, Business Education, Agriculture, Music, Art and Physical Education.

A major in a special subject shall consist of a minimum of 34 semester credits. The pattern in a special subject field may not be broad enough to cover the entire field. A license restricted to specified subjects within the field may then be issued.

A minor in a special subject field shall consist of a minimum of 22 semester credits. Licenses for minors in special subject fields may be restricted to certain grade levels or to certain subjects within the field.

REMEDIAL READING: A Wisconsin teacher's license based upon a degree is required. In addition 12 special semester credits must be obtained. Courses in remedial reading and in a remedial reading clinic are required. The remaining credits may be chosen from adolescent literature, children's literature, techniques of improving development reading, and techniques of teaching the Mentally Handicapped. Three years of teaching experience are a prerequisite to obtaining this license.

The professional sequence shall include the areas of Education Psychology, Child Growth and Development, Curriculum Methods and Student Teaching. Preparation for 12 grade teaching must include Student Teaching at a minimum of two grade levels.

LIBRARIANS: Librarians must hold a license to teach and must also have successfully completed courses in library science that cover the areas of school library administration, cataloging and classification, book selection, materials and reference. Minimum credits for certification in library science will be 15 semester hours. This rule shall become effective as of the school year 1960-61.

**APPENDIX B**

NOTICE TO ALL TEACHERS AND ADMINISTRATORS IN REGARD TO ABSENCE

Absence Resulting from Illness

1. Notify Mr. Slattery, telephone AM 3-4184, between 7:00 and 7:40 A.M., and the Superintendent's Office, telephone AM 3-4850, between 12:00 Noon and 12:20 P.M. Teachers with early assignments and Kelly Lake teachers must call early. If a teacher knows she is to be absent for more than one day, she should so state at the time of reporting out--so as to facilitate the securing of a continuing substitute.
2. Notify the School Health Department, High School building, telephone AM 2-1075, first half day of absence.
3. Returning to work:
  - a. Notify Mr. Slattery in time for him to cancel substitute arrangements before substitute leaves for school.
  - b. Notify the School Health Department, High School building, during first half day of return to work if you want the school nurse to write your excuse and if you expect pay for the absence.
4. The responsibility of securing an excuse from a personal physician or the School Health Department rests with the instructor. The School Health Department is authorized to excuse an absence which does not exceed three days. This authority is contingent upon notification at beginning of absence and request upon termination of absence to write the excuse. Do not ask the Health Department to issue an excuse under any other circumstances.

All substitutes will be arranged for by the Administrative Assistant. An attempt will be made to secure the substitute best fitted for the work to be done. Because of the relatively small number of substitutes for each line of work and because of the uncertainty of the number of vacancies that will materialize on any certain day, it is impossible to promise a certain substitute for any given time or position.

Absence For Other than Illness

The records in the Superintendent's Office must show in advance the absence of any member of the staff. This applies to all members of the staff--grade, high school, and college instructors, as well as to principals, supervisors, and deans. It also applies to all absences, whether on account of illness, visiting days, conventions, or when excused for any special reason. The responsibility of complying with the regulations in this notice will rest with the instructor if pay is expected for the absence from regular assigned work. The Administrative Assistant is held responsible for the presence of all members of the staff in assigned places. Whether or not arrangements for an absence have been made some time in advance, the problem will be simplified and the accuracy of records increased if Mr. Slattery is notified at the beginning of such absence.

George A. Eddie  
Superintendent of Schools

August 29, 1963

**APPENDIX C**

HIBBING PUBLIC SCHOOLS  
Hibbing, Minnesota

SALARY SCHEDULE - 1962-1963

Adopted February 21, 1962

Experience	Class I (2 Yrs.)	Class II (3 Yrs.)	Class III (4 Yrs.) No Degree	Class IV (4 Yrs.) B.A.	Class V (5 Yrs.) No M.A.	Class VI (5 Yrs.) M.A.	Class VII Ph.D.
0	4022.25	4231.50	4440.75	4650.00	4905.75	5161.50	5673.00
1	4231.50	4440.75	4650.00	4905.75	5161.50	5417.25	5928.75
2	4440.75	4650.00	4859.25	5161.50	5417.25	5673.00	6184.50
3	4650.00	4859.25	5068.50	5417.25	5673.00	5928.75	6440.25
4	4859.25	5068.50	5277.75	5673.00	5928.75	6184.50	6696.00
5	5068.50	5277.75	5487.00	5928.75	6184.50	6440.25	6951.75
6	5277.75	5487.00	5696.25	6184.50	6440.25	6696.00	7207.50
7	5487.00	5696.25	5905.50	6440.25	6696.00	6951.75	7463.25
8	5696.25	5905.50	6114.75	6696.00	6951.75	7207.50	7719.00
9	5905.50	6114.75	6324.00	6951.75	7207.50	7463.25	7974.75
10	6114.75	6324.00	6533.25	7207.50	7463.25	7719.00	8230.50
11	6324.00	6533.25	6742.50	7463.25	7719.00	7974.75	8486.25

ADDITIONS TO SALARIES PAID BY SCHOOL DISTRICT NO. 701

	<u>Single</u>		<u>Family</u>	
Blue Cross	\$ 93.00	\$ 93.00	\$164.16	\$164.16
Blue Shield	37.20	37.20	64.20	64.20
Mesaba Clinic	48.00	-	63.00	-
Adams Clinic	-	42.00	-	54.00
Prudential Life Insurance	<u>57.12</u>	<u>57.12</u>	<u>57.12</u>	<u>57.12</u>
	\$235.32	\$229.32	\$348.48	\$339.48

## BENEFITS IN ADDITION TO SALARY

1. Single salary schedule.
2. Voluntary summer school attendance paid for at the rate of \$150 in each four-year period.
3. Retirement option - Teacher may continue teaching to age 68 rather than retire at 65.
4. Procedures adopted to encourage promotions of teachers within ranks.
5. Semester pay schedule for teaching overloads.
6. Graduated pay schedule for non-teaching assignments.
7. Seventy-day cumulative sick leave plus ten days current, for total of 80 days.
8. Board extensions of sick leave for persons disabled beyond accumulated leave.
9. Year's leave of absence for illness or further education.
10. Pay in ten or twelve pay periods.
11. Budgeted funds to pay for classroom teachers' professional travel.
12. Professional and civic leave allowances.

**APPENDIX D**

Hibbing, Minnesota  
April 20, 1963

Dear Sir:

I am fulfilling requirements for a master's degree in education at the University of Minnesota, Duluth, Duluth, Minnesota. Your participation in this survey will be greatly appreciated.

By the use of this survey I will try to determine what is presently being done in the area of substitute teaching in the elementary schools. I am especially interested in your personal attitudes and feeling toward these questions. With this and other information I am going to propose a substitute teaching plan for the elementary school system at Hibbing, Minnesota. Your school system has been selected because it is somewhat similar in size.

When I refer to "full-time substitute teachers," I am speaking of one or more teachers employed on a full-time, regular teacher-contract basis. These teachers teach at the school in which they are needed, for as many days or hours as they are needed; they will travel around "filling the vacancies" caused by temporary absences of the regular teachers.

The enclosed self-addressed envelope is for your convenience. You will not be asked to apply your signature anywhere on the questionnaire. Any additional comments and suggestions or information pertaining to substitute teaching services will be welcomed and greatly appreciated.

Thank you for your immediate cooperation.

Sincerely,

*Mrs. Helen Johnson*  
Brooklyn Elementary School  
Hibbing, Minnesota

1. Which of the following plans do you have in your school system?

- a) Full-time substitute teachers in the elementary area.
- b) Part-time substitute teachers called when needed.
- c) A combination of the two plans suggested above.

2. If you do have full-time substitute teachers in your system, please check one of the following:

- a) This plan is satisfactory and adequately meets the needs of our schools.
- b) This plan is not adequate for our school system and leaves something to be desired.

3. In your system substitute teachers are paid on which of the following bases?

- a) A salary scale similar to (and comparable to) the one used for paying regular teachers.
- b) A flat rate is paid to the substitute for each day of service.

4. In your system who is responsible for making arrangements of substitute teachers, (this includes notifying and placing the substitute teacher)?

- a) Superintendent
- b) Assistant Superintendent
- c) Director of Elementary Education
- d) Elementary Principals
- e) Others (please list)

5. Does your system have and use a special orientation program for substitute teachers?

\_\_\_\_\_ a) Yes

\_\_\_\_\_ b) No

6. Check the orientation methods used in your system.

\_\_\_\_\_ a) Social meetings of all co-workers on an informal basis.

\_\_\_\_\_ b) Staff meetings in which all teachers learn of their responsibilities, the philosophy of the school, etc.

\_\_\_\_\_ c) Trips or tours conducted to acquaint substitute teachers with the school district and the community.

\_\_\_\_\_ d) Observing and participating in regular classroom activities with the regular teachers.

\_\_\_\_\_ e) Materials, such as handbooks, are available for every substitute teacher's use.

\_\_\_\_\_ f) Others (please list)

7. Are full-time substitute teachers required to be certificated on an equal basis with regular classroom teachers?

\_\_\_\_\_ a) Yes

\_\_\_\_\_ b) No

8. Should teachers have a certain number of years of teaching experience before becoming full-time substitute teachers?

\_\_\_\_\_ a) Yes

\_\_\_\_\_ b) No

\_\_\_\_\_ c) If your answer is yes, how much experience do you feel is desirable?

9. How should a full-time substitute teacher be recruited?

- \_\_\_\_\_ a) Taken from the present faculty and thus be familiar with your system.
- \_\_\_\_\_ b) Recruited as a teacher new to your system.
- \_\_\_\_\_ c) Other (please list)

10. What should these full-time substitute teachers be doing on days when the attendance of regular teachers is high and they are not needed as substitute teachers: Please list your suggestions.

11. In conjunction with question ten, what other types of activities might these full-time substitute teachers be involved in when they are not replacing absent teachers? Please list your suggestions.

12. Would it be economically possible to have full-time substitute teachers in your system?

- \_\_\_\_\_ a) Yes
- \_\_\_\_\_ b) No

APPENDIX E

Hibbing, Minnesota

April 30, 1963

Dear Sir:

Earlier this month I sent a questionnaire, regarding current practices in substitute teaching services, to your school system. As of today I have not received your reply.

In event that the original copy has been mislaid you will find a duplicate questionnaire enclosed. If you have already responded, please disregard this letter.

Thank you for your cooperation.

Sincerely,

Mrs. Helen Johnson

Brooklyn School

APPENDIX F

REPORT OF THE PART-TIME SUBSTITUTE  
TEACHER IN THE ELEMENTARY SCHOOLS  
OF HIBBING, MINNESOTA

Name \_\_\_\_\_ Date \_\_\_\_\_ 19\_\_\_\_  
           (Last)       (First)       Grade  
 School \_\_\_\_\_ taught \_\_\_\_\_

Dates of substitutions: From \_\_\_\_\_ To \_\_\_\_\_  
 Principal will indicate by check mark (✓) in appropriate space  
 his estimate of the teacher with respect to each of the three  
 general groups of characteristics listed below.

I. Personal Characteristics	Weak	Adequate	Strong
1. Attitude toward pupils	_____	_____	_____
2. Common sense	_____	_____	_____
3. Courtesy	_____	_____	_____
4. Dress	_____	_____	_____
5. Enunciation	_____	_____	_____
6. Grooming	_____	_____	_____
7. Personally likable	_____	_____	_____
8. Poise	_____	_____	_____
9. Sense of humor	_____	_____	_____
10. Sincerity	_____	_____	_____
11. Tact	_____	_____	_____
12. Use of English	_____	_____	_____
13. Variety of interests	_____	_____	_____
14. Vitality	_____	_____	_____
15. Voice	_____	_____	_____
16. _____	_____	_____	_____

II. Professional Qualities	Weak	Adequate	Strong
1. Accuracy and promptness in checking records and reports	_____	_____	_____
2. Care of properties belonging to teachers, pupils and school	_____	_____	_____
3. Cooperation as shown by acceptance of extra duties	_____	_____	_____
4. Earnestness	_____	_____	_____
5. Effort to learn school routine and organization	_____	_____	_____
6. Enthusiasm	_____	_____	_____
7. Interest in affairs of the school	_____	_____	_____
8. Pride in carrying on pupil development and class plans	_____	_____	_____
9. Punctuality of arrival	_____	_____	_____
10. _____	_____	_____	_____

(Continued on next page.)

III. Classroom Procedure	Weak	Adequate	Strong
1. Attention to physical condition of room	_____	_____	_____
2. Knowledge of subject	_____	_____	_____
3. Judgment	_____	_____	_____
4. Skill in interesting pupils	_____	_____	_____
5. Skill in keeping routine	_____	_____	_____
6. Skill in keeping order	_____	_____	_____
7. Skill in obtaining pupil response	_____	_____	_____
8. Skill in seeing class organization	_____	_____	_____
9. Presentation of subject matter	_____	_____	_____
10. Resourcefulness	_____	_____	_____
11. _____	_____	_____	_____

Number of times visited by:  
 Principal \_\_\_\_\_ times Average length of visit \_\_\_\_\_ min.

Especially Satisfactory Unsatisfactory  
 desirable

General Rating (circle one) 1 2 3

- Recommendations for further assignment: (Check one or more)
- More support by principal \_\_\_\_\_
  - More assistance from helping teacher \_\_\_\_\_
  - More assistance from art consultant \_\_\_\_\_
  - More assistance from music consultant \_\_\_\_\_
  - More assistance from physical education consultant \_\_\_\_\_
  - Well suited to this school \_\_\_\_\_
  - Not well suited to this school \_\_\_\_\_

Remarks:

Rated by \_\_\_\_\_  
 (Signature of Principal)

\_\_\_\_\_

(School)

Ideas adapted from rating blank for substitute teachers used in the San Francisco, California, Public Schools.

Reference:  
 Ward C. Reed, The Fundamentals of Public School Administration, (Macmillan Co., New York, Fourth edition, 1958). Page 148.

**APPENDIX G**

SUBSTITUTE TEACHER'S REPORT

Name of Regular Teacher: \_\_\_\_\_ Room No. \_\_\_\_\_ Date \_\_\_\_\_  
(of report)

Please fill out the following report and leave in the office of the principal at the close of the school day.

Report of work done in each subject area:


STUDENTS:

1. Would you rate the attitude of students toward each other as good, average or poor? \_\_\_\_\_(1)
2. On the same basis, rate their attitude toward the substitute. \_\_\_\_\_(2)
3. On a similar basis, rate their attitude toward class work. \_\_\_\_\_(3)
4. Did students sit in assigned seats? \_\_\_\_\_(4)
5. Would you rate the discipline of students as good, average or poor? \_\_\_\_\_(5)
6. Where homework was required was the quality good, average or poor? \_\_\_\_\_(6)
7. Were all problems reported to the principal? \_\_\_\_\_(7)

TEACHERS:

1. Were the seating charts complete and up to date? \_\_\_\_\_(1)
2. Were lesson plans in the prescribed form and specific enough so that you could proceed easily with classroom work? \_\_\_\_\_(2)
3. Were established routines described adequately? \_\_\_\_\_(3)

The space below is for your comments or clarifications of the above statements or answers. We would also welcome your suggestions for improvements. (Use reverse side if necessary).

\_\_\_\_\_  
Signature of Substitute

Footnote: This is adapted from the form presently used in Hibbing, Minnesota. It was designed for high school teacher's use.