

A STUDY OF EVALUATION METHODS
FOR SUBSTITUTE TEACHER APPRAISAL

By

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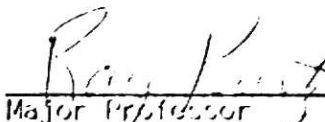
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Introduction to the Problem:

Increasing grants of emergency and sick leave, along with the increasing recognition of the need for time for furthering professional growth for the regular classroom teacher, have resulted in a trend toward a growing need for substitute teachers. In a survey conducted by Bear and Carpenter¹ it was determined that the statistically "average pupil" was taught by someone other than his regular teacher six days during the 1960-61 school year. Over 9,000,000 teacher days were taught during that school year by 200,000 substitutes.

The same survey indicated that an overwhelming majority of substitutes, regular teachers, and principals were not satisfied with the quality of teaching done by the substitute teachers.

As long as teacher absences continue to increase, the substitute teacher will remain an important segment of the education system and should participate in and contribute to the teaching-learning situation as fully as possible. A starting point toward the improvement of the teaching quality of substitute teachers would be the improvement of evaluation methods being applied to substitutes.

Statement of the Problem:

The purpose of this study was to determine if evaluation methods for regular classroom teachers could be used as a basis for evaluation

¹David E. Bear and Regan Carpenter, "Substitute Teaching Programs", American School Board Journal, Vol 143, Nov. 61, pp. 16-17.

of substitute teachers. This study examines the relationship between the performance of substitute teachers and evaluation methods being applied to regular teachers. As a conclusion to the study, one instrument for observation of classroom teachers was selected and applied in 25 classroom observations of substitute teachers.

Operational Definition of Terms:

A regular classroom teacher will be considered a classroom teacher who is under contract with a school district and has major responsibility for the teaching-learning situation of a classroom of pupils.

For purposes of this paper, a substitute teacher will be considered a fully-certified teacher who is on call to the school district on a day-to-day basis to fill in for a regular teacher who must be absent from her classroom duties for a period of time from a half-day to 90 days during the school year.

Evaluation will be considered the determination of weaknesses and strengths of a teacher (or a substitute teacher) and the resulting interpretation of these strengths and weaknesses as they apply to the improvement of instruction.

Review of Literature:

There is very little research available about substitute teachers. The few articles and reports that were available for study concerned

the problems that a substitute encounters during her assignments or the expectations the regular classroom teacher and principal have of a substitute.

Washington sums up the current attitude toward expectations of the substitute teacher in the following way: "Principals and supervisors have been accused of expecting, primarily, a "warm body" to fill in and keep order or to "baby-sit" with the children whenever the full-time teacher is absent Typically, principals and supervisors are concerned with how well the substitute teacher maintains classroom control, follows school regulations and procedures, and completes the necessary attendance forms and other office reports."²

Mr. Washington suggests that a shift in policy is needed to establish the substitute as a contributing member of the full-time staff. Improvement of instruction should be the goal, with the effort directed toward promoting pupil growth, promoting learning and leadership, and promoting optimum conditions for teaching and learning.

Suggestions for improvement of the teaching quality of substitutes were made frequently in other articles, but nowhere were there examples or guidelines for evaluation methods to be applied to substitute teachers.

In most research regarding the regular classroom teacher's evaluation, the goal of the evaluation process was to stimulate improvement of teacher performance. Interpretation and assessment of this improved teacher performance varies greatly, as indicated by the many variations of evaluation systems in use throughout the country.

²Roosevelt Washington, Jr., "Substitute Teachers Need Supervisory Help", Educational Leadership, Vol. 30, Nov. 72, pp 153-6.