

**The Professional Status of Substitute Teachers
In Southern Alberta Zone 6**

by

Sheila Jane McHugh

The University of Lethbridge
Faculty of Education

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION

Lethbridge, Alberta

© June, 1997

Abstract

A total of 259 educators participated in a survey to assess whether substitute teachers in Southern Alberta enjoy the same professional regard and the same wages, benefits, and professional development opportunities as regular classroom teachers.

The findings indicated that : substitute teachers are professional in that they are certificated teachers with Education Degrees; substitute teachers are not in accordance with other educators in their assessment of the reality of equal professional status of substitute teachers in matters of professional regard; principals and teachers do not agree that substitute teachers should be given equal wages, benefits, and paid professional development opportunities; the definition of equal professional status as it pertains to substitute teachers needs to be redefined; and substitute teachers must understand their professional responsibilities so they can take control of their own professionalism. Within the framework of the sociology of professionalism the results of the study help to explain why substitute teachers should be taking control of the work they do in order to define their professional role.

Workshops for educators on substitute issues and concerns will help alleviate the contradiction of the concept of the professional status of substitute teachers. Substitute teacher involvement in their professional associations may ease the conflict between substitutes and other educators in matters of professionalism and economic parity. A follow-up study on student perception of substitute authority in the classroom is needed.

ACKNOWLEDGEMENTS

Thank you to all who helped make this study possible. To my thesis committee Dr. Cathy Campbell, Dr. Robert Runté, Dr. Craig Lowen, and Dr. Julius Buski for their patience and their astute editing. To Ken McDermott and Matthijs Bruining for their help with the tabulating of the survey results. To all those who helped with the distribution of the survey, especially the office personnel at each of the school districts in Zone 6 of Southern Alberta. A special thanks to my family, Ray, John, Angela, and Matthew for their interest and time while the study and the writing were in progress.

A special acknowledgement to the ATA Educational Trust for their grant which enabled me to carry out such an extensive survey in Southern Alberta. Their financial support will also ensure a copy of the study to school districts throughout Zone 6 in Southern Alberta.

TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	iv
CHAPTER	
1. A RATIONALE FOR THE STUDY.....	1
Introduction.....	1
Statement of the Problem.....	6
Significance of the Study.....	9
Organization of the Study.....	10
2. A REVIEW OF THE LITERATURE.....	13
Introduction.....	13
Identifying the Issues and Concerns Related to Substitute Teaching.....	13
Recommendations to Solve the Issues and Concerns.....	22
Substitute Teacher Profile.....	26
Summary.....	28
3. CONCEPTUAL FRAMEWORK.....	30
Introduction.....	30
Current Sociological Concepts of Professionalism and their Application to the Substitute	

CHAPTER	Page
Teacher.....	30
The Sociology of Professionals as it Relates to the Review of the Literature on Substitute Teaching.....	37
Summary.....	44
4. RESEARCH METHODOLOGY.....	45
Introduction.....	45
Factors and Concepts from the Literature which Influence the Make-Up of the Survey Questions... Construction of the Survey Instrument.....	48
Selection of the Sample Population.....	61
Administration of the Instrument..	62
Limitations.....	63
Return Rates.....	64
Treatment of the Data.....	67
5. FINDINGS AND DISCUSSION OF THE DATA....	69
Introduction.....	69
Findings and Discussion.....	71
Professional Status of Substitute Teachers with Emphasis on Professional Regard: Items Relating to Substitute Teacher Credibility with Students.....	71
Professional Status of Substitute Teachers with Emphasis on	

CHAPTER	Page
Items Relating to the Quality of Teaching Provided by Substitute Teachers.....	83
Professional Status of Substitute Teachers with Emphasis on Items Relating to the Collegiality Between Substitutes and School Staff Members.....	110
Items Pertaining to the Question of the Professional Status of Substitute Teachers with Emphasis on equality of Wages, Benefits, and Professional Development.....	128
The Question of Equal Professional Status of Substitute Teachers as Perceived by Superintendents, Principals, and Teachers.....	137
Professional Status of Substitute Teachers with Emphasis on Their Own Professional Awareness.....	140
Contradictions Arising from the Results of the Study Which Lead to Questions that the Sociology of Professionalism Might Resolve.....	145
Summary.....	154
 6. THE CONCEPT OF PROFESSIONALISM AND STUDY RESULTS.....	 156
Introduction.....	156

CHAPTER	Page
How the Sociology of Professionalism May Explain the Results of the Study.....	158
The Question of Collegiality.....	167
Summary.....	171
7. SUMMARY OF THE STUDY AND RECOMMENDATIONS....	173
Summary of the Study.....	173
Recommendations for Further Action and Study.....	177
Recommendations for Substitute Teachers.....	179
REFERENCES.....	182
APPENDIX A--Superintendent Survey Instrument.....	194
APPENDIX B--Principal Survey Instrument.....	196
APPENDIX C--Teacher Survey Instrument.....	199
APPENDIX D--Substitute Teacher Survey Instrument..	202
APPENDIX E--Letter to Colleagues.....	204
APPENDIX F--Request to Superintendents in Zone 6..	205
APPENDIX G--Second Letter to Superintendents.....	207
APPENDIX H--Letter to Survey Recipients.....	208
APPENDIX I--Reminder Card to Recipients.....	209
APPENDIX J--Superintendent Responses to Survey....	210

APPENDIX K--Principal Response to Survey.....	211
APPENDIX L--Teacher Response to Survey.....	213
APPENDIX M--Substitute Response to Survey.....	215
APPENDIX N--Comparative Responses to Selected Items.....	217
APPENDIX O--Comments from Respondents.....	219
APPENDIX P--ATA Policy Statements Relevant to Substitute Teaching.....	230

Chapter 1

A Rational for the Study

Introduction

When all my children were in school I applied as a substitute teacher to the school district where I had taught for several years. Like so many women of the time, I had resigned from teaching in order to raise a family. I thought that I would like to try my hand at 'subbing' and when the time was right get back to my regular teaching job.

However, a glut of newly trained teachers in the 1980s and the economic upheavals of the 1990s left no opportunity for experienced and well trained substitute teachers to return to the permanent teaching force. So I remained a substitute teacher; I even liked the job! I once tried to talk three school districts into hiring me as a full time substitute but to no avail.

After a while, substitute teaching began to have its drawbacks. Often, I would arrive at a school with only ten minutes to spare because I had been called only a half hour before and there would be no place to park. Once in the school I had to fend for myself among uncommunicative office

personnel, disinterested teachers, and a mass of student bodies in the hallways. If this was my first time at a school, not only did I *not* know where I had to be, but also no one seemed to want to show me or even care. Moreover, when I did arrive in the classroom, there were usually no lesson plans, no seating charts, no discipline procedures, indeed nothing to guide me through the day. Sometimes when I passed around a blank seating chart (I got so that I took these with me) I received back the names of the complete cast of "Snow White", many sports heroes and the odd rock star. When recess or noon hour arrived and I was ready for a much needed break in order to get the rest of the day in perspective, another teacher would arrive at the door to tell me I was to take over his or her supervision. Usually this person would then sit in the staff room and drink coffee. If the teacher I was replacing had a prep time, I was often sent to relieve another teacher who was as equally unprepared as the person I was replacing.

Often I had to improvise on the curriculum. Most of the class time would be spent finding out what the students were studying as well as keeping the lid on the situation. I soon

realized that this was all most principals and teachers expected of me.

The worst part of substitute teaching was the isolation I felt from the rest of the school's staff. No one attempted to strike up a conversation or ask me how things were going for the day or volunteer any help. The clincher usually was "and who are you today?"

All this for, at that time, seventy-nine dollars per day - no benefits, no Alberta Teachers' Association representation, and no professional development. I, who often had more training and experience than the person I was replacing, was being treated like a second class citizen at my work place. Something was wrong with this picture. How could I understand the situation? How could I help to fix it? Consequently, I applied for the Master of Education program at The University of Lethbridge and from the beginning my focus has been on the issues and concerns surrounding substitute teaching.

What did I find? I found that I was not alone in my observations and concerns. Many of my colleagues in the program were presently substitute teaching or had been

substitute teachers. I conducted an informal survey of my own which revealed how unhappy substitutes around the area were with their working conditions and with their treatment by staff and students in a school. I attended the Alberta Teachers' Association Substitute Teachers' Conference and found that at the top of the list of substitutes' concerns were lack of professional regard and professional development opportunities and the issues over wages and benefits. Then I began to read the literature on substitute teaching. We substitutes in Alberta were not alone in our concerns. The plight of substitute teachers was an issue all over North America, and in Britain and Australia as well.

The literature indicated to me that substitute teachers were unhappy with their lot for the same reasons as my local colleagues. The literature also revealed that substitutes felt that they were fully trained teachers capable of doing a good job in the classroom but were not receiving the professional regard due them. Furthermore, they felt that they were trying to do their job in what researchers Clifton and Rambaran (1987) referred to as a 'marginal situation'. Professional status was the main concern for substitute

teachers including the lack of professional regard, lower wages, few or no benefits, and no opportunities for paid professional development pertinent to substitute teaching.

Unfortunately, superintendents, principals, and classroom teachers have, in the past, viewed substitute teachers as little more than babysitters, hired to keep some semblance of control when the regular teacher is away from the classroom (Clifton & Rambaran, 1987; Drury, 1988; Parsons & Dillon, 1979; Shreeve, Nicely-Leach, Radebaugh, Morrill, and Slatton, 1983). Much has been written by educators on their dissatisfaction with substitute teaching (Drake, 1981; Kraft, 1980) and according to Clifton and Rambaran (1987) there has been little attempt to find why so many educators are unhappy with substitute teaching. Substitute teachers say that they are frustrated with the gulf which exists between their professional aspirations and what really happens to them in the schools and classrooms (Rawson, 1981). Consequently, the literature abounds with numerous suggestions and recommendations on what should be done to improve the professional status of the substitute teacher.

Because educators are dissatisfied with substitute

teaching and because substitute teachers are making their professional concerns known, in many of the states in the U.S. and in several Canadian provinces, teacher organizations, school districts, and researchers are addressing the question of the professional status of substitute teachers. The aim has been to improve the professional status of the substitute teacher, thereby enhancing the effectiveness of substitute teachers in the classroom.

Statement of the Problem

Koelling (1983) and Rawson (1981) found that substitute teachers have indicated two main issues concerning their professionalism: First, the lack of professional regard, and second, the problem of low wages, few or no benefits, and no professional development.

Substitute teachers in Canada have a low professional status relative to other teachers (Gilliss, 1984) despite attempts to strengthen their position within schools and school districts. Substitute teachers often feel isolated and unaccepted in the schools they frequent. They feel that they

are considered less than adequate as a teacher both in the classroom and in the staffroom. They are not regarded by principals and teachers as having positions of authority. Often they are not given the tools to carry out their job as a teacher in the classroom or as an authority in the school. For them there is little manifestation of the professional regard to which they aspire.

Substitute teachers often feel that they have little clout within their professional organizations. They receive less salary and fewer benefits than their regular classroom teacher peers. They have little bargaining power and because of this are sometimes subjected to more stress than necessary in the workplace - stress such as extra supervision. Seldom are they offered professional development in matters of classroom management and curriculum.

The above are the conditions within which substitute teachers consider a need for professional improvement. The suggestions and recommendations have been aired. Scant research has been done to determine if satisfaction with substitute teaching through the improvement of substitute teachers' professional status has been accomplished. Several

studies (Brenner, 1980; Collins 1982; Drake 1982; Jackson, 1981; Koelling, 1983; Nelson, 1983; Sconzo & Connor, 1987; Summers, 1982) have made suggestions and recommendations to superintendents, principals, and teachers concerning ways to resolve the professional concerns of substitute teachers. Have the suggestions and recommendations been carried out by educators? Do substitute teachers now enjoy the same professional status as other members of their teaching profession? In Southern Alberta, are the recommendations of what should have been done to improve the professional lot of substitute teachers being transferred into reality? The questions for this research project are two:

1. Are substitute teachers in Southern Alberta regarded by superintendents, principals, and teachers as professional equals?
2. Do substitute teachers in Southern Alberta enjoy professional equality with superintendents, principals, and teachers apropos wages, benefits, and paid professional development opportunities?

Significance of the Study

Although there have been numerous suggestions on what should be done to improve the lot of substitute teachers, "there has been an absence of theories that can help us understand ... how to improve the professional status of substitute teachers" (Clifton & Rambaran, 1987, p.311). Consequently, the professional status of substitute teachers is often vague and undefined as superintendents, principals, and teachers including substitutes themselves, struggle to understand where the substitute teacher belongs in the education profession.

To fully understand the professional status of substitute teachers we need to place the story of substitute teachers within the framework of the sociology of professionalism and to apply these sociological models and writings to defining the professional status of substitute teachers. Significantly, we are looking for what is really happening to substitute teachers professionally. There are many guidelines and recommendations suggested to all educators for the improvement of the professional status of substitute teachers. This study may provide substitute

teachers with an understanding of what it is that they must commit themselves to if they are to obtain and enjoy professional status.

What constitutes professional status for substitute teachers and the reality of that professional status, will contribute significantly to the literature on the role of the substitute teacher as educator.

Organization of the Study

The study has 7 chapters. Chapter 1 sets forth the rationale for the study.

Chapter 2 contains the literature review beginning with an introduction into the background and source of the literature on substitute teaching and a substitute teacher profile. The chapter finishes with a summary of the literature findings.

Chapter 3 explains the conceptual framework through which the professionalism of substitute teachers may be understood. The chapter ends by relating the review of the literature to the framework.

Chapter 4 contains the research methodology. The

introduction discusses substitute teaching. It presents a short statement of the the main issues in the study, an explanation of the construction of the survey instrument, the selection of the sample population, the administration of the instrument, and the treatment of the data.

Chapter 5 presents the results of the survey and a discussion and analysis of the data. The main topic of the chapter is an analysis of the findings on the professional status of the substitute teacher for each group of participants. The analysis covers six categories of the survey based on the questions for the research. There is an analysis of the additional comments of the participants. A summary of the data analysis, including five questions posed by the results, completes the chapter.

Chapter 6 reviews the questions resulting from the study findings and discusses how the sociology of professionalism may explain these findings. These findings are then discussed in the light of the conceptual framework to clarify why there is a need to look at the reality of the professional status of substitute teachers in Southern Alberta. The implications for educators as to understanding

where the substitute teacher belongs in the teaching profession and how educators can improve the professional status of substitute teachers are discussed. The role of substitute teachers in their own professional awareness is also discussed. Theories relating to how educators can help substitute teachers to improve their professional status are formulated.

Chapter 7 contains the final summary of the study. Recommendations for further study will be suggested.

Chapter 2

Review of the Literature

Introduction

The literature on substitute teaching in the 1980s concentrated on two areas: First, the literature identified the issues and concerns facing substitute teaching and substitute teachers; and second, the literature produced numerous suggestions and recommendations to educators on how to deal with these issues and concerns.

Identifying Issues and Concerns Related to Substitute Teaching

The literature on substitute teaching revealed that substitute teachers felt that they are considered less professional than regular classroom teachers within the education system (Drake, 1981; Gunderson, Snyder, and Hillen, 1985; Kraft, 1980; Mastrian, King, and Pietro, 1984; Nelson, 1983; Randall, 1980). Not only were classroom teachers failing to help their substitute teachers (Heckman, 1981; Recker, 1985) but also there was no clear definition of substitute role expectations from administrators and

classroom teachers (Frosch, 1981; Rawson, 1981). Collins (1982) also found that educators could not clarify the role expectations of substitute teachers; consequently he felt that the role of the substitute teacher needed defining. In fact, as Bontempo and Deay (1986) charged, substitute teachers are a neglected part of the teaching profession. In their study Bontempo & Deay found that nothing much had been done to improve the professional concerns of substitute teachers or to improve the quality of the experience of either substitutes or their student clients.

Bontempo and Deay contend that substitute teachers needed to be accepted as part of the education picture if their teaching is to be improved. They suggested that school boards, school staffs, students and the public do not see substitutes as professional teachers who are part of the school system. Furthermore, Koelling, (1983); Shreeve, Nicely-Leach, Radebaugh, Morrill, and Slatton, (1983); and Summers, (1982) found that because substitutes felt neglected and poorly paid, working conditions appeared to be the biggest issue surrounding substitute teaching. They also found that the majority of administrators and regular

teachers were unaware of substitute teachers' concerns about working conditions.

Shreeve et al. (1983) from their study on the plight of the substitute teacher deduced that substitute teachers were a professional contradiction. The study found that although substitute teachers considered themselves professional, they felt isolated; they felt that they were treated as "temporary help, fill-ins or ignored altogether". Many substitutes felt that other teachers considered them less capable, unable to get a regular position, or as having an easy job with less responsibility. Typical is the reaction of one substitute cited in the Shreeve study who felt that administrators just wanted someone in the classroom, but did not care who.

Many substitute teachers said that they are considered no more than babysitters (Clifton & Rambaran, 1987; Drury, 1988; Parsons & Dillon, 1980; Shreeve et al., 1983). Yet because of their training and often their experience in the classroom Shreeve et al. found that because substitute teachers consider themselves professional they feel that they should have the same professional status as regular teachers.

Eventually the research and writing on substitute

teaching turned to issues regarding professional matters and professional development for substitute teachers. Mastrian et al. (1984), developed questionnaires to help principals evaluate the effectiveness of their substitute teachers and to help contribute to setting up of programs for effective substitute teaching in the United States.

Canadian researchers and educators have contributed to the literature on substitute teaching over the years. The issues and concerns are not unlike those of substitute teaching in the United States. Canadians Parsons & Dillon (1981) recognized that substitute teaching needed to be a more rewarding experience for substitutes and principals in Canadian schools. This recognition was substantiated by the work of Gilliss (1988), whose research found that the professional status of substitute teachers in each Canadian province and territory as of 1984 was low despite attempts to improve it. She covered such subjects as : bargaining; legal status; membership in teachers' organizations; salary; employee benefits; local hiring practices; and specific concerns about professionalism and professional regard.

Gilliss' findings were confirmed by such researchers as

Bigler (1991), Corrigan (1984), Fodor (1990), Malcolmson, (1993) and Urquhart (1993) who found that professional development needs and wages were always areas of concern for substitutes and needed to be attended to.

Another Canadian survey, (Dendwick, 1993), concurred with the above research. Dendwick found that substitutes considered themselves as foreigners in a school. They were often faced with negative attitudes and lack of support from both administrators and teachers. Students did not respect substitutes because they were never in the classroom long enough to gain authority or respect. Dendwick also found that substitutes were seldom made aware of school policies. Their problems were often directly attributed to 'negligent classroom teachers' who failed to inform the substitute of classroom rules. Lastly, the lack of a relationship with a teaching staff and little or no professional comradeship with a school's staff members left substitutes with a feeling of exclusion and a lack of professional commitment.

Clifton & Rambaran (1987) concluded that there was little attempt in Canada to find out why so many educators are unhappy with substitute teaching. They also concluded

that substitutes are marginal educators in marginal situations and need authority to legitimize themselves.

At the same time as the above issues were being addressed many substitute teachers were writing about their experiences in the classroom. Demas (1985), Kryzanowski (1982), McHugh (1992), Stewart (1991), Wilson (1985), and Vanderlinde, (1986) shared their days in the classroom as substitute teachers and offered suggestions for improving the professionalism of substitute teaching.

What did substitutes and other educators have to say about substitute teachers and substitute teaching? Clifton and Rambaran (1987) interviewed substitute teachers, superintendents, principals, and regular classroom teachers, and found the following:

1. Regular teachers are recognized as holding official positions and are paid on the basis of their expertise and experience. This is not generally true of substitute teachers;
2. As a rule, substitute teachers are not considered as part of the regular staff and are often treated with indifference in the staff room; .
3. From students' perspective, the temporary position of substitute teachers indicates a lack of authority. Substitutes are seen as having little expertise and little relevant experience. As a result of being given

“busy work” for which they can only supervise, substitutes are seen as incompetent in the eyes of the students;

4. Teachers reinforce this student attitude by saying that substitutes are ‘guests’ in the school or by leaving non-teaching exercises and generally inferring that substitutes are not part of the school setting;

5. Regular teachers do not consider substitutes as competent professionals. They warn school administrators about things substitutes cannot do in their classrooms and often reteach material the substitute covered;

6. Many substitutes felt that consistent ‘checking up’ on them in the classroom by other teachers and administrators indicated to both substitute and students that the substitute was not capable of handling the situation. As both substitutes and students know, competent and expert professionals do not have to be supervised in front of a class; and

7. The low pay to substitute teachers indicates apparent lack of professional expertise and authority.

The study concluded that “when the position of substitute teacher is seen as legitimized within the school, substitute teachers will probably have more authority in the classroom” (Clifton & Rambaran, 1987, p.325-326).

Numerous other surveys were undertaken to gather information on the professional concerns of substitute teachers. One of the most comprehensive was a survey

completed by Bontempo and Deay in 1986. One hundred seventy-five substitute teachers in West Virginia identified eight categories of professional needs of substitute teachers: discipline; classroom plans; classroom procedures; knowledge of programs; learner differences; organizing/managing learning experiences; professional role; and school rules and regulations.

A British study (Trotter & Wragg, 1990) found that isolation, aloneness, and the feeling that as a substitute one is not part of the teaching community was a major concern to substitutes. Not being welcomed into the school or told anything about school or classroom policy was also cited as a major concern. The researchers also found that substitutes felt demeaned by teachers who asked them how they were able to do such work as substitute teaching and that they as regular teachers would never consider such a job. Substitutes often pointed out that work left for them was not appropriate. Pay was also mentioned; in the matter of wage negotiations substitutes were treated as less than professional. Finally, professional development needs were mentioned. Substitutes claimed that exclusion from inservice

inhibited substitutes' professional development and that gaining a permanent position was jeopardized by not being kept up to date in curriculum matters.

In an informal survey of my own - 'The Substitute Teacher's Voice' completed at The University of Lethbridge in June 1993 as part of Education 5500, I surveyed twelve substitute teachers and found that issues of professional status were uppermost in their minds. Nine thought that being treated as a 'real' teacher and accepted by staff and students as such would enhance their professional status. Three of those surveyed mentioned that they wished that the Alberta Teachers' Association would help substitutes with their concerns about pay scales and working conditions. Seven substitutes also indicated that they could offer good teaching to their classes but were often thwarted by lack of help and preparation from classroom teachers and principals. Finally, four said that they would like to be on a salary grid thereby giving them pay for their years of training and experience.

The literature then, has identified professional status as the main issue surrounding substitute teaching.

Substitutes were concerned with two areas of their professional status. These were professional regard and working conditions.

Recommendations to Solve the Issues and Concerns

By the mid 1980s in the United States, articles and research began to deal with ways in which principals and school districts could help substitutes with professional concerns (Bontempo & Ardeth 1986; Chu & Bergsma, 1987; Recker, 1985;). From her study of 422 educators in Alabama, Burdette (1987) found that superintendents, principals and teachers in that state did not support the traditional view of substitute teachers as babysitters. Consequently, a majority of respondents favored an increase in pay scales and the school systems' assistance for the ranks of substitutes. Rose, Beattie, and White (1987), Soares (1988), and Tracy (1988), reported that substitute teachers and schools were being encouraged to push for the professional concerns of substitutes. Such things as concerns about low wages and isolated working conditions, continued to plague substitute teachers (Koenig, 1988; Sconzo and Conner, 1987). These two

issues were still considered top priority.

As a result of these issues being brought to the forefront in the late 1980s in the United States, many school districts eventually tackled the professional concerns of substitute teachers. Given their leadership role, Burdette (1987) recommended that principals be responsible for leading the way to improved professionalism of substitute teachers. Burdette suggested that principals introduce the substitute to the staff on the first visit to the school and supervise the substitute for the purpose of evaluation and improving effectiveness. She also suggested that principals require teachers to leave lesson plans, create a supportive environment for students, staff and substitutes, and assign a 'buddy' to substitutes for assistance and information. Finally she proposed that substitute teachers should be recognized for effectively performing their duties and be encouraged to form their own professional organization.

Subsequently, principals were bombarded with recommendations and ideas on how to implement programs concerned with substitute teachers' professional needs (Ban, 1990; Brace, 1990; Frosch, 1989; Johnson, 1989; Kaufman &

Hunter, 1991; Tracy, 1988). Augustine (1987) and Sconzo & Conner (1987) recommended workshops and inservice for substitutes focusing on classroom management and curriculum, handbooks containing school and classroom policies and procedures, and salary improvements. Professional substitute teacher institutes were recommended (Kaufman & Hunter, 1991) and many school districts felt obligated to support substitute teacher professionalism and make substitute teachers an integral part of the education process. Researchers (Augustine, 1987; Mastrian et al., 1984; Soares, 1988; Petersen, 1991) surveyed principals and school districts and put together comprehensive outlines of the many programs school districts and schools in the United States were busy developing. Purveys & Harvey (1983) identified the roles and responsibilities of school districts by outlining the components of an effective substitute teaching program. Rosborough, Sherbine, and Miller (1993) wrote about key elements for the professional development of substitute teachers. Gaffney (1989) described a program designed to enhance the communication between classroom teachers and substitute teachers. Jackson (1989) referred to a successful

inservice and orientation program for substitutes in the state of Georgia.

In Canada, as a result of earlier research, the British Columbia Teachers' Federation (Campbell, McEvel, and Palmer, 1994) has published an up-to-date resource manual for substitute teachers. The manual contains information on professional development, collective agreements, and evaluation of substitute teachers. All these programs, studies and reports have been designed to enhance the professionalism of substitute teaching and the life styles of substitute teachers within school systems.

Articles have been written advising superintendents on how to promote substitute teacher professionalism among their principals and teachers (Candoli, Cullen, and Stufflebeam, 1994) and on how to treat substitute teachers equally regarding matters of professional regard and wages (Burdette, 1981).

As pointed out numerous articles have been written with recommendations for principals and teachers. On the other hand, too often the role of the substitute teacher has not been understood by substitute teachers themselves (Burdette,

1987). Burdette concludes that substitute teachers must become aware of the need for their own professional development and develop an understanding of their professional role.

The literature revealed little research to determine whether these recommendations and suggestions to superintendents, principals, teachers, and substitute teachers have been carried out.

Substitute Teacher Profile

Not surprisingly, the literature has provided us with a profile of the substitute teacher. Surveys show that nearly ninety percent of substitute teachers are women (Malcolmson, 1993; Trotter & Wragg 1990). These women have family responsibilities and are not likely to be pushing for professional concerns (Malcolmson, 1993). Most of them have a professional background, are in their thirties and forties, and had left their regular teaching occupations to become a mother (Trotter & Wragg, 1990). When their children were of school age they took on substitute teaching to help with the family finances, to get intellectual stimulation, and to get

back into the job market.

In a 1994 survey, the Alberta Teachers' Association [ATA] found that only one third of substitute teachers in Alberta wished to have access to benefit packages. The same survey found that only 18 percent of substitute teachers reported being active in their ATA local. These results confirm that substitute teachers as a profession have little interest in pursuing benefits and professional development (Burdette, 1987; Leggatt, 1970).

Another influence on the profile is the lack of teaching positions available to newly graduated teachers. Many of these are men who have now joined the ranks of substitute teachers. My own observations suggest that male substitute teachers were not only disenchanted with career prospects and working conditions but were also upset at the lack of professionalism and authority that substitute teaching brought them. Like many of the female substitute teachers I surveyed, the men were also upset with not being able to obtain permanent jobs. As a result the profile of substitute teachers may be changing.

Summary

The issues of professional regard and working conditions including wages are the main professional status concerns of substitute teachers. The literature has focused on the professional status concerns of substitutes in that substitute teachers know that they have professional qualifications as teachers and feel that they are professionals but also feel that they are not treated as such in the workplace.

Conditions such as isolation within the schools, lack of professional development, lack of help in the task of teaching, lack of authority, and low wages are the issues recognized and confirmed by school districts, administrators, and educators. Lists of suggestions and recommendations such as professional development in the areas of classroom management and curriculum, welcoming substitutes to the school, handbooks, orientation sessions, and better wages and benefits have been given to superintendents, principals, and teachers. As a result, programs for substitute teachers have been set up by some school districts and resource manuals have been produced.

My own observations suggest that substitute teachers are changing from women who were interested in working a few days a month and not pursuing a full time teaching career to newly graduated teachers unable to get teaching positions. These new teachers are committed to understanding their professional needs and want to be involved in their own professional development. Still, the role of substitute teacher is vague and studies show that substitute teachers need to become aware of their professional responsibilities.

The literature to this point appears to lack a theoretical framework that would help educators understand how to improve the professional status of substitutes. Perhaps by placing the issues and concerns of substitute teachers within the framework of the sociology of professionalism we can clarify their professional status and determine what educators in Southern Alberta need to do to bring equality to substitute teachers within the teaching profession.

Chapter 3

Conceptual Framework

Introduction

What constitutes professionalism? Are substitute teachers professionals? What do substitute teachers mean when they talk about professional status? How does the story of substitute teaching fit within professionalism?

Current Sociological Concepts of Professionalism and their Application to the Substitute Teacher

Although the study of professionalism began with the work of Carr-Saunders in 1933, it was not until the late 1960's that research on professionalism and occupations became a topic of sociological significance (Lockhart, 1991) in that the sociology of work concerned itself with how the working conditions of professionals differed from the working conditions of other occupations. These differences gave professional occupations certain 'traits' which were thought to distinguish them from other occupations. Millerson (1964) contended that these traits would entitle an occupation to call itself a profession.

A number of attributes, which were considered the 'core' elements of a profession, emerged. These traits varied, but according to Millerson (1964), the sociological literature most frequently mentioned six:

1. skill based on abstract knowledge
2. provision for training and education, usually associated with a university
3. certification based on competency testing
4. formal organization
5. adherence to a code of conduct
6. altruistic service

This became the *trait model* of professionalism and until recently many occupations, including teaching, were content to define themselves according to this model. Indeed, in a recent paper (Kruse & Louis, 1993) discussing the professional role of school teaching in the community, the concept of teacher professionalism was predominately based on the trait theory. As for defining professionalism, sociologist Terence Johnson claimed that because these traits refer to the original three occupations of medicine, law, and theology, *professionalism* has, over the years, come to mean

“a prestige occupation defined by means of a checklist of professional attributes” (Johnson, 1972, p. 155-156).

Whether teachers were considered professionals and teaching a profession was another matter. According to Leggatt writing in *Professions and Professionalism* (Jackson, 1970), teaching was often labelled a semi-profession because of the high number of women members and because of the bureaucratic control to which teachers were subjected. Teachers lose their professional autonomy because they are under bureaucratic control; their wages and working conditions are at the discretion of the school districts which hire them and as educators, they are constantly under public scrutiny. Government funding policies for education determine the budget allotted for teaching. Teachers have no say in the numbers in their classrooms because government budgets make small classes impossible. As a profession, teachers have little or no say in their fee for service. Yet some sociologists, Leggatt being one of them, did not agree with the term semi-profession. Leggatt maintained that the term semi-professional “seems unlikely to become a stable category” and that “it would be foolish to deny teachers the

title of professional which is enshrined in popular usage and census classification" (Leggatt, 1970, p. 160). Most recently, Freidson affirmed the professionalism of teachers for "they are concerned with the development and practice of their specialized body of knowledge and skill and committed to the goals and purpose of their craft" (Freidson, 1994, p.178).

Teachers were deemed to be professionals (Leggatt, 1970). Recently, teachers have been researching their own professional responsibilities (Kruse & Louis, 1993). Krause and Louis found that educators believe that because of a teacher's relationship with student clients, teachers are professionals. Substitute teachers, because of their training, experience and possession of the same occupational traits as teachers, should be seen to be professional as well.

Authority means being "legitimized within the school" (Clifton & Rambaran, 1987, p. 326). Thus, substitutes should be seen as credible teachers who provide quality teaching. Yet, substitutes say they lack authority in their work place; that is, in the classroom and in the school. They say that

they are not treated as professionals by other educators. They feel that they are not an accepted part of the education system. They say they are not given the same pay or benefits that their professional peers receive. They have begun to question the circumstances surrounding their working conditions and acceptance by their peers and have attempted to make their professional concerns known (Parson & Dillon, 1980).

What is professionalism? Eliot Freidson, in his latest work *Professionalism Reborn*, offered a definition of professionalism as "a method of organizing the performance of work" (Freidson, 1994, p.170) whereby members of a specialized occupation, in determining the content of the work they do, control their work. Freidson also pointed out that the status of a particular profession, although relative to that of other occupations, cannot be dominated by other occupations in a structural work setting. In other words, professional status arises from the professional power of a particular occupation in its work place. He suggests that possible conflict of power can arise among some members of a profession. This conflict is caused by competition among

various members of the profession. The conflict, he says, is often one of professional status and can be alleviated by making clear rules as to the roles of member workers and by eliminating economic conflict through basic income grids.

Based on the substitute teacher's concern about lack of authority in the work place, lack of professional regard or prestige among professional colleagues, and lack of economic privileges such as equal pay and paid professional development days, it is no wonder substitutes feel they lack professional status. Substitute teachers, as professionals, are in conflict with other member teachers in their workplace as the findings of Clifton and Rambaran (1987) would suggest. For substitute teachers, the conflict shows up as one of professional status. Of importance are two issues: the special circumstances of the substitute teacher's job which contribute to the issue of professional status; and the definition of the professional role of the substitute teacher. Accordingly, Freidson (1994) claims that people are capable of controlling themselves by a cooperative, collective means and those who perform work in certain circumstances are in the best position to see that it is

understood and gets done well. This professional model applies to substitute teachers seeking to gain professional recognition from those educators with which they share an occupation.

As a result of studies on substitute teachers and articles written by substitutes and other educators on the issue of substitute teaching, educators in the early 1980s began to campaign for improvement in both professional regard and equal wages for substitutes. The need to clarify and define the professional role of substitute teachers was also encouraged (Rawson, 1981). As we have seen, the literature revealed that superintendents, principals, and teachers had little or no difficulty in making or accepting recommendations and suggestions for improving the professional regard of substitute teachers or allowing them more authority in the schools. The literature is scant regarding the matter of principals and teachers opting to allow substitute teachers equal wages or paid professional development days. There is no literature on the professional role of substitute teachers.

The Sociology of Professionalism as it Relates to the Review
of the Literature on Substitute Teaching

Conflict between occupations over power in the workplace translates into which occupations have authority. This conflict then becomes a matter of professional status (Freidson, 1994). What light might the theories on professionalism shed on the issues brought forth from the literature on substitute teaching? By examining the following concepts, we can acknowledge that the different theories within the sociology of professionalism lend themselves to the professional status issues concerning substitute teachers. The concepts are:

- trait theory (Millerson, 1964)
- professional status: professional regard and authority in the profession (Freidson, 1994)
- professional status: equal wages, benefits, paid professional development (Freidson, 1994)
- professionalism defined (Freidson, 1994)

Firstly, trait theory is still considered by teachers as a measure of their professionalism (Kruse & Louis, 1993). By virtue of their skills, training, conduct

code, and the fact that they enjoy substitute teaching, substitutes claim professional status. In Alberta substitutes are certificated teachers. They have the qualifications to teach and to be in a position of credibility in the classroom. This research will attempt to determine if substitute teachers are regarded as having equal professional status with other educators because of their professional traits. If the results show that substitutes are not seen as professionals in the workplace, the study may determine why this is so.

Secondly, Eliot Freidson (1994) points out that professional status gives a profession power in the workplace. He postulates that the question of status between those with power and those without power within a profession is caused by a belief by some of the members of that profession that authority means status. The literature on substitute teaching reveals that substitute teachers have little authority in schools (Clifton & Rambaran, 1987; Dendwick, 1993; Parsons & Dillon, 1981; and Trotter & Wragg, 1990) because they are not seen as credible in the eyes of students, and teachers seldom allow them to teach lessons.

Instead, substitutes are instructed to give students busy work. Sometimes substitutes feel that they are considered as fill-ins and ignored altogether. All this denial of authority - that is not to be seen as credible teachers who are members of the teaching profession and who offer quality teaching (Clifton & Rambaran, 1987) - in the work place leads to a lack of self-esteem. This is compounded by the isolation substitute teachers feel in schools. Furthermore, Freidson (1994) suggests, there can be conflict among occupations as to what constitutes professional status. This suggests that there can be conflict among members of an occupation as to what constitutes professional status for its various members. It may be that the professionalism and professional status of one group (substitute teachers) within in a profession (teaching) can be affected by the dominant group (classroom teachers) within that same profession. The task of this research is to determine if substitute teachers are regarded by other educators as professional equals. The results will determine whether competition with substitutes causes conflicting feelings among principals and teachers (the dominant group) toward the issue of equal professional

status. The discussion of results will examine if principals and teachers are aware that substitutes want more authority and more acceptance in the school. If the results determine that principals and teachers are not aware of substitutes' concerns over authority, then the role of the substitute teacher needs to be clarified.

Thirdly, Freidson (1994) suggests eliminating economic competition between professionals within the same occupation. The question of obtaining professional autonomy and equality with other teachers, in the matters of wages and benefits and professional development, is an issue of great concern among substitute teachers (Koelling, 1983; Mastrian et al., 1984). School districts in Alberta do not have salary grids for substitute teachers. Instead, a daily salary is negotiated with the board. Benefits are not included in these negotiations. In Southern Alberta, budget restraints and district policy do not allow for professional development funding for substitute teachers. Again we can speculate that the professionalism and professional status of one group (substitute teachers) within in a profession (teaching) can be affected by the dominant group (classroom teachers) within

that same profession. The purpose of this study is to determine if principals and teachers agree with equal wages, benefits, and paid professional development days for substitute teachers. Perhaps the results will find that substitutes' need for parity and paid professional development are tied to the budgets of educators who dominate the profession. As well, the results may show that principals and teachers may see substitutes as competition for education funds.

Fourthly, Freidson (1994) defines professionalism as a way of organizing work performance in order that members of an occupation can control the work they do. Substitutes began to make their professional issues and concerns known by determining what job they did as substitutes and what principals and teachers could do to help them in the classroom (Bontempo & Deay, 1986; Heckman, 1981; Recker, 1985, and Shreeve et al., 1983). Furthermore, Freidson (1994) claims that when workers understand and control their own work they will not be alienated from it. The literature indicated that substitutes functioned the same way as teachers but felt that teachers and students looked upon them

as incompetent and lacking authority (Clifton & Rambaran, 1987). The literature also indicated that substitutes do not have the same privileges a contract gives to regular teachers and therefore cannot control what they do (Koelling, 1983; Parson & Dillon, 1980; Shreeve et al., 1983; and Trotter & Wragg, 1990). The purpose of this research is to investigate whether substitute teachers in Southern Alberta take the responsibility for understanding what their work is as professionals. The research may find that substitutes in Southern Alberta have so little control over their work that they are alienated from it. The study will investigate whether substitutes are responsible for their own professionalism and if they have the power which leads to professional status.

Believing that they are trained professionals but not treated as such, substitutes began to question the circumstances surrounding their working conditions (Parson & Dillon, 1980). The literature on substitute teaching shows that substitute teachers feel that they have the professional traits but are not treated as professionals (Gilliss, 1988; Parson & Dillon, 1981; and Shreeve et al. 1983). Substitutes

have no authority in the schools; their wages are low and their benefits non-existent (Clifton & Rambaran, 1987). They have little collegiality with their peers and often feel isolated from a schools' staff (Bontempo & Deay 1986; Dendwick 1993; and Trotter & Wragg 1990). For substitute teachers, the nature of their job is difficult, yet there seems to be no indication in the literature whether substitutes tried to improve their plight through representation by, or membership in a professional association. Since substitutes have questioned their job circumstances it may be that these job circumstances are different. This study will investigate whether the circumstances of substitute teachers' jobs are different from regular teachers' jobs and discuss what constitutes a professional substitute teacher. Perhaps these different circumstances may signal to substitutes that they are responsible for turning substitute teaching into an occupation with the professional status they so desire so that they can be treated as professional people. The task may be that substitutes need to sit down with principals and teachers and talk about substitute concerns. Substitutes need

to assure teachers that they are not competing with teachers for their jobs and their money. Teachers and principals need to assure substitutes that they will be given some authority in the classroom and in the school and that students and staff know this.

Summary

The study will examine the professional status of substitute teachers in the two areas determined by the literature on substitute teaching: equality of professional regard; and equality in matters of wages, benefits, and professional development. Questions and contradictions arising from the results will be analysed in the context of the current theories of professionalism. Hopefully, the sociology of professionalism will lead us to the understanding of the professional status of substitute teachers so that educators can discuss how to improve the job of substitute teaching.

Chapter 4

Research Methodology

Introduction

The literature on substitute teaching identified several critical factors and concepts regarding professional status issues facing substitute teachers today. Suggestions and recommendations to improve these concerns have been numerous. The literature on the sociology of professionalism suggested concepts which may help to understand the professional status of substitute teachers. The two questions for research are: Are substitute teachers in Southern Alberta regarded by superintendents, principals, and teachers as professional equals? and Do substitute teachers in Southern Alberta enjoy professional equality with superintendents, principals, and teachers apropos wages, benefits, and paid professional development opportunities?

Factors and Concepts from the Literature which Influence the Make-up of the Survey Questions

Substitutes believe that they are professional but feel that they are not treated as professionals in the work place.

The two major areas of concern for substitutes are:

- Professional regard for substitute teachers which covers issues such as: isolation from school staff; lack of help from schools to allow for credible teaching in the eyes of students; lack of authority in the classroom and the school; and professional status in the eyes of their peers.

- Economic conditions which cover issues such as: low wages; few benefits; and the lack of opportunity for paid professional development opportunities.

Other areas of concern indicated by the literature, are the lack of a definition of the role of the substitute teacher as a professional and the lack of responsibility substitute teachers take with regard to their own professionalism.

Current concepts of professionalism as they apply to substitute teachers are:

- Substitute teachers have the same professional traits as regular classroom teachers. Substitutes should be seen as professional and be made to feel as professional.

- The circumstances in which substitute teachers teach are different from those of regular classroom teachers. These

differences may be the reason why substitutes feel both isolated and unsanctioned in the workplace. These differences may also allow for the conflict caused by competition between substitutes and other educators in matters of economic policies and professional status.

- Substitute teachers, as are regular teachers, are controlled by the objectives and technical procedures which are determined by administrative budgets and policy decisions. Budget cuts are not conducive to other educators sharing the funds with substitute teachers and as a result substitutes have little or no autonomy.

The purpose of the research is not to determine if substitute teachers are a professional body within the teaching profession nor to see if they are considered professional or semi-professional by professions other than teaching. The purpose is to determine if substitute teachers enjoy the same professional status as the educators they work with. In reality do substitute teachers have professional equality with their peers in the professional status matters which have been identified.

Construction of the Survey Instrument

The reality of the professional status of the substitute teacher in Southern Alberta pertinent to the construct of the literature on substitute teaching and the sociology of professionalism may be clarified and defined through a survey of superintendents, principals, teachers, and substitute teachers. This chapter discusses the procedures used to conduct the study, including a description of the survey instrument, the selection of the sample population, the administration of the instrument, and the treatment of the data.

In order to glean from superintendents, principals, teachers, and substitute teachers the actual professional status of substitute teachers and to make comparisons among the four groups, I constructed a survey instrument. A survey can cover many topics. My questions are straightforward and I wanted to survey a fairly large, heterogeneous sample. Surveys can generate a substantial amount of data quickly and inexpensively. It was to my advantage to use this method of data gathering.

I used a five point frequency scale: never; seldom;

sometimes; often; and always; as well as simple 'yes-no' items. A frequency scale is better than a Likert scale here because it measures what is really happening with substitutes regarding professionalism instead of what educators feel should happen. The literature has already pointed out what should be done regarding the professional status of substitutes.

However, the Likert scale is used to measure five items on the surveys to principals and teachers (see Appendixes B and C) Two of these items (#23 and #25 on the Principal Survey; #21 and #23 on the Teacher Survey) have to do with recommendations that have not been implemented by the school district surveyed. This fact is verified by asking the superintendents to answer 'yes' or 'no' to these items (see Appendix A). The purpose of the items is to measure what principals and teachers in Southern Alberta think should be policy. These items are based on the recommendations from the literature and deal with substitute salary and professional development days. The other three items on the Likert scale ask about substitute benefit packages, school-based substitutes and whether substitute teachers enjoy

professional status with their peers.

Superintendents are also asked if substitute teachers are more effective if based in one particular school, and if they believe that substitute teachers have the same professional status as their peers. These two items are on a frequency scale. Rather than finding out what superintendents feel about substitute placement in one school and professional status, I wanted to find out what their experiences have been regarding substitute placement and professional status or if indeed, as senior administrators, they have even considered these matters.

Appropriately, the survey instrument was divided into two sections. These sections are (a) the survey of the four groups of educators - superintendents, principals, teachers, and substitute teachers - on the professional status of substitute teachers in Southern Alberta; and (b) demographic information about each of the respondents. Space was provided for additional comments. Each group had its own survey; therefore, there are four separate but parallel surveys.

Section A consisted of seven items to be answered by each group. The remainder of the items in section A were

geared toward the particular educator surveyed.

The items for the survey have been based on the concepts identified in the literature on substitute teaching and on professionalism.

1. Substitutes believe that they are professional in that they have the same professional traits as teachers believe themselves to have. However, the different circumstances under which substitutes teach may be the reason why substitutes feel that: they are not credible in the eyes of students; they have little authority to provide good teaching in the class room; they are isolated within the school; and they lack credibility with students. The questions for the survey are:

For all recipients

- substitute teachers are no better than babysitters;
- substitute teachers provide quality teaching in the classroom;
- substitute teachers enjoy collegiality with their districts' teaching staff; and
- substitute teachers' names and phone numbers are

included in their districts' ATA roster.

For superintendents

- I do not hire substitute teachers who are able to substitute teach only one or two days a week;
- I give substitute teachers priority for full time teaching positions when they become available;
- I include substitute teachers in any professional recognition sponsored by the school district; eg. 5-year; 10-year; service awards;
- I require substitute teachers to attend an orientation session for substitutes when first accepted by the school system;
- I provide substitute teachers with a handbook which contains the system's educational philosophy; local programs; and school policies;
- I have passed on to principals the Monographs and substitute teacher kits sent to me by the ATA;
- Substitutes teachers based in a school are more effective than substitutes called from a substitute list every day;

- Substitute teachers based in a school would be more effective than substitutes called from the substitute list; and
- Substitute teachers have the same professional status as regular classroom teachers.

For principals:

- I indicate to students that a substitute teacher is another teacher hired to replace the regular classroom teacher;
- In my school opening remarks to parents I mention what is expected behavior from their children when a substitute teacher is in the classroom;
- I give substitute teachers priority for full time teaching positions when they become available;
- I provide substitutes with school policy handbooks which might include information on: facilities; schedules; and special procedures required by my individual school;
- I see to it that teachers leave lessons plans, classroom routines, and seating charts for the

substitute teacher;

- I see to it that teachers leave discipline procedures for the substitute teacher, for example:
a student gets a demerit point for misbehavior;
- I have evaluated substitute teachers for professional certification;
- I give substitute teachers other teachers' supervision duties;
- I personally take time to welcome a substitute teacher into the school;
- I designate a specific person responsible for substitute teachers at my school;
- I take an active interest in the issues and concerns of substitute teachers;
- I see to it that my school's office staff are available to help a substitute teacher during the day;
- I see to it that substitute teachers get the same respect as regular classroom teachers from my school's support staff;
- I invite substitute teachers to my schools' staff meetings; and

- I discuss educational issues with substitute teachers when they are at my school; and
- Substitute teachers based in a school would be more effective than substitutes called from the substitute list; and
- Substitute teachers have the same professional status as regular classroom teachers.

For teachers:

- I indicate to students that a substitute teacher is another teacher hired to replace the regular teacher in the classroom;
- I indicate to my students what is acceptable behavior when a substitute is in the classroom in any directions I give my students at the beginning of the year;
- I leave meaningful lesson plans which will enable substitute teachers to teach;
- I leave substitute teachers a seating chart of my classes;
- I leave substitute teachers an explanation of my

- classroom discipline procedures;
- I have made use of the ATA materials available to help me make a substitute teacher's day in my classroom rewarding and productive;
 - I expect substitute teachers to have the discretion to use their own professional knowledge and expertise in executing my lesson plans;
 - I introduce myself to substitute teachers who are at my school;
 - I invite substitute teachers to the staffroom;
 - I offer to show substitute teachers where things are in the staffroom;
 - I offer to help substitute teachers during the day;
 - I take an active interest in the issues and concerns of substitute teachers;
 - I discuss education issues with substitute teachers who are at my school; and
 - I would engage in professional development activities to better prepare myself for having a substitute teacher in my school and in my classroom;
 - Substitute teachers based in a school would be more

effective than substitutes called from the substitute list; and

- Substitute teachers have the same professional status as regular classroom teachers.

For substitutes:

- Teachers indicate to students that a substitute teacher is another teacher hired to replace the regular classroom teacher;
- Teachers indicate to their students what is acceptable behavior when a substitute is in the classroom in any directions they give their students at the beginning of the year;
- Schools provide sufficient guidelines to students on what is appropriate behavior for when a substitute is in the classroom;
- Teachers provide me with seating charts
- Teachers provide me with meaningful lesson plans which allow me to teach effectively;
- Teachers provide me with enough classroom information;

- Schools' office staff are available to help me during the day;
- Principals welcome me to their school;
- Principals invite me to their schools' staff meetings;
- Principals discuss education issues with me;
- Teachers introduce themselves to me;
- Teachers invite me to the staffroom;
- When I am at a school for the first time I go to the staffroom;
- Teachers show me where things are in the staffroom;and
- Teachers discuss education issues with me.

2. To repeat, substitutes believe that they are professional in that they have the same traits of professionalism as teachers believe themselves to have. Yet such issues as low pay, few benefits, and lack of opportunity for professional development may show that substitutes do not receive their professional due because they would be using funds allotted to other educators. To see if substitutes are in economic competition with their peers the following items were asked all recipients:

- substitute teachers have access to inservice programs on classroom management; and
- substitute teachers have access to inservice programs on current and new curricula;

For superintendents

- In your district substitute teachers are paid according to their years of training and expertise rather than on a fixed amount per day; and
- In your district substitute teachers are allowed paid professional development days.

For principals and teachers

- Substitute teachers should be paid according to their years of training and experience rather than on a fixed amount per day;
- Substitute teachers should have access to the same benefit and retirement packages as teachers under contract; and
- Substitute teachers should be allowed paid professional development days.

3. There is a need for substitute teachers to understand their own professional role. They must become responsible for their own professional status. To see if substitutes in Southern Alberta are aware of their professional responsibilities I constructed the following 'yes - no' response items for substitute teachers:

- I know who my substitute teacher representative is on my local ATA;
- I have attended the substitute teachers convention;
- I have made use of the ATA substitute teachers' materials available to help me with my professional development; and
- As a substitute teacher I understand my professional role as an educator.

Section B consists of questions which provide data regarding age, gender, number of years as an educator, population of the area in which the participant works, school level at which the participant works, and whether the participant has substitute been a substitute teacher.

To carry out this research I followed all the steps

required by the Faculty of Education Human Subject Research Committee. Also, confidentiality for participant educators was assured in writing. Consent to administer the survey was obtained in writing from the superintendents of school districts in Southern Alberta. The study was subsequently approved by the Human Subjects Research Committee.

To make sure that the intent of each survey item would be understood by those doing the questionnaire, I gave the survey to a selected group of my colleagues in the Master of Education program - two principals, two teachers, and two substitute teachers. The input of my colleagues along with that of my committee regarding each survey item, has assured that the items on the questionnaire had face validity.

Selection of the Sample Population

Support for this study was obtained from the superintendents of Southern Alberta. Native schools were included because of their extensive use of substitutes. Colony Schools, private Christian Schools, and Charter Schools were not included in the survey because of their restricted and limited use of substitute teachers.

Surveys and permission slips were sent to the 12 superintendents in Zone 6 of Southern Alberta. Superintendents were asked to fill out the survey and return it, along with their approval to conduct the research in their school district, to the Faculty of Education at The University of Lethbridge. They were also asked for the roster of substitute teachers for their district. The list of principals and teachers was obtained from the Field Experiences office at The University of Lethbridge.

Administration of the Instrument

The names of the prospective participants were selected using a random table. Surveys were sent to: 8 superintendents; 135 principals; 145 teachers and; 145 substitute teachers. Data collection began in March 1996. Confidentiality was guaranteed to all districts and persons participating. Two weeks after the initial deadline, reminder card was mailed out to all participants. After the analysis was completed the questionnaires were destroyed to preserve confidentiality.

Limitations

1. The study was limited to Southern Alberta. This area may not have been representative of the province in general, nor other areas of Canada or other countries.

2. The survey was limited to those schools and school districts in Southern Alberta which use substitutes extensively. Colony schools, private Christian Schools, and Charter Schools were not surveyed because of their restricted and limited use of substitute teachers.

3. Approximately sixty of the 433 surveys (20 each of principal, teacher, and substitute surveys) were sent with the 'always' choice preceding the 'often' choice in section A before the error was discovered. Many recipients of the survey phoned to clear up this discrepancy. Other recipients who did not phone noted the discrepancy on their returned survey and indicated their choices of often or always where needed. I am satisfied that the mix-up in the two choices did not alter or skew the data results.

4. A number of respondents did not answer specific items (4, 5, and 6) or demographic questions (gender and age) on the survey. These and any other items left unanswered were

treated as no response and included as a category 'no response' in the results section of the study.

5. Since the study looked at the professionalism of substitutes as seen by other educators, students were not included in the survey.

6. The results are limited due to the low survey return rate by substitute teachers and teachers.

Return Rates

Twelve districts in Zone 6 of Southern Alberta were eligible to participate in the study. Nine districts gave permission. Eight of the nine surveys sent to superintendents were returned. Of the 135 surveys sent to principals, 101 were returned. Of the 145 surveys sent to teachers, 75 were returned. Of the 145 surveys sent to substitute teachers, 75 were returned. Seventy-five percent of principals and 52 percent each of teachers and substitute teachers returned the questionnaire. Mail-out questionnaires commonly result in response rates in the 10 to 40 percent range and low rates may not be a problem if the nature of the volunteer bias can be adequately assessed (Palys, 1992).

The return rate at 75 percent on the principal surveys was excellent. The return rates on the teacher and substitute teacher surveys at 52 percent were lower. To determine the nature of the volunteer bias of teachers I phoned 8 teachers whose names were chosen to receive the survey. Of those 8 teachers, 3 indicated that they had returned the survey only because they knew me, otherwise they did not care for questionnaires and probably would not have filled this one out. Two teachers said they were interested in the survey because they had once been substitute teachers themselves. One person did not return the survey because he "never looks at those things" and one person was all for helping substitute teachers even though he had not been a substitute teacher. One teacher could not remember filling out the survey and was so busy that it probably was never done and returned. The fact that some of the recipients of the survey, who live and work in rural areas as I do, saw my name, recognized it, and filled out the questionnaire does not influence the study results. Neither does the fact that some teacher recipients said that they had been substitutes at one time. The bias here was not anticipated and is not due to the

research. However teachers, it seems, are busy people and may not have any interest in the topic of substitute teachers. This disinterest could be treated as a volunteer bias and may account for the return rates among teachers.

To determine the nature of the volunteer bias of substitutes I contacted eighteen substitute teachers who were on the list and to whose phone numbers I had access. Eleven indicated that they did not receive the survey. Five indicated that they had returned the survey and one was no longer substitute teaching so did not fill it out. One misplaced the survey and asked for another copy. Consequently, I phoned the school districts and the persons in charge of contacting substitute teachers confirmed that indeed several substitutes whose names were chosen at random were not sent the survey because there was no current address for them on the substitute list or the person was no longer a substitute teacher for that district. Perhaps the return rates of the substitute survey reflect the fact that many of the school districts did not give me the direct mailing addresses of their substitute teachers because it was against district policy. Hence, I had to rely on these school

districts to mail the surveys for me. If the people chosen at random from the substitute list were substitute teachers no longer and if the school districts were unable to get the questionnaires to substitutes then this would account for the low return rate of the substitute surveys.

However, based on Palys' observations regarding return rates from mail-out questionnaires, I consider 52 percent to be a reasonable number of both teacher and substitute teacher surveys from which to collect enough data to validate the study.

Treatment of the Data

As surveys were returned, responses were computer tabulated and analysed. Descriptive analysis was done where appropriate. First, frequency of distribution of the items were examined. Next, cross tabulation and breakdown tables were done. The data was used for exploratory purposes. Demographic information was obtained and tabulated. No demographic data was analysed because this information was gathered for future use and the results of the study questions did not rely on these data.

The results of the study and a discussion of the findings follow.

Chapter 5

Findings and Discussion of the Data

Introduction

The items on each survey sent to superintendents, principals, teachers, and substitute teachers focused on the reality of professional equality of substitute teachers in Southern Alberta with their classroom peers. The data were then used to determine the professional status of substitute teachers in two areas: professional regard; and wages, benefits, and professional development opportunities.

Percentages of each groups' responses to each question were tabulated. There are six categories in the survey instrument.

1. Professional status of substitute teachers with emphasis on professional regard related to substitute teacher credibility with students.
2. Professional status of substitute teachers with emphasis on professional regard related to the quality of teaching provided by substitutes.
3. Professional status of substitute teachers with emphasis on professional regard related to collegiality

between substitutes and school staff members.

4. Professional status of substitute teachers with emphasis on equality of wages, benefits, and professional development.

5. Professional status of substitute teachers as perceived by superintendents, principals and teachers.

6. Professional status of substitute teachers with emphasis on their own professional awareness. Items relating to how substitutes view themselves professionally are included here.

The findings are presented using the following abbreviations: sup (superintendents n=8); pri (principals n=101); tea (teachers n=75); and sub (substitute teachers n=75). Actual numbers and percentages for all responses of each group are given. The percentages are shown in brackets. Percentage numbers are rounded off to the nearest hundredth. Many of the respondents' comments are pertinent to the analysis of the data and are incorporated into the discussion to expand on the figures collected from the survey responses.

Findings and Discussion

1. Professional status of substitute teachers with emphasis on professional regard: Items relating to substitute teacher credibility with students.

Item 1: Substitute teachers have credibility with students.

	never	seldom	sometimes	often	always	no response
sup.	0 (0)	0 (0)	4 (50)	4 (50)	0 (0)	
pri.	1 (1)	1 (1)	47 (47)	37 (37)	14 (14)	1 (1)
tea.	0 (0)	3 (4)	50 (67)	15 (29)	7 (9)	
sub.	0 (0)	3 (4)	34 (46)	23 (31)	14 (19)	1 (1)

Fifty percent of superintendents think that substitutes are often credible in the eyes of students while the other 50 percent think that credibility happens only some of the time. Substitute teachers see themselves as being credible more often than classroom teachers see substitutes as credible. Sixty-seven percent of teachers feel that substitutes have credibility with students only some of the time. Many substitute teachers (34%) also feel that they have credibility with students only some of the time.

In the literature, substitute teachers claim that teachers sometimes see them as having little authority and credibility in the classroom. As well, the literature found that substitute teachers are outsiders faced with the

negative attitudes both from teachers and students in the classroom and lack of support from administrators and teachers (Dendwick, 1993). However, a greater percentage of principals than teachers feel that substitutes are credible in the eyes of students. This could be because the literature surrounding issues and concerns of substitutes and programs to enhance the quality of substitute teaching is directed at principals. Superintendents, principals, and teachers in Southern Alberta may equate credibility of substitutes with the fact that substitutes are graduates of a university Faculty of Education program, who may have been a teacher under contract at one time. They may not equate the idea of substitute teacher credibility with student perception of substitute teacher credibility. Substitutes on the other hand may be more attuned to the idea of their own credibility in the eyes of students. One substitute offered her perceptions on the matter of credibility and support in the classroom:

“As a young female substitute I find that I do not always hold the same authority as a regular teacher. I have often run into problems that are not dealt with when the regular teacher comes back. Perhaps it is my fault for not insisting to principals that teachers deal with this. As a result students learn to treat me the way they want to because there are no ‘real consequences’.”

The different notions of credibility and the vague definition of the meaning of the word to survey respondents may account for the survey data not agreeing with the data found in the literature.

Credibility of substitute teachers in the eyes of students, as an issue among educators in Southern Alberta, can be discussed in light of survey responses to items addressing credibility. Do teachers and principals see substitutes as credible in the eyes of students and more importantly, do principals and teachers make sure that their students realize that substitutes are credible teachers?

Item 8 (pri; sub): I indicate to students that a substitute teacher is another teacher hired to replace the regular classroom teacher.

	never	seldom	sometimes	often	always	no response
pri.	3 (3)	2 (2)	17 (17)	18 (18)	60 (60)	1 (1)
tea.	2 (3)	4 (5)	7 (9)	13 (17)	49 (65)	

Item 19: (sub): teachers indicate to students that a substitute teacher is another teacher hired to replace the regular classroom teacher.

	never	seldom	sometimes	often	always	no response
sub.	2 (3)	10 (14)	22 (31)	22 (31)	15 (21)	

Although 60 percent of principals and 65 percent of teachers indicate that they always tell students that a

substitute is another teacher, only 21 percent of substitutes felt that this is true.

The results show that principals and teachers believe that they are doing a good job of assuring their students that a substitute is another teacher. Thinking that they do so may make teachers feel that students see substitutes as credible teachers. Substitutes seem to feel that teachers do so only some of the time. One substitute wrote,

“Some teachers do not believe that a substitute is a real teacher”;

another offered,

“Students often question my qualifications. I am regularly asked if I had to go to school to be a sub”;

one half-time teacher wrote,

“Students’ perceptions of substitute teachers need to change. In most cases having a substitute is a free for all. I teach only in the morning and often ‘sub’ in the afternoon. Even with my regular students I find a negative attitude when I am here as a substitute.”

When students’ attitudes towards substitutes show ignorance of the substitutes’ qualifications, as well as an unwillingness to learn what the substitute is there to teach, then substitutes see this as a lack of credibility on their

part.

Substitutes need to make principals and teachers aware of the discrepancy between substitutes and teachers regarding student expectations of a substitute's credibility. Principals and teachers then need to talk to students about the professional status of a substitute teacher and attest that this person is hired as a teacher to be in the classroom for a short period of time. This person must then be given the authority and respect in the classroom and the in school, that leads to the same credibility enjoyed by a classroom teacher and a principal. Recent literature (Dendwick, 1993) points out that substitutes still feel less than professional in their workplace. Many of these feelings have to do with what researchers found to be lack of authority and acceptance of substitute teachers in a classroom; in other words, substitute credibility with students.

Item 16 (pri): I see to it that substitute teachers get the same respect as regular teachers from my school's support staff.

Item 9 (sub): I get the same respect as regular teachers from the school's support staff.

	never	seldom	sometimes	often	always	no response
pri.	0 (0)	2 (2)	3 (3)	20 (20)	75 (75)	1 (1)
sub.	0 (0)	2 (3)	8 (11)	28 (38)	35 (48)	2 (3)

Fully 75 percent of principals say they always see to it that substitutes receive the same respect as regular teachers from the school's support staff. Less than half of substitutes feel that they always get this respect. Thirty-eight percent of substitutes feel that they often are treated with respect; some (11%) feel this is the case sometimes, and a few (3%) say they seldom receive respect from support staff.

Support staff, although usually available to help substitutes could improve upon the respect and credibility they give the substitute teacher. One substitute commented that she generally found the staff most helpful. Three substitutes took time to comment on unreceptive school support staff. "We are professionals too" one substitute pointed out; two expressed the hope that the attitude of school office staff would change in the future. Substitute teachers need to suggest to principals that schools should look at how their personnel interact with substitute teachers on a day-to-day basis. Common courtesy should always be shown. Students see the way substitute teachers are treated by staff and teachers in their schools and if there is no

indication that the substitute is a person of authority than students see substitutes as not credible.

Item 21 (pri) and Item 19 (tea): I take an active interest in the issues and concerns of substitute teachers.

	never	seldom	sometimes	often	always	no response
pri.	2 (2)	19 (19)	45 (45)	22 (22)	11 (11)	2 (2)
tea.	6 (8)	14 (19)	36 (49)	14 (19)	4 (5)	1 (1)

Three principals and one teacher expressed that taking a closer look at the issues and concerns of substitutes would be most appreciated. A teacher wrote,

“I taught for eight years. We moved and I had to substitute teach. I really appreciate what substitute teachers have to go through. I think that they have a much tougher job than normal classroom teachers and need to be recognized for this.”

All principals and teachers in Southern Alberta need to become more aware of the issues and concerns of substitute teaching and substitute teachers. By taking an interest in the issues surrounding substitutes, principals and teachers show students and the public that substitutes are a credible part of the teaching profession and should be recognized as such. Comments by principals confirmed this need for recognition.

“We have some work to do for our substitutes to improve

their situation. We should make a real attempt to work more closely with substitutes enabling them to be more credible in the classroom".

"Substitutes provide a valuable service yet receive little recognition as teachers and little thanks."

As mentioned, the literature tells us that substitutes need to be recognized by students as credible teachers. One of the ways that this can be done, according to the literature, is through recognition by school districts. Consequently, superintendents in Southern Alberta were asked:

Item 10 (sup): I include substitute teachers in any professional recognition sponsored by the school district; eg. 5-year; 10-year; service awards.

Every superintendent answered no to this question.

Because substitutes are not seen as part of the education community, they are being left out of professional recognition ceremonies. Including substitutes in any professional recognition ceremony may enhance their credibility in the eyes of the teachers, school staffs, and the public who attend. Consequently, they all may show the substitute teacher respect for the substitute's position as teacher and by doing so pass on to students the notion that a substitute is someone who deserves credibility as a teacher

and a person in authority in the school. Furthermore, as the literatures affirms, any policy to improve the status of the substitute teacher in the classroom should be undertaken. Consequently, principals and teachers were asked how they felt about substitutes based in a school. This item is answered on a Likert scale with SD "strongly disagree" and SA "strongly agree".

Items 26 (pri) and 24 (sub): Substitute teachers based in a school would be more effective than substitutes called from the substitute list.

	SD	D	N	A	SA	no response
pri.	2 (2)	13 (13)	18 (19)	48 (49)	16 (16)	4 (4)
tea.	2 (3)	8 (11)	13 (18)	36 (49)	15 (20)	1 (1)

A majority of principals (49% often; 16% always) and teachers (49% often, 20% always) agree that substitute teachers based in a school would be more effective than those called from a substitute list. When superintendents were asked if they saw substitutes based in a school as being more effective five superintendents believe that this would often be the case, and three think site-based substitutes would be effective only some of the time.

Item 14 (sup): Substitute teachers based in a school are more effective than substitutes called from the substitute list.

	never	seldom	sometimes	often	always	no response
sup.	0 (0)	0 (0)	3 (38)	5 (63)	0 (0)	

Two teachers stated that substitutes based in a school is a sound practice.

“As a teacher I am very concerned that my program continue while I am away. It is wonderful at our school to have substitutes in who know our school and classes. We are fortunate to have many people who work half time so they are available to substitute. Our students consider substitutes real teachers because they see them teaching in other areas.”

“Substitutes have a higher status with younger children. There are several substitutes who are at our school frequently and they are familiar with the school and know the students.”

The literature indicates that students do not respect substitutes because substitutes are never in the classroom long enough to gain respect or authority (Dendwick, 1993). The literature recommends any practice that would make the substitute's job more credible and effective. School-based substitutes who know the school policies and the school staff are seen to command respect and credibility from students who are used to seeing them around the school.

The literature often refers to the concern that the substitute teacher has traditionally been perceived as a baby sitter by educators. To see if educators in Southern Alberta accept this traditional view the following item was given:

Item 2: Substitute teachers are no better than babysitters.

	never	seldom	sometimes	often	always	no response
sup.	1 (13)	5 (63)	1 (13)	1 (13)	0 (0)	
pri.	29 (29)	50 (50)	17 (17)	4 (4)	0 (0)	1 (1)
tea.	23 (31)	26 (35)	22 (30)	3 (4)	0 (0)	1 (1)
sub.	15 (21)	24 (33)	30 (42)	3 (4)	0 (0)	3 (4)

The great majority of all groups surveyed do not take the traditional view of substitute teachers as babysitters although almost half of substitutes regarded themselves as such. There was no significant difference among the groups' responses. The literature prior to 1985 indicated that substitutes felt the traditional idea of substitute as babysitter applied. There are no research findings on whether students see substitutes as babysitters. However, some researchers (Burdette, 1987), have found that the idea is now rejected by educators. Educators in Southern Alberta concur. The results from this section of the survey show that the babysitting notion is not as much a concern to educators as perhaps the matter of substitute credibility with students.

In summary, all groups surveyed see substitutes as credible in the eyes of students. This finding is contrary to

what the literature says and may be explained because the notion of credibility may be different for substitutes than for other educators. Although the term credibility of substitute teachers was used often in the literature there was no indication of what principals and teachers or even students meant by the term. Superintendents, principals, and teachers may think of substitute credibility as qualified, experienced teachers and may not equate credibility as teaching authority in the eyes of students. Substitutes feel that they do not receive appropriate professional respect from school staff and students. Teachers and principals could help increase substitute teacher credibility by explaining to students that a substitute is a teacher, by letting students and other staff know that substitute teaching issues are important, and by encouraging other school staff to show professional respect to the substitute. Having substitute teachers based in a school over a period of time also gives them credibility in the eyes of students. Long service awards for substitutes, by giving them further credibility in the eyes of fellow teachers and the public, will likely increase substitute credibility in the eyes of students. Finally,

substitute teachers are no longer considered babysitters by most educators.

2. Professional status of substitute teachers with emphasis on professional regard: Items relating to the quality of teaching provided by substitutes.

Item 3: Substitute teachers provide quality teaching in the classroom.

	never	seldom	sometimes	often	always	no response
sup.	0 (0)	0 (0)	5 (62)	3 (38)	0 (0)	
pri.	0 (0)	2 (2)	44 (44)	37 (37)	17 (17)	1 (1)
tea.	0 (0)	7 (9)	35 (47)	25 (34)	7 (9)	1 (1)
sub.	0 (0)	2 (3)	24 (33)	29 (33)	18 (40)	2 (3)

Few respondents felt that substitutes do not provide quality teaching. A higher percentage of substitutes and principals than teachers and superintendents believe that substitutes always provide quality teaching with 40 percent of substitutes indicating that this is true. The majority of superintendents and almost half of principals and teachers and one-third of substitutes believe quality teaching occurs some of the time.

Many principals commented that the effectiveness of the substitute teacher depends on the individual - the same as any classroom teacher. The fact that the responses to this

item were similar to the responses to Item 1 on credibility could indicate that educators see quality teaching as something to do with substitute credibility in the eyes of students. Perhaps teachers hear their students saying the substitute was not credible. Perhaps because principals and teachers see the results of substitute teaching - i.e., they may have to reteach a lesson or they can continue where the substitute left off - they are not as willing as substitutes to say that substitutes always provide quality teaching. On the other hand, substitutes may not contact teachers to find out the results of their instruction thereby making substitutes more likely to respond 'often' or 'always' to the item. The perception by some Southern Alberta educators that quality teaching by substitutes may sometimes be lacking may reflect the literature which says that principals and classroom teachers are not helping substitute teachers to provide a good teaching experience for substitutes and a good learning experience for the students. The literature also shows that there is no clear role expectation for substitutes from administrators and teachers. Circumstances such as the single day appearance of a substitute in a classroom, absence

of lesson plans or other arrangements because of sudden illness, and lack of a substitute's knowledge of the curriculum may cause teachers to feel that substitutes will be less than capable in the classroom and therefore less responsible. Consequently, substitute teachers, principals, and substitutes should address issues relating to quality teaching especially in areas where they can help each other.

Quality teaching by substitute teachers as an issue among educators in Southern Alberta can be discussed in light of survey responses to questions addressing how educators may provide substitutes with the means to allow for quality teaching.

Item 9 (pri): In my school opening remarks to parents I mention what is expected behavior from their children when a substitute teacher is in the classroom.

	never	seldom	sometimes	often	always	no response
pri.	30 (31)	34 (35)	17 (17)	6 (6)	11 (11)	3 (3)

Item 9 (tea): I indicate to my students what is acceptable behavior when a substitute is in the classroom in any direction I give my students at the beginning of the year.

	never	seldom	sometimes	often	always	no response
tea.	3 (4)	4 (5)	8 (11)	14 (19)	45 (61)	1 (1)

Item 20 (sub): Teachers indicate to students what is acceptable behavior when a substitute is in the classroom in any direction they give students at the beginning of the year.

	never	seldom	sometimes	often	always	no response
sub.	0 (0)	10 (16)	22 (36)	21 (34)	8 (13)	14 (19)

Item 21 (sub): Schools provide sufficient guidelines to students on what is appropriate behavior for when a substitute is in the classroom.

	never	seldom	sometimes	often	always	no response
sub.	1 (1)	13 (19)	23 (34)	24 (35)	7 (10)	7 (9)

Only 11 percent of principals, say that they always talk to parents about student behavior when a substitute is present; Interestingly, 61 percent of teachers say that they always talk to students about classroom behavior when a substitute is present, yet only a small number (13%) of substitute teachers believe that this is true. Although 35 percent of substitutes say that schools often provide sufficient guidelines to students on appropriate classroom behavior when a substitute is present, 34 percent say this happens sometimes and 20 percent say it happens seldom or never.

Principals, teachers, and parents are responsible for attentive and respectful students. Attentive and respectful students allow for quality teaching. Since regular teachers

say they can have discipline problems with their own students when they substitute for another teacher, credibility of substitutes may not always play a part in the eyes of the students. Besides, a substitute can entertain a class and not have any discipline problems because the students may see the substitute in the role of entertainer and not the role of substitute teacher. Most importantly, classroom management and student behavior is one of the main issues cited by substitutes as a major concern. This fact is substantiated by the number of comments made by substitutes on the matter.

While many principals say they do not talk to parents about appropriate student behavior towards substitutes a few remarked that the reason for this is the fact that the topic is mentioned in their school handbook. A few others say "it is a given because substitutes are teachers".

Substitute teachers do not feel that teachers talk to their students about classroom behavior to the extent that teachers say they do. Again substitute dissatisfaction with classroom behavior is apparent in their comments. Several remarked on what they called "unacceptable classroom behavior" One individual stated: "It takes a mature classroom

teacher to take a stand and communicate to students correct classroom behavior." At least 50 percent of substitutes think behavior guidelines provided to students by schools could be improved.

The results indicate that there needs to be some clarification among teachers, principals and substitutes regarding each groups' perception of how matters of professional acceptance of substitutes are treated within schools. To reiterate, it is a most important task to ensure that students and their parents understand that a substitute is a teacher who is to be given authority and respect in the classroom. The information package on substitute teaching that the ATA has sent out to schools contains a brochure for parents on the topic of the substitute teacher in the classroom. How many principals, teachers, substitutes and parents have read it?

Behavior in the classroom when a substitute is there is often a subject for discussion among educators, parents, and students. Principals would do well to allude to the section on substitute teachers in the school's handbook if such a section is there, when talking to parents and students. Also,

the survey shows the discrepancy between teacher perception of informing students about appropriate classroom behavior and substitute perception that this information is not given. This discrepancy gives rise to a question of communication between these two groups. Teachers and substitutes need to talk to each other about the handling of the behavior issue. Researchers Clifton and Rambaran (1987) found that teachers view substitutes as guests in the school, leave only exercises for students to do and infer that substitutes are not part of the school setting. Teachers and principals seem to feel that substitutes are satisfied with the authority they have in the school, the acceptance in the classroom, and the behavior of the students. Yet, since no one has asked students, substitutes are left wondering if they really are credible in the eyes of students. Since teachers and principals seem to be doing their job, what responsibility must substitutes take for behavior of students in the classroom? Substitutes should be doing what they can to read articles or discuss discipline strategies with teachers and principals. Substitutes need to make known to the schools their concerns about behavior guidelines. Schools cannot act

on these issues if they do not hear from substitutes regarding any concerns they may have.

Contrary to the literature, teachers in Southern Alberta are saying that they are helping substitutes during the day as well as expecting substitutes to use their professional knowledge during their daily practice in the classroom.

Item 13 (tea): I offer to help substitute teachers during the day.

	never	seldom	sometimes	often	always	no response
tea.	0 (0)	8 (11)	21 (28)	26 (35)	20 (27)	

Item 17 (tea): I expect substitute teachers to have the discretion to use their own professional knowledge and expertise in executing my lesson plans.

	never	seldom	sometimes	often	always	no response
tea.	0 (0)	0 (0)	9 (12)	5 (7)	61 (81)	

Eighty-one percent of teachers expect substitutes to use their own discretion when executing lesson plans. Teachers remarked that some substitutes take more responsibility than others in doing so. Two teachers were very positive about the ability of substitutes to cover the material left for them, saying that substitutes were very "competent" and "taught everything well". Two very important pieces of information appear here. Teachers are willing to help substitutes in the classroom during the day and more importantly are giving

substitutes some autonomy in the classroom. These are two areas in which the literature recommended improvement. These are also two areas which could enhance substitute teachers' quality of teaching. Teachers who help substitutes with any problems they encounter make the teaching experience easier for substitutes. Teachers believe that substitutes are professionals who will provide a good classroom experience for students by allowing substitutes to teach. Both these actions lead to quality teaching.

However, for substitutes to be able to provide quality teaching means they need to be given the tools and the information to do their jobs well. As the literature suggests, teachers, and principals too, must be aware of what these needs are. Professional development activities on the part of teachers could be a means to impart this information.

Item 20 (tea): I would engage in professional development activities to better prepare myself for having a substitute teacher in my school and in my classroom.

	never	seldom	sometimes	often	always	no response
tea.	5 (7)	11 (15)	37 (50)	10 (14)	11 (15)	1 (1)

Half the teachers surveyed would sometimes engage in professional development to better prepare themselves for a substitute in their classroom; twenty-nine percent would do

so often or always and 22 percent would seldom or never engage in this activity. For a clearer indication of how teachers felt, perhaps this item should have been a 'yes/no' response. At least one teacher felt compelled to remark:

"I feel that administrators as well as teachers must be given some professional training in the correct attitude toward substitute teachers."

The results show that nearly 30 percent of teachers are willing to take that one step further and learn about the issues and concerns facing substitute teachers in their classrooms and what they, as teachers, can do to help substitutes provide quality teaching. The remainder might do so sometimes or not at all. According to the literature, good working conditions for substitutes makes for good teaching on their part. Dendick (1993) shows that substitute problems are often directly attributed to negligent classroom teachers who fail to inform substitutes of classroom procedures and rules. What then, must superintendents, principals, and teachers do to improve working conditions for substitutes?

Item 17 (tea): I see to it that teachers leave lesson plans, classroom routines and seating charts for the substitute teacher.

	never	seldom	sometimes	often	always	no response
pri.	2 (2)	2 (2)	6 (6)	30 (30)	61 (60)	

Item 15 (tea): I leave substitute teachers a seating chart of my classes.

Item 22 (sub): Teachers provide me with seating charts.

	never	seldom	sometimes	often	always	no response
tea.	6 (8)	9 (12)	14 (19)	13 (18)	32 (43)	1 (1)
sub.	0 (0)	13 (18)	33 (45)	17 (23)	11 (15)	1 (1)

Item 14 (tea): I leave meaningful lesson plans which will enable substitutes to teach.

Item 23 (sub): Teachers provide me with meaningful lesson plans which enable me to teach effectively.

	never	seldom	sometimes	often	always	no response
tea.	0 (0)	0 (0)	3 (4)	20 (27)	52 (69)	
sub.	0 (0)	5 (7)	26 (35)	36 (48)	8 (11)	

A good majority of principals say they always see to it that teachers leave lesson plans, classroom routines, and seating charts for substitutes. Interestingly, almost half of teachers claim that they always leave seating charts for substitutes yet only 15 percent of substitutes claim this is always so. In fact almost half the substitutes say that teachers leave seating charts only sometimes.

A good majority of teachers (69%) say they always leave lesson plans. Eleven percent of substitutes say this is always the case. Almost half of substitutes say that teachers leave lesson plans often; thirty-five percent of substitutes say sometimes compared to 4 percent of teachers who answered

sometimes.

Teachers may think that they leave good lesson plans but substitutes say they can improve on this. One teacher commented that a workshop on substitute teaching would help as some teachers do not leave lesson plans which would allow substitutes to teach. Some principals commented that they should not have to tell teachers to leave lesson plans and other information for substitutes because teachers are professional people and should know to do these things. Another two principals recommended that substitutes report to the principal when no lesson plans are available and that the principal should make sure this does not happen again. The contention by substitutes that lesson plans are sometimes non-existent or inadequate and the fact that principals are reluctant to insist that their classroom teachers leave plans and seating arrangements is substantiated by substitutes teachers' replies to these survey items and by their numerous comments on the topic. Offered here are random selections:

"The work that is left is just filler and time-killing. Sometimes all that has been left for me is page numbers and no further details. It has been my experience that only a minority of teachers leave great lesson plans and classroom details."

"I know the students I substitute teach and I am familiar with the school. Even so, lesson plans vary from teacher to teacher. Some are excellent some are pathetic."

"Names of students should be on a chart or fixed to a desk (although sometimes the names are on the side and I can not see them). Many lesson plans are incomplete and most times a sub does not know where to find a book or materials. Most substitutes want to teach not babysit and sometimes the plans do not allow for this. Problem children should be identified with suggestions or information on how to control their behavior. Classroom management practices, such as the fluoride rinse, should be given to subs."

"Lesson plans vary according to teachers. Some are atrocious and some are very good."

"Substitutes should be provided with medical conditions of specific students and advised of students with extreme behavior problems."

"I have seen all kinds of lesson plans and sometimes no lesson plans. Some teachers write up their plans so that only they can follow them. They write to me 'read page 62 and discuss'. What book is page 62 in? Discuss what? Generally I like the variety subbing brings. I learn something new from every teacher and class and we have some super teachers in the division."

"I often have to get classroom information from the kids."

"I have always had good lesson plans and have been able to follow them as a regular teacher. Maybe I have been lucky."

Floundering in front of a noisy class looking for books, pages numbers and materials compounded by not being able to call students by name can make a substitute look silly and unbelievable. The importance of lesson plans and seating charts cannot be emphasized enough. Lesson plans make sense. They outline what the students are to learn and direct substitutes to appropriate teacher resources where information can be found. Lesson plans are not going to take away from substitute teachers' autonomy. Not giving substitute teachers the means to let them teach or not allowing substitutes to use their professional know-how is what takes away their autonomy. Besides making a substitute credible, these things provide the substitute with the means to teach. Having something definite for the students to do or having something definite for substitutes to teach allows substitutes to provide a good educational experience to students and shows them that substitutes are there to help them learn. Teachers may not realize that substitute teachers need charts and plans to help them during the day. Good communication from substitute to teacher and principal can help facilitate the assurance that lesson plans and seating

charts will be available.

Besides lesson plans and seating charts, the literature recommended that guidelines on discipline procedures in the classroom is another area of information principals and teachers should be encouraged to give substitutes.

Item 18 (pri): I see to it that teachers leave discipline procedures for the substitute, for example; a student gets a demerit point for misbehavior.

	never	seldom	sometimes	often	always	no response
pri.	10 (10)	14 (14)	32 (33)	17 (17)	25 (26)	3 (3)

Item 16 (tea): I leave substitute teachers an explanation of my classroom discipline procedures.

	never	seldom	sometimes	often	always	no response
tea.	9 (12)	6 (8)	17 (23)	4 (19)	28 (38)	1 (1)

Some principals (26% always and 17% often) made sure teachers left an explanation of class discipline procedures. Teachers (38% always and 19% often) said that they provided substitutes with an explanation of classroom discipline procedures. The literature found that substitutes' concern over student behavior resulted partly because of the lack of discipline procedures left to substitutes by teachers (Dendwick, 1993). Although only two substitutes commented that discipline policies for inappropriate student behavior

would be welcomed, other substitutes' comments on student behavior indicated to me that perhaps information on discipline procedures is needed. As well, behavior of students in the classroom may have to do with how credible they believe the substitute teacher to be. Substitute teachers should be reporting discipline and behavior problems in the hope that, as substitutes, they will receive some feedback from principals and teachers for the next time they encounter the class. It might be worthwhile for principals to ask teachers to be sure to leave an outline of discipline procedures for their class.

A substitute teacher handbook, clear and adequate class lesson plans, a seating chart, classroom discipline procedures and information about problem students or students with medical needs were specifics indicated by substitute teachers which would help them provide good teaching. Researches recommended that schools take the professional concerns of substitutes seriously (Bontempo & Deay, 1986; Dendick 1993; Gilliss, 1988; Koelling, 1983). The literature aimed at educators to improve the professional concerns of substitutes has been extensive.

Perhaps teachers and principals are not aware of the literature's recommendations. Substitutes must communicate to teachers their concerns. They must be in touch personally with the teachers they replace. All substitute teachers should make a policy of phoning the teacher at the end of the day and discussing issues which arose and strategies which could be taken to improve the classroom experience. A substitute could meet with teachers and the principal at set times over the school year to talk about planning and classroom procedure. Several substitutes who are often at the same school could offer a workshop about substitute issues and concerns to teachers they substitute for. A substitute teacher may wish to attend a staff meeting at the beginning of the year to talk about concerns and ways teachers can help substitutes; a follow up half way through the year could confirm if the substitute teaching experience is going well for all concerned.

All the above ideas considered, do substitutes in Southern Alberta see teachers as providing enough classroom information?

Item 24 (sub): Teachers provide me with enough classroom information.

	never	seldom	sometimes	often	always	no response
sub.	1 (1)	7 (9)	24 (32)	31 (42)	11 (15)	1 (1)

Over half of substitutes (15% often and 42% always) indicated that they were happy with the classroom information they received from teachers. Still, one-third thought that they received enough classroom information only some of the time. The findings indicated that substitutes seem to be satisfied with the information teachers leave them on student medical problems, timetables, who passes out books, and all the other day-to-day operations of the classroom. Other than the quality of lesson plans and lack of a class seating chart, substitutes indicated that they are satisfied in general with the information teachers leave them. But because they commented that they want more information (especially on discipline procedures - an issue mentioned often in the literature) or that not enough is provided, may indicate that substitutes as a group need to give principals and teacher guidelines on what information to leave them. Perhaps substitutes see discipline as something that cannot be solved by following a teacher's discipline procedures. Substitutes may see the question of discipline as part of the behavior problem and therefore a topic for professional development on classroom management. Dealing with classroom management is a

major concern among educators and will be discussed below under substitutes and professional development.

As already mentioned, one of the recommendations from the literature to enhance quality teaching is to provide substitute teachers with handbooks. Researchers (Chu & Bergsma, 1987; Clifton & Rambaran, 1987; Stommen, 1986) suggested that substitutes felt that if they were armed with school policies, daily routines and classroom procedures they saw themselves as having authority. And, although many substitutes in Southern Alberta say they are satisfied with the information schools provide, they may not realize that the more information about the class they are teaching and about a school's or a school district's policies they have at hand, the more able they may be to manage a classroom and provide good teaching. Being aware of classroom and school procedure, routine, and policy can make a substitute credible to students. Students will see substitutes as people of authority who know such things as what is going on in a school or how to handle discipline problems in the classroom in the same manner as the regular teacher.

Do principals and superintendents in Southern Alberta

provide handbooks and other information to each other and to substitutes making it easier for substitutes to be effective in the classroom?

Item 11 (pri): I provide substitutes with school policy handbooks which include information such as: facilities; schedules and special procedures required by individual schools.

	never	seldom	sometimes	often	always	no response
pri.	13 (13)	24 (24)	29 (29)	15 (15)	19 (19)	1 (1)

About one-third of principals say they always or often provide handbooks for substitutes; twenty-nine percent say they do sometimes and 37 percent say they seldom or never provide substitutes with school policy handbooks.

Item 12 (sup): I provide substitute teachers with a handbook which contains the system's educational philosophy; local programs; and school policies.

	never	seldom	sometimes	often	always	no response
sup.	3 (38)	4 (50)	0 (0)	0 (0)	1 (13)	

Three superintendents admit that they have not provided a handbook to substitutes; four say they have seldom done so and one says a handbook is always provided.

The results indicate that principals and superintendents would do well to follow that recommendations of the literature and provide handbooks to substitute teachers in Southern Alberta to assist them with good classroom procedure

and credibility with students.

Item 11 (sup): I require substitute teachers to attend an orientation session for substitutes when first accepted by the school system.

	never	seldom	sometimes	often	always	no response
sup.	3 (38)	3 (38)	0 (0)	0 (0)	2 (25)	

Three superintendents answered never and three answered seldom to the question of requiring substitutes to attend an orientation session. Two say that an orientation session is a requirement in their school systems.

Item 13 (sup): As a superintendent, I have used or passed on to principals the Monographs and substitute teacher kits sent to my school district by the ATA.

	never	seldom	sometimes	often	always	no response
sup.	1 (13)	0 (0)	4 (50)	3 (38)	0 (0)	

Seven superintendents say they have often or sometimes used or passed on to principals the ATA substitute teacher materials; one says this never happens.

The findings show that the majority of superintendents do not provide substitutes with an orientation session nor do they usually pass on information to principals and teachers to help them with having substitutes in their school. The literature has identified orientations at both the district and school level as an important part of providing

substitutes with information about the places they work and thus enhancing their commitment to good teaching by making their job easier. One substitute commented,

“I would like to have a policy handbook for every school I work for given to me at the division office when I sign on as a substitute teacher.”

Another said,

“Whenever I received a handbook with a school’s policies, map, schedules and general rules, I found it a great help to my teaching in the classroom.”

Since the ATA has provided guidelines and suggestions for parents, principals, and teachers on having a substitute in the classroom, it is the responsibility of educators to distribute this information among themselves and to parents to aid substitute teachers with their teaching. More imperatively, it is up to substitute teachers to ask that information be made readily available to them through some formal network, bulletin board or written memo. Communication among educators can lead to more effective substitute teachers.

Item 10 (pri): I have evaluated substitute teachers for professional certification.

	never	seldom	sometimes	often	always	no response
pri.	71 (70)	12 (12)	14 (14)	3 (3)	1 (1)	

Principals have not yet taken on the task of evaluating substitute teachers in their schools. Principals may not have had the opportunity to evaluate substitutes for certification. They may not feel qualified or may not have enough time. Some principals feel that substitute teachers are not in their schools long enough to be evaluated. Although one substitute expressed a problem with "getting the substitution days I need for my certificate", substitutes may not realize that they, as substitutes, can be evaluated for certification.

Part of a principal's job is to evaluate substitute teachers for certification. Many newly graduated teachers who substitute need and want this evaluation. The evaluation procedures will eventually produce good teachers. However, it is difficult for substitutes to get in enough teaching days in order to be evaluated. Principals and teachers could help substitutes by calling them often to their school during the year. Perhaps principals could inquire of a substitute if he or she wants to be evaluated for permanent certification, then make sure that the person substitutes in the school. Substitutes themselves could take the initiative in these

matters by asking to be evaluated for improvement in their teaching thus facilitating their growth. If teachers are happy with a substitute's performance, the substitute should ask to be called to that particular school. These scenarios benefit everyone: principals have committed substitutes willing to put in that extra effort in the classroom in order to be evaluated; substitute teachers can be evaluated and put in enough teaching days for certification; teachers see students receiving quality teaching; and substitutes based in a school would bring about all the good things that this concept has to offer.

Item 12 (pri): I give a substitute teacher other teachers' supervision duties as well as the supervision duties of the teacher the substitute is replacing.

Item 13 (sub): Principals give a substitute teacher other teachers' supervision duties as well as the supervision duties of the teacher the substitute is replacing.

	never	seldom	sometimes	often	always	no response
pri.	50 (50)	18 (18)	9 (9)	9 (9)	15 (15)	
sub.	13 (43)	16 (22)	14 (19)	7 (9)	5 (7)	1 (1)

According to the survey the majority of principals (68%) seldom or never give substitute teachers another teachers' supervision. Substitutes (68%) concur. Twenty percent of substitutes say this happens sometimes.

At one time extra supervision and taking teachers'

classes during spare periods was a concern to substitutes. This does not seem to happen so much anymore although the topic comes up in the substitutes' comments. Two substitute teachers chose to comment that being assigned to other teachers' supervisions cut into time needed to become familiar with the teaching tasks assigned to them. There are times when a substitute can and should cover for the principal or another teacher; if the teacher has one or more long prep periods, the principal would be wise to use a substitute to help out in another class or any other capacity which would be worthwhile for the school's program. However, in the past principals and teachers may have abused a substitute's free time by giving them classroom or recess supervision and the quality of teaching may have suffered.

Item 14 (pri): I designate a specific person responsible for substitute teachers at my school.

	never	seldom	sometimes	often	always	no response
pri.	40 (40)	8 (8)	10 (10)	9 (9)	32 (32)	2 (2)

Forty percent of principals say they never designate a person responsible for substitute teachers at their schools. Thirty two percent say they always do. Ten percent say they do so sometimes. Many principals commented that they look after substitutes themselves and many substitutes have said

that the principals are doing a good job and that they are welcomed by the principals. The size of the school is a contributing factor here as well. The principal of a large school may not be able to talk to every substitute who comes to the school. But if principals are busy and do not designate someone to look after substitutes, what happens to substitutes? As substitutes themselves have indicated, they are often left to cope in very unfamiliar territory.

As mentioned, handbooks do help substitutes to acquaint themselves to a school. A person in the school to look after the needs of substitutes can help here as well. Situations arise and sometimes the handbook needs interpretation. If someone was around to help, substitutes would not be spending time trying to find out about school policies and other information when they could be preparing to teach. Having an available classroom teacher in a school to help substitutes during the day contributes to effective teaching as well.

In summary, principals and teachers see the results of a substitute's teaching and will determine if that substitute provides quality teaching. Substitutes should check with

teachers to see these results for themselves. The survey findings show that educators in Southern Alberta are generally satisfied with the quality of substitute teaching. The survey indicated that the quality of substitute teaching may suffer for several reasons: teachers and principals may not talk to students and parents about accepted classroom behavior when a substitute is in a school; teachers and principals do not ensure that students behave in the classroom when a substitute is there; teachers and principals may not want to take part in professional development workshops on substitute teachers issues and concerns; substitutes feel they do not receive adequate lesson plans, seating charts, or discipline procedures; substitutes do not receive orientations to the school district or to schools; and substitutes do not always have access to an information handbook. The results indicate that there is a need for substitutes to communicate their concerns to teachers and principals who feel they are helping substitutes and allowing them autonomy in the classroom. Although 57 percent of substitutes feel that classroom teachers provide them with enough information, most of their comments had to do with

concerns for classroom management. If substitutes encouraged principals to evaluate them, this would give them reason to provide good teaching. Allowing substitutes time during the day to prepare for classes and having another teacher ready to assist substitutes can help to make the experience in the classroom more rewarding for students and substitute. Communication seems to be the key. Principals and teachers may not know that recommendations abound to allow them to help substitute teachers offer positive classroom experiences for students. Substitute teachers do not seem to realize that they must be responsible for making sure other educators are aware of their needs and concerns.

3. Professional status of substitute teachers with emphasis on professional regard: Items relating to collegiality between substitutes and school staff members.

Item 4: Substitute teachers enjoy collegiality with their districts' teaching staff.

	never	seldom	sometimes	often	always	no response
sup.	0 (0)	0 (0)	3 (38)	5 (62)	0 (0)	
pri.	0 (0)	6 (6)	35 (35)	34 (34)	24 (24)	1 (1)
tea.	0 (0)	4 (5)	30 (40)	28 (37)	12 (17)	1 (1)
sub.	3 (4)	8 (11)	29 (39)	22 (30)	12 (16)	1 (1)

The majority of principals (58%), teachers (54%), and

superintendents (62%) believe that substitutes often or always enjoy collegiality with their peers. Of substitute teachers (46%) believe this to be true. Again there were many responses of 'sometimes'. Fifteen percent of substitutes feel there was seldom or never any collegiality; only 5 percent of teachers and 6 percent of principals see collegiality as a problem for substitutes.

Although teacher and substitute results are close, the fact that more than half of substitute teachers feel that they do not always enjoy collegiality with their peers confirms what the literature claims. Yet the results show that superintendents, principals and teachers believe that substitutes do enjoy collegiality with their districts' teaching staff. The literature also found that principals and teachers did not see collegiality as an issue with substitute teachers.

For substitutes collegiality may have more to do with a social acceptance as part of the staff. For teachers and principals collegiality may mean everyday introductions and common pleasantries such as introductions and showing a substitute where the coffee is located. The items on the

survey on the topic of substitute collegiality elicited a number of written comments and one from a classroom teacher was especially telling:

“I taught elementary school for nine years then had a family and chose to stay home for seven years. Then I applied to be a substitute teacher and took this job seriously. I felt rejected by school staff at first because I had known the feeling of belonging to a staff in previous years. It took me a while to feel comfortable and I really had to work hard to fit in. It was particularly hard when staff did not invite me to things like inservice and parties. There is definitely a division between teachers and substitutes. However, the children were great.”

For this person collegiality includes the social aspect of her life as a substitute teacher. She sees acceptance and fitting in as part of collegiality. Her view of collegiality is much more than an introduction or welcome.

The findings concur with what the literature tells us about how isolated and marginal substitute teachers feel; they feel that they are treated as temporary help, fill-ins, or ignored altogether. However their employment circumstances are different from those of the teacher. Substitutes may be in a school for only one day; one day does not allow for socialization. Consequently, in the eyes of substitute teachers, the issue of collegiality and the feelings of

isolation are two areas which need to be improved. The following findings will show that there is a definite discrepancy between what substitutes feel and how other educators feel about substitutes' collegiality with their peers.

Item 13 (pri): I personally take time to welcome a substitute teacher into the school.

Item 10 (sub): Principals welcome me to their school.

	never	seldom	sometimes	often	always	no response
pri.	0 (0)	2 (2)	16 (16)	37 (37)	46 (46)	
sub.	0 (0)	3 (4)	18 (25)	21 (29)	31 (42)	2 (3)

The great majority of principals (83%) say they always or often welcome substitutes to their schools. Substitutes (71%) concur. Twenty-five percent of substitutes say this happens sometimes while only 16 percent of principals admit that only sometimes do they welcome substitutes.

Principals make an effort to welcome substitutes to their school; substitutes agree. Principals may see this courtesy as part of their leadership role. Although the literature recommends that all principals should welcome substitutes to their school it does not consider collegiality as something more than professional courtesies.

Item 15 (pri): I see to it that my school's office staff are available to help a substitute teacher during the day.

Item 8 (sub): Schools' support staff are available to help me during the day.

	never	seldom	sometimes	often	always	no response
pri.	0 (0)	4 (4)	10 (10)	16 (16)	71 (70)	
sub.	0 (0)	3 (4)	10 (14)	23 (32)	37 (51)	2 (3)

Both groups say that a school's support staff are there to help substitutes during the day; although 70 percent of principals say this is always the case only half the substitutes indicated always. Even though substitutes may feel they get help from support staff, they have indicated that they do not always get the respect that teachers get (Substitute Survey item #9 in section on credibility). Giving help is part of a support or office staffs' job; giving substitutes less respect than teachers may be part of a support staffs' perception that substitutes are not credible in the eyes of students.

Support staff, although usually available to help substitutes during the day, could improve upon the respect they give to substitute teachers. Their attitude may contribute in part to the isolation that substitutes feel when they go into a school. However, there may be more to this attitude than the literature on substitute teaching

tells us. Collegiality for the substitute means more than being respected by support staff. The results show that we need to look at the meaning of collegiality for the substitute, other educators, and other school staff.

Item 19 (pri): I invite substitute teachers to my school's staff meetings.

Item 11 (sub): Principals invite me to their staff meetings.

	never	seldom	sometimes	often	always	no response
pri.	40 (40)	26 (26)	23 (23)	4 (4)	7 (7)	1 (1)
sub.	48 (65)	15 (20)	9 (12)	1 (1)	1 (1)	1 (1)

The great majority of principals do not invite substitutes to staff meetings although both substitutes and principals say this happens sometimes. Three substitute teachers commented that they are never invited to staff meetings. One substitute expressed a desire to attend staff meetings but was never asked; the other two claimed they could go if they wanted to but were not interested. Still, other substitute teachers commented on their disappointment in not being included in the affairs of the school where they have been substitute teaching for several years and that they feel neglected as part of the school staff when they are left out of staff meetings.

In the same vein, the majority of principals seldom if ever talk to substitutes about education issues.

Question 20 (pri): I discuss educational issues with substitute teachers when they are at my school.

Question 12 (sub): Principals discuss educational issues with me.

	never	seldom	sometimes	often	always	no response
pri.	3 (3)	23 (23)	56 (56)	11 (11)	7 (7)	1 (1)
sub.	25 (34)	19 (26)	22 (30)	5 (7)	3 (4)	1 (1)

Substitutes perception that principals seldom or never discuss educational issues with substitute teachers is very telling and adds to the isolation and contributes to the issue of substitutes feeling that they do not 'fit in'. Maybe substitutes do not initiate conversations, especially about substitute issues and concerns. Substitutes should be looking at their own actions with respect to being invited to staff meetings and getting administrators to take time to talk to them about the issues which concern their profession. They have to take some of the responsibility for becoming collegial with their peers.

Do teachers introduce themselves to substitutes and generally make them feel welcome?

Item 10 (tea): I introduce myself to substitute teachers who are at my school.

Item 14 (sub): Teachers introduce themselves to me.

	never	seldom	sometimes	often	always	no response
tea.	0 (0)	1 (1)	24 (32)	21 (28)	29 (39)	
sub.	0 (0)	12 (16)	31 (42)	21 (28)	10 (14)	1 (1)

Sixty-seven percent of teachers say they often or always introduce themselves to substitute teachers; forty-two percent of substitutes say this is so. Many substitutes (42%) feel that teachers introduce themselves sometimes; sixteen percent feel that teachers seldom introduce themselves. The results show that teachers think they acknowledge substitutes; substitutes think they do not.

Item 11 (tea): I invite substitute teachers to the staffroom.

Item 16 (sub): Teachers invite me to the staffroom.

	never	seldom	sometimes	often	always	no response
tea.	0 (0)	2 (3)	15 (21)	18 (25)	38 (52)	2 (3)
sub.	4 (5)	13 (18)	25 (34)	22 (30)	10 (14)	1 (2)

Item 12 (tea): I offer to show substitute teachers where things are in the staffroom, eg; refreshments; teachers' boxes; and daily information.

Item 17 (sub): Teachers show me where things are in the staffroom, eg; refreshments; teachers' boxes; and daily information.

	never	seldom	sometimes	often	always	no response
tea.	0 (0)	6 (8)	13 (17)	26 (35)	30 (40)	
sub.	6 (8)	10 (14)	27 (36)	17 (23)	14 (19)	1 (1)

A great majority of teachers (77%) say that they invite

substitutes to the staffroom and (75%) say they show them where things are located; less than half of substitutes say this happens.

Many substitutes (23%) feel that they are seldom or never invited to the staffroom and (16%) feel that they are never or seldom shown around a staffroom. Teachers seem to think that they issue the invitation often and show substitutes where to find things in the staffroom. These comments sum up the emotion of substitutes who had something to say about collegiality,

“My impression is that a substitute teacher is just a useful commodity and that is it.”

“I often feel inadequate and not welcome in some schools.”

Why do substitutes perceive that they are not being accepted as part of the staff? Do teachers believe that they are sociable towards substitutes or do teachers really do not care? Are teachers really so busy that they cannot introduce themselves and show a substitute where a classroom teacher's information cubicle is located? Do teachers see substitutes as competition in their classrooms or for their salaries or do they see substitutes as non-status, non-members of the teaching profession? Again there is a different perception of

collegiality on the part of teachers and substitutes. The results are important enough that schools need to look at how their personnel interact with substitute teachers on a day to day basis.

Along with this feeling of isolation goes the fact that teachers and substitutes hardly discuss education issues with each other. Both groups concur that this happens only some of the time.

Item 18 (tea): I discuss education issues with substitute teachers who are at my school.

Item 18 (sub): Teachers discuss education issues with me.

	never	seldom	sometimes	often	always	no response
tea.	5 (7)	14 (19)	39 (53)	12 (16)	4 (5)	1 (1)
sub.	7 (9)	14 (19)	41 (55)	8 (11)	5 (7)	

One substitute explained,

“During the last ATA election campaign I asked the local ATA representative for information about the candidates. His reply was that substitutes were not included in his priorities. He offered that the ATA most likely had a sub list and that I would receive information in the mail. I never did.”

Incidents such as this lead substitute teachers to feel that they are not other educators' colleagues or part of the district's education system. Collegiality is a big issue for

substitute teachers.

When asked if they go to a schools' staffroom substitute teachers responded:

Item 15 (sub): When I am at a school for the first time I go to the staffroom.

	never	seldom	sometimes	often	always	no response
sub.	3 (4)	6 (8)	16 (22)	23 (31)	26 (35)	1

The majority of substitutes said that they often or always went to the staffroom. About one-fifth said they went sometimes and 12 percent said they seldom or never darkened the staffroom door.

Substitute teachers are looking for collegiality and acceptance by other staff when they go to the staffroom. Perhaps that 12 percent have given up on collegiality or are anti-social by nature, but the majority of substitutes want to feel welcomed and part of the education system.

Question 5: Substitute teachers' names and phone numbers are included in the district ATA roster.

	never	seldom	sometimes	often	always	no response
sup.	2 (40)	1 (20)	1 (20)	0 (0)	1 (20)	3 (38)
pri.	31 (41)	16 (21)	7 (9)	6 (8)	15 (20)	26 (26)
tea.	16 (33)	7 (15)	8 (17)	5 (10)	12 (25)	27 (36)
sub.	10 (320)	6 (19)	6 (19)	5 (16)	4 (13)	44 (75)

Most notable about the question on substitute teachers'

names on districts' rosters was the number of blank responses. Perhaps many recipients of the survey did not know. Several indicated that they did not. Of those who did answer, half of all groups answered never or seldom. One district does place substitute teachers' names in the ATA local's roster. Perhaps the other districts should take its lead and recognize their peers by placing substitute teachers' names on the yearly list of professional ATA members of the district's teaching staff. Substitute teachers may come and go, but some of them are permanent fixtures in their school districts. Substitute teachers pay ATA dues and being included on the ATA local roster not only gives a substitute a sense of belonging, it also allows teachers to ask for or get in touch with individual substitutes. Not all teachers have access to or bring home the substitute teacher list. Unfortunately, many respondents to the survey confused their ATA local roster with the district's substitute teacher list. The absence of substitute teachers from ATA local rosters is another addition to substitute teacher isolation with the school system.

Hiring practices by principals and superintendents may

cause substitutes to feel that they are less than equal collegially than their teacher peers.

Item 9 (sup): I give substitute teachers priority for full time teaching positions when they become available.

Item 22 (pri): I give substitute teachers priority for full time teaching positions in my school when they become available.

Item 25 (sub): Substitute teachers receive priority for full time teaching positions when they become available.

	never	seldom	sometimes	often	always	no response
sup.	0 (0)	0 (0)	4 (50)	3 (38)	1 (13)	
pri.	2 (2)	9 (10)	58 (63)	14 (15)	9 (10)	9 (9)
sub.	9 (15)	21 (34)	23 (38)	6 (10)	2 (3)	14 (19)

Almost 20 percent of substitute teachers and 9 percent of principals did not answer this question. Half the superintendents say they often or always give priority to substitutes when full time positions are available. The other half say they consider priority sometimes. Twenty-five percent of principals say they consider substitutes always or often for teaching positions. Sixty-three percent say they do so sometimes. Only 13 percent of substitutes think that they receive any kind of hiring priority. Thirty-eight percent say this happens sometimes and almost half of substitute teachers feel that they are seldom or never given priority for teaching jobs when they become available.

With regards to priority hiring, some principals say that substitutes would be treated the same as anyone else who applied for the job and that the best applicant is hired. One principal thought that it was "a very unfair hiring practice" to give substitute teachers priority when a position became available. The ATA has issued policy statements regarding hiring practices for substitute teachers (see Appendix P section 5.B.11).

Item 8 (sup): I do not hire substitute teachers who are able to substitute teach only one or two days a week.

	never	seldom	sometimes	often	always	no response
sup.	4 (50)	1 (13)	3 (38)	0 (0)	0 (0)	

Of the eight superintendents who responded four say they do not follow the policy of not hiring substitutes who can only teach one or two days a week; one person seldom follows this policy. However three say they may do so sometimes.

Most superintendents do not put a restriction on whether a substitute has to be available to teach every day of the week. Yet some superintendents say this situation may influence their hiring practices. Some substitutes expressed annoyance when retired teachers are allowed on the substitute list much to the detriment of substitutes struggling to get

substitute jobs. One substitute remarked, "experience shows that professional loyalty is much stronger towards retirees than toward struggling fresh recruits." Substitute teachers feel that there is some discrimination by school districts with regard to hiring practices.

Priority for full time teaching positions is a major issue for substitute teachers. Many commented on the fact that they feel overlooked when teachers are hired for the new school year. Some substitutes attribute this to the fact that "we are too expensive to hire - employment opportunities abound for teachers with fewer qualifications and experience. Unfortunate is it not?" Many commented that it would be nice to be considered for a teaching position but claim that this "seldom happens". They feel that they have little recognition for their qualifications and for their commitment to substitute teaching when the time comes to hire teachers.

Although substitute teachers often obtain permanent teaching jobs because of their substitute experience, the results are telling in that they show that many substitute teachers feel their chances of getting full time teaching positions are not good. Why do substitute teachers feel so

maligned when it comes to being unable to get permanent positions? Certainly, as principals, teachers and substitutes have commented, being high on the pay scale may have something to do with it. They may cost too much. The budget controls whom schools hire and it is a fact of life that schools will hire teachers who cost less over substitute teachers who have been around a long time. As substitutes say, they are experienced and have a lot to offer. The economy does not allow a level playing field for the hiring of well trained and experienced substitutes over first or second year teachers; a few principals commented on this situation.

It is difficult to discern if substitutes are over-reacting to their situation but they all know that a person who costs less will be hired. There may be no cut and dried solution to this issue. Perhaps substitutes need to sell themselves as professionals; more importantly, they need to persuade their school districts to consider the ATA Resolutions regarding substitute teacher hiring practices.

In summary, collegiality is tied in with matters of

professional regard. Superintendents, principals and teachers do not seem to see collegiality as part of professional status. It seems to be more complex than the literature on substitute teacher isolation provides. The literature has made recommendations on how to make substitutes feel a part of the education community, yet the issues still have not gone away. Collegiality with other teaching staff is still a major concern for substitute teachers. So many of the items on collegiality show a variance between what teachers and principals say they do and what substitutes feel they do. This difference might have something to do with the way in which substitutes view collegiality compared to how other educators view it. Principals and teachers think that they are welcoming, helpful, and available to show substitutes around but substitutes say this is not often so. Comments from substitute teachers show that they are concerned about being left out of staff social, educational, and even political activities. When social functions for the school staff are being discussed in the staffroom, substitutes are often omitted. School activities for staff and students also neglect to include substitute teachers. ATA local meetings

and issues and events such as awards nights or dances often exclude substitute teachers. They may also feel excluded with regards to their districts' or schools' hiring practices. Even though substitutes may not wish to go to staff meetings or to professional development days, an invitation would show them that they are welcome as an accepted part of the teaching staff. Although many substitutes say they are treated with respect by a school's office staff and by other school staff all substitutes should feel this way.

Do students perceive that substitutes feel this lack of collegiality? Perhaps they sense this and knowing that substitutes do not feel part of the school and education system, students take advantage of substitutes. Perhaps this non-collegial attitude of their teachers leads students to believe that substitutes are not credible.

4. Items pertaining to the question of the professional status of substitute teachers with emphasis on equality of wages, benefits, and professional development

Item 6: Our district provides substitute teachers with inservice programs on classroom management.

	never	seldom	sometimes	often	always	no response
sup.	1 (13)	5 (63)	2 (25)	0 (0)	0 (0)	
pri.	66 (69)	27 (28)	3 (3)	0 (0)	0 (0)	5 (5)
tea.	26 (54)	15 (31)	7 (15)	0 (0)	0 (0)	27 (36)
sub.	58 (84)	6 (9)	5 (7)	0 (0)	0 (0)	6 (8)

Item 7: Our district provides substitute teachers with inservice programs on current and new curricula.

	never	seldom	sometimes	often	always	no response
sup.	0 (0)	6 (75)	2 (25)	0 (0)	0 (0)	
pri.	61 (66)	27 (29)	5 (5)	0 (0)	0 (0)	8 (8)
tea.	26 (53)	15 (31)	7 (14)	0 (0)	1 (2)	26 (35)
sub.	55 (80)	10 (14)	4 (6)	0 (0)	0 (0)	6 (8)

When respondents commented on these items it was to say that they did not know anything about the situation regarding professional development for substitutes in their district. Many recipients did not know if inservice for substitute teachers is available in their district. Of those principals, teachers, and substitutes who answered these questions the majority answered never. The majority of superintendents answered seldom.

According to the literature on substitute teaching, classroom management and discipline are the two areas of concern to substitutes and other educators. Recommendations are that inservice programs be set up for substitutes. In reality this has not happened in Southern Alberta. Perhaps the onus is on substitute teachers, as members of their local ATA council, to organize a professional development day for substitute teachers in their district.

Question 16: In your district substitute teachers are paid according to their years of training and experience rather than on a fixed amount per day.

Question 17: In your district substitute teachers are allowed paid professional development days.

All superintendents answered no to these two items.

The policy of school districts has been set. This is important to understand the results of the next section which deals with the professionalism of substitute teachers. Teachers and principals are asked their opinions whether substitutes should: be paid according to their years of training and experience; and be given paid professional development days. In the school districts surveyed substitutes are paid a fixed amount per day and do not receive paid professional development days. Teachers and

principals are also asked if substitutes should be given same benefit packages as other educators.

The following items were answered on a Likert scale by principals and teachers. The scale is a five point scale ranging from 'strongly disagree' to 'strongly agree'.

Items 23 (pri) and 21 (tea): Substitute teachers should be paid according to their years of training and experience rather than on a fixed amount per day.

	SD	D	U	A	SA	no response
pri.	15 (15)	42 (42)	24 (24)	15 (15)	4 (4)	1 (1)
tea.	9 (12)	29 (39)	16 (22)	14 (19)	6 (8)	1 (1)

The majority of principals and teachers do not agree that substitute teachers should be paid daily based on a grid. Close to one-quarter of both groups are undecided. Nineteen percent of teachers and 27 percent of principals agree that substitutes should be paid according to their training and experience.

Many principals said that site based management does not provide enough money for substitutes to be paid on a grid. One principal was sympathetic toward substitutes:

"Substitute teachers in our district are paid poorly for a day of substitute teaching. Per day pay does not increase very much over the years and collective bargaining is not helping substitutes."

Teachers are just as unwilling to allow substitutes a daily pay grid. A few teachers thought that substitutes were, "paid well for the time that they are there."

Items 25 and 23: Substitute teachers should be allowed paid professional development days.

	SD	D	U	A	SA	no response
pri.	14 (14)	37 (37)	21 (21)	26 (26)	2 (2)	1 (1)
tea.	8 (11)	20 (27)	20 (27)	20 (27)	6 (6)	1 (1)

Regarding paid professional development days, half of principals surveyed do not agree that substitutes should be entitled to these days. Thirty-eight percent of teachers concur. Twenty-one percent of principals and 27 percent of teachers are undecided. Twenty-eight percent of principals and 35 percent of teachers agree that substitutes should be entitled to professional development days.

Some principals and teachers commented that money for professional development belongs to classroom teachers. Two principals said that they do not think about professional development for substitutes but the survey has raised some questions. In reality, substitute teachers are allowed funds to go to the substitute teachers' convention. Because substitutes pay ATA dues they are entitled to a certain percentage of ATA local funds for professional development.

Both teachers and substitutes may not be aware of these policies; it would help the substitute teachers of Southern Alberta to find out what benefits they can receive and make other educators aware of their situation. At the discretion of the school principal a school's professional development fund may be shared with substitute teachers who frequent that particular school. However, professional development funds from the ATA local are available for any substitute who applies for them.

Items 22 and 24: Substitute teachers should have access to the same benefit and retirement packages as teachers under contract.

	SD	D	U	A	SA	no response
pri.	6 (6)	27 (27)	26 (26)	30 (30)	11 (11)	1 (1)
tea.	4 (5)	19 (26)	19 (26)	23 (32)	8 (11)	2 (3)

One-third of principals and teachers do not agree that substitutes should have access to the same benefit and retirement packages as teachers under contract. One-quarter of both groups are undecided. Forty-one percent of principals and 43 percent of teachers agree that substitutes ought to receive the same benefits and retirement packages as teachers receive.

Although many are undecided on the issue, slightly more

principals and teachers agree than disagree on benefit packages and retirement packages for substitutes. One teacher summed up with this sentiment:

“Until teachers and ATA local executives see substitute teachers as teachers who are entitled to ATA benefits, parents, students and school councils will never treat them as such.”

However, the ATA has been working with districts and substitutes to improve wages, benefits and professional development opportunities; both teachers and substitute teachers need to become aware of what is being done and be involved in the process.

The results show that, within the teaching profession, it is difficult for principals and teachers to accept that substitutes share their wages and professional development funds. When substitute teachers say the two things they are most concerned with to help them function well and provide good teaching are curriculum and classroom management, one would think that educators would sit up and notice. Unfortunately, in Southern Alberta, inservice in these two areas does not happen for substitute teachers. Principals and teachers do not see these programs as important enough to agree to them or to pay substitutes to attend them. Even if

they think inservice for substitutes is important, these programs cost money and unlimited funding is something schools are without. Principals and teachers do not want to share funds with substitutes. Unfortunately, many principals and teachers seem to miss the connection between inservice education for substitute teachers and quality teaching in the classroom. Substitute teachers need to make their concerns about their needs for inservice known. Perhaps they would be able to persuade other educators of the necessity of workshops on classroom management and curriculum and how this would lead to better teaching and educational experiences for all involved.

Research shows that substitutes are poorly paid within the teaching profession. Some of the literature indicated that substitutes should be paid more money than teachers for a day in the classroom. Regardless of this sentiment, principals and teachers do not think substitutes should be paid on a salary grid. Again this is a matter of budget and no connection is made between substitute wages with professional equality and good substitute teaching practices. At the same time, principals and teachers are more

apt to agree to benefits and pensions for substitute teachers. Could it be they agree because benefits and pensions are paid for by the employer (school district) and the ATA? Perhaps principals and teachers agree more readily to giving substitutes funding which seems to not be taken from teachers' professional development or salary budgets.

As mentioned, the ATA is trying to improve the lot of substitutes (see Appendix P) over issues such as unemployment insurance, professional development funds, benefits, and better conditions for substitutes; i.e., payment for teacher professional development days which fall during a substitute's teaching days for the same teacher. Substitutes pay a fee equal to one percent of their earnings each month but perhaps substitutes must be willing to let the ATA know that they are willing to contribute to a fund for pensions or to organize provincially in order to bargain with school districts for better working conditions.

The results show that generally principals and teachers do not agree that substitutes should receive a salary based on a grid. They also disagree with allowing paid professional development days for substitute teachers. Nevertheless, there

are some principals and teachers who would like to see professional development and pay scales for substitutes. Principals and teachers are more likely to agree to equal benefits and retirement packages for substitutes. The results show that there is a need here for substitute teachers to make an effort to make other educators aware of why they feel they are being treated as less than professional regarding matters of bargaining, working conditions, and professional development opportunities. Unfortunately, many respondents were undecided on all three items. Nevertheless, when asked if substitute teachers have the same professional status as regular classroom teachers the majority of respondents answered yes. Education and certification may be what principals and teachers use to gauge the professional status of substitute teachers; money issues involving better wages, benefits, and professional development seem to cause a conflict over who gets the funds and why they are entitled to these funds, rather than create professional equality.

In summary, principals and their teachers do not agree that substitutes should be paid according to training and

experience or be given paid professional development days. More respondents agree than disagree that substitutes should receive similar benefits to teachers. There appears to be some reluctance on the part of principals and teachers to give substitute teachers equal professional recognition for economic parity and paid professional development.

5. Professional status of substitute teachers as perceived by superintendents, principals and teachers.

The data focusing on the professional status of substitute teachers is measured on a Likert scale (items #25 principals and #23 teachers); the scale is a five point scale ranging from 'strongly disagree' to 'strongly agree'.

Items 25 (pri) and 23 (tea): Substitute teachers have the same professional status as regular classroom teachers.

	SD	D	U	A	SA	no response
pri.	1 (1)	8 (8)	9 (9)	63 (63)	19 (19)	1 (1)
tea.	2 (3)	7 (9)	10 (13)	38 (51)	18 (24)	0 (0)

The great majority of principals (82%) and teachers (75%) agree that substitute teachers have the same professional status as regular classroom teachers.

The same data collected from superintendents (Item 15) are answered on a frequency scale (to determine what their

experience tells them about substitute teacher status not what they feel about substitute status).

Item 15 (sup): Substitute teachers have the same professional status as regular classroom teachers.

	never	seldom	sometimes	often	always	no response
sup.	0 (0)	3 (38)	3 (38)	0 (0)	2 (25)	

Two superintendents see this as so; three answered sometimes and three answered seldom.

The results show us that those who work directly with substitute teachers - principals and classroom teachers - believe that substitutes are their professional equals. Superintendents are less likely to say this is so. Perhaps this is because superintendents see substitutes as people who do not hold a permanent job in their district. One superintendent suggested that substitutes are without the privileges that come with teaching assignments. The absence of these privileges - or status - manifests itself in the absence of professional collegiality for substitute teachers and the unequal working conditions they face. The literature points out that substitutes see themselves as professional but treated as less than such by their peers. The results of the survey indicate that substitutes are treated as less than professional by their peers when it comes to

matters of professional regard, wages, benefits, and especially professional development. At the same time educators in the schools agree that substitutes have the same professional status as they do. Shreeve et al. (1983) labelled the substitute a 'professional contradiction'. For substitute teachers this term means that they have the training and expertise of a teacher yet do not have the privileges that a permanent job brings. The study shows that substitute teachers' professional status seems to be separated into two opposing conditions: equal professional status as other educators in matters of regard; and unequal professional status in matters of wages, benefits and professional development.

Substitute teachers have been called marginal - that is educators on the periphery of the teaching profession (Clifton & Rambaran, 1987). Interestingly, few substitute teachers commented on evaluation for their own improvement, their per day pay scale, or their benefit concerns. Comments by substitutes on their need for professional development are also found lacking. Most of their concerns were with what they faced each day in the classroom - things such as

inadequate lesson plans - and acceptance by their peers and other school staff. Seldom did substitute teachers comment on their own professional development or their willingness to work for professional equality and improvement in their workplace. The next section of the survey results - substitute teachers' awareness of their own professional role - may explain why this is so.

6. Professional Status of Substitute Teachers With Emphasis on Their Own Professional Awareness.

The following items for substitute teacher participants are yes/no questions.

Item 26 (sub): I know who is my substitute teacher representative on my local ATA.

On the question of knowing who is their substitute representative on their local ATA, 61 of the 75 substitutes (81%) answered no. Many substitutes commented that they did not know that they have or can have a representative on their ATA local.

Item 27 (sub): I have attended the substitute teachers' Conference.

Sixty-seven (90%) have not attended the ATA Substitute

Teachers' Conference. Almost half of substitute respondents asked where they could get information on the conference.

Item 28 (sub): I have made use of the ATA substitute teachers' materials available to help me with my professional development.

Sixty-three (84%) say they have not made use of the ATA substitute teachers' materials. Over half of substitutes who made written comments asked where they could obtain such materials.

Item 29 (sub): As a substitute teacher I understand my professional role as an educator.

Seventy-two people (96%) say that as substitute teachers they understand their professional role as an educator.

In summary, the results show that it is important to discuss how substitute teachers view their responsibility for their own professionalism and professional development. Substitutes talk about how professional they are and how little professional recognition they get. What can they do to change their image? They say that they understand their professional role as an educator but do they back this understanding with practice?

Substitutes say they do not get priority for hiring yet

there are things they can do which may help them get a teaching position. They can ask to attend those staff meetings they do not get invited to and go when they are asked. They can ask to attend professional development workshops during a school's professional development day. They can talk to the teacher the day after the assignment and document their experience as well as the teacher's feedback. Then, when interviewed for a job they can prove they have initiative by saying they have attended staff meetings and workshops. They can talk about issues and policies within the school or district and they have proof that they are interested in their own growth as a teacher. As many substitutes are beginning to do, they can construct their own portfolios and business cards and make personal visits to schools.

Substitutes say they do not receive information available to them. There could be two reasons for this: substitutes do not look for information on bulletin boards, in directives or in the *ATA News*; and the information simply is not given out in their school district or school where they substitute teach. Perhaps they do not read school

bulletin boards. Perhaps school office staff, ATA representatives and even principals neglect substitute teachers and do not take the time to run off a memo for them or post a notice on the staffroom bulletin board. The idea of a substitute teacher bulletin board in a school is a good one. Calling the ATA and asking to get on the mailing list is also a positive step.

Professional issues (voting on contracts, unemployment insurance policies, or allotment of professional development money from the ATA), which affect substitutes often arise. Substitutes should make an effort to find out who their ATA representative is, and if no such representative exists, they should think about finding someone to take on the substitute member position in the local. Substitutes should join their local substitute teacher group and if there is none, form one. Substitute teachers can write the ATA for the monograph and materials for substitutes and while they are at it find out about the biennial substitute teachers' conference.

I do not think that substitute teachers fully understand their professional role as educators. It is not entirely their fault. Little has been done for them in the area of

professional acceptance among others in the profession. At the same time they cannot just sit back and wait until they get that permanent teaching position they want. Substitute teachers, during the time that they are substitute teachers, must consider the importance of their careers from a professional perspective. After all, other substitute teachers will be following in their footsteps and it may be that after a substitute has had a permanent job she may find herself as a substitute teacher again. Many substitute teachers do not what to teach permanently. All substitute teachers, regardless of where they are in their careers, should be taking their professionalism as substitutes seriously. Although they may feel that substitute teaching is just a means to a permanent teaching position and requires no concern for professional improvement on their part, the responsibility of obtaining the same professional regard and equal economic working conditions as regular classroom teachers rests with substitutes themselves. They owe this to the profession of substitute teaching.

Contradictions Arising from the Results of the Study which lead to Questions that the Sociology of Professionalism may Resolve

To clarify the reality of the professional status of substitute teachers in Southern Alberta the results of this study deal with five areas for questions and concerns. The literature on substitute teaching also identifies these five areas. By examining the literature on professionalism we may be able to explain the contradictions arising from the study results. Hopefully, the sociology of professionalism may lead us to understand how to improve the job of substitute teachers in Southern Alberta. The five areas are:

1. Equality in matters of professional regard

- Substitute credibility.

All groups surveyed think that substitutes are credible in the eyes of students. This finding is contrary to the literature and indicates that credibility may have to be defined for both students and educators. However, the results indicated that more substitutes see themselves as credible than do teachers. More principals than teachers felt that

substitutes were credible in the eyes of students.

Most importantly, the results showed that the views of substitutes differ from the views of principals and teachers on the way in which principals and teachers convey (or do not convey) to students and other school staff the credibility of substitutes as teachers. These results concurred with the research of Clifton and Rambaran (1987) who found that from the students' perspective the temporary position of substitute teachers indicates a lack of authority in the classroom and that teachers and principals reinforce this student attitude by saying that substitutes are not part of the school setting.

- Quality of substitute teaching.

All groups surveyed think that substitutes provide quality teaching. As with the results on credibility, more substitutes and principals than teachers felt that substitutes provided quality teaching. The literature indicated that educators were often unsatisfied with the quality of substitute teaching.

However, the results of the study show that principals and classroom teachers are not aware that substitutes feel

that they could be given more support by principals and teachers in the execution of classroom management. Heckman (1981) found that classroom teachers were failing to help and support substitutes. Clifton and Rambaran (1987) agreed. Their study pointed out that; substitute teachers do not know the rituals of the classroom; regular teachers do not consider substitutes as competent; teachers warn school administrators about things substitutes cannot do in their classroom; and teachers often reteach the material substitutes covered.

The current study showed that principals and teachers think they authorize, support, and give help to substitutes so they can carry on within the classroom but substitutes say there is room for improvement. Having credibility and the tools to teach well give substitute teachers authority in the school - an authority the literature says substitutes feel they lack.

The results show that substitute teachers are no longer given extra duties when they go to a school. Principals are positive about evaluation of substitutes if asked, and try their best to be on hand to be of help.

- Substitute collegiality with educators and school staffs.

The results show that most administrators and teachers feel that substitutes teachers have collegiality with other teachers. Less than half of substitute teachers surveyed agreed. Although the topic of isolation is brought forth in the literature, the literature on substitute teachers has not provided enough insight into this issue of substitute teaching.

Collegiality is a major concern to substitute teachers. Clifton and Rambaran (1987) found that as a rule, substitute teachers are not considered as part of the regular staff and are often treated with indifference in the staffroom. The results of the current study support this finding; substitute teachers in Southern Alberta feel that they are members of the teaching profession and as such want to be hired as equals, socialize with, and be accepted by the members of the profession. The question of collegiality is paramount to substitutes in Southern Alberta.

Professional regard for substitutes entails their rightful place in the school, their authority in the classroom, and their acceptance by their peers. The results

of the study indicate that whereas administrators and teachers feel that substitutes have authority and acceptance, substitutes feel that they do not. By examining the literature on professionalism we may be able to explain why there is a conflict between substitute teachers and other educators in their perceptions of what constitutes professional regard. The sociology of professionalism may further lead us to an understanding of how to improve the professional regard of substitute teachers in Southern Alberta.

2. Equality in matters of wages, benefits, and professional development

Principals and teachers do not agree to substitute equality in money matters. The study by Clifton and Rambaran (1987) found that it is not generally true that substitute teachers are recognized as holding official positions and are paid on the basis of their experience and expertise; and that the low pay to substitutes indicates apparent lack of professional expertise and authority. The results of the current study indicated that principals and teachers did not

agree that substitutes should be paid on a salary grid or have paid professional development days. Both groups were more more agreeable to equal benefit packages for substitutes but the percentage was less than half. In Southern Alberta, substitutes do not have equal professional status in regards to salary, benefits and professional development and educators do not believe that they should.

The literature on substitute teaching pointed out the need for good pay, benefits, and professional development for substitute teachers. The results of the study indicate that principals and teachers do not agree. By examining the literature on professionalism we may be able to explain why there is a reluctance on the part of principals and teachers to agree to professional equality for substitute teachers in the matter of wages, benefits, and professional development. The literature might also explain why substitutes are seen as less than professional because they work for low wages and few benefits. The sociology of professionalism may further lead us to an understanding of how to improve the equality of the working conditions of substitute teachers in Southern Alberta.

3. Equal professional status for substitute teachers: a contradiction

Superintendents, principals, and teachers agreed that substitute teachers have the same professional status as other educators. Perhaps they were agreeing only to equality of substitutes in the matter of professional regard but because principals and teachers disagreed to equality of substitutes in the matter of wages, benefits, and professional development. Shreeve et. al. (1983) found that; although substitutes were trained teachers and felt that they were professional people, they were held in low regard and paid little; and principals and teachers were unaware of substitute teachers' problems. In other words, this study concluded, the substitute teacher is a professional contradiction. Perhaps, as Collins (1982) suggested, the role of substitute teachers needs to be defined professionally.

The literature on substitute teaching pointed out that the substitute teacher is a professional contradiction; and that the role of the substitute needs defining within the concept of a professional. The results of this study indicate that administrators and teachers view substitutes as having

equal professional status yet principals and teachers do not seem to be aware that substitutes have professional regard concerns and disagree that substitutes should have equal wages, benefits and professional development opportunities. By examining the literature on professionalism we may be able to explain the concept of professional status as it pertains to the substitute teacher. The sociology of professionalism may further lead us to an understanding of how to define the professionalism of substitute teachers in Southern Alberta.

4. Substitute teachers' own professional responsibility

The study shows that substitute teachers, as a group, must set about to understand their professional role and make the professional changes they desire. They must make superintendents, principals, and teachers aware of the particular circumstances of substitute teaching and what professional rights they want as members of the teaching profession.

The literature on substitute teaching pointed out that the role of substitute teachers has not been defined (Collins, 1983). Furthermore, Clifton and Rambaran (1987)

claimed that there has been an absence of theories that can help us understand substitute teaching issues and ultimately help us to improve substitutes teaching. The results of the study indicate that substitute teachers are neither aware of what they can or ought to do in order to understand their own professional dilemmas nor know how to help superintendents, principals, and teachers understand and improve substitute teaching concerns. By examining the literature on professionalism we may be able to explain why substitute teachers should take their professionalism seriously if they wish to gain professional status in the workplace. The sociology of professionalism may further lead us to an understanding of the professional dilemmas faced by substitutes thereby helping educators to improve the job of substitute teachers in Southern Alberta.

5. Circumstances under which substitutes do their job

The results of the study generate questions regarding the kind of work substitutes are hired to do: are the circumstances under which substitute teachers work different than the working circumstances of teachers who have a

contract? If so, is it these differences in circumstances which make principals and teachers in Southern Alberta unaware that they do not give substitutes equal professional regard? And if so, is it the different circumstances of substitute teaching which cause principals and teachers to disagree with allowing substitute teachers professional equality in matters of wages, benefits, and professional development?

Summary

The literature on substitute teaching pointed out that substitutes feel that they are not treated professionally (professional regard) and do not receive fair wages, benefits, or professional development opportunities. The results of the study indicated that principals and teachers are not aware that substitutes feel that they are treated as less than professional. The results also indicated that principals and teachers do not believe that substitutes should have equal wages, benefits, and paid professional development opportunities. By examining the literature on professionalism we may determine if indeed job circumstances

influence professional status. The sociology of professionalism may further lead us to an understanding of how their different job circumstances may impact on the professional status of substitute teachers in Southern Alberta.

Chapter 6

The Concept of Professionalism and Study Results

Introduction

The questions for study were: Are substitute teachers in Southern Alberta regarded by superintendents, principals, and teachers as professional equals? Do substitute teachers in Southern Alberta enjoy professional equality with superintendents, principals, and teachers in matters of wages, benefits, and professional development opportunities? Contradictions arose from the study which lead to questions such as: How can we define the professional status of substitute teachers? Are substitute teachers aware of their own professional responsibility? and Do the different circumstances under which substitutes work influence their professional status within the teaching profession? The results indicated that:

1. The views of substitutes contradicted the views of principals and teachers in matters of professional regard: substitute credibility in the eyes of students; quality teaching by substitutes; and substitute collegiality with their peers. Collegiality was paramount for substitute

teachers.

2. Principals and teachers did not agree that substitutes should have equal wages, benefits, and professional development opportunities as other educators.

3. Substitute teachers are a professional contradiction with regard to equal professional status.

4. Substitute teachers must become responsible for their own professionalism and a re-defining of their role as a professional.

5. The circumstances of the substitute teacher's job are different than a regular teacher's job.

Although substitutes are certificated teachers and considered professionals by all educators, they do not have equal professional status with other educators in matters of professional regard. Substitute teachers in Southern Alberta do not have equal professional status with other educators in matters of wages, benefits, and professional development opportunities. Furthermore, substitute teachers in Southern Alberta: do not have a definition of their role as professional educators; are not professionally organized to make their concerns known; and work under different

conditions which make professional status within their profession difficult. By examining how the story of substitute teachers in Southern Alberta fits into the sociology of professionalism we can explain why substitute teachers do not have equal professional status within the profession of teaching.

How the Sociology of Professionalism may Explain the Results of the Study

The concepts within the sociology of professionalism which lend themselves to professional status issues of concern to substitute teachers are: trait theory; professional status: professional regard and authority in the profession; professional status: equal wages, benefits, paid professional development; and professionalism defined.

Trait theory

Teachers are professional because they have the required traits (Millerson, 1968) which according to the sociology of professionalism make an occupation a profession. Likewise, in a recent study, Kruse and Louis (1993) based their concept of

teacher professionalism on the trait theory. Since substitute teachers in Southern Alberta have the same training as teachers and often have teaching experience, they like other substitute teachers (Clifton & Rambaran, 1987; Drury, 1988; Shreeve et al., 1983), are entitled to the same professional status as regular teachers. Accordingly, principals and teachers may feel that substitutes are professional equals because of their professional traits. This perception may explain why the study showed that superintendents, principals, and teachers say that substitutes have the same professional status as regular teachers. Substitutes have the same teaching credentials as other educators.

Professional Status: Professional Regard and Authority in the Profession

The study found that substitute teachers in Southern Alberta do not always have the professional regard that a regular teacher holds. Since Freidson (1994) maintains that professional status arises from professional power, these substitute teachers, who lack this professional power, have little or no professional status.

Furthermore, Freidson suggests that in a structured work setting, the professional status of a particular occupation cannot dominate the professional status of another occupation without resulting in conflict between the professions. If there is conflict of power between professions in the work place it could be that one profession sees itself as lacking professional regard in the eyes of other professions. This lack of professional regard becomes a question of professional status. Substitute teachers in Southern Alberta feel that principals and teachers do not have the professional regard for substitutes that should be given to them.

In addition, administrators and teachers in Southern Alberta do not seem to be aware that they consider substitutes as less than other professional educators in the workplace. Not only do principals and teachers think that substitutes are unequal to full-time teachers but also many substitutes think this way about themselves.

There is a conflict between substitutes and other educators in each groups' perception of professional regard, whether it be substitute credibility in the eyes of students,

quality of teaching by substitutes, or substitute collegiality with other educators and school personal. Any conflict of professional status caused by competition between professions can be eased, according to Freidson's (1994) theory, by defining the roles of the member workers. If conflict has to do with role disparity between substitutes and their peers, then the job of substitutes regarding matters of credibility, quality teaching, and collegiality must be spelled out.

Therefore, the contradiction in the way that educators view the professional issues of concern to substitutes may be eased by defining, for educators, what it is that substitute teachers want to do and expect to do in classrooms and schools. The contradiction also may be eased by defining what substitute teachers would like educators to do to help them in classrooms and in schools.

The study indicated that administrators and teachers believe, more so than substitutes believe, that they and their school districts are doing a fine job of legitimizing and supporting substitute teachers in the workplace and being collegial toward substitutes. How might the sociology of

professionalism explain why these two groups look upon the substitute's authority in the school so differently? Why do substitutes think that they are without authority? Perhaps substitutes feel the way they do because they face different job experiences and circumstances compared to what they feel they should experience - the same working circumstances as teachers. What are the same working circumstances as teachers? For substitutes, the same working circumstances means being in a classroom on a daily basis. Substitutes are not in the same classroom daily. Likewise, they are not seen in the staffroom on a daily basis. Because they have no permanent contract with a school, substitutes do not do the same job as regular classroom teachers.

These results indicate that substitute teachers must take responsibility for communicating to principals and teachers that their job as substitute is different than the job of regular classroom teachers. Until the job of substitute teacher is legitimized, substitutes will not be able to justify to school staffs and students their demand for professional regard. Recognition of the different job circumstances under which substitute teachers labor might

help them to feel good about themselves as well as help them to determine their professional status. These differences may then be used constructively to legitimize substitutes in the school and give them authority in the classroom.

Professional Status: Equal Wages, Benefits, and Paid Professional Development

The study found that principals and teachers do not agree that substitute teachers in Southern Alberta should have equal wages, equal benefits, and the paid professional development opportunities that other educators within the teaching profession enjoy. Freidson (1994) suggests that another way in which professional status friction between professions can be eased is by eliminating economic disparities between the members. Although this suggestion could resolve the inequality with which substitutes are faced in the economic workplace, economic parity with principals and teachers is unlikely to happen in these times of budget constraints.

Comments from principals and teachers indicated that substitute parity will cut funding for their own school and

teaching needs. Consequently, professional autonomy for substitute teachers is reduced to the discretion of school administrative policies and budgets. The ATA has put forth several policy statements regarding wages, benefits and professional development opportunities relevant to substitute teachers. The guidelines are there; substitute teachers must be willing to organize themselves to work with the ATA, their ATA locals, school systems, and schools in order to implement these ATA resolutions. Since they will ease professional disparity, better wages, benefits, and professional development opportunities will legitimize substitutes in the school and improve their professional status.

Professionalism Defined

Eliot Freidson (1994) defines professionalism in the context of members of an occupation who, in determining the content of the work they do, control their own work. As already discussed under matters of professional regard, substitute teachers' job circumstances are different than teachers' job circumstances. It stands to reason that substitute teachers will have to determine the content of

their work so that they can communicate to principals and teachers what it is that they as substitutes want and need in their tasks as teachers in schools and in classrooms. Freidson's theory suggests that by taking control of the work they do, substitute teachers can ease the conflict arising from the differences between the job of the teacher and that of the substitute teacher. Taking control of their work means sitting down with teachers, principals, school districts, and superintendents and working out what they as substitutes expect as equal partners in the education system. When this has been done a definition of the occupational role of substitute teacher will become clearer.

Since substitute teachers have not taken control of their own work, the professional role of the substitute teacher in Southern Alberta has not been clearly defined. The results show that the professional status of substitute teachers is a contradiction in terms. This contradiction can be explained in this way: Superintendents, principals, and teachers say that they feel that substitute teachers have equal professional status as regular teachers. They see substitutes as professional because of their professional

traits. At the same time, principals and teachers are not willing to agree to equal professional wages, benefits, or paid professional development opportunities for substitutes. The fact that substitute wages and privileges are not on par with those of other teachers may cause teachers and principals to view substitutes as less than professional, as reflected by the attitude of teachers who think that substitutes lower themselves by working for low wages under adverse conditions (Trotter & Wagg, 1990). In other words, principals and teachers may justify not agreeing to parity and professional development for substitutes because they may feel that substitutes are not really professional (a contradiction to their survey responses). A conflict between substitute professional regard and substitute professional parity is seen to be reflected in the minds of Southern Alberta educators when they define substitute professional status. Thus, Freidson's theories about conflict within professions may help us to understand why a substitute teacher can be called a professional contradiction.

The study indicates that substitute teachers are unaware of their professional responsibilities. Freidson (1994)

suggests that professionals must control their own work in order to be seen as professional. Substitute teachers must look at taking their professional responsibilities into their own hands; other educators are not going to do this for them. Substitute teachers will have to let their local and provincial ATA organizations know what types of professional recognition they wish to obtain. As has been mentioned already in this discussion, this means becoming knowledgeable of what their professional organizations have to offer them and then becoming involved with these organizations.

The Question of Collegiality

Since the question of collegiality is a notable theme arising from the study, it merits being looked at within the context of the sociology of professionalism. The results of the study indicated that the majority of superintendents, principals and teachers believe that substitute teachers enjoy collegiality with their peers; less than half of substitutes believe this to be true. The results show that:

1. Although they get help, substitute teachers feel they do not get the same respect as teachers from school support

staff.

2. Substitutes agree that generally principals welcome them to the school.

3. Principals do not invite substitutes to school staff meetings.

4. Principals and teachers generally do not discuss education issues with substitutes.

5. Teachers say that they introduce themselves to substitutes who are at their school; substitutes say they do not.

6. Teachers say they offer to show substitutes around the staffroom; substitutes say they do not.

7. Substitute teachers go to the staffroom when they are at a school for the first time.

8. Substitute teachers' names and phone numbers are not included in the district ATA employees' roster.

The comments from teachers and substitute teachers indicated that:

1. Teachers, who had once been staff members, were treated with indifference by the same staff when they became substitute teachers at the school.

2. Staff generally do not invite substitute teachers to social events either at the school or after school hours.

3. Some schools are very welcoming and others are not.

4. Substitute teachers feel they are inadequate and just another commodity.

5. Substitutes are not included in the agendas of school ATA representatives.

6. There is definitely a division between teachers and substitutes.

How can the contradiction between substitutes and school staffs on the matter of the perception of everyday collegial acceptance be explained according to the sociology of professionalism? How might the sociology of professionalism help educators to resolve the issue of the lack of collegiality between substitutes and other educators?

Freidson (1994) suggests that conflict among professionals may arise over role disparity and economic competition. Perhaps this conflict shows itself in the ways in which the study indicated that substitutes feel isolated from their peers. Perhaps because principals and teachers see that substitutes do not work under the same circumstances as

regular classroom teachers, they treat substitutes with less than professional collegiality. At the same time, the fact that substitute teachers have little or no professional equality with teachers with regards to economic issues in the workplace may account for principals and teachers being reluctant to treat substitutes as colleagues socially and professionally.

Freidson (1994) goes on to suggest that defining the role of a particular occupation can prevent conflict between those occupations. This study indicates that substitute teachers say they understand their professional role as educators yet they claim that principals and teachers do not accept them as professional colleagues. The way to understand the role of the substitute teacher is to define the work they do. The lack of a clear role of the substitute teacher as a professional educator may explain why substitutes feel isolated from school staffs and teachers.

Substitutes must: urge educators to help them define the role of substitute; communicate their professional concerns to educators and to each other; and understand and take control of their own professionalism. Perhaps then substitute

teachers will experience the collegiality with their peers that they feel they do not now enjoy.

Summary

Educators may see substitutes as having equal professional status with teachers and principals because substitutes have the same professional traits as teachers. At the same time, conflict can arise between members of a profession over authority in the workplace and over economic parity. This conflict shows up in the contradictory way in which substitutes and other educators perceive the justification of the substitute in the school and the authority of the substitute in the classroom. The role of the substitute must be made clear in order to alleviate the conflict between substitutes and other educators in matters of professional regard. Likewise, conflict between substitutes and principals and teachers over matters of professional parity can be resolved by eliminating the economic disparities. Although this is unlikely to happen, the fact that the conflict exists leads to an understanding of why the substitute teacher can be called a professional

contradiction.

When we consider professionalism defined, we find that since the job circumstances of substitutes are so different from those of a regular teacher, it is imperative that substitutes determine and define the work they do. It is important for substitute teachers to understand that the different circumstances of their job still allows them to be professional and have professional status. However, they must be responsible for their own professionalism. With the help of their local professional group, substitute teachers must work together to obtain the professional status they seek. Perhaps when they obtain this professional status they will not feel so isolated and will finally enjoy true collegiality with their peers.

The sociology of professionalism has shed some light on the results of this study on the professional status of substitutes teachers in Southern Alberta. A brief recap of the study and its outcomes will not only result in specific suggestions for further research but will also direct substitute teachers to recommendations which will help them to obtain status within their teaching profession.

Chapter 7

Summary of the Study and Recommendations

Summary of the Study

The purpose of this study was to gauge the reality of the professional status of substitute teachers in Southern Alberta. The study was designed to survey superintendents, principals, teachers and substitute teachers in Zone 6 of Southern Alberta to assess whether substitute teachers enjoy: (a) professional regard; and (b) professional parity including wages, benefits, and professional development.

The review of the literature on substitute teaching indicated that substitutes feel that they are professionals trained for the specific job of teaching but that they are not treated as professionals within the teaching profession. Consequently, the literature is strong in suggestions for programs to help substitute teachers to improve their lot. The literature provided a basis for a survey to study the professional status of substitute teachers in Southern Alberta.

The literature also revealed that there is an absence of theories to help educators understand the plight of

substitute teachers and how to improve their situation. A conceptual framework on the sociology of professionalism offered a vehicle whereby theories of professionalism would add to the understanding of the substitute teacher's professional role within the teaching profession. This understanding would then lead to the betterment, if needed, in the professional status of substitute teachers.

The survey instrument was constructed to collect data from four groups of educators: superintendents; principals; teachers; and substitute teachers. A total of 259 people participated in the study by completing a frequency-type scale survey. Superintendent and substitute teacher surveys contained a few 'yes/no' items. Principal and teacher surveys contained a few Likert-type items and each survey included items for collection of demographics. The percentage results for each survey item were tabulated and descriptive analysis was used for comparative purposes. Demographic items were collected but not reported in the findings.

The results of the study indicated that:

- the views of substitute teachers contradicted the views of principals and teachers in matters of

professional regard;

- principals and teachers agree that substitute teachers should not have equal wages, benefits, and paid professional development opportunities;
- substitute teachers must become responsible for their own professionalism and for a re-defining of their role as a professional;
- the circumstances of a substitute teacher's job are different than those of a regular teacher; and
- the lack of collegiality with their teacher membership is a major concern to substitute teachers.

The sociology of professionalism indicated that for substitute teachers in Southern Alberta to have professional status there must be:

- clarification of the role of substitute teachers so as to acknowledge their rightful place in the school and their authority in the classroom;
- professional development for substitute teachers so that they can become more effective in matters of curriculum and classroom management. Although unlikely, an increase in wages and better benefits

- would improve the lot of substitutes;
- a clear definition of substitute professional status;
 - responsibility on the part of substitute teachers to take control of their own work and become serious about their profession;
 - recognition that the circumstances of the substitute's job are different and that this difference still means that they can have professional status; and
 - collegiality between substitutes and other educators.
- This collegiality will probably come about when substitutes are seen as having professional status.

The study has shown that to improve the state of substitute teachers in Southern Alberta, educators should be working together to improve the professional status and collegiality of substitutes. It may be difficult for principals and teachers to take the time to do so. It may also be challenging for them to agree on paid professional development and an increase of substitute wages and benefits. However, the most challenging task of all is for substitute teachers to decide their own professional future. Perhaps substitute teachers look at substitute teaching as a stepping

stone to a permanent job. This is unfortunate for they tend to neglect the issues and concerns of their job and allow substitute teaching to remain on the periphery of teaching.

Recommendations for Further Action and Study

1. The research indicates that substitute teachers need to make their concerns known to principals and teachers. Principals and teachers think they are doing a good job of supporting substitutes in the school and the classroom yet substitutes say they are not. There should be future collaboration between school districts, educators, and substitutes on ways to improve substitute teaching. Professional development courses and workshops for substitute teachers, teachers, and principals might be one way they can learn about each other's concerns and discuss issues such as professional equality and collegiality.

2. Substitute teachers indicated that collegiality and acceptance is an important concern. Although the word 'isolated' recurs time and again as an issue for substitutes, there has been little or no research as to why substitute teachers feel isolated.

3. The study indicates that substitute teachers say that they are aware of their role as a professional but do not seem to think that taking professional issues seriously is important. Substitute teachers need to become aware of their own professionalism and become active participants in achieving professional status in reality and not just by lip service. Substitute teachers need to work with the ATA, ATA locals, school districts, and schools to find ways and means to become involved in professional activities.

4. The study indicated that principals and teachers feel that substitutes have respect in the school and authority in the classroom. Substitutes, based on their experiences, say that they do not. The study also posed the question that perhaps students perceive substitutes as lacking authority because of the lack of acceptance and collegiality that principals, teachers, and other school staff show toward substitutes. A study on why students apparently do not see substitute teachers as having authority should be conducted.

Recommendations for Substitute Teachers

There have been numerous recommendations and suggestions

for principals and teachers on how to improve the lot of the substitute teacher. However, there have been scant recommendations for substitutes as to how they can improve their profile by making other educators aware of their professional concerns and by taking responsibility for their own professionalism. Some recommendations which arise from the results of the study are:

1. Talk to principals and teachers about the issues of regard, authority, and collegiality and how these issues concern substitute teachers.

2. Talk to principals and teachers about how providing fair and equal substitute wages, benefits, and professional development contributes to effective teaching and positive classroom experiences.

3. Get involved with your district's ATA local and help provide substitutes with:

- substitute teacher representative on the ATA local;
- ATA materials available for substitutes;
- ATA Substitute Teachers' Conference dates;
- district hiring practices;
- input into salary and benefits negotiations;

- substitute teacher service awards;
- substitute teachers' names and addresses in the district employees' roster.

4. Get involved with the schools where you substitute teach and help provide substitutes with:

- substitute teacher bulletin boards;
- substitute teacher cubicles in the school office;
- open invitations to staff meetings;
- substitute teacher handbooks; and
- admission to the staff social climate within and outside the school.

5. Make yourself aware of your professional responsibilities as a substitute teacher by:

- helping to define the professional status of substitute teachers;
- understanding that you should feel good about substitute teaching and are willing to contribute to the professional status image of substitutes even if you do not wish to remain a substitute teacher; and
- promoting and attending substitute teacher professional development sessions.

By taking charge of their work, substitutes will be able to call themselves professional substitute teachers and have the privileges which accompany professional status.

References

- Alberta Teachers, Association. (1991). Substitute teachers' kit. Edmonton: Author.
- Alberta Teachers, Association. (1992). Substitute teachers: Professional replacements. Edmonton: Author.
- Augustine, H. (1987). Substitute Teachers: An endangered species. Clearing House, 60(9), 393-96.
- Ban, J. (1990). Help substitute teachers manage student behavior. Executive Educator, 12(2), 24-25.
- Bigler, M. (1991). Teachers on Call: Nanaimo's recipe for progress. Teacher (BC), 3(4), 13.
- Bontempo, B.; & Deay, A. (1986). Substitute teachers: An analysis of problem situations. Contemporary Education, 57(2), 85-89.

- Brace, D. (1990). Establishing a support system for substitute teachers. NASSP Bulletin, 74(526), 73-77.
- Brenner, J.R.; & Hendee, R.J. (1980). Fitting in (and maybe staying on) as a substitute. Teacher, 97(5), 65-7
- Burdette, M.M. (1987). The role of the substitute teacher as perceived by selected principals, teachers, and substitute teachers (Doctoral dissertation, The University of Alabama, 1987). Dissertation Abstracts International, 48, 1362A.
- Campbell, T., McErvell, G., & Palmer, S. (1994). Teachers on call resource booklet. Vancouver, B.C. British Columbia Teachers' Federation.
- Candali, C., Cullen, K., & Stufflebeam, D. (1994). Superintendent performance evaluation: Current practice and directions for improvement. Executive summary. Kalamazoo, MI: Center for Research on Educational Accountability and Teacher Evaluation.

- Charles, C.M. (1983) Classroom management for substitute teachers. In C. M. Charles (Ed.) Elementary classroom management (pp. 216-34). New York: Longman.
- Chu, L.; & Bergsma, H. (1987). How principals can help substitutes. Principal, 67(1), 44-5.
- Clifton, R.; & Rambaran, R. (1987). Substitute teaching: survival in a marginal situation. Urban Education, 22(3), 310-27.
- Collins, S. (1982). Substitute teaching: A clearer view and definition. Clearing House. 55(5), 231-32.
- Demas, M. (1985). Winging it as a substitute. ATA Magazine, 66(1), 34-35.
- Dendwick, M. (1993). The substitute teacher: Stranger in a foreign land. Canadian School Executive, 12(9). 23-26.
- Drake, J. (1981). Making effective use of substitute teachers: An administrative opportunity. NASSP Bulletin, 65(446), 74-80.

- Drury, W. (1988). Eight ways to make sure substitute teachers aren't baby-sitters. American School Board Journal, 175(5), 51
- Freidson, E. (1994). Professionalism Reborn. Chicago: The University of Chicago Press.
- Fodor, D. (1990). Wide range in substitute teachers' wages and conditions across British Columbia. Teacher (BC), 2(6), 16.
- Friedman, N. (1983). High school substituting: Task demands and adaptation in educational work. Urban Education, 18(1), 114-26.
- Frosch, C. (1981). Food for thought: Proper use of the substitute teacher. NASSP Bulletin, 65,(445), 68-71.
- Frosch, C. (1989). Thoughts on the proper utilization of the substitute teacher. NASSP Bulletin, 68(468), 89-91.
- Gaffney, M. (1989). A substitute teacher management program to enhance communication between substitute and classroom teachers at the middle school level. Fort Lauderdale, FL: Nova University. (ERIC Document Reproduction Service No. ED 324 714)

Gilliss, G. (1988). Substitute teachers in Canada. Ottawa: Canadian Teachers' Federation.

Gunderson, M., Snyder, R., & Hillen, B. (1985). Keep your sub from sinking! Instructor, 95(2), 160-62.

Hawke, M.F. (1988). The problems, benefits, and recommendations for improvement of secondary substitute teaching as perceived by administrators, regular classroom teachers, substitute teachers and students (Doctoral dissertation, The University of Arizona, 1987). Dissertation Abstracts International, 48, 3086A.

Heckman, M. (1981). Substitutes are teachers, too! Phi Delta Kappan, 63(1), 66.

Jackson, P. (1989). The development and implementation of a system-wide substitute teacher program. Fort Lauderdale, FL: Nova University. (ERIC Document Reproduction Service No. ED 322 595)

Johnson, T.J. (1972). Professions and power. London: MacMillan Press.

- Kaufman, S., & Hunter, D. (1991). Are your substitutes prepared for a successful day? Our's are... Paper presented at the Annual Conference of the National Council of States on Inservice Education, Houston, TX.
- Koenig, M. (1988). Let's be fair! Subs are teachers too! Instructor, 97(9), 10.
- Koelling, C. (1983). Substitute teachers-school policies and procedures in the North Central Region. Education, 104(2), 155-71
- Kraft, D.W. (1980). New approaches to the substitute teaching problem. NASSP Bulletin, 64(437), 79-86.
- Kruse, S. & Louis, K. (1993, April). An emerging framework for analyzing school-based professional community. Paper presented at the annual meeting of the American Education Research Association. Atlanta, GA.
- Kryzanowski, K.M. (1982). We need substitute teachers! ATA Magazine, 62(3), P.31.
- Leggatt, T. (1970). Teaching as a profession. In J.A. Jackson (Ed.) Professions and professionalism (pp. 153-177). Cambridge: Cambridge University Press.

Lockhart, A. (1991). School teaching in Canada. Toronto: University of Toronto Press.

Malcolmson, J. D. (1993). Teachers on call in British Columbia: A report. Vancouver, B.C: British Columbia Teachers' Federation Research Department.

Mastrian, L.C. (1984). A study of local orientation provisions for substitute teachers in elementary schools (Doctoral dissertation, University of Akron, 1984). Dissertation Abstracts International, 44, 3229A.

Mastrian, L., King, J. C., Pietro, J.P. (January 1984). The Elementary Substitute Teacher Questionnaire. Akron, OH: University of Akron. (ERIC Document Reproduction Services No. ED 240 140)

McHugh, S. (1992). No, I don't mean a submarine sandwich. ATA Magazine, 72(2), 10-11.

Millerson, G. (1964). The Qualifying Associations: A Study in Professionalism. London: Routledge & Kegan Paul.

Nelson, M. (1983). A few steps by regular teachers can help substitutes with class instruction. NASSP Bulletin, 67 (466), 98-100.

- Nidds, J., & McGerald, J. (1994). Substitute teachers: seeking meaningful instruction in the teacher's absence. Clearing House, 68(1), 25-26.
- Palys, T. (1992). Research decisions: quantitative and qualitative perspectives. Toronto: Harcourt Brace Jovanovich Canada Inc.
- Parker, D.T. (1991). The need for orientation programs for substitute teachers as perceived by administrators and substitutes in the east Texas coastal region (Doctoral dissertation, The University of Alabama, 1990). Dissertation Abstracts International, 52 413A.
- Parsons, J.B., & Dillon, D. (1980). Toward improvement in substitute teaching. The Teacher Educator, 16(3), 27-33.
- Pascale, P., Mastrian, L., & King, J.C. (1984). The development and validation of an elementary school substitute questionnaire. Educational and Psychological Measurement, 44(2), 507-11.
- Peterson, Susan. (1991). When the teachers' away. Conway AK: University of Central Arkansas. (ERIC Document Reproduction Service No. ED 336 371)

- Purvis, J., & Garvey, R. (1993). Components of an effective substitute teacher program. Clearing House, 66(6), 370-73.
- Randall, R. (1981). Give your sub a break. Clearing House, 55(1), 43-43.
- Rawson, D. V. (1981). Increasing the effectiveness of substitute teachers. NASSP Bulletin, 64(446), 81-84.
- Recker, T. (1985). The single-day substitute: Achieving dignity despite tradition. Clearing House, 58(6), 242-43.
- Rosborough, M., Sherbine, D., & Miller, D. (1993). Recruiting, selecting, and training substitute teachers. NASSP Bulletin, 77(550), 107.
- Rose, T., Beattie, J.R., & White, R. (1987). Current practices and procedures in the use of substitute teachers. Washington, DC: Office of Special Education and Rehabilitation Services (ED). (ERIC Reproduction Service No. ED 304 772)
- Runté, R. (1995). Is teaching a profession? In G. Taylor & R. Runté (Eds.), Thinking about teaching. Toronto: Harcourt Brace and Company.

- San Mateo County Office of Education. (1983). Classroom ideas for elementary substitute teachers. Compiled from Nine Issues of "Instructor," "Teacher," "Learning," and "Grade Teacher" Magazines. Redwood City, CA: Author.
- Sconzo, G., & Conner, M. (1987). How to turn substitutes into first rate teachers. Executive Educator, 9(10), 39-41.
- Sendor, E. (1982). Use this test to spruce up your substitute teacher program. The Executive Educator, 4(6), 16-17.
- Shreeve, W., Nicely-Leach, J., Radebaugh, M.R., Morrill, C.M., & Slatton, S. (1983). Substitute teachers: The professional contradiction. Cheney, WA: The Council for Educational Issues at Eastern Washington University. (ERIC Document Reproduction Service No. ED 278 621)
- Simmons, B. J. (1991). Planning to improve the quality of the substitute teacher program. NASSP Bulletin, 75(531), 91-98.
- Soares, L. (1988 February). The new look in field experience. Substitute teaching as the field experience in teacher education. Paper presented at the Annual Meeting of the Association of Teacher Educators. San Diego, CA.

- Stewart, R. (1991). A sub ain't nothing' but a sandwich. Teacher (BC), 4(1), 7.
- Stommen, J. (1986). Eight tips for getting the most from substitute teachers. Executive Educator, 8(11), 29-30.
- Summers, P. (1982). Headstart for aides, substitutes, teachers: A guide for new secondary school educators. Lawrenceville, NJ: Rider College. (ERIC Reproduction Service No. ED 224 776)
- Tracy, S, (1988). Improve substitute teaching with staff development. NASSP Bulletin, 72(508), 85-88.
- Trotter, A., & Wragg, T. (1990). A Study of supply teachers. Research Papers in Education, 5(3), 251-76.
- Urquhart, G. (1993). Teachers on call: Improving professionalism. A Report presented to the Faculty of Education, San Diego State University. San Diego, CA.
- Vanderlinde, P. (1986). A study of substitute teachers in Regina Catholic School Division #81. Regina Saskatchewan School Trustees Association.

Wilson, K. (1985). Guidelines for substitute teachers in secondary schools. NASSP Bulletin, 69(479) 73-76.

Appendix A

The Professional Status of Substitute Teachers in Southern Alberta

Dear Superintendent,

Please take a few minutes to complete the following questionnaire which has been designed to gather data concerning the professional status of substitute teachers in Southern Alberta. Your input is very important, so please be sure to complete every item.

Please read each question and then circle the response which reflects your level of agreement. Choices are:

	never				
		seldom			
			sometimes		
				often	
					always

- | | | | | | |
|--|---|---|---|---|---|
| 1. Substitute teachers have credibility with students. | 1 | 2 | 3 | 4 | 5 |
| 2. Substitute teachers are <u>no</u> better than babysitters. | 1 | 2 | 3 | 4 | 5 |
| 3. Substitute teachers provide quality teaching in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 4. Substitute teachers enjoy collegiality with their districts' teaching staff. | 1 | 2 | 3 | 4 | 5 |
| 5. Substitute teachers' names and phone numbers are included in their district ATA roster. | 1 | 2 | 3 | 4 | 5 |
| 6. Our district provides substitute teachers with inservice programs on classroom management. | 1 | 2 | 3 | 4 | 5 |
| 7. Our district provides substitute teachers with inservice programs on current and new curricula. | 1 | 2 | 3 | 4 | 5 |
| 8. I do <u>not</u> hire substitute teachers who are able to substitute teach only one or two days a week. | 1 | 2 | 3 | 4 | 5 |
| 9. I give substitute teachers priority for full time teaching positions when they become available. | 1 | 2 | 3 | 4 | 5 |
| 10. I include substitute teachers in any professional recognition sponsored by the school district; eg: 5-year; 10 year; service awards. | 1 | 2 | 3 | 4 | 5 |
| 11. I require substitute teachers to attend an orientation session for substitutes when first accepted by the school system. | 1 | 2 | 3 | 4 | 5 |
| 12. I provide substitute teachers with a handbook which contains the system's educational philosophy; local programs; and school policies. | 1 | 2 | 3 | 4 | 5 |
| 13. As a Superintendent, I have used or passed on to principals the Monographs and substitute teacher kits sent to my school district by the ATA . | 1 | 2 | 3 | 4 | 5 |

page 2

never
 | seldom
 | | sometimes
 | | | often
 | | | | always
 | | | | |

14. Substitute teachers based in a school would be more effective than substitutes called from the substitute list. | 2 3 4 5
15. Substitute teachers have the same professional status as regular classroom teachers. | 2 3 4 5
16. In your district substitute teachers are paid according to their years of training and experience rather than on a fixed amount per day. yes__ no__
17. In your district substitute teachers are allowed paid professional development days. yes__ no__

Personal Information:

18. Age: ____
19. Female____ Male____
20. Setting in which you work:
 Rural____
 Village (under 1000)____
 Small town (1000-4000)____
 Large town (4001-10,000)____
 City (over 10,000)____
21. Number of years as:
 Superintendent____
 Principal____
 Teacher____
22. I have been a substitute teacher for more than six months. Yes____ No____

Comments:

For more space please use the back of this sheet.

page 2

never
 | seldom
 | | sometimes
 | | | often
 | | | | always
 | | | | |

- 13. I personally take time to welcome a substitute teacher into the school. 1 2 3 4 5
- 14. I designate a specific person responsible for substitute teachers at my school. 1 2 3 4 5
- 15. I see to it that my school's office staff are available to help a substitute teacher during the day. 1 2 3 4 5
- 16. I see to it that substitute teachers get the same respect as regular teachers from my school's support staff. 1 2 3 4 5
- 17. I see to it that teachers leave lesson plans, classroom routines and seating charts for the substitute teacher. 1 2 3 4 5
- 18. I see to it that teachers leave discipline procedures for the substitute, for example; a student gets a demerit point for misbehavior. 1 2 3 4 5
- 19. I invite substitute teachers to my school's staff meetings. 1 2 3 4 5
- 20. I discuss educational issues with substitute teachers when they are at my school. 1 2 3 4 5
- 21. I take an active interest in the issues and concerns of substitute teachers. 1 2 3 4 5
- 22. I give substitute teachers priority for full time teaching positions in my school when they become available. 1 2 3 4 5

Please read each question then circle the answer which reflects your level of agreement. Choices are:

- SD Strongly Disagree
- D Disagree
- U Undecided
- A Agree
- SA Strongly Agree

- 23. Substitute teachers should be paid according to their years of training and experience rather than on a fixed amount per day. SD D U A SA
- 24. Substitute teachers should have access to the same benefit and retirement packages as teachers under contract. SD D U A SA
- 25. Substitute teachers should be allowed paid professional development days. SD D U A SA

page 3

26. Substitute teachers based in a school would be more effective than substitutes called from the substitute list. SD D U A SA
27. Substitute teachers have the same professional status as regular classroom teachers. SD D U A SA

Personal Information:

28. Age: ____
29. Female____ Male____
30. Setting in which you work:
 Rural____
 Village (under 1000)____
 Small town (1000-4000)____
 Large town (4001-10,000)____
 City (over 10,000)____
31. Number of years as:
 Principal____
 Teacher____
32. Currently working at:
 High School____
 Middle School____
 Elementary School____
33. At one point in my career I have been a substitute teacher for more than six months. Yes____ No____

Comments:

For more space please use the back of this sheet.

page 2

never
 | seldom
 | | sometimes
 | | | often
 | | | | always
 | | | | |

- 15. I leave substitute teachers a seating chart of my classes. 1 2 3 4 5
- 16. I leave substitute teachers an explanation of my classroom discipline procedures. 1 2 3 4 5
- 17. I expect substitute teachers to have the discretion to use their own professional knowledge and expertise in executing my lesson plans. 1 2 3 4 5
- 18. I discuss education issues with substitute teachers who are at my school. 1 2 3 4 5
- 19. I take an active interest in the issues and concerns of substitute teachers. 1 2 3 4 5
- 20. I would engage in professional development activities to better prepare myself for having a substitute teacher in my school and in my classroom. 1 2 3 4 5

Please read each question then circle the answer which reflects your level of agreement. Choices are:

- SD Strongly Disagree
- D Disagree
- U Undecided
- A Agree
- SA Strongly Agree

- 21. Substitute teachers should be paid according to their years of training and experience rather than on a fixed amount per day. SD D U A SA
- 22. Substitute teachers should have access to the same benefit and retirement packages as teachers under contract. SD D U A SA
- 23. Substitute teachers should be allowed paid professional development days. SD D U A SA
- 24. Substitute teachers based in a school would be more effective than substitutes called from the substitute list. SD D U A SA
- 25. Substitute teachers have the same professional status as regular classroom teachers. SD D U A SA

Personal Information:

26. Age: _____

Appendix D

The Professional Status of Substitute Teachers in Southern Alberta

Dear Substitute Teacher:

Please take a few minutes to complete the following questionnaire which has been designed to gather data concerning the professional status of substitute teachers in Southern Alberta. Your input is very important, so please be sure to complete every item. Please read each question then circle the response which reflects your level of agreement. Choices are:

	never	1	seldom	2	3	4	5
		1	1	sometimes	1	1	often
		1	1	1	1	1	always
		1	1	1	1	1	1
1. Substitute teachers have credibility with students.	1	2	3	4	5		
2. Substitute teachers are <u>no</u> better than babysitters.	1	2	3	4	5		
3. Substitute teachers provide quality teaching in the classroom.	1	2	3	4	5		
4. Substitute teachers enjoy collegiality with their districts' teaching staff.	1	2	3	4	5		
5. Substitute teachers' names and phone numbers are included in the district ATA roster.	1	2	3	4	5		
6. The district provides substitute teachers with inservice programs on classroom management.	1	2	3	4	5		
7. The district provides substitute teachers with inservice programs on current and new curricula.	1	2	3	4	5		
8. Schools' office staff are available to help me during the day.	1	2	3	4	5		
9. I get the same respect as regular teachers from the school's support staff.	1	2	3	4	5		
10. Principals welcome me to their school.	1	2	3	4	5		
11. Principals invite me to their school's staff meetings.	1	2	3	4	5		
12. Principals discuss education issues with me.	1	2	3	4	5		
13. Principals give a substitute teacher other teachers' supervision duties as well as the supervision duties of the teacher the substitute is replacing.	1	2	3	4	5		
14. Teachers introduce themselves to me.	1	2	3	4	5		
15. When I am at a school for the first time I go to the staffroom.	1	2	3	4	5		
16. Teachers invite me to the staffroom.	1	2	3	4	5		
17. Teachers show me where things are in the staffroom, eg:: refreshments; teachers' boxes; and daily information.	1	2	3	4	5		

page 2

never
 | seldom
 | | sometimes
 | | | often
 | | | | always
 | | | | |

- 18. Teachers discuss education issues with me. 1 2 3 4 5
- 19. Teachers indicate to students that a substitute teacher is another teacher hired to replace the regular classroom teacher. 1 2 3 4 5
- 20. Teachers indicate to students what is acceptable behavior when a substitute is in the classroom in any direction they give their students at the beginning of the year. 1 2 3 4 5
- 21. Schools provide sufficient guidelines to students on what is appropriate behavior for when a substitute is in the classroom. 1 2 3 4 5
- 22. Teachers provide me with seating charts. 1 2 3 4 5
- 23. Teachers provide me with meaningful lesson plans which allow me to teach effectively. 1 2 3 4 5
- 24. Teachers provide me with enough classroom information. 1 2 3 4 5
- 25. Substitute teachers receive priority for full time teaching positions when they become available. 1 2 3 4 5
- 26. I know who is my substitute teacher representative on my local ATA. yes___ no___
- 27. I have attended the substitute teachers' convention. yes___ no___
- 28. I have made use of the ATA substitute teachers' materials available to help me with my professional development. yes___ no___
- 29. As a substitute teacher I understand my professional role as an educator. yes___ no___

Personal Information:

- 30. Age: _____
- 31. Female___ Male___
- 32. Setting in which you work:
 Rural___
 Village (under 1000)___
 Small town (1000-4000)___
 Large town (4001-10,000)___
 City (over 10,000)___
- 33. Number of years as:
 Principal___
 Teacher___
 Substitute teacher___
- 34. Currently working at:
 High School___
 Middle School___
 Elementary School___

Comments: _____ please use the back of this sheet

Appendix E

Dear Colleague:

I am conducting a study on the professional status of substitute teachers. The purpose of this research is to gather information on the perception of the role of the substitute teacher by educators and to interpret the results in a manner useful to those employing and working with substitutes and substitute teachers themselves. The results may serve: as a basis for inservice and professional development for substitute teachers; to give suggestions to superintendents, principals, and contract teachers on how to make the most of their substitutes; and to give substitute teachers an understanding of their professional role as educators.

As part of this research I am asking your assistance in the piloting of the questionnaires to be sent to superintendents, principals, contract teachers, and substitute teachers. Please take time to complete the survey and comment on the clarity of any of the questions. Also please feel free to suggest a topic or question which you feel might be useful to the purpose of the survey.

Your name is not required and all responses will be kept confidential.

Thanks

Sheila McHugh (381-4275)

Cathy Campbell (thesis supervisor): 329-2444
Rick Hesch (chair Human Subject Research): 329-2118

Appendix F

The University of Lethbridge, Box 5
4401 University Dr.
Lethbridge AB.
T1K 3M4

Dear

I am requesting approval to conduct a survey on the professional status of substitute teachers in your district.

The purpose of this research is twofold: to gather information on the equality of the professional status of substitute teachers with other educators; and to interpret the results in a manner which may become useful to those employing and working with substitute teachers and substitute teachers themselves. The information could: serve as a basis for inservice and professional development for substitute teachers; give suggestions to principals and classroom teachers on how to make the most of their substitutes; and give substitute teachers an understanding of their professional role as educators.

This research will take the form of a questionnaire mailed out to a random sample of principals, classroom teachers, and substitute teachers in Zone 6. The survey mail-outs will be sent during February 1996. A reminder letter will be sent if necessary. Confidentiality will be assured.

This research has been sanctioned by the ATA in the form of a grant award from the ATA Educational Trust. I hope that you will take time to fill out the enclosed questionnaire for superintendents and return it with your approval of the research project. Please answer the questionnaire personally. Please feel free to endorse this project to your principals, teachers, and substitute teachers as they will have the opportunity to become aware of the professional issues and concerns surrounding substitute teaching and contribute to a worthwhile provincial study which will have implications for education

2.

systems throughout Canada.

By mid February I would like a copy of the substitute teacher roster for your district. This will be kept in the strictest confidence. The lists of teachers and principals will be obtained from Dr. Campbell in the Field Experience office here at the university.

Thank you so much for your cooperation in this undertaking. This research will enhance the professionalism among the ranks of educators in Southern Alberta and hopefully will be incorporated into provincial thinking on the issues and concerns of substitute teaching.

Yours Sincerely,

Sheila McHugh

please cut here and return

1. _____ I hereby give my permission for the survey on *The Professional Status of Substitute Teachers in Zone 6* to be sent to principals, teachers, and substitute teachers in my district.

2. _____ I have answered and enclosed the questionnaire for superintendents.

3. _____ I have included a substitute teacher list.
or

4. I will send a substitute teacher list by _____.

District _____

Signature _____
Dear Educator,

Appendix G

Dear

Re: "Professional Status of Substitute Teachers" Survey

Enclosed you will find survey packages to go out to your principals. Questionnaires for teachers are included in each each envelope. Would you be so kind as to distribute these through your inter-district mail.

As your substitute teacher list has no addresses, _____ has kindly agreed to send the substitute teacher surveys to a random sample of substitutes in your district.

I have also enclosed copies of the surveys for you to look at.

Thank you so much for your cooperation with this project. I am looking forward to the results and will send you this information once it has been tabulated and analysed.

Sincerely,

Sheila McHugh

Dear

Re: "Professional Status of Substitute Teachers" Survey

Enclosed you will find survey packages to go out to your principals. Questionnaires for teachers are included in each each envelope. Would you be so kind as to distribute these through your inter-district mail.

Since you have provided addresses of substitute teachers for your district the surveys will be sent to them directly.

I have also enclosed copies of the surveys for you to look at.

Thank you so much for your cooperation with this project. I am looking forward to the results and will send you this information once it has been tabulated and analysed.

Sincerely,

Sheila McHugh

Appendix H

GOT A MINUTE?

I NEED YOUR ASSISTANCE ! ! !

I am conducting a study on the professional status of substitute teachers in Southern Alberta Zone 6. The purpose of this research is to gather information on the professional equality of substitute teachers with their peer educators and to interpret the results in a manner useful to those employing and working with substitutes and substitute teachers themselves. The results may serve: as a basis for inservice and professional development for substitute teachers; to give suggestions to superintendents, principals, and contract teachers on how to make the most of their substitutes; and to give substitute teachers an understanding of their professional role as educators. This research is being assisted by an award from the ATA Educational Trust.

As part of this research you are being asked to complete the following questionnaire. All information will be handled in a confidential and professional manner. Questionnaires will be reviewed by me alone. Only aggregate results will be used in publication. Your name is not required. A copy of the results will be made available on request by mail to: Sheila McHugh, c/o Faculty of Education The University of Lethbridge. **Please complete and return your questionnaire by Friday, March 22 1996.**

I very much appreciate your assistance in this study. If you have any questions please feel free to call me at 381-4275. Also feel free to contact the supervisor of my research project, Dr. Cathy Campbell, at 329-2444 and/or any member of the Faculty of Education Human Subject Research Committee at The University of Lethbridge if you wish additional information. The chairperson is Rick Hesch at 329-2118.

Thank you for taking time from your busy schedule to contribute to the furthering of professionalism among the ranks of southern Alberta educators.

Sincerely,

Sheila McHugh

Appendix I

*I know that you are a very busy person and
how you spend your time is important to you.*

A couple of weeks ago you received a survey on THE PROFESSIONAL STATUS OF SUBSTITUTE TEACHERS. If you have not already filled out and sent in your copy please do so. If you have done so thank you very much.

If you have misplaced your copy you can obtain another by phoning 381-4275. Thank you for your cooperation.

Appendix J

summary responses - sup (no response-n/r)										
Q	never	seldom	sometimes	often	always	n/r	yes	no	total	%n/r
1			4	4					8	
2	1	5	1	1					8	
3			5	3					8	
4			3	5					8	
5	2	1	1		1	3			8	38
6	1	5	2						8	
7		6	2						8	
8	4	1	3						8	
9			4	3	1				8	
10	7	1							8	
11	3	3			2				8	
12	3	4			1				8	
13	1		4	3					8	
14			3	5					8	
15		3	3		2				8	
16							0	8	8	
17							0	8	8	
percentage responses - sup										
Q	never	seldom	sometimes	often	always	n/r	yes	no	% total	
1	0	50	50	0	0				100	
2	63	13	13	0	0				100	
3	0	62	38	0	0				100	
4	0	0	38	62	0				100	
5	40	20	20	0	20				100	
6	13	63	25	0	0				100	
7	0	75	25	0	0				100	
8	50	13	38	0	0				100	
9	0	0	50	38	13				100	
10	88	12	0	0	0				100	
11	38	38	0	0	25				100	
12	38	50	0	1	13				100	
13	13	0	50	38	0				100	
14	0	0	38	63	0				100	
15	0	38	38	0	25				100	
16							0	100	100	
17							0	100	100	

Appendix K

summary responses - pri (no response-n/r)										
Q#	never	seldom	sometimes	often	always	n/r	yes	no	total	%n/r
1	1	1	47	37	14	1			101	1
2	29	50	17	4	0	1			101	1
3	0	2	44	37	17	1			101	1
4	0	6	35	34	25	1			101	1
5	31	16	7	6	15	26			101	26
6	66	27	3	0	0	5			101	5
7	61	27	5	0	0	8			101	8
8	3	2	17	18	16	1			101	1
9	30	34	17	6	11	3			101	3
10	71	12	14	3	1	0			101	0
11	13	24	29	15	19	1			101	1
12	50	18	9	9	15	0			101	0
13	0	2	16	37	46	0			101	0
14	40	8	10	9	32	2			101	2
15	0	4	10	16	71	0			101	0
16	0	2	3	20	75	1			101	1
17	2	2	6	30	61	0			101	0
18	10	14	32	17	25	3			101	3
19	40	26	23	4	7	1			101	1
20	3	23	56	11	7	1			101	1
21	2	19	45	22	11	2			101	2
22	2	9	58	14	9	9			101	9
	SD	D	U	A	SA					
23	15	42	24	15	4	1			101	1
24	6	27	26	30	11	1			101	1
25	14	37	21	26	2	1			101	1
26	2	13	18	48	16	4			101	4
27	1	8	9	63	19	1			101	1

percentage responses - pri									
Q#	never	seldom	sometimes	often	always	n/r	yes	no	% total
1	1	1	47	37	14				100
2	29	50	17	4	0				100
3	0	2	44	37	17				100
4	0	6	35	34	25				100
5	31	16	7	6	15				100
6	66	27	3	0	0				100
7	61	27	5	0	0				100
8	3	2	17	18	16				100
9	30	34	17	6	11				100
10	71	12	14	3	1				100
11	13	24	29	15	19				100
12	50	18	9	9	15				100
13	0	2	16	37	46				100
14	40	8	10	9	32				100
15	0	4	10	16	71				100
16	0	2	3	20	75				100
17	2	2	6	30	61				100
18	10	14	32	17	25				100
19	40	26	23	4	7				100
20	3	23	56	11	7				100
21	2	19	45	22	11				100
22	2	9	58	14	9				100
	SD	D	U	A	SA				
23	15	42	24	15	4				100
24	6	27	26	30	11				100
25	14	37	21	26	2				100
26	2	13	18	48	16				100
27	1	8	9	63	19				100

Appendix L

summary responses - tea							(no response-n/r)			
Q#	never	seldom	sometimes	often	always	n/r	yes	no	total	%n/r
1	0	3	50	15	7	0			75	0
2	23	26	22	3	0	1			75	1.3
3	0	7	35	25	7	1			75	1.3
4	0	4	30	28	13	0			75	0
5	16	7	8	5	12	27			75	36
6	26	15	7	0	0	27			75	36
7	26	15	7	0	1	26			75	35
8	2	4	7	13	49	0			75	0
9	3	4	8	14	45	1			75	1.3
10	0	1	24	21	29	0			75	0
11	0	2	15	18	38	2			75	2.7
12	0	6	13	26	30	0			75	0
13	0	8	21	26	20	0			75	0
14	0	0	3	20	52	0			75	0
15	6	9	14	13	32	1			75	1.3
16	9	6	17	14	28	1			75	1.3
17	0	0	9	5	61	0			75	0
18	5	14	39	12	4	1			75	1.3
19	6	14	36	14	4	1			75	1.3
20	5	11	37	10	11	1			75	1.3
	SD	D	U	A	SA					
21	9	29	16	14	6	1			75	1.3
22	4	19	19	23	8	2			75	2.7
23	8	20	20	20	6	1			75	1.3
24	2	8	13	36	15	1			75	1.3
25	2	7	10	38	18	0			75	0

percentage responses - tea									
Q#	never	seldom	sometimes	often	always	n/r	yes	no	% total
1	0	4	67	20	9				100
2	31	35	30	4	0				100
3	0	9	47	34	9				100
4	0	5	40	37	17				100
5	33	15	17	10	25				100
6	54	31	15	0	0				100
7	53	31	14	0	2				100
8	3	5	9	17	65				100
9	4	5	11	19	61				100
10	0	1	32	28	39				100
11	0	3	21	25	52				100
12	0	8	17	35	40				100
13	0	11	28	35	27				100
14	0	0	4	27	69				100
15	8	12	19	18	43				100
16	12	8	23	19	38				100
17	0	0	12	7	81				100
18	7	19	53	16	5				100
19	8	19	49	19	5				100
20	7	15	50	14	15				100
	SD	D	U	A	SA				
21	12	39	22	19	8				100
22	5	26	26	32	11				100
23	11	27	27	27	8				100
24	3	11	18	49	20				100
25	3	9	13	51	24				100

Appendix M

summary responses - sub										
Q#	never	seldom	sometimes	often	always	n/r	yes	no	total	%n/r
1	0	3	34	23	14	1			75	1.3
2	15	24	30	3	0	3			75	4
3	0	2	24	29	18	2			75	2.7
4	3	8	29	22	12	1			75	1.3
5	10	6	6	5	4	44			75	59
6	58	6	5	0	0	6			75	8
7	55	10	4	0	0	6			75	8
8	0	3	10	23	37	2			75	2.7
9	0	2	8	28	35	2			75	2.7
10	0	3	18	21	31	2			75	2.67
11	48	15	9	1	1	1			75	1.3
12	25	19	22	5	3	1			75	1.3
13	32	16	14	7	5	1			75	1.3
14	0	12	31	21	10	1			75	1.3
15	3	6	16	23	26	1			75	1.3
16	4	13	25	22	10	1			75	1.3
17	6	10	27	17	14	1			75	1.3
18	7	14	41	8	5	0			75	0
19	2	10	22	22	15	4			75	5.3
20	0	10	22	21	8	14			75	19
21	1	13	23	24	7	7			75	9.3
22	0	13	33	17	11	1			75	1.3
23	0	5	26	36	8	0			75	0
24	1	7	24	31	11	1			75	1.3
25	9	21	23	6	2	14			75	19
26							14	61	75	
27							7	67	75	
28							10	63	75	
29							72	2	75	

percentage responses - sub									
Q#	never	seldom	sometimes	often	always	n/r	yes	no	%total
1	0	4	46	31	19				100
2	21	33	42	4	0				100
3	0	3	33	40	25				100
4	4	11	39	30	16				100
5	32	19	19	16	13				100
6	84	9	7	0	0				100
7	80	14	6	0	0				100
8	0	4	14	32	51				100
9	0	3	11	38	48				100
10	0	4	25	29	42				100
11	65	20	12	1	1				100
12	34	26	30	7	4				100
13	43	22	19	9	7				100
14	0	16	42	28	14				100
15	4	8	22	31	35				100
16	5	18	34	30	14				100
17	8	14	36	23	19				100
18	9	19	55	11	7				100
19	3	14	31	31	21				100
20	0	16	36	34	13				100
21	1	19	34	35	10				100
22	0	18	45	23	15				100
23	0	7	35	48	11				100
24	1	9	32	42	15				100
25	15	34	38	10	13				100
26							19	81	100
27							10	90	100
28							16	84	100
29							96	4	100

Appendix N

comparative responses to selected items with n/r deleted																
	sup	pri	tea	sub	tea	sub	pri	sub	pri	tea	sup	pri	tea	sub		
ITEM	1	1	1	1	8	19	16	9	21	19	2	2	2	2		
never	0	1	0	0	2	2	0	0	2	6	1	29	23	15		
seldom	0	1	3	3	4	10	2	2	19	14	5	50	26	24		
sometimes	4	47	50	34	7	22	3	8	45	36	1	17	22	30		
often	4	37	15	23	13	22	20	28	22	14	0	4	3	3		
always	0	14	7	14	49	15	75	35	11	4	0	0	0	0		
total	8	100	75	74	75	71	100	73	99	74	8	100	74	72		
	sup	pri	tea	sub	tea	sub	tea	sub	tea	sub	pri	tea	sup	pri	tea	sub
ITEM	3	3	3	3	9	20	15	22	14	23	18	16	4	4	4	4
never	0	0	0	0	3	0	6	0	0	0	10	9	0	0	0	3
seldom	0	2	7	2	4	10	9	13	0	5	14	6	0	6	4	8
sometimes	5	44	35	24	8	22	14	33	3	26	32	17	3	35	30	29
often	3	37	25	29	14	21	13	17	20	36	17	4	5	34	28	22
always	0	1	1	2	45	13	32	11	52	8	25	28	0	25	12	12
total	8	101	75	75	74	66	74	74	75	75	98	64	8	100	74	74
	pri	sub	pri	sub	pri	sub	pri	sub	tea	sub	tea	sub	tea	sub	tea	sub
ITEM	13	10	15	8	19	11	20	12	10	14	11	16	12	17	18	18
never	0	0	0	0	40	48	3	25	0	0	0	4	0	6	5	7
seldom	2	3	4	3	26	15	23	19	1	12	2	13	6	10	14	14
sometimes	16	18	10	10	23	9	56	22	24	31	15	25	13	27	39	41
often	37	21	16	23	4	1	11	5	21	21	18	22	26	17	12	8
always	46	31	71	37	7	1	7	3	29	10	38	10	30	14	4	5
total	101	73	101	73	100	74	100	74	75	74	73	74	75	74	74	75

Appendix 0

Comments From Respondents

Principals:

Several principals say they don't talk to parents about student behavior when a substitute is in the classroom because it is either "in the handbook" or "it is a given because substitutes are teachers".

Many principals indicated that they are the 'specific person' responsible for substitutes in their school.

Some principals indicated that they should not have to say anything to their teachers regarding working conditions for substitutes because teachers are professionals and should know these things.

Many principals said that site-based management does not provide for enough money for substitutes on a grid or for paid professional development days. Money for professional development belongs to regular teachers.

With regards to priority hiring, some principals said that substitutes would be treated the same as anyone else who applied for the job and that the best applicant is hired. One person thought that it was "a very unfair hiring practice" to give substitute teachers priority when a position became available.

Several principals pointed out that small towns and rural areas hire substitutes that students and staff know. These same substitutes are familiar with the schools' policies and routine.

Two principals said that they don't usually think about the

professional development needs of substitutes but the survey has raised some possibilities in their minds.

A few principals pointed out that effectiveness and credibility of substitutes depends on the individual and their ability - the same as a classroom teacher.

"The most important thing to keep in mind is that substitutes should follow the lesson plans left for them. If none are left the substitute should report this to the principals and he/she should make sure that this does not happen again."

"Substitute teachers in our district are paid poorly for a day of substitute teaching. Per day pay does not increase very much over the years and collective bargaining is not helping substitute teachers."

"We have some work to do for our substitutes to improve their situation. Our district has some excellent substitute teachers and we could not get along without them. They provide a valuable service yet receive little thanks."

"Substitute teachers need all the help they can get in carrying out a difficult assignment."

"I select substitutes who have expertise in the area of the teacher they are replacing. I evaluate them on the basis of initiative, rapport, and willingness to work as well as their effectiveness. Effective substitutes are alerted to openings that we may have. In most instances regular staff leave detailed plans that require little teaching."

"Our district has been making a real attempt to work more closely with substitutes enabling them to be more successful in the classroom."

Teachers:

"Very seldom do substitutes not try to do their utmost to

follow plans and cover material I leave. I feel administration must be given some professional training in the correct attitude toward substitute teachers. I know of many cases where substitutes have been abused and misused, for example giving the substitute another teacher's class during the substitute's prep period. Many administrators never even greet the substitute let alone give her or him support discipline wise."

"Substitutes shouldn't expect to have equal benefits since they are in the schools periodically and do not have to resume the responsibilities of the regular teacher. Their job is temporary and they get paid well for the time they are there."

"I worked as a substitute teacher so I am familiar with most of the issues. One of the reasons I don't think substitutes should get paid for experience and years of training is because retired teachers who are on pension and who take jobs from regular substitutes and newly graduated teachers would end up getting their regular salary. Experience shows that professional loyalty is much stronger towards retirees than toward struggling fresh recruits. Until teachers and ATA local executives see substitute teachers as teachers and who are entitled to ATA benefits, parents, students and school councils will never treat them as such."

"Students in lower grades have a different attitude towards substitute teachers. They do not make life miserable for a substitute the way older students do. I leave very specific lesson plans if I know a substitute is coming in and I have rarely experienced a substitute who did not follow plans or leave a note on what was done."

"Students' perceptions of substitute teachers need to change. In most cases having a substitute in is a free-for-all and most times little can be done to control student behavior. I teach only in the morning and often 'sub' in the afternoon. Even with my regular students I find a negative attitude when

I am there as a substitute.”

“As a teacher I am very concerned that my program continue while I am away. It is wonderful at our school to have substitutes in who know our school and classes. We are fortunate to have many people who work half time so they are available to substitute. Our students consider substitutes real teachers because they see them teaching in other areas.”

“I taught for eight years. We moved and I had to substitute teach. I really appreciate what substitute teachers have to go through. I think they have a much tougher job than normal classroom teachers and need to be recognised for this.”

“I empathise with substitutes. Students in the middle grades do not treat them very well but this is improving in our school.”

“I have been a substitute teacher so I always leave detailed plans and insist that my students treat substitutes with the utmost respect. I think a workshop on substitute teaching for teachers would be time well spent as some teachers leave good lesson plans and others allow only babysitting.”

“I tend to get substitutes who are known by my classes. I hope that school boards will support professional development for substitutes especially in the discipline area.”

“Except for high school math and science, most substitutes can carry on for an absent teacher.”

“Some substitute teachers take more responsibility than others, for example teaching the lesson or interacting with students. Kids are quick to tell me what they like or dislike about a ‘sub’.”

“A substitute teacher based at a small school would have little work to do but at a large school I think it would be a

great idea.”

“Substitutes have a higher status with younger children. There are several substitutes who are at our school frequently and they are familiar with the school and know the students.”

“I am rarely away from school so substitute teachers play little or no role in my classroom. If they were paid based on experience, budgets would not allow the hiring of highly experienced substitutes.”

“The courses I teach require a specialist background which I cannot always count on a substitute having. This is why so often my lesson plans are so basic and why I think substitutes are often no better than babysitters. I guess most substitutes are satisfactory, a few very competent and a rare few are totally unsatisfactory.”

“I subbed for part of the school year and I found that if I took an active role in the classroom I was treated well.”

“I greatly enjoyed my stint as a substitute teacher and was treated with courtesy and friendliness by staff. The students were usually pleasant and I enjoyed them. I obtained my permanent certificate through subbing. Discipline was only a problem at the grade 8 level and incidents were usually solved by the vice-principal.”

“As a student teacher I was left one day with a substitute for my regular Teacher Associate. The substitute sat reading a novel all day while I taught. I vowed I would never leave my class with a substitute who had nothing better to do. As a teacher my class and I are prepared for a sub. Also, only first year teachers would get substitute jobs if subs were paid according to training and experience.”

“Anything you can do to take a closer look at the area of

substitute teaching will be most appreciated by the classroom teacher.”

Substitute Teachers:

“Some teachers do not believe that the substitute is a real teacher. The work that is left is just filler. Sometimes all that has been left for me is page numbers and no further details. It has been my experience that only a minority of teachers leave great lesson plans and classroom details. I also find that because many teachers do not expect the students to get much work done with substitutes in the classroom very little work is left. This makes it difficult to control the classes once the work is done.”

“I know the students I substitute teach and I am familiar with the school. Even so, lesson plans vary from teacher to teacher. Some are excellent some are pathetic. Substitutes are never provided with a list of school rules. Students often question my qualifications. I am regularly asked if I had to go to school to be a sub. I did not find out any information about a substitute teachers convention directly. I found out about it when I read a notice put up in the staffroom after the convention was over. A substitute has to depend on those school bulletin boards for information such as job openings because we do not receive information from the district or elsewhere.”

“I substitute where I was once full time staff and I feel more comfortable here. My experience with other schools is not so nice. At one school I feel like a babysitter. The students are impossible to control and I always have two or three supervisions for some reason. The administration is supportive but I do not like to call on them for every problem. Rural schools are great to sub at. My biggest problem is getting substitution days I need for my certificate. Still, I like the freedom of subbing and the work load is great.”

"Names of students should be on a chart or fixed to a desk (although sometimes the names are on the side and I can not see them). Many lesson plans are incomplete and most times a sub does not know where to find a book or materials. Most substitutes want to teach not babysit and sometimes the plans do not allow for this. Problem children should be identified with suggestions or information on how to control their behavior. Classroom management practices, such as the fluoride rinse, should be given to subs."

"Lesson plans vary according to teachers. Some are atrocious and some are very good. Where in my district can I find information on the substitute teacher convention?"

"Substitutes should be provided with medical conditions of specific students and advised of students with extreme behavior problems. Discipline policies for inappropriate student behavior would be welcome too."

"I would like to have a policy handbook for every school I work for given to me at the division office when I sign on as a substitute. I have discovered that my name was not always given to some of the schools I registered to sub at. I have seen all kinds of lesson plans and sometimes no lesson plans. Some teachers write up their plans so that only they can follow them. They write to me 'read page 62 and discuss. What book is page 62 in? Discuss what? Generally I like the variety subbing brings. I learn something new from every teacher and class and we have some super teachers in the division."

"Some schools are very welcoming and others are not. My impression is that a substitute teachers is just a useful commodity and that is it."

"I taught elementary school for nine years then had a family and chose to stay home for seven years. Then I applied to be a substitute teacher and took this job seriously. I felt

rejected by school staff at first because I had known the feeling of belonging to a staff in previous years. It took me a while to feel comfortable and I really had to work hard to fit in. It was particularly hard when staff did not invite me to things like inservice and parties. There is definitely a division between teachers and substitutes. However, the children were great."

"During the last ATA election campaign I asked the local ATA representative for information about the candidates. His reply was that substitutes were not included in his priorities. He offered that the ATA most likely had a sub list and that I would receive information in the mail. I never did. In this area if a substitute approaches a school and offers to attend inservice, a workshop, or a meeting, the answer is usually that this is not necessary for subs. I often feel inadequate and not welcome, yet the school has little problem in assigning me extra supervision or taking over classes during a spare."

"I will not take on other teachers' supervision."

"I am well known in the community in which I live and believe I get subbing jobs because I am competent and comfortable 'winging it'. I have lots of material of my own I can use when teachers do not leave lesson plans. However, I and other subs in our district, have been told to our faces that we are too expensive to hire - employment opportunities abound for teachers with much less qualifications and experience. Unfortunate is it not? Personally, I am generally treated with respect by school staff and most of the students."

"Substitute teachers are virtually ignored by regular staff and principals. I have never been invited to a staff meeting, or to discuss education or seen anything about a substitute convention. When is it anyway?"

"Treatment from staff and students varies from school to

school. Generally I am more welcome in rural and village schools than in city schools. Students have more respect for subs in rural schools. In the city subs are considered 'fresh meat'. Grade six is the worst and high school kids the least disruptive. I have only been greeted by a principal once - usually I have to go and look for the principal. In a large school I do not even bother."

"Substitutes do not get the same respect from permanent staff in general. We are professionals too and some of us have a lot more experience under our belts than those teachers we are subbing for. We have a lot to offer. Some lesson plans I have seen look like a zoo or a museum. When things go badly in a classroom it seems that the kids are the deciding factor as to whether that sub gets called again. These classes are often undisciplined and show inappropriate behavior. It takes a mature regular teacher to take a stand and communicate to students correct classroom behavior."

"I hope the attitudes of teachers and secretaries change in the future."

"I need the income from substitute teaching but because I have not been called enough I got part-time work evening and weekends and include this on application forms and resumes. I have attended numerous classes updating myself on methods, curriculum, and computers and I feel I am ahead of some teachers who teach and have never done any professional development. For about ten years I applied for teaching positions but they were always given to new teachers of teachers from outside the district. Only once have I seen information on the substitute teacher convention. I have never received any ATA publications even though I pay dues. Whenever I received a handbook with a school's policies, map, schedules and general rules I found it a great help."

"As a young female substitute I find that I do not hold the same authority as a regular teacher. I have often run into

problems that are not dealt with when the regular teacher comes back. Perhaps it is my fault for not insisting to principals that teachers deal with this. As a result students learn to treat me they way they want to because there are no 'real consequences'."

"I think it is very unfair for us with university training to be subbing for teachers who are in the system with only certificates. It is degrading that they get the jobs and the benefits."

"Subbing gives me flexibility between home and career and I am treated well in the rural district where I sub. I am aware of substitutes who feel that they are not given fair consideration for job openings. Budget cuts and hiring new graduates are a big factor here."

"I would like my area to tell me about these substitute conventions and available materials. Also it would be nice to have some priority for full time teaching positions but this seldom happens."

"I have often thought that inservice and extra materials would help me to keep on top of things but where do I find out about them?"

"I really enjoy substitute teaching and generally find the staff most helpful and the students pleasant. I have excellent lesson plans and follow them as a regular teacher would. I would really like to see some inservice offered on discipline and curriculum."

"I have never been formally invited to staff meetings or inservice but have always felt free to attend and have been made welcome when I have done so."

"I like substitute teaching and appreciate the support from the ATA. I serve on the provincial committee and I am glad to

know that there are others who are concerned with substitute issues. Each school should have a substitute teacher bulletin board. Locals need to be aware of substitute teacher issues and concerns.”

Appendix P

ATA Policy Statements Relevant to Substitute Teaching

- 5.A.69 The Alberta Teachers' Association advocates that all school boards should be required to compensate full-time, part-time and substitute teachers for salary and for expenses incurred as a result of accident or injury sustained in the performance of their duties.
- 5.B.11 BE IT RESOLVED, that The Alberta Teachers' Association urge school boards to adopt policies that give substitute teachers preferential consideration for available teaching positions.
- 5.B.14 BE IT RESOLVED, that The Alberta Teachers' Association urge the Department of Family and Social Services to amend the terms of its day-care subsidy program so that the day-care needs of sporadically employed parents can be met.
- 5.B.23 BE IT RESOLVED, that The Alberta Teachers' Association urge school boards to inform substitute teachers of specified criteria for the selection, retention or removal of teachers from district substitute teacher rosters.
- 5.B.24 BE IT RESOLVED, that The Alberta Teachers' Association urge school boards to adopt practices so that substitute teachers received appropriate performance evaluations on request.
- 6.B.2 BE IT RESOLVED, that The Alberta Teachers' Association press for immediate amendment to the Teachers' Retirement Fund Act that defines day-to-day substitute teaching as pensionable service and requires school boards, at the option of the teacher, to deduct the appropriate pension contributions for such service and to remit these contributions to the Fund.
- 6.B.5 BE IT RESOLVED, that The Alberta Teachers' Association urge the Teachers' Retirement Fund (TRF) to request annual reports from school boards that will allow the TRF to monitor salary paid and teaching service rendered by substitute teachers.

- 8.A.45 The Alberta Teachers' Association vigorously protests hiring practices by school boards that violate the Individual's Rights Protection Act or the Canadian Charter of Rights and Freedoms.
- 8.B.23 BE IT RESOLVED, that The Alberta Teachers' Association advocate that all Alberta school boards make provision that substitute teachers who provide service to the jurisdiction be afforded the opportunity of being affiliated with a specific school for the following purposes:
1. School-based professional development activities
 2. Performance evaluations
 3. Distribution of ATA and district material
 4. Other purposes that substitute teachers might require.
- 9.A.36 The Alberta Teachers' Association opposes the use of non-certificated personnel to supervise classes when the regular teacher is absent.
- 9.A.37 The Alberta Teachers' Association opposes the practice of assigning internal substitution to cover for regular classroom teachers who are absent from their duties for one half of a day or more.
- 13.A.20 The Alberta Teachers' Association advocates that parent volunteers should be used in addition to, not as substitutes for, teachers or certificated teacher assistants in instructional situations.