



# Substantial

Increasing public awareness about  
substitute teaching

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## Problem Motivation

**10%**

**Of student time spent on substitute teaching**

**\$4bn**

**Spent annually on substitute teaching in U.S.**

**20%**

**Of classrooms go unfilled daily**

## Problem Description

# Increase public understanding around the topic of substitute teaching

State of California  
Commission on Teacher Credentialing  
1000 Capitol Avenue  
Sacramento, CA 95833  
Phone: 916.227.6100  
www.cctc.state.ca.us  
Teacher Credentialing

### EMERGENCY CAREER SUBSTITUTE TEACHING PERMIT

The Emergency Career Substitute Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12, inclusive, or to supervise regular classroom teachers for adults. The holder may serve as a substitute for no more than 60 days for any one teacher during the school year except in a special education classroom, where the holder may serve for no more than 20 days for any one teacher during the school year. The permit is valid for one year and is renewable.

**Requirements for Initial Issuance**  
Individuals must submit their application packet through their employing agency. The application packet must include all of the following:

1. Official transcripts showing the conferral of a baccalaureate degree or higher from a regionally-accredited college or university.
2. Basic skills requirement. See Commission letter CL-02, entitled Basic Skills Requirement, for additional information.
3. Verification by the employer of one of the following:
  - a. Three consecutive years\* of at least 90 days per year of day-to-day substitute teaching in the California school district requesting the permit. The three-year period must immediately precede the date of the application.
  - b. If the majority of education is responsible for the assignment of day-to-day substitutes for all of their school districts, three consecutive years\* of at least 90 days per year of day-to-day substitute teaching accumulated from one or more California school districts in the county requesting the permit. The three-year period must immediately precede the date of the application.
4. Statement of endorsement\* signed by the superintendent of the employing school district or county office of education that the applicant has been approved as a substitute teacher and that the district/county would allow the individual to substitute teach for up to 60 days for one teacher during the school year.
5. Verification that the employing agency will make staff development activities\* available to their regular teaching staff available to the permit holder.
6. Completed application (CCT-1.0)
7. Application fee (see the fee information sheet CL-03)

**Requirements for Renewal**  
Individuals must submit their application for renewal through their employer. Applications submitted prior to the expiration date of the current permit will be valid for one year, beginning the date the current permit expires. Applications submitted after the current permit expires will be valid for one year, beginning the date the application is submitted to the employing agency or to the Commission office.

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## Status of Substitute Teachers: A State-By-State Summary

Reported by NEA Affiliates

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- Education Support Professionals
- Higher Education Faculty & Staff
- Student Program
- Substitute Educators
- Research & Tools
- Articles and Multimedia
- Administrators
- NEA Partner
- National Council of Urban Education Associations
- National Council of Urban Education Association

Our Mission, Vision and Values

Our History

RESEARCH BRIEF

ANALYSIS REPORT PROJECT 2006

### INVESTIGATING THE IMPACT OF SUBSTITUTE TEACHERS ON STUDENT ACHIEVEMENT: A REVIEW OF LITERATURE

Background

What is the impact of substitute teachers on student achievement? The substitute teachers are charged with ensuring the "best approximation" of the teaching that would have taken place had the regular teacher been present (Carter 2006, p. 1). Thus, in the absence of a substitute teacher, students likely require the disruption of their regular learning environment, which may negatively impact their learning. However, substitute teachers tend to work through many challenges that characterize this an irregular situation in an effort to make up for the regular teachers' not enough time to know the students' learning styles and critical thinking to construct assignments. According to the open research and other documented evidence, many substitute teachers are able to keep students busy with work, but accomplish very little by way of positive instruction and student learning.

Teacher absences and the resulting employment of substitute teachers result financial costs and an increase in classroom disruption. However, the more missing and expensive consequences are the possible negative impact on student learning and achievement. According to some estimates, student work is equivalent of one year with a substitute teacher in the course of K-12 education (Carter 2006, p. 1). Yet, very few studies have investigated the impact of teacher absences or the substitute teachers in the classroom on student achievement.

**Literature Review Strategy**

Most substitute teachers have one-day, or fairly short-term, assignments and their impact cannot be measured by student achievement or standardized tests. This literature review has identified those types of studies to assess substitute teachers' impact on student achievement and effectiveness in the classroom.

1. Papers of note for achievement on student achievement. A few studies have measured the impact of teacher absences on student achievement or the school's response. This literature review will look at those studies in they

\* This is a partial literature review and does not exhaustively list all of the published studies about the impact of teacher absences and substitute teachers on student learning and achievement.

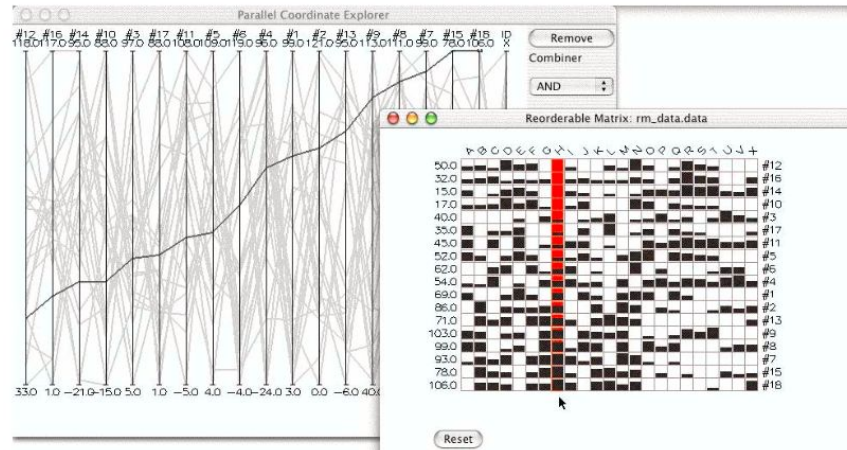
Prior Work

# Parallel Coordinates

(Inselberg, Siirtola)

# Reorderable Matrices

(Siirtola, Bertin)



Applying to Education, Qualitative data

Current progress

Reorderable matrix  
of requirements +

Parallel coordinates  
of contextual data

Current questions

Interaction points

