

Introduction

All too often people are expected to complete a given task but not given the information necessary to complete that task. This is the case regarding substitute teacher packets provided by the primary teacher. A problem analysis was conducted on this topic. In this analysis, optimal packets were described by teachers, administrators and substitute teachers. These results were reviewed against what teachers actually provided for the substitute teacher. Of the 13 sections teachers, administrators and substitutes felt were important only 8 were included on a regular basis. These numbers indicate that there is a discrepancy between what is ideal and what is actually given when it comes to substitute packets. The subsequent analysis of this information resulted in the creation of a job aid that will help teachers at various school sites provide optimal information to their substitute teachers.

Analysis Techniques

In order to determine the most appropriate job aid for this particular set of gaps, a goal analysis was conducted. (A task analysis was conducted to establish the gaps in performance.) As the designer of this job aid, I sat down and looked at what needed to be accomplished and what the most efficient way of doing this would be. It was determined that the job aid would need to take the form of print, as it would be easy to modify and consult on an as need basis. Secondly, it was determined that by implementing the job aid in the same form that the final product would take, print, it would be the most efficient way to convey the steps needed to create a successful packet. The directions and final product mirror one another, reducing the likelihood of user error or confusion.

Objectives

The objective of this job aid is to ensure:

All teachers who will need a substitute teacher will have a master substitute packet available for their substitute teachers, for every occurrence of them being outside of the classroom. Criteria for the packet: lesson plans, class roster, weekly bulletin, school bell schedule, school wide adjunct duty schedule, volunteer/classroom aide list, student pull out program schedule, school phone directory, buddy teacher contact information, template for notes from the substitute, a "how to" guide for school technology, important information/alert list (allergies, disabilities, custody arrangements, etc), a copy of the school wide disaster plan (fire, earthquake and lock down), an evacuation map and a campus map.

Job Aid Media

Many different forms of presentation media were considered while developing this job aid. The purpose of this job aid is to allow teachers to have a guide while compiling the necessary supplies for a substitute teacher, as well as give the substitute a handbook to

consult when issues arise. The form that was the most practical and cost effective for this job aid was print.

Job Aid Design

The job aid itself took on the form of a pamphlet. Each page in this book represented a different element that would be necessary to create an effective substitute teacher packet. The pamphlet's pages look like this:

Front Cover: School Name and Logo	Page 1: Important Information/ Alert List	Page 2: Emergency Lesson Plans	Page 3: Class Roster
Page 4: School bell schedule	Page 5: school wide adjunct duty schedule	Page 6: class room /volunteer aide list, student pull out schedule	Page 7: School phone directory
Page 8: Buddy Teacher contact information	Page 9: Template for notes from the substitute	Page 10: School Technology "How to" Guide	Page 11: Disaster Plans
Page 12: Evacuation Map	Page 13: Weekly Bulletin	Back Cover: Campus Map	

Pilot Test

This job aid was piloted at a meeting with a school administrator and teachers who teach the following grades: kindergarten, second grade, fourth grade and sixth grade. (This was done intentionally, so as to have a more diverse base of opinions; kindergarten teachers may be looking for something totally different than sixth grade teachers and vice versa.) Members of the pilot test were given the job aid and asked to review the materials listed and the instructions given inside the pamphlet. Immediately following, pilot testers were asked questions regarding usability of the document, information included (too much or too little), changes they would like to see, special circumstances that were not included and their overall thoughts regarding the job aid. The pilot group felt that the information provided was comprehensive and complete. At the conclusion of this discussion, teachers were asked if they could make a comprehensive packet using only the provided job aid and all agreed that it would be possible.

Pilot Test Interpretations and Revisions

Overall, the pilot test was successful and informative. The panel used to test this job aid gave appropriate and useful criticism as well as excellent feedback needed to improve the job aid. Upon review of the data collected during this test, there were a few areas that needed revision. The main area of concern for the pilot group was the order in which the sections were listed. They would have preferred the list of medical alerts be at the front of the packet, rather than the middle, just in case a substitute did not have enough time to read the entire packet they would have the most critical information up front. The panel also suggested that the medical alert information be covered, so as to provide as much privacy to those listed as possible, while still sharing pertinent information with the substitute. The final suggestion that the panel gave was not only to implement this job aid at the school site level but at the district level. They recommended that a similar version of this job aid be given to the district in order for them to create materials for their substitutes (one that would include emergency procedures for all sites rather than just for specific sites). The panel thought that if the school district had something similar, substitutes would have a better idea of what was going to be expected of them and the procedures for each site before they arrived.

Solution System

As stated in the problem analysis report, the main areas of concern that this job aid was designed to correct were: motivation and value placed on comprehensive substitute packets as well as a skills/knowledge deficit. With regards to motivation and value, this job aid eliminates the need to determine what should be included in a substitute packet. By referring to the job aid, the necessary materials are laid out for you (in the cases of most schools, the majority of the information is school/ district wide and does not need to be created from scratch by the teacher). Also, this job aid would only need to be consulted a few times a school year; once at the beginning of the year to assemble the packets and when procedures change. The majority of information included is not specific to daily tasks and would not need to be redone every time there is a substitute. As far as the skills/knowledge deficit is concerned, this job is specific enough that there is not a need to recall what to include each time a teacher is away from their classroom; the teacher can consult the job aid if they are unsure or need to update their packet. The primary role of this job aid is to relieve the pressure that's put on a teacher to leave adequate sub plans. It also provides a template that will ensure the necessary materials are provided for the substitute each and every time the primary teacher is away from the classroom.