



Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form has been developed to help us gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and a record of any problems that you may have encountered regarding the session. If problems arose, it is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. The AC or the AA who conducted the session should complete the form.

You should record the session information in the box at the top of the form. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled **SESSION SUMMARY**, you should circle **1** for **Yes** or **2** for **No** for each of the 11 items. You should also record any comments or explanation about the item in the column labeled **DETAILS**.

In the section of the form labeled **REACTION TO SESSION**, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session. You should circle one of the four choices:

1. Positive
2. Mixed/Indifferent
3. Negative
4. Can't say

and record any specific comments or complaints you received regarding the assessment.

On page 2 of the Session Debriefing Form, you need to record your view of how well the session went: very well, satisfactory, or unsatisfactory, and document any pertinent details about the session not mentioned on the previous page.

AAs should give completed Session Debriefing Forms to the AC. Before leaving the school, the AC will review each form and discuss with the AA any problems or unusual situations that arose.

Completed Session Debriefing Form

NAEP 2002 SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION! REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: <u>Feb. 7, 2002</u>	Region #: <u>VA2</u>
School Name: <u>Central Middle School</u>	School ID #: <u>100-102-1</u>
AA Completing Form: <u>Mary Jones</u>	Assessment Coordinator: <u>Barbara Smith</u>
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: : _____	
Session Number: <u>RW0801</u> (c.g. RW0401, RW0801)	
This session was CIRCLE ONE :	
<input checked="" type="radio"/> 1 Regular Session	3 Accommodation Session
<input type="radio"/> 2 Makeup Regular Session	4 Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 <input checked="" type="radio"/> No 2	
Were there problems getting students to this session?	Yes 1 <input checked="" type="radio"/> No 2	
Were there problems with the session timing?	Yes 1 <input checked="" type="radio"/> No 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes 1 <input checked="" type="radio"/> No 2	
Were there any student refusals?	Yes 1 <input checked="" type="radio"/> No 2	
Did any student(s) leave the session?	Yes <input checked="" type="radio"/> 1 No 2	1 student had an early dismissal from school. I recorded it on the booklet cover.
Were students cooperative and orderly during assessment? If no, explain.	Yes <input checked="" type="radio"/> 1 No 2	
Were there any problems with accommodations given in this session?	Yes 1 No <input checked="" type="radio"/> 2	
Any problems with the location?	Yes 1 No <input checked="" type="radio"/> 2	
Interruptions	Yes 1 No <input checked="" type="radio"/> 2	
Other, specify	Yes 1 No <input checked="" type="radio"/> 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	<input checked="" type="radio"/> 1. Positive 3. Negative <input type="radio"/> 2. Mixed/Indifferent 4. Can't say	
School Staff	<input checked="" type="radio"/> 1. Positive 3. Negative <input type="radio"/> 2. Mixed/Indifferent 4. Can't say	
Other Observers:	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

Task 12

Collect the Questionnaires (Session Type A)

All questionnaires and the Roster of Questionnaires were sent to the school coordinator in the school packet several weeks in advance of the scheduled assessment day. During the pre-assessment phone call, the AC instructed the school coordinator to distribute all questionnaires to appropriate school personnel and to collect completed questionnaires by the day prior to the assessment.

The AC should attempt to collect all completed questionnaires from the school coordinator and other school personnel as necessary, on assessment day. AAs may be asked to assist with this task. As completed questionnaires are returned to you, you should fill in the **Yes** ovals in the last column on the Roster, labeled **Returned**, as shown below.

As described in Chapter 3, School and Teacher Questionnaires may be completed by school staff members online rather than in the traditional booklet format. If the questionnaire is not returned to you because it has been completed online, there is no need to collect the hard copy of the questionnaire booklet. For questionnaires completed online, you should fill in the **Completed Electronically** oval in the **Returned** column on the Roster.

You will need to fill in the **No** oval in the **Returned** column on the Roster, for any unreturned questionnaires (except for those completed online).

Completed Roster of Questionnaires – Side 2

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: 1 0 0 - 1 0 2 - 1 <input type="checkbox"/> NCS Use Only			
Teacher's Name	Teacher #	Teacher Questionn										Returned			Instructions for Distributing Questionnaires
		Yes	No	Completed Electronically											
01 Mrs. Brown	01 09	7	0	0	0	9	9	2	7	●	○	○	<p>Instructions for Distributing Eighth-Grade Teacher Questionnaires</p> <p>Ask all eighth-grade teachers who teach English to fill out a Language Arts Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.</p> <p>On this roster:</p> <ol style="list-style-type: none"> Create a list of <i>all</i> eighth-grade English teachers under "Teacher's Name." In the column labeled "Teacher Questionnaire ID," record the unique 10-digit ID number from the questionnaire you give to each teacher named in the first column. (The "09" prefix has been preprinted.) As the questionnaires are returned, grid in the oval in the "Returned" column. <p>On the front cover of <u>each questionnaire</u>:</p> <ol style="list-style-type: none"> Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you. Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i> 		
02 Mr. Cox	02 09	7	0	0	0	8	4	3	1	○	○	●			
03 Mrs. Wilson	03 09	7	0	0	0	7	6	6	5	●	○	○			
04	04 09									○	○	○			
05	05 09									○	○	○			
06	06 09									○	○	○			
07	07 09									○	○	○			
08	08 09									○	○	○			
09	09 09									○	○	○			
10	10 09									○	○	○			
11	11 09									○	○	○			
12	12 09									○	○	○			
13	13 09									○	○	○			
14	14 09									○	○	○			
15	15 09									○	○	○			
16	16 09									○	○	○			
17	17 09									○	○	○			

This form must be completed in No. 2 pencil.

Gr. 8 Roster Back

As a quality control measure, before leaving the school you will need to do the following for the Roster and each questionnaire returned to you:

- Enter any missing information on the Roster and the questionnaire cover;
- Review all information that is entered on the Roster and questionnaire cover to make sure it is correct;
- Remove the label on the front cover of the questionnaire; and
- Detach the list of names from the Roster (you will leave the names at the school, as discussed in Task 13).

If there are any outstanding questionnaires from the school, you may return to the school in a few days to collect the completed questionnaires. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in the AC's bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to NCS Pearson.



Prepare the NAEP Storage Envelope

In the event that questions or concerns about the assessment arise in the future, you will prepare the following materials to be left at the school in the NAEP Storage Envelope. The AC has the primary responsibility for preparing the envelope and its contents, but AAs may be asked to assist with this task.

- First, make a set of copies of all pages of the completed original Administration Schedules and of the Roster of Questionnaires.
- At the perforation, tear off the column of student names from the original Administration Schedules and the column of teacher names from the original Roster.
- Place all name lists from the original documents, along with the complete set of document copies in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original documents (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP school ID on the **Destroy by ...** postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

At the end of the debriefing interview with the school coordinator (see Task 17), the AC will give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2002, or the end of the school year. At that time, the contents should be destroyed by the school and the **Destroy by ...** postage-paid postcard completed and mailed. You should suggest to the school coordinator that he/she write a reminder on his/her school calendar to complete this activity.

NAEP Storage Envelope and "Destroy by" Postcard



**THE NATION'S
REPORT
CARD**

Staple NAEP Return Postcard
HERE

STORAGE ENVELOPE

(Use for Administration Schedules, Student Lists, and other assessment materials.)

Please retain the enclosed materials until June 1 or the end of your school year;
then return the NAEP postcard and **destroy** the contents.

School Coordinator:



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973







**THE NATION'S
REPORT
CARD**

1-800-283-6237

School ID: _____ - _____ - _____

As requested, the envelope containing the
Administration Schedules, Student Lists,
and other NAEP Assessment Materials
was destroyed on:

(Date)

Signed: _____

Title: _____

School: _____

City: _____

State: _____

**Task
14**

Edit and Pack Materials

The final “edit” of assessment materials encompasses a number of tasks. **It does not involve correcting students’ work.** In particular, you should do the following:

1. Double check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **K** and **L**.
2. Verify that the required information has been coded on the front cover of each booklet, and that all student labels have been removed.
3. Remove all additional materials, such as writing brochures, from the booklets. Writing brochures may be offered to the school to keep. All other additional materials must be returned to NCS Pearson.
4. Be sure that all unused booklets from the session are accounted for.
5. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover.
6. Double check that there is a completed SD/LEP Questionnaire for each student classified as SD or LEP.
7. Compare the number of returned Teacher Questionnaires to the expected number listed on the Roster and make arrangements for collecting those that have not been returned. Remember that some of the questionnaires may have been completed online, and you do not have to get these back from the teachers.
8. Inspect the physical condition of each booklet (inside and outside), Administration Schedule, and Roster, making sure that any stray marks that would interfere with scanning have been erased.

All assessment materials for a school should be repacked in their original box for shipping to NCS Pearson according to the diagrams and instructions below.

You should follow the instructions below for packing materials for **Type A** sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the ancillary items;
- Next, the Roster of Questionnaires and completed questionnaires (School, Teacher, and SD/LEP); and
- At the top of the shipment, place the packing list.

For **Type B** sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the calculators and other ancillary items; and
- At the top of the shipment, place the packing list.

For **Type C** sessions:

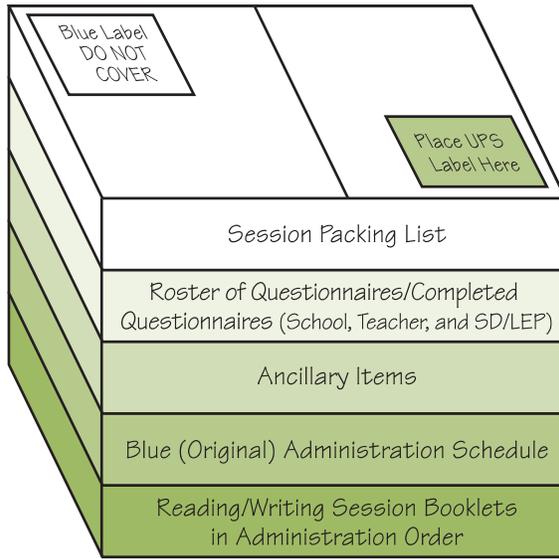
- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the ancillary items (grade 12 only); and
- At the top of the shipment, place the packing list.

For **Type D** sessions:

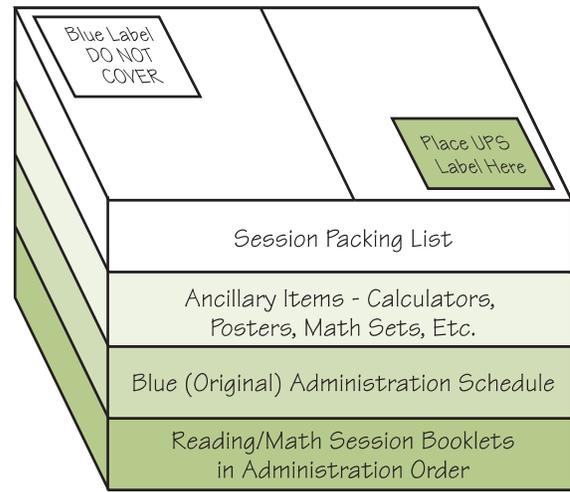
- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the calculators and other ancillary items; and
- At the top of the shipment, place the packing list.

Instructions for shipping the packed materials to NCS Pearson after you leave the school are covered in Task 1 of Chapter 5.

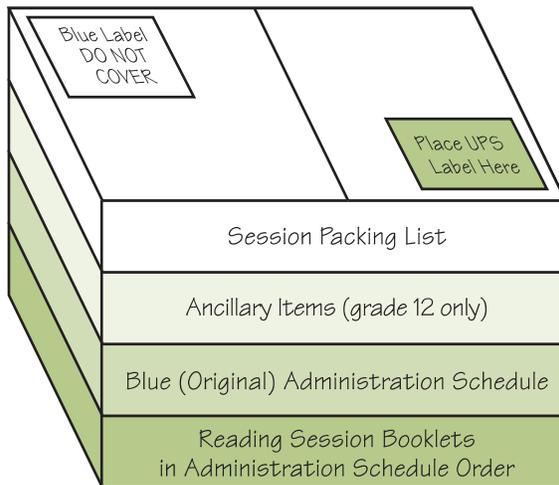
Return Shipment Packing Diagrams



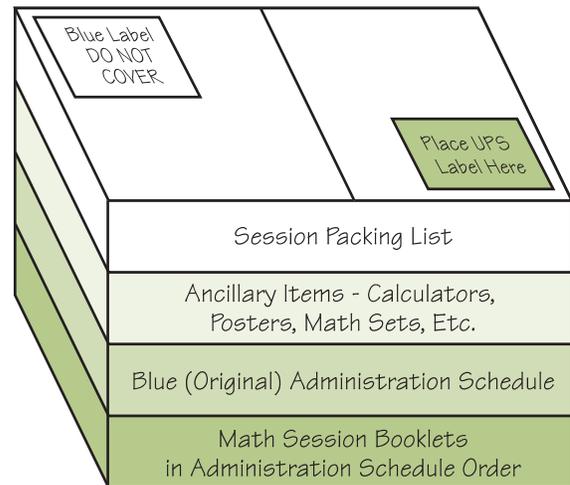
Reading/Writing Session - A



Reading/Math Session - B



Reading Session - C



Math Session - D

Task 15

Schedule and Conduct a Makeup Session, if Necessary

A

Schedule the Makeup Session

If the attendance at a session is too low (less than 90 percent), a makeup session must be held. The AC will compute the response rate for each session type and determine if a makeup session is necessary at the school. The AC will work with the school coordinator to schedule any required makeup sessions.

The response rate should be calculated by using the numbers entered in the summary boxes at the top of the Administration Schedule: divide the **# Assessed (Original Session)** by the number **TO BE ASSESSED**. In other words, the number of students who attended the session is divided by the number of students invited. This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less.

Note that although student and parental refusals must be counted as absences on the Administration Schedule, they do not count toward determining the need for a makeup session.

Once the makeup session is scheduled, you need to record the day, date, time, and location in the box at the top of the Administration Schedule, as shown below. You should then shade in the **Makeup Needed** oval. The same Administration Schedule will be used for the makeup session as was used for the original session.

If the school is reluctant to schedule a makeup, you will need to stress the importance of a high participation rate for the accuracy of the assessment results. If the school still is reluctant, the AC should be sure to record the situation on the School Summary Sheet and discuss the matter with his/her supervisor during the next conference call. In some situations, a makeup may be difficult, as in the case of chronically absent students. If a makeup session is needed but the school refuses to allow a member of the assessment team to return and conduct the makeup, you should shade in the **Makeup Refused** oval at the top of the Administration Schedule.

Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u>		Makeup session scheduled for: Day/Date: <u>Mon./Feb 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>		Makeup Needed <input checked="" type="radio"/>	Makeup Not Needed <input type="radio"/>	Makeup Held <input type="radio"/>	Makeup Refused <input type="radio"/>
Withdrawn & Ineligible (min. Codes 51 & 55) <u>2</u> = <u>28</u> TO BE ASSESSED	# Absent <u>4</u> +	# Assessed (Original Session) <u>24</u> # Assessed (Makeup Session) _____ TOTAL ASSESSED _____	Session Number RW0801				
Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes			
000501 7		1 0	1	ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover			
054006 9		1 0	2				
006401 0		5 1	3	ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover			
000043 8		4 0	4 A				

B

**Secure Assessment
Materials for Makeup**

If a makeup session is scheduled, you must retain all materials from the original session until the makeup session has been conducted and should do the following:

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing – Do Not Disturb** sign, to be used in the makeup session, and place them on top of the original session materials.
- Protect the security of these materials following the rules outlined in Chapter 3, Task 3. The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

C Conduct the Makeup Session and Complete the Administration Schedule

You should make every attempt to get the students who were absent to attend the makeup session. You should also conduct the makeup session following the same procedures as used in the original session.

After the makeup is held, you will need to use the Administration Schedule from the original session and enter the results of the makeup session as follows:

1. Shade in the **Makeup Held** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark below the diagonal line in the **Attendance (✓/A)** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes (20 - 24) on the Administration Schedule and on the students' booklet covers.

4. Complete the summary box at the top of the Administration Schedule as follows:
 - Enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**; and
 - Add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**.

D Code the Booklet Covers

Using the information from the Administration Schedule, you should code the covers of the booklets for all students invited to attend the makeup session, as described in Task 10 earlier in this chapter.

A	Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Mon./Feb 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>	Makeup Needed <input checked="" type="radio"/> / Makeup Not Needed <input type="radio"/>	If Makeup Needed Makeup Held <input checked="" type="radio"/> / Makeup Refused <input type="radio"/>
Grade: <u>8</u>				
Withdrawn & Ineligible (min. Codes 51 & 55) <u>2</u>			# Assessed (Original Session) <u>24</u>	Session Number RW0801
Assessed (Codes 60-65) <u>1</u> TO BE ASSESSED	# Absent <u>4</u>	# Assessed (Makeup Session) <u>3</u>	<u>28</u> + <u>3</u> = <u>27</u> TOTAL ASSESSED	
"K"	"L"	"M"	"N"	"O"
Booklet ID #	Accommodation Booklet ID #	Admin. Code	Atten. (✓/A)	Admin. Codes
000501 7		1 0	1 ÷	ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
054006 9		1 0	2 ÷	
006401 0		5 1	3 ÷	
000043 8		2 0	4 A ÷	
ABSE				



Collect Session Debriefing Forms and Complete the School Summary Sheet

As described in Task 11, the Session Debriefing Form will serve as a written record of the conduct of each individual session and as a resource for answering any questions raised after the assessment. The AC should collect and file in the school folder a Session Debriefing Form for each session administered in the school.

As sessions are completed, you should thoroughly review each Session Debriefing Form and speak with the AA about any problems or unusual situations that arose. It is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

Part 2 of the Call Log, the School Summary Sheet, provides a form for you to use in summarizing any problems or irregularities reported on the Session Debriefing Forms. You will use the summary during the debriefing interview with the school coordinator (Part 3 of the Call Log) as a reminder to discuss with him/her any issues that may have affected the assessment. Issues that you should document on the School Summary Sheet include:

- Any changes from the original number of sessions or students to be assessed;
- Students who refused after reporting to the session;
- Students who left the session and did not return;
- Excessive behavior problems;
- Problems providing accommodations to students requiring them;
- Problems with session materials;
- Problems with the location provided for the session;
- Circumstances that caused the session to be interrupted; and
- Any other information about the assessment that NAEP and/or the school coordinator should know.

Detailed instructions for completing the School Summary Sheet are located in the Call Log Question-by-Question Specifications in Appendix C. You should thoroughly review these Specifications prior to completing your first School Summary Sheet.



Debrief the School Coordinator

After sessions have ended, paper-work has been completed, and the NAEP Storage Envelope has been prepared, the AC will use Part 3 of the Call Log to conduct a debriefing interview with the school coordinator. In this interview, you will obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. Westat's interviewing conventions and techniques, which apply to the interview, are reviewed in Appendix C.

The questions in this section of the Call Log are school level and asked only once. The interview should always be conducted with the school coordinator. Comments should be recorded clearly and verbatim whenever possible.

Item 10 of the interview prompts you to review with the school coordinator any items you have flagged on the School Summary Sheet (Part 2 of the Call Log). You should discuss with the school coordinator any problems or irregularities with the following items:

- **Student Refusals:** The school coordinator should be advised about any student who reported to the session but refused to take the assessment either before or after the session began.
- **Student(s) Left and Did Not Return:** It is not necessary to mention students who left for reasons such as illness or doctor's appointments. Do advise the coordinator if a student was injured or left for some other urgent reason.
- **Behavior:** Minor infractions handled by the AA should not be discussed. Only if a student had to be removed from the session for bad behavior should the school coordinator be informed.
- **Accommodations:** Any problem providing a required accommodation should be brought to the coordinator's attention.
- **Session Materials:** Discuss problems with session materials only if they may have affected student performance.

- **Assessment Location:** Discuss only if problems associated with location may have affected the assessment.
- **Interruptions:** Discuss only if interruptions were so prolonged or frequent that they affected student performance.
- **Other:** Report any other information that the school coordinator should know about the assessment.

Space is provided on the School Summary Sheet for documenting which issues were discussed with the coordinator and for summarizing the school coordinator's response.

At the end of the interview, the questionnaire prompts you to give the school coordinator the NAEP Storage Envelope and the School Certificate of Appreciation. If writing was assessed, you should also offer to leave the writing brochures at the school if the school staff members are interested in them.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. This is especially important if you, the AC, will not be present for the makeup. After the makeup session, you will contact the school coordinator again only if something unusual happened during the makeup.

You should make every effort to conduct the debriefing interview with the school coordinator on the day of the assessment. If, under extenuating circumstances, you are unable to see the school coordinator before leaving the school, leave the NAEP Storage Envelope and the school Certificate of Appreciation with the school secretary and call the school coordinator within the next day or two to confirm that he/she has the envelope and to conduct the debriefing interview over the phone.

Detailed instructions for completing the debriefing interview are located in the Call Log Question-by-Question Specifications in Appendix C. You should thoroughly review these Specifications prior to conducting your first interview.

Task
18**Quality Control and Observation****A****School Visits by NAEP Staff**

Staff members from the National Center for Education Statistics (NCES), Educational Testing Service (ETS), and Westat will occasionally conduct scheduled and unannounced quality control visits to schools on assessment day. These visits are scheduled at random. While at the school, NAEP staff will:

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;
- Review the Administration Schedule to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;
- Review each box to check that it is packed according to procedure; and
- Check that the NAEP Storage Envelope left at the school contains the proper information.

This quality check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff and to guide corrective actions, if necessary.

B**School Visits by Your Supervisor**

In addition to the observation by NAEP staff, your supervisor will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled in advance with the AC. The purpose of the supervisor visits is similar to that of the NAEP staff visits. He/she will observe each AC and AA conducting assessment sessions and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The supervisor will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

C**Follow-up Phone Calls**

As a further quality control check, your supervisor will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

References

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Curwin, R. L. and A. N. Mendler. (1988). *Discipline with dignity*. Alexandria, VA: ASCD.

Fuery, C. L. (1990). *Successful subbing: A survival guide to help you teach like a pro*. Captiva Island, FL: Sanibel Sanddollar Publications, Inc.

Jones, F. H. (1987). *Positive classroom discipline*. New York, NY: McGraw-Hill Book Company.

Utah State University. (1998). *Substitute teacher handbook*, (3rd ed.). Logan, UT: Substitute Training Institute.