The purpose of this research was to conduct a case study of the role leadership, in this case the school administrator, plays in ensuring the quality of learning opportunities provided to students when the regular classroom teacher is absent. The regular classroom teacher, the substitute teacher, and the students are all factors which determine whether a day of school covered by a substitute teacher is effective. However, this study chose to look at what methods the school administrators utilized to develop positive learning opportunities in the classroom. Additionally, this study looked to identify instances where school administrators were effective in conveying high expectations to teachers and substitute teachers.

The findings indicate there is a lack of accountability for administrators in regards to ensuring that substitute teachers effectively lead instruction during the absence of regular classroom teachers. The researcher conducted multiple surveys during the course of the study yielding quantitative and qualitative data. The analysis of the data points to a need for more development of administrator practices in the area of substitute teacher selection, training, and evaluation. The study provided insights of practices exhibited in one school district. However, these practices are reflective of the data revealed in the literature review. This would indicate the issue of substitute teacher ineffectiveness is not isolated to one school district.