

TEACHER TRANSFER AND TEACHER SATISFACTION IN PUBLIC SCHOOLS

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Abstract

This project analyzed the dynamics of intra-district transfer and the consequences such transfers have on members of the organization. Intra-district transfers are transfers within a single school district from one teaching assignment to another. The purpose of this project was to describe the current practices regarding intra-district teacher transfer, identify the various types of transfer, and determine the influence intra-district transfer had on teacher satisfaction.

This project has broad importance for organizational leaders in a variety of settings. Despite the educational backdrop, placement of members in any organization will find this project a valuable lens through which to view the practices of transfer. The project offers recommendations to leaders of organizations in terms of practice and policies. The benefits for supervisors and employees are greater, as transfers can be facilitated in a way that empowers employees through participation in the process and can help chart the rough waters supervisors must navigate when faced with making decisions about transfers.

The findings presented here outline the overlapping positive and negative influences on perceived satisfaction that different transfer factors have for teachers.

Specifically, teacher satisfaction increased for those who voluntarily transferred. Conversely, changing content areas or being involuntarily transferred or re-assigned influenced satisfaction negatively. An additional finding indicated that some organizational characteristics, like "rapidly growing" large schools had a greater incidence of internal transfers. Furthermore, products are presented for district, building, and human resources leaders, as well as state policy makers that can help educate and develop solutions to support successful intra-district transfers, by minimizing the negative influences, and strategic planning to enhance the positive influences.

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2010

COMMITTEE IN CHARGE OF CANDIDACY:

Associate Professor Lavern Scott,
Chairperson and Advisor

Associate Professor Susan Toft Everson

Dedication

We would like to dedicate this project to our spouses and families for their enduring support and our parents for instilling within us a determination to become educators who make a difference.

Each of us feels a sense of pride in our accomplishment, but also a sense of great sacrifice. Throughout this experience, time lost between father and son, mother and daughter, and husband and wife cannot be regained. This project is a dedication to our respective families and the great burden we have all shared as our families have held us up to achieve this individual goal. For us, the glory and accomplishment of "being done" will be short-lived, only to be overwhelmed with the renewal of family and the strengthening of our relationships with our loved ones.

Vincent thanks his greatest blessing and supporter, his wife Mariza, as well as their children, Anthony, Vincent, Nathaniel, Emma, Jacob, and Allison.

Shari deeply thanks her husband, Leon, and children Quinten and Reagan.

Matt deeply thanks his loving wife, Tracey, and his sons Mason and Nicholas.

For all of us, we are the first in our families to earn a degree of such distinction. Our grandparents and extended families in small towns across the Midwest are preparing to join us on the final step of our journey as we make our plans to graduate with a doctorate in May. For them, this will mark the first time that they have seen the family name complimented with the letters, "Ed.D.". They will be able to proudly refer to their grandchild as "doctor".

For our parents, this is a moment of pride and joy. The reality of earning a doctorate is a testament to our parents and grandparents and the value they placed on education and the work ethic they instilled in each of us. All of this is for not, if it weren't for our sense of persistence or pure stubbornness that is required to continue on with a program such as this. Thanks Mom and Dad.

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We would also like to acknowledge our colleagues, many of whom are connected to Saint Louis University and may have earned or be seeking their doctorate from this university. Together, we share a sense of fraternity among those who have traveled this path before us and those who look to us to see if they too have what it takes to attempt a doctorate. We carry with us a sense of belonging to the Saint Louis University family, a real connection to the faculty and alumni.

Additionally, we would like to acknowledge other supporters of our project, specifically Lauren Arend, a fellow SLU student, who is gifted in the area of statistics. She supported our project with a level of

statistical sophistication that we would not have been able to articulate. Also, the help of Tom Ogle at DESE in providing us with email addresses by which to deliver the survey tool to a large number of teachers.

Finally, we would like to acknowledge the group itself, the project team. Our team has grown together over the last year or so and our relationship within the team will be permanently tied to our memories of the University and this journey.

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Section I: Introduction

This is a problem-based learning project report focusing on intra-district teacher transfer and its influence on teacher satisfaction. The project team described the degree to which intra-district transfers take place across Missouri public school districts, noted reasons for intra-district transfer, and most importantly indicated a connection between certain transfer conditions and their influence on teacher satisfaction. While this project exists to further the knowledge base regarding intra-district transfer, there are important implications for leaders of schools and districts, in particular large districts, which may change the laissez-faire attitude that typically surrounds discussions of transfer. This deeper understanding of the problems and benefits associated with teacher transfer will likely bring about improvements in the conditions for personnel, the organization, and students.

Phases of Project

The report is presented in six sections that describe the project team's work. Section I includes an introduction to the entire project, which includes a summary of the problem statement, a brief overview of each project phase, and the guiding questions for the project.

The problem of intra-district transfer is further defined in section II, with elaboration as to the complexity of teacher movement within districts and the various factors that become an impetus for an intra-district transfer. Section II also contains information on teacher satisfaction and draws a connection between satisfaction and teacher performance. The project's guiding questions and problem statement are listed and further explored in section II.

In section III, the project team continued reviewing the broad literature on teacher transfers. This knowledge foundation included a summary of related research and a general look at organizational policies and practices in regard to transfer. From this knowledge foundation, the project team had an opportunity to evaluate and select a set of satisfaction indicators on which to base the eventual teacher satisfaction components of the survey.

In section IV, the project mission, learning objectives, and guiding questions are the focus for identifying current practices. Here, the project team created a tool to assess perceptions of teachers in regard to transfer and their satisfaction. The learning objectives for this project were to: gain a knowledge foundation about the current field of research on teacher transfer and

teacher satisfaction, investigate the perceptions of Missouri public school teachers, determine how often and which categories of teachers are chosen to transfer, investigate underlying factors that can effect teacher satisfaction, and analyze the relationship between teacher transfer and job satisfaction. The current practices regarding intra-district teacher transfer were investigated to answer these guiding questions: (a) How do different types of teacher transfer influence teacher satisfaction; (b) To what degree is teacher transfer/reassignment within school districts common practice; and (c) What are the different types of transfers that occur within school districts?

Section V offers a discussion of the current practice findings based on teacher perceptions gathered through the survey instrument. These findings suggested an important relationship between the types of transfer and their influence on satisfaction. Section VI focuses on several recommendations for a wide variety of organizational leaders; including district leaders, building leaders, and human resources directors.

Overview of the Project

Obviously, teachers transfer within districts. Unfortunately, districts do not monitor or evaluate whether

these practices have any consequences for teachers, school systems, or students. To add to this lack of knowledge about intra-district teacher transfer, little research exists to determine if these transfers have any influence on how the teachers feel about their jobs. For that reason, the project team sought to investigate this problem through exploring the current practice of teacher transfer and the perceptions of those individuals who are experiencing a transfer. This investigation sought to answer the following guiding questions: How do different types of teacher transfer influence teacher satisfaction? To what degree is teacher transfer/reassignment within school districts common practice? What are the different types of transfers that occur within school districts? The problem statement is described more fully in section II of the project.

Limited Scope of the Project

While the project team found strong statements as to how student performance and the socio-economic characteristics of the student population is a motivator for teacher movement, the project team ignored the student characteristic aspect, mainly due to the difficulty that getting these sensitive data would entail. This project simply describes the nature in which teacher intra-district

transfer occurs, the general intra-district transfer patterns, and finally the influence that specific types of transfers have on teacher satisfaction.

Section II: Problem Identification

Discovering a Problem

The team's project began with an investigation of the various types of induction and staff development support for new employees entering a public school district. As part of this initial investigation, the team determined that most school districts in Missouri have some sort of an induction program for new employees, a beginning teacher staff development program, and a staff development program for experienced teachers new to the district. These staff development provisions are required by the Missouri Department of Elementary and Secondary Education (MO DESE) effective September 1, 1988 as noted in the *Missouri Professional Development Guidelines for Student Success* on the DESE website in support of the Excellence in Education Act of 1985 (MO DESE, 2006, pp. 4-5).

Despite this, a concern emerged about the lack of a program to support teacher transitions within the district beyond a teacher's first year, called intra-district transfer. Specifically, the project team realized a potential gap in support for those teachers within a district that have made assignment changes from one year to the next.

When looking at district policies regarding induction programs, there were no policies found to specifically address staff development needs for teachers already within the district who may be transferred to another position within the district (Gorman, 1969; Krei, 2000; Ross & Roth, 1984). The policies reviewed centered around district authority in regard to professional staff assignment and transfers, reduction in professional staff work force, and professional staff development opportunities. Missouri School District policies that were reviewed originated from two education policy services: Missouri School Board Association (MSBA, 2009) and Missouri Consultants for Education (MCE, 2009).

Not only was this a potential interest to the project team, but a reality for one team member, as he experienced intra-district transfer first hand. Furthermore, this team member was assigned to a middle school group of teachers who were all experiencing a different type of transfer. Specifically, one teacher was in the same building and grade level, but teaching a new subject. Another was involuntarily transferred to teach the same content, but in a new grade level and building, and the third was teaching a new grade level and subject area in a new building.

The project team quickly realized that an intra-district transfer is a unique and complex area of study, worthy of investigation. Most importantly, there was little existing literature regarding intra-district transfers (Boe, Barkanic, and Leow, 1999; Feng, 2006; Krei, 2000; Rubenstein, Schwartz, & Stiefel, 2006). Therefore, the project team was primarily interested in describing the complexities of intra-district transfer and determining if the various manifestations of intra-district transfer have any influence on the transferring teacher's overall satisfaction.

Problem Identification

The issue of intra-district teacher transfer is a complicated problem. At first glance, teacher transfers between buildings, through grade levels, or across content areas within a district seem to exist as benign realities of working within an organization. The project team found the following information pertinent to the focus of this project.

For leaders of the educational institution, three main concerns emerge when looking at teacher transfer within a system: Equity Issues, Complex Sources of Transfer, and Misaligned Strategies to Counteract Transfers. In essence,

this is a problem-based overview of the foundation of knowledge and information to be described in section III.

Equity Issues

In teacher transfer studies, unhinged from the intra-district environment, equity has been a primary concern for researchers. Teacher transfer creates a polarization of talent in the labor pool, which results in inequitable distribution of high quality teachers to desirable districts (high performing, low poverty, low minority, and suburban school districts) away from less desirable districts (low performing, high poverty, high minority, and urban school districts). Although these complex socio-economic forces are described in more detail in section III, the research has demonstrated a teacher migration pattern that fosters inequity (Kozol, 1992; Lankford, Loeb, & Wykoff, 2002; Boe et al., 1999).

Inter-Related Socio-Economic Gap. While race has gained much of the attention of previous researchers, a further study of the pattern of teacher migration, reveals a complex dynamic. Teacher mobility involves the inter-related socio-economic gap as a predictor of student achievement and harbinger for teacher retention or transfer (Boe et al., 1999; Feng, 2006; Ingersol, 2001; Kozol, 1992; Krei, 2000; Lankford et al., 2002; Rubenstein et al., 2006;

Schwartz, Sweeney & Murnane, 1988). Essentially, poverty is highly connected to low achievement, which drives those who could improve learning for students away from those who need it most, particularly in high minority areas.

Researchers have not established race as a sole reason for teacher aversion to the inner city. However, poverty and race in the American inner city are inextricably linked, and ignoring this marriage between economic disadvantages and skin color would be naive even at the dawn of the 21st century. Educational leaders have had minimal success in retaining teachers in these more challenging schools, exacerbating the achievement gap for poor, minority, urban students (Kozol, 1992).

District Characteristics. School district characteristics are strong factors in determining whether teachers will transfer within the district or not. Districts experiencing dramatic demographic shifts are more likely to face increases in staffing allocation adjustments (Schweiker-Marra, 1997). Logically, larger districts have a greater number of positions of which a teacher could choose to transfer, thereby increasing the rates of transfer.

Districts that cover a diverse demographic area are more likely to see greater disparities between the schools

and enrollment characteristics (like poverty rate, demographics, and achievement levels as mentioned earlier) and therefore have greater potential for polarized teacher movement toward the higher achieving, lower poverty schools. This trend was supported by current literature on intra-district teacher transfer (Feng, 2006; Feng, 2009). Leaders of districts of a certain size or growth rate might be inadvertently allowing large-scale personnel shifts that are similar to the inequitable distribution of teachers cited in many studies (Kozol, 1992; Lankford et al., 2002).

Push/Pull Forces of Transfer

Teachers choose to transfer for a multitude of reasons. Researchers have classified these reasons as factors that either push a teacher to move from an assignment or pull a teacher toward another assignment. These two forces may work against each other or in cooperation. Of these factors, working conditions have been cited as a powerful force, along with preferred school characteristics (mentioned earlier).

In addition to the teacher preferences for "desirable schools" described in larger teacher mobility studies, other researchers have identified several key teaching conditions that have a stronger effect on pushing teacher from or pulling teachers to particular assignments (Bivona,

2002; Boe et al., 1999; Boyd, Grossman, Lankford, Loeb, & Wykoff, 2005; Feng, 2006; Hanushek & Rivkin, 2007; Johnson & Birkeland, 2003). These push/pull factors are discussed extensively in section III. While these may not garner as much attention as the socio-economic nature of teacher transfer, these are factors that are within the realm of control for school and district leaders. Unfortunately, solutions to minimize the negative effects of transfer are infrequently focused on working conditions or other school characteristics.

Misaligned Strategies to Counteract Transfers

In the case of intra-district transfer, few educators or district leaders acknowledge teacher transfer as a problem within their district or a cause for concern. Most districts have no strategic policy to facilitate transfers, aside from a process by which to request a transfer or the authority of the district to re-assign teachers to meet its needs. District and building leaders may not have knowledge of the specific factors that discourage staying in a particular school or encourage transferring. This lack of awareness leaves district leaders to grasp at ineffective strategies to retain quality teachers in challenging schools, instead of focusing on strategies

directly related to teacher satisfaction and support for teachers in transfers.

Pay versus School Characteristics. One example of a misaligned strategy often employed by school districts was to attract and retain teachers by offering higher salaries or bonuses for taking specific assignments. According to researchers, increasing pecuniary incentives and employee benefits are not enough to reverse the migration from the inner city (Boyd et al., 2005; Hanushek & Rivkin, 2007). The more desirable teaching conditions, school characteristics, and professional prestige were stronger incentives than modest increases in income. Potentially, district and building leaders could minimize the amount of transfer if they provided additional attention to the various factors that encourage teachers to move to other schools, instead of spending more money to entice teachers to remain.

Voluntary/Involuntary Factors

Finally, teacher transfers are not always at the request of the teacher. A large number of transfers are initiated by supervisors without the consent of teachers. These involuntary transfers may create a special condition where the transfer, whether it be to a perceived better school or not, has less of an impact than the lack of

teacher input in the decision to transfer (DeCharms, Carpenter, & Kuperman, 1965). Researchers noted that teachers who were removed from a teaching assignment against their will were more likely to view their new assignment and school district in a negative light (DeCharms et al., 1965). District leaders that lack the information as to which transfers present the greatest challenge to teachers are likely to authorize transfers that have farther-reaching negative consequences, as teachers may become dissatisfied and have lower productivity.

On a contrary note, teachers who were granted a self-initiated (or voluntary) transfer reported higher levels of satisfaction. This will be described more in section IV. District leaders have not promoted or embraced the idea of voluntary or self-initiated transfers and have underestimated the effect of dissatisfaction resulting from involuntary transfer.

Together, all of these problems associated with transfers within a district justified the continued work of the project team. Teacher transfer impacts educational equity, involves complex factors, and is not adequately monitored or managed by district leaders. In addition to these complex problems regarding intra-district transfer,

section III describes research that helped the project team to clearly describe current intra-district transfer practices and explore their influence on teacher satisfaction.

Problem Statement

The project team generated the following problem statement: Intra-district teacher transfer is seldom monitored by district and organizational leaders. Problems associated with intra-district teacher transfer, specifically the influence the different transfer types have on satisfaction (and associated teacher productivity) are not deeply understood by those responsible for managing personnel. Furthermore, the research community has only recently begun to look at the phenomena from an intra-district perspective.

This problem affects the school district itself as it tries to allocate resources and provide adequate teachers for all students. At the same time, the district attempts to accommodate teachers and their requests for transfer while meeting district demands. For teachers, being satisfied with the work environment was key to being a productive member of the organization (Brown, 2003; Ostroff, 1992; Perie & Baker, 1997; Mathieu (1991). For

students, adequate teachers and a productive learning environment are crucial for learning.

For the project team, the goal was to describe intra-district teacher transfer, identify the various types of transfer, and determine if transfer had any influence on teacher satisfaction. Also, the project yielded recommendations for those charged with managing personnel at the district, building, and human resources levels. These goals are linked to the guiding questions described in the next section.

Project Phases/Progression

The report is presented in sections to show the process the project team utilized throughout its discovery and the phases of work. These phases are aligned with each section of the project report.

Phase I

Section I includes an introduction to the entire project. This introduction includes the origin of the problem statement, a brief overview of each project phase, and the guiding questions for the project.

Phase II

Within the problem-based learning process, the problem of intra-district transfer is defined in section II, with elaboration as to the complexity of teacher movement within

districts and the various factors that become an impetus for an intra-district transfer. Section II also contains information on teacher satisfaction and draws a connection between satisfaction and teacher performance (Matthieu, 1991; Ostroff, 1992; Perie and Baker, 1997). The project's guiding questions and problem statement are listed and further explored in section II.

Phase III

In section III, the knowledge foundation is detailed and describes specific types of transfer and the various factors that influence teacher satisfaction. The project team continued reviewing the available literature on teacher transfers, specifically a handful of recent work on intra-district transfer (Feng, 2009; Boe, 1999; Krei, 2000; Rubenstein, 2006). From this knowledge foundation, the project team uncovered a similar pattern of intra-district transfer that mimics the migration of teachers between districts and the various factors that lead to a teacher transfer within a district.

Since so little literature exists on intra-district transfers, the project team approached a variety of corporations and non-educational organizations to identify practices or programs that were already in place to assist employees who were transferring. Furthermore, the

foundation of knowledge includes a summary of others' research on teacher satisfaction.

While this literature strengthened the project team's awareness between dissatisfaction and the decision to transfer, it was an opportunity to evaluate and select a broad set of satisfaction indicators on which to base the eventual teacher satisfaction components of the survey.

Phase IV

In section IV, the mission, objectives, and guiding questions are the focus of identifying current practices. Here, the project team created a tool to assess perceptions of teachers in regard to transfer and their satisfaction. A survey was used to assess teacher perceptions, which is explained in section IV.

This phase was critical to the mission of the project, which is to describe the phenomena of intra-district transfer in Missouri and the influence that intra-district transfers may have on individual teacher's feeling of satisfaction.

Learning objectives. The learning objectives for this project emerged following the identification of the problem. The objectives were to: gain a knowledge foundation about the current field of research on teacher transfer and teacher satisfaction, investigate the

perceptions of Missouri public school teachers who have been employed within the same district for at least two years, determine how often and which categories of teachers are chosen to transfer, investigate underlying factors that can effect teacher satisfaction, and analyze the relationship between teacher transfer and job satisfaction.

Guiding Questions. The project team chose the following guiding questions to further guide the team in meeting the learning objectives. The current practices regarding intra-district teacher transfer were investigated to answer these guiding questions: (a) How do different types of teacher transfer influence teacher satisfaction; (b) To what degree is teacher transfer/reassignment within school districts common practice; and (c) What are the different types of transfers that occur within school districts?

In order to answer the guiding questions, the project team needed a tool to assess teacher perceptions about transfer. The project team generated a survey to collect and analyze the perceptions of teachers.

Survey Tool. The final survey tool, and the process by which it was developed, is further articulated in section IV of this document. A variety of teacher surveys were gathered to help produce a survey that matched

standard practices, such as the various demographic questions and the typical range of responses (Markow and Martin, 2005). The survey included a simple demographic section, a set of district characteristics, a set of transfer descriptions, and the satisfaction component. The resulting survey was field-tested by approximately forty-five public school teachers. These teachers were from two different school districts, one urban and one suburban. They were from various grade levels and content areas. Each of these teachers had transferred from their previous teaching assignment (Appendix D). The survey was sent to every public school teacher in Missouri who had been teaching in the same district for the previous and current years.

Phase V

Section V offers a discussion of the current practice findings based on teacher perceptions gathered through the survey instrument described above. These findings suggest a connection between the various types of transfer and their influence on satisfaction. For example, teachers experiencing a transfer to a teaching assignment in another content area reported lowered levels of satisfaction than those who experienced other types of transfers.

All teachers who transferred had lower scores on the satisfaction Likert scale than those who did not transfer. Another key finding from the survey identified a trend of decreased satisfaction related to the teachers varying degrees of choice in their transfers. For example, teachers who requested the transfer were noticeably more satisfied than those who were offered a choice by administration to transfer. In addition, teachers who were involuntarily transferred had the lowest levels of satisfaction.

Phase VI

Section VI focuses on several recommendations for a wide variety of organizational leaders, including businesses, governmental agencies, and educational systems. These recommendations include implications in the following areas of organizational leadership: budgetary and time constraints, multi-year strategic planning, consultation considerations, and potential professional development initiatives.

Phase VII

Section VII reveals the project team's products and their potential uses for the previously identified audiences. These are general products generated from the

recommendations outlined in section VI. Examples of such products are found in the Appendix.

Importance of the Project

This project has importance to school leaders in two specific ways. First, school leaders should consider planning teacher transfers in a way that is advantageous and sustainable for not only the individual teachers but the teaching quality in every classroom. Second, the district leaders should consider supporting teachers' transfers through ongoing staff development, especially those transfers shown to be most difficult for teachers.

The findings suggested certain types of transfers, negatively affect the satisfaction levels of teachers, while other types of transfers seem to positively affect satisfaction. Specifically, teachers who have changed content areas and those who were transferred involuntarily have the lowest levels of satisfaction. These lowered levels of satisfaction have the potential to impact student outcomes and performance. Conversely, teachers who self-initiate a transfer reported increased levels of satisfaction. The importance of this project to school leaders can be summed up simply: minimize the undesirable transfers, promote the desirable transfers, and make

adjustments in practice that make all transfers a benefit to individual teachers, the organization, and the students.

Summary

Teacher transfer does exist for a multitude of reasons. The problems associated with teacher transfer are not obvious to the casual observer. The project was focused on three paramount questions about intra-district teacher transfer and satisfaction and the description of intra-district transfers. These guiding questions were: How do different types of teacher transfer influence teacher satisfaction? To what degree is teacher transfer/reassignment within school districts common practice? What are the different types of transfers that occur within school districts? A survey was developed and sent via e-mail to Missouri public school teachers.

This project exists to lay a foundation for future research on intra-district transfer in which there were several important implications for school and district leaders, particularly in large districts. Potentially, intra-district transfer will become an area of strategic planning, teacher development, and increased satisfaction.

Section III: Knowledge Foundation for the Project

Introduction

The development of foundational knowledge about the problem focused on several inter-related concepts that are involved in the project. The search for foundational information not only included the classic studies on overall teacher transfer (Boe et al., 1999; Ingersol, 2001; Krei, 2000; Lankford et al., 2002), and recent research focused on intra-district transfers (Feng, 2006; Feng, 2009), but also looked to policies and procedures within education and non-educational organizations. This information was organized around the following themes; descriptions of intra-district transfer, intra-district transfer policies, general teacher transfer patterns, origins of transfer, consequences of transfer, and teacher satisfaction.

Descriptions of Intra-District Teacher Transfer

There is no doubt that a substantial number of teachers transfer. Feng (2006) noted that after ten years only 36% of teachers did not transfer from their initial teaching assignment. The remaining 64% of teachers either moved to another teaching position within the district, moved to another teaching position in another district, or left teaching altogether during the same ten year period.

Boe et al., (1999) determined that 4% of all teachers within a district transfer to another teaching assignment within the district, termed intra-district transfers, as compared with 3% transferring to other districts. Intra-district transfer is more prevalent than the incidence of experienced teachers moving to a different district. According to Boe, more than half of all "movers" were staying within the district (4% intra-district transfers compared with 3% out of district transfers). Similarly, among new teachers to a building, 18.9% were from within the school district, compared to 15.6% coming from outside of district, according to a study on staffing in schools in the Southeast (Cartledge & Halverson, 1989).

With regard to those who do not leave, move, or transfer, Duffet, Farkas, Rotherham, & Silva (2008) mentioned a period of time in a teaching career where teachers were "locked in" to their current assignment because benefits, salary, and tenure are too great to abandon. In general, the tendency for teachers to transfer to another district seems to have "peak time" based on the point in the teacher's career (Schwartz et al., 1988). New teachers and teachers at retirement age are at a heightened likelihood to transfer because their benefits are easier to re-establish in a new district or they have already earned

or "maxed out" their benefits (this is the increasing phenomena of transferring to a second teaching career). Duffet's et al. (2008) research has been supported by other statistical analysis identifying those who transfer. Boe et al. (1999) also noted that "stayers" are 9 times more likely to have between 3 and 22 years of experience. This matches the ranges for non-transfer identified by Duffet et al.

Therefore, "movers" were more likely to be new teachers or teachers nearing retirement. This timeline offered a paradigm through which to view transfers out of districts, however, intra-district transfers did not pose a risk of losing those benefits described in Duffet's et al. (2008) study. Realizing intra-district transfers may have features that were unique compared to the larger research base focused on generalized transfers was a key focus for this project.

Transfer Policies

Policies were reviewed to establish trends or common practices regarding transfers. For schools, few specific policies were found, although most policies permitted transfers. Policies of non-educational organizations were reviewed in a limited way, due to corporate restrictions on sharing policies and work product. An example from the Air

Force was identified where a specific program for transfer had been established to respond to labor constraints.

District Transfer Policies

The team viewed the policies of two hundred and eighteen different Missouri public school districts in regard to specific policies involving professional staff assignment and transfer, reduction in professional staff work force, and professional staff development opportunities. Very little variance was found between districts, in that most districts have some procedure in place for teachers within the district to have an opportunity to request a transfer. Missouri school district policies reviewed originated from two main education policy services: Missouri School Board Association (MSBA) and Missouri Consultants for Education (MCE). These organizations did not represent every district in Missouri, since some districts have created and adopted their own policies reviewed by the individual district's attorney. Also, notable nuances existed in district policy with regard to transfer when comparing different geographic regions within the United States (Boe et al., 1999). These regional policy differences are mentioned again in the discussion on Involuntary Transfers.

Obviously, school districts have policies that deal with teacher transfer. In Missouri, a fundamental component of the master teacher agreement is ability of district leadership to assign staff in the best interest of the district. The following is from the MSBA school policy number GCI adopted by the Harrisonville School District in regard to professional staff assignment and transfer (2005):

The district recognizes that assigning qualified staff members to positions throughout the district is essential to providing an excellent educational program for all students. Every effort will be made to assign district staff to areas of the greatest need for the benefit of the students. The district will accept requests for transfer from employees, but will only honor those requests when it is in the best interest of the district and the educational program to do so (p.1).

It goes on to say:

The Board directs the superintendent to assess the professional staffing needs of the district annually and to assign professional staff as necessary to meet those needs. Although the superintendent will take the employee's expressed preference into consideration, the ultimate decision must be based on the district's needs. The superintendent may reassign staff members to different positions or buildings at any time, including after a contract has been signed or in the middle of the school year (p.1).

Relatively little research has focused on the processes and patterns of resource allocation across schools within districts due, in part, to the primacy of

districts in funding K-12 education and to the scarcity of school-level data on resources, which includes teacher allocations (Rubenstein et al., 2006).

Despite having some policies allowing for transfers, most teacher transfers are not well planned (Hannay & Chism, 1985). In Missouri, most school districts have school policies that include procedures for reductions in force, meaning they have set standards such as a teacher's seniority in the district and their particular qualifications as strong considerations as to whether they are transferred (Gorman, 1969; Krei, 2000; Ross & Roth, 1984).

This implied that a teacher's assignment or position was a benefit to the teacher and something that was worth protecting. This pattern emerged from district policies that largely allocate positions rather than dollars and teacher transfer policies that allow senior teachers priority in hiring when vacancies arose (Feng, 2009; Krei, 2000; Rubenstein et al., 2006). In school systems where pay was based on years of service and education, one measure of status or prestige was the quality of the teacher's individual job assignment. In most districts, voluntary transfers were facilitated through a process that

linked internal candidates to the existing selection process.

Another study (Schweiker-Marra, 1997) noted that transfers dramatically increased when schools were added, consolidated, or closed. This is logical, because the existing labor resource may need to be re-allocated to fit the changing demands of the school district. Also, these types of district level changes are a frequent reason for transfers to take place.

District policies and documentation supported these practices and can be found under a key phrase such as, "reduction in professional staff work force," but no policies in particular were outstanding or divergent from the whims of administration.

Non-Educational Transfer Policies

The project team looked at non-educational organizations for examples of policies and structures in place to aid employees during transitions. The team attempted to gather information from major companies across Missouri. However, no companies were at liberty to divulge their organizational policies regarding transferring employees (Air Force International Affairs [AFIA], 2008). Several corporate websites described a procedure for applying for different jobs within the company that was

similar to practices in place in public schools. In a few instances, companies had support for employees making major geographic changes, such as those moving to work in another country. However, these transitional programs were focused on getting employees socialized to a culture or community in which they were unfamiliar (AFIA, 2008).

One military example stood out as an example of a formalized system for cross-training employees. The Air Force has a program called "job broadening" where employees are able to transfer their seniority to relocate and learn a similar job in another field (AFIA, 2008). This program developed in the late 1980s after substantial cut backs in Air Force personnel necessitated a re-allocation of employees.

General Teacher Transfer Patterns

Before the project team looked exclusively at intra-district teacher transfer, it was helpful to digest the large body of research describing teacher transfer. Since much of the intra-district research focused on comparing the intra-district dynamics to what was expected in general transfers. The project team organized this foundational information regarding transfer patterns into the following main strands; school characteristics, teaching conditions, and unrelated transfer factors. These different aspects of

transfer patterns helped define the complex reality of where teachers move. In addition to the various types of transfers and the articulation of intra-district transfer, additional studies have described several factors that attract teachers to transfer to other preferred assignments or repel teachers from less desirable assignments (Schwartz et al., 1988). These factors are described below, followed by an explanation of how these factors can influence satisfaction.

School Characteristics

One controversial or pervasive revelation found in the body of research on general transfers and teacher migration was the relationship between poverty, race, and student achievement as predictors for transfers (Boe et al., 1999; Ingersol, 2001; Krei, 2000; Schwartz et al., 1988). These characteristics are interrelated and part of an educational history in the United States (Kozol, 1992). For the purposes of this project, these trends and patterns of teacher migration were included as they represent similar dynamics found in intra-district transfer (Feng, 2006; Feng, 2009). These factors within the domain of school characteristics are; Inter-related Socio-Economic Factors, Large Urban Schools, Student Performance, Racial/Ethnic Teacher Preferences, and Student Performance Versus Race.

Inter-Related Socio-Economic Factors. One such factor that has been widely researched is that the transfer potential is much higher in schools that have increased enrollments of poor students. These poor students are typically low achieving. Not only that, but specific minorities often have a disproportionate rate of poverty (Kozol, 1991). Therefore, it is sometimes difficult to separate the complex relationship between race from poverty from low achievement. While race and poverty are not pre-determinants for low academic performance, together they can perpetuate low achievement and create a cycle of generational poverty, inequity, and low achievement (Schwartz et al., 1988). It is important to note that the same achievement gap exists in non-minority students of low-income families. Feng (2006) and others (Boe et al., 1999; Ingersol, 2001; Krei, 2000) posited that teachers move to schools where these socio-economic drawbacks are less pronounced. These intertwining and overlapping factors are discussed in more detail in the following pages.

Large Urban Schools. The issue of race, poverty, and student achievement is centered on the larger districts of the major metropolitan centers. "The largest 100 United States school districts, enrolling almost one-quarter of

total public school students, average 163 schools each" (Sable & Hoffman, 2005 cited by Rubenstein et al., 2006, p.2). "In addition, these 100 districts serve a student population that is disproportionately poor, African-American and Latino" (Rubenstein et al., 2006, p.2). These are large, densely populated school districts where minority enrollment, poverty, and low achievement are rampant and inter-related (Kozol, 1992). Research on teacher transfer has repeatedly revealed a tendency for teachers to move away from schools with these characteristics, whether it is a migration from one poor district to a more suburban district or from the school on the "other side of the tracks" to the one in the "nice part of town" (Ingersol, 2001; Lankford et al., 2002).

Student Performance. Boyd et al. (2007) looked at data compiled by the United States Department of Education which described a pattern where higher qualified teachers migrated to high performing schools and moved away from lower performing schools. This does not mean that these schools became higher performing because of the qualifications of the teachers they attracted. To help clarify the chicken or the egg argument, a highly qualified teacher in a low performing school will not necessarily have a major positive impact on student performance (Boyd

et al., 2007). Therefore, student performance appears to be a static condition and teachers are attracted to higher performing students and avoid low performing schools. This migration may also mimic a migration from poor to rich and minority to non-minority, as those poor and minority groups often have lower performance compared to their non-poor and non-minority counterparts.

Racial/Ethnic Teacher Preferences. Boyd et al. (2005) also mention a tendency for white and Hispanic teachers to move away from low performing schools with decreasing white student populations. However, it is worth mentioning that this trend is not found for black teachers. Therefore, it is reasonable to say that teachers are both pulled toward higher achieving student populations, but also a trend exists to move to a school where the student population is similar to the individual racial/ethnic background of the teacher. This offered an explanation as to why the trend for teachers to move to schools with high numbers of white students was reversed for black teachers. In the case of black teachers, the pull was greater toward a similar ethnic/racial background over moving toward a higher achieving school (Boyd et al., 2005).

Student Performance versus Race. This trend was not an equitable exchange across districts because the

demographic makeup of the overall teacher pool was predominantly white, with only a small percentage of minority teachers available. If ethno-centric tendencies determine where teachers will eventually migrate, then there will be a substantial shortage of teachers in schools with high minority enrollments. Feng (2006) continued by describing a trend where schools with high black populations and high poverty populations correlated with moving away from those schools, this was true of inter and intra-district examples. Also, minority teachers were less responsive to an increase in their own race, which means they were not as strongly attracted to seek out same race schools, but a slight ethno-centric trend still existed.

To further complicate this matter, Hanushek and Rivkin (2007) did not agree that this tendency was a trend for minority teachers. Remember, the linkage between poverty and minorities in the inner cities implied that poverty itself could be a stronger repulsion from inner city schools than the racial makeup of the school. Hanushek & Rivkin (2007) and Feng (2006) produced research that supported the concept that similar to race, high performing schools attract teachers, most of which were white.

Teaching Conditions

In addition to school demographics, there were a wide variety of teaching conditions that have been cited as reasons for transfer to another school or district, as Feng (2006) stated, the "probability of moving is mostly affected by working conditions", pp.52-53. Keep in mind, that the decision of a teacher to transfer to another teaching job is a complicated one. It was not the same as a decision to leave teaching altogether because the work was essentially the same, unlike the change in work that a teacher might experience if transferring to a non-teaching vocation.

Altogether, a variety of teaching conditions came to the fore as reasons for transfer. These conditions directly impacted satisfaction (which will be articulated in the following sections). These teaching conditions were organized into the following three categories: teaching resources/program support, administrative relationships, and daily working conditions.

Teaching Resources/Program Support. An interesting teaching condition observed by Feng (2006) was that more spending on teaching materials seemed to reduce the transfer probabilities of male teachers. Bivone (2002) echoed the idea that materials (or lack of materials)

predicated whether a teacher was likely to stay or transfer. Related to teaching materials, was the degree to which the teacher was supported by district-implemented programs, such as induction and staff development. Support through an induction program, although varied from one district to the next, increased the likelihood of staying, but for the short term only. However, this did nothing to limit transfers once inside the district or school system (Feng, 2006). Keep in mind induction programs vary widely, and they are not consistent. The same can be generalized to staff development programs, there is a wide variety and the quality is not necessarily comparable.

Administrative Relationships. A broad body of research exists on the relationships between school leaders and their support of teachers and their impact on whether teachers stay or leave. These administrative behaviors focus on the degree to which the administration acts in harmony with the expectations of the individual teacher. Boe et al. (1999) mentioned that teachers who have transferred cited having a low influence on decisions made at the building level as a primary reason to move. Of teachers who moved, 5.69% complained they had a low influence on decisions made that directly impacted their teaching responsibilities. Teachers who transferred also

pointed out that support from administrators and enforcement of the rules from administrators were relevant factors in their decisions to move. Of those teachers in Boe's meta-analysis, 7.44% of movers mentioned that their primary reason for moving was due to the principal's lack of enforcement of the rules. In addition, 9.92% of these transferring teachers agreed with the general statement that administration did not support them (Boe et al., 1999).

Another detail in the Boyd et al. (2005) research identified teachers who left high performing schools felt they were ineffective in improving student achievement. This means that another dimension of "why teachers move" is due in part to their sense of efficacy or their overall effectiveness with the students with whom they work. Boyd and associates described a tendency for qualified teachers to leave schools with lower achieving students, as compared with other populations in nearby schools (2005). Although this research may directly connect the previous discussion about low performing students coming from schools with high minority and high poverty enrollments, it may have more to do with the feedback from administration. School leaders have a tendency to be cheerleaders who encourage their teachers and give them praise even in the face of low

performing students. For that reason, a teacher's sense of efficacy and their perception of their effectiveness are included in this discussion of administrative support.

Daily Working Conditions. Finally, the daily conditions that teachers face in their classrooms have a potent influence on their decision to leave a teaching assignment. Working conditions are highly related to staff morale. These working conditions were described as performing routine duties, and dealing with paperwork (Bivona, 2002). Using data on specific classroom assignments of all Florida public school teachers, Feng (2006) found that student behavior, student ability, and class size all had an influence on teacher attrition.

Other authors mentioned that "low control" of their classroom was a contributing factor for moving (Boe et al., 1999). Feng (2006) contradicted the work of Mont and Rees (cited in Feng, 2006) as they postulated that smaller class sizes would encourage teachers to stay at a particular teaching assignment. The basic understanding was that large class sizes encourages leaving, but smaller class size does not necessarily keep teachers in their assignments. Although this may be a single component of the overall quality of the teaching conditions, other factors may have

a stronger influence on teacher's decisions to stay or move.

Furthermore, Johnson and Birkeland (2003) noted that student disruptions and disrespect were frequently cited as reasons to move to another school. Another reason for initiating a transfer related to fair distribution of duties across the school (Johnson & Birkeland, 2003). The existence of unequal duties contributed to the view that the school was not supporting the teachers. This could relate to perceptions about the administrator in addition to the perception about the working conditions.

Unrelated Transfer Factors

While pay plays a substantial role in a teacher's decision to leave teaching for another profession, the impact that pay has on teacher transfer to another teaching position was minute. With regard to teacher salaries, Boyd and associates (2005) noted that teachers mention salary as partly influencing their decision to leave or transfer from one school to another, but these factors were of a lesser extent compared with working conditions like, class size, preparation time, facilities, student characteristics, and school leadership. This was particularly relevant for intra-district transfers, where differential financial incentives did not exist. Essentially, researchers have

found that for most teachers, money is not a strong determinant of whether a teacher stays in an assignment or seeks a slightly more lucrative one. Hanushek and Rivkin's (2007) research supported the concept that conditions were more important than pay.

Origin of Transfer

Transfers can be initiated within a district in two main ways. The teacher can self-initiate the transfer according to transfer policy or the district can re-assign or involuntarily transfer an individual teacher according to the stipulations in the teacher contract. In some districts, supervisors are an integral part of the decision to grant a transfer or involuntarily transfer personnel and some degree of shared decision-making about the transfer may exist. Districts involuntarily transfer teachers for a wide variety of reasons, as described below. Teachers seek out or request transfers for specific reasons, as well.

As a side note, the origin of the transfer was of importance in terms of this project, due to the impact it may have on teacher perception about the organization and their resulting job assignment. This particular topic of transfer origin, as it relates to teacher satisfaction, will be developed more fully in the effect of transfer on teachers in the following section.

Involuntary Transfers

One sizable group of transfers came from involuntary re-assignment. Involuntary transfers were interesting in relation to this project because these types of transfers diverged from the basic relationship of intentionally moving away from or toward something that was perceived as better.

Contrary to common assumptions, of those teachers who were involuntarily transferred, they were not all ineffective teachers. Involuntary transfers can be caused by enrollment changes, new construction within the district, other personnel shifts that cause a "chain reaction", and movement of ineffective teachers. Duffett et al. (2008) discovered that 14% of principals would rather transfer ineffective teachers than retrain or remove them. This means that transferring out ineffective teachers, known as "passing the trash" or the "dance of the lemons", may account for a small amount of those who are involuntarily transferred. Boe et al. (1999) noted that half (51.1%) of the teachers who transferred within a district did so involuntarily. Keep in mind that these involuntary transfers were not de facto ineffective teachers. Budgetary cuts, shrinking demographics, or personnel needs were likely reasons for involuntary

transfer not related to the re-assignment of ineffective teachers.

Voluntary Transfers

Teachers who transfer within a district involve an interplay between several factors. Boe et al. (1999) rank orders intra-district transfers in the following way; 23.4% of the teachers reported the move to be a "better assignment", 14.8% cited personal reasons as the impetus for making a change, and 9.2% referenced "general dissatisfaction with the particular school" as their main reason for wanting a transfer. Other watershed research related high degrees of teacher dissatisfaction as the primary reason for transfer (Ingersol, 2001).

In addition to the variety of reasons that teachers cite for transferring, particular teaching areas have a higher potential for transferring. For example, among all special education teachers, 6.92% voluntarily transfer compared to other content areas, which range from 3% to 5% (Boe et al., 1999; Schwartz et al., 1988). Feng (2006) stated that math and science teachers have a high probability of leaving their original schools, but this may be, in part, due to scholarships or loan forgiveness programs. These certification areas and their heightened frequency of transfer may be directly related to the

economics of human capital and scarcity of particular certifications in a specific region or labor market.

Elementary teachers had a higher frequency of voluntarily transferring (5.5%) compared with those at the secondary level (4.4%). Another district characteristic that had a heightened frequency of voluntary transfers was central city (5.9%), as compared to rural (4.9%)/suburban (4.6%) (need a citation for all of these figures). Ingersol (2001) echoed the trend for intra-district transfers being initiated from large, poor, urban districts.

Also, voluntary transfers are more prevalent in the Southern Region (6.69%) of the United States, compared with the Northeastern (2%), West (5%), and Midwestern Regions (5%) (Boe et al., 1999). While Missouri public school teachers are the only participants in this particular project, these statistics brought up the potential for regional variances in transfer frequencies. These differences may be an indicator of how local policies can restrict or expand the possibility of transfer. For example, local policies in the Northeast Great Lakes Regions are similar to labor union models prevalent through the regions past (Boe et al., 1999).

Consequences of Transfer

Transfers of teachers within a district are a reality. The consequences of these transfers can be viewed in two ways, in terms of the effect transfers have on individual schools and the effect a transfer has on the individual teacher.

Effect of Transfer on Schools

From a general perspective, researchers have documented the negative effect on schools with high enrollments of minorities, poor families, and low performing students due to teacher transfer (Boe et al., 1999; Feng, 2006; Ingersol, 2001; Kozol, 1991; Krei, 2000; Lankford et al., 2002; Rubenstein et al., 2006; Schwartz et al., 1988). In most cases, a trend of higher quality teachers moving away from "undesirable schools" has left those same schools with a homogenously lower quality teaching staff (Duffett et al., 2008). In districts spanning a large geographic area, where major differences exist between the district's "preferred school" and the district's "undesirable school", the same disparity in teacher quality may be present (Krei, 2000).

Also, teacher transfer is viewed as a possible way to eliminate inadequate teachers from one building, but these inadequate teachers end up remaining within the district

(Duffet et al., 2008). In the resulting shuffle known as "passing the trash", these lower quality teachers eventually get re-assigned with the less desirable schools(citation). These large-scale issues are not isolated within a single district and therefore should be thought of in terms of natural transfer realities. This is a result of a chain reaction of transfers, where teachers with seniority seek out perceived "better" assignments within the system, leaving new inexperienced teachers or involuntarily reassigned teachers to staff the lower performing schools (White, 1970).

From an intra-district standpoint, there were other consequences of transfers that could be generally described as hazards of intra-district transfers. These hazards of transfer can negatively impact the teachers themselves and their overall attitude, effectiveness, and likelihood of remaining in that teaching assignment.

Effect of Transfer on Teacher Satisfaction

No matter the circumstances of the transfer, from an individual teacher perspective, it was clear that making a transition had an initial negative effect on teacher satisfaction (Hannay & Chism, 1985). Increased burden of preparation and working conditions that were unfamiliar

could make the initial months of a transfer very difficult on teachers.

These hazards of transfer were further enumerated by Cowley (1996) and Strickland (1956) who described the individual experiences of teachers after a transfer: while the transfer was burdensome in regard to planning time, classroom management, meeting new staff members, and learning the roles and norms of the school, most teachers overcame these difficulties after the first few months. Watson, Steel, Vosso, and Aubusson (2006) described a pilot program where experienced teachers from a variety of certification areas were moved to high need areas, like Science or Math, over a one-year period. Even with extensive training and support the result was mixed: some teachers struggled but eventually improved teaching science, while others faltered and were strongly dissatisfied with their new assignment.

Effect of Transfer Type. Researchers noted that these transfers created substantial challenges, stressors, and difficulties depending on the type of transfer (Ashton & Hollingsworth, 1984). The degree of transfer, or the number of changes that a teacher experienced in their job made a difference as to how well they can "recover" after the transfer takes place (Schweiker-Marra, 1997). For example,

a teacher who has changed grade level assignment, but is at the same building and in the same content area will have an easier time than a teacher that has changed buildings, grade levels, and even content areas. While there were limited studies on multiple changes, Mager's study (as cited in Schweiker-Marra, 1997) on transferring teachers concluded that teachers adapt to change in the long-term; however, their performance may temporarily be affected. Wright's study (as cited in Schweiker-Marra, 1997) found that teacher transfer combined with curriculum changes may have detrimental results.

Effect of Involuntary Transfers. Teachers who were reassigned resemble first year teachers in regard to their feelings about their teaching ability, described as, "bewildered, unsure of themselves, and inadequately prepared" (Ashton & Hollingsworth, 1984, p.62). Other studies have emphasized the negative stigma that an involuntarily transferred teacher is "being sent away" or "cast out" from an assignment due to their ineffectiveness or inadequacy (Hannay & Chism, 1985). Some researchers have compared the psychological effects of a transfer to the grief process (Ashton & Hollingsworth, 1984; Hannay & Chism, 1985), going so far as to suggest counseling and

self-help programs as a potential staff development solution for teachers experiencing a transfer.

Pawn Theory. Research suggested there was a disparity in satisfaction between those who choose to transfer and those who are reassigned without consultation. This single difference has been linked to higher degrees of dissatisfaction for those who see themselves as a "pawn" of the organization (DeCharms et al., 1965).

Several studies (Duffett et al., 2008; Hannay & Chism, 1985, and DeCharms et al., 1965) described a situation where the initiator of the transfer made a fundamental difference in the perceptions of the transferred teacher. "Pawn Theory" describes a situation where individuals feel negatively when they view themselves as pawns or having no control over their vocational assignment (DeCharms et al., 1965). That is, when the organization made decisions about a teacher's position or changes in employment, individuals felt as if they were less valuable to the organization compared to those who initiated the transfer or change themselves. Those who self initiate, or voluntarily requested a transfer, are described as the "origin" of the change. These individuals felt as if they had greater autonomy and self-determination in their assignment.

Furthermore, the overall satisfaction with the organization dramatically increased or decreased based on the degree to which the individual teacher had substantive input as to their transfer. This is not to say that the transfer will be any easier on the individual teacher, but increased autonomy and "job enhancement" as described by Chung and Ross (1977), may slightly increase satisfaction or lead to a more positive view of the organization.

With all of these drawbacks for individuals experiencing intra-district transfers, whether they were voluntary or involuntary, it has an impact on their satisfaction levels and the resultant student learning. Unsatisfied teachers stifle continuous learning, therefore teacher satisfaction is an important focus for school districts interested in improving student outcomes (Ostroff, 1992; Perie & Baker, 1997; Mathieu, 1991).

Teacher Satisfaction

Satisfaction is based on perceptions and individual perspective. For organizational leaders, satisfaction is one factor related to productivity (Bolman & Deal, 2003; Ostroff, 1992; Perie & Baker, 1997; Mathieu, 1991). A framework for describing satisfactions has been developed by Herzberg, Mausner, and Snyderman (1959), who used the concept of satisfiers and dissatisfiers, described in the

next section. For purposes of organization, the following broad categories of satisfaction/dissatisfaction were: resources and support, supervisor characteristics, relationships with colleagues and climate. These aspects of satisfaction are particularly relevant for school leaders, as they are within the control of the school district and school leadership.

It is worth noting that these areas of satisfaction are similar to the research findings described earlier in this project, which teachers have cited as reasons for transferring from or to a new assignment, in the first place. If a teaching assignment was not satisfying to a teacher, it is only reasonable the teacher would be driven to make a change, to improve their level of satisfaction. It stands to reason, that after a transfer has occurred, one would look at these same satisfaction levels for comparison.

Satisfiers and Dissatisfiers

Another useful lens through which to view these causes of transfer, is the concept of satisfiers and dissatisfiers. The foundation of this work was provided by Herzberg et al. (1959), as he described a variety of factors that push or pull employees toward or away from their current positions in organizations. In general, this

work involved rank ordering reasons to leave and reasons to pursue a different position in the same company or a different line of work altogether. As part of his studies, he noticed that the number one reason to leave a job was not directly linked to the number one reason to move to a different job.

These findings brought out the idea that a person's decision to leave a job was based on factors that satisfy him/her or factors that dissatisfy him/her. These are not necessarily opposite sides of the same coin, but different coins altogether. Herzberg et al's. foundation has been built upon by Nias's (1981) work on employment satisfaction. She presented a schema for understanding worker satisfaction that mirrored the ideas of positive and negative reinforcement. Essentially, a satisfier was something added to the worker's environment that pleased him/her or satisfies him/her. A dissatisfier was something added to the worker's environment that had a negative or dissatisfying effect. As simple as this concept seems, it is important to note the absence of a satisfier can still be a reason to leave a job and likewise, removing a dissatisfier does not necessarily cause that aspect of work to become a "satisfier".

Resources and Support

Resources available to teachers and school support for teaching and learning were typically viewed as dissatisfiers. This meant that the absence of resources in terms of material and staff development was viewed negatively and resulted in lowered overall satisfaction. However, an overabundance of these features did not necessarily increase satisfaction. Looking at class size, as described earlier in this section, Feng (2006) mentioned that smaller class sizes did not necessarily cause teachers to stay, but was often cited as a reason to leave a teaching assignment. This matches Herzberg's ideas on dissatisfaction, because the large class size is a dissatisfier, but eliminating the negative of the large class size, does not turn normal class size into a satisfier. Similarly, staff development in the eyes of teachers may be seen as a dissatisfier if it is poorly conceived or implemented, while a high quality staff development program was not necessarily viewed as heightening satisfaction. Updated and adequately supplied materials are not touted as satisfiers, but a school lacking up-to-date or adequate resources would be viewed as a source of great dissatisfaction. Of teachers who left the teaching profession altogether, 26.4% cited "inadequate

support from the administration" as the main area of dissatisfaction (Bobbit et al., 1991, p. 14). Although this was not specific to teachers who transferred, it identified a key indicator of interest toward overall satisfaction for all teachers.

Supervisor Characteristics

A key component of teacher satisfaction was derived from the perception of the employee on their relationship with the supervisor. Supervisor characteristics are both a satisfier and dissatisfier. According to Herzberg et al. (1959) the relationship an employee has with the supervisor has the potential to strongly satisfy the employee and reduce the likelihood of transfer or it can be the primary reason to leave a teaching assignment. The school leader's behavior is a key to teacher job satisfaction and organizational effectiveness of the school (Fowler, 1991). Poor administrative relationships were, in many cases, a major cause of burnout and dissatisfaction for teachers. This administrative relationship included teachers' participation in the decision-making processes, which might directly be related to the conditions of a transfer whether their preferences were not considered (Bivone, 2002).

To further the idea that teacher's involvement in decision-making can directly relate to their level of

satisfaction, it is understood that teachers who experience an involuntary transfer might have reduced self-esteem and reduced satisfaction. Other researchers (Defino, 1984; Hannay & Chism, 1985; Reed & Posnasky, cited in Hannay & Chism, 1985) reiterated DeCharms et al's. (1965) concept by explaining that teachers who initiate the transfer generally reported heightened satisfaction and those who were involuntarily reassigned reported lessened overall satisfaction levels. Defino (1984) goes further, stating that involuntary transfers caused a taint of negativity and dissatisfaction compared to changes initiated by teachers. On the other hand, if they were the origin of the change, then the move was perceived positively, if it was required by a larger organization, then the employee felt like they were a "pawn" and viewed the organization negatively.

Relationship with Colleagues/Climate

Belonging to a team or organization are basic human needs (Bolman & Deal, 2003; Brown, 2003; Maslow, 1943), which explains the relationship between satisfaction and teamwork. Working in isolation for many teachers is a dissatisfier (Ross & Roth, 1984). Planning, grading, working late hours in the classroom, and getting ready for instruction are realities. This isolated existence is not necessarily a dissatisfier for all teachers, but it is

particularly dissatisfying for novice or inexperienced teachers (Rosenholtz, 1989), who have a tendency to transfer more than their more experienced counterparts. School culture and a supportive team of teachers were cited as satisfiers (Johnson & Birkeland, 2003).

Relationships at school, not limited to co-workers, parents and student relationships, are additional sources of satisfaction. Parental support and positive relationships with students, including a reduction in discipline problems, contributed to feelings of satisfaction (Lumsden, 1998). Teachers in the school and students in the school were the highest ranked satisfiers for teachers in the Metlife Survey of the American Teacher 2005, these scored higher than relationships with the principal. Relationships with co-workers were highly correlated to overall satisfaction (Markow & Martin, 2005).

Although climate can be related to school leaders, it was not the sole responsibility of the principal. Teachers reported higher degrees of satisfaction in schools where they felt they were "making a difference" or effective at making progress with students (Johnson & Birkeland, 2003). This climate of self-efficacy is fostered through the network of professionals within the building. According to the research of Lumsden (1998), school climate is highly

correlated with teacher morale (Rodgers-Jenkinson & Chapman, 1990).

Other Satisfaction Factors

In general, most teachers were satisfied with most aspects of their jobs, even though salary seemed to remain the primary reason for minor dissatisfaction (Albert & Levine, 1988). Some researchers suggested that teacher satisfaction and student performance were also correlated (Schweiker-Marra, 1997). Satisfiers noted by Katz (1978) seemed to vary greatly as employees changed jobs or experienced job enrichment. However, job enrichment seemed to have a long-term positive effect on satisfaction. Some researchers (Gorman, 1969; Katz, 1978) postulated that transfers could become an opportunity to share best practices and implement staff development initiatives with a higher degree of success, but the study itself indicated that the school culture had to have been indoctrinated in a formal system of intra-district transfers.

Summary

In order to identify the complex factors that influence transfer and how transfer, in turn, affects satisfaction, the project team has gathered research from a variety of sources. This knowledge of information formed a base to help define the existence and dimensions of intra-

district transfer, identify the various causes and effects of intra-district transfers, and connect a substantial research backbone to the pertinent concepts under investigation during this project.

In terms of intra-district transfer policies, the project team collected a large number of board policies to compare the language and provisions for teacher transfer (MSBA, 2005; MSBA, 2009). A wider view of teacher transfer patterns relied on a large number of studies describing teacher transfer across districts and a migration pattern of teachers away from urban, minority, and poor districts (Boe et al., 1999; Boyd et al., 2007; Feng, 2006; Ingersol, 2001; Kozol, 1991; Krei, 2000; Lankford et al., 2002; Rubenstein et al., 2006; Schwartz et al., 1988).

To compliment the general transfer information, Feng's work (2006 and 2009) was helpful in focusing on intra-district transfers and identified the strong connection between the patterns existent in an intra-district perspective compared to the larger research on teacher transfers in general. The dynamics at play in overall transfer were mimicked in the intra-district setting. Exceptions withstanding, most patterns seemed to cross both environments.

The research describing the origin of the decision to transfer (in terms of voluntary or involuntary transfer) and the impact it has on teacher perceptions was reviewed, of particular note is DeCharms and associates' (1965) research on "pawn theory". Factors that influenced teachers' decisions to leave teaching assignments were also collected and synthesized (Herzberg et al., 1959). Finally, factors that influenced employee satisfiers and dissatisfiers were outlined in Herzberg et al's. research (1959).

Section IV: Identification of Current Practices

Introduction

In order to accurately gather information about the current practices, the project team decided to create a tool to measure teacher perceptions of teacher transfer. This tool took the form of a survey and was delivered to a large number of teachers across Missouri. This survey was modeled from similar surveys, field tested, and refined before being delivered to respondents.

Survey Tool

To describe the current practices of intra-district teacher transfer, the project team had to devise a way to gather teacher perceptions. The project team designed a survey instrument (Appendix A) through which to collect responses of Missouri public school teachers. The research team carefully designed the survey to be brief but focused on specific aspects of the various types of teacher transfer and satisfaction. Also, the research team solved the potential problem of communicating with this particular group of teachers to direct them to the survey instrument.

A side result of using the previous year's list of public school teachers from the Missouri Department of Elementary and Secondary Schools actually solved a potential problem of having new teachers or teachers who

had transferred from other districts responding to the survey inadvertently. These potential respondents would represent groups for which the survey tool would not apply. After the survey was completed by a substantial number of respondents over a designated period of time, the results were statistically analyzed. The findings were reported in this project.

Instrument Selection Process

The literature on teacher transfers and teacher satisfaction was reviewed extensively. This information assisted the research team in forming the survey. For example, research on Herzberg et al.'s. (1959) satisfiers and dissatisfiers directly related to the subsection questions involving working conditions and relationships with others, while research on "paw theory" led to questions about opinions toward the district and supervisor (DeCharms et al., 1965). Other studies on transfer had numerous examples of their surveys, which were indispensable in developing the instrument for this project.

Survey Sections 1 and 2. The survey instrument was created using an online survey company. The survey was configured into six areas. The survey began with the Purpose and Overview. After this explanation of the

survey, three general demographic questions were asked regarding School/District Information such as size and location of the district.

Survey Section 3. The third area of the survey asked questions about the teachers who were participating in the survey. Questions regarding gender, race, and number of years teaching were asked. In addition, the teachers were asked about the content area and the grade level in which they were currently teaching.

Survey Section 4. The fourth section of the survey asked if the teacher had been transferred within the same school district this year. If the teacher had not been transferred, he/she was automatically brought to the sixth section of the survey. If the teacher had been transferred, he/she was automatically brought to the fifth section of the survey.

Survey Section 5. The fifth section of the survey asked additional questions regarding teacher transfers. These questions focused on the area to which teachers may have transferred, such as to a different grade level, building, or content area. In addition, the respondents were asked if the transfer was involuntary, optional, or voluntary. Finally, they were asked to share any "special factors" regarding the transfer.

Survey Section 6. The sixth and final area of the survey focused on teacher satisfaction. The teachers were asked about their overall satisfaction, how satisfied they were with their administrators and district/building support, and how their relationships with their colleagues and supporters were. The final question of this section referred to student motivation and behavior, as well as how effectively teachers felt they were able to help their students learn.

The next step in creating the survey instrument involved generating a demonstration version for a small group of teachers to field-test. This field-test gave the research team insight into which questions or responses were confusing to teachers so the final survey instrument could be modified before it was sent to teachers across the state.

Field Test

A field test was conducted in an effort to assure the survey questions were clear and understandable. The survey consisted of thirty-eight questions when the field test was conducted. The field test survey (Appendix D) included objective, demographic, and subjective questions, as well as opportunities for the respondents to include comments for each section. After each question, a follow-up

question was included which asked respondents to use a Likert Scale to rank the previous question in terms of its clarity, "The question above was: very clear, somewhat clear, somewhat unclear/vague, very unclear/vague." At the end of each section, there was a statement inviting the respondents to include, "Comments about any of the items on this page/screen."

The responses the project team received overwhelmingly rated the questions as "very clear" or "somewhat clear." The feedback that respondents provided in the comment sections was particularly helpful in forming the final survey sent out to approximately 40,000 Missouri public school teachers. These comments led the project team to adjust, add, or take out survey questions. For example, in describing the size of one's school district, it seemed as though the categories needed to be adjusted. The project team listed the districts as being either small (500 students or less), average (501-2000 students), or large (2001 students or more). One comment stated, "I was amazed that Harrisonville is considered a large district." In fact, Harrisonville and North Kansas City would have been listed in the same size category with the question as it was asked in the field test survey. Harrisonville has approximately 2,600 students, while North Kansas City has

approximately 17,500. This question was examined more closely and it was determined that districts would be classified differently in the actual survey. For example, in the Field Test an average district would be classified as having between 501 and 2000 students. In the actual survey, an average district was listed as having 2,001-4,999 students. In addition, examples of districts that would fit into that category were included to assist respondents. Average size districts included Richmond, Booneville, Warsaw, and St. James. The project team determined the various categories by examining a list of school districts throughout Missouri and their enrollment numbers.

A great deal of feedback was given on the question regarding teachers who had transferred. The question asked, "Have you been transferred within the same school district this year?" The feedback included the following comments: "In some way, this sounds as if the decision was made about me rather than with me. Would it change the context to simply say 'Have you transferred within the same school district this year'?" This suggestion to improve the survey was echoed by another respondent, "My change was voluntary. The question makes it sound like it wasn't [my] choice." Another example of a suggestion to improve the

clarity of the survey was exemplified by one respondent's comment, "Does transfer mean to another building or does within the same building count?"

Although these comments were addressed in subsequent questions that clarified them more fully, adjustments were made to make every question more understandable. For example, in the field test, this particular question stated: "Have you been transferred within the same school district this year?" By simply removing the word "been", the question became much more understandable.

Distribution. The field test was delivered in a similar way to the actual survey. It was formed using the online survey website. Not only did this survey tool help the project team form the survey, collect responses, and analyze the data, it assisted the team in eliminating glitches within the entire survey distribution process. The field test was distributed to 52 teachers from the Harrisonville and North Kansas City school districts. All 52 teachers completed the field test. Team members knew these teachers and selected many of them due to the fact that they had been transferred.

Collection. Collection was similar to the plan for the final survey. As teachers completed and submitted the survey, the results were compiled in the online survey

company database. This enabled the project team to view the responses to each question and to add filters in order to generate data from responses to more than one question. For example, the team could find the responses that included those individuals who were both not satisfied with their current teaching assignments and who were involuntarily transferred. As mentioned above, the field test collection allowed for early manipulation of the data to determine if any questions could be rephrased or re-organized to allow easier analysis of the data.

Analysis. In analyzing the results and feedback from the field test, as well as feedback from Lauren Arend, a consultant for statistical analysis, the team made revisions to the survey. One of the team's goals was to make the questions completely clear and understandable for the respondents. It was easy to form opinions or a hypothesis ahead of time and direct the questions based on one's assumptions. The goal was to assure objectivity within the survey instrument. In addition, it was important to formulate questions that facilitated the data analysis which would be done after the responses were received. The focus was to eliminate any questions that would not produce useful data. At the same time, the questions needed to be well thought out in order to provide

the project team with the information needed to address the guiding questions. In addition to the team's analysis of the information, the consultant, Mrs. Arend, assisted in formulating the questions for the field test, analyzing the responses received, and revising the survey instrument into its final form.

Refinement. The survey used in the field test underwent some changes during the process of forming the final survey that was sent to the 40,000 public school teachers throughout Missouri. In the first section, District/School Information, the way the district sizes were separated out was outlined above. In addition, elimination of one possible selection in another question happened in order to simplify this question.

In section two of the survey instrument, Teacher Information, the team adjusted the way racial and ethnic groups were classified. These changes were made to keep the classifications consistent with the Missouri Assessment Program's language used by the Department of Elementary and Secondary Education. In addition, the question regarding the content areas in which the respondents taught was condensed and put into alphabetical order. Finally, the team eliminated a question that was redundant with a previous question.

Section three of the survey instrument had questions regarding transfer information. The field test included the question, "If you were transferred this year, was it to a different: (check all that apply)." The selections were building, grade level, and content area. In the final survey tool, this question was divided into three different questions, with one focusing on building transfers, one on grade level transfers, and one on content area transfers. When asking about the transfer being voluntary, optional, or involuntary, the project team explained what each of these selections meant. Finally, an open-ended question asking respondents to describe any "special factors" about the transfer was added to the final survey.

Section four of the survey asked questions about teacher satisfaction. One question regarding overall satisfaction was added to the final survey. In the next series of questions, the field test asked, "What is your level of satisfaction in the context of your current position in the following areas?" Nine different areas were listed with the selection choices being: very satisfied, somewhat satisfied, somewhat dissatisfied, and very dissatisfied. For the final survey instrument, these questions were separated out into four subcategories.

These subcategories were: supervisor, district/building support, relationships, and students/climate.

Exclusions from Final Survey Tool

The final survey was limited to Missouri public school teachers who had remained within one district for the current and previous year. The survey specifically excluded new teachers or those that transferred into the district from another district. This was a result of using the previous year's email addresses. In doing so, the survey may have been sent to a large number of teachers who were either no longer employed by the same district or those who had a name change that would have invalidated their email address, thus making their response impossible. Also, a handful of districts had not submitted their email addresses to the Missouri Department of Elementary and Secondary Education (DESE); therefore, the research team undertook additional effort to hand write the emails to those teachers.

Data Collection

The perceptions of respondents on current practice were collected using the survey tool described in the preceding section. These perceptions were harvested through the online survey website which allowed for a direct download into an SPSS program. When respondents

submitted their completed surveys, the results would automatically register in the online survey company database. The survey was sent out to teachers on September 7, 2009 via a link contained in the body of an e-mail. Embedded in the text of the e-mail to perspective respondents was the Recruitment Statement (Appendix B) that was necessary for research through the IRB approval process. The Recruitment Statement provided respondents with the following information: identification of the group conducting the survey, purpose of the survey and project, duration of the survey, possible risks involved, outcomes of the data collected, disclaimer in regard to participation, and contact information for someone with questions. The survey was closed and individuals were not able to access or respond to it after October 19, 2009.

In an effort to get a large sample and a broad range of responses, the Missouri Department of Elementary and Secondary Education (MO DESE) was contacted. MO DESE provided e-mail addresses for teachers throughout the state. The total number of teachers in the State of Missouri for the 2008-2009 school year was 71,866 based on the names provided by DESE. Of these teachers, 39,190 had e-mail addresses. The e-mail addresses for these individuals represent 231 districts throughout the state.

In addition, attempts were made to send the survey to districts that were not in DESE's database. This was done by contacting a representative of each such district and working with those individuals to get the survey to the teachers in their particular districts.

Of all surveys sent out, 3,893 e-mails bounced back due to teachers who had moved out of that district or because of incorrect e-mail addresses. Of the teachers who were e-mailed, 3,100 completed the survey and returned it. That is a return rate of 8.78% ($3,100/35,297 = 8.78\%$).

Data Analysis

The research team analyzed the respondents' perceptions of current practices by looking at quantitative and qualitative data. This quantitative analysis yielded some descriptive and significant statistics, which are articulated in the following sections. Additionally, qualitative data were collected from the survey tool to gain insight into the perceptions of respondents of current transfer practices. This qualitative information is presented in the following section.

Using this framework, the data and analysis were organized to support each guiding question. Each question required varying degrees of statistical analysis. For example, to answer the third guiding question regarding the

different types of transfers, descriptive quantitative statistics were sufficient. Of course, descriptions of the respondents' perceptions and their characteristics and simple analysis of who took the survey was a first step.

Due to the large number of respondents, the data produced by the survey could be analyzed in terms of its statistical significance. For this statistical analysis, descriptive statistics and inferential nonparametric tests were used, including Mann-Whitney tests, Kruskal-Wallis test, and a Chi Square test. However, some specific groups had too few responses to constitute a significant finding. Therefore, the responses of these specific groups have been mentioned, but it is important to note that the number of responses were too low to be considered significant. Finally, some additional statistical information was discovered during our process, which was mentioned with additional findings.

Summary

Phase IV required careful planning to design the survey instrument. The extensive research prior to the creation of the survey instrument aided its development. The field-test ensured that the survey instrument itself would not further confuse or muddy the results of the survey. Once the delivery of the survey was underway via

email, the research team had broad participation from teachers, which could yield some statistically sound results. Due to the large sample size, the analysis was able to produce some significant findings.

Section V: Analysis of Current Practice/Findings

Introduction

Based on information collected from the survey instrument, the following observations can be made to describe the perceptions of respondents to the survey and how they compare to the perceptions of those who had transferred. A total of 3098 surveys were completed on the online website. Following is a summary and description of the data results using quantitative and qualitative analysis. Descriptive statistics were used to look at differences between teachers who had transferred or not transferred. A number of inferential nonparametric tests were run to identify any statistical significant associations or group differences. In addition to the quantitative data (mentioned above), qualitative data were analyzed using an optional open-ended survey question presented only to individuals who had experienced transfer. The quantitative data were organized thematically in terms of; intra-district transfer rates, transfer types, and perceived satisfaction by transfer type. These qualitative data were organized into five major themes. These themes can be described as positive themes and negative themes. The five themes are: advancement, professional rejuvenation, looping, certification, and position

elimination. Position elimination can be further broken into reduction in student enrollment and financial issues within the district.

Quantitative Data

A mix of descriptive and statistically significant data have been organized in direct relation to the theme to which they refer, accompanied with corresponding tables. For the most part, the survey tool offered the project team descriptive statistics as to the transfer rates for a variety of groups, including different transfer types, certification areas, grade levels, district size, and district growth rates. Descriptive statistics were also useful in terms of comparing transfer rates between these same groups and districts.

Wide ranges of inferential nonparametric tests were also run to identify statistically significant data. These tests included, Chi Square Tests, Mann-Whitney tests, and Kruskal-Wallis tests. Pertinent information as to the type of tests and other statistical data are described where data are presented.

One challenge of running statistical tests with data collected from the survey tool was preserving a large enough sample rate to attain statistical significance. In many cases, specific sub sections of data for particular

groups reduced sample sizes to very low numbers. In these cases simple descriptive statistics were utilized, with the number of respondents included in parentheses.

Intra-District Transfer Rates

The first focus of the project emphasized whether or not teacher transfer was a frequent occurrence among Missouri Public Schools. From previous studies, an intra-district transfer rate of four percent would have been expected (Boe et al., 1999). When looking at all respondents, 7% of all teachers who responded to the survey tool in Missouri reported transferring in some way from the previous year. This exceeds the intra-district transfer rates reported through research performed by Boe et al. (1999), shown in Table 1.

Table 1: Total Percentage of Intra-district Transfer Rate

Project Survey Tool	7%
National Survey (Boe et al. 1999)	4%

Intra-district transfer appears to be more prevalent in larger districts. A Chi Square Test indicated there was a significant, but weak association between district size and incidents of transfer ($\chi^2=8.08$, $p=.044$, Cramer's $V=.05$). Larger districts were more likely to have incidents of transfer, as shown in Table 2.

Table 2: Percentage of Transfer Rate Based on School Setting

<i>Setting Type</i>	<i>Rate</i>
Largest District	8.1%
Large District	8.5%
Average District	6.6%
Smaller District	5.4%

There was no association between district type (urban, suburban, and rural) and incidents of transfer. Although descriptive statistics show that the various district settings have a slight variance in terms of their rate of transfer (Table 3).

Table 3: Percent of Transfer Rate Based on District Setting

<i>District Setting Type</i>	<i>Rate</i>
Urban	7.4%
Suburban	7.2%
Rural	6.5%

However, it is interesting to note which district growth rates have a slightly higher incidence of transfer. Table 4 (next page) shows that "rapidly growing" districts had an overall transfer rate of 9.1%, which is two percent higher than the average incidence of transfer (7%).

Table 4: Percentage of Transfer Rate Based on District Growth

<i>District Growth Type</i>	<i>Rate</i>
Shrinking District	6.3%
Slow Growing District	6.2%
Rapidly Growing District	9.1%

Large suburban districts with rapid growth exhibit higher transfer rates when compared with other districts. For example, a 10.7% transfer rate exists for the large and rapidly growing districts compared to the average transfer rate (7%). Smaller districts had the lowest rate of transfer, at 5.4%. Similarly, 77% of these smaller districts were located in rural areas. These two extreme examples of how transfer rates vary according to district size and rate of growth are presented in Table 5 below, including the percentage of these extremes in terms of their setting.

Table 5: Transfer Rate Between Slow Growth Small Districts and Rapid Growth Large Districts

Slow Growing Smaller District (75.5% Rural)	5.3%
Rapidly Growing Large District (80% Suburban)	10.7%

When comparing rates of intra-district transfer between different certification areas, certain teacher groups were more likely to transfer (Table 6). Social studies teachers reported the highest rate of intra-district transfer (8.2%), followed by elementary teachers

(7.7%), communication arts teachers (7.5%), and special education certification areas (7.4%). Science teachers responded with a low rate of intra-district transfer of 5.8%. Specialty area teachers (including electives like music, art, and physical education) reported the lowest rates of intra-district transfer (5.5%).

Table 6: Percentage of Transfers Based on Certification Area

<i>Certification Area</i>	<i>Transfer Rate</i>
Social Studies	8.2%
Elementary (Core Area)	7.7%
Communication Arts	7.5%
Special Ed/ELL/Gifted	7.4%
Math	7.1%
Science	5.8%
Specialty/Elective/Non-Core	5.5%

Table 7 shows that middle school junior high and elementary teachers made up a greater share of all transferred teachers (26.0% and 48.8% respectively), compared to the share held by their non-transferring cohorts, 22.2% for middle school/junior high and 42.7% for elementary. Transferred teachers had an increase of 6.1% for elementary teachers and 3.8% for middle school/junior high compared to all teachers. High school teachers actually represented a smaller portion (21.4%) of transferred teachers compared to their representation among all teachers (32.3%).

Table 7: Grade Level Breakdown and Transfer Percentage for All Teachers

<i>Grade Level</i>	<i>All Respondents</i>	<i>Transferred Respondents</i>
Vocational/Career/Alternative	2.8%	3.7% (n=8)
Middle School/Junior High	22.2%	26.0%
Elementary	42.7%	48.8%
High School	32.3%	21.4%

Another way to look at this grade level difference is to note that middle school and junior high teachers report an 8.2% transfer rate, compared to the 7% average of all teachers (see Table 8, below). Elementary teachers had a rate of 7.9%.

Table 8: Percentage of Transfer Among Different Grade Levels

<i>Grade Level</i>	<i>Transfer Rate</i>
Vocational/Career/Alternative (n=8) *	9.2%
Middle School/Junior High (n=56)	8.2%
Elementary (n=105)	7.9%
High School (n=46)	4.6%

* indicates a low number of respondents

In summary, the quantitative data describe intra-district transfer using district size, district growth rates, certification area, and grade level taught.

Intra-District Transfer Types

The survey produced quantitative data describing the types of transfers that actually occurred for Missouri public school teachers between the 2008-2009 school year and the start of the 2009-2010 school year. As mentioned

in section IV, the transfer types present four main dimensions of transfer; however, in reality, a multitude of highly specific types of transfers exist. The main dimensions of transfer are as follows: grade level change, building change, content area change, and involuntary change. Each single dimension can be analyzed without regard to the other overlapping changes. For example, teachers who experienced multiple changes could be categorized into more than one transfer dimension. For practical purposes, all four dimensions create many additional small transfer groups. These smaller transfer groups are described in the following table, excluding the involuntary dimension.

According to Table 9 (below), the most common single type of transfer is a building transfer (n=46), followed closely by a building and grade transfer (n=45). The next most common type of transfer is one that involves all three types of changes (n=36): grade level, content, and building. Rounding out the table are the three types of transfers that each involve a change in content area. Only 22 teachers experienced a change in content alone, while 20 changed content and grade, and finally, a mere 8 teachers experienced a change in content and building.

Table 9: Types of Transfers by Number of Respondents

<i>Transfer Type</i>	<i>Number of Respondents</i>
Building Change	46
Building and Grade Change	45
Building, Content, and Grade Change	36
Grade Change	24
Content Change	22
Content and Grade Change	20
Building and Content Change	8

It is worth noting that building transfers play a role in the three most frequently occurring types of transfers. While content changes are clustered in the less frequently transfer groups.

An additional layer of descriptive data involve looking at the frequency of involuntary transfers in each of the types of transfers. Table 10 (next page) shows that the highest rates of involuntary transfers came from teachers moving to new buildings (50% were involuntary) and teachers moving to new buildings to teach a new content area (50% were involuntary). Teachers who moved to teaching a new grade level, but stayed in the same building and content area were only involuntarily transferred at a rate of 4.2%. Therefore, 95.8% of those teachers who switched grade levels were highly involved or requested that transfer.

Table 10: Involuntary Transfer Rates by Type of Transfer

<i>Transfer Type</i>	<i>Involuntary Rate</i>
Building Change	50.0%
Building and Content Change	50.0%
Content and Grade Change	35.0%
Building, Content, and Grade Change	27.8%
Building and Grade Change	24.4%
Content Change	18.0%
Grade Change	4.2%

One additional detail of note is the particularly high rate of involuntary transfer for black teachers. Although the sample size is very small (n=12), black teachers had an involuntary transfer rate of 58.3%, compared to all groups who transferred (n=215) having a rate of 29.8% for involuntary transfer. While this has little to do with the satisfaction levels of black teachers who transfer, it does reflect an over-representation of involuntary transfers for black teachers.

Satisfaction

The association between teacher satisfaction levels and the type of transfer they experienced were investigated using a variety of statistical tests. Initially, satisfaction levels were compared between those who had not transferred and those who had transferred. In addition to the simple comparison of those two large groups, additional

tests were run to see what influence specific types of transfer had on satisfaction, like content changes, building changes, or grade changes. The final section looks specifically at the perceived satisfaction levels for teachers who were involuntary transferred or those who self-initiated the transfer (voluntarily transferred).

Overall Satisfaction by Transfer Type. The results show that teachers who do not transfer reported higher levels of satisfaction than the average of all teachers who transferred, as seen in the first two data columns of Table 11.

Table 11: Percentages of teachers' overall satisfaction Comparing Non-Transferred Teachers and Different Transfer Types

Overall Satisfaction	Non Transferred Teachers	Transferred Teachers			
		All Transfers	Building Transfer	Content Transfer	Grade Transfer
N*	2788	212	135	86	125
Very Satisfied	65.9%	57.5%	57.8%	50%	55.2%
Somewhat Satisfied	28.2%	28.3%	29.6%	29.1%	32.8%
Somewhat Dissatisfied	4.7%	8.5%	8.9%	11.6%	8.8%
Very Dissatisfied	1.3%	5.7%	3.7%	9.3%	3.2%

*Some teachers transferred in more than one category (i.e. building and content) and are thus counted twice.

This difference in satisfaction levels was supported by the result of a Mann-Whitney test which was conducted to determine if there was any difference between teachers who

had transferred in the last year and those who had not on their overall satisfaction. The Mann-Whitney test revealed that overall satisfaction was significantly higher for non-transferred teachers ($z=-3.139$, $p<.01$) than for all of the transferred teachers.

Furthermore, the last three data columns of Table 11 (above) demonstrates how satisfaction levels decline in regard to the type of transfer the teacher was experiencing. For example, teachers who reported switching content had a "very satisfied" rate of 50 percent, compared to teachers who reported switching buildings who had a "very satisfied" rate of 57.8 percent. Grade transfers had a slightly lower rate of "very satisfied".

It is important to note that teachers could have transferred in more than one way, which means that some of these responses fit into several categories. As categories narrowed, total respondents greatly decreased, thereby making some statistical analysis difficult. For this reason, data were analyzed using a singular feature of the transfer (like whether the transfer involved a building change), instead of emphasizing the multiple features of the transfer (like whether the transfer involved a building and content change).

Satisfaction Sub-Areas. The satisfaction area of the survey tool included several sub-sections that focused on various aspects described in the body of research literature that was reviewed in Phase III of the project. These satisfaction areas were located in section 4 of the survey (see Appendix A). In addition to their overall perception of satisfaction, respondents were specifically asked how satisfied they were with their administrators and district/building support, and how their relationships with their colleagues and supporters were. The final question of this section referred to student motivation and behavior, as well as how effectively teachers felt they were able to help their students learn.

The differences between the general groups of transferred and non-transferred teachers were further analyzed in terms of their responses on these specific satisfaction areas. Another Mann-Whitney test was conducted to determine if there were any differences between teachers who had transferred in the last year and those who had not on a number of Likert scale items. For the most part, specific satisfaction areas mimicked the overall satisfaction responses. However, a significant difference was found between the two groups on one of the items. Teachers who had transferred were less likely ($z=-2.484$,

p<.05) to agree that their district/building offers adequate resources to help them do their job than teachers who had not transferred. This means that transferred teachers were less satisfied than their non-transferred counterparts in terms of the district/building offering resources to help them do their jobs.

Mann-Whitney tests were conducted to make pair-wise comparisons between teachers who responded yes or no to transferring to the specific changes of a new building, a new grade level, or a new content area. There were no differences between teachers who transferred to a new grade level and those with another type of transfer on any of the survey items. Additionally, there were no differences between teachers who transferred to a new building and those with another type of transfer on any of the survey items. However, teachers who transferred to a different content area rated several items significantly lower than those teachers with another type of transfer (see Table 12 on next page).

Table 12: Pair-wise comparisons of content transfers and non-content transfers

<i>Survey Item</i>	<i>Z</i>	<i>P</i>
Supervisor values professional opinion	-1.950	.051*
Supervisor provides positive recognition	-1.716	.086*
Supervisor has clear expectations for me	-1.405	.160
District/building has adequate opportunities for professional development	-2.537	.011**
District/building has adequate resources to help me do my job	-1.571	.116
Colleagues are supportive and friendly	-1.047	.295
Parents are supportive and friendly	-1.832	.067*
Students are motivated to learn in my classroom	-.563	.573
Students behave appropriately in my classroom	-1.166	.243
I can effectively help my students learn	-1.925	.054*
Overall Satisfaction	-2.225	.026**

*Indicates statistically significant differences at the .1 level ($p < .1$)

**Indicates statistically significant differences at the .05 level ($p < .05$)

Table 12 shows that teachers experiencing a content area change had lower satisfaction levels compared to the other two types of transfers (building and grade changes) in specific subordinate areas. For example, teachers who switched to a new content area expressed less satisfaction in terms of whether their supervisor values their professional opinion compared to the satisfaction of other teachers who transferred in other ways.

Overall Satisfaction by Involuntary/Voluntary

Transfer. Beyond the comparisons between those who had transferred and those who had not, there were significant differences between some of the different types of transferred teachers. Specifically, the difference between those who had voluntarily transferred and those who were involuntarily transferred was analyzed. A Kruskal-Wallis

test was run to determine if there were significant differences in satisfaction between those whose transfer was voluntary, involuntary, or optional. The test found there was a significant difference between the three groups ($\chi^2 = 49.05$, $p < .01$). Post hoc analyses using Mann-Whitney tests indicated teachers who transferred voluntarily had higher satisfaction ($p < .01$) than both the optional and involuntary groups. Teachers who had the option to transfer had significantly higher satisfaction ($p < .01$) than teachers who transferred involuntarily.

Additional Kruskal-Wallis tests indicated there were statistically significant differences between voluntary, involuntary, and optional transfer groups on all the remaining Likert scale survey items. Post hoc tests were conducted to determine where the differences existed. The voluntary teachers rated all the Likert items significantly higher than involuntary teachers ($p < .01$). Voluntary teachers had significantly higher ratings than optional teachers on a number of the items (see Table 13 on next page) and optional teachers had significantly higher ratings than involuntary teachers on a number of the items (see Table 14 on page 93).

Table 13: Pair-wise comparisons of voluntary and optional transfers

<i>Survey Item</i>	<i>Z</i>	<i>P</i>	<i>Voluntary Mean rank</i>	<i>Optional Mean rank</i>
Supervisor values professional opinion	- 2.246	.025*	79.29	64.76
Supervisor provides positive recognition	- 2.171	.030*	77.66	63.19
Supervisor has clear expectations for me	- 2.002	.045*	76.39	63.05
District/building has adequate opportunities for professional development	- 2.412	.016*	79.94	63.22
District/building has adequate resources to help me do my job	- 1.721	.085	77.07	64.94
Colleagues are supportive and friendly	- 2.565	.01*	79.29	62.81
Parents are supportive and friendly	- 2.056	.040*	75.38	61.60
Students are motivated to learn in my classroom	- 1.828	.068	77.64	65.20
Students behave appropriately in my classroom	- 1.527	.127	76.97	66.58
I can effectively help my students learn	- 2.445	.014*	78.70	62.25

*Indicates statistically significant differences at the .05 level.

Table 14: Pair-wise comparisons of optional and involuntary transfers.

Survey Item	Z	P	Involuntary Mean rank	Optional Mean rank
Supervisor values professional opinion	- 3.290	.001**	46.28	65.06
Supervisor provides positive recognition	- 3.017	.003**	45.56	62.74
Supervisor has clear expectations for me	- 2.866	.004**	45.97	62.14
District/building has adequate opportunities for professional development	- 1.691	.091	50.02	59.70
District/building has adequate resources to help me do my job	- 2.547	.011*	47.09	61.52
Colleagues are supportive and friendly	-.733	.463	51.87	55.90
Parents are supportive and friendly	- 2.256	.024*	46.43	57.96
Students are motivated to learn in my classroom	-.940	.347	51.34	56.66
Students behave appropriately in my classroom	- 1.038	.299	50.76	56.36
I can effectively help my students learn	-.457	.648	51.51	53.96

*Indicates statistically significant differences at the .05 level (p<.05)

**Indicates statistically significant differences at the .01 level (p<.01)

Additional descriptive statistics were used to compare perceived satisfaction of involuntary and voluntary transferred teachers in a variety of ways. A simple comparison between reported satisfaction levels of non-transferred teachers and those that experienced a voluntary transfer is shown in Table 15 (see next page).

For voluntarily transferred teachers, their satisfaction levels increased in the "very satisfied" area and their satisfaction levels decreased in the areas of "somewhat dissatisfied" and "very dissatisfied".

Table 15: Satisfaction Percentages Comparing Non-Transferred Teachers and All Voluntarily Transferred Teachers

<i>Overall Satisfaction</i>		<i>Non Transferred Teachers</i>	<i>All Voluntarily Transferred Teachers</i>
N*		2788	106
Very Satisfied		65.9%	79.0%
Somewhat Satisfied		28.2%	18.1%
Somewhat Dissatisfied		4.7%	1.9%
Very Dissatisfied		1.3%	1.0%

The details of the differences in perceived satisfaction levels among the various types of transfers experienced by these voluntarily transferred teachers are shown in Table 16 below.

Table 16: Satisfaction Percentages Comparing Non-Transferred Teachers and Voluntarily Transferred Teachers by Transfer Type

<i>Overall Satisfaction</i>	<i>Non Transferred Teachers</i>	<i>Voluntarily Transferred Teachers</i>			
		<i>All Transfers</i>	<i>Building Transfer</i>	<i>Content Transfer</i>	<i>Grade Transfer</i>
N*	2788	106	65	43	63
Very Satisfied	65.9%	79.0%	78.5%	76.7%	76.2%
Somewhat Satisfied	28.2%	18.1%	18.5%	20.9%	20.6%
Somewhat Dissatisfied	4.7%	1.9%	1.5%	2.3%	3.2%
Very Dissatisfied	1.3%	1.0%	1.5%	0.0%	0.0%

Voluntarily transferred teachers reported higher levels of satisfaction across all transfer types. All types of voluntarily transferred teachers reported a decrease in "somewhat dissatisfied" compared to their non-transferred cohorts. Furthermore, the "very dissatisfied"

rate decreased for teachers experiencing a voluntary transfer to a new content area or grade level.

Overall, involuntarily transferred teachers reported substantially lowered rates of "very satisfied", compared to their non-transferred cohorts. In the other three levels of satisfaction, the rates increased. Of particular note are the increases in dissatisfaction, where rates quadrupled from 4.7% to 20.3% in the "somewhat dissatisfied" area and increased over ten times for the "very dissatisfied" indicator (see Table 17, below).

Table 17: Satisfaction Percentages Comparing Non-Transferred Teachers and All Involuntarily Transferred Teachers

<i>Overall Satisfaction</i>	<i>Non Transferred Teachers</i>	<i>All Involuntarily Transferred Transfers</i>
N*	2788	64
Very Satisfied	65.9%	29.7%
Somewhat Satisfied	28.2%	34.4%
Somewhat Dissatisfied	4.7%	20.3%
Very Dissatisfied	1.3%	15.6%

The perceptions of satisfaction for involuntarily transferred teachers were further examined by comparing the different types of transfers. Of note is the drop in "very satisfied" to 8.0% compared with the average involuntary transfer rate of 29.7% or even the non-transferred rate of 65.9%. The table 18, involuntarily transferred teachers reported increases in dissatisfaction compared to all transferred teachers in the area of "somewhat

dissatisfied". The "very dissatisfied" dimension increased for involuntarily transferred teachers who switched content areas to 28.0%, from an average among transferred teachers of 15.6%.

Table 18: Satisfaction Percentages Comparing Non-Transferred Teachers and Involuntarily Transferred Teachers by Transfer Type

Overall Satisfaction	Non Transferred Teachers	Involuntarily Transferred Teachers			
		All Transfers	Building Transfer	Content Transfer	Grade Transfer
N*	2788	64	48	25	29
Very Satisfied	65.9%	29.7%	35.4%	8.0%	24.1%
Somewhat Satisfied	28.2%	34.4%	33.3%	32.0%	37.9%
Somewhat Dissatisfied	4.7%	20.3%	22.9%	32.0%	27.6%
Very Dissatisfied	1.3%	15.6%	8.3%	28.0%	10.3%

Table 19 shows the rates of "very dissatisfied" increase for involuntarily transferred teachers. Within the context of all transferred teachers who reported satisfaction levels of "very dissatisfied", 83.3% were involuntarily transferred (n=12).

Table 19: Percentages of teachers reporting "very dissatisfied" among voluntary and involuntary transfers

Overall Satisfaction	Non Transferred Teachers	Transferred Teachers		
		All Transfers	Involuntary Transferred	Voluntary Transfers
N*	2788	212	64	106
Very Dissatisfied	1.3%	5.7%	15.6%	1.0%

Overall, the project yielded enough quantitative data to address the guiding questions. The qualitative data, described in the next section, add to the analysis of information and will be followed by the presentation of findings.

Qualitative Data

In addition to quantitative data, the project team gathered perceptual data from respondents via an open-ended question in the survey instrument. The project team asked respondents to share any additional relevant information about their transfer to provide insight into what teachers felt caused their transfer and if the respondent felt as if the situation was within their control. Teachers who marked "yes" to question 1 in the Transfer Information section (Section III) of the survey instrument were asked five additional questions related to intra-district transfer.

Procedures

All respondents received the same survey instrument to fill out. The demographic and satisfaction questions were identical for all respondents. Section III of the survey instrument separated respondent into two categories: transferred and non-transferred. The final question read, "Please describe any 'special factors' about the transfer."

This question was qualitatively analyzed by the project team to determine if themes were evident in regard to transferred teachers' perceptions. The project team downloaded the responses from the online survey site into an excel spreadsheet in order to analyze remarks provided by respondents. Of the 7% of respondents that transferred, 103 shared additional information about their perception of the transfer (approximately half of all transferred teachers). From the 103 respondents, 41 comments were made by respondents of voluntary transfer, 25 of optional transfer, and 37 of involuntary transfer. These numbers correlate to 64% of those who provided comments initiated the transfer or were consulted and 36% transferred involuntarily.

The statements offered by the respondents were divided into categories within overarching themes. To achieve this, the team read through the list of responses twice to become familiar with the content. Next the team identified five themes within which most of the responses could be described. Each theme was read to identify the power of each theme and then to look at comments that cut across themes. Finally, all responses were evaluated to see if they had positive connotation or a negative stigma. A few respondent comments were recorded to capture the

essence of the themes. Responses that did not provide a particular tone were considered neutral.

Themes

As noted in Table 20, themes identified by the project team were: advancement, professional rejuvenation, looping, certification, and transfers due to positions being cut. Most of the themes could be divided into polarized categories of positive and negative.

Table 20: Positive and Negative Themes of Transfer

Positive	Negative
Advancement	Certification
Professional Rejuvenation	Position Cut
Looping	

Positive Themes. The project team noticed that all comments linked to advancement/promotion, professional rejuvenation, and looping exhibited positive connotations. Teachers experiencing professional rejuvenation were teachers who made moves to "shake up" their current teaching assignment due to needing a change of pace or becoming stale in an area they had been teaching for a while. One respondent commented, "[I] wanted a change so [I] agreed to move from social studies to science." Another such comment in support of professional rejuvenation was, "I was wanting a change after 16 years."

All comments within this theme were made by respondents whose transfers were either voluntary or optional.

The second theme noted as looping also had a positive connotation. One respondent commented, "An opening happened and I was able to loop with my students." This respondent voluntarily looped with his/her students. An advantage to looping lies in the fact the teacher already knows students' strengths/weakness and has built a relationship with students. Comments made by respondents in regard to looping were also in the voluntary or optional transfers.

Advancement was the largest theme linked to voluntary transfers. Comments that represented this theme were, "[School] opened a new self-contained classroom and I wanted to be a trail blazer;" [Special education] numbers at my prior location didn't need my [service]; however numbers did at the larger building. Also the larger building offers more recognition for promotion;" and "no traveling." Respondents who noted that a new program and/or new building opening viewed their transfer as positive and a chance to serve more students or at least a different population of students. Respondents perceived their transfer as positive when receiving a transfer to go from a small population such as special education or title

to a large population such as general education. Many respondents felt it was time to move to another area from their current assignment.

Negative Themes. Transfers occurring due to respondents' certification or elimination of positions seemed negative in nature as seen by the following comment: "Due to a 'coach.' Do I need to say more!!!" First, we will examine transfers linked to certification. These transfers were made possible by respondents having multiple certifications. Multiple certifications can be good or bad. Typically, being able to teach in more than one area would lead to increased marketability. In times of economic downturns, having multiple certificates could plague individuals. A teacher may need to teach in an area with which they are less familiar. The district shuffled the teachers around and again teachers noticeably felt that changes were made to them without their consideration and fell suit with DeCharms et al's. pawn theory, as described in section III. These teachers felt the organization moved them to suit the needs of the organization, but did not consider the feelings or comfort of the people involved.

Tied directly to a transfer that can be made due to a teacher having multiple certifications is an increase in transfers due to eliminations of positions. Schools may

look to decrease their overall budget due to eliminating positions. Some respondents mentioned that their transfer occurred due to a decrease in enrollment and others due to financial constraints on the district budget. A majority of the transfers due to certification or elimination of positions was done so involuntarily. Special education and Title I teachers were most affected by decrease in enrollment numbers. Statements made by respondents were as follows: "Due to low growth in my school and the fact that I was low in seniority, I was forced to interview at other schools within the district." or "Reorganization due to changes in enrollment. Out of the five respondents that identified there move was due to placement of another teacher, three cited that the other teacher was a coach.

It is evident in the tone of the above comments that the respondents felt like a "pawn" with the educational system and their needs as a teacher were neglected. These comments and feelings fall in line with the "Pawn Theory" (DeCharms et al., 1965). The teachers were moved without input and in turn felt that they did not receive support from their building administration.

Findings

The project team has been able to generate findings using the qualitative and quantitative statistics. These

findings are organized around the guiding questions to which the data relate; (a) To what degree is teacher transfer/re-assignment within school districts common practice; (b) What are the different types of transfers that occur within school districts; and (c) How do different types of teacher transfer influence teacher satisfaction? Although the paramount question revolved around whether the different types of transfer influence the satisfaction levels of teachers, these guiding questions have been intentionally re-arranged to help describe the prevalence of intra-district transfer and the varieties of intra-district transfer before addressing the primary research question of how these transfer types influence satisfaction. This re-arrangement should allow the findings to develop from the initial description of intra-district teacher transfer into those relevant to the major guiding question.

To what degree is teacher transfer/re-assignment within school districts common practice?

Intra-district teacher transfer is common in most districts. Transferring teachers constitute a number similar in size to that of experienced teachers entering a new school system each year. District characteristics, especially larger districts experiencing growth or a

demographic "boom" have a greater incidence of intra-district transfer. Additionally, intra-district transfer is common enough that policies for intra-district transfer are present in board policies set forth by the Missouri School Board Association (MSBA). Qualitative responses mention some patterns of current practice, specifically transfers relating to "making room for coaches".

What are the different types of transfers that occur within school districts?

Intra-district teacher transfer has three main dimensions of transfer, building change, content change, and grade level change. According to data collected via the survey tool, grade level and building changes occur more frequently, yet there is a wide variety of specific transfers that occur with one or more of the transfer dimensions. An important aspect of transfer is whether the transfer is teacher initiated or involuntary. As seen in the qualitative data, positive themes initiated by teachers revolve around moving to a position that would be considered advancement or moving to another position for professional rejuvenation. Together, these factors comprehensively describe the various manifestations of intra-district teacher transfer.

How do different types of teacher transfer influence teacher satisfaction?

Satisfaction is influenced in several ways associated with intra-district teacher transfer. First, the most potent influence of transfer seems to be whether or not the teacher initiates the change. For individuals who have requested change, satisfaction is increased. For individuals who were "pawns" transferred by the administration, the satisfaction levels decline (DeCharms et al., 1965). Qualitative data echo the pawn theory idea that the district "did this to me".

Secondly, the type of transfer appears to have an influence on satisfaction. Transfers from one building to another seem to have a small negative influence on satisfaction, while changes in content seem to increase dissatisfaction. Herzberg et al's. (1959) satisfiers and dissatisfiers could offer some explanation for content area changes to be so dramatic. Of course, increased preparation time and psychological difficulties from struggling in a new teaching assignment would be considered dissatisfiers. Changing to a new building could be considered removing a satisfier, if collegial relationships were absent.

The negative influence that the type of transfer has on satisfaction, particularly the additional burden of a content change or a grade level change, seemed to have a curbing effect on the satisfaction gained from voluntary change. Voluntary transfers seem to inoculate teachers from the additional dissatisfaction of increased preparation time, in part because they "had been waiting for the opportunity" as one respondent mentioned. However, if these changes were coupled with the involuntary effect on satisfaction, the negative influence would be exacerbated.

Summary

These findings represent the work of the project team toward addressing the guiding questions of the project. These findings have some application to professionals at the school district level, building level, and human resources level for any organization. The following section describes the project team's recommendations for addressing these findings.

Section VI: Recommendations

Introduction

The project team's major findings may be shared with current district level leaders, building level leaders, state policy makers, and human resources leaders in other organizations in order to have a beneficial impact on employee satisfaction and increased opportunities for positive transitions within the organization. Sharing this is necessary to improve current practices regarding the lack of awareness as to the problems associated with employee transfer. Not only does this project increase awareness about intra-district transfers, but it offers guidance for leaders as to which types of transfers are problematic or more desirable to the organization and the individual employee. Ultimately, these recommendations might increase satisfaction among employees and serve the organization and students through more productivity (Brown, 2003; Mathieu, 1991; Ostroff, 1992; Perie & Baker, 1997).

District Level Leaders

The findings of this study hold within them prescriptions for practice and a framework to view teacher transfers within a school district. The practices of school district leaders in coordinating staffing changes can be improved by allowing greater input from teachers as

to their choices when facing potential transfer, developing a staff development scheme to aid transferring teachers, and increasing educational equity across the entire district. These two changes in practice might reduce the lowered levels of satisfaction seen in transferring teachers, but more importantly it may increase teacher productivity and subsequent student achievement.

Teacher Input Regarding Transfers

The research from this study identifies decreased satisfaction levels for teachers who were transferred without their input. Therefore, school districts leaders should consider some collaboration or shared decision-making involving the very teachers who are identified as the best to transfer. The costs of creating these transfer committees would be modest and could be created as other committees are to aid the district in its work. Allowing their opinions and preferences to be voiced and to allow them some choices could minimize the dissatisfying effect that being a victim or pawn of a transfer might elicit. Obviously, the district will make changes and recommendations that provide the best personnel for student learning, but improving the process to include teachers who are facing transfers could make a difference in how the transfer is viewed by teachers.

A reasonable model for coordinating shared decision making might be to create an advisory panel, whose charge is to interview and survey teachers as to their aspirations and professional interests to find the best match for available positions. Currently, many districts have policies in place that allow teachers to request a transfer, but this allowance falls short of actively engaging teachers in a conversation as to their options.

An educational component may be necessary, so that individual teachers should be made aware of the potential disadvantages or negative effect on their satisfaction that a variety of types of transfers might generate. The cost of such informational materials or training for principals (described in the next section) could be minimal. With this knowledge, teachers can be armed with information that can help them determine the struggles through which they are better suited to persevere. This can only be determined through their input and the dialogue between the teacher and the representative of the district. For example, teachers might benefit from knowing that changes in content area appear to be more challenging adjustments.

Despite this, some teachers might consider this an opportunity to develop a wider variety of teaching skills and therefore the change might be embraced, thereby

reducing the amount of dissatisfaction. Regardless, the professional goals and preferences of teachers ought to be considered as a matter of course for districts that must make changes in assignments to meet the needs of children.

Staff Development Planning for Transfers

District leaders, especially from districts that have higher overall rates of transfer (like rapidly growing, large, suburban districts) may find a staff development need in assisting teachers who are transferring within a district, much like the initiatives in place for inducting and supporting experienced teachers new to the district. The additional staff development focus would of course require more personnel and the increased financial burden for time and training, especially if the staff development is multi-faceted to deal with the different types of transfer. The specific staff development initiative to support these teachers might vary greatly depending on the nature of the transfer. For example, teachers switching buildings may need a different degree of support, perhaps some new building socialization/induction or being part of a Professional Learning Community within the new school geared toward improving staff morale, developing team cohesion, or building a sense of belonging to the school.

On the other hand, teachers switching to a new content area might need an entirely different type of support from the district, specifically being paired with an expert teacher in that content area or being provided some training during the summer to introduce them to the new content, build their confidence and skill in delivering unfamiliar lessons. This time to work with the new content could be invaluable in reducing the burden of time spent lesson planning and increase the likelihood of teachers getting positive feedback about their ability to teach the new content. Also, other changes or combinations of changes in assignment might necessitate a multi-level approach to support the new content, to assimilate into the new culture of a building, or to anticipate the classroom management peculiarities that dealing with a different age group might require.

District Educational Equity

One of the biggest concerns for district leaders is educational equity among different schools. From the background research on transfer patterns, it has become apparent to the project team that potential inequities could develop, particularly in larger districts where a greater disparity may exist. These differences could

encourage teacher migration to the "preferred" schools within a district.

District Culture. A district culture of providing professional challenges could change the preferences of teachers who might wish to transfer to a school with more "desirable" characteristics. These characteristics typically include lower poverty, lower enrollments of minorities, and lower student achievement. It is unclear as to the costs such a change would require. For most districts, a change in policy or practice would represent minimal costs, as in the following example.

Through the knowledge information search in phase III, a description of how district culture can be transformed in regard to transfers was mentioned in a policy change where teachers were expected/required to transfer periodically (Gorman, 1969). The school district had changed the culture regarding transfer by increasing transfers intentionally, to reduce the negative stigma surrounding transfers (especially involuntary transfer), to encourage professional growth, and increase widespread program implementation. These ideas represent systems thinking and building shared visions as seen in learning organizations (Senge, 1990).

Strategic Planning. As identified in Phase III, when transfers go unmonitored potential disparities emerge, especially in the educational setting. A cultural change can only be accomplished through a long term vision, coupled with a strategic plan (described later in the Human Resources Leaders section) to collect data and make better decisions regarding transfer that could maintain a balance of talent across diverse school characteristics.

Building Level Leaders

Leaders within schools, like principals and supervisors, can support positive teacher transfers in three ways. Recommendations for building leaders could include integration within the district staff development program, facilitator training to support the transfer system, and educational information as to the hazards of transfer.

Staff Development Program

Principals and building leaders should be included in the Staff Development Program to support transfers (described above). This type of program would provide training for principals as they facilitate the transfer system (described below) and offer specific education regarding transfers (described in a later section). Of course, staff development programs require substantial time

and money to develop materials, train staff development facilitators, and implement with all building leaders.

Facilitation of the Transfer System

The principal becomes the facilitator of a system through which teachers can be included in the decision-making process regarding their own intra-transfers. This inclusion of teachers could make fundamental perceptual changes in the way transferred teachers view a transfer. "Pawn Theory" suggests that teachers who feel they are the origin of such a transfer are much more likely to experience an increase in satisfaction (DeCharms et al., 1965). Similarly, teachers who are aware early on in the process that their position may no longer be needed might have an opportunity to select the "lesser of evils" or identify an untapped interest which they could pursue through the transfer process.

Building leaders are the primary identifier through teacher evaluation and building level needs to identify teachers who may be considered better candidates for a transfer or who may be likely to have their position re-allocated. In this larger staff development plan to deal with transfers, building principals should encourage sharing of goals and aspirations from their teachers

without fear of retribution or repercussions from making their long-term career goals known.

Educational Information

Building supervisors and principals would benefit from this project as they gain knowledge as to the challenges and potential disadvantages that transferred teachers might experience, particularly involuntary transfers. This education and awareness of the problems associated with transfers could pay off immediately as building leaders can watch for warning signs and offer additional support for their staff members. Building supervisors could make extra interpersonal efforts to develop stronger relationships with individuals who inevitably "get transferred" to the supervisors' site. This relationship might be enough to counteract the negative stigma that accompanies involuntary transfer and the negative influence on overall teacher satisfaction.

Knowledge as to the factors that encourage transfer, particularly teaching conditions, could equip building leaders with a new area on which to focus school improvement. Principals may want to ensure that satisfiers are present in a teachers working environment, like positive collegial relationships, supervisor support, and availability of resources. Likewise, principals would want

to decrease the existence of dissatisfiers in the workplace, like unfair distribution of extra duties, increased preparation time, and student misbehavior. Focusing on these working conditions could eliminate the teacher migration to schools with more desirable conditions and retain quality teachers in challenging schools. This potential solution may have more merit than using "hazard pay" for teachers willing to endure working in undesirable schools.

State Policy Makers

Policy makers have set the agenda for change in a number of educational areas, specifically in regard to staff development, induction, and training for new teachers. Further research as to the potential negative effects that transfer may have on teachers and student performance may provide a case for state monies and state requirements for school districts. Such requirements might include the ideas set forth in this recommendation section. Specific programs could focus on support programs, like mentorship for transferring teachers or staff development time allocations for teachers experiencing transfers. Systems to monitor and collect information about teacher preferences and student performance measured by the instructor could be viable avenues for management of

transfers to not only increase voluntary transfers and satisfaction among teachers, but to provide quality teachers even in schools that have the less desirable characteristics.

Human Resources Leaders

Currently, a sample of districts reveals there is little information available in regard to the numbers of internally transferred teachers within a district and the impact these transfers may have on their satisfaction and performance. Organizations may have overlooked the potential drawback of transferring employees within the organization. While this would not necessarily eliminate the influence of employee transfer on satisfaction, it could serve organizations in two ways: as a monitoring system to identify employees that might need support, and as an early warning system to predict potential staffing allocations and potential candidates for transfer for the following year.

Monitoring System

Monitoring and identifying these transferred teachers would work hand in hand with robust staff development initiatives (mentioned in the section above) or simply allow administrators or managers to be sensitive to the conditions these transferred teachers might be

experiencing. Staff surveys and interviews with transferred individuals in particular might bring to light areas of need that can be addressed at the site or departmental level. Modifications in the employee evaluation schedule might be considered to initiate communication with these special employees earlier or even prioritize these employees for support and attention from supervisors.

Long Term Planning

Long term planning within an organization's human resources system typically involves identifying needs for the coming year, and transferring employees is usually an alternative option when staffing allocations fall short. If organizations can develop a database of the interests, certification areas, and professional desires of employees, they may be able to proactively identify candidates for voluntary transfer, then leveraging that information with remaining staffing challenges. The costs of such a database could be considerable, although a system could be modeled to mimic the scheduling programs that most high schools use to deliver electives based on student interest.

Specific positions that are in short supply in the personnel market could be prioritized and internal opportunities for voluntary transfer might change the

remaining staffing needs to positions that are more plentiful. For example, a teacher who has expressed interest in a science position could be approached to make a switch to an assignment that has other desirable qualities (possibly to a site more desirable school characteristics), leaving a position that is easier to fill, like an elementary teaching position. This represents a trade of hard to find candidate for an easy to find candidate. This can only be accomplished if districts track the preferences of their existing staff and include them in the transfer process early.

Further Research

Finally, this research area holds more questions for future researchers and offers opportunities to develop these specialized staff development programs to support transferring teachers. This ongoing research might develop the robust multi-level staff development program to meet the needs of the districts and the needs of individual teachers. Other areas of research might include the impact that internal transfers have on teacher performance and student achievement.

Summary

Through this project, the problem of intra-district transfer has been described. This project broadens the

limited research base regarding intra-district transfer and has identified specific areas where satisfaction is reduced due to transfers. Specifically, content area changes and involuntary transfers seem to have a negative impact on satisfaction. Voluntary transfers seem to have the opposite effect on satisfaction, despite the challenges that particular types of transfer might present. The project team's recommendations for current district level leaders, building level leaders, and human resources leaders in other organizations may have a beneficial impact on employee satisfaction and increased opportunities for positive transitions within the organization. Further research and educational changes can help districts to maintain a satisfied and productive staff before, during, and after transferring within a district.

Section VII: Product Recommendations

Introduction

The project team has learned from the literature and the perceptions about transfer that intra-district transfer is a reality in almost every district. As a result of this, the project team created the following products: (a) A PowerPoint presentation summarizing the project team's work on intra-district transfer (see Appendix E); (b) A survey tool that can be used to collect intra-district transfer patterns and teacher perceptions regarding their satisfaction (see Appendix A); (c) A Venn Diagram to show the various dimensions of transfer; and (d) A Concept Map to show how a Staff Development Program might be multifaceted (Appendix F). The following subsection addresses the recommendations the project team has for the use of these products.

Use of Products

The project team's first recommendation would be to provide professional development activities to district level leaders so they are aware of intra-district transfer. As an introduction to becoming familiar with intra-district transfer, the project team has created a PowerPoint presentation (see Appendix E) explaining the process of the

project and the various findings. Appendix A includes the survey itself, which can be modified or used in its entirety to gather data and details about the current intra-district transfer patterns and the impact it may have on school districts or other organizations. The survey can be used in conjunction with the PowerPoint presentation (described in the previous section) that gives a brief overview of the project.

Additionally, the project team created a Venn diagram that shows how the various types of transfer might overlap, with some statistics to show rates of incidence among the different types (see Appendix F). This artifact could be further modified to reflect satisfaction rates either described in this project or those generated from the use of the survey. Finally, a graphic organizer has been created to demonstrate what a hypothetical staff development model might look like in terms of approaching the issue of intra-district transfer from a robust, multi-faceted approach (Appendix G). This document could start the design process for district leaders embarking on improving the current practices regarding intra-district transfer. This staff development model could dovetail with existing staff development initiatives, specifically those involving new teacher training, mentors, and induction.

The project team's products could be the foundation in the development of a staff development solution to the problems associated with intra-district transfers. The outcomes of these products could offer a basic understanding of intra-district transfer from the perspective of improving the educational environment for any organization where intra-organizational transfers exist and teachers or employees, to better serve students or patrons.

Lastly, the team recommends that each Regional Professional Development Center, or other state counterparts, create an online discussion forum organized around the topic of intra-district transfer and related topics. District level leaders would have access to information and share ideas to improve current practices within their respective districts.

Appendix A: Teacher Transfer Survey of Missouri Teachers

I. District/School Information

1. What is the approximate size of the district in which you currently work?
 - o Smaller District (2,000 students or less) like Richmond, Booneville, Warsaw, and St. James
 - o Average District (2,001-4,999 students) like Mexico, Festus, and Kearney
 - o Large District (5,000-14,999 students) like Kirkwood, Liberty, Ozark, and Troy
 - o Largest District (15,000 students or more) like Rockwood, Lee's Summit, and Columbia
2. How would you rate the growth of your district?
 - o Shrinking
 - o Slow Growth
 - o Growing Rapidly
3. Describe the setting of the school in which you teach.
 - o Urban
 - o Suburban
 - o Rural

II. Teacher Information

1. What is your gender?
 - o Male
 - o Female
2. What single ethnic/racial group best describes you?
 - o Asian
 - o Black
 - o Hispanic
 - o Native American/Pacific Islander
 - o White
 - o Other

3. How many years have you been teaching (including this year)?

- 1-2 Years
- 3-5 Years
- 6-10 Years
- 11-20 Years
- More than 20 Years

4. What is the primary content area that you teach this year?

- Math
- Science
- Communication Arts
- Social Studies
- Special Education/ELL/Gifted
- Elementary (core subjects)
- Specialty/Elective/Non-Core (like Foreign Language, PE, Music, Art, Drama, Business, Career, Technical)

5. Which general grade level best describes our primary teaching assignment this year?

- Elementary
- Middle School/Junior High
- High School
- Vocation/Career/Alternative

III. Transfer Information

1. Have you transferred within the same school district this year?

- Yes
- No

2. Did you transfer to a different grade level this year?

- Yes
- No

3. Did you transfer to a different building this year?

- Yes
- No

4. Did you transfer to a different general content area this year?

- Yes
- No

5. Was your transfer:
- Voluntary (You actively requested to make the change)
 - Optional (The district suggested the change AND you agreed to the change)
 - Involuntary (The change was made by the district without your input)

6. Please describe any "special factors" about the transfer.

IV. Teacher Satisfaction

A. Overall Satisfaction

1. My overall satisfaction with my current teaching assignment can be described as
- Very Satisfied
 - Somewhat satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

B. Supervisor

1. My supervisor values my professional opinion
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
2. My supervisor provides positive recognition
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
3. My supervisor has clear expectations for me
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

C. District/Building Support

1. My district/building offers adequate opportunities for professional development to help me do my job

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. My district/building offers adequate resources (materials, supplies) to help me do my job

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

D. Relationships

1. My colleagues are supportive and friendly

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. Parents are supportive and friendly

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

E. Students/Climate

1. Students are motivated to learn in my classroom

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. Students behave appropriately in my classroom

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. I can effectively help my students learn in my classroom

- o Strongly Agree
- o Agree
- o Disagree
- o Strongly Disagree

Appendix B: Recruitment Statement

SAINT LOUIS UNIVERSITY

Recruitment Statement for Research Participation

1. Vincent Cascone, Shari Osborn, and Matthew Parker, students in the St. Louis University Executive Doctorate of Educational Leadership Program are inviting you to participate in this research study.
2. The title of this study is *Teacher Transfer and its Influence on Teacher Satisfaction: A Descriptive Study*. The purpose of this study is to determine whether teacher transfer has any influence on teacher satisfaction, the degree to which teacher transfer occurs, what types of teacher transfers are most common, and what professional development is currently offered to transferring teachers. As a descriptive study, there has been little previous research regarding teacher transfer however, teacher satisfaction has been widely studied. After analyzing the survey data, the researchers will describe any relationships between teacher transfer and teacher satisfaction and make recommendations for further research and what factors school leaders might consider in order to support teacher transfers. The survey results and recommendations will be published in a project report.
3. Your participation in this study will involve answering a short 5-6 minute survey that contains 24 questions.
4. The risks to you as a participant are minimal. Steps have been taken to reduce the loss of anonymity; however a slight risk does exist. The survey has been carefully designed to garner simple responses to closed questions about demographics, school setting, and individual teacher satisfaction. An open-ended question is included for those teachers who have transferred, to gather additional qualitative responses, but they will not be asked to give any identifying information. These responses will be analyzed using statistical methods that do not look at specific individual responses, but look for similar responses among different groups of teachers (in

particular those who have transferred and those who have not).

5. The results of this study may be published in scientific research journals or presented at professional conferences. However, your name and identity will not be revealed and your record will remain anonymous. Data will be collected via SurveyMonkey.com. The data will be disaggregated by gender, ethnic/racial groups, years of experience, teaching assignment, and size of school. No information will be collected that will include specific names of individuals or school districts.
6. Participation in this study will not benefit you directly. Your participation may benefit others by providing information to describe the relationship between teacher transfer and teacher satisfaction. Data gathered will be used to describe factors school leaders might consider in order to support teacher transfers and make recommendations for further research.
7. You can choose not to participate. If you decide not to participate, there will not be a penalty to you or loss of any benefits to which you are otherwise entitled. You may withdraw from this study at any time.
8. If you have questions about this research study, you can contact Shari Osborn at osborns@harrisonville.k12.mo.us. If you have questions about your rights as a research participant, you can call the Saint Louis University Institutional Review Board at 314-977-2029.

Appendix C: Invitation to Participate

Email to Missouri Teachers: Invitation to participate in survey

Calling all teachers who receive this e-mail for help. Please take 5 minutes to fill out this teacher survey for Doctoral Team Research. Click on the link below to begin. Thank-you.

http://www.surveymonkey.com/s.aspx?sm=rX63Imal_2feIPIvPgS9U
CTA 3d 3d

If the link does not open the survey or gives you an error message, try these two remedies:

- hold down the ctrl button then click on the link
- copy/paste the link directly into your web browser behind the http:// or https://

Thanks for your patience and willingness to help!!

Recruitment Statement for Research Participation

1. Vincent Cascone, Shari Osborn, and Matthew Parker, students in the St. Louis University Executive Doctorate of Educational Leadership Program are inviting you to participate in this research study.
2. The title of this study is *Teacher Transfer and its Influence on Teacher Satisfaction: A Descriptive Study*. The purpose of this study is to determine whether teacher transfer has any influence on teacher satisfaction, the degree to which teacher transfer occurs, what types of teacher transfers are most common, and what professional development is currently offered to transferring teachers. As a descriptive study, there has been little previous research regarding teacher transfer however, teacher satisfaction has been widely studied. After analyzing the survey data, the researchers will describe any relationships between teacher transfer and teacher satisfaction and make recommendations for further research and what factors school leaders might consider in order to support teacher transfers. The survey results and recommendations will be published in a project report.

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4. The risks to you as a participant are minimal. Steps have been taken to reduce the loss of anonymity; however a slight risk does exist. The survey has been carefully designed to garner simple responses to closed questions about demographics, school setting, and individual teacher satisfaction. An open-ended question is included for those teachers who have transferred, to gather additional qualitative responses, but they will not be asked to give any identifying information. These responses will be analyzed using statistical methods that do not look at specific individual responses, but look for similar responses among different groups of teachers (in particular those who have transferred and those who have not).
5. The results of this study may be published in scientific research journals or presented at professional conferences. However, your name and identity will not be revealed and your record will remain anonymous. Data will be collected via SurveyMonkey.com. The data will be disaggregated by gender, ethnic/racial groups, years of experience, teaching assignment, and size of school. No information will be collected that will include specific names of individuals or school districts.
6. Participation in this study will not benefit you directly. Your participation may benefit others by providing information to describe the relationship between teacher transfer and teacher satisfaction. Data gathered will be used to describe factors school leaders might consider in order to support teacher transfers and make recommendations for further research.
7. You can choose not to participate. If you decide not to participate, there will not be a penalty to you or loss of any benefits to which you are otherwise entitled. You may withdraw from this study at any time.

8. If you have questions about this research study, you can contact Shari Osborn at osborns@harrisonville.k12.mo.us. If you have questions about your rights as a research participant, you can call the Saint Louis University Institutional Review Board at 314-977-2029.

Appendix D: Teacher Transfer Field Test Survey

I. District/School Information

1. What is the size of the district in which you currently work?
 - Small District (500 students or less)
 - Average District (501-2000 students)
 - Large District (2001 students or more)

2. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague

3. How would you rate the growth of your district?
 - Shrinking
 - Stable
 - Growing Slightly
 - Growing Rapidly

4. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague

5. Describe the setting of the school in which you teach.
 - Urban
 - Suburban
 - Rural

6. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague

7. Comments about any of the items on this page/screen:

II. Teacher Information

1. What is your gender?
 - Male
 - Female

2. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague

3. What is your ethnicity?
 - African American
 - Asian
 - Caucasian
 - Native American
 - Pacific Islander

4. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague

5. How many years have you been teaching (including this year)?
 - 1-2 Years
 - 3-5 Years
 - 6-10 Years
 - 11-20 Years
 - More than 20 Years

6. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague

7. What is the primary content area that you teach?
 - Art
 - At Risk
 - Career and Technical Education
 - Elementary (Core)
 - Foreign Language
 - Health/Physical Education

- Journalism/Publications
 - Limited English Proficiency
 - Math
 - Music (including instrumental/vocal)
 - Science
 - Social Studies
 - Special Education
8. Which general grade level best describes our primary teaching assignment this year?
- Elementary
 - Middle School/Junior High
 - High School
 - Vocation/Career/Alternative
9. The question above was:
- very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague
10. What grade level do you teach?
- Pre-Kindergarten or Kindergarten
 - Primary
 - Upper Elementary
 - High School
 - Vocational
 - Alternative
11. The question above was:
- very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague
12. Comments about any of the items on this page/screen:

III. Transfer Information

1. Have you transferred within the same school district this year?
- Yes
 - No

2. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague
3. Comments about any of the items on this page/screen:
4. If you were transferred this year, was it to a different: (check all that apply)
 - Building
 - Grade Level
 - Content Area
5. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague
6. If you were transferred this year, was it:
 - Voluntary
 - Involuntary
7. The question above was:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague
8. Comments about any of the items on this page/screen:

IV. Teacher Satisfaction

What is your level of satisfaction in the context of your current position in the following areas:

1. Content knowledge
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

2. Degree to which you feel your opinion counts on matters that concern you
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

3. Professional development provided by school or district
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

4. Relationship with building administration
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

5. Relationship with colleagues
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

6. Relationship with parents
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

7. Relationship with students
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

8. Teacher resources available to facilitate student learning
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied

9. Understanding of supervisors expectations
 - Very Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Very Dissatisfied
10. The questions above were:
 - very clear
 - somewhat clear
 - somewhat unclear/vague
 - very unclear/vague
11. Comments about any of the items on this page/screen:

V. Survey Feedback

Please evaluate the survey in the following areas:

1. Purpose of survey was clear
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
2. Organization was appropriate
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
3. Length was adequate
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
4. Categories pertaining to my situation were present
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
5. Please provide additional comments or areas of concern in the space provided.

**INVESTIGATION OF TEACHER
TRANSFER AND ITS INFLUENCE
ON TEACHER SATISFACTION IN
MISSOURI PUBLIC SCHOOLS**

The IDEA

- As part of coursework, discovered a potential area of concern in a large district's staff development/induction program.
- There were no plans or contingencies for teachers within the district who were transferring to other assignments WITHIN the district.

The TEAM

- **Matt Parker**
 - Asst. Principal, Jefferson City Public Schools
 - ideas, motivator, researcher
- **Shari Osborn**
 - Curriculum Director, Harrisonville School District
 - team organizer, note taker, scheduler, researcher
- **Vince Cascone**
 - Principal, Visitation Catholic School, Kansas City, MO
 - writing details, loyal opposition/perspective, researcher

The QUESTION

- How do different types of teacher transfer influence teacher satisfaction?
- To what degree is teacher transfer/reassignment within school districts common practice?
- What are the different types of transfers that occur within school districts?

The RESEARCH

- Approximately 100 Articles reviewed
- Non-school Organizations
- Topics covered:
 - Transfer (mainly extra-district, but some recent items over intra-district)
 - Teacher Satisfaction/Surveys
 - Other “Spin-Offs”
 - Hertzberg -Satisfiers and Dissatisfiers
 - DeCharms -Pawn Theory (Pawn and Origin)

The PROCESS

- Gather and Review Research Base
 - Write Literature Review
- Create Survey
 - Research Based
 - Field Tested
- Deliver Survey
 - Emails, Institutional Review Board (IRB)
- Collect/Interpret Data
 - Write Findings

The PROBLEMS

- Research on INTRA-District Transfer
 - Lots of Transfers/Migration, little on INTRA
- How to get survey to Missouri teachers
 - DESE... last year's teachers email listings
- How to ensure the survey is high quality
 - Field testing
 - Constant review of research questions

The SURVEY

- Introduction/Purpose
- School Characteristics (size, setting)
- Individual Demographics (race, years experience)
- Transfer Status (Contingency Question - SKIP)
- TRANSFER TYPES
 - Grade, Building, Content
 - Voluntary/Involuntary
- Satisfaction Levels
 - General Satisfaction
 - Supervisor Indicators
 - School/District Support
 - Relationships
 - Students

The FINDINGS

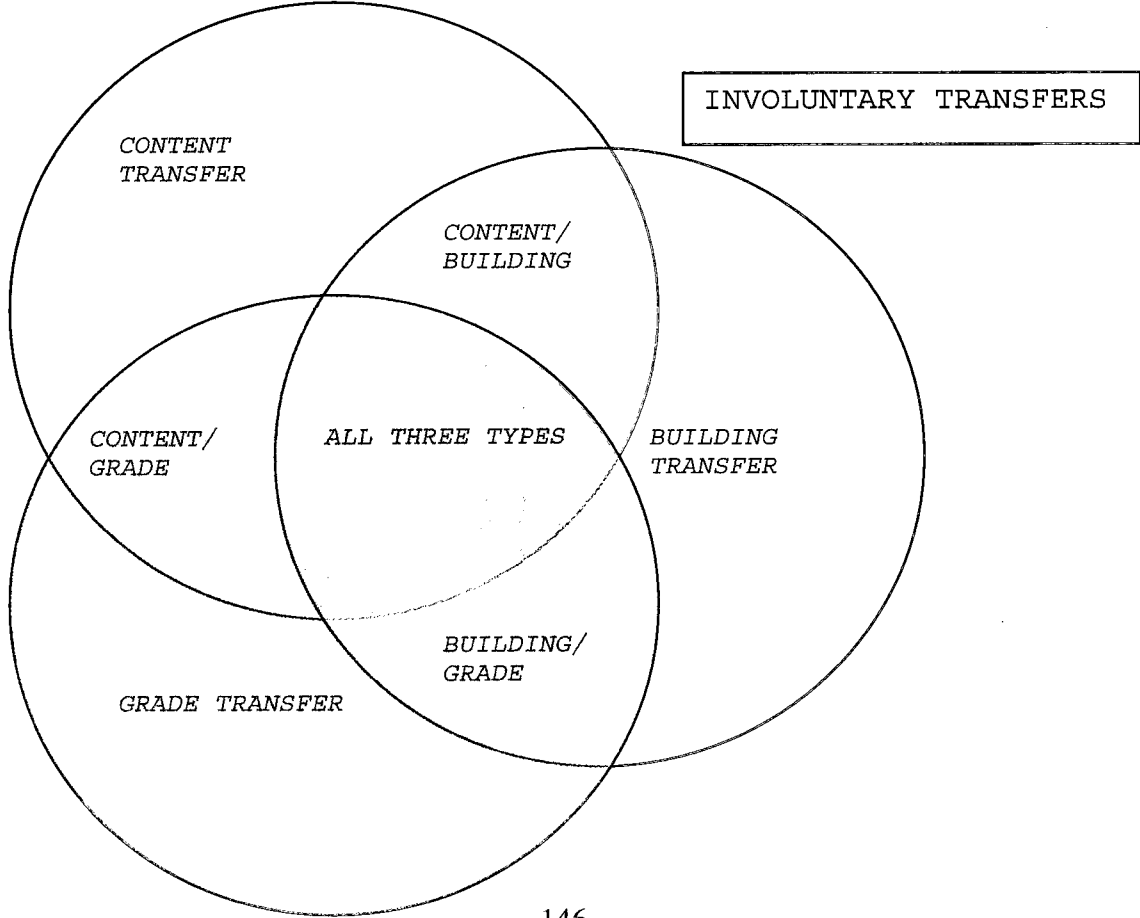
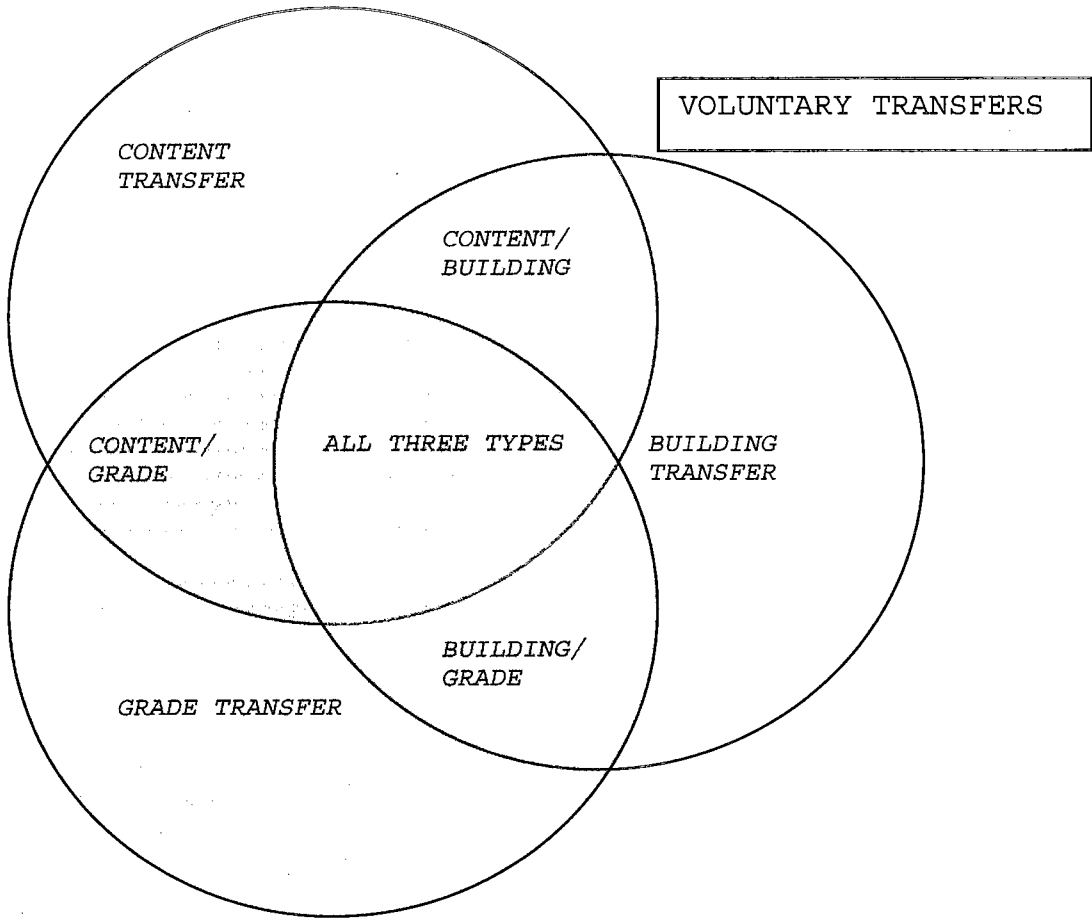
LINKED TO RESEARCH QUESTIONS

- Satisfaction is negatively influenced by:
 - ALL transfers had slightly lower satisfaction
 - Content Area Changes had significant drop
 - Involuntary Transfers had significant drop
- Satisfaction is positively influenced by:
 - VOLUNTARY TRANSFERS
- Intra-district Teacher Transfer
 - Occurs most often in large districts
- Types of Transfers:
 - Content
 - Building
 - Grade
 - Combinations

Appendix F: Venn Diagrams

The following graphics presents the three primary types of transfers and the various specialized transfers. The two graphics represent the two other aspects of transfer, which includes "voluntary" and "involuntary" transfers. Although the two aspects have the same transfer types, the influence of whether or not the transfer makes a difference is important to note.

These graphics can be used as products, by presenting them with any number of statistics, found in section V of the project. The colors are used to highlight the negative and positive influences (cool colors for positive influence and warm colors for negative influences).



Appendix G: Concept Map for Staff Development Program

The following chart presents a potential timeline for a robust and multi-level staff development program to support teachers who are transferring within a school district in a number of ways. These potential mini-programs to support intra-district transferring teachers can connect to current practices regarding new hires to a district, with or without experience).

Type of Transfer	Summer	August	Ongoing
Content	Staff Development on Curriculum and Teaching Strategies, Assign Content Mentor	Staff Development on Curriculum and Teaching Strategies, Work with Content Mentor	Staff Development on Curriculum and Teaching Strategies, Work with Content Mentor
Grade		Assign Mentor, Staff Development on Classroom Management	Staff Development on Classroom Management
Building	Building Tour, Identify Resources, Building Induction	Climate Committee, Participation in PLC	Climate Committee, Participation in PLC
Involuntary	Collaborate with Principal to Establish Professional Goals	Collaboration in Committees or PLCs, Frequent Progress Checks	Collaboration in Committees or PLCs, Monitor Goals

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Vita Auctoris

Vincent Matthew Cascone was born in Chicago, Illinois on September 28, 1972 to Joseph and Beverly Cascone. He attended DePaul University in Chicago where he earned both his Bachelors of Science in Elementary Education and his Masters of Arts in Educational Leadership. He is scheduled to earn his Doctor of Education in Educational Leadership from St. Louis University in May of 2010.

Mr. Cascone's professional career began as a teacher at St. Bede Catholic School for five years from 1995 until 2000. In 2000, he moved on to Incarnation Catholic School in Palos Heights, Illinois, where he was the principal for five years. In 2005, his family relocated to Kansas City, Missouri, where he became the principal at Visitation Catholic School, where he is presently employed. In addition, he has worked on a district-wide strategic planning committee and several Missouri Non-Public Accreditation committees.

Vincent is married to his beautiful wife Mariza. They have six children, Anthony, Vincent, Nathaniel, Emma, Jacob, and Allison.

Vita Auctoris

Shari Leigh Osborn was born in Kansas City, Missouri, on July 3, 1968, to Clifford and Bonnie Wesemann. Mrs. Osborn attended Park University in Parkville, Missouri to earn a Bachelor's of Arts in Biology and her teaching certificate in 1990. In addition, she earned a Master's of Science Education in Secondary Curriculum and Instruction from Central Missouri State University in 1993 and is expected to earn her Doctor of Education in Educational Leadership from Saint Louis University in May 2010.

Shari's professional practice includes high school teaching experience in science from 1990 through 2003, curriculum facilitator from 2002 through 2004, adult tutor in a registered nurse bridge program from 2002 through 2005, and director of curriculum and instruction from 2005 through present. In addition, Shari has served on numerous school level committees, district level committees, several higher education advisory committees, and one Missouri School Improvement Program site visit team.

Mrs. Osborn resides with her husband, Leon, and their two beautiful children, Quinten and Reagan, in Harrisonville, Missouri. In addition, Shari has two wonderful adult step-children, Cari and Kyle of Archie, Missouri.

Vita Auctoris

Matthew Harrison Parker was born in Oklahoma City, Oklahoma, on September 7, 1972. Mr. Parker attended the University of Nebraska at Omaha to earn a Bachelor's of Science in teaching in 1997. A marriage to his wife, Tracey, and relocating to Kansas City, Missouri led him to his first social studies teaching assignment, working with middle school aged children. In the early years of his teaching experience, Mr. Parker decided to expand his teaching expertise by earning a Master's of Arts in the area of Reading Education, from the University of Missouri, Kansas City. At the same time, expanding his family to include two beautiful boys, Mason and Nicholas. In August of 2007, he began the pursuit of an advanced degree from Saint Louis University in St. Louis, Missouri. During his journey toward the doctorate, Mr. Parker received a Specialist in Education in Educational Leadership from Saint Louis University. This allowed him to pursue a position in administration. Currently, Mr. Parker is serving the Jefferson City Public Schools in the capacity of Assistant Principal of Thomas Jefferson Middle School while completing requirements to receive a Doctor of Education in Educational Leadership from Saint Louis

University. He plans to fulfill all such requirements in the spring of 2010.