

**PERSONNEL TRANSFER PROCESS**  
**TEACHER AND ADMINISTRATOR SURVEYS**

**Pinellas County Schools**

Research and Accountability Department  
February 2006

## **PINELLAS COUNTY SCHOOLS PERSONNEL TRANSFER PROCESS**

### **Executive Summary**

At the end of each school year, instructional personnel are given the opportunity to apply for a transfer to another school or site for the following school year.

The purpose of this study is to assess the utility of the transfer process and the level of customer satisfaction with the process. Two surveys were developed to measure the objectives of this study; a Teacher Survey and an Administrator Survey.

Results of these surveys provided some information for the objectives of the study, indicating only a moderate level of satisfaction among respondents towards the transfer process. However, there is no specific reason for dissatisfaction that was identified.

One-hundred percent of the teachers who had requested a voluntary transfer for 2005/06 were offered one or more interviews, but one-half of those who were offered an interview, declined or did not respond to the offer. The transfer process was widely used among the experienced teachers; one-half of respondents had more than ten years of experience teaching in Pinellas County.

### **Introduction and Background**

At the end of each school year, instructional personnel are given the opportunity to apply for a transfer to another school or site for the following school year. There are two cycles for teachers to request a transfer. In Cycle 1, during the last several weeks of the school year, teachers may request a voluntary transfer. Cycle 2 takes place for several weeks during the summer months and focuses upon additional transfers needed before the new school year begins.

The instructional transfer process is collaboratively bargained with the Pinellas County Classroom Teachers Association. Each year, the process is reviewed for improvements by the Employee Work Systems, a subcommittee of the Collaborative Bargaining Team. During the 2004-2005 school year, the decision was made through the collaborative bargaining process to assess the utility of the transfer process and the level of customer satisfaction with the process.

The purpose of the current study is to:

- Attain information regarding the characteristics of the transfer requesters
- Determine the degree of satisfaction with the process
- Identify the reasons for acceptance/rejection of a transfer
- Identify areas to improve the process

### **Methodology**

#### **Surveys**

Two surveys were developed to measure the objectives of this study; a Teacher Survey and an Administrator Survey (Appendixes A and B).

The Teacher Survey contained items asking teachers about their transfer history within the district, length of service in the district, results of the transfer request, and reasons for requesting, declining, and/or accepting a transfer. The Teacher Survey also contained items pertaining to satisfaction with the transfer process and the utilization of the transfer process.

The Administrative Survey contained items regarding vacancies at the school, teacher's responses to interview requests and transfer outcomes. Other items asked administrators about their satisfaction with transfer candidate qualifications, candidate numbers, the transfer process, and the placement fair.

### Sample

At the time of the survey administration (September 2005) 8,337 teachers were employed by Pinellas County Schools.

A total of 2,068 randomly selected teachers were identified to participate in the study, irrespective of their transfer request for 2005/2006 school year. Demographic variables such as the grade level teaching, and the geographical location of the school were used to balance the sample across the district. Nine-hundred and twenty-four valid surveys were returned, resulting in a return rate of forty-five percent.

At the time of the survey, there were approximately 600 school based administrators employed by Pinellas County Schools. A survey was distributed to each school based administrator. One hundred and thirty-seven valid surveys were returned. The return rate for this survey is twenty-three percent. Forty-six percent of the respondents were elementary administrators, twenty-nine percent were middle school, fourteen-percent high school, five-percent ESE Centers, and seven-percent were post secondary administrators.

### Limitations

The generalizability of the results of this study to the entire population represented by the samples is dubious for the following reasons:

- The teacher sample for this study was selected to represent the distribution of teacher in the district using several criteria (described in above section). Use of additional demographic indicators (teaching experience, educational level, gender, ethnicity, etc.) in selecting a sample may provide greater generalizability

### Results and conclusion

Of the 924 teachers responding, fifty-percent of them reported that they had voluntarily transferred one or more times within the Pinellas County School system.

The result indicated that the process was used by the teachers and administrators; Seventy-five percent of administrators who responded to the survey reported that their school had used the transfer process to fill vacancies, sixty-percent of the teachers who were offered a transfer did accept the position during Cycle 1 and eighty-one percent accepted the transfer offers during Cycle 2. One-half of the teachers offered an interview declined or did not respond during Cycle 1 and one-third declined or did not respond during Cycle 2.

The transfer process was widely used among the experienced teachers; one-half of respondents had more than ten years of experience teaching in Pinellas County.

Teachers and administrators were asked about their satisfaction with the process. The results indicated that thirty-nine percent of the teachers responding to the survey reported being satisfied with the transfer process. Fifty to seventy-five percent of responding school administrators reported satisfaction with the transfer process, the candidate's qualifications, and the number of candidates.

Potential areas for improvements in the process are indicated in the following results: seventy-percent of teachers responding to the survey felt that it is important to consider seniority in the transfer process; having six schools in the transfer application was considered as a fair number by sixty-percent of the

respondents, and an online application that would be submitted directly to personnel was favored by fifty-four percent of the respondents.

A wide range of reasons for requesting and/or accepting/rejecting a transfer was presented in the survey. The top three reasons were location, school leadership, and working conditions and a school's reputation. The top three reasons for not accepting a position were proposed assignment, location, and change of school level.

Results of these surveys provided some information for the objectives of the study, indicating only a moderate level of satisfaction among respondents towards the transfer process. However, there is no specific reason for dissatisfaction that was identified.

One-hundred percent of the teachers who requested a voluntary transfer for 2005/06 were offered one or more interviews, but one-half of those who were offered an interview, either declined or did not respond to the offer.

The results are presented in appendix C.

**Recommendations:**

- The result of this survey should be reviewed by the Human Resources Department as a guide to improve the transfer process
  - Consider the changes recommended by the respondents
- Conduct another survey in August 2006 to re-assess the modifications to the process
  - Improve the sample selection for increased generalizability