2-1-1972

A Descriptive Investigation of Teacher Training and Teacher Mobility in Twenty Omaha, Nebraska Public Elementary Schools

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A DESCRIPTIVE INVESTIGATION OF TEACHER TRAINING AND TEACHER MOBILITY IN TWENTY OMAHA, NEBRASKA PUBLIC ELEMENTARY SCHOOLS

A Field Study

Presented to the

Department of Education

and the

Faculty of the Graduate College

University of Nebraska at Omaha

In Partial Fulfillment

of the Requirement for the Degree

Specialist in Education

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by

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February 1972

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Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Specialist in Education.

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CHAPTER 1

INTRODUCTION

Anticipating and assessing the needs for qualified teachers to teach in large city schools is of major concern to public school administrators across the United States. Securing trained teachers for the hard core Inner City public school poses an even greater challenge and additional problem for the public school personnel director.

The flight of the middle income and upper middle income families from the Inner City, to the suburbs and to bedroom communities outside the city limits, has left the core of the city inhabited by poor and poverty stricken, low income families. Many of the families living in the Central City are not intact, with one or both parents out of the home, leaving large numbers of children to be raised by a father alone or a mother alone, grandmother, aunt or some other relative, or by a community social agency.

The public schools located in the Inner City have unique problems, that require a professional educational staff of the highest quality, whose awareness of human worth, human dignity and human-community relations is vital.

Many patrons of the public schools are concerned that the teachers teaching in Inner City Schools are not adequately trained and do not know how to deal with the problems of culturally deprived students; and that the teachers do not remain in the area but transfer as

quickly as possible to schools located in other areas of the city.

Cheyney referred to the attitudes brought about by experience before and during the teaching experience that would necessarily affect the way teachers feel and act toward disadvantaged children. Finding difficulty in instructing these youngsters, teachers often attempt to avoid teaching in the slums.[1]

THE PROBLEM

Statement of the Problem

The purpose of the study was to compare the percentage of classroom teacher mobility and the amount of classroom teacher training between ten Inner City Elementary Schools located in other areas of Omaha, Nebraska.

Questions to be Answered

1. Is there evidence to support the belief that the percentage of teacher mobility in the Title I Schools is appreciably greater than teacher mobility in Non Title I Schools?
2. Of the total number of first year teachers employed each school year, are a larger number assigned to teach in Title I Schools than in Non Title I Schools?
3. Is there evidence to substantiate the idea that many teachers teaching in low income areas have had special teacher training, which would help prepare them to teach in the schools located in the Central City?
4. Have the teachers in the Non Title I Schools had more college or university teacher preparation than the teachers in the Title I Schools?
5. Are classroom teachers teaching in certain areas of the city by choice?

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[1]Arnold B. Cheyney, Teaching Culturally Disadvantaged In the Elementary Schools (Ohio: Charles E. Merrill Books, Inc., 1967), p. 37.

Discussion of the Problem

The Omaha Public School System has been confronted by some of the local citizenry, with the question of the assignment of large numbers of first year and poorly trained classroom teachers to the low income area schools. The children attending these schools would, inlight of the above statement, receive inferior educational opportunities.

Many of these people believe that the proportion of classroom teacher mobility is considerably higher in the Inner City Schools than in the schools that are located elsewhere in the city.

Importance of the Study

The heart and soul of a good elementary school has always been the presence of a strong corps of dedicated, professionally minded teachers. More years of training and better facilities for teaching have given today's teacher greater competence than ever before. Therefore, the abundant supply of qualified teachers provides an unprecedented opportunity of massive improvement in school programs and professional staffing.[2]

For several years the Omaha Public Schools has offered an extensive number of in-service activities.[3] The programs of in-service training are designed to assist the staff to provide the finest quality education for all students. Many Inner City teachers have had special training, which would help qualify them to teach in the Title I Schools.

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[2]NEA Research Division, "Teacher Job Shortage Ahead", NEA Research Bulletin (Washington, D.C.: NEA Research Divicion Vol. 49 No. 3 Oct. 1971), p. 74.

[3]Office of Public Information Services, Staff Development Programs of the Omaha Public Schools (Nebr.: Omaha Public Schools 1971), p. 1.

This special training may have been in the form of in-service programs and college or university course work.

The descriptive study of the proportion of teacher mobility and the amount of teacher training in the Title I Public Schools and the Non Title I Schools will be of importance to the Public Relations Department and the Department of Staff Personnel Services of the Omaha Public Schools: first, because it presents a factual comparison of the amount of training, experience and mobility of classroom teachers in two distinctly different socio-economic areas of Omaha; second, because it provides data which reflect some of the qualities of the staff assignment program for the Omaha Public Schools; third, because it is a factual presentation based on data that can be easily understood by the patrons of public education.

Assumptions

1. The number of highly trained elementary classroom teachers graduated from the colleges and universities suggests a relationship between the number of highly trained elementary classroom teachers teaching in Title I schools and Non Title I schools.

2. The large numbers of young teachers employed each year by large city school districts would indicate a relationship between the percentage of classroom teacher mobility in the Poverty Area schools.

Definition of Terms

For the purpose of this study, the following terms are defined:

V.I.P. (Very Important Persons) Program -- The V.I.P. Program is a Community-School involvement activity. The participants are Very Important Persons who enthusiastically plan and execute educational

activities beyond the regular school day.

In-Service Training -- In-Service education is a process designed to make an individual a better teacher. An in-service program is a continuation of the professional development of teachers, which was began during a pre-service period of preparation.

Teacher Separation -- This term refers to the teachers who leave the teaching profession.

Teacher Mobility -- This term refers to the voluntary or involuntary movement of classroom teachers within the teaching profession.

Inner City -- This term refers to the areas in the big cities that are inhabited by the poor, poverty stricken low income families. The terms Inner City and Central City were used interchangibly throughout this study. Ten of the elementary schools investigated in this study are located in the Inner City.

Culturally Deprived -- This term refers to the members of low socio-economic groups who have had limited access to many things; among them, education. This is the sense in which this term is employed in this study.

Title I -- This term refers to one section of the Elementary and Secondary Education Act, passed by the United States Congress in 1965. This particular section of the Education Act was designed to give "financial assistance and meet special educational needs of educationally deprived children." The section provides funds to school districts with concentrations of impoverished children.

Membership Report -- This term refers to the monthly report

made by all Omaha Public Schools to the Central Administrative Offices of the School District, listing the total number of students enrolled and the number of classroom teachers per school building. The October 1, 1971 Membership Report were used throughout this study.

Delimitations

Three Hundred and Ninety Five Classroom teachers teaching in twenty kindergarten through sixth grade public elementary schools were investigated in this study.

The schools investigated were selected on the basis of similarities in student enrollments and the number of classroom teachers. The enrollment and teaching staff figures were taken from the October 1, 1971 Membership Reports of the Omaha Public Schools.

The ten Title I elementary schools investigated were:

Clifton Hill, 2800 North 45th Street

Druid Hill, 3030 Spaulding Street.

Hawthorne, 4716 South 18th Street.

Highland, 2624 Adams Street.

Kellom, 1311 North 24th Street.

Kennedy, 2906 North 30th Street.

Lothrop, 3424 North 22nd. Street.

Marrs, 19th & "U" Street.

Monmouth Park, 4508 North 33rd. Street.

Saratoga, 2504 Meredith Street.

The ten Non Title I elementary schools investigated were:

Benson West, 6652 Maple Street.

Chandler View, 7800 South 25th Street.

Dundee, 310 North 51st. Street.

Edison, 2303 North 97th Street.

Florence, 36th & King Street.

Gilder, 3705 Chandler Road.

Oak Valley, 3126 South 123rd. Street.

Columbian, 320 South 127th Street.

Springville, 7400 North 60th Street.

Wakonda, 4845 Curtis Street.

This investigation was made over a period of five months, from October 1, 1971 to March, 1972. Personnel records and individual building faculty meetings were employed in this study.

CHAPTER 2

REVIEW OF SELECTED RELATED LITERATURE

At the height of the teacher shortage after World War II, scant attention was directed to the adequacy of the teacher's preparation for the assignment. The elementary school classrooms were filled by persons of widely varying qualifications, many with little or no college education and many others with college backgrounds having little or no focus upon the teaching of small children.

In less than fifteen years the fraction of all elementary teachers with college degrees has risen from less than one-half to more than four-fifths.[4]

Stocker pointed out that accountability is the "now" word of public education. The call for accountability has come from the President of the United States, Congress, agencies of the federal government, school boards, local school administrators, teacher preparation institutions, and other sources similarly removed from the center of public education -- the classroom.

The minorities and their champions charge that the schools are not educating their children. Julius Hobson -- a black leader of Washington, D.C., director of the Washington Institute for Quality Education, and former member of the District of Columbia school board

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[4] NEA Research Division, Teacher Supply and Demand in Public Schools, 1965, RIO (Washington, D.C.: NEA, June 1965), pp. 17-18.

- - puts the matter bluntly: "Education is the only industry in which the consumer - - the child - - is held responsible for the quality of the product."[5]

In an interview for the U.S. News & World Report, the United States Commissioner of Education, Sidney P. Marland, Jr., made some comments to the affect that Urban schools are in grave trouble. In years past, the big cities were looked to as lighthouses of educational excellence - New York City, Chicago, Pittsburgh - and indeed they were. That is no longer true.

Now fully two thirds or more of the average big city budget has to go for non-educational things.

At the same time, across the city line in a relatively exclusive suburb, the exact reverse is found. Some call this the flight of the white. It is more accurately the flight of the favored. This must be reversed.

There is a need to bring such excellence to the inner-city environment and schools that the cities will be restored. Enrichment must be provided in the cities that can't be found in the suburbs, in terms of opportunities for young people to grow and to learn to live, a new kind of society, where people with children of different races and different economic circumstances will learn to work and live together.[6]

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[5]Joseph Stocker, "Accountability and the Classroom Teacher" Today's Education, Vol. 60 No. 3 (Washington, D.C.: The Journal NEA, March 1971, p. 42.

[6]"New Ideas For Better Schools - Interview with the U.S. Commissioner of Education" U.S. News & World Report, Vol. LXXXI no. 18 (Washington, D.C.: U.S. News & World Report, Nov. 1, 1971), p. 82.

The schools must cope with growing socio economic and social segregation of the urban communities. Such segregation, if allowed to continue unchecked, constitutes not only a threat to our ideal of equal educational opportunity for all, but also, conceivably to the basic democratic structure of American Society.

Everett pointed out, the process whereby social segregation of urban communities occurs may be described as follows: the growth of the city sees an increased concentration of lower-class people in areas of poorest housing, typically in the central or oldest part of the city. Persons whose incomes permit them to move out of such slum neighborhoods locate farther from the city's center. Similarly, people in middle-class neighborhoods of the central city move to the suburbs and to what they believe to be a more congenial environment.[7]

Cheyney stated, since it is virtually impossible to change the social orientation of teachers or to select only those prospective instructors who seem naturally to have an affinity with the deprived, the necessity for proper training for future positions in disadvantaged school areas is evident.[8]

Frost asserted, the teacher, charged with a profound task of assisting children in the acculturation process, needs vision to understand early in his academic preparation that the teaching profession is dedicated to promoting the fullest realization of what man can become,

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[7]F. Keach Everett, Education and Social Crisis (New York: John Wetey & Sons, Inc., 1967), p. 6.

[8]Arnold B. Cheyney, Teaching Culturally Disadvantaged In the Elementary Schools (Ohio: Charles E. Merrill Books, Inc., 1967), p. 36.

that the task of teaching demands considerable skill and requires almost total commitment, and that the prerequisite skills and commitment should be accompanied by (in fact their existence promotes) humane teaching.[9]

Recently enacted federal legislation turns the spotlight on a qualitative factor in the preparation of elementary school teachers, i.e., how to work with children lacking in the expected readiness to undertake beginning school work.[10]

The Elementary and Secondary Education Act of 1965 was passed by Congress and has had great beneficial effect. Well over a billion dollars a year has been spent in compensatory education.[11]

In the spring of 1970 the average public school teacher was 38 years of age; and had taught for 12 years, 8 of which were in the same school system. The elementary school teacher taught an average of 27 pupils. All but 36 percent of the classroom teachers had at least a bachelor's degree. Table I gives the figures on the Public School Classroom teacher.[12]

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[9]Joe L. Frost, Thomas G. Rowland, The Elementary School Principles and Problems (Boston: Houghton Mifflin, Co., 1969), p. 3.

[10]NEA Research Division, Teacher Supply and Demand in Public Schools, 1965, RIO, loc. cit.

[11]U.S. News & World Report, Vol. LXXXI No. 18, op. cit., p. 84.

[12]Committee on Educational Finance, "Employment In The Schools, Financial Status of the Public Schools (Washington, D.C.: NEA, 1971) p. 12.

Table I

The Average Public-School Classroom Teacher, Spring, 1970*

Item	All Teachers	Elementary Total	Elementary Women
1	2	3	4
Age (in years)	38	40	40
Years of experience	12	13	13
Years in system of present employment	8	8	9
Average number of pupils taught per day	133	27	27
Classes per day departmentalized	5	6	6
Salary	$8,684	$8,504	$8,404
Highest degree held			
None	3.6 o/o	5.9 o/o	6.6 o/o
Bachelor's	65.8	72.0	73.2
Master's	30.3	21.9	20.0
Doctor's	0.3	0.2	0.1

Source:

National Education Association, Research Division. Annual Survey of Teachers, 1969-70.

*Based on a sample and subject to sampling variability.[13]

[13]Ibid., p. 13.

Steady progress is noted in reducing the proportion of all classroom teachers without bachelor's degrees. At the elementary level, the proportion without degrees dropped from 34.1 percent in 1956 to 5.9 percent in 1970. Also at the elementary level a continued increase is noted in the proportion of teachers with master's degrees.[14]

The abundant supply of qualified teachers provides an unprecedented opportunity for massive improvements in school programs and professional staffing.[15]

The Committee for Economic Development asserted, the education of the teacher should not end when he leaves the college or university and joins a school faculty. It should be a continuous process involving in-service programs, summer and academic year institutes, frequent college refresher courses in subject matter.[16]

Training teachers for effective service with the disadvantaged has remained primarily an in-service activity.[17]

Attitudes brought about by experiences before and during the teaching experience affect the way teachers feel and act toward disadvantaged children. Finding difficulty in instructing these youngsters, teachers often attempt to avoid teaching in the slums. Negro teachers,

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[14] Ibid., p. 13.

[15] NEA Research Division, "Teacher Job Shortage Ahead", NEA Research Bulletin Vol. 49 No. 3, (Washington, D.C.: NEA Oct. 1971), p. 74.

[16] Committee for Economic Development, Innovation In Education: New Directions for the American School (New York: CED Research and Policy Committee, 1968), p. 50.

[17] Cheyney, op. cit., p. 37

many of whom are teaching because it is the profession most readily open to them, often find difficulty accepting children in disadvantaged areas.

The current emphasis on the shortcomings of teachers and their lack of training, does indicate the need for more specialized instruction on methods of dealing with disadvantaged children. If teachers are involved in local school-community problems, in-service training shows some degree of promise.[18]

According to Winters, an in-service program is a continuation of the professional development of teachers, which was began during a pre-service period of preparation. In-service education is a process designed to make an individual a better teacher. Principals and teachers can enhance professional growth through reading, preparing and giving addresses about education, publishing articles, visiting other schools, attending educational meetings and workshops, enrolling in educational courses and being receptive to ideas and opinions about education.[19]

Staff development programs in the Omaha Public Schools are programs of in-service designed to assist the staff of an educationl enterprise to provide the finest quality of education possible for all students. These programs include teachers, administrators, custodians, cafeteria workers and many other employees of the school system.[20]

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[18]Cheyney, op. cit., p. 38.

[19]Felix J. Winters, "A Five Year Plan for In-Service", Education in the Chaplin Elementary School (Conn.: Univ. of Conn. - Course Paper - 1958), p. 217.

[20]Office of Public Information Services, Staff Development Programs of the Omaha Public Schools for 1971-1972 (Nebraska: Omaha Public Schools, 1971), p. 1.

According to the NEA Research Division, the surplus of beginning teachers may contribute to changes in the mobility and turnover characteristics of the teaching profession. Information which describes the extent of these changes will not be available for several months. Scattered reports suggest that teacher mobility and turnover may be decreasing as teachers hear reports of the increasing surplus of qualified applicants for teaching positions and the financial pressure for school boards to fill position vacancies with beginning rather than experienced teachers.

Barring change in the rate that school systems fill their position vacancies with re-entering teachers the estimated surplus of 14,900 experienced teachers in 1970 is expected to grow by at least 2,500 persons each year between 1971 and 1980.[21]

Out of every 100 teachers now teaching in the nation's public elementary and secondary schools, it is estimated that at least six will not be employed in the profession one year from now. More than nine others, still in the profession, will have moved from their present schools -- at least five to another school in the same school system, at least three to a different school system in another state. These estimates are based on findings of a recent NEA Research Division study of teacher mobility and loss.[22]

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[21]NEA Research Division, "Teacher Job Shortage Ahead" NEA Research Bulletin Vol. 49 No. 3., op. cit., p. 73.

[22]NEA Research Division, "Teacher Mobility and Loss", NEA Research Bulletin Vol. 46 No. 4, (Washington, D.C.: NEA Dec. 1968), p. 118.

Higher salary and improved working conditions were most frequently reported as the major reasons for transferring. The change of location of husbands employment and personal reasons were given as major reasons for moving to teach in another school.[23]

Other major reasons for leaving the profession were: leave of absence, retirement, to assume family responsibility or marriage, to return to school, to enter or return to another occupation, illness, improved economic benefits, death, others.[24]

The rate of teacher separations is receiving increased attention because one of the possible outcomes of an increasingly adequate supply of teachers may be a reduction in the numbers of voluntary separations from teaching. The Education Research Service in January 1971 requested all school systems with 12,000 or more pupils enrolled to report the numbers of teachers separating from their systems between July 1, 1969 and June 30, 1970.

The most frequently cited reason for separating is "resignation" which includes those leaving for professional/personal reasons as well as those encouraged to resign prior to forthcoming dismissal.[25]

The wide range of teacher separation rates reflects the influence of at least two types of factors. One type includes the socio-economic - mobility characteristics of the school locality. The other

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[23] Ibid., p. 120.

[24] Ibid., p. 122.

[25] NEA Research Division, "Teacher Separations From Service In Large School Systems", NEA Research Bulletin Vol. 49 No. 4. (Washington, D.C.: NEA Dec. 1971), p. 100.

factor includes the characteristics of the working conditions, recruitment policies, and practices within the school system which may influence teacher morale.[26]

[26] Ibid, p. 101.

CHAPTER 3

DESIGN OF THE STUDY

Description of Research Design

The Descriptive Survey research design was used to investigate the percentage of teacher mobility and the amount of teacher training between a selected sample of ten Inner City schools and ten schools located in other areas of the city of Omaha, Nebraska.

The process of descriptive research goes beyond the mere gathering and tabulating of data. It involves an element of analysis and interpretation of the meaning or significance of what is described.

Population and Sample

The selection of a sample of three hundred ninety five classroom teachers, approximately one fifth of the total number of teachers employed in the Omaha Public Schools, was made by the investigator based on the location of the school they were assigned to teach in for the 1971-72 school year.

The twenty schools investigated were selected from the October 1, 1971 Membership Report on the basis of their location within the city, similarity of student enrollments and classroom teacher numbers.

Data Instrumentation

The following data was gathered from the individual personnel,

records of three hundred ninety five classroom teachers. The information was made available by the Director of Staff Personnel Services. The personnel records are kept up to date on each teacher, teaching in the Omaha Public Schools.

1. Years of teaching experience (total).
2. Years of teaching experience in Omaha Public Schools (total).
3. Years of experience -
    a. Title I Schools
    b. Non Title I Schools
4. Degree status -
    a. Non degree
    b. Bachelors degree
    c. Bachelors degree plus 18 college credits
    d. Masters degree
    e. Masters degree plus 30 college credits

A professional experience questionnaire was used to capture relevant information not readily available in the personnel records. This questionnaire was administered to classroom teachers in individual building staff meetings, which insured an almost one hundred percent return.

Each building principal received a letter from the Omaha Public Schools' Director of Staff Personnel Services, introducing the investigator and informing them about the study, its importance, and giving the personal endorsement of the personnel director. After the letters were received by the Principals of the schools to be investigated, the investigator contacted each Principal personally to set up a meeting date, at which time the questionnaire would be administered to the classroom teachers.

Data Treatment

Whenever the results of questionnaires are to be analyzed, the problems of data treatment and organization confront the investigator.

In this study simple types of data analyses were used because the population as a whole was sufficiently homogeneous.

Comparisons were made within the large sample using frequency distributions and percentages.

The number of responses in this study were such that mechanical, electronic tabulation and analysis was necessary. Data from the Professional Experience questionnaire and the personnel records were coded and transferred to punch cards which were counted, sorted and prepared for rapid tabulation. Programs to tabulate the frequency and the percentages for a population sample of three hundred ninety five were set up to process, print and statistically analyze the data.

Since computers must be programmed and operated by technically trained personnel, the services of the staff and equipment in the University of Nebraska at Omaha Computer Center were used in the handling of the data, for accuracy and efficiency.

Some of the data are displayed in rows or columns, according to a logical plan of classification, this method helped the investigator see the similarities and relationships of the data in bold relief.

The groups compared were unequal in size. The frequency count was converted to percentage responses in order to compare the groups meaningfully. Translating frequency counts into percentages indicates the number per hundred compared. Both frequency counts and percentage

responses are included in the presentation and the analyses of the data.

The data are classified by division into subgroups, analyzed and synthesized in such a way so as to provide answers relative to the questions involved in the study.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The data presented in this chapter were gathered over a period of five months. The investigation involved a selected sample of 395 classroom teachers. Table II affords a comparison of the number of classroom teachers in each of the twenty schools involved in the study.

Table II

The Number of Classroom Teachers Investigated

10 Title I Schools		10 Non Title I Schools	
Schools	Number of teachers	Schools	Number of teachers
10	29	10	17
9	20	9	15
8	14	8	13
7	34	7	23
6	23	6	17
5	24	5	17
4	13	4	21
3	9	3	17
2	17	2	13
1	33	1	26
Total	216	Total	179

The study inspected classroom teacher training and mobility. In connection with these two factors a close look was taken at degree status, certification, teaching experience, assignments and reasons for teacher separation.

In Figure I are presented data on the degree status and certification of Title I teachers as compared to Non Title I teachers.

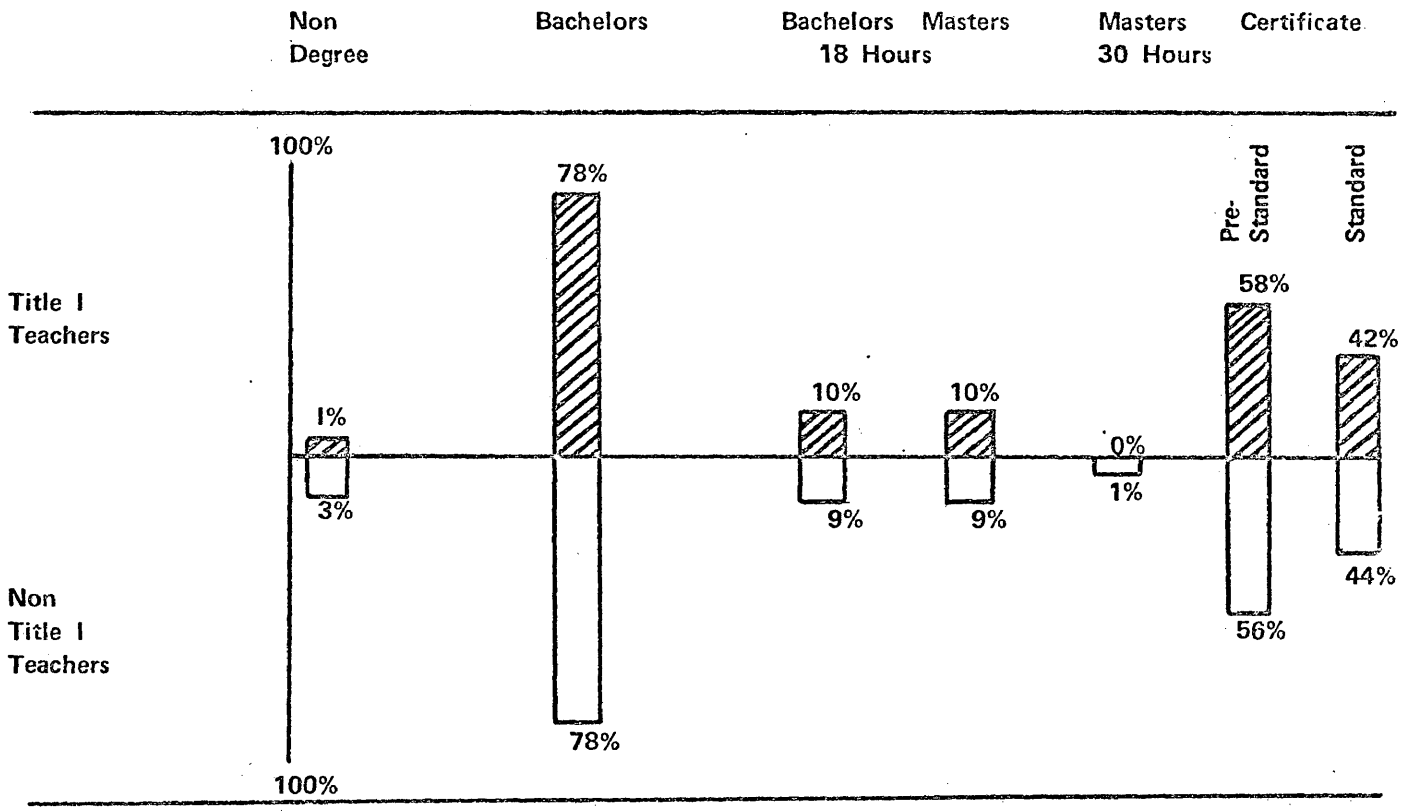
Both the Title I Schools and the Non Title I Schools had 78 percent of the sample of classroom teachers with a Bachelors Degree. There was little or no difference in the academic preparation between the two groups investigated.

Many of the teachers involved in the study have had training which would help them understand poverty area students. Of the total sample 51 percent of the Title I teachers and 8 percent of the Non Title I teachers indicated that they had additional training which could be used in the teaching of the culturally disadvantaged. According to the data in Table III, 22 percent of the Title I teachers compared to 2 percent of the Non Title I teachers have had one year of college or university course work on how to teach the poverty student; 13 percent of the Title I teachers have had in-service training compared to 1 percent of the Non Title I teachers.

Table III

Teacher Training For Inner City Schools

	Title I		Non Title I	
	Number of Teachers	Percent	Number of Teachers	Percent
In-Service Training	28	13 o/o	2	1 o/o
College or University courses	46	22	3	2
Other	33	16	9	5
None	102	49	165	92
Total	209	Total	179	
Mean 0.962		Mean	0.190	



Title I Degree Status
Mean — 2.310
Standard Deviation — 0.681

Certification
Mean — 1.417
Standard Deviation — 0.493

Non Title I Degree Status
Mean — 2.251
Standard Deviation — 0.684

Certification
Mean — 1.436
Standard Deviation — 0.469

Figure I. Degree Status and Certification of Classroom Teachers

The data on the V.I.P. (Very Important Persons) Programs in the Omaha Public Schools revealed that 87 percent of the Inner City school teachers participated compared to one percent of the teachers in other areas of the city. Based on that fact, it would appear that very few Non Title I teachers had at one time taught in the Inner City schools. It is interesting to note that 13 percent of the Title I teachers have not participated in the V.I.P. Programs; 18 percent participated for one year; 16 percent participated for two years and 30 percent participated for three years.[27]

The data cited in Table IV on the total years of teaching experience for each of the teachers involved in the study revealed that in the Title I schools 49 percent of the teachers compared to 44 percent of the Non Title I teachers have had less than five years of teaching experience. With ten years of teaching experience there were 4 percent Title I teachers compared to 6 percent Non Title I teachers. At the fifteenth year experience level were 2 percent of the teachers in both the Title I and Non Title I areas. The Title I teaching experience ranged from one year to thirty seven years compared to the Non Title I teaching experience range from one year to forty-one years. The highest teaching experience concentration was noted in the first ten years for the Title I teachers and in the first thirteen years for the Non Title I teachers; with the frequency at each successive year much lower.

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[27]"Professional Experience Questionnaire", (Nebr.: M. Vernell, Nov. 1971) Appendix, p. 41.

Table IV

Years of Teaching Experience (total)

Ten Title I Schools			Ten Non Title I Schools		
Number Years	Number Teachers	Percent	Number Years	Number Teachers	Percent
37	1	0.00	41	1	0.01
32	1	0.00	32	1	0.01
31	3	0.01	30	1	0.01
30	1	0.00	27	2	0.01
29	2	0.01	26	2	0.01
28	1	0.00	25	4	0.02
26	2	0.01	24	2	0.01
25	2	0.01	23	1	0.01
24	3	0.01	22	2	0.01
23	2	0.01	21	2	0.01
21	5	0.02	20	3	0.02
20	2	0.01	19	1	0.01
19	3	0.01	18	2	0.01
18	2	0.01	17	3	0.02
17	1	0.00	16	5	0.03
16	5	0.02	15	4	0.02
15	4	0.02	14	1	0.01
14	7	0.03	13	10	0.06
13	7	0.03	12	5	0.03
12	5	0.02	11	7	0.04
11	7	0.03	10	10	0.06
10	9	0.04	9	8	0.04
9	3	0.01	8	3	0.02
8	11	0.05	7	14	0.08
7	12	0.06	6	6	0.03
6	10	0.05	5	8	0.04
5	9	0.04	4	15	0.08
4	27	0.13	3	16	0.09
3	18	0.08	2	24	0.13
2	22	0.10	1	16	0.09
1	29	0.13			
Total	216		Total	179	
Mean	8.556		Mean	8.911	

A comparison between the total years of teaching experience in the Omaha Public Schools, of Title I and Non Title I classroom teachers is presented in Table V. The data revealed that 60 percent of the Title I teachers compared with 53 percent of the Non Title I teachers had five years or less teaching experience in the Omaha Public School System. The Title I Schools have a higher percentage of first year teachers than the Non Title I Schools. At the tenth year experience level were 3 percent of the Inner City teachers compared with 4 percent of the Non Title I teachers; and at the fifteenth year experience level are found 3 percent of both groups. The largest percentage of teaching experience difference was found in the first five years of teaching in the Omaha Public Schools.

Table V

Years of Teaching Experience in the Omaha Public Schools (Total)

Ten Title I Schools			Ten Non Title I Schools		
Number of Years	Number of Teachers	Percent	Number of Years	Number of Teachers	Percent
29	1	0.00	41	1	0.01
25	3	0.01	20	1	0.01
24	1	0.00	17	1	0.01
19	2	0.01	15	5	0.03
18	2	0.01	14	6	0.03
16	1	0.00	13	6	0.03
15	7	0.03	12	2	0.01
14	5	0.02	11	4	0.02
13	6	0.03	10	8	0.04
12	2	0.01	9	5	0.03
11	6	0.03	8	15	0.08
10	7	0.03	7	27	0.15
9	3	0.01	6	4	0.02
8	7	0.03	5	6	0.03
7	21	0.10	4	18	0.10
6	12	0.06	3	23	0.13
5	13	0.06	2	23	0.13
4	23	0.11	1	24	0.13
3	32	0.15			
2	28	0.13			
1	34	0.16			
Total	216		Total	179	
Mean	5.907		Mean	6.045	

According to the findings in Figure 2, page 29, 76 percent of the Title I teachers have no experience other than in Title I schools; 28 percent have one year of Title I teaching experience; 19 percent have over seven years of Title I teaching experience. It was interesting to note that 52 percent of the teachers had three years of Title I teaching experience. There is evidence to support the observation that every third year there is a 43 percent teacher turnover in the Title I schools.

Of the teachers in the Non Title I schools; 83 percent had no teaching experience, 17 percent had taught in a Title I school, with a range from 7 percent with one year to 1 percent with 18 years of experience.

Figure 3, page 30, bears out the findings that 76 percent of the Title I teachers have no experience other than in Title I schools; 4 percent have taught one year, 5 percent have taught three years, 1 percent have taught five years and 1 percent have taught ten years in Non Title I schools.

Of the Non Title I teachers, 89 percent have taught ten years or less; 15 percent with one year of experience and 1 percent with 41 years of experience.

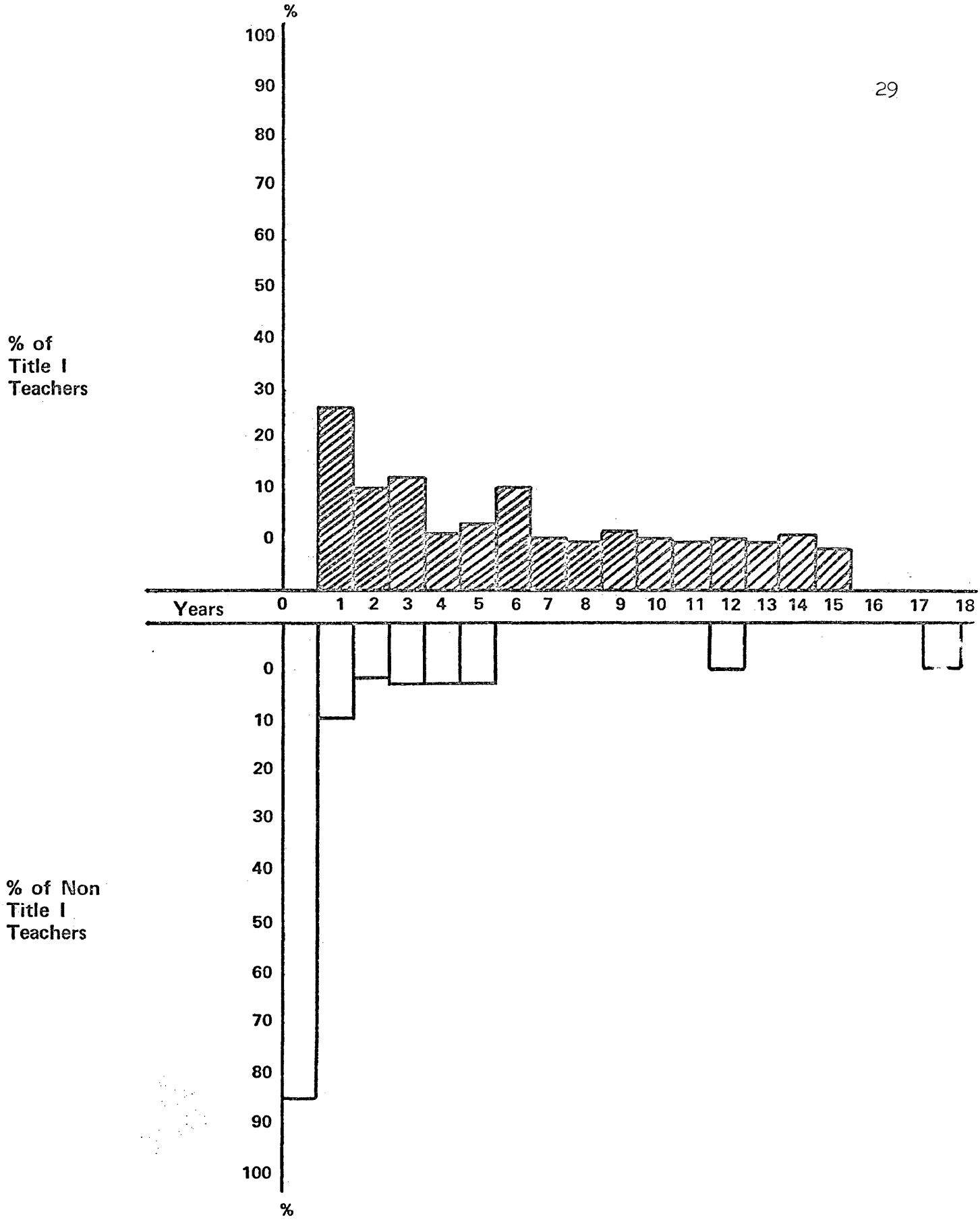

Figure 2. Years of Teaching Experience in Title I Schools

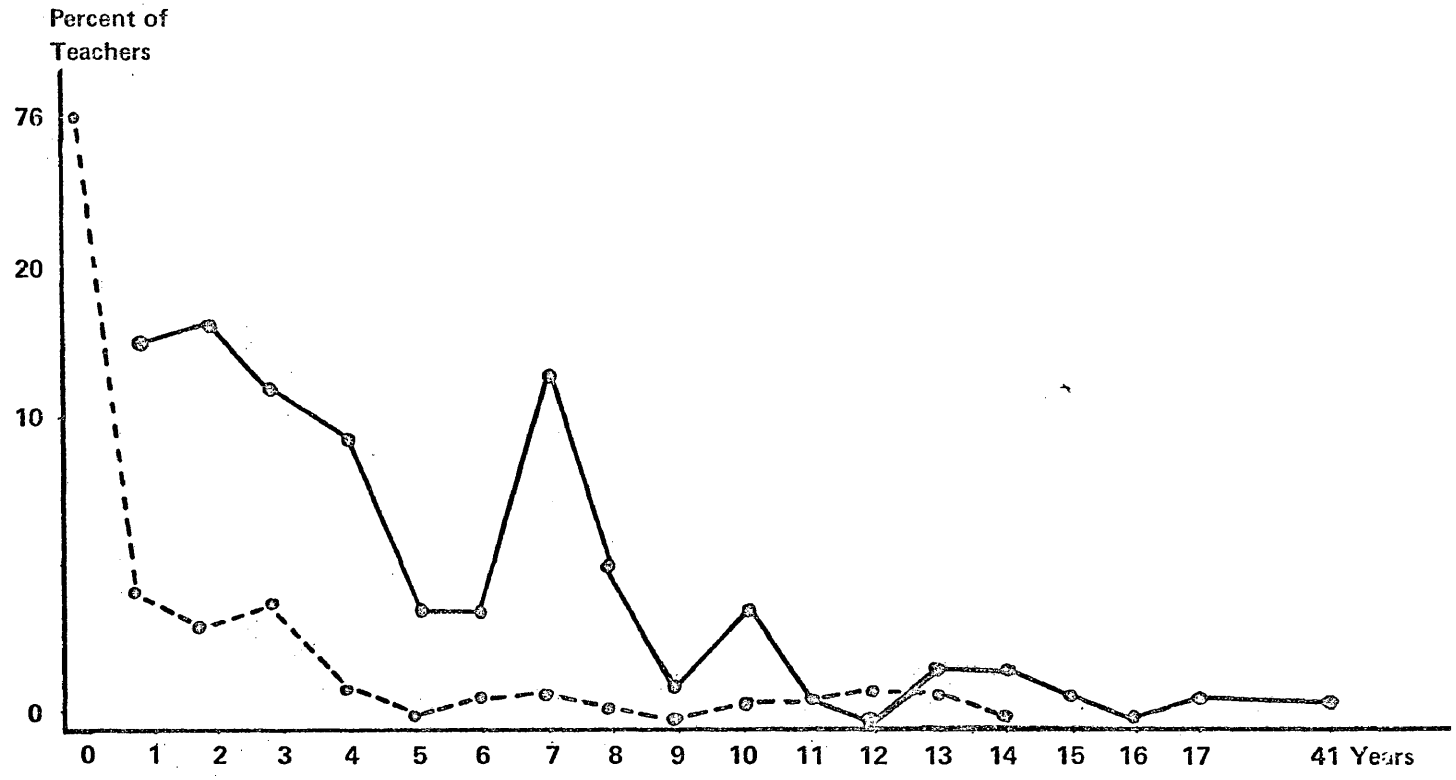

Figure 3. Years of Teaching Experience In Non Title I Schools

A study of Table VI indicates the length of time the teachers involved in this study have taught at their present school. The percent of teachers who had taught for one year in the same building, was 22 percent for both the Title I and Non Title I teachers; two to five years, 46 percent Title I - 44 percent Non Title I; six to ten years, 19 percent Title I - 20 percent Non Title I; over ten years, 14 percent Title I - 13 percent Non Title I. Of the Non Title I teachers 87 percent had taught in the same building for three years or less compared to 86 percent of the Inner City teachers.

Table VI

Years Taught In The Present School

Years	Percent of Title I Teachers	Percent of Non Title I Teachers
Over 10 Years	0.14	0.13
6 - 10 Years	0.19	0.20
2 - 5 Years	0.46	0.44
1 Year	0.21	0.22
No Response		0.01
Title I Mean 2.263		Non Title I Mean 2.235

The data gathered from the question - - Did you request to teach in a particular school or section of the city? - - revealed that 34 percent of the Title I teachers answered yes and 66 percent answered no in comparison to 38 percent Yes and 61 percent no of the Non Title I teachers and 1 percent did not answer the question.

In response to this question -- Did you request to be assigned to teach in a Title I School or Inner City School? -- revealed that 30 percent of the Title I teachers answered yes, 70 percent answered no; compared with 2 percent yes and 97 percent no, 1 percent did not respond of the Non Title I teachers.

On the basis of the data in Table VII, the percentage of teachers who have left the field of teaching are revealed. The percent of Title I teachers who have left the classroom for one reason or another was 33 percent, compared with 31 percent of the Non Title I teachers.

Table VII

Percent of Teachers Having Left The Field of Teaching

Percent Title I Teachers		Percent Non Title I Teachers
Answered		
No	0.67	0.69
Yes	0.33	0.31
No Response		0.01

Table VIII represented an attempt to show the reasons teachers left the field of teaching. The reasons considered in the study were pregnancy, change of residence, marriage, promotion and others. The percentage findings were very similar with 11 percent of both groups citing pregnancy; 2 percent Title I, 3 percent Non Title I teachers moved; 11 percent of both groups left to be married; no Title I teach-

ers left the classroom due to promotion compared to 1 percent of the Non Title I teachers; 8 percent of the Title I teachers compared with 6 percent of the Non Title I teachers left the classroom for other reasons. Continuous service refers to the teachers who have no break in their service record since they were employed in the Omaha Public Schools.

Table VIII

Reasons For Teacher Separation

Reasons	Title I Number of Teachers	Percent
Promotion	1	0.00
Married	22	0.11
Moved	5	0.02
Pregnancy	24	0.11
Other	16	0.08
Continuous Service	141	0.67
Total	209	
Mean 0.880		

Reasons	Non Title I Number of Teachers	Percent
Promotion	1	0.01
Married	19	0.11
Moved	5	0.03
Pregnancy	20	0.11
Other	10	0.06
Continuous Service	124	0.69
Total	179	
Mean 0.788		

CHAPTER 5

SUMMARY AND CONCLUSIONS

The purpose of the study was to compare the percentage of classroom teacher mobility and the amount of classroom teacher training between ten Inner City Elementary Schools and ten Elementary Schools located in other areas of Omaha, Nebraska.

The Descriptive Survey research design was used to investigate the problem. Data were gathered over a period of five months on the professional experience of three hundred ninety five classroom teachers, teaching in twenty Omaha Public Schools.

In light of all data gathered and analyzed in the study these were some of the findings to the five questions to be answered.

Question 1. Is there evidence to support the belief that the percentage of teacher mobility in the Title I Schools is appreciably greater than teacher mobility in Non Title I Schools?

In the Title I schools 33 percent of the teachers compared to 31 percent of the Non Title I teachers have left the classroom for one reason or another.

The reasons for teacher mobility considered in the study were; pregnancy, change of residence, marriage and promotion. The percentages were very similar with 11 percent of both groups citing marriage and pregnancy as the reasons for leaving the classroom. Eight percent of the Title I teachers compared to 6 percent of the Non

Title I teachers left for reasons other than those mentioned in the study.

A large percentage of teachers have no break in their service record. The Title I teachers had 67 percent compared to 69 percent of the Non Title I teachers with continuous service.

Of the Title I teachers 46 percent compared to 44 percent of the Non Title I teachers have taught in the same school from two to five years.

There are 76 percent of the Title I teachers with no experience other than in Title I schools, the same situation is true in reverse for 83 percent of the Non Title I teachers. The data supported the generalization, that a system for teacher rotation would be helpful in staff development.

There is evidence to support the observation that every fourth year there is a large percent of teacher turnover in the Title I Schools since the data in Table IV shows 4 percent of the teachers at the fifth year experience level. This would indicate that as teachers in the Title I area gain tenure, they tend to transfer out of the low income area schools.

Question 2. Of the total number of first year teachers employed each school year, are a larger number assigned to teach in Title I schools than in Non Title I schools?

In the Title I schools 16 percent of the teachers are first year teachers compared to 13 percent first year teachers in the Non Title I schools.

The percentage of first year teachers assigned to teach in the Title I schools is higher than in the Non Title I schools.

Question 3. Is there evidence to substantiate the idea that many teachers teaching in low income areas have had special teacher training, which would help prepare them to teach in the schools located in the central city?

Of the total sample 51 percent of the Title I teachers and 8 percent of the Non Title I teachers indicated that they had had additional training which could be used in the teaching of the culturally disadvantaged.

Over half of the Title I teachers had participated in in-service training or university course work in an effort to become more effective classroom teachers.

Question 4. Have the teachers in the Non Title I schools had more college or university teacher preparation than the teachers in the Title I schools?

Both the Title I and Non Title I schools had 78 percent of the classroom teachers with a Bachelors Degree.

There was little or no difference in the academic preparation between the two groups investigated.

In the area of Nebraska State Teacher Certification, 42 percent of the Title I teachers had a Standard Certificate compared with 44 percent of the Non Title I teachers with a Standard Certificate.

Question 5. Are classroom teachers teaching in certain areas of the city by choice?

The data gathered from the question -- Did you request to teach in a particular school or section of the city? -- revealed that 34 percent of the Title I teachers answered yes compared with 38 percent yes for the Non Title I teachers.

In response to this question - - Did you request to be assigned to an Inner City school? - - revealed that 30 percent of the Title I teachers answered yes to 2 percent yes, Non Title I teachers.

The data showed that the majority of the teachers made no special request to be assigned to a particular school or locale.

In view of the study findings, the following are some of the areas which could be of concern to educators:

First, A careful look should be taken at the preparedness of all inexperienced teachers, for personal qualities and special teacher training before they are assigned to Inner City Schools;

Second, The findings may be useful in disspelling some of the controversy on whether or not teachers are academically qualified to teach children;

Third, A system for the rotation of the teaching staff should be considered as a means of staff development. The study findings revealed that many of the teachers involved had no experience other than in the Title I schools or in the Non Title I schools;

Fourth, This study may give rise to further indepth investigations of teacher training and mobility in the Omaha Public Schools.

APPENDIX

OMAHA PUBLIC SCHOOLS
INTERCOMMUNICATION

To: Mrs. Marjorie Vernell, Principal, Monmouth Park School
From: Irving C. Young
Date: November 3, 1971
Subject: Research Proposal Application

I have reviewed your research project proposal with Dr. Ron Anderson and it is our opinion that the project as outlined does have some merit. It is my pleasure to advise you that permission is herewith granted to pursue this undertaking on the basis of procedures outlined in your proposal and during subsequent conversation with Dr. Anderson and myself.

I will be happy to assist you in the development of a suitable instrument to capture the data which your study will require. Please coordinate your efforts through my office and that of Dr. Anderson. I will look forward to visiting you on Friday, November 5.

cc: Dr. Ron Anderson

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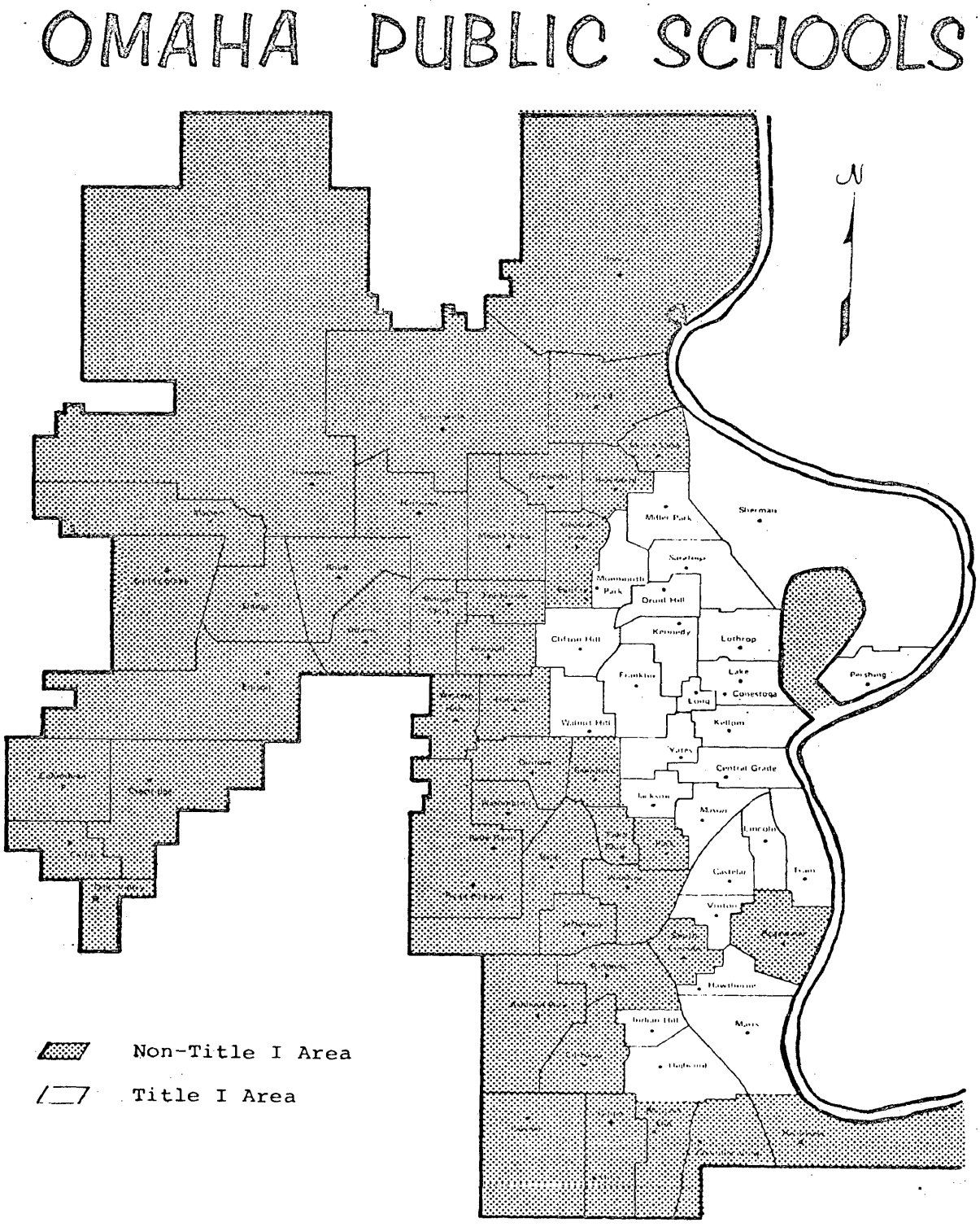

Figure 4. Location of Elementary Schools, involved in the Study, in Omaha, Nebraska.

ELEMENTARY SCHOOLS STUDIED

Title I Schools	Student Enrollment	Number Classroom teachers
Clifton Hill	855	33
Druid Hill	392	17
Hawthorne	313	9
Highland	391	13
Kellom	599	24
Kennedy	640	25
Lothrop	808	38
Marrs	440	14
Monmouth Park	537	20
Saratoga	731	31

Non Title I Schools	Student Enrollment	Number Classroom teachers
Benson West	879	26
Chandler View	447	13
Dundee	536	17
Edison	897	21
Florence	570	17
Gilder	663	17
Oak Valley	700	24
Columbian	470	13
Springville	553	15
Wakonda	589	17

November 22, 1971

Mrs. Marjorie Vernell, Principal
Monmouth Park Elementary School
Omaha Public Schools

Dear Mrs. Vernell;

Mrs. Marjorie Vernell has worked with the Department of Staff Personnel Services and the Department of Research to structure a study relative to teacher mobility and training in selected school buildings within the Omaha Public Schools.

We will appreciate your cooperation and contribution when she calls upon you for your participation.

Thank you.

Sincerely yours,

Ron Anderson
Assistant Superintendent

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PROFESSIONAL EXPERIENCE QUESTIONNAIRE

OMAHA PUBLIC SCHOOLS

OMAHA, NEBRASKA

School_____Date_____

1. How long have you taught at this school?
   1 yr.__, 2-5 yrs.__, 6-10 yrs.__, over 10 yrs.__.

2. Have you ever left the field of teaching?
   Yes__, No__.
   If yes - Reason for leaving?
   Pregnancy__, Moved__, Married__, Promotion__, Other__.

3. Did you request to teach in a particular school or section of the city?
   Yes__, No__.

4. Did you request to be assigned to teach in a Title I school or Inner City school?
   Yes__, No__.

5. Did you have any special training which would qualify you to teach in the Inner City schools?
   Yes__, No__.
   If yes - College of University classes__, In-Service Training__, Other__.

6. Have you been a participant in the V.I.P. Program?
   Yes__, No__.
   If yes - for how many years?__. (include the current year)

Thank you

Prepared by Marjorie Vernell
November 5, 1971

Information gathered from the Personnel Records of each classroom teacher involved in the study.

NO NAMES

1. Years of teaching experience (total) _____.

2. Years of teaching experience in the Omaha Public Schools (total) _____.

3. Years of teaching experience in:

   Title I Schools_____.
   Other OPS Schools_____.

4. Degree Status:

   Non Degree _____.
   Bachelors Degree _____.
   Bachelors Degree plus
   18 college credits_____.
   Masters Degree _____.
   Masters Degree plus
   30 college credits_____.

5. Certification:

   Pre-Standard _____.
   Standard _____.

Prepared by Marjorie Vernell
November 5, 1971

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