

# Personnel



In addition to classroom teaching many of the teachers serve on study committees. Mrs. Nancy Kingston (left) is chairman of the Kindergarten Curriculum Committee and Art Del Vero is a member of the Professional Growth Committee.

The teacher facing his student in the classroom is the heart of any school.

His task—prepare his student for the unknown world of tomorrow.

This calls for each student's developing individual decision-making and problem-solving abilities far beyond those once expected of the current generation. Thus it is that teaching and learning of such subjects as reading, English, mathematics, history and science become not so much an end in themselves, but a means to an end.

The highly capable teacher is also aware of his influence in developing a student's attitudes, his understanding and appreciation of our democratic values, his self-expression and communication abilities, his ability to think with an open mind and his enjoyment of the pursuit of his goals.

The importance of providing this type of teaching continues to be of utmost concern to parents, to citizen and professional study groups, as well as to the classroom teacher, administration and Board of Education.

It has been said a school system has achieved excellence when it is able to attract and retain a specific teacher for a specific teaching position.

Intellectual and educational climate in the community and in the schools, working conditions, recognition and financial rewards are important considerations also of a career-minded teacher when choosing a community in which to serve.

All other considerations being equal, salary rewards are probably the major deciding factor, particularly to the family man.

Attracting this type of teacher is becoming more difficult on a regional basis. On a national basis, competition is most difficult. The challenge is increased by the need for many more teachers for our rapidly growing enrollments.

In addition, we must encourage and stimulate our present staff to grow professionally and support them with materials, services and working conditions which will enable the pupils to benefit from their continued and increasingly valuable service.

Finally, in education as in all other fields, no real shortage of overall number exists. Shortages in numbers exist, however, in the fields of foreign languages, mathematics, science and library science.

Typically, competition is extremely high for top talent. About one in ten applicants finally becomes a teacher in the Birmingham schools.

With the help of the community, much progress has been made in the past three years. Given its continued support, we are confident of continued progress in confronting each student with the best possible teacher.

In the chart below are presented some indications of the progress made and of some of the future requirements and goals.

## Current

	1961-62	1962-63	1963-64
<b>Total Professional Staff</b>	616	655	695
<b>Total Enrollment</b>	12,737	13,260	14,140
Elementary	7,450	7,685	8,014
Secondary	5,287	5,575	6,116
<b>Classroom Teachers</b>			
Elementary	249	263	274
Secondary	243	258	279
<b>Average Class Size</b>			
Kindergarten through 6th Grade	27	27	27
<b>Supporting Personnel</b>			
Helping teachers, counselors, consultants, special education, administrators	124	134	140
<b>Average total teaching experience in Birmingham</b>	8.8 yrs. 5.1 yrs.	8.8 yrs. 4.9 yrs.	9.2 yrs. 4.9 yrs.
<b>Average Age</b>	35.6 yrs. 22%	35.8 yrs. 21%	35.9 yrs. 23%
<b>M.A. Degrees</b>	33%	37%	43%
<b>Average Salary</b>			
Total professional staff	\$6,693	\$7,017	\$7,421
Classroom teachers	\$6,379	\$6,728	\$7,037
<b>New Staff—What% were beginning teachers?</b>	41%	29%	16%
<b>Professionals per 1000 students (Recommended minimum standard: 60 per 1000)</b>	47	48	49
<b>Counselor-Pupil Ratio</b>	1 to 327	1 to 305	1 to 321
<b>Loss Factor</b>	18%	11.5%	12.4%

## Projected

	1964-65	1965-66	1966-67	1967-68	1968-69
<b>Total Professional Staff</b>	788	840	893	945	986
<b>Total Enrollment</b>	15,163	15,827	16,619	17,480	18,323
Elementary	8,649	9,129	9,587	10,066	10,570
Secondary	6,514	6,698	7,032	7,414	7,753
<b>Classroom Teachers</b>					
Elementary	301	309	323	339	356
Secondary	317	331	347	365	383
<b>Average Class Size</b>					
Kindergarten through 6th Grade	27	27	27	27	27
<b>Supporting Personnel</b>					
Helping teachers, counselors, consultants, special education, administrators	170	201	223	241	247
<b>Average total teaching experience in Birmingham</b>	—	—	—	—	—
<b>Average Age</b>	—	—	—	—	—
<b>M.A. Degrees</b>	—	—	—	—	—
<b>Average Salary</b>	—	—	—	—	—
Total professional staff	—	—	—	—	—
Classroom teachers	—	—	—	—	—
<b>New Staff—What% were beginning teachers?</b>	—	—	—	—	—
<b>Professionals per 1000 students (Recommended minimum standard: 60 per 1000)</b>	51	53	53	54	53
<b>Counselor-Pupil Ratio</b>	1 to 317	1 to 304	1 to 281	1 to 254	1 to 280
<b>Loss Factor</b>	—	—	—	—	—