

Human Performance Improvement Report

Organization:

Hillgrove HS

Science

Department

Client

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Executive Summary

The performance problem that we examined was Cobb Teaching and Learning System (CTLIS) use at Hillgrove HS. CTLIS is the Learning Management System (LMS) that was designed by the Cobb County School District (CCSD) and used in all of the schools in the district. The district expected teachers to use this LMS as the primary resource to deliver instruction to their students. We examined the current use of CTLIS by science teachers at Hillgrove HS to determine the performance of teachers related to the expectations of the district.

Data was collected in order to determine the performance gap and possible causes for the identified gap. Data was collected from various stakeholders. A survey was sent out to the teachers in order to collect data related to teaching experience and general feelings about CTLIS. Three teachers were then interviewed to follow up on the survey to collect more detailed data on

CTLS and issues that were seen in the survey responses. This data was used to determine the current performance. The science administrator was interviewed to collect data on the expected performance for CTLS by the district as well as possible causes for the performance gap. The CCSD has a homepage for CTLS that was used to collect data on the district expectations for CTLS use as well.

The performance gap that was identified from the data that was collected was that 76.9% of Hillgrove science teachers are not using CTLS according to district expectations. These teachers were using other platforms to instruct their students rather than using CTLS. Using the data collected, four different possible causes were identified. Those possible causes were: CTLS was not user-friendly or easy to navigate, incentives and consequences for CTLS use and nonuse were nonexistent, CTLS did not contain all the features the teachers needed for their classroom and teachers did not have time to learn a new LMS.

Using the data collected, four different recommendations are made to address the performance gap and potential causes that were brought to light. Each of the four recommendations addresses one of the four potential causes. The first recommendation falls under the learning intervention category: education and training. More education and training on CTLS should help CTLS become easier to navigate for teachers. The second recommendation is individual growth which will help to set consequences for teachers not using CTLS. The third recommendation falls under the category of work design and is reengineering. The recommendation is to reengineer the CTLS platform to include the features that the teachers felt were missing. The fourth recommendation is coaching and mentoring. This will help the teacher be able to learn CTLS quicker by having others they can work with which can help with the lack of time the teachers had.

Performance Systems Analysis Alignment Tables

Data Collection Alignment Table

Problem Statement	Data		
	For quantifying the performance gap (e.g., Current and Ideal Performances)	For understanding the context or environment	For identifying potential causes to the problem
The science teachers at Hillgrove High School do	Survey to teachers	Interview with teachers	Survey to teachers
not use the district-designed LMS, known as CTLS, as the	Interview with administrator	Overview of CTLS webpage	Interview with administrator
district expects them to.	Overview of CTLS webpage (Ideal Performances)	CCSD website and other school rating website	Interview with teachers

Solution Alignment Table

Problem Statement	Performance Gaps Identified	Causes	Proposed Intervention(s)
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The science teachers at Hillgrove High School do not use the district-designed LMS, known as CTLS, as the district expects them to. 76.9% of Hillgrove science teachers are not using CTLS according to district expectations. CTLS was not user-friendly or

easy to navigate (Instruments). Incentives and Consequences were nonexistent (Incentives). CTLS did not contain all the features the teachers needed for their classroom (Instruments)

Teachers did not have time to learn a new LMS (Instruments). Education and training. Individual growth

Reengineering. Coaching and mentoring

Assignment 1: Identified Performance Problem - Module 1

Organization Description

Mission and Purpose

The mission of the Cobb County School District (CCSD) is one team, one goal, student success. The vision of the district is to create a district where all students succeed (Student, School & Staff Data, 2021).

The mission of Hillgrove High School (HS) is soaring to deliberate success in academics, the arts, and athletic achievement. The vision of Hillgrove HS is to prepare students with knowledge and values to become productive citizens (Our School, 2018). **Physical Setup,**

Location, and Context

Hillgrove HS is located in Powder Springs, GA. Powder Springs is an upper-middle-class community that is a suburb of Atlanta. Hillgrove is surrounded by middle-class neighborhoods with a lot of families of school-aged children. The community is a very generous and involved community. When a need arises, the community is always there to help. The parents of the students are very involved in their student's education and the work of the school. Hillgrove is built on land at the corner of Luther Ward Road and Casteel Road. This land was once part of the Hill family farm, hence the name Hillgrove. Lovinggood Middle school is also located on the property and is the main middle school that feeds into Hillgrove. The Hillgrove campus is made up of one large building that has two floors. Each floor is divided up into four different wings that each house a different subject area. The campus also includes a football stadium, baseball field, softball field, and two practice fields. The student population for the 2020-2021 school year was approximately 2,300 students. The ethnicity breakdown of Hillgrove is 47% white, 35% black, 10% Hispanic, 3% Asian or pacific islander, and 5% two or more races. At Hillgrove, 21% of the students are considered low-income students (Explore Hillgrove, 2020).

Employees and Clients

Hillgrove HS is one of seventeen high schools in the CCSD. With approximately 2,300 students, it is one of the larger schools in the district. Hillgrove competes in the 7A classification for athletics which is made up of the 48 largest schools in the state of Georgia. Hillgrove is led by a female principal along with six assistant principals, four male, and two female. The principal has been at Hillgrove for five years while the assistant principals vary in time at Hillgrove from one year to seven years. At Hillgrove, the faculty is divided up into eleven different departments: career tech, English, fine arts, library media center, math, physical education, school counseling, science, social studies, special education, and world language. All teachers at Hillgrove must have a bachelor's degree at a minimum and have passed the GACE exam for the subject they are teaching. Many teachers at Hillgrove have earned advanced degrees.

Being a school, the client is the students at Hillgrove HS. As mentioned previously, the student population for the 2020-2021 school year was approximately 2,300 students. The ethnicity breakdown of Hillgrove is 47% White, 35% Black, 10% Hispanic, 3% Asian or Pacific Islander, and 5% two or more races. At Hillgrove, 21% of the students are considered low-income students (Explore Hillgrove, 2020).

Problem Description

Current Performance

The science teachers at Hillgrove HS do not use the district-designed LMS, known as CTLS, as the district expects them to. The district expects that all teachers use CTLS as the main way that they would deliver content, or any other information, to their students. Rather than using CTLS, some teachers use CTLS as a way to link their students to other platforms like Google Classroom, Weebly, or Schoology. The mandated use of CTLS became a new policy for the 2020-2021 school year. Due to the COVID-19 pandemic, the CCSD expedited the

development of their own LMS to use for the 2020-2021 school year. The district has been developing this platform for the past few years. However, with extra funding available due to the pandemic, and the urgent need for a centralized online learning platform, the district pushed out CTLS in July prior to the school year starting. With this rollout came the new policy of requiring teachers to use CTLS. Prior to this point, there was no expectation by the CCSD or Hillgrove of a specific platform to use.

Problem Identification

This problem has been identified by the local administration at the school. The various assistant principals are tasked with supervising different content areas. As they observe and evaluate the teachers, part of that process is to check their CTLS pages. In doing so, administrators noticed that some teachers were using the platform to the fullest extent while other teachers were doing the bare minimum possible.

Parties Affected by the Problem

The main parties affected by this problem are the teachers, the students, and the administrators. The teachers are affected because they are expected to only use the CTLS platform. However, they are not doing so. This leads to conversations with administrators as to why they are not doing what is expected of them. The teachers also have to deal with parent and student questions as to why they are not using the platform that other teachers are using. Students are affected because they have to learn a different platform other than CTLS. With four different classes each semester, this could potentially be four different platforms for the student to learn each semester. This time could be better spent learning the content rather than the LMS. Finally, administrators are affected because they are expected to hold teachers accountable for following district policies.

The main reason this problem needs to be addressed is that it poses a potential obstacle to student achievement. When students have to spend time learning different platforms, they have

less time to focus on learning the content. If a student is more concerned with where to get an assignment from or how to turn an assignment in, they will not be able to learn at the highest level. Their achievement will suffer due to focusing on other, preventable issues. Based on their mission statements mentioned previously, Hillgrove HS and the CCSD, are both focused on student achievement. Solving this problem would help student achievement.

Assignment 2: Data Collection Plan - Module 2

Restated Performance Problem Description Sentence: The science teachers at Hillgrove HS do not use the district-designed LMS, known as CTLS, as the district expects them to.

Data	Type of Data	Method Data	Rationale for Data Collection	Data Purpose	Data Collected
Hillgrove science teachers (n=15)	Mix	Survey	The purpose of this survey is to collect basic data on the teachers to help them understand who they are as individuals and also their thoughts on CTLS. The survey will act as a starting point in the data collection process. From the survey, we will narrow down three teachers to interview in greater detail regarding CTLS and their use/nonuse of CTLS. The survey will help us identify similar themes or reasons behind not using CTLS to the extent the district expected them to. The survey includes some multiple-choice questions related to demographics and experience. It also contains some open-ended response questions related to CTLS. The reason for this is so teachers can give their own feedback on CTLS use and they are not swayed in one direction or the other when filling out the survey. Link to survey	Quantifying Current Performance Identifying Potential Causes	06/30/2021

Hillgrove admin (n=1)	Qualitative	interview	The purpose of this interview is to gain a better understanding of the current use of CTLS by the science teachers and the ideal use. The performance problem was originally identified by this administrator so her interview will be valuable in gaining more insight into	Quantifying Current Performance	06/30/2021
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Hillgrove science teachers (n = 3)	quality	Interview	the performance gap. Interview questions are given below: 1. What is the district expectation related to teachers using CTLS? 2. What did you observe this past school year related to teacher use of CTLS? 3. What are your thoughts on reasons why there is a gap in district expectation and teacher use? Question 1 will help provide data on the ideal performance expected by the district. Question 2 will help provide data on the current performance based on experiences from this past school year. Question 3 will help provide data on the performance gap between the ideal and current performance. The purpose of these interviews is to dig deeper into the reasons why teachers did not use CTLS to the extent they were expected to. The teachers will be chosen based on their responses to the survey and the interview questions will be written based on survey data. We plan to choose teachers who have different reasonings for using, or not using, CTLS to the extent they were expected to. This will help to ensure we collect as much data as possible about all the different reasons and not just focus on one reason. The interview will also allow us to dig deeper into the teachers' perceptions of the district's expectations on CTLS use as well as provide more information on the teaching environment currently at Hillgrove.	Quantifying Ideal Performance Understand the context or environment Identifying Potential Causes	06/30/2021
CTLS Webpage	quality	Analysis	The purpose of this analysis is to gain a better understanding of CTLS. The goal is for it to be as unbiased as possible. The administrator and	Quantifying Ideal Performance	06/30/2021

			teachers have a		
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CCSD Website and other school rating websites	Mixed	Analysis	of a certain view of CTLS and their responses to surveys and interview questions will be skewed on these views based on their previous experience with CTLS. Our group is considered outside observers so our analysis of this webpage can provide us with information about CTLS and how it works. The webpage is designed by the CCSD so the information is going to be presented in a positive manner. Even so, valuable information can still be taken and used to help better understand CTLS and how teachers are expected to use it. The website shows the CCSD's view of CTLS and its expectations on what they feel it should be used for. This will help us gain a better understanding of the ideal performance expected by the district. Link to webpage The purpose of this data source is to gather relevant information about Hillgrove HS, its mission, and its values. This will help us better understand the environment and context we are working in. Websites used: https://www.greatschools.org/georgia/powder-springs/3781-Hillgrove-High-School/#Students https://www.hillgrovehighschool.org/Our-School	understand the context or environment	06/30/2021
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			https://www.cobbk12.org/page/285/the-district		
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*Remember, all data must be collected by the end of Module 3.

Assignment 3: Gap Analysis Report - Module 3

Restated Performance Problem Description Sentence: The science teachers at Hillgrove HS do not use the district-designed LMS, known as CTLS, as the district expected them to.

Gap Analysis Report

Environmental Analysis

Workplace

The performance problem being examined occurs at Hillgrove HS in Powder Springs, Georgia. Hillgrove serves approximately 2300 students in grades 9-12, making it one of the largest high schools in the Cobb County School District. The Hillgrove campus is made up of one large building that has two floors. Each floor is divided up into four different wings that each house a different subject area. Each teacher has their own classroom that they teach from with students transitioning from classroom to classroom throughout the day. Administrator offices are scattered throughout the building with each subject administrator being located on the same wing as the subject they evaluate.

Resources & Tools

Every teacher at Hillgrove is given a district-issued Dell laptop when they are hired. This laptop has access to Microsoft 365 and all the programs that come with it. Teachers also use Outlook for their email. Every classroom is outfitted with a touchscreen where they can connect their laptop in order to show their class different videos or presentations. Every classroom also has a document camera that connects to the laptop as well.

The school district provided a few resources to the teachers directly related to CTLS. One

resource was a series of professional development courses that taught the teachers how to use CTLS. These courses were assigned to the teachers to complete during pre-planning for the 2020-2021 school year. The courses were designed to be asynchronous courses that teachers completed at their own pace. Another resource provided to the teachers was a Microsoft Teams room where teachers could join and speak to a district technology integration specialist who would answer any questions or troubleshoot any problems the teachers were having. This room was open every day during pre-planning during normal school hours. The teachers also had access to a Microsoft form they could fill out and request enhancements to be made to the system. A final resource that came out in our interviews with the teachers was other teachers. As the teachers were learning how to use CTLS, some teachers learned things quicker than others and they were able to use each other as resources to help learn and navigate the platform.

Information & Feedback

Teachers are expected to follow all district policies outlined in the employee handbook. The handbook outlines various behaviors related to teaching duties, attendance, and social media use. Teachers are sent a weekly email from the principal called “Hawks Highlights” which outlines important dates and information for the upcoming week as well as any other information the principal needs to disseminate to the entire staff. The main form of feedback given to teachers is during their TKES evaluations. Depending on the years of experience of the teacher they are on one of two plans. One plan has two walkthrough evaluations and one longer evaluation that usually lasts thirty minutes every semester while the other plan only has one walkthrough and one thirty-minute evaluation per semester. Feedback is then typically received later that day when the administrator puts in the feedback to the TKES portal. It is important to note that the science administrator said that evaluations were not normal this past year due to COVID. The number of observations was less than normal and the scope of the observations was not normal. She said the scope of the observations was more so to check in with the teacher and

students and make sure everything was going well.

Consequences for Nonperformance & Incentives for Performance

The main incentive or consequence related to performance is the TKES evaluation. The teachers are evaluated on different standards on a scale ranging from 1-4. The goal is to get 3's and 4's on the evaluation. There is no incentive in place to earn a 4. A consequence of receiving too many 1's and 2's is that the teacher is put on a professional development plan. The school does do a teacher of the month award every month but from interviews with teachers, this seemed more of a popularity contest rather than an award based on performance. In order to win teacher of the month a teacher has to be nominated by a peer and then the staff votes on the nominees. The nominees were not nominated by administrators. One teacher noted in their interview that teachers who show exemplary performance are usually asked to take on more responsibilities around the school.

Work

Teachers at Hillgrove HS are responsible for creating course content, teaching that content, writing assessments, and helping students learn their subject according to state standards.

Hillgrove uses collaborative communities based on the subject so teachers are expected to work with the collaborative team in order to develop the highest level of content they can for the students. Teachers also perform other duties as assigned by the principal in order to ensure that the day-to-day operations of the school run smoothly.

Job Tasks & Processes

Teachers at Hillgrove are responsible for teaching three classes each day. They must take attendance for the first five minutes of class and record that in the online attendance platform used by the school. During class change, teachers must be out in the hallway monitoring the students going from class to class. Teachers have one period off to use as a planning period. They

are also expected to grade student work on time and put those grades in the grade book so students and parents know the progress of the student in that class. When a student begins failing the class, the teacher has to contact the parents so that they are aware. Teachers also have to attend any 504 or IEP meetings. These meetings can vary in time. Some of them are before school, some are after school and some are during the day. Along with these 504 and IEP plans, teachers have to provide the necessary accommodations to each student as per their plan details. The teachers have to make whatever copies they need for each day and make sure all lab equipment is working and safe for students to use.

Employee Responsibilities

Teachers at Hillgrove are required to follow all the requirements outlined in the employee handbook. They are expected to conduct themselves in a professional manner both at school and not at school. Teachers are responsible for doing anything in their power to provide opportunities for students to learn and demonstrate mastery of content. They are not expected to do this outside of contract hours even though some teachers do. Teachers are also responsible for any other tasks as assigned by the principal which could include lunch duty, covering classes for absent teachers if there are not enough substitute teachers, or other tasks to ensure the school day runs smoothly. While it is not a requirement at Hillgrove, it is strongly desired by the principal that teachers be involved in some sort of extracurricular activity whether it be a club or a sport.

Workforce

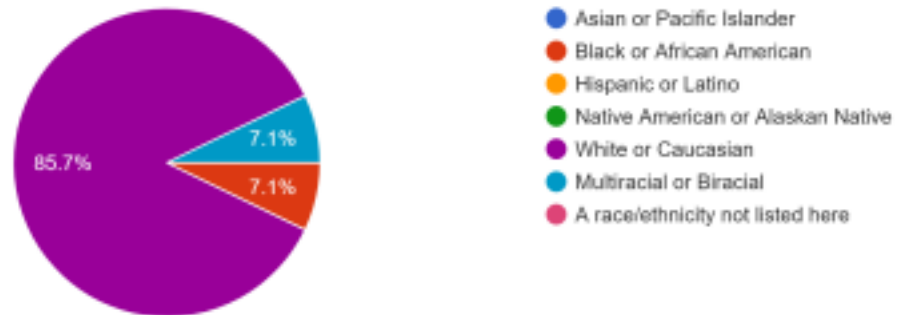
The Hillgrove science department is made up of fifteen teachers, ten of them are female, and five male teachers. The ethnicity breakdown of the teachers who responded to the survey is shown below.

Figure 1

Science Teacher Demographics

Which best describes you?

14 responses



When it comes to experience, there is a wide range of experience among the science teachers at Hillgrove. Of the fifteen teachers, fourteen responded to the survey that was sent out. The graphs below show the breakdown of years of experience teaching for the teachers that responded to the survey.

Figure 2

Science Teacher Experience

Number of Years Teaching

14 responses

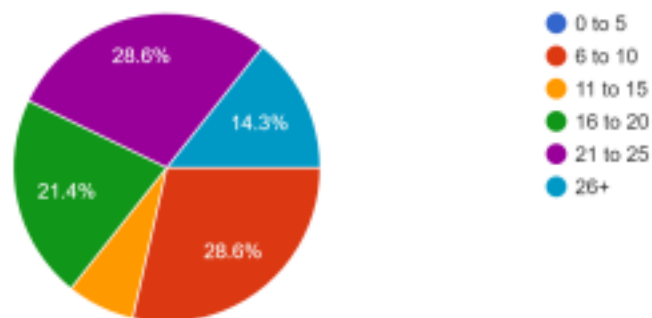
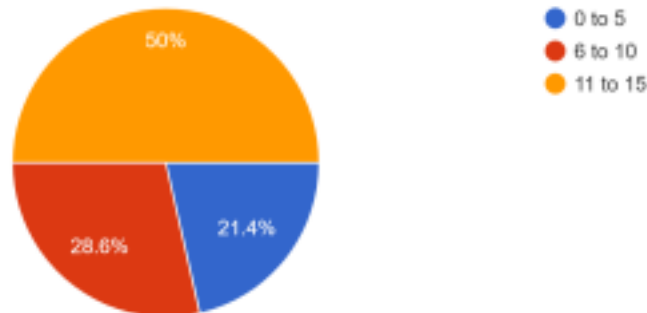


Figure 3

Science Teacher Experience at Hillgrove

Number of Years Teaching at Hillgrove
14 responses



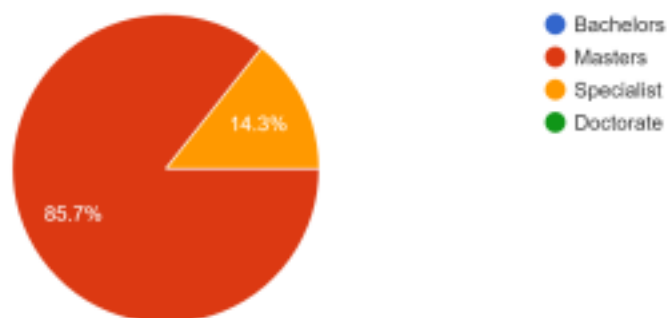
As seen in the charts above, all of the teachers have been teaching for more than five years with most of them having taught at Hillgrove for more than five years as well. In the interviews with the teachers, it was noted that Hillgrove is a school with a good reputation and a school that teachers do not leave once they get in the door.

Knowledge and Skills

The science teachers at Hillgrove will all have passed the GACE exam for the subjects that they teach. They would not be able to teach without the GACE certification for their subject. While a bachelor's degree is the minimum requirement, the science teachers at Hillgrove who responded to the survey all have advanced degrees as shown in the graph below. **Figure 4**

Science Teacher Level of Education

Highest Level of Education
14 responses



The science teachers at Hillgrove have also earned other certifications ranging from ESOL, special education, gifted, and AP certifications. One teacher also noted that they had completed

the Microsoft Innovative Educators program.

Motivation

In the interviews with the science teachers, the general consensus was that the teachers were truly motivated by wanting their students to learn the content and succeed in their subject.

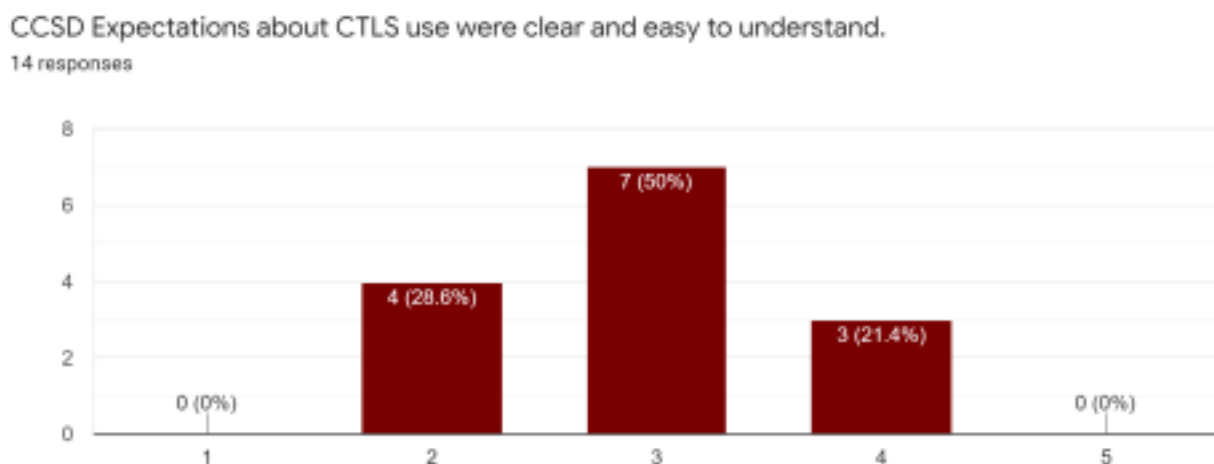
The teachers had a genuine interest in their subject and wanted the students to have that same interest as well. The teachers said that administrator presence was minimal and that they would do their job regardless of administrative presence. She did note that she was not complaining about the lack of administrative presence because she would rather be left alone to teach than be micromanaged and told how to do things.

Expectations

From the survey, it appeared that the teachers had mixed feelings about the expected use of CTLS. This is shown in the graph below.

Figure 5

District Expectations



From the graph above, 1 represented the choice ‘not clear at all’ whereas 5 represented the choice ‘very clear’. As seen in the graph above, the teachers were not entirely clear on the expectation about CTLS use. From the teacher survey and the interviews with the science teachers, a major theme was that CTLS was a good platform in theory but was not the most

user-friendly platform. In the interview, one teacher noted that she knew what the expectation was to use CTLS as the only platform but she also knew that teaching her students and getting them the content was also of major importance as well. She noted that she did not worry too much about her CTLS use because she knew her students were going to learn with the other platform she used. She said, “CTLS was inconsistent with uploading assignments, and access to CTLS, in general, was sporadic at times. Schoology was a more consistent platform and students have used it in other classes so were familiar with it”.

Gap Analysis

Actual Performance	Desired Performance	Performance Gap	Data and Rationale
23.1% of Hillgrove science teachers are using CTLS according to district expectations.	100% of Hillgrove science teachers are using CTLS according to district expectations.	76.9% of Hillgrove science teachers not using CTLS according to district expectations.	Teacher Survey: The survey that we sent to the science teachers contained a question that read “For the 2020-2021 school year, did you use CTLS as the only platform to deliver content to your students?”. This helped inform the actual performance. Administrator Interview: interview helped inform the desired performance expected by the administrators and the school district.

Performance Gap: 76.9% of Hillgrove science teachers are not using CTLS according to district expectations

Potential Causes

After analysis of the environment and collection of data, four different potential causes have been identified related to the performance gap mentioned above. These four causes are as follows: CTLS was not user-friendly or easy to navigate, incentives and consequences were nonexistent, CTLS did not contain all the features the teachers needed for their classroom and teachers did not have the time to learn a new LMS. All of these cases have resulted in the performance gap of 76.9% of science teachers at Hillgrove not using CTLS according to district expectations.

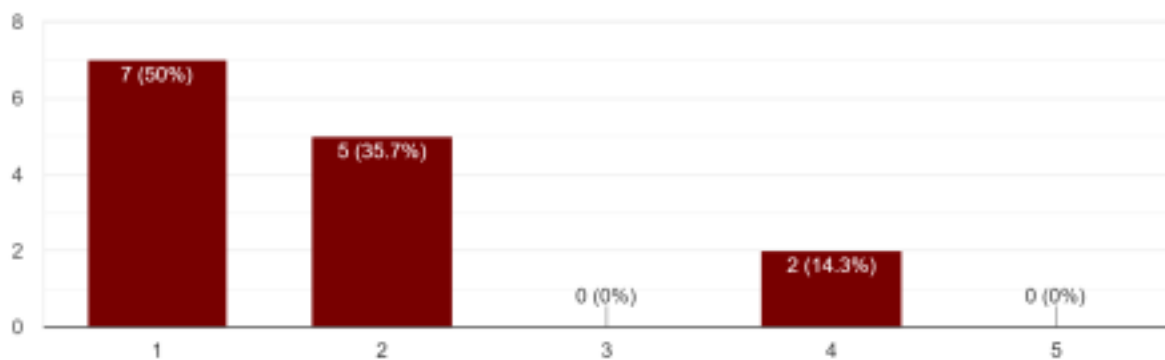
Potential Cause 1: CTLS was not user-friendly or easy to navigate (Instruments). This potential cause was found as a result of data from the teacher survey and from teacher interviews. All three teachers interviewed noted that it took them a few weeks to learn the platform and feel comfortable with the platform to where they could find what they needed. One teacher noted that she put in an enhancement request to have the assignment portals moved to a different location within CTLS in hopes to make it easier for her and her students to find. While the teachers mentioned that it took weeks to learn CTLS, they admitted that after a week of trying to learn their way around, they began working on backup options that they were more familiar with. One teacher said she used her Schoology site while another said he used his Weebly class site. Because CTLS was not user-friendly or easy to navigate, these teachers defaulted to using platforms they and their students were more familiar with. In the teacher survey, one teacher commented that “Schoology was a more consistent platform and students have used it in other classes so they were familiar with it already”. On the teacher survey, another teacher wrote, “CTLS is not good for using as a blog and it is not user friendly as far as being able to see all the lessons and resources in one place without having to click around”. On the survey and in the interviews teachers noted that CTLS did not seem ready for rollout. The general idea and structure of CTLS they thought were good but needed more time to develop and

make ready for mass use. In his interview, one teacher noted that when they first started learning CTLS, it seemed very clunky and complicated. He said it felt like the platform was designed for classroom use by people who have not been in a classroom in a while. On the teacher survey, one teacher noted that “It was not ready for prime time when first released”.

Potential Cause 2: Incentives and Consequences were nonexistent (Incentives). This was first noted in the teacher survey with two questions related to incentives and consequences. Teacher responses to those questions are shown in the two graphs below. **Figure 6**

Teacher Survey on CTLS Incentives

There were clear incentives to using CTLS.
14 responses



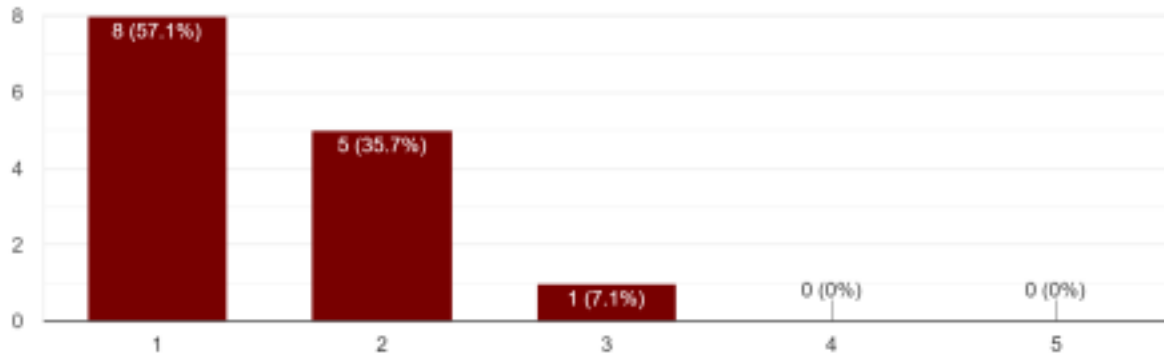
As shown in the graph above, teachers did not see clear incentives for using CTLS. A rating of 1 represented ‘not clear’ and a rating of 5 represented ‘very clear’.

Figure 7

Teacher Survey on CTLS Consequences

There were clear consequences to not using CTLS

14 responses



As shown in the graph above, teachers also did not see clear consequences to not using CTLS. A rating of 1 represented 'not clear' and a rating of 5 represented 'very clear'. This was also supported in the interview with the science administrator. She mentioned that the subject administrators were instructed by the principal to not be too harsh or critical of the teachers this year due to the COVID-19 pandemic. She mentioned that her role was more of a support role as opposed to a disciplinary role. She said her main concern was making sure that the teachers felt supported regardless of the platform they were using. The three teachers that were interviewed all discussed the lack of consequences related to not using CTLS. One teacher noted that if he knew there would be consequences then he probably would have used CTLS. But because he knew nothing would happen, he decided to use a platform he was more comfortable with.

Potential Cause 3: CTLS did not contain all the features the teachers needed for their classroom (Instruments).

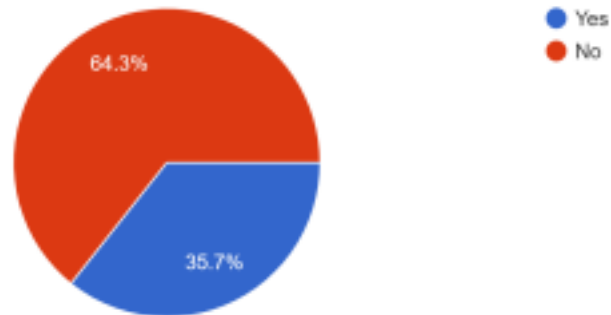
From the teacher survey and the teacher interviews, it was clear that CTLS did not contain all the features that the teachers felt they needed in order to teach their classes or the features did not work to the level needed to be useful. Results from a question on the teacher survey is shown in the graph below.

Figure 8

Teacher Survey on CTLS Features

CTLS contained all the features I needed to successfully teach my students.

14 responses



As seen in the graph above, 64.3% of the teachers felt that CTLS did not contain the features that they needed. Among the missing features, as noted in the teacher survey, were only jpg or picture files could be uploaded to the main page, the ability to save folders numerically or alphabetically, assessment and assignment turn-in was difficult and lacked consistency and the assessment and assignment feedback was hard to find and customize. From the teacher interviews, it was noted by two teachers that the CTLS features were good ideas but they feel like they did not work as the designers intended for them to work. One specific example a teacher gave was the feedback feature on assessments. Teachers were able to leave feedback on homework and classwork assignments but were not able to leave feedback on assessments. Students could see what questions were marked wrong but they did not know why. In his interview, one teacher talked about how he would just leave all his comments in a generic comment box but that forced the student to leave the assessment to see the feedback. There was no way the student could see the assessment and feedback at the same time. Teachers felt that using a different platform with the desired features was easier than finding workarounds in CTLS.

Potential Cause 4: Teachers did not have time to learn a new LMS (Instruments). This cause was found as a result of the teacher interviews. When asked to go into more detail about why they did not use CTLS as they were expected to, all three teachers immediately cited lack of time as the main reason why they did not use CTLS. The teachers talked about their

pre-planning schedule and how they had very little free time to use to learn a new platform. During pre-planning, the teachers had to attend different training sessions on new policies and procedures from the district and from the administration of the school. They had to spend one day at a district-led science training seminar attending different sessions related to teaching science content. All of this was done while also trying to work with their content collaborative team to prepare content for their courses for the semester. One of the teachers interviewed only had one course to prepare for while the other two teachers had two different courses, which means two different content collaborative teams, to prepare for. With all of these other responsibilities and tasks, the teachers had to take care of, they had little time left to spend on learning a new LMS. It was easier for them to just go with what they knew and were familiar with. In the interview with the administrator, she admitted that she felt the teacher's time was spread very thin. She discussed the balancing act that she and the rest of the administrative team went through preparing for the new school year in trying to take care of everything the district required them to complete while also trying to give teachers time to plan and prepare for the school year.

Assignment 4: Human Performance Improvement Report - Module 4

Recommendations

Recommendation 1: Education/Training

Description

The proposed intervention falls in the category of **learning intervention** which includes: Educational training, Self Directed learning, and knowledge management. These recommendations are more likely to be successful in helping the teachers succeed in learning the new CTLS. This is also related to environmental as well as individual factors when teachers are motivated in learning how to use the new system and the responsibility of the organization is to

support their needs with the right training methods to understand the new system. ***Addressed***

Causes

The performance gap that would be addressed with this recommendation would be that CTLS was not user-friendly or easy to navigate. This would be addressed by educational training on how to better use and navigate the CTLS required by Hillgrove High School. ***Rationale***

We chose to use education/training over all others because we felt that more training would make CTLS easier for teachers to use and navigate. In the interview, one teacher stated that when he began to use CTLS, it was clunky and complicated. If teachers were provided an in-school training program on CTLS where they are shown how to work and navigate the program then they may have a better understanding of how it is to be used.

Barriers to Success

When trying to plan educational training for teachers there are a variety of barriers that you could face. One barrier would be scheduling. Scheduling is something that is hard when trying to get a group of teachers together for a meeting. Another barrier that you could face is time. When teachers have the availability to get together for educational training there may not be enough time to get the training completed in a timely manner. The final barrier that you may face is funding. In many cases, there is not always funding available to provide teachers with all the educational training that they may need. If teachers can't learn how to properly use CTLS then they will be unable to use it in the way the school system anticipates.

Recommendation 2: Individual Growth

Description

Individual growth is the suggested intervention which includes motivation, performance management, and competencies. These recommendations help to set consequences in place for employees refusing to learn LMS, while also providing incentives for employees who show

competence after successfully showing evidence of mastering the LMS. In addition, employees can gravitate towards engaging in learning LMS features with the strong support of accountability that stem from the recommended intervention.

Addressed Causes

Individual growth will address the performance gap of science teachers not using the LMS as required by the district. In addition, the recommendation will also help to address the cause of teachers not complying with district rules resulting from a lack of incentives and consequences.

Rationale

The chosen recommendation of individual growth allows teachers to broaden their experience when using the LMS. Considering how the district implemented several strategies to educate teachers, the results were not accounted for which communicated to teachers that their preferred teaching style was still optional. According to the data, some teachers were reluctant to use the LMS after not being successful or simply didn't see the benefit. In this case, motivation to learn and use the LMS would play a key role in seeing results as well as determining the overall performance of teachers.

Barriers to Success

The barriers to the success of using the individual growth intervention would likely encounter a drawback to teachers not complying with district rules. For example, teachers are required to adhere to the employee handbook, however, it doesn't mean that all teachers have read or become aware of the policies. Individual growth can work best among teachers who are not opposed to receiving incentives for learning and mastering the LMS, and who choose to remain accountable to leadership in order to refrain from encountering any consequences.

Recommendation 3: Work Design - Reengineering

Description

The selected intervention falls in the work design category and is reengineering. The CTLS platform should be reengineered to add more features to the platform. This reengineering would create more buy-in from the teachers to use CTLS in their classrooms. ***Addressed***

Causes

Teachers expressed in the survey and the interviews that CTLS did not contain all the features that they felt they needed in order to teach their classes effectively. If the features that the teachers felt were missing were added to CTLS then this would address the cause of CTLS not containing the necessary features.

Rationale

The rationale behind this intervention is to provide the performers, in this case, the teachers, with what they expressed the need for. The teachers resorted to using other platforms because they needed different features to teach their classes that CTLS did not provide. If those missing features were added to CTLS then the teachers would have no reason not to use CTLS.

Barriers to Success:

One major barrier to success with this intervention is making the feature easy enough for the teachers to learn and use. If the teacher feels that the new features are too difficult to figure out then they will just resort to using other platforms. Another barrier to success is finding the time to train the teachers on the new features. The teachers already expressed that they did not have time to learn CTLS. Adding in more features requires more time to learn the new features which the teachers might not have.

Recommendation 4: Coaching/Mentoring

Description

The intervention falls under professional development intervention: feedback, coaching, mentoring, emotional intelligence, etc. The organization must have in place an educational

training program for the teachers to learn the new system, technical and non-technical learning, and classroom learning to demonstrate how the new CTLS works. Measurements in a place like this will enhance the teachers' ability to see and understand how this new system works.

Addressed Causes

The performance gaps that this will address are allowing the teachers to practice with the new CTLS. They would have guidance with using the program and become more familiar with using it. As mentioned previously, a potential cause was that the program was not user-friendly. Creating a professional development course for teachers to become more comfortable will allow them time to get used to the new program.

Rationale

The rationale behind creating a Professional Development intervention is due to 76.9% of Hillgrove science teachers not using CTLS according to district expectations. Providing them with more resources such as a professional development intervention will help increase the use of the program.

Barriers to Success

The two main barriers that could arise using this intervention are time and scheduling. Teachers schedules are already loaded with meetings, so finding a planning time for this will be hard. Teachers need to feel comfortable with the system before school starts so the first week of preplanning will be key to its success. The next barrier is time, like the schedule, time is something that is very important to teachers. When introduced to the intervention teachers need to feel like their time is being used wisely. Teachers want to feel like they left the meeting and are more comfortable using CTLS.

References

Explore Hillgrove High School in Powder Springs, GA. GreatSchools.org. (2020).
<https://www.greatschools.org/georgia/powder-springs/3781-Hillgrove-High-School/#Students>.

Our School. Hillgrove High School - Our School. (2018).
<https://www.hillgrovehighschool.org/Our-School>.

Student, School & Staff Data. Cobb County School District. (2021, May 5).
<https://www.cobbk12.org/page/285/the-district>.

Checklists/Assessment Criteria

Assignment 1: Identified Performance Problem

- Professionalism (15 points)
 - Completed the applicable sections of the Performance Systems Analysis Alignment Tables (5 points)
 - Submitted a document in narrative form with no grammatical or formatting issues (5 points)
 - Met the required page limit (5 points)
- Organization Description (15 points)
 - Described the organization's purpose and mission (5 points)
 - Described the organization's physical setup/location/contextual factors (5 points)
 - Described the organization's employees and clients (5 points)
- Problem Description (20 points)
 - Described what's currently occurring, including an actual performance (10 points)
 - Described who identified this as a problem and how (5 points)
 - Described all parties who are currently impacted by this problem (5 points)

Assignment 2: Data Collection Plan

- Professionalism (10 points)
 - Completed the applicable sections of the Performance Systems Analysis Alignment Tables (5 points)
 - Submitted a document in narrative form with no grammatical or formatting issues (5 points)
- Data Collection Plan (40 points)
 - Identified the following components for at least 4 sources
 - Data source and sample size (5 points)
 - Type of data (5 points)
 - Method of data collection (5 points)
 - Rationale for data collection that connects the type of data collected to the performance problem and the facet of the problem (i.e., does the data address the performance gap[s] or the causes of the gap[s]) (20 points)
 - Data collection completion date is provided for each source and is projected to be complete by the end of Module 3 (5 points)

Assignment 3: Gap Analysis Report

- Professionalism (20 points)
 - Completed the applicable sections of the Performance Systems Analysis Alignment Tables (5 points)

- Submitted a document with no grammatical or formatting issues (15 points)
- Environmental Analysis (40 points)
 - Appropriately described the following components of your selected environment (40 points)
 - Workplace
 - Work
 - Workforce
- Gap Analysis (60 points)
 - Quantified the actual performance (what's actually happening) (15 points) ○ Quantified the desired performance (what the ideal scenario is) (15 points) ○ Compared the actual and desired performances and stated the performance gap (15 points)
 - Described the data, data collection, and data analysis (15 points)
- Cause Analysis (80 points)
 - Identified the potential causes of the performance gap (30 points)
 - Identified the appropriate category from Gilbert's Behavior Engineering Model that relates to the cause (20 points)
 - Explained a rationalization from the data collected and the connection to the identified causes (30 points)

Assignment 4: Human Performance Improvement Report (Executive Summary and Recommendations)

- Professionalism (20 points)
 - Completed the cover page (5 points)
 - Submitted a document with no grammatical or formatting issues (15 points)
- Incorporation of Feedback (20 points)
 - Addressed comments raised by the instructors in Assignments 1-3 (20 points)
- Executive Summary (60 points)
 - Summarized the purpose of doing this project (15 points)
 - Summarized the findings related to this project (15 points)
 - Summarized the recommendations (15 points)
 - Used concise and client-friendly language (15 points)
- Performance Systems Analysis (PSA) Alignment Tables (20 points)
 - Completed the PSAAlignment Tables with aligned information throughout (20 points) ●
- Recommendation for Closing Performance Gaps (60 points)
 - Identified interventions that match with the type of cause (30 points)
 - Explained the rationale for choosing the specific intervention (30 points)
- Identified Potential Barriers to Success for each Recommendation (20 points) ○ Described barriers that might affect the implementation of the recommendations or impact its positive results after implementation (20 points)