

Needs Assessment Report



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0.0 Executive Summary

0.1 Introduction:

In August 2022, Broward County Public Schools (BCPS) started the school year with 433 teacher vacancies— 25% more than the previous year. That year, an average of only 53% of students in the district were considered on grade-level in reading and math. Amid these dropping proficiency rates, the district is spending over \$6 million on instruction annually. This ongoing teacher shortage drains district resources and compromises student learning. Lowering teacher turnover rates will save the district money and lead to higher learning gains for our students.

0.2 Performance Problem Statement:

During the 2021-2022 school year, Broward County Public School District had a 25% increase in teacher resignations compared to the previous year.

0.3 Scope of Analysis:

This report outlines the determined causes and proposed solutions to address the rise in BCPS teacher turnover noted in the 2021-2022 school year. Teacher retention rates and student performance data were accessed through the Florida Department of Education's (FLDOE) data archive and the BCPS district website to determine the extent of the problem. Data was gathered from teachers, students, administrators and other school-based personnel using surveys, questionnaires, interviews and observations to determine probable causes and solutions for the increase in teacher turnover. Gathered data was analyzed to extract information related to all training needs assessment purposes (actuals, optimals, feelings, possible causes and solutions for the increase in teacher turnover within the last year).

0.4 Results Summary:

The following drivers of teacher turnover were identified through our analysis: (1) Lack of access to educational materials, (2) Lack of feedback and support to ensure effective classroom management, and (3) Lack of incentives to encourage continued, quality performance. An information system, coupled with an electronic performance support system (EPSS) and coaching were recommended to address the lack of materials and support. Suggestion systems to determine appropriate incentives and motivation systems to distribute determined incentives were also recommended to encourage consistent, quality performance.

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1.0 Methods

This section outlines the tools, techniques, and sources used to conduct the needs analysis. Tools were selected with due consideration for ease of analysis, cost, and opportunity for follow-up. Sources such as the FLDOE, the BCPS district website, and acting school administrators, teachers, and support staff were selected to ensure that a satisfactory mix of quantitative and qualitative data would be obtained. The gathered data will be used to determine the causes of teacher turnover and possible solutions to resolve the issue.

1.1 Sources & Types of Information

The following sources were used to gather data on the increase in teacher turnover. The outlined information is also depicted in Table 1 below.

- **Teachers**

Teachers will be interviewed to determine major stressors related to their role and their feelings related to specific job functions. Additional data on stressors and proficiency with various educational tools and software used in everyday practice will also be gathered through a questionnaire. Veteran teachers (>10 years experience) will be observed to determine what teaching strategies are used for satisfactory test scores and effective classroom management—a common stressor for new teachers. New teachers will be observed to note contrasts in strategies implemented and teachers' responses to student behavior. The gathered data will be analyzed to determine correlations and discrepancies.

- **Students**

Students will be observed to determine the frequency and intensity of positive and disruptive behaviors in a new versus veteran teacher's classroom. Questionnaires will be issued to determine students' perspectives of their teachers' performance and any perceived impact on their learning.

- **Instructional Support Staff**

School instructional support staff can be defined as personnel such as Speech Language Pathologists, School Psychologists, Nurses, Elective Teachers, etc. We will interview this personnel to ask specific questions about the feelings they have about their current level of support within the school, what they think the cause might be for low teacher retention within their district and possible solutions. We will also send out anonymous surveys asking these questions to gain a more true understanding of the feelings these staff have when they are not forced to associate their name with their feelings.

- **BrowardSchools.com**

BrowardSchools.com is the official BCPS district website. This website will be used to gather extant data about the district's policies and practices as well as possible contacts to make within the school district.

- **Florida Department of Education (FLDOE) Reports**

Serve as the repository of educational data from school districts, state and community colleges, universities, and independent postsecondary institutions - allowing the department to track student performance over time and across varying education sectors. The data provided by the FLDOE reports will be used to gather extant data about BCPS teacher retention rates and overall student performance at each listed school within the district.

- **Florida Department of Education Bureau of School Improvement (BSI)**

A division within the Florida Department of Education that is tasked with supporting continuous improvement among local school districts throughout the state of Florida by monitoring school performance and developing improvement plans. The BSI will be contacted to schedule an interview with support staff assigned to the Broward County Public School District. This contact would be uniquely qualified to speak on the problems faced by teachers (and schools), the optimal performance expected of teachers, and potential causes and solutions.

- **School Environmental Safety Incident Reporting (SESIR) System**

The SESIR System currently collects data on 26 types of incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus/school-sponsored events, during any 24 hours/365 days per year. Schools report incidents to the district, which, in turn, provides the data to the DOE. Data from the SESIR System will be gathered and analyzed to determine correlations between school incidents or disruptive behaviors and teacher turnover in the BCPS district.

- **Administration**

Administrative staff employed in Florida public schools manage the running and functioning of the school itself. They may be involved in the hiring and supervision of teachers, managing budgets, and overseeing recordkeeping. They are regularly involved in the planning, organization, and coordination of many of the school's curriculum and instruction as well as student conduct and attendance. Administrators will serve as Subject Matter Experts (SMEs) due to their significant involvement within the school and their close relationship with teachers. Surveys and interviews will be conducted with

administrators to determine their feelings concerning teacher turnover, and possible causes of the ongoing problem, as well as to gather extant data regarding student performance scores, teacher turnover rate (actuals), and other statistics regarding teacher placement and their success in the classroom (optimal).

1.2 Tools & Techniques:

The following tools and techniques will be used to gather data on the increase in teacher turnover. The procedures that will be followed for the gathering of data are depicted in Table 1 below.

Tools

- **Interviews**

School administrators, teachers, and employees from the FLDOE Bureau of School Improvement (BSI) will be interviewed to determine information related to all training needs assessment purposes (actuals, optimal, feelings, possible causes and solutions for the increase in teacher turnover within the last year). Interviews will be carefully designed with open-ended questions and tailored to each interviewee's role. Interviews with school administrators are expected to lead to additional extant data for analysis.

- **Questionnaires/Surveys**

Surveys and questionnaires will be designed and distributed to school-based personnel (teachers, administrators, instructional support staff) and students to determine their feelings, possible causes, and perceived solutions for high teacher turnover in BCPS. It is expected that anonymity will encourage honesty and transparency. These tools will also increase the number of people who are contacted during the analysis process (at a low cost) and can yield more accurate results.

- **Observations**

Observations will be conducted on BCPS students and teachers to gather data for environmental and subject matter analyses. Veteran teachers and new teachers will be compared to determine potential gaps in skills and knowledge which may be a factor affecting the increase in teacher shortages. Students will be observed to determine the frequency and intensity of positive and disruptive behaviors in a new versus veteran teacher's classroom.

Techniques

- **Extant Data Analysis**

The extant data analysis will be conducted on compiled data from the SESIR Database, the Broward Schools District website, and the Florida Department of Education (FLDOE) annual reports regarding low teacher retention for the years 2021 & 2022. The extant data gathered from these sources will help to facilitate a more accurate evaluation regarding actuals— and possible causes— related to low teacher retention in the Broward County School District.

- **Subject Matter Analysis (SMA)**

Administrators and veteran teachers were selected as sources of educational expertise to gather data on optimal related to teacher performance and retention in the Broward County School District. This data will be used to identify the discrepancy between actuals and optimal and assist with determining potential solutions for low teacher retention.

Table 1 below depicts the information sources, types, and data-gathering tools and techniques used to perform the needs assessment.

Table 1. *Sources, Types, Tools and Techniques*

	Information Type					
Source	Optimals	Actuals	Feelings	Causes	Solutions	Tools & Techniques
Administrators	x	x	x	x	x	Interviews, Surveys, Subject Matter Analysis
Teachers	x	x	x	x	x	Observations, Interviews, Questionnaires, Subject Matter Analysis
Instructional Support Staff			x	x	x	SMEs, Interviews, Surveys

FLDOE Reports		x				Extant Data Analysis, Data reports, documentation, hiring records
SESIR Database		x				Extant Data Analysis
Students		x	x	x		Observations, Questionnaires ^[CR4] , Subject Matter Analysis
BrowardSchools.com		x				Extant Data Analysis, Data Reports
FLDOE Bureau of School Improvement (BSI)	x	x	x	x	x	Interviews, Extant Data Analysis

1.3 Schedule and Procedure

Table 2 below depicts the procedure to be followed for the completion of the needs assessment.

Table 2: Needs Assessment Procedure

Task	Lead	Start Date	Finish date
Request & Acquire Extant Data (Hiring and turnover reports, student summative assessment for Analysis)	Christian, Valerie	01/26/23	01/31/23
Develop a list of potential contacts for interviews.	Brittany, Ashley	02/01/23	02/05/23
Conduct research regarding district's staffing and instructional policies and procedures	Brittany, Ashley	02/06/23	03/06/23
Develop interview questions for administrators.	Danielle	03/01/23	04/02/23
Develop targeted interview questions for teachers.	Danielle	03/01/23	04/02/23
Develop targeted interview questions for instructional support staff.	Danielle	03/01/23	04/02/23
Develop surveys and questionnaires to distribute to administrators throughout BCPS	Mackenzie	03/01/23	04/02/23
Develop targeted interview questions for FLDOE Bureaus of School improvement staff.	Danielle	03/01/23	04/02/23
Create a survey to send to Instructional Support Staff at Broward County Schools	Brittany	03/01/23	04/02/23
Schedule interviews with administrators in select Broward County Schools.	Danielle	04/02/23	04/08/23
Conduct interviews with administrators in select Broward County Schools.	Danielle	04/08/23	04/28/23

Schedule interviews with FLDOE Bureau of School Improvement staff.	Mackenzie, Valerie	04/02/23	04/08/23
Conduct interviews with FLDOE Bureau of School Improvement Staff.	Mackenzie	04/08/23	04/28/23
Schedule instructional support staff interviews at Broward County Schools	Brittany	04/02/23	04/08/23
Conduct instructional support staff interviews at Broward County Schools	Brittany, Christian	04/08/23	04/28/23
Distribute surveys and questionnaires to administrators at select schools in Broward County.	Ashley	04/08/23	04/28/23
Distribute surveys to Broward County Instructional Support Staff	Brittany	04/08/23	04/28/23
Gather questionnaire responses, completed surveys, and interview transcripts.	Ashley, Christian	04/28/23	05/05/23
Consolidate data into readable format. Distribute to team	Proposal Team	05/05/23	05/10/23
Schedule meeting with the team to discuss and further analyze data	Danielle	05/10/23	05/11/23
Discuss and organize data through “positive” and “negative” responses.	Proposal Team	05/11/23	06/01/23
Translate data into graphic organizers and tables to make the information being communicated easily understood by the customer	Mackenzie	06/01/23	06/14/23
Prepare final report for a review meeting with the customer	Proposal Team	06/14/23	06/24/23
Contact customer and arrange a meeting to discuss findings from completed Needs Assessment	Christian	06/22/23	06/28/23

Meet with the customer and present findings and recommendations.	Proposal Team	06/22/23	07/01/23
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1.4 Constraints:

The following constraints were recognized as potential inhibitors for our needs analysis. All in all, the response rate was high enough (>65%) to form significant conclusions. Clear communication regarding anonymity, the purpose of the study, and expected participation minimized any resistance from participants.

- Administration showing disinterest in problem-solving and not granting necessary permissions for data collection.
- Scheduling conflicts among staff may impede the ability to conduct interviews within the designated time.
- Lack of available or incomplete existing data may hinder obtaining accurate results.
- Administrators accepting losses as a natural part of the process or being resistant to process changes, regardless of potential savings.
- A lower percentage of survey returns or incomplete surveys may result in insufficient generalized results.

2.0 Results

Throughout 2021-2022, Broward County Public Schools (BCPS) had a “B” rating as a district and employed approximately 30,000 educators and other school-based personnel with a student body of 260, 235. In August 2022, Broward County Public Schools (BCPS) started the school year with 433 teacher vacancies—25% more than the previous year. Such high teacher turnover diminishes student learning and exhausts district funds. As such, a needs assessment was conducted to determine the causes of the rise in teacher turnover and potential solutions. This section outlines the results obtained through analysis of information gathered from databases, district personnel, school staff, and students.

2.1 Quantitative Results for Optimals

Table 3 displays teacher turnover data from 2016, when BCPS turnover rates were within range of the national averages (i.e. at optimal levels). Depicted percentages were gathered from the FLDOE.

Table 3: *Overall Turnover Rates in Central Florida Public Schools (2016)*

	Overall Turnover Rate
Elementary	8%
Middle	8%
High	10%

2.2 Quantitative Results for Actuals

The following table displays current teacher turnover data, when BCPS turnover rates were within range of the national averages.

Table 4: *Overall Turnover Rates in Central Florida Public Schools (2022)*

	Overall Turnover Rate
Elementary	24%

Middle	25%
High	36%

2.3 Causes for Identified Discrepancies:

Results of an analysis of teacher observation data, teacher/administrator/student interview responses for possible causes of teacher turnover are outlined in Table 5 below.

Table 5: Sources and Causes

Source	Cited Causes for Turnover
Teachers	Insufficient access to quality educational materials Insufficient support - infrequent PLC meetings, little administrative support Insufficient pay
Students	Frequent behavior issues (ex. violence, crime, student disruptions or misbehavior) Lack of subject area expertise Dislike for children
Administrators	Frequent behavior issues (ex. violence, crime, student disruptions or misbehavior) Lack of incentives

The feedback outlined in Table 5 above can be summarized in three main points: (1) Lack of access to educational materials, (2) Lack of feedback and support to ensure effective classroom management, and (3) Lack of incentives.

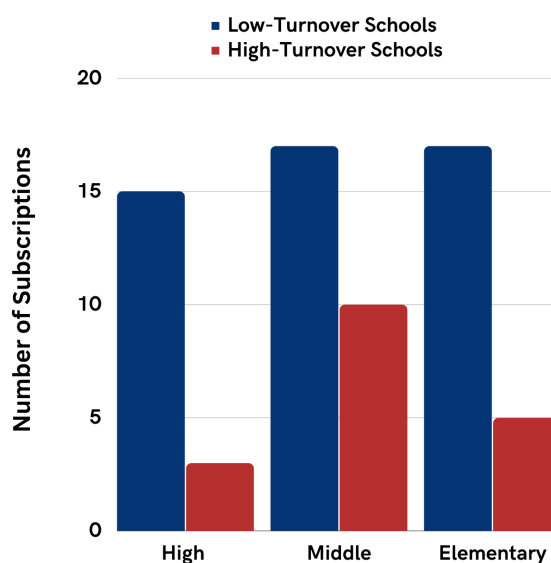
1. **Lack of access to educational materials.**

Of the teacher surveys returned, 85% indicated that the access they had to

quality educational materials (manipulatives, models, website subscriptions, technology, etc.) was a working factor in the quality of their instruction and the satisfaction they have in their current position. Educational materials are therefore a significant contributing factor for teacher retention. Interviews conducted with teachers in BCPS revealed that they do not feel as though they have sufficient access to technology-based educational materials that would increase the quality of the delivery of instruction, and therefore increase student success.

The graph below shows a comparison of the number of subscriptions to educational technology applications at schools with the highest and lowest teacher turnover rates within the BCPS district. It is worth noting that schools with more subscriptions also reported greater access to hardware such as laptops and tablets for instructional use. When asked if access to quality educational materials would increase their job satisfaction, 93% of respondents replied in the affirmative.

**NUMBER OF EDUTECH SUBSCRIPTIONS
IN SCHOOLS WITH HIGHEST AND
LOWEST TEACHER TURNOVER**

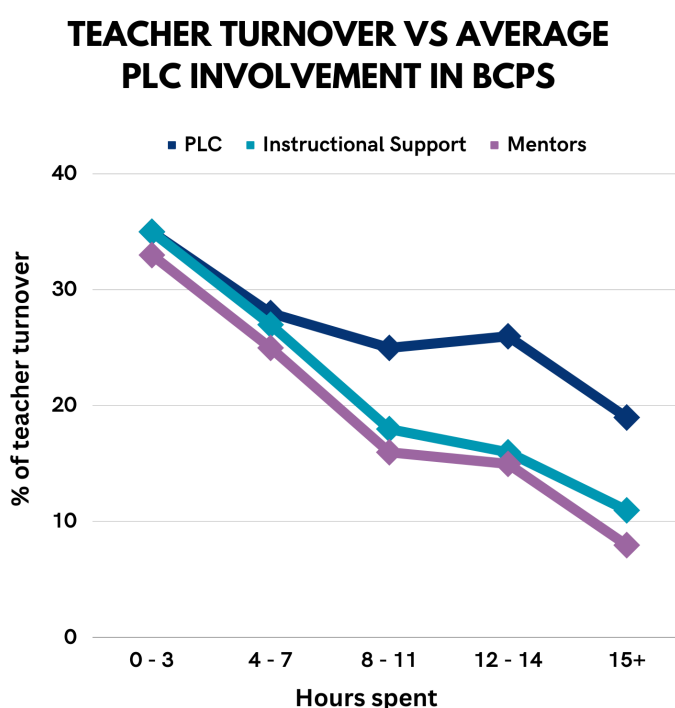


2. Lack of feedback and support to ensure effective classroom management.

Oftentimes, teachers struggle with higher level issues such as behavior intervention, parent-teacher conflict, and the enforcement of state guidelines and procedures. Interviews conducted with teachers revealed unanimous agreement regarding the significant impact of administrative and peer support on teacher retention.

Potential avenues of support that already exist for teachers are professional learning communities (PLCs), instructional support staff, and mentors. PLCs facilitate the sharing of best practices among educators and a network of support to address and resolve a variety of issues (student behavior, parent concerns, administrative issues). However, interview data revealed that PLCs are rarely conducted effectively; for instance, meetings may be too infrequent to provide timely support, PLC goals may be irrelevant to teacher/student needs, and potentially relevant or helpful goals may be sidetracked by gossip or chatter. As a result, PLCs, the main avenue of support for teachers, are often derided instead as a waste of time. Instructional support staff and mentors, though also potentially effective, are often limited by scheduling conflicts and/or time constraints.

An analysis of reported PLC, instructional support, and mentor hours at schools throughout the BCPS district revealed a negative correlation between teacher turnover and hours spent engaged with these avenues of support. Nonetheless, only 3% of BCPS schools reported using these resources for 15 hours or more— the number of hours noted to reap significant benefits. See the graph below.



This absence of sufficient support to ensure teachers can effectively manage their classrooms was reflected in 2021-2022 BCPS incident data. An analysis of BCPS 2021-2022 incident data revealed incident rates of 31.2% and a suspension rate of 16.5% in Broward County Public Schools. For these purposes, incidents are

recognized as attendance violations, rule violations, disruptiveness, substance abuse, acts against another person, and property theft. A breakdown of the relevant percentages can be found in Table 6 below.

Table 6: *Broward County Public Schools 2021-2022 Incident Data*

Incident Type	Percentage of Student Body
Attendance	3.7%
Rules Violations	1.2%
Disruptive	6.8%
Substance Abuse	1.2%
Acts Against Person	4.5%
Property	0.5%
Other Criminal	0.3%
Bus	0.4%

As shown in Table 6 above, acts against another person was the second highest incident type throughout the district in 2021-2022. Acts against another person can include violent intent, bodily harm, or the threat of bodily harm. Attendance issues identified themselves as a potential factor contributing to teacher turnover rates. Students who are not present in class regularly miss a significant amount of content, which leaves the teacher responsible for contacting parents and guidance regarding students at risk of failing and making accommodations to remediate. The stress of this responsibility can be compounded by a lack of technology either for the teacher/school or the student at home. This task can add hours of work on top of their already packed schedules and list of daily expectations, which can cause teachers to feel overworked and overwhelmed. Students falling behind in the curriculum is directly linked to teacher turnover rates and increasing vacancies within the district.

Table 7: *2021-2022 BCPS Student Suspension Rates and Types*

Suspension Type	Percentage of Student Body
Internal	5.8%
External	2.1%
AES (Alternative to External Suspension)	2.6%

District Suspension Total	10.5%
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An annual suspension rate of 10.5%, as depicted in Table 7, is recognized to give indication to the actual performance of BCPS and the issue of teacher retention. Although the total percentage may be perceived as relatively low, the BCPS website reported student populations of approximately 254,384. Just 10.5% percent of that student body is approximately 26,710 incidents. As most incidents resulting in suspension happen in the classroom under the supervision of a teacher, this figure reflects several thousand incidents requiring additional intervention, paperwork, and elevated stress on the part of a teacher. These figures also indicate that teachers are not equipped to handle elevated crisis situations. Student suspension rates have doubled since 2016, following the trend of teacher vacancies in the district. When asked if access to more timely, regular feedback and support would facilitate more effective classroom management, 87% of respondents replied in the affirmative.

3. Lack of Incentives

Teachers are at the heart of the education process; in attempts to improve teacher quality there has been a trend in the US and elsewhere to incentivize teachers to put in more effort. A University of Vanderbilt report by scholars at the National Center on Performance Incentives indicated that teacher merit-based programs have a positive link to student test scores. “In substantive terms, the effect is roughly equivalent to 4.5 additional weeks of learning,” write the authors, who also note that effects differ according to a program’s design and implementation. “Our evidence, for example, suggests that group incentives result in larger positive effects on average than incentives given to individuals”. Emerging studies in terms of incentives for teachers suggest merit pay programs provide a statistically significant improvement in teacher recruitment and retention.

Furthermore, a 2017 academic research study published in the National Center for Analysis of Longitudinal Data in Education Research investigated the effects of a statewide program designed to increase the supply of teachers in “hard-to-staff” areas. The Florida Critical Teacher Shortage Program (FCTSP) had three elements: (a) it provided loan forgiveness to teachers who were certified and taught in designated shortage areas; (b) it compensated teachers for the tuition cost of taking courses to become certified in a designated shortage area; and (c) for a single year, it gave bonuses to high school teachers who were certified and taught in a designated subject area. Among other key takeaways, the study suggested that the Florida Critical Teachers Shortage Program (TCTSP) decreased attrition of teachers in shortage areas, specifically middle and high school math and science teachers, by 10.4% and 8.9%, respectively. Allowing for variation in the size of payments, the effects were more pronounced when loan-forgiveness payments were more generous. A triple-difference estimate indicated the bonus program also substantially reduced the likelihood of teachers leaving the public-school sector.

As shown in Table 6 below, are the proportion of teachers before and after receiving the initial tuition reimbursement award as part of the The Florida Critical Teacher Shortage Program (FCTSP)

Table 6. Proportion of Teachers by Certification Status and Subject Taught, by Number of Years Before and After Receipt of Initial Tuition Reimbursement Award (Any Ever-Designated Shortage Area)

Years Before/After Receipt of Initial Award	Certification		Teaching	
	Observations	Percent Certified in Any Ever-Designated Shortage Area	Observations	Proportion Teaching in Any Ever-Covered Shortage Area
-5	1,102	55.4%	2,392	66.8%
-4	1,439	57.1%	1,513	70.6%
-3	2,042	61.9%	2,106	74.9%
-2	2,972	67.2%	3,055	78.8%
-1	4,223	73.7%	4,296	84.9%
0	4,546	77.7%	4,624	86.9%
+1	3,841	81.7%	3,899	86.9%
+2	3,473	84.6%	3,522	87.5%
+3	3,228	84.8%	3,273	88.9%
+4	2,777	85.2%	2,820	88.2%
+5	2,355	85.6%	2,392	87.5%

3.0 Recommendations

3.1 Information Systems: Organizational Communication Intervention

This intervention addresses:

- Lack of access to educational materials to facilitate delivery of instruction.

Description: An informational system is an organizational communication intervention (Van Tiem, Moseley, & Dessinger, 2012). Currently, teachers are often tasked with developing their resources for use in the classroom as resources provided by the curriculum and districts are limited or non-existent. Developing district-approved, peer-teacher-created resources available for access in an informational system would reduce the time and effort current teachers spend “reinventing the wheel,” giving them more time to tailor existing resources to meet the needs of their learners and/or achieve other instructional goals.

Justification: Having the Broward County Public School District utilize an informational system would centralize and personalize the educational curriculum allowing teachers to spend more time on educational lessons and less time on task management. Utilizing an informational system reduces learning costs and provides teachers flexibility and accessibility when implementing learning activities such as test assessments, course tracking, and student feedback. Implementing an information system also allows administrators within Broward County Public Schools District to track teacher and student performance in one online system, thus making learning materials much more accessible.

3.2 Electronic Performance Support System (EPSS) : Performance Support Interventions

This intervention addresses:

- Lack of access to educational materials to facilitate delivery of instruction
- Lack of feedback and support

Description: An Electronic Performance Support System (EPSS) is an electronic, computer-mediated infrastructure that empowers the user as a performer and learner, enhances organizational learning, and enables knowledge management. It uses software to integrate performance-based content, knowledge, learning, and structure into a user-friendly performance and learning support system (Van Tiem,

Moseley, & Dessinger, 2012). Currently, teachers learn on-the-job and must often problem-solve on their own due to a general lack of support or delay in support from their peers or administrators. There is currently no handbook or compilation of guidelines that outlines appropriate procedures for teachers (ex. Classroom management, instructional strategies, grading procedures, communication with parents, administrators, and Guidance).

Justification: If implemented by the Broward County Public Schools District in combination with an LMS, an electronic performance support system would provide teachers with an expansive knowledge base of visual guidelines, educational content, and various step-by-step procedures for classroom instruction and safety protocols. This would increase teachers' access to support and reduce potential miscommunication among teachers and administrators, especially when new protocols or learning standards are implemented. An EPSS would eradicate scheduling issues and optimize teachers' use of their time (i.e. provide access to relevant resources that meet teachers' current needs); this addresses the two main drawbacks that were identified in the case of PLCs, mentors and instructional support staff. Interfacing EPSS with an LMS makes on-the-job training more accessible and significantly improves teacher performance and productivity.

3.3 Coaching: Personal Development Intervention

This intervention addresses

- Lack of feedback and support for classroom management and behavior issues

Description: Coaching is a personal development intervention (Van Tiem, Moseley, & Dessinger, 2012). Coaching provides support for individual employees and guidance for performance. Most teachers join the profession wanting to do their jobs well and perform highly because their performance directly correlates with student success.

Justification: Utilizing coaching will provide new teachers with individualized feedback on specific areas of concern within their classroom that they feel need the most support. The coaching process is made up of four phases – preparation, discussions and findings, action, and follow-up - that could easily be applied to the classroom (Van Tiem, Moseley, & Dessinger, 2012). Each classroom teacher would have an assigned coach, which would serve as a sort of “master teacher” with extensive experience in classroom teaching. These coaches would check in often to reflect on previous goals, set new goals, and give feedback to teachers within their first 1-3 years of teaching within the district. Teachers would only be required to meet with coaches on a bi-weekly basis and only for a maximum of 45 minutes at a time. Coaching meetings could be done virtually or in-person to give more flexibility to teachers, coaches, and the school district itself.

3.4 Motivation Systems: Individual Growth Intervention

This intervention addresses:

- Lack of incentives (monetary and non-monetary) to encourage continued, quality performance

Description: Motivation Systems are classified as an individual growth intervention (Van Tiem, Moseley, & Dessinger, 2012). With a motivation system, rewards and incentives are necessary to motivate employees. Based on the information presented by Van Tiem, Moseley, and Dessinger (2012), teachers will most likely be more motivated according to process theories. Expectancy theory and Goal setting theory will be most useful in the educational setting. This means that teachers will value rewards and incentives derived from expending effort and reaching goals.

Justification: Utilizing a motivation system within the school will help to make teachers continue to be high performers within the school district. This will ensure the long-term success of other interventions proposed by our team such as coaching and the use of an informational system within the district. The school district can provide incentives that are both monetary and non-monetary to teachers who are expending tremendous amounts of effort or continuously reaching their goals. Some examples of non-monetary incentives are programs like Teacher of the Month where an individual can receive public recognition from the administration for their efforts as well as a perk of some kind like a special parking spot or a picture in the front office. Some examples of monetary incentives are rewards such as gift cards to local stores/restaurants or memberships to local businesses that the school district knows their employees enjoy. These monetary rewards could even come at little to no cost to the school district as many local businesses might be willing to gift or donate items or gift certificates to teachers willingly in return for support from the school.

3.5 Suggestion Systems: Organizational Growth Intervention

This intervention addresses:

- Lack of access to educational materials to facilitate delivery of instruction
- Lack of feedback and support
- Lack of incentives (monetary and non-monetary) to encourage continued, quality performance

Description: Suggestion systems allow employees to increase workplace responsibility and accountability by offering ideas for improving services, policies, procedures, practices, or performance standards. Rewards can be provided for suggestions that bring positive results to the organization, or an anonymous

suggestion system may be put in place if an incentive system does not seem to be effective for the specific work environment (Van Tiem, Moseley, & Dessinger, 2012). The goal of a suggestion system is typically to promote employee involvement, encourage creative thinking, and facilitate continuous improvement. The effectiveness of a suggestion system relies on leadership commitment to this system as well as establishing clearly defined goals and objectives, upholding reward systems put in place, and immediate response to each suggestion.

Justification: Broward County School District relies on the suggestions of employees (teachers) to improve processes and services. Establishing a suggestion system that is actively supported by leadership and regularly evaluated will allow educators with ideas for improvement and those who are currently unhappy with aspects of their job duties, management styles, current working conditions, or safety to have a voice in their organization. The implementation of an effective suggestion system would help teachers to feel more supported by their administration and the district, leading to improved teacher retention rates.

3.6 Intervention Analysis:

The use of these interventions will help to combat teacher attrition within the Broward County School District. An informational system, EPSS, and a coaching system can work synergistically to address the lack of educational materials and feedback/support felt by teachers. Coaching can take place within the informational system developed by the district, allowing teachers to gain feedback on uploaded resources or recommendations for accommodations (ex. To meet the needs of special needs and ESOL learners). Artifacts and feedback generated during coaching sessions by teachers and mentors can also be added to the information system and EPSS to be used by other staff. This will help to further combat the lack of support and lack of access to educational materials felt by teachers within the district. As the lack of educational materials and support were the primary concerns noted in interviews and surveys, implementation of this trio is to be the first priority.

The motivation system and suggestion system also work cohesively in that employees could give direct feedback through the suggestion system to coaches and administrators regarding the incentives and rewards they would like to see implemented at their school. This would increase the effectiveness of the reward system because employees would receive rewards that they view as desirable. The suggestion system would have the twofold effect of improving communication between teachers and administrators as data from the suggestion system would be used not only to inform the reward system, but also other initiatives implemented by administration.

4.0 Appendix:

4.1 Instrument I: Questionnaire - Students

Thank you for taking the time to complete this anonymous questionnaire! This questionnaire is designed to determine students' perspectives of their teachers' performance and any perceived impact on their learning. Please submit honest responses and elaborate using the "Other" or "Additional Feedback" boxes as needed.

1. Which grade are you in?
 - ☐ Grade 9
 - ☐ Grade 10
 - ☐ Grade 11
 - ☐ Grade 12
2. On a scale of 1 to 10 (1 being "not at all" and 10 being "expert level"), how well do you think your teacher knows their subject?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

3. Does your teacher answer questions from students readily?
 - ☐ Yes
 - ☐ No
4. Which of the following tools does your teacher use to deliver instruction?
 - ☐ Lecture (direct instruction)
 - ☐ Videos
 - ☐ PowerPoints
 - ☐ Textbooks (ex. reading comprehension)
5. On a scale of 1 to 10 (1 being "extremely ineffective" and 10 being "extremely effective"), how effective do you think your teacher is at classroom management?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

6. What does your teacher usually do to handle classroom disruptions? _____

-
7. How often do students interrupt instruction?
- Rarely (rarely)
 - Sometimes (1-2 disruptions occasionally)
 - Most of the time (2-3 disruptions during most classes)
 - All the time (3 or more disruptions during every class)
8. How often are students on-task (that is, completing assigned work as instructed) during class?
- Rarely
 - Sometimes
 - Most of the time
 - All the time
9. Do you have established procedures (ex. a bell ringer, exit ticket) in class?
- Yes
 - No
10. If yes, please specify. What are some established procedures in your class?
- Bell Ringer
 - Raise your hand if you have a question
 - Hand signals for quiet or task change
 - Cell phone use – rules for classroom use
 - Bathroom sign-out procedures
 - Turning work in
 - Exit Ticket
 - Other _____
11. How often does your teacher enforce classroom rules?
- Rarely
 - Sometimes
 - Most of the time
 - All the time
12. On a scale of 1 to 10 (1 being "not at all" and 10 being "extremely happy"), how happy do you think your teacher is to be in class?
- 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10
13. How often does your teacher express care or concern for students' progress?

- Rarely
- Sometimes
- Most of the time
- All the time

14. On a scale of 1 to 10 (1 being "unimportant" and 10 being "extremely important"), how important do you think your academic performance is to your teacher?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

15. On a scale of 1 to 10 (1 being "extremely unsatisfied" and 10 being "extremely satisfied"), how satisfied are you with your teacher?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

16. On a scale of 1 to 10 (1 being "not at all" and 10 being "extremely"), how much do you like this class?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

17. What is your current grade in the class?

- 90% - 100%
- 80% - 89%
- 70% - 79%
- 60% - 69%
- 50% - 59%
- Less than 50%

4.2 Instrument 2: Exit Interview Questions- Teachers/Educators

Thank you for taking the time to answer these series of exit interview questions. These questions were designed to analyze perspectives regarding why teachers have chosen to leave their positions with the Broward County Public School District with a growing upward trend since 2016. With these questions, the Broward County Public School District hopes to reduce employee turnover and enhance the work environment for future teachers seeking employment.

1. What led you to decide to leave your teaching position?
 - Inadequate resources or positive feedback.
 - Inability to shape poor working conditions.
 - Low pay or lack of incentives.
 - Dissatisfaction with the work environment.
 - All of the above.

2. On a scale from 1 to 10 (1 being "ineffective" and 10 being "extremely effective") how do you feel about the school administration?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

3. What future policies or procedures may prevent future teachers from leaving their profession?
 - Increases in teacher salaries.
 - Adequate feedback from school administration.
 - Increased resources for individual teachers
 - All of the above.

4. Would you consider staying on and what would the administration have to do to make that a possibility? _____

5. Do you feel you and your fellow educators received the proper resources to perform your job?
 - Yes
 - No

6. On a scale from 1 to 10 (1 being "unimportant" and 10 being "extremely important") Did the duties of your teaching position meet your expectations?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

7. On a scale from 1 to 10 (1 being "unimportant" and 10 being "extremely important") what would you rate your compensation and benefits you received?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

8. What did you find positive about your teaching position?

9. On a scale from 1 to 10 (1 being "unimportant" and 10 being "extremely important") how would you rate your safety as an educator in the Broward County Public School District?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

10. Do you feel that as a Broward County Public School educator you received the proper and/or complete training for your position? If not then why?

- Yes
- No

11. How did you incorporate parents/guardians into students' education?

12. Despite your departure as an educator within the Broward County Public School District would you recommend this district to other educators seeking employment?

- Yes
- No

4.3 Instrument III: Focus Group Observational Questions- Teachers/Educators

Thank you for taking the time to participate in our focus group! The purpose of this focus group is to evaluate the feelings of currently employed Broward County Public School teachers regarding the working environment within the Broward County Public District.

1. On a scale from 1 to 10 (1 being "unimportant" and 10 being "extremely important") how would you rate your colleagues regarding their ability to proficiency perform their assigned duties during a chaotic classroom or situation?

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

2. Have you ever come across a teacher/educator that seems to be distraught during a classroom emergency and finds it difficult to fully resolve the issue?
 - Yes
 - No
3. Please rate your level of agreement with the following statement. Most of the school administration staff have a unified vision for teachers/educators.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
4. Please rate your level of agreement with the following statement. Most of the school administration staff have a sense of ownership and responsibility.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree.
5. Please rate your level of agreement for the following statement. Most of the school administration staff provide teachers with an abundance of freedom in terms of classroom instruction.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree.
6. Please rate your level of agreement with the following statement. The school's administration is unbiased in most or all tasks related to the school.
 - Strongly Agree
 - Agree

- Neutral
- Disagree
- Strongly Disagree.

7. Were there sufficient lines of professional communication between most teachers and school administration staff?

- Yes
- No
- Sometimes

8. How often were you consulted before finalizing the curriculum for the students?

- Very often
- Sometimes
- Rarely
- Never

9. Did you have to pay for yourself for any professional development activities?

- Yes
- No

10. How often have you received an appraisal for your work at the school?

- Never
- Less than once a year
- Once every two years
- Once per year
- Twice per year
- Three or more times in a year

11. How important do you think the following are, in your opinion?

- Teachers and students should have a positive bond with each other
- The student's progress is of utmost importance
- Teachers should give positive feedback to students regularly
- Teachers must provide individual attention to students with special needs
- Teachers should have a say in deciding the curriculum for students

12. How long have you been working within the Broward County Public School District?

- 1 year or less
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16+ years

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