

# Human Performance Improvement Report

*Client Organization:* Wolf Creek Elementary School - Fulton County Schools

*Point of Contact at* Mr. Tannerious Chatt, Student Technology Specialist  
*Client Organization:*

*Team Members:* Jhone Epps, Barkley Hessler, Chrystele McKandes, Lakisha Noble,  
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# Executive Summary

For the 2024-2025 school year, Fulton County Schools implemented split schedules for student technology specialists due to decreased ticket submissions from elementary schools. This resulted in the specialist at Wolf Creek Elementary School, Mr. Chatt, being on-site only three days a week, further leading to delays in resolving technical issues. The third-grade teachers at Wolf Creek Elementary are mainly affected by this change due to a lack of basic troubleshooting skills and confidence in technology use. Furthermore, student learning is impacted by this issue because they have to leave the classroom to get technical help, disrupting both class time and Mr. Chatt's time. Addressing this problem by enhancing teacher training on proper ticket submission would improve teacher satisfaction with technical support, reduce classroom interruptions, and justify more on-site time from the media specialist.

For part two of this project, we created a plan to collect data to help us understand the performance problem among third-grade educators at Wolf Creek Elementary School and why educators were not requesting technical assistance with student devices as outlined by district and school policies. Third-grade teachers were surveyed to help quantify current performance and identify potential causes of the lack of requests for technical assistance. The Student Technology Specialist was interviewed to gather data to help identify potential causes of our problem statement.

The third part required analyzing data collected from the surveys, interviews, and focus groups. The performance gap was identified as 83% more teachers should request technical support for student devices via the online ticketing system, while 17% of the teachers are requesting technical support for devices via the online ticketing system. Two potential causes were identified: Lack of Guidance on the Ticketing System and Limited Accountability for Ticket Submission Compliance.

The proposed solutions include two recommendations. Recommendation one is establishing guidelines for requesting technical support, including a flowchart outlining ticket submission steps. These

guidelines should be shared during staff meetings and accessible digitally and in print to ensure widespread understanding and adoption. Recommendation two is implementing accountability measures, such as monitoring ticket submission rates and providing feedback to teachers. These measures could be paired with incentives such as recognition for consistent use of the system to encourage adherence. Together these solutions will close the performance gap by equipping teachers with the necessary knowledge and motivation to utilize the ticketing system effectively, thereby reducing classroom disruptions and improving technical support efficiency.

# 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
Third-grade educators at Wolf Creek Elementary School are failing to request technical assistance with student devices as outlined by district and school policies.	Interview Student Technology Specialist	Focus Group of Third-Grade Teachers	Survey of Third-Grade Teachers
			Document Analysis

**Solution Alignment Table**

Problem Statement	Performance Gaps	Identified Causes	Proposed Intervention(s)
Third-grade educators at Wolf Creek Elementary School are failing to request technical assistance with student devices as outlined by district and school policies.	83% (n=5) more teachers should request technical support for student devices via the online ticketing system	Lack of Guidance on the Ticketing System	Establish Guidelines
		Limited Accountability for Ticket Submission Compliance	Implementing Accountability

# Assignment 1: Identified Performance Problem - Module 1

## **Organization Description**

### **Mission and Purpose**

Wolf Creek Elementary School was established in 2016 to address the growing population in the South Fulton area in cities including Atlanta, College Park, and Union City. The new school's purpose was to resolve overcrowding issues in the surrounding elementary schools. The school's name, mascot, administrative team, and mission were adopted in combination with community stakeholders and the Fulton County Board of Education. The mission at Wolf Creek Elementary School is to transform students into “globally minded, accountable, lifelong learners, and champions who display strong positive leadership skills.” At Wolf Creek Elementary, the organizational focus is to provide a strong foundation for lifelong learning and to help mold its scholars into who they will become through educating the total child. Wolf Creek Elementary is a Leader in Me Lighthouse school and embodies the principles of the Leader In Me program, including the 8 Healthy Habits of Highly Effective People.

### **Physical Setup, Location, and Context**

Wolf Creek Elementary School is a public elementary school within the Fulton County Schools system in southern Atlanta, GA. Fulton County Schools is Georgia's fourth largest school district, serving approximately 90,000 students across its 110 schools. Fulton County Schools is divided into 7 learning zones. Wolf Creek Elementary School is located in Zone 3. Zone 3 comprises 3 high schools, 3 middle schools, and 9 elementary schools. Wolf Creek Elementary School is located in a suburban area with a mixture of established residential neighborhoods, new developments, and industrial facilities surrounding the school. The school building is 8 years old, having opened to students and staff at the start of the 2016-2017 school year. The school building features approximately 50 classrooms, 10 offices/conference

rooms, a media center, a gymnasium, and 3 outdoor areas for student recreation. Wolf Creek Elementary is a Title 1 school, and 100% of students receive free or reduced lunch due to policies adopted by the Fulton County Schools' Board of Education.

### **Employees and Clients**

Wolf Creek Elementary School currently has approximately 96 full-time and part-time employees. Those employees include 30 homeroom teachers, 5 specialists, 8 exceptional children's program teachers, and 3 interrelated special education teachers. The years of experience amongst staff range from first-year educators to educators with 26 years of experience, with the majority possessing 5 or more years of teaching experience. 93% of the staff identify as female, and 7% as male. 95% of the staff are African/African-American. The other 5% identify as White-Caucasian, Latinx, and Mixed/Multiple races.

Wolf Creek Elementary School serves approximately 740 students in grades pre-kindergarten through fifth. The school population is composed of traditional students and students with disabilities, including those in the autism self-contained program and early childhood special education. 93% of the student population is African-American, while the remaining percentage is mixed/multiple races (5%) and other (2%). Female students represent 51% of the school population, and male students represent 49% of the students, respectively.

### **Problem Description**

#### **Current Performance**

Currently, third-grade educators at Wolf Creek Elementary School are failing to request technical assistance with student devices as outlined by district and school policies. When needing technical assistance, these teachers send students to the media center or the technician's office to receive support. Students often arrive without a detailed description of the issue and are sent back to class without

receiving proper technical assistance. This impacts students' learning and specialists' ability to complete assigned tasks and responsibilities.

Fulton County Schools provides each kindergarten through twelfth-grade student with an electronic device to enhance their educational experience. Elementary students are assigned an iPad (kindergarten and first grade) or a Dell/Lenovo laptop (second through fifth grade) to use during the school day. Teachers are given these devices, chargers, and a charging cart to be housed in their classrooms. Fulton County Schools utilizes a district-wide ticketing system to address issues with student and staff devices, accounts, network connectivity, and other hardware/software issues. Teachers can access the ticketing system via a desktop application or the self-service kiosk in the school's media center. The desired performance is for educators to utilize the ticketing system to receive technical assistance when needed.

### **Problem Identification**

For the 2024-2025 school year, Fulton County Schools has transitioned student technology specialists to a split schedule, dividing their time between two to three schools. This change was made due to a lack of work (i.e., tickets being submitted) on the elementary school level. Mr. Chatt, Wolf Creek's student technology specialist, works on-site Monday, Tuesday, and Thursday; Wednesday and Friday are spent at a neighboring middle school. Mr. Chatt identified this performance problem as an issue after complaints arose regarding the lack of technical support due to the scheduling change. Mr. Chatt informed staff and school administration that the school community's needs were unmet due to a discrepancy between the issues reported via the ticketing system and the number of in-person issues reported. Per the district's procedures, Mr. Chatt cannot address technology issues without tickets being submitted

via the ticketing system (work completed must be equal to the number of tickets submitted.) The delay, or void, of teachers submitting tickets appropriately impacts his ability to adequately support students' device issues.

The identified problem is that third-grade teachers and Wolf Creek Elementary School do not possess the basic troubleshooting skills needed to handle minor technical problems independently. Also, many teachers do not use technology in their lessons, primarily due to a lack of confidence or training on the available tools. This issue creates barriers to achieving maximum performance in integrating technology in our school's third-grade classrooms.

#### **Parties Affected by the Problem**

The identified performance problem impacts third-grade students and teachers, Mr. Chatt, and the school's Media Specialist. When students encounter technical difficulties, instructional time is interrupted as the students are sent from the classroom to the media center and/or technician's office to receive technical support. This negatively impacts student learning as they miss lessons, activities, and services (special education, speech, etc.). At Wolf Creek Elementary School, Media is an elective offered to students during their Specials rotation, with the Media Specialist as the instructor. As a result, when third-grade students are sent from class to the media center to receive technical assistance, the Media Specialist has to stop delivering instruction to troubleshoot the technical issues or redirect the students back to class to submit a ticket on their behalf. This is impacting the effectiveness of the library media program. Additionally, Mr. Chatt's schedule is contingent upon the documented needs of the schools he serves. If the middle school he serves submits more tickets, he must allocate more time to address those needs; thus, the days for Wolf Creek Elementary School may decrease, leading to less time on-site to address technical issues.



This performance problem needs to be addressed to ensure that instructional time is well-spent, to reduce interruptions to the library media programming, and to provide documentation to support the need for more on-site time from the student technology specialists. By eradicating this issue, we will see an increase in tickets submitted via the ticketing system and a decrease in the number of students sent to the media center and/or technician's office for technical assistance. Shifting from the current performance to the desired performance could also potentially improve teachers' satisfaction with the technical support provided, as they will be able to receive the support sought in a more timely manner.

# Assignment 2: Data Collection Plan - Module 2

## Restated Performance Problem Description Sentence:

Third-grade educators at Wolf Creek Elementary School are failing to request technical assistance with student devices as outlined by district and school policies.

Data Source	Type of Data (Qualitative, Quantitative, or Mixed)	Method of Data Collection	Data Collection Purpose	Rationale for Data Collection	Data Collection Completion Date*
Teachers (n=6)	Qualitative	Focus Group <a href="#">Focus Group Questions</a>	<input checked="" type="checkbox"/> Understand the Context or Environment <input type="checkbox"/> Quantify Current Performance <input type="checkbox"/> Quantify Ideal Performance <input checked="" type="checkbox"/> Identify Potential Causes	Using a focus group of teachers to collect data on the issue of third-grade educators at Wolf Creek Elementary School failing to request technical assistance with student devices allows for in-depth discussions that will provide insight into the specific limitations and/or challenges teachers face when seeking technical assistance. This qualitative data will provide insights into teachers' perceptions and experiences, enabling us to explore and understand the potential root causes of the performance problem. Additionally, engaging educators fosters a sense of ownership and collaboration, promoting a supportive environment that can lead to more effective solutions.	10/21/2024
Teachers (n=6)	Mixed	Survey <a href="#">Survey</a>	<input checked="" type="checkbox"/> Understand the Context or Environment <input type="checkbox"/> Quantify Current Performance <input type="checkbox"/> Quantify Ideal Performance <input checked="" type="checkbox"/> Identify Potential Causes	A survey will be conducted to better understand the barriers educators face with <del>identify</del> <b>strategies to encourage proactive</b> technical support requests. By gathering insights directly from teachers, the survey can discover perceptions about the challenges they face when encountering technical issues, their awareness of available resources and support, and obstacles that prevent them from seeking help. Additionally, the anonymity of the survey will allow participants to reflect candidly on the current state of requesting technical assistance.	10/21/2024

Occurrences (number of times student come to library/tech office for assistance)	Quantitative	Observations	<input type="checkbox"/> Understand the Context or Environment <input type="checkbox"/> Quantify Current Performance <input checked="" type="checkbox"/> Quantify Ideal Performance <input type="checkbox"/> Identify Potential Causes	Using how often students visit the technology office will provide information on the technical difficulties they encounter. By keeping track of these visits, we can identify trends in the specific technical problems that arise daily and potentially link them to certain classroom activities or lessons. The data will help determine whether the lack of requests for technical assistance by teachers is due to a lack of awareness of the available support or if it is a bigger issue regarding device usage among students.	10/21/2024
Student Technology Specialist (n=1)	Mixed	Interview <a href="#">Interview Questions</a>	<input checked="" type="checkbox"/> Understand the Context or Environment <input checked="" type="checkbox"/> Quantify Current Performance <input checked="" type="checkbox"/> Quantify Ideal Performance <input type="checkbox"/> Identify Potential Causes	Interviewing the Student Technology Specialist will provide valuable insights into the current support landscape and educators' perceptions of technical assistance. The STS can provide insights into common challenges that educators may face, including misunderstandings of the technology, misconceptions about when or how to request assistance, or technical barriers that discourage educators from following certain procedures. We will also gain insights into whether the school and district policies for handling technology-related issues/requests are user-friendly or if there are communication gaps. Additionally, as a key decision maker regarding technology systems in the school, the STS will be able to quantify both the current and ideal performance of teacher's usage of the technical support requests processes.	10/21/2024
Other Teachers & IT (n=6)	Qualitative	Feedback <a href="#">Feedback Session</a>	<input checked="" type="checkbox"/> Understand the Context or Environment <input type="checkbox"/> Quantify Current Performance <input type="checkbox"/> Quantify Ideal Performance <input checked="" type="checkbox"/> Identify Potential Causes	This feedback session will gather perspectives from other teachers and IT staff from different schools, allowing for comparative analysis. Their shared experiences with the ticketing system, troubleshooting, and support processes will help us identify common issues and ideal practices across schools. This will also give insight into how	10/21/2024

				well the system supports teachers and where improvements can be made.	
<p>Reviewing relevant documents</p> <p>“Getting Tech Support”</p>	Qualitative	Document Analysis	<input type="checkbox"/> Understand the Context or Environment <input type="checkbox"/> Quantify Current Performance <input type="checkbox"/> Quantify Ideal Performance <input checked="" type="checkbox"/> Identify Potential Causes	<p>Analyzing documents that detail policies, procedures, and processes, we support our identification of gaps in communication and information dissemination that may be impacting teachers' performance when seeking technical assistance. Analyzing existing processes and procedures within both Fulton County Schools and Wolf Creek Elementary School can highlight potential causes of communication breakdowns that contribute to the current performance. This specific document is presented to newly hired staff members during onboarding.</p>	10/21/2024
<p>Reviewing relevant documents</p> <p>“School Support/ Student Device Workflow”</p>	Qualitative	Document Analysis	<input type="checkbox"/> Understand the Context or Environment <input type="checkbox"/> Quantify Current Performance <input type="checkbox"/> Quantify Ideal Performance <input checked="" type="checkbox"/> Identify Potential Causes	<p>Analyzing documents that detail policies, procedures, and processes, we support our identification of gaps in communication and information dissemination that may be impacting teachers' performance when seeking technical assistance. Analyzing existing processes and procedures within both Fulton County Schools and Wolf Creek Elementary School can highlight potential causes of communication breakdowns that contribute to the current performance. This document is located on the School Technology Support hub and shared with newly hired IT employees during new hire training.</p>	10/21/2024

\*Remember, all data should be collected by the end of Module 3.

# Assignment 3: Analysis Report - Module 4

## **Restated Performance Problem Description Sentence:**

Third-grade educators at Wolf Creek Elementary School fail to request technical assistance with student devices as outlined by district and school policies.

## Environmental Analysis

### **Work Environment**

Fulton County Schools is a K-12 public school system comprising 104 charter, public, and program schools, 10,900 employees, and approximately 87,262 enrolled students. It is one of the oldest and largest public school systems in Georgia. Wolf Creek Elementary School is a K-5 public elementary school located in the southern part of the school system's attendance areas.

### ***Resources & Tools***

Fulton County School teachers are issued a Lenovo laptop during onboarding. These devices have access to the district's network and databases, which include student information, learning management, content management, and access management systems. Digital tools and resources are housed in the access management system (ClassLink) and the district's SharePoint content management system (FCS Employee Hub). Each Wolf Creek Elementary School classroom has an interactive whiteboard, projector, document camera, and classroom device charging cart. Each student in the class is assigned a laptop/Chromebook and a charger cord. Headphones are included on the student's school supply list; teachers are provided five pairs of headphones for classroom use. Classrooms have instructional materials and resources to support teaching and learning, including desks, tables, curriculum guides, workbooks, manipulatives, and instructional posters. Each school has an assigned device coordinator, Media and

Educational Technology Instructor, and Student Technology Specialist. These individuals support staff and student technology usage.

### ***Information & Feedback***

District information and policies are located in the FCS Employee Hub SharePoint platform. Employees can access current information by single-signing on the district's access management system, Classlink. Each department within the district's structure has policies that guide the efficacy of related programs and resources. Teachers receive performance feedback via the Statewide Longitudinal Data System (SLDS). This platform can be accessed via Infinite Campus, the district's student information system. Specifically, teachers are routinely evaluated using the Teacher Keys Effectiveness System (TKES). This evaluation tool identifies performance standards that are used to assess educator effectiveness. Administrators provided feedback to educators following classroom observations. Teachers may also receive feedback during administrators' walkthroughs or other opportunities.

### ***Consequences for Nonperformance & Incentives for Performance***

Educators who do not meet the expected performance, Level III- as outlined in the TKES evaluation tool, will be placed on a performance plan and receive instructional support and targeted training from school-level and district-level administrators and/or determined personnel. If performance is not improved to meet expectations, the educator will receive a notice of nonrenewal of the contract after the academic year. Incentives for exemplary performance include potential recognition as teacher/employee of the month or teacher of the year.

### **Work**

The teachers of Wolf Creek Elementary School wear many hats and take on roles that include, but are not limited to, teaching, classroom management, and supporting ways to increase students' development while assisting students' individualized needs by utilizing the curriculum and standards set by the Fulton County Schools expectations. Wolf Creek Elementary School teachers collaborate with

colleagues and complete professional development to strengthen instructional practice. Teachers engage in frequent and timely communication with parents and stakeholders to ensure positive relationships.

### ***Job Tasks & Processes***

At Wolf Creek Elementary School, the third-grade teachers play a key role in helping their students' academic and social development during the school year. As educators at a transitional point in students' educational path, the teachers at Wolf Creek strive to build a positive, active, and engaging learning environment that fosters curiosity, academic growth, and personal development. The dedicated and determined group of teachers intentionally contribute to the school's mission and vision statements which align with the district's objectives: ensure all students receive an education that allows them to compete in a global and technical society. Their work is multifaceted, requiring a balance of instructional expertise, effective classroom management, and continuous professional collaboration.

The key responsibilities, processes, and qualities that define the daily roles of the educators at Wolf Creek start with Instructional planning as the central responsibility of the teachers, as they create lesson and small group plans that align with the Georgia Standards of Excellence to meet the diverse needs of their learners. Wolf Creek Elementary School educators use teaching strategies to meet every student's needs, regardless of ability. They also maintain effective class management, which is critical; these educators maintain a positive, engaging, and active classroom environment that encourages student participation and minimizes disruptions, allowing for productive learning. Additionally, professional development is the anchor of their practices and professional growth. The teachers regularly attend professional learning workshops and courses, focusing on the best strategies and tools to enhance and utilize instructional programs, incorporating new resources, and integrating technology tools such as Chromebooks and interactive boards into their teaching.

Data collecting and analysis of the data play a major role in guiding instructional decisions for their students. Teachers continually assess, monitor, and reflect on student progress using formal and

informal data sources, including the Statewide Longitudinal Data System (SLDS) and the Teacher Keys Effectiveness System (TKES), to evaluate and refine their professional performance. Working together is also important for their work development. These teachers participate in team and faculty meetings, which are vital for strengthening their professional development and creating a collaborative learning environment within the school. Communication with parents and stakeholders is a priority, and teachers utilize tools like ClassDojo and weekly newsletters to keep families informed about school events, student progress, behavior incidents, and upcoming activities.

Teachers wear many hats and are responsible for maintaining accurate documentation, including student attendance, grades, and records of conferences or behavior incidents, all in line with district policies. Another important aspect of their role is managing the technical devices used in the classroom. Teachers ensure the effective use of Chromebooks, interactive boards, document cameras, iPads, and other instructional technologies to enhance student learning and engagement.

The third-grade teachers at Wolf Creek Elementary School stand at a crucial educational crossroads, where they shape young minds during a pivotal year of academic and social development. These educators create dynamic learning environments that inspire curiosity and growth while advancing the school's mission and district objectives. Their multifaceted role demands mastery of instructional expertise, classroom management, and professional collaboration. This section outlines these educators' job tasks, processes, professional composition, knowledge, skills, and motivation levels.

### **Workforce**

The performers are the third-grade teachers at Wolf Creek Elementary School. This group consists of six certified teachers and one IRR teacher. All seven teachers are female and African American. The teachers' teaching experience ranges from 1 to 20 years.

### ***Knowledge and Skills***



The knowledge and skills of the performer group include the following: all seven teachers hold a Bachelor's Degree. 43% of the teachers are gifted certified, 43% have their reading endorsement certificate, and 29% have their ESOL endorsement certificate.

***Motivation***

Third-grade teachers are motivated to develop lessons that engage students and meet all learners' needs. They want to collaborate to strengthen their instructional practices and strategies in the classroom. They look forward to professional learning sessions where they can learn best practices for using new programs, resources, and technology tools to benefit their students in the classroom.

## Gap Analysis

Actual Performance	Desired Performance	Performance Gap	Data and Rationale
<p>17% of teachers (1 out of 6) request technical support for student devices via the online ticketing system.</p>	<p>100% of teachers (6 out of 6) request technical support for student devices via the online ticketing system.</p>	<p>83% (n=5) more teachers should request technical support for student devices via the online ticketing system.</p>	<p><b>Document Analysis:</b> FCS' "Getting Tech Support" training materials state that "it is very important to submit a ticket for <b>all</b> technical needs." This indicates an ideal performance of 100% compliance with submitting tickets to request technical support.</p> <p><b>Teacher Survey:</b> Survey responses indicate third-grade educators at Wolf Creek are submitting technical support requests via the ticketing system, phone, and in person.</p> <p><b>STS Interview:</b> Mr. Chatt's interview revealed that the district and school expect teachers to request technical support for student devices only by submitting helpdesk tickets through the ticketing system.</p>

## Cause Analysis

### **Restated Performance Gap (as worded in the table above):**

The performance gap was calculated by subtracting 17%, the percentage of third-grade teachers at Wolf Creek Elementary requesting technical support via the online ticketing system, from 100%. This difference is 83%; therefore, we can identify the performance gap as 83%, representing the percentage of third-grade teachers not currently requesting technical support for student devices via the online ticketing system.

### **Potential Causes**

#### **Potential Cause 1:**[Lack of Guidance on the Ticketing System] (Data)

The data collected through the focus groups and survey responses from third-grade teachers revealed that teachers often need more clarification about requesting technical assistance. Many teachers expressed needing clarification about which technical issues require a ticket and how to categorize and describe issues when submitting a request properly. This lack of clarity in instructions and understanding of the ticketing system suggests a gap in knowledge and guidance.

The interview with the Student Technology Specialist (STS) further supported this cause. Mr. Chatt noted that teachers sometimes bypass the ticketing process entirely or choose alternative methods like an in-person visit, which need to be formally documented. The STS emphasized that teachers may benefit from additional guidance on when and how to use the ticketing system effectively. The lack of clear guidance and knowledge is likely causing the system's inconsistent use, ultimately contributing to the performance gap.

#### **Potential Cause 2:** [Limited Accountability for Ticket Submission Compliance] (Incentives)

The document analysis of district policies and teacher responses from the survey revealed that while the ticketing process is an expected procedure, only some incentives or accountability measures are

in place to ensure compliance. Teachers are encouraged to use the system, but there needs to be formal monitoring or follow-up if they choose alternative methods to report issues. Survey responses indicate that teachers do not perceive any direct consequences for bypassing the ticketing system, nor are there rewards or recognition for consistently using the proper channels.

The STS interview confirmed that while the district expects all technical issues to be logged via the ticketing system, teachers must be regularly held accountable for noncompliance. This lack of accountability may result in teachers resorting to quicker informal methods of reporting technical issues instead of following the established ticketing protocol. This pattern points to more robust accountability measures or incentives to promote adherence to the system and reduce the performance gap.

# Assignment 4: Human Performance Improvement Report - Module 5

## **Recommendation 1:** Establish Guidelines for Technical Requests

### **Description**

Due to a lack of clear guidance in requesting technical support for student devices, we recommend establishing explicit guidelines for when and how to use the ticketing system to support the desired performance. In collaboration with the administrative team, the school technology specialist (STS) should establish guidelines for using the system and create a flowchart detailing the steps teachers should take to request appropriate technical support. This flowchart should follow the If-Then model to define when and how teachers are expected to utilize the system. The guidelines and flowchart should be presented during a staff meeting. Teachers should be provided with a hard copy of the documents (guidelines and flowchart) and have access to them electronically.

### **Addressed Causes**

The identified performance gap is that only 1 out of 6 teachers, or 17%, use the ticketing system to request technical support for student devices. The desired performance is for 6 out of 6 teachers, or 100%, to use the ticketing system to request technical support for student devices. The data analysis determined that a potential cause for this performance gap is more guidance on the ticketing system. Surveys, focus groups, and interviews revealed that teachers need to learn when and/or how to use the ticketing system when needing technical support. To address this performance gap, clear expectations and guidelines for when and how to use the ticketing system need to be established.

### **Rationale**

Establishing clear guidelines for requesting technical support using the ticketing system aims to reduce frustrations from the STS and improve effectiveness with acquiring technical support from the

perspective of all stakeholders (i.e., teachers, students, and administrators). During the STS interview, the STS expressed frustration with teachers not adhering to the process for requesting technical support. He shared that teachers using emails, phone calls, and office visits could have been more effective in getting assistance. Similarly, during the focus group, teachers expressed dissatisfaction with requesting technical support. Establishing clear guidelines and creating a flowchart to document the process of requesting technical support will provide a visual representation to support the desired performance of 100% of teachers using the ticketing system. This will ensure that technical issues are being reported accurately and resolved promptly. This intervention implementation will reduce students' time without working devices and decrease instructional disruptions. Presenting the guidelines and flowchart during a staff meeting allows an opportunity to answer questions and address any concerns or misconceptions. Providing the information in multiple formats will support teachers' adherence to established guidelines and processes.

## **Recommendation 2: Implement Accountability Measures for Ticket Submission Compliance**

### **Description**

We recommend implementing a structured monitoring and feedback system to address the need for more accountability for ticket submission compliance. This includes creating a monthly report that tracks teacher ticket submissions and providing individualized feedback during regular staff meetings or one-on-one discussions. Establishing an incentive program to recognize consistent ticket system users will encourage adherence. Examples of incentives include certificates of recognition, shoutouts in staff newsletters, or small tokens of appreciation like gift cards. These measures will align with the incentives category from Gilbert's Behavior Engineering Model (BEM), providing accountability and motivation for teachers to comply with the ticketing process.

### **Addressed Causes**

This recommendation targets the performance gap of 83%, where only 17% of third-grade teachers currently use the ticketing system to request technical support. The identified cause is the lack of accountability for ticket submission compliance. Surveys and the STS interview highlight that teachers perceive no consequences for bypassing the ticketing system and no recognition for adhering to it. This recommendation should establish the necessary accountability measures to improve compliance by creating a structured feedback loop and incentives.

### **Rationale**

Implementation of accountability measures addresses the root cause of teachers bypassing the ticketing system due to limited oversight or consequences. The feedback system will allow teachers to understand how their actions align with district expectations. While incentives will foster positive reinforcement. Research on workplace behavior supports the effectiveness of combining accountability and incentives to drive adherence to established processes. Fostering a culture of responsibility and recognition will motivate teachers to use the ticketing system as intended. Thereby reducing classroom disruptions and improving technical support efficiency.

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### **Barriers to Success**

Implementing the suggested interventions to improve the use of the ticketing system for technical support at Wolf Creek Elementary may face several barriers. One significant challenge is resistance to change among teachers. Even with clear guidelines and a flowchart, some teachers might need more time to adopt the new system due to their familiarity with existing methods. This reluctance could hinder the goal of increasing the use of the ticketing system from 17% (1 out of 6 teachers) to 100% (6 out of 6 teachers).

Another potential barrier is the availability of time and resources. Teachers already have demanding schedules, making it difficult to find time to learn and adapt to the new system. The school technology specialist (STS) and administrative team must also dedicate sufficient time for training and ongoing support, which may detract from their current responsibilities.

Teacher buy-in is crucial. If teachers see the ticketing system as ineffective or inefficient, they might not be inclined to use it, which can impede its adoption despite clear guidelines and incentives. The success of the monitoring and feedback system relies on consistent and accurate data collection. If monthly reports tracking ticket submissions are properly maintained, providing meaningful feedback and recognizing consistent users will be easier. This could undermine the accountability and motivation intended by the incentive program.

Moreover, the effectiveness of the incentive program relies on the perceived value of the rewards. If teachers find the incentives unappealing, they may need more motivation to comply with the ticketing process. For the program to work, ensuring that the incentives resonate with teachers' preferences is essential. Technical issues with the ticketing system could also present a barrier. If the system is user-friendly and experiences frequent downtime, teachers may become frustrated and revert to previous methods of requesting support. Ensuring the ticketing system's reliability and ease of use is vital for successful implementation, and being prepared for potential technical challenges is part of that process.



# Checklists/Assessment Criteria

## Assignment 1: Identified Performance Problem

- Submitted a professional document, with characteristics including
  - In narrative form, no typos, consistent formatting, professional language, no grey instructional text, no bullets, met page limit, APA style (double-spaced, NTR, black font)
- Completed appropriate portion of the Alignment table
  - Problem statement
  - Succinct language (one sentence)
- Applied system thinking in describing the organization, including
  - Purpose and mission
  - Physical setup, location, and contextual factors
  - Employees and clients
- Described an observable performance problem experienced by adult performers that can be addressed through HPI, including
  - Current performance: Began with a clear performance problem statement
  - Current performance: Provided context surrounding that problem without identifying causes or solutions
  - Problem identifier(s)
  - Parties impacted

**Pass:** Met expectations for 9–10 hollow bullets (**100%**)

**Pass with Revisions:** Met expectations for 7–8 hollow bullets (**80%**)

**Revise & Resubmit:** Met expectations for 5–6 hollow bullets (**60%**)

**Unsatisfactory:** Met expectations for 4 or fewer of the hollow bullets (**25%**)

## Assignment 2: Data Collection Plan

- Submitted a professional document, with characteristics including
  - In narrative form, no typos, consistent formatting, professional language, no grey instructional text, no bullets, APA style (NTR, black font)
- Completed appropriate portion of the Alignment table
  - Data
  - Succinct language (no full sentences)
- Included all components of the Data Collection table, including
  - Data source and sample size
  - Type of data
  - Method of data collection
  - Rationale for data collection: Why the source and method are most appropriate
  - Rationale for data collection: How the source and method will achieve the Data Collection Purpose(s) tagged to it
  - Data collection purpose
  - Data collection completion date

**Pass:** Met expectations for 9–10 hollow bullets (**100%**)

**Pass with Revisions:** Met expectations for 7–8 hollow bullets (**80%**)

**Revise & Resubmit:** Met expectations for 5–6 hollow bullets (**60%**)

**Unsatisfactory:** Met expectations for 4 or fewer of the hollow bullets (**25%**)

## Assignment 3: Analysis Report

- Submitted a professional document, with characteristics including:
  - In narrative form, no typos, consistent formatting, professional language, no grey instructional text, no bullets, APA style (double-spaced, NTR, black font)
- Completed appropriate portions of the Alignment table
  - Performance gap and identified causes
  - Succinct language (no full sentences)
- Applied systems thinking in completing the Environmental Analysis, including a thorough overview of the following from the perspective of the Performers
  - Workplace
  - Work
  - Workforce
- Quantified and supported the Gap Analysis, including
  - Aligned language throughout Actual Performance, Ideal Performance, and Gap Statement cells (i.e., “apples-to-apples” language)
  - Quantified a performance gap
  - Data and Rationale for establishing the gap: Which data sources were used to identify the performance gap
  - Data and Rationale for establishing the gap: How you used each data source in your gap analysis process
- Applied systems thinking in completing the Cause Analysis, including
  - Aligned and appropriately categorized (based on the BEM) potential cause(s)
  - Addressed both environmental and individual causes (as appropriate)
  - Relevant and supporting data for identifying the cause
  - Clear rationale for identifying the cause

**Pass:** Met expectations for 13–14 hollow bullets (**100%**)

**Pass with Revisions:** Met expectations for 10–12 hollow bullets (**80%**)

**Revise & Resubmit:** Met expectations for 7–9 hollow bullets (**60%**)

**Unsatisfactory:** Met expectations for 6 or fewer of the hollow bullets (**25%**)

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

- Submitted a professional document, with characteristics including
  - In narrative form, no typos, consistent formatting, professional language, no grey instructional text, no bullets, APA style (double-spaced, NTR, black font)
- Completed appropriate portion of the Alignment table
  - Proposed Interventions
  - Succinct language (no full sentences)
- Concisely summarized the project in client-friendly language through an executive summary, including
  - A description of the problem
  - A summary of the data collected
  - A summary of the results of your team's analysis
  - A summary of the proposed interventions
  - Limited Executive Summary to a maximum of two double-spaced pages
- Applied systems thinking in describing recommended solutions, including
  - Aligned and appropriate recommendations that address the identified cause(s)
  - Clear, thorough description of recommendations
  - Recommendations backed by project data
  - Recommendations backed by literature from the field (not including the Van Tiem textbook)
  - Identification of barriers that span organizational system
  - Thorough discussion of how those barriers that could impact the success of the recommendations

**High Pass:** Met expectations for 13–14 hollow bullets (**100%**)

**Pass:** Met expectations for 10–12 hollow bullets (**80%**)

**Needs Improvement:** Met expectations for 7–9 hollow bullets (**60%**)

**Unsatisfactory:** Met expectations for 6 or fewer of the hollow bullets (**25%**)