

2010

Human Resources Survey Evaluation

Pinellas County Schools
3/24/2010



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EXECUTIVE SUMMARY

This evaluation was requested by the Assistant Superintendent of Human Resources to obtain feedback and recommendations from all PCS employees to inform continuous improvement efforts with respect to several key district processes and services. Over 5000 employees provided survey responses and over 14,000 comments concerning processes associated with employee benefits, job descriptions, appraisals, compensation, professional development, equal opportunity, recruitment, hiring, transfers, substitute teaching, and services provided to new teachers. These responses provided a wealth of insights and useful information to inform district efforts.

This evaluation is divided into sections concerning each Human Resources area addressed through the survey. Within each section, quantitative results are followed by summaries of themes that were found through review of employees' comments. Representative comments indicative of each theme are provided. Comments are anonymous and do not include any identifying information. Each section concludes with a summary and recommendations derived from survey results. It was impossible to include every insightful and potentially helpful comment in this evaluation. The evaluation concludes with 58 recommendations. Each recommendation is described and explained more fully within the individual sections of the evaluation.

Results of this survey consistently highlighted the importance of policy clarity, effective resource allocation, efficient organization, and clear communication. Employee feedback contained recommendations that could potentially significantly improve processes and services related to each area surveyed with the exception of substitute teacher services which was limited due to small sample size. Results suggested the importance of choice with regard to health benefits; continuous review with regard to job descriptions; a complete review to address bias and inconsistency in the appraisal process; clarity regarding compensation issues; several resource allocation issues with regard to professional development; update and expansion of Cultural Competence Workshop content; review of the need to actively recruit from other states; review of the job posting process; review of difficulties associated with the school closing process; and the potential need to expand the mentoring program to increase retention of new teachers. This evaluation presents issues associated with these and several other useful insights and recommendations. Considerable gratitude is due to the employees of PCS for providing their time and valuable insights to improve several key system processes.

HUMAN RESOURCES SURVEY EVALUATION

The Human Resources Department (HR) has recently undergone reorganization in an effort to maximize its efficiency and effectiveness in serving the needs of Pinellas County School System (PCS) employees. It is responsible for the administration of several key district processes and services. Among these include processes associated with employee benefits, job descriptions, appraisals, compensation, professional development, equal opportunity, recruitment, hiring, transfers, substitute teaching, and services provided to new teachers. The Assistant Superintendent of Human Resources requested development and administration of a survey designed to obtain feedback and recommendations from all PCS employees to inform continuous improvement efforts with respect to each of these processes. This report summarizes the wealth of feedback provided in response to this survey by more than 5000 PCS employees.

METHOD

An employee satisfaction survey was developed through collaboration among the Human Resources leadership team and Research and Accountability personnel. The survey was designed to elicit both quantitative and qualitative feedback from PCS employees concerning their satisfaction and recommendations for improvement in services provided by the Human Resources Department. All PCS employees were provided with the opportunity to complete the survey online via a secure website. A link to the survey with a description of its purpose was provided via email on February 8, 2010. Employees were encouraged to complete the survey between February 8th and February 15th.

During this time period 5053 employees participated. Results presented in Tables 1 and 2 below indicate that representative samples of teachers, instructional personnel, support staff employees, and administrators participated, and that both school-based and non-school-based personnel were represented by the sample. Finer distinctions could have been made concerning the many roles encompassed by those in each of these broad categories. However, for the purpose of this survey a more parsimonious analysis involving these broader classifications was preferable.

	N	%
Teacher	2663	52.7%
Instructional (non teacher)	576	11.4%
Support Staff Employee	1538	30.4%
Administrator	251	5.0%
Did not respond	25	0.5%
	5053	

	N	%
Yes	4353	86.1%
No	664	13.1%
Did not respond	36	0.7%
Total	5053	

Questions asked of respondents are provided in Table 3. Questions are listed in the order in which they appeared on the survey. There was considerable variation in the number of responses to each individual question. Respondents were not required to answer any particular question and they chose the ones for which they wanted to provide feedback. For the purpose of establishing reliability there were a sufficient number of responses to all questions except those involving substitute teachers. However, for all other areas we are confident that the results are representative of the district as a whole.

For all questions except one, we elicited responses to both quantitative likert scale questions as well as written comments. Likert scale responses provide a reliable assessment of the spectrum of satisfaction from those who are very satisfied to those who are very unsatisfied with any particular area. In contrast, written comments focus mostly upon ways that a process can improve. In doing so, they provide invaluable first-hand insight into the issues relevant to any particular process. A total of 14,662 comments were elicited over the course of the survey. A fraction of these comments were essentially a statement of “no comment”. However, even with these removed there were several thousand specific, insightful, valuable comments.

A central goal of this evaluation was to categorize the main themes that were recurrent in these comments to suggest recommendations for improvement in the services provided by Human Resources. It is impossible to represent every good idea or valuable insight contained in thousands of comments through a summary evaluation report. We have done our best to present the main themes in this report.

	# of Responses	# of Comments
EMPLOYEE BENEFITS		
I am satisfied with the health insurance benefits provided by the district.	4702	1431
I am satisfied with the voluntary benefits provided by the district– dental, life, vision and income protection.	4723	502
I am satisfied with the annual benefits open enrollment process.	4711	316
I find the employee benefits website useful and well organized.	4709	153
I am satisfied with the Employee Assistance Plan (EAP) and Wellness Services offered by the district.	4661	322
Have you personally taken advantage of any of the EAP & Wellness Services offered to district employees?	4653	292
I am satisfied with the retirement planning services that Human Resources/Risk Management provides.	4653	369
I am satisfied with the range of discounts offered to district employees (e.g. Performing Arts Center, Tampa Bay Lightning, Sea World).	4688	439
Have you personally taken advantage of any of the discounts offered to district	4666	301

employees?		
Human Resources/Risk Management provides clear information and updates concerning employee benefits overall.	4707	200
Do you have recommendations other than those you may have stated above that may improve the manner through which Human Resources provides information and support regarding employee health and benefits?		890
JOB DESCRIPTIONS, APPRAISAL, COMPENSATION		
I am familiar with the published content of my official job description.	4564	
My job description clearly defines what I do.	4555	539
The appraisal process is clear and understandable.	4471	461
I am satisfied with the appraisal process.	4434	526
The appraisal process encourages constructive discussion of employees' performance.	4497	440
Issues regarding compensation within PCS are clear and understandable.	4386	391
Do you have recommendations other than those you may have stated above that may improve processes associated with job descriptions, appraisals, and/or compensation?		1075
TRAINING		
I am satisfied with the range of content offered through district trainings.	4437	587
I am satisfied with my ability to access/attend trainings offered by the district.	4446	586
I am satisfied with the quality of trainings offered by the district.	4403	426
I am satisfied with the online trainings offered by the district.	4364	531
I am satisfied with the quality of Cultural Competency Workshop(s).	4341	518
EQUAL OPPORTUNITY		
Have you received support from the Office of Equal Opportunity for any reason other than workshop attendance?	4384	146
I was provided with accurate information.	328	15
I received assistance in a timely fashion.	330	15
I was treated fairly.	325	20
I am satisfied with the outcome on my contact with the Office of Equal Opportunity.	321	23
Do you have recommendations other than those you may have stated above that may improve the manner through which Human Resources provides information and support regarding Equal Opportunity issues in the district?		60
HIRING		
The hiring process was clear and easy to understand.	4306	373
The application packet was easily accessible online or through other means.	4271	207
The hiring process proceeded in a timely manner.	4263	180
Do you have recommendations other than those you may have stated above that may improve the manner through which Human Resources processes hiring activities in the district?		519
TEACHER RECRUITMENT		
The Pinellas County School District has a comprehensive teacher recruitment plan, including emphasis on recruiting from colleges with higher minority populations.	2961	206

Working with colleges and universities to recruit teachers has been effective.	2952	128
Do you have recommendations other than those you may have stated above that may improve the teacher recruiting process in the district?		414
EMPLOYEE TRANSFERS		
Information concerning the transfer process was readily available and accessible.	725	87
The transfer process was clear and easy to understand.	728	61
Steps within the transfer process occurred in a timely manner.	709	56
Do you have recommendations other than those you may have stated above that may improve the teacher transfer process in the district?		139
SUBSTITUTE TEACHERS		
The substitute teacher hiring process is clear and efficient.	42	2
District training provides useful resources to prepare substitute teachers to be effective in the classroom.	44	6
Substitute teacher shadow services are helpful.	38	4
The substitute teacher placement desk and automated system is effective and efficient.	45	9
Do you have recommendations other than those you may have stated above that may improve services provided to substitute teachers in the district?		13
NEW PCS TEACHERS		
I am satisfied with the support I received from Human Resources during the certification process.	704	48
The new hire orientation meeting was informative.	660	58
I am satisfied with the training I received as a first year teacher.	645	129
I am satisfied with the mentoring program (EDGE) for first year teachers.	599	192
Overall, Human Resources effectively serves the needs of first year teachers.	632	58
Do you have recommendations that may improve the teacher recruiting process in the district?	109	109
Do you have recommendations other than those you may have stated above that may improve the manner through which Human Resources provides information and support for new teachers in the district?		90
TOTAL COMMENTS		14662

RESULTS

This section is structured by content area. In many cases, similar employee comments were expressed in response to separate questions concerning related content areas. For example, comments related to cost and participation of doctors were offered in response to questions concerning both health benefits and voluntary benefits. Questions concerning related content are grouped together so as to reduce overlap in issues addressed through employees' comments. Quantitative results are presented first for each content area. Themes that emerged from employee comments are then presented and briefly summarized. Summaries are then supported by representative employee comments. Only a select number of comments are included for each theme in an effort to support each theme as concisely as possible. Section summaries are included to integrate quantitative and qualitative feedback and to discuss potential ways that these results may inform services provided through Human Resources.

EMPLOYEE BENEFITS

Results presented in this section concern employees' satisfaction with benefits provided by the district. Results presented in Table 4 concern employees' satisfaction with health insurance benefits, voluntary benefits and the open enrollment process. A majority of employees report that they are satisfied with each of these. However, there is clearly room for improvement. With regard to health insurance benefits, slightly more than half of employees surveyed report that they are satisfied and only 3.7% strongly agree that they are satisfied. Satisfaction with voluntary benefits and the open enrollment process are considerably higher, yet room for improvement is clearly evident with regard to these areas as well as more than 20% of respondents report dissatisfaction with voluntary benefits and 14.3% report dissatisfaction with the open enrollment process.

	Health Insurance		Voluntary Benefits		Open Enrollment	
	N	%	N	%	N	%
Strongly Agree	155	3.7%	352	8.0%	452	10.2%
Agree	2275	54.8%	3116	70.8%	3354	75.6%
Disagree	1174	28.3%	725	16.5%	478	10.8%
Strongly Disagree	548	13.2%	206	4.7%	155	3.5%
Total ¹	4152		4399		4439	

Comments² submitted in response to these areas provided insight concerning areas of dissatisfaction and suggestions for improvement. Dissatisfaction with health and voluntary benefits was associated with several

¹ For most questions throughout the survey there was an option to state that the question was 'not applicable' or that the respondent was not able to provide a response due to any of a number of factors. Tables presented in this report are based upon respondents for whom the question was determined to be applicable and for which they provided a response.

factors. Many of these resulted from the switch to Humana from Aetna. These included issues associated with co-pays, prescription costs, customer service, Humana’s reputation with doctors, participation by doctors, Humana’s referral process, and an inability to obtain vision benefits through major retail chains.

CO-PAYS AND PRESCRIPTION COSTS

Several employee comments indicated that their healthcare costs increased significantly as a result of the switch to Humana due to increases in co-pays and prescription costs. Co-pays for emergency services and hospitalizations were a particular concern. Costs increased markedly for those who take medication regularly. The higher overall satisfaction with voluntary benefits may be among those who do not have a need for crowns or costly dental procedures. Comments suggest that this coverage is less expensive and mainly covers preventive services.

- Co-pays are so high for specialists that I no longer go for well checkups which in the long run will affect my health.
- Copayments are too high, especially for emergency room and hospital stays. I put off going to the emergency room even though I thought I might be having a heart attack. Stupid, perhaps. But I couldn't afford the co-pay.
- co-pays for specialists , too high. MRI diagnostics, outrageous. Ongoing need prescriptions that have no generic equivalent \$60.00 per month (\$720. per year) unaffordable.
- I am paying more out of pocket for less benefits. My payroll deduction is higher and so are my co-pays.
- For an extra \$2.00 per paycheck, I now have an increase of \$85.00 per month in prescription costs.
- I am not happy with Humana's tier level in prescriptions. What I could get for \$35.00 with Aetna costs me \$75.00 because of the way they tier their medications.
- two prescriptions went from \$35 co-pay to \$60 co-pay. (Haven't had a raise in two years, how am I to pay for this 80% increase). Wife had a colonoscopy, \$300 co-pay and a letter from Humana saying that they were not paying the anesthesiologist portion because there was no authorization. Pretty hard to have a colonoscopy without anesthetic, don't you think.
- The dental insurance is great for preventative care, but the minute you need work done, the coverage is just So-So. I had to have a crown done and it cost \$600--only about \$200 less than they told me it would cost without insurance
- Too limited in dental coverage, we had to toss a coin to see who gets root canal and crowns.
- Limited coverage area of programs scares me--what if I am out of area & get ill. Both options only provided limited coverage & selection of doctors. Out of network will bankrupt me.
- I hardly ever use it so it meets my needs.

COMPARATIVE COST AND NET PAY DECREASE

Several comments suggested that the quality and/or cost of insurance for PCS employees compares unfavorably with insurance provided to employees working in other public and private organizations. Several of these comments also suggested that costs should be lower due to the size of the employee workforce in PCS. Comments also reflected a concern that increased healthcare costs combined with the absence of a pay raise has resulted in a net decrease in take-home pay to district employees.

COMPARATIVE COST

- City of St. Pete offers better insurance but PC is a larger insurance base so I do not understand why the county's insurance is inferior.
- As it may be a sign of the times with the number of employees our district has I would think that the co-pays would not have increased as they have. Other professionals such as the local police have insurance that covers more and less out of pocket.

² Comments cited throughout this evaluation were edited for spelling errors only.

- Cost is too high. We are told that our yearly compensation cannot be increased because of health insurance cost but yet our health insurance cost increased. Thus giving me a net loss in salary.
- For a district that has almost 16,000 employees the rates should be much lower. The larger the group, the less expensive it should be.
- In many other states, School Board employees receive the same benefits at lesser expense to the individual.
- Since everything in Florida is County based, why don't all the county agencies work together for one health insurance policy. Additionally, you will note the difference in cost and coverage between the County and School board policies is very one sided and not for our good.
- Dental benefits are not comprehensive and not competitive with those available with companies within private industry for the same cost. Compare to Guardian for example.

NET DECREASE IN TAKE-HOME PAY

- I am thankful that health benefits are available but each year the cost to the employee rises along with copay for services. I'm losing money since we haven't received a pay raise for three years.
- I am tired of my premium rising especially when I have not gotten a raise and I am making less than I did three years ago!!
- Cost keeps going up and our pay keeps going down. I have less today than I did when I started with the district 14 years ago.
- I am happy that I have health benefits but unhappy that the cost went up AND we didn't receive step increases. In reality I took a pay cut with the increased cost.
- I am not pleased that the cost of my insurance increased. Since I have not received a raise in three years, I am now making even LESS money! I chose the least expensive of the options given and I feel I had to settle for subpar coverage because I had no other choice financially.

HUMANA'S REPUTATION, PARTICIPATION BY DOCTORS, AND THE REFERRAL PROCESS

Several comments suggested that Humana is perceived negatively by local doctors due to factors including denial of claims, a burdensome referral process, and poor customer service. Several comments indicated that employees were forced to change doctors as their existing doctors did not participate in Humana's HMO plan. Comments suggested that Humana may have misled employees to believe that their doctors were included in the HMO plan when in fact they needed to purchase the more expensive Select plan in order to keep their current doctors.

HUMANA'S REPUTATION

- Humana is a horrible company! They take forever for approvals and many Drs. don't accept Humana for this reason.
- I hate Humana and was warned by the pediatrician to try very hard to not get Humana
- I have had nothing but trouble with Humana since January. Both of my doctors' offices do not like Humana, either.
- Humana already appears to be less user friendly than Aetna. Health Care providers are not happy with the change on their end either.
- Humana has denied prescriptions I have used for over 10 years. Doctors are having trouble with overrides. I would rather pay more than have such poor service. Doctors do not like dealing with Humana.
- I am not sure yet. I know it was much cheaper but most Drs. are not happy with the choice. I feel like I am starting all over again trying to get medications I have been taking for years.

PARTICIPATION BY DOCTORS

- Because 2 of my doctors do not take Humana I was forced to pick new physicians. Luckily, I consider myself pretty healthy but for others this has to be a huge problem and potentially a dangerous one.
- I had to change my doctor and my eye doctor of 20 years because he will not take Humana. I am very unhappy about this.
- I have been trying to find a Doctor since January that would take Humana, no one wants to be involved with them.
- I have had Humana for a little over a month & already I am already upset with it. Humana is NOT liked by many doctors. I have called several doctors & no one wants to take Humana HMO. The doctor's offices are telling me that Humana is very hard to work with & they won't cover many of the procedures.
- I have not used them to the full extent yet, but I have lost my primary care physician of 15 years.

- I/We had to find new doctors, my Doctors are having a hard time being paid- one said that they are dropping Humana for non-payment so i will be looking for another doctor.
- I'm not happy with the vision plan due to need of a specialist who has taken care of my husband and I for a very long time and now we are unable to have him as our doctor. My husband and I both have major eye problems and to have to change at this point is very difficult.
- Limited number of high quality Physicians in the Tampa Bay area that participate in the Dental and Vision Plan.
- Vision coverage has less options for doctors. When you have a vision problem and are forced to change doctors it makes things very unsettling.

NEED TO PURCHASE SELECT PLAN

- The sign up process was misleading. I contacted several doctors and found that they were not participating in Humana Staff when Humana listed them as providers. Humana Staff is not a realistic choice if no M.D.'s are participating. A P.A. or nurse practitioner is not the same. Humana was not upfront about who is participating in that plan.
- For me to keep my doctor, I had to increase my plan to Humana Select, which is more costly.
- Had to take a big jump in paycheck withdrawals because the lowest HMO was really not practical - very few local doctors.
- Many of my doctors and specialists were dropped off. I am VERY VERY VERY upset about this. I have cornea specialists that I have been going to for years for my very complicated eye issues. I am having to pay out of pocket to continue to get their excellent care. I don't think it's right or fair that I would now have to switch to the Select plan.
- My primary care physician with Aetna is not on the basic Humana plan and it is costing me \$360 more annually to keep my PCP.

REFERRALS

Comments also indicated employees' dissatisfaction with the need to obtain referrals to see specialists that had already been treating them under the Aetna plan. Delays and miscommunication regarding the referral process have also been problematic for some employees.

- Don't like HMO when you have to keep getting referrals. It costs more money because you have to pay two co-pays and it takes longer to get in.
- Florida has a law that patients may visit a dermatologist for cancer screening/treatment without a referral. My husband needs screening every 6 months due to reoccurring skin cancer. He was told by Humana that his primary doctor must first send a referral to Humana for approval before he can visit his doctor.
- Have already had issues w/ Humana. Book says no referral needed but when you get to dr. they say there is a referral needed. Primary won't give referral since it says 'no referral' needed. Humana needs to get their act together!
- Humana is very difficult to work with. If you were in the middle of treatments with Aetna, you could not continue without going through the referral process first with PCP. Many people needing immediate care could not get it with the "at least 14 day" wait on referrals.
- The new Humana plans require much more authorization to get the same services. I filed a "transition of care" form in December. Humana is supposed to reply within two weeks. I have never heard back from them. I called them and they said things look okay, but I have no written documentation of this.
- I do not enjoy having to have a referral by my primary for everything. I have not seen him in awhile, (yeah for being healthy) so when I needed to see my gyno for something, I needed to make an appointment with my primary first.

EMPLOYEE INPUT AND CHOICE

Several comments suggested dissatisfaction with the process through which PCS selects an insurance provider. Changes to healthcare services and the cost of services may be more stressful when employees perceive or experience a lack of control over changes that are made. Two consistent recommendations were offered to address this issue. Several comments recommended expanding communication with employees during the selection process and throughout the year as a means of facilitating employee input in decision-making.

Comments also suggested that a benefit could be derived from allowing employees to choose among several providers and plans themselves rather than have the district select one provider.

EMPLOYEE INPUT

- Let employees have a say when insurance carriers are changed!!
- Next time they put out a bid for health insurance, the committee assessing the benefits needs to include a health care professional. It also needs to include a line by line break down of what is included in the package. What we received in the "same as Aetna" package was very different on a lot of levels. It may have looked the same on the top, but is nowhere near what we received in benefits from Aetna.
- I would evaluate satisfaction with health care coverage later in the year, once we have had a chance to learn how Humana works and they have the kinks worked out.

CHOICE

- I would like to know the details of other options. We used to have choices.
- I would like to see more choices between different insurance companies, not just several plans within the same company.
- It was much better when we had three different insurance companies to pick from. It gave everyone on different financial levels options.

LACK OF ACCESS FOR PART-TIME EMPLOYEES

Several comments suggested dissatisfaction that health insurance benefits are not provided in any form to part-time employees. These comments were expressed by employees in a range of part-time positions. Some comments suggested that PCS compares unfavorably to private companies and other school districts who offer health insurance benefits to part-time employees.

- Health insurance benefits are limited to full-time employees. It seems to me that the system should attempt to determine what companies offer at least some benefits to all employees, regardless of whether or not staff is full-time or part-time. Health care is an issue that concerns all, not just some.
- I am a Title 1 teacher and benefits are not offered to me. I do not think that this is fair at all. Especially in today's economy. If Pinellas County schools did not have Early Release Day, then the Title 1 Teachers would be able to work 30 hours a week, and therefore would qualify for insurance
- I am an hourly teacher and have no health insurance. I love my job but I really need health insurance benefits.
- I have two part time jobs and do not qualify for insurance benefits.
- Unfortunately, as a part-time employee, I am not even offered the opportunity to purchase health insurance benefits for me and my family. Most companies now make health insurance benefits available to part-time employees but Pinellas County Schools does not.
- As a substitute teacher, we should have the opportunity to purchase health insurance as a county employee. After substitute teaching in Montgomery County, Maryland, the county finally offered insurance to substitute teachers too.

VOLUNTARY BENEFITS

VISION SERVICE VIA MAJOR RETAILERS

Several comments suggested employees' dissatisfaction that their vision services were no longer covered at major retail chains. Comments suggested that this may be associated with an increase in out-of-pocket expenses and a limitation in access to services on weekends.

- I am disappointed that the eye doctor that I have been using for 3-4 years is no longer an option. I also cannot go to Lens Crafters.
- I am not happy that the new vision has no centers on it, like Lenscrafters. The only choices are independent eye doctors. Now to have an eye appt, I will have to take off work. Before I could go on a Saturday to Lenscrafters.
- The loss of "chain" vision centers was a great loss. No SEARS, Vision Works or other high volume lower cost venues was a mistake.
- I am not happy with the fact that I must go to an individual eye specialist and purchase glasses through them rather than a Visionworks, Sears, etc. The amount of money allocated for lens and frames make the glasses much more expensive.

INCOME PROTECTION

Several comments expressed difficulty concerning income protection insurance. Comments expressed difficulty obtaining insurance when having a pre-existing condition. Others suggested the need for a wider range of available income protection policies. These responses echoed the desire for more choices that was evident with regard to health insurance policies.

- After participating in income protection for years. I was refused coverage to my maximum because I had a diagnosis of carpal tunnel syndrome. I wouldn't need income protection if there wasn't potential for me to need it.
- I think that income protection should not have to be as strict with certain health issues for approval especially if you have diabetes and you are under a doctor's care. As long as documentation is received yearly for verification and reviewed.
- I would like to see supplemental income protection beyond salary scale. The current formula is too restrictive not helping enough to supplement our income to make ends meet.
- The income protection benefits process is quite ridiculous - the insurer makes it sound as though I am a criminal when enrolling and that they will fully investigate any attempts to receive payment on the policy, without receiving any payments during the investigation.
- The income protection plans are prohibitively expensive, we need to shop this insurance around to other carriers.

OPEN ENROLLMENT

Many comments indicated difficulty with the open enrollment process this year. Miscommunication, poor customer service, and computer difficulties were often cited as reasons for dissatisfaction with the open enrollment process. Several comments also cited difficulty with the timing and length of the open enrollment process. Provision of assistance through on-site insurance representatives was suggested by several employees as a means of addressing concerns with the process.

CUSTOMER SERVICE

Several comments characterized Humana's customer service as disorganized and confusing. Comments suggested that conflicting information is given by different customer service representatives. Comments also suggested that printed information on health insurance cards was not always accurate.

- Humana is the worst at customer service, you talk to one part of their company and then the other part has no idea what's going on...by providing Humana as our health insurance carrier, does not make me feel like a valued employee

- I have had serious issues with Humana, for which I will be contacting Risk Management. Humana's claim system is broken, and their customer service reps do not provide the same explanation twice, nor help to resolve things... I was left with no alternatives than to follow the grievance process. OUTRAGEOUS.
- Just had to spend way too much time on phone to correct primary physician choice. I was with this physician through Aetna, chose them, my print out shows my choice but my cards, (husbands, mine and sons) had one you appointed. In getting this taken care of, told it has something to do with Physician having to correct something about allowing new patients in spite of our family being an existing. Too much phone time and calls to primary physician then back to you.
- It is getting more expensive and less comprehensive. Also, Humana has had great difficulty in getting my information correct. I don't understand what the problem is as I changed nothing. All they had to do was transfer info from Aetna.

MISCOMMUNICATION

Comments suggested dissatisfaction with Humana's representation of being identical to Aetna's plan when it was not. Comments suggested very poor communication regarding which doctors participate in each plan. Employees suggested that they were told by Humana that a certain doctor participated in the plan only to find out later the doctor did not participate, or in one case was no longer in practice.

- Bad transition for medical care from Aetna to Humana...bad customer service as well....a lot of misinformation given by Humana.
- Bait and switch on doctors. Wanted me to call and ask doctor to sign up. Not my job.
- except for the accidental misrepresentation of Humana's staff being roughly equal to Aetna's basic policy
- Incorrect list of doctors on the list by coverage plans
- It was complete chaos this year. They were assigning me a different medical group even though the one I have is one their list. It took multiple phone calls by my husband (because I don't have time at school to do it) to straighten it out.
- Overall, no problems. I appreciated the chance to change from Staff to Select, since the information we received was inaccurate in describing the differences between the two plans. (I'm guessing this was Humana's error)
- Again, during open enrollment I was misled by both Risk Management and Humana about choosing my PCP.
- However, the referral process was explained to be just as it was with Aetna and it definitely is not!
- This plan is not what I thought it was going to be.
- Mental Health benefits require too many "hoops" to jump through. I called 8 providers that were on the list provided by LifeSynch last Friday, and they either were not at the number or did not treat adults. One machine said that the practice closed in February of LAST YEAR. Luckily, I was not in crisis -- If I were just now seeking treatment for depression, I would have given up after half those calls.

COMPUTER DIFFICULTIES

Comments suggested that employees had considerable difficulty accessing their account via computer during the open enrollment process. There appear to have been long delays that were associated with stress and a considerable expenditure of time by employees who were attempting to enroll in their health benefits plan.

- Computer enrollment was a nightmare this year. The system jammed and was frustrating. The books we had didn't match up with the numbers online, and the numbers online on our website didn't match up with what Humana told me when I called them.
- Computer problems dogged the online process. The system needs to go through the PDSA process so as to help with next year's enrollment process.
- I had trouble enrolling online because the website kept timing out. I chose a primary care provider, but the website timed out. The change did not go through. Now I am waiting on a new card with my PCP's name on it so I can go see her.
- It was chaos. I sat online for hours trying to enroll. I was kicked off several times and eventually had to give up. Thank goodness they extended enrollment.
- It was impossible to log on while signing up for benefits. And even though I appreciate that this was changeover and there was a lot of information for everyone to process, surely the district could see this coming and have planned better for it. Hopefully, next year (the 2nd with Humana?) will be better.
- Need to figure out a way that the server will not be overloaded like happened this year...

- Signing on to the system was almost impossible. I eventually was able to sign in well after midnight on a day that I had to teach the next morning. Very stressful. Poor planning, the district should have been prepared for the volume.
- This year's open enrollment process was terrible. I had to return to the website over and over again in order to sign up. It took hours to get the web site to work properly. It was an incredible waste of time for a form that I could have filled out in 2 minutes using a pencil. Please fix this!

TIMING AND LENGTH OF OPEN ENROLLMENT

Several separate arguments were expressed concerning advantages of being able to switch plans or primary doctors during times other than the open enrollment period. One comment suggested that this capability is offered through plans provided by other employers. Comments also suggested difficulty choosing and enrolling in a health plan during a brief time window at a busy time of year. One comment suggested that this may be a prevalent concern, but the time period is limited due to the timing of employee pay dates.

TIMING

- I should be able to change my benefits whenever I want. It's all computerized. PCS needs to get on board with other employers.
- Overall I agree, but I would like the option to change primary care doctors at any time during the year even if there was a restriction on how often that could be done (once a year, once every 2 or 3 years, whatever but not in October/January only).
- The enrollment process here does not coincide with the process for my husband's company. We have to guess which options will be best. I would not have elected vision coverage through PCS and would have elected coverage under his company if the enrollment periods coincided better. Our enrollment period is one month before his but we don't know what the options will be from both companies to make a truly informed decision.
- Why can't we pick our insurance over the summer when we have time to research items? Instead we have to pick when we have just started school and our schedules are full with teaching and meetings.

LENGTH

- People want it longer than two weeks, but due to pay dates, we cannot have it longer.
- I think the enrollment process should be longer. The last few days of enrollment last time it was hard to get on to enroll.
- I would like the enrollment season to be open longer so that we can review my husband's plans at the same time.
- It is an extremely busy time of year especially in the primary grades and excess paperwork like this hits the bottom of the stack.
- Enrollment period is too short. We don't get materials which help in our decision-making until the enrollment period is almost at an end.
- Would appreciate a daily email generated message - "you've got 10 more days until open enrollment ends... I ALWAYS leave it until the last minute and feel VERY rushed!

SITE-BASED COMMUNICATION RECOMMENDATION

Provision of assistance through on-site insurance representatives was suggested by several employees as a means of addressing concerns with the open-enrollment process.

- I liked it years ago when someone came out to each school to explain the benefits.
- I feel that process was conducted efficiently and quickly. Yet, I wish I could have had a benefits representative come to the school and explain the process better in addition to my options. I feel that a lot of responsibility was placed on the employees. The process can be confusing for young professionals, who do not have a lot of experience in this area. The process was efficient. However, it does not live-up to communicating with people (professionals).
- With all of the changes, I liked it better when a real person came to your school to explain the differences, etc. I did call Humana and talk to them, but it was hard to get through.
- The benefits offered by the district are very encompassing. It may help to have some site-based presentations on benefits, how they work and what differences between the larger policies entail in real language instead of browsing through a very large book.

- No one comes to various compounds and speak with drivers. We are given paperwork and just come from there. The process is not well thought out.
- There should be time set aside at each school for someone to help in the step-by-step process or to answer questions.

EMPLOYEE BENEFITS WEBSITE

Results presented in Table 5 indicate that the majority of respondents (87.9%) either agree or strongly agree that the employee benefits website is useful and well organized. Comments suggested room for improvement with regard to access, accuracy, navigation, and assistance to employees who have difficulty using the website.

Table 5	I find the employee benefits website useful and well organized.	
	N	%
Strongly Agree	359	10.1%
Agree	2778	77.8%
Disagree	373	10.4%
Strongly Disagree	60	1.7%
Total	3570	

ACCESS

Problems reported with regard to website access mirrored those expressed with regard to the open-enrollment process. Comments suggested that there was difficulty accessing the website during the open enrollment period.

- However, this year when open enrollment happened, the site stayed busy, or down which prompted some panic for people afraid they would not get enrolled.
- The computer program was ridiculous. I literally tried to enroll for 14 hours before I was successful. Immediately after realizing that the system could not handle the load an e-mail should have gone out extending the date thus relieving the system and our fears of not being able to enroll.
- When it was time to sign up, it was so jammed, I couldn't enter.
- half the time I can't log on to look at it.

ACCURACY

Several comments suggested that portions of the website are not updated in a timely manner. Comments suggested that Aetna's information had remained on the website after the transition to Humana. Comments suggested that other parts of the website may contain outdated information as well.

- The doctors were not up to date. This was frustrating.
- The last time I checked the website it still had Aetna's information on it.
- There is a good amount of information about each year's new plan, but not much information about different types of leaves, how insurance will be affected, etc. The brochures in the "life events" sections are outdated (2006) and don't give much information.
- There seem to be issues about the doctors. I would rather PCS website recommend checking on Humana's website or calling Humana because the doctors are not current on the PCS website.

- While preparing to be on maternity leave, I was trying to plan to save funds for my leave of absence. The information on the website was from 2007-2008 and I was told that "I didn't know what I was talking about." I called back and talked to someone else in the department, they said that I was correct, that the information had not been updated. In a district our size, these types of mistakes should not happen, even with budget cuts.
- The website needs to be updated.

NAVIGATION

Several comments noted difficulty with navigation. Some perceived the website to be disorganized. Comments suggested that an improved search function or a streamlined table of contents may be helpful in addition to step-by-step assistance with navigation.

- At times, it is hard to find the links I am looking for. Could you possibly add a "Table of Contents" section or specific search function? The search function for the entire PCSB website does not always help you find the information you are searching for.
- I have to Google most of the time to find what I need.
- It is horrendous. Not user friendly. If you don't get one thing correct it doesn't let you know what you missed so you can correct it.
- It is very hard to navigate unless you have step by step instructions.
- Relatively tough to navigate around - though, once you have entered the various sites, it becomes a real challenge to access your policyholder information.
- the screen where you need to find your doctor is so small, I can barely see the numbers, names or addresses of all the listed physicians.
- Too many go here and there places. It needs to be more streamlined.
- unorganized, often out-dated
- It could be easier to navigate, but so could all PCSB websites.

COMFORT WITH COMPUTERS / ASSISTANCE THROUGH EMAIL

Some employees are less comfortable with computers in general and prefer human interaction. In the absence of human interaction, comments suggest that step-by-step instructions are appreciated.

- I like to ask questions to a living person
- I usually have trouble locating the information that I need. I'm not sure if it's me or the design. I am not proficient nor interested in spending time on the computer.
- If Linda Bretherton doesn't send out an email, I have a hard time accessing all of the benefits available to us.
- It can be hard to find things so if important information including links is provided in an e-mail on Outlook I feel better about not missing something.
- This website should be 'delivered' to each employee's mailbox once a month as a reminder...
- It is confusing to some staff, but I have been able to find most of everything I have needed.

EMPLOYEE ASSISTANCE PLAN (EAP) AND WELLNESS SERVICES

Results presented in Table 6 indicate that a majority of respondents (89.8%) either agreed or strongly agreed that they are satisfied with the Employee Assistance Plan (EAP) and Wellness Services offered by the district. Comments suggested dissatisfaction by some regarding failure to return phone calls when requesting assistance through the EAP. Several comments requested expansion of services related to mental health and physical fitness. There were also several positive comments expressing appreciation for these services, while some comments expressed variability in the effectiveness of therapists provided through these services. Comments also suggested that concerns regarding confidentiality may serve as a barrier to employees who would access these services.

Table 6	I am satisfied with the Employee Assistance Plan (EAP) and Wellness Services offered by the district.	
	N	%
Strongly Agree	400	12.6%
Agree	2443	77.2%
Disagree	256	8.1%
Strongly Disagree	67	2.1%
Total	3166	

FAILURE TO RETURN PHONE CALLS

Several comments suggested that EAP had failed to return phone calls requesting assistance. Comments suggested that some employees only accessed services after reporting the EAP's unresponsiveness to Risk Management. Others suggested that they did not pursue the matter further after the EAP failed to return their phone call. Comments suggested that failure to return calls can be associated with negative outcomes.

- Have called to get help and no one ever returned the call
- I called EAP once and they took all of my information and said the appropriate people would contact me. No one ever did. Another time I called EAP to set up marital counseling for a crisis situation. They took all of my information, and no one got back to me. When I called back a few days later, they said the information got misplaced.
- I don't know how it is working presently. But 2 years ago when I called to access this benefit my calls were not returned until I had to follow it up with risk management.
- I feel that in order to use this service I have to jump through hoops in order to get the help I need. When a person is feeling distress hoop jumping and frustration are the last thing that they need, especially when reaching out for help!
- Not responsive to requests , not returning phone calls- and too long to get help needed
- Tried to use. Never called back so it's not of much use.

LIMITING NUMBER OF SESSIONS

Several comments indicated dissatisfaction with the number of mental health sessions covered per calendar year.

- mental health for employees is very important! How about upping the benefits to more than 6 visits.
- Only a few visits and then we are cut off? I guess mental health can be fixed in just a few visits. Let's wait until a teacher goes postal and then increase the amounts of visits we can have without further referral.

- There needs to be more visits allowed and covered for mental health.
- We need more EAP appointments. It's supposed to be 8-10 visits per calendar year per issue, but it's not.
- I had only enough visits to begin to help me and then I was cut off and told to get a referral from my primary which required another co-pay and dr visit and I just gave up due to the labored process. I guess I'll deal with my mental health myself.

FITNESS

Multiple methods were suggested through which employee fitness may be enhanced. Several comments suggested different forms of financial incentives that could be utilized to promote employee physical fitness. Improved access to physical fitness facilities through employee discounts was recommended. Other comments suggested creative means of encouraging fitness through activities such as dance or karate, nutritionist services, and any form of financial incentive to lose weight.

- EAP is great. However, Wellness Services could be improved with memberships to fitness facilities. Existing discounts and benefits are minimal.
- Gym (wellness) benefits should be free.
- I wish that the district provided discounts to places that were for dance and karate (both are aerobic in nature).
- In another state more was offered to those wanting to lose weight. Services were more "user friendly" and alternative medicine was more accepted.
- Some incentives (financial ideally) for fitness and health maintenance activities would result in a more efficient and satisfied collective.
- Would appreciate school-based exercise equipment, i.e. treadmill, weights, bands, etc.
- Looking for a nutritionist to help me get a handle on diabetes. They said that they have information on their web site. No referral. I can read on a million websites about diabetes. What I need is a human to talk with me about my questions. Pretty useless for that issue.
- I would like to see an effort to include vegetarian/vegan information.

POSITIVE ANECDOTES

Several positive anecdotes were offered concerning means through which EAP and Wellness services have benefitted PCS employees.

- Very helpful for my child, therefore less stress for me!
- I have used EAP and tell all my co-workers how wonderful this service is.
- I love the new health and wellness services. They are wonderful. I feel better than I have in forever and I know it is because all the new programs. In addition, our school health and wellness person is gung-ho and really keeps us hopping!
- I utilize the free therapy sessions offered by the district every chance I can and only wish they offered more.
- In the area of wellness, this district is far ahead of several I have worked for. I also appreciate that I could access free counseling services if needed.
- Last year we had a representative come speak at our school. She presented herself well, informed us of the many services offered by EAP.
- priceless, thank you, thank you, thank you.
- The program & one particular person from EAP were there when I was very much in need.
- This has been a tremendous benefit to me and one I have utilized.
- We MUST keep this!
- I make sure all staff is aware. Many have used and I have heard good things.
- The Women's Expo from 3 years ago was amazing!!! I hope it can return someday.
- Speaker came to building to a Lunch and Learn through the Wellness Program. She was very informative and knowledgeable. I have not personally had to use but coworkers have and found useful.
- I have tried tai chi classes offered and seminars on de-stressing they were very good.

DISSATISFACTION WITH PROVIDERS

A subset of comments expressed dissatisfaction with results obtained through particular providers.

- as mentioned above...and when I finally was connected to a therapist-I didn't feel comfortable with the match up.
- The new EAP company was not NEARLY as helpful as the previous company. They gave me one doctor as an option, instead of several. That one doctor wouldn't see me for weeks. The new EAP company even unprofessionally answered the phone with "hello", not with the name of the company or anything else useful. I am VERY disappointed with the new EAP provider.
- The quality of care I received from an EAP provider was sub-par.
- I did attend the first classes offered at Countryside for wellness but was very disappointed. It was more an advertisement for two health food stores and various books.

CONFIDENTIALITY

Several comments also expressed concern that usage of mental health services could be used against the employee. For others, knowledge that the district is aware of their usage of these services may serve as a barrier regardless of whether they fear mental health service utilization would be used against them in some form.

- Staff report they are afraid to use because they do not believe it is and always will be confidential.
- Confidentiality is a huge question after the Humana personal information debacle.
- I am afraid that something will get back and I might lose my job over it.
- what for? Many of us feel this kind of help through the district can come back and bite us.
- Why would someone. It is not confidential by the fact you are using it.

RETIREMENT SERVICES

Results presented in Table 7 indicate that 85.8% of respondents either agree or strongly agree that they are satisfied with their retirement planning services. Several comments indicated the desire to receive individual assistance with retirement planning. Several comments expressed concerns regarding employees' inability to attend retirement planning seminars at the times scheduled. While some requested more on-site seminars, others expressed concern that allowing salespeople to discuss their retirement planning services during school hours can be intrusive. Several comments suggested that retirement planning services are focused on employees who are near retirement and suggested that planning seminars designed specifically for early and mid-career employees would be useful.

Table 7	I am satisfied with the retirement planning services that Human Resources/Risk Management provides.	
	N	%
Strongly Agree	247	7.8%
Agree	2466	78.0%
Disagree	369	11.7%
Strongly Disagree	80	2.5%
Total	3162	

INDIVIDUAL ASSISTANCE

Several comments expressed a desire or need for individual assistance that was not provided. Comments suggested frustration with the manner through which the employee was informed that this service is not provided.

- Asked the lady from human resources who made a presentation at the retirement seminar in Jan. about coming in to talk to someone in HR about making the best choices for my retirement and was told very bluntly that "they did not do that!" She acted like I was an idiot for even asking such a question and told me that I could go online and find everything I needed. This may be true, but I thought their job was to assist also!!!
- Had a terrible time getting the forms to start the process. They were not mentioned at the retirement seminar, nor provided there. "Look for forms on the website" is less than clear enough to find them.
- I called to discuss my retirement options and was told this service is no longer available.
- it is disappointing that there are such limited choices. A so called rep. did a quick little meeting that was as worthless as it was pathetic. There should be plenty of choices and there should be the ability to make changes based on the time horizon, goals, and risk tolerance of the client—it's a case of the tail wagging the dog in this case.
- Presenters simply read the material given to teachers. We need more chance for one on one dialogue.
- I've asked and they are not willing to sit down with us one-on-one to go over our retirement options. Why not?

ACCESS

Several comments indicated difficulty accessing retirement planning seminars held at the administration building. Several comments suggested that expansion of means through which this information is provided would improve access.

- I do not know how a school employee is supposed to access the information easily. When they are at the admin after school, can't they use eluminate or some other way to let us view/participate from our school or home?
- No because it is not convenient for teachers. They should be coming to the schools more.
- The people who do these services should make it easier and come directly to the school. We don't have time to travel, etc.
- There should be a step by step manual with required forms, procedures, time lines and details readily available (either print, online, or both), as well as more workshops that are located in each of the regions of the district.
- wish for easier access on days and at times that are not training days or instructional days with times close to dismissal.
- wish someone could come to the schools
- Difficult to get to one because no one can cover my job while I'm away.

INTRUSION

While comments above suggest that expanding means through which information can reach employees directly within the schools may be useful, there were also comments expressing dissatisfaction that representatives from outside companies use time during school hours to sell their products.

- I do not feel that these companies should be allowed access during school hours.
- i do not need my school bringing in all these independent reps from outside firms to the mailroom or faculty meetings. I do not feel this is the place for it.
- I wish there were more self-directing investment plans and less sales people trying to sell us HIGH COMMISSIONED products every week, (it seems) in our teacher lounge. The retirement seminar was good.
- Stop filling my mailbox with advertisements from financial planners. I can make my own decisions.
- The retirement seminar in January was a waste of time. This was more like a sales promotion for tax consultants.

FOCUS ON NEW EMPLOYEES

Several comments suggested that retirement planning services are focused upon employees who are close to retirement age. These comments indicated that information tailored to new employees and those who are not close to retirement age would be useful.

- although new and young hires should have small group meetings to really understand these benefits and how they work.
- But I wish more was readily explained to those with less than 10 years in, it's still very confusing.
- I do not think the County educates teachers, especially, beginning teachers, on the differences and costs between the different 403b vendors. Most teachers do not know that there is a 457 plan available once you max out a 403b. The most cost efficient 403 plan is Fidelity since it is a "no load" plan. This plan is not explained to beginning teachers.
- I have a financial background and some of the information is even confusing to me. There should be more education on the front end of the plan, not just when someone is close to retirement.
- I have no information on this and don't understand it. I see a lot of seminars for retiring people, but none for employed people right now.
- I would like to see more emphasis on retirement planning for young teachers and teachers who are not within a few years of drop. Maybe I am just not aware of more offerings. I do have a 403B plan.
- Not aware of the services. Should offer a think ahead workshop for younger teachers and employees.
- There have been many seminars given for employees that are close to retirement. It would be helpful to have more seminars for employees that have just started their career and need to learn about retirement.

EMPLOYEE DISCOUNTS

Results presented in Table 8 indicate that 84.5% of respondents either agree or strongly agree that they are satisfied with the range of discounts offered to district employees. Comments suggested that in some cases better discounts may be available elsewhere for the same product. Others suggested that communication could be improved with regard to employee discounts. Weekly emails were described as intrusive by some employees while other employees desired more information. A multitude of suggestions were made regarding ways to expand the scope of this service.

Table 8	I am satisfied with the range of discounts offered to district employees (e.g. Performing Arts Center, Tampa Bay Lightning, Sea World).	
	N	%
Strongly Agree	482	11.4%
Agree	3085	73.1%
Disagree	537	12.7%
Strongly Disagree	115	2.7%
Total	4219	

BETTER DISCOUNTS ELSEWHERE

Several comments suggested that similar or better discounts are available via AAA, Florida resident rates, or promotions offered by specific companies that are available to all customers. Comments suggested that better discounts may be attainable through more aggressive bargaining.

- But, let's face it, we just get what companies offer, we never get anything that's not available to many, many other groups. Again, a leadership role here with the power of the number of employees we offer to businesses.
- Discounts to theme parks are restrictive and generally no better than what you receive if you are a AAA member.
- Busch Gardens Howl O Scream tickets were cheaper through BG.
- Discounts not readily accessible unless you live near PCTA; Always the same events and not necessarily a great bargain when you consider cost relative to "seating."

- The discounts don't seem to be more than the Florida Resident rate for many places. I'd like to see something above and beyond that discount.
- The same discounts are offered through entertainment books, AAA, radio station club discounts, etc. . . Once in a while, one can find a decent discount.

COMMUNICATION

Comments suggested that weekly emails concerning employee discounts are not useful for employees who do not use them. Comments also suggested that a significant subset of employees may be unaware of the discounts offered. Others recommended increased efforts to categorize and highlight the discounts that are offered.

- But I don't need my mailbox to be inundated with messages about them. The information is on the website.....that should be sufficient.
- can't there be a site employees go to for discounts, instead of receiving countless e-mails for things some of us never use.
- Deleting those weekly emails is a waste of my time.
- have not seen any of them-how do you find out about them?
- How do I find out about more discounts for Pinellas County School workers
- I agree but a list that can be compiled of all the places that offer Pinellas CO employee discounts would be nice. There are so many out there and lots of people are in the dark on them.

EXPAND SCOPE

Many recommendations were offered concerning ways that employee discounts could be expanded. Among the most common recommendations included seeking offers regarding non-entertainment related purchases such as groceries, gasoline, and phone service. Commonly cited offers also concerned procurement of discounts from local businesses and restaurants, as well as from large retail stores such as WalMart and Target. Recommendations also focused upon expansion of entertainment discounts; particularly with regard to movies and the arts.

- There are lots more places that would offer discounts if approached.
- There should be more retail discounts. Not everyone enjoys sports, tourist attractions, etc.
- Another area to pursue would be discounts at restaurants.
- Ask teachers and other employees what discounts they want and then offer those if this has not already been done.
- cheaper tickets needed, could add places like Publix, etc.
- Could add more things like local hotels and other business.
- Could we get a Disney Days special discount (with free parking) for Pinellas County School Employees Days.
- could we get something going with Ruth Eckerd Hall?
- Going to the movies is the most popular 'escape' most of us can hope for, especially given the economy, so if you could negotiate a better discount for movie theaters, it would be wonderful.
- I have never used these. How about a discount agreement with progress energy, telephone companies, or internet services. Also, a discount at Publix, SweetBay etc. would also be beneficial.
- I wish there were some discount on smaller attractions too, like Thresher games, celebration station, movies, etc.
- I would like more discounts related to the Arts.
- I would like to see benefits from smaller local places (ex. restaurants).
- What about possible discounts for more commonly used places: Target, Walmart...

HUMAN RESOURCES COMMUNICATION

Results presented in Table 9 indicate that 88.2% of respondents either agree or strongly agree that Human Resources provides clear information and updates concerning employee benefits overall. Several comments suggested that the volume of information included in emails received from Human Resources can be overwhelming. Several comments reiterated a theme presented earlier suggesting that customer service may at times be unsatisfactory. Several recommendations were offered that may streamline and simplify communication received from Human Resources.

Table 9	Human Resources/Risk Management provides clear information and updates concerning employee benefits overall.	
	N	%
Strongly Agree	427	9.4%
Agree	3569	78.8%
Disagree	446	9.8%
Strongly Disagree	86	1.9%
Total	4528	

E-MAIL COMMUNICATION

Comments suggested that the amount of information contained in emails may be overwhelming. Several comments recommended more streamlined email communication with less “jargon”. Others recommended sending emails only to employees for whom the content applies. Other practical solutions were also offered. Examples include clearing the list of recipients at the top of emails and making email titles less generic so they are not inadvertently deleted.

- Usually have to talk to a person. Memos are written in bureaucratic legalese- to absolve legal responsibility not much more.
- Make them simpler to understand. Many times it seems like double talk. Many times I get tired of reading the long messages, so I stop reading. A mistake, I know.
- It is an overwhelming amount of information!
- Some of the information that was sent through email to explain the different health coverage was difficult to read through because of the all of the extra jargon included in it. I found it the most beneficial to call human resources and have them walk me through the process.
- Too much info to wade through. A step by step check off would be helpful. It probably doesn't seem like much you are sending out but it is compiled on everything else at a busy time of year.
- Clear list of contacts in an email so we do not always have to wade thru the website. Teachers barely have time to eat lunch. The day is a whirlwind without enough planning or lunch etc. We need easy concise information. BCC addresses so we do not need to wade thru all the addresses at the top of emails.
- Consolidate all the messages, with links to follow if interested.
- Make sure you email retirees too, as I have to fwd everything to my mom.
- Send specific emails or letters to those that apply, rather than district-wide generic emails.
- Most notifications by email have ambiguous subjects and sometimes get deleted before being read.

CUSTOMER SERVICE

There were positive comments regarding customer service provided through the Human Resources department. However, several comments suggested that customer service received from human resources may at times be impolite and not optimally responsive in terms of providing information or returning phone calls.

- Most of the time when I have personally called the HR department, I have been given accurate and informative answers along with warm demeanor. This is very important to me.
- Continue to make sure calls are returned when a voice message has to be left within a timely matter
- Not always friendly over the phone
- People I have spoken with have been unhelpful and unfriendly.
- It depends on who you speak with. Some are more helpful than others. Often when I called I felt like I was imposing on their time. They were impatient and curt.
- They often act like their work is being interrupted, if employees call with questions
- I have been teaching when the retirement seminars have been offered. When I called Human Resources for assistance, (name removed) was very rude and told me to go to the website and look it up myself. She is not customer friendly.
- I have sought assistance on more than one occasion, and have found some of the personnel to be short and not helpful.
- I think it's fine to have large group meetings for general information. If I have a specific need or question, I have had very inconsiderate service from the staff in Largo. They act annoyed to answer a question. They act like they are already retired and I am an annoyance to their office activity. They show no appreciation for the fact that I may have left work early and driven a long distance for a face to face question that I need help with.
- Very confusing to navigate when using the phone. Tired of voice mail and no one calling back for days. Human Resources is a mess to call and no one knows what is going on and get transferred many times.
- I called to inquire about my dental benefits several weeks ago and felt that I was aggravating the woman who answered the phone as indicated by the tone of her voice. I got the same tone both times I called.
- There have been times when one person forwards the call to another who in turn forwards it back... too confusing as to who really knows what is going on.
- Somebody, not a recording should answer the phone!
- Sometimes difficult to reach someone when I have questions. I usually have to leave voice message.
- Some of the staff who mostly answer calls and field questions 'may' need additional training in customer care. Most times, Teachers are treated like crap from both levels...no one needs to make a phone call for assistance and be treated poorly, on top of what we go through in our classrooms each day.

RECOMMENDATIONS TO ENHANCE COMMUNICATION

Several recommendations were offered that may streamline and simplify communication received from Human Resources. These included the creation of regularly updated and simplified brochures that address each of the services provided through Human Resources. Recommendations also focused upon means of enhancing interactivity between employees and human resources. These included having a user-friendly email area on the website where questions can be reviewed and answered. The creation of user-friendly videos as well as in-person contact with representatives during open enrollment was also expressed as means of enhancing communication.

- A Downloadable Calendar of events and services.
- A simplified brochure that walks through some of the "how-to" issues, along with basic answers to frequently asked questions would be helpful.
- Have a rep at school sites during the crunch times
- Have a user friendly email area to send comments on the web site where comments can be reviewed and answered.
- I started with the school board back in Nov. 2009 and since I am not fulltime, and only 5hrs. a day, I basically ignore all correspondence and literature since it all seems to apply to fulltime personnel. I wish there was a short 1/2 workshop for all support employees that want to ask specific questions.
- Could you publish an annual administration building directory? People and positions change.
- It would be nice if there were offices in the Regional Offices so people wouldn't have to drive so far.
- video - powerful for visual learners

- Only that not all employees have access to computers. Work or home. Some aren't even sure how to use a computer. Those employees aren't even aware that there are so many benefits/discounts available to them.

EMPLOYEE BENEFITS: SUMMARY AND RECOMMENDATIONS

Survey results provided several useful insights concerning employees' experiences with regard to benefits received through Human Resources. Approximately half of survey respondents reported satisfaction with the district's health benefits while approximately three-quarters of respondents reported satisfaction with their voluntary benefits and the open-enrollment process.

Respondents' comments suggested several areas of concern with regard to their health benefits. Employees expressed dissatisfaction with what they perceived as a bait-and-switch tactic in which Humana's benefits were characterized as being the same as Aetna's when they were not. Feedback suggested that Humana's plan can be more costly relative to Aetna's for employees who have monthly prescription co-pays, an existing health condition, or require emergency medical or hospitalization services. Comments suggested that switching to Humana's HMO plan caused some employees to either lose their existing doctors or required them to complete a referral process characterized by some as slow and disorganized. In some cases, employees were forced to enroll in the more costly Select plan rather than lose their current doctors. Several comments indicated dissatisfaction that employees could not receive services through chain vision retailers through Humana's vision plan, which may be associated with increased vision costs relative to enrollment in Aetna. Several comments suggested that Humana is regarded poorly by area doctors. Other barriers cited included the inability of part-time employees to access health benefits, limits to mental health services allowed yearly through the separate EAP plan, and limitations regarding the range of retirement insurance options.

While the majority of comments expressed areas of concern with regard to Humana's services there can be a subset of employees who prefer Humana relative to Aetna's plan. Half of the employees surveyed agreed that they were satisfied with their health insurance plan. Comments recommended enhancing communication with employees and expanding the degree to which employee input is considered during the selection of healthcare benefits. Comments suggested that providing on-site assistance and information sessions during open enrollment could enhance communication and address employee concerns more effectively. Comments recommended monitoring employee satisfaction later in the year after employees have had more experience with Humana's services. The strongest recommendations may involve those who support providing employees with several health insurance plan options from several competing companies rather than selecting a single company. Inevitably, different employees will have different levels of healthcare needs. Some will value being able to retain their doctors. Some will value plans with the lowest premium cost. Some will prefer services through one provider versus another. While there are several indications that the switch to Humana has resulted in a lower quality of care for some employees, it is likely that the district could switch to a third company and face similar difficulties. Survey results suggest that improving communication while expanding employee input and choice may be the most practical means of addressing these concerns and improving employee satisfaction.

Several comments suggested that misinformation regarding participation of doctors and excessive delays in computer access during open enrollment considerably heightened levels of stress experienced by employees this year. Comments suggested that continuous improvement is necessary to enhance access, accuracy, and navigation of the employee benefits website throughout the year. This is particularly important to address the needs of employees who may be less comfortable or experienced with computers and online applications.

Several employees provided positive feedback with regard to assistance they received through the district's EAP and Wellness Services. However, a significant concern expressed through several comments indicated that calls to receive assistance through the EAP were not returned. Failure to provide responsive services discouraged some from pursuing further assistance, which could be associated with a worsening of their difficulties. Another barrier to receipt of mental health services is the perception by some that utilizing these services may be used against them in some future situation. Efforts to ensure that EAP is responsive to the needs of employees in terms of returning their phone calls are necessary if not addressed by Human Resources prior to this time. Efforts to improve the level of confidentiality provided to employees may also heighten the utilization and effectiveness of this service.

Survey results suggested that satisfaction with retirement services is mostly positive (85.8% agreement). Results also suggested that service in this area could be improved through expanding the means through which employees may access information regarding their retirement benefits. Employees may have difficulty attending seminars due to other time commitments. Existing information may also focus more upon employees who are near retirement and less upon those who are early in their career. Several employees also may request individual assistance with retirement planning. Comments suggest that in some cases the response from customer service to those who request individual assistance may have been "we don't do that". Provision of multiple options through which to receive different levels of assistance for employees at different career stages may be a useful means of addressing employee concerns. Recommendations included the use of Eluminate for those who have difficulty attending presentations at their designated location. Provision of school-based seminars was again recommended as a means of improving communication, as was the case concerning health benefits. If offered, these seminars may optimally take place after school or in a specifically designated room during school hours as some comments suggest that presentations in lunchrooms during school hours by retirement planning experts may be viewed as intrusive.

Survey results suggested that employees are satisfied with discounts that they receive (84.5% agreement). Many comments suggested multiple means through which this service could be improved and expanded. Human Resources personnel are strongly encouraged to review all survey responses. Those occurring most frequently focused upon procurement of discounts from local businesses and restaurants, offers related to non-entertainment purchases including groceries, gasoline, and phone services, discounts to movies and the arts, and discounts to large retail stores. Comments suggested that Human Resources personnel may be able to leverage the size of the PCS workforce to obtain better discounts than those currently offered. A common example in this regard concerned discounts to fitness facilities. Emails regarding employee discounts should include a link that would allow those who do not wish to receive these emails the opportunity to opt out. Highlighting and continuously updating a central website location focused upon employee discounts could improve communication and access. While existing efforts are appreciated by many and evident through reference to weekly email updates, this appeared to be an area where services could be considerably expanded. Doing so would benefit the workforce both in terms of the perception that all those involved in education are appreciated by the community, as well as through the economic benefits that can be accessed through bargaining.

While satisfaction with information and updates provided by Human Resources was mostly positive (88.2% agreement), comments did suggest that email updates can be jargon-heavy and lengthy. Streamlined emails including the basic facts with links to access further information may be useful. While customer service may be experienced as helpful and friendly by many, there were several comments suggesting that interactions with Human Resources personnel can be perceived as impolite at times. Several comments also suggested dissatisfaction by some that phone calls were not returned in a timely manner. Several comments also suggested that information received from different Human Resources employees can at times be conflicting.

These conclusions are based upon specific comments to a general question. Based upon this survey we do not know the degree to which each of these difficulties occurs. This evaluation does not cite any employee in particular. Doing so would be counterproductive and unfair. However, efforts to promote polite, responsive, and consistent communication throughout the department can only improve its quality of service. This can be accomplished through assuring that phone calls are answered politely and in a timely manner. Streamlining communication within the department so that all employees are on the same page can heighten the consistency of communication provided to employees. Several comments suggested that updating and maintaining the Human Resources website via brochures, videos, updates, calendars, directories, and feedback forums can significantly enhance communication between Human Resources and district employees.

JOB DESCRIPTIONS

The survey contained two questions related to employee job descriptions. Results presented in Table 10 indicate that 76.6% of respondents are aware of their official job descriptions. Awareness of official job descriptions varied across groups with teachers reporting the lowest level of awareness (69.5%) and administrators reporting the highest levels of awareness (92.8%). Results presented in Table 10 suggest that awareness may be linked to job specialization where employees placed in more specialized areas may be more familiar with their official job description relative to areas that include a greater number of employees.

Table 10	I am familiar with the published content of my official job description									
	Teacher		Instructional (non teacher)		Support Staff Employee		Administrator		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	1688	69.5%	403	79.3%	1172	85.3%	220	92.8%	3494	76.6%
No	742	30.5%	105	20.7%	202	14.7%	17	7.2%	1070	23.4%
Total	2430		508		1374		237		4564	

Results presented in Table 11 indicate that, among those reporting awareness of their job descriptions, 69.6% either agree or strongly agree that their job description clearly defines what they do. Results in Table 11 also suggest indicate that employees in more specialized areas are less likely to agree that their job description clearly defines what they do. Agreement was higher among teachers and instructional staff relative to support staff and administrative employees.

Table 11	My job description clearly defines what I do. ³									
	Teacher		Instructional (non teacher)		Support Staff Employee		Administrator		Total	
	N	%	N	%	N	%	N	%	N	%
Strongly Agree	222	13.6%	64	16.4%	164	14.4%	25	11.5%	483	12.8%
Agree	1080	66.2%	227	58.1%	617	54.1%	123	56.4%	2144	56.8%
Disagree	261	16.0%	82	21.0%	247	21.7%	54	24.8%	826	21.9%
Strongly Disagree	68	4.2%	18	4.6%	112	9.8%	16	7.3%	323	8.6%
Total	1631		391		1140		218		3776	

DIFFICULTY WITH SUPERVISORS

Several comments highlighted dissatisfaction with supervisors' expectations in relation to the duties included in their job descriptions. Comments suggested that the open-ended nature of language in job descriptions allows

³ Only those who indicated they were aware of the published content of their official job description were included.

supervisors wide latitude in the demands placed upon employees. Comments expressed a lack of recourse available for employees who feel bullied or mistreated by their supervisors.

- I am doing jobs that are not mine to do, but rather someone else's with power over me who has delegated much of their job to me and others leaving them with extra time and me with not enough to get my job done well.
- I am given more duties than the contract calls for and am told it is necessary for school operations. Attempting to buck the system would cause negative repercussions which I do not want to deal with.
- I am in a position which is a catch-all for whatever anyone else does not want to do.
- I do what my assistant principal tells me to do or I'm insubordinate.
- I feel that most teachers expect much more than what is actually in the job descriptions; and are upset if the extra work is not always finished.
- Many things get asked of us that are not part of our "official" job description, but we serve at the pleasure of administrators and that becomes part of the job!
- My job responsibilities and expectations are constantly changing at the whim of the supervisors.
- My title seems to be whatever the administration wants done.
- The additional "unwritten" duties that are demanded by the district and school administration are misleading and in contrast to the official job description. Excessive time demands for projects, meeting, trainings, etc. are enforced with little or no justification, follow-up, or options. The fact that they are called "job descriptions" directly implies that this is a "profession".
- Though I agree, the part where the job description says: And other duties as required. Opens up more wiggle room for supervisors to make you do something that is totally off the map.
- It clearly defines that I am to do whatever is decided by administration. It's open ended.

REVISION WITH CHANGES IN DUTIES

Several comments recommended amendment to job descriptions with changes in duties. Based upon comments, the requirements of several positions have changed over time. This can be associated with a lack of clarity concerning who is responsible for completion of specific tasks. This can also result in a significant discrepancy between the official job description and multiple responsibilities that have been added over time. Several comments requested an official review of job descriptions to reflect these changes and reassess pay levels.

- My job description is so vague no one reading it would have an accurate description of what I do - I have asked repeatedly to have it amended. Also, we have just found out that within the next few months we are going to be expected to take on a lot more responsibilities but with no more pay. Therefore, I have requested a job audit to take place once those expectations go into effect.
- My job description, updated in 2005, is only part of what my job responsibilities are and have become. I have many other job responsibilities. Parts of my current job description are not performed by me, and I think it would be great if I had those responsibilities to do which I am capable of performing.
- my job has changed very much over the past few years and we need a job audit to look into it. I am now being asked to train for something that is completely different than the job I am doing now - it is a major undertaking. When new workers come on board they are surprised at what all is involved with my position.
- My job is classified the same as other support employees who require less training and education. My job has completely changed since I began employment here and although I have requested a revision, no one has done anything about it.
- New position for district just being developed. VE/EIS Teacher. I have not received a job description as it is a process in the works and may only be temporary
- I am doing more than i believe is required or humanly possible. I would truly value if someone could clarify as i am more involved than ever with running the school through too many committees, too many secretarial jobs, and the parents expect a nurse on a daily basis. Please clarify.
- Have been on job for 10 years and have never been given a copy of duties. I know I am expected to do what should be considered Secretarial work for the pay of a Clerk 2. The county needs to look at upgrading positions. It has probably been years since job expectations have been revamped. The people in Administration Building do not have a clue what is taking place in the schools. They only communicate through the Principals, and do not get a realistic view of what is really going on.

CONSOLIDATION

Several comments specifically referred to the process of job consolidation. Some expressed difficulty completing job duties that were previously assigned to two or more employees.

- My job entails far more than my job description states - and this continues to "escalate" each year as positions are consolidated.
- I am now the library information specialist and the technology specialist, so I am unable to do BOTH jobs effectively!
- Like a lot of job descriptions it can be vague, in my case I've got two titles for the low price of one.
- My job has been expanded to include a merger of several other jobs previously held by others. Without aligning the new responsibilities, it has been extremely difficult to manage the jobs done by 3 people!

EXCEPTIONAL STUDENT EDUCATION

Several comments specifically referred to increased responsibilities associated with completing ESE paperwork that are not addressed in job descriptions and can result in poor reviews if the paperwork is not completed correctly.

- I work with ESE students, which means my responsibilities are not summed up as just "teacher" they also include case management responsibilities which are not compensated.
- It does not even BEGIN to address all the EXTRA hours that I must put in on my own time to complete the ESE paperwork, which seems to change daily if not hourly. Then when mistakes are made, our school is penalized through fines for something which I either didn't know had changed or had changed since that document was completed.
- Leaves out the backbreaking amount of paperwork which has gotten completely out of control in ESE, and undermines my ability to provide the most important professional contributions I could otherwise make.
- Not any more since our positions have been altered so drastically by IDEA and DOE state board rules.
- Not at all, ESE teachers are basically forced to work above and beyond hours that are not compensated. We are constantly getting poor reviews because our ESE paperwork isn't done. We are treated as lower status teachers yet we are expected to teach more than 2 subject areas, get no planning time because that time is used for ESE paperwork.
- Does not include ESE teacher responsibilities like writing IEPs, etc.

COMMUNICATION

Several comments suggested that communication is not clear regarding official job descriptions of some employees. Responses indicate that some were never provided with an official job description. Some employees do not know where they would find one. Some have looked for one and have either discovered or have been told that one does not exist. Several comments suggest that productivity could be improved and employee frustration could be ameliorated through providing more clarity regarding job descriptions and expectations.

- My job description within Outlook is "Teacher, Speech Correction." None of the following titles are listed under the Instructional job descriptions on the PCSB website: Speech-Language Pathologist; Speech Therapist; Speech Teacher; or Teacher, Speech Correction. I could not find an official job description.
- 9 months into my first year at this position, I was provided a list of job responsibilities. Up to that point, I was performing about 20% of what was listed. Once provided the list, I have performed to 100% and my deliverables have been exemplary in their timeliness and accuracy. The program suffered the first 9 months as a result of this lack of clear communication and leadership.
- haven't seen it for L.S.P. and did not see a job description for the 36 years I worked for the district before retiring
- How about a staffing model please?
- I had to dig around to find it, but finally found it. It could be easier to find.
- I have a clear understanding of what is expected of me at my worksite, however, I do not know what my official job description is by the district.
- I have never seen my job description and don't even know where I would go to find it!!

- I have NEVER seen my job description and personnel states that they don't have one.
- I know my job, but have never seen any written description. For all I know, I may be doing the wrong thing even though I believe I am meeting the needs of my students.
- It is not even available anywhere for viewing...
- This is not easily assessable and should be sent to all employees every year in writing.
- Upon employment in Title I, I was given no such description from either the school board or my own supervisor. My co-workers were the ones to educate me in how to successfully go about my duties as an educator for struggling students.
- where can I find this information?
- Department Heads should have a job description they can access.
- As an instructional coach, there was very little direction from the district as to what they would like done in the classrooms. It is getting better at this point, however, now they are talking about changing the job again. Why can't this district keep a position as is for more than one year? For a county that is supposed to be driven by data, how can you evaluate how well someone in these positions is doing if you don't have baseline data and comparative data?
- My position is a new one this year- It is the VE/EI position- don't you think that all the people who took this job should have been invited to a meeting where the job and its description/requirements would have been explained to the whole group? That never happened.

DIFFICULTY DEFINING POSITIONS

Several comments suggested that it may be impractical to completely define all that is done by an employee in a job description.

- Any description cannot include the responsibilities of a site-based administrator.
- I don't think it is possible to accurately define what a school-based administrator does!!!!
- In my opinion, job description only roughly covers what your responsibilities are, there is no way that you can create a job description that CLEARLY defines the job responsibilities.
- But there is a lot more that a Principal does outside this description: counselor, recruiter for donations from businesses, table washer etc, if you know what I mean.
- Do these descriptions ever truly describe what we as teachers do every day?
- I do way more than my job description could ever explain.

JOB DESCRIPTIONS: SUMMARY AND RECOMMENDATIONS

Survey results suggested that those with more specialized positions such as administrators were more likely to be aware of the content of their official job descriptions. While awareness of job descriptions was above 90% for administrators it was below 70% for teachers. Approximately 25% of employees surveyed indicated that they were unaware of the content of their official job descriptions. Approximately 70% of employees who were aware of their official job descriptions agreed that they clearly define what they do from day to day. The most common concerns regarding job descriptions involved difficulties with supervisors, lack of revision with a change in duties or job consolidation, and communication with employees concerning the content of their job description.

Several comments suggested dissatisfaction that employees were being asked to perform duties that went beyond their job description. Several comments suggested that supervisors and school administrators may use considerable discretion when interpreting the 'other duties as assigned' clause of job descriptions. Survey results also suggested that changes in job descriptions may not occur in a timely manner when positions are altered or consolidated. This can enhance the likelihood that duties are not clearly defined and create tension in the system associated with employees and administrators having different views concerning an employee's role. In some cases, no one may be able to clearly define the roles encompassed by a new position. Survey results also indicated that a number of employees may have never seen their job descriptions or know how to access them.

Results suggest that a significant number of employees are not aware of their official job descriptions. Human Resources may seek to provide a means through which job descriptions are provided directly to all employees. Human Resources also may implement a system through which all job descriptions are reviewed on a consistent, scheduled basis and are reviewed and revised in a timely manner when positions are altered or consolidated. Job descriptions are related to issues concerning both employee pay and employee grievances concerning mistreatment by supervisors. Their importance suggests that clarity and accuracy can be beneficial and may serve to address conflicts between administration and those they supervise. The sensitivity of issues concerning employee job descriptions also necessitates that any review process must be conducted with optimum proficiency. Several comments suggest that it may be impossible to define in a job description all of the things that a particular employee does. While there may not be a perfect system, survey results highlight the need for one that is structured, flexible and grounded in continuous improvement.

JOB APPRAISALS

The next section of the survey pertained to the job appraisal process within the district. Employees were surveyed concerning whether the appraisal process is understandable, encouraged constructive discussion, and whether employees are satisfied with the appraisal process. Results presented in Table 12 indicate that approximately two-thirds of respondents believe that the process is clear, constructive, and satisfactory. Support staff employees report slightly higher levels of satisfaction relative to teachers, instructional, and administrative employees. However, the range of employees included under the support staff category make the difference difficult to interpret. These percentages combined with comments below indicate that there is clear room for improvement in the appraisal process.

Table 12											
		Teacher		Instructional (non teacher)		Support Staff Employee		Administrator		Total	
		N	%	N	%	N	%	N	%	N	%
The appraisal process is clear and understandable.	Strongly Agree	148	6.2%	40	8.0%	164	12.2%	12	5.1%	365	8.2%
	Agree	1321	55.5%	295	59.4%	921	68.6%	133	56.4%	2680	59.9%
	Disagree	683	28.7%	132	26.6%	199	14.8%	76	32.2%	1093	24.4%
	Strongly Disagree	229	9.6%	30	6.0%	59	4.4%	15	6.4%	333	7.4%
	Total	2381		497		1343		236		4471	
I am satisfied with the appraisal process.	Strongly Agree	111	4.7%	29	5.9%	143	10.8%	9	3.8%	293	6.6%
	Agree	1204	50.9%	287	58.2%	822	61.9%	106	45.3%	2426	54.7%
	Disagree	763	32.3%	142	28.8%	289	21.7%	90	38.5%	1289	29.1%
	Strongly Disagree	286	12.1%	35	7.1%	75	5.6%	29	12.4%	426	9.6%
	Total	2364		493		1329		234		4434	
The appraisal process encourages constructive discussion of employees' performance.	Strongly Agree	127	5.8%	38	8.7%	142	11.3%	10	4.7%	318	7.7%
	Agree	1220	55.6%	280	63.8%	800	63.8%	119	55.3%	2429	59.0%
	Disagree	568	25.9%	90	20.5%	227	18.1%	61	28.4%	949	23.1%
	Strongly Disagree	278	12.7%	31	7.1%	84	6.7%	25	11.6%	418	10.2%
	Total	2193		439		1253		215		4114	

APPRAISER BIAS

Many comments indicated dissatisfaction with the process of being appraised directly by one's supervisor. Comments indicated that the process could be strongly influenced by an administrator's personal bias toward specific employees. Comments suggested that the process can be used as a form of punishment toward employees who are not well liked personally by a supervisor. Comments suggested a lack of recourse for personnel who believe that they have been unfairly appraised by their supervisor.

- This is a joke. It can be manipulated and interpreted any way an administrator wants it to go...
- Again, it depends on who you need to "kiss-up" to and just how much.

- Principals have too much opportunity to ruin a person's career on a whim.
- The AP comes with preconceived notions. If they do not like you personally you are finished.
- The appraisal is strongly biased and has false accusations. The boss doesn't like me so he writes down anything he wants without any care. I have never seen any appraisals like this in my work life. The boss made up anything he didn't like about me and there it went. I went and complained about it but it was never resolved!!!!!!
- The appraisal process changes and not 100% measurable, so it always seems like favorite teachers get the benefit of the doubt while those less desirable are hammered by the same process.
- If you are liked, you get a great review. If you are not liked, you can work your butt off and get a 3. You can smile, work hard, and do everything you can to do a great job, but that does not guarantee you will be 'liked' by your principal. It can be as easy as a personality conflict, but there is little to nothing you can do to change that.
- What discussion? I'm already assigned an appraisal grade before the administrator enters the room. It's a shame that I had my "I"s last year moved to an "M" or "E", and that's because I had documents to prove it. Administration at my school is "out of touch" and doesn't recognize the good teachers that can make a difference. It's the "good ole' boy" system here; you're not in the "cliché" you don't get higher than a 2.
- In the real world, the subordinate and supervisor sit down and develop a plan that is fair and an opportunity for the subordinate to perform and receive an honest evaluation. Here, it is completely one sided, no input, no discussion, no changes. If your supervisor does not like you, he will try to destroy your career and you in the process; there is no rebuttal.

INCONSISTENCY

Many comments indicated that the process is inconsistent. Requirements, such as use of portfolios, can vary across schools and across administrators within schools. Comments suggested that even when identical criteria are used, interpretations of the same employee can be vastly different depending upon the appraiser.

- At every school my friends are at the appraisal system is different and I have been appraised by three different people in the last three years and the results are almost comical how different they are.
- Administrators complete the appraisal process differently. There is no continuity.
- the process is inconsistent for instructional employees some administrators require portfolios , others do not
- Different administrators evaluate portfolios differently. Some will grade the portfolio with a fine tooth, and some will just glance at it.
- As an appraiser you run the fine line between encouraging performance and alienating the work force. The alternative is to mark everything satisfactory--which defeats the entire process. The only accuracy is at the extremes...The people who should be released and the obviously promotable. Everyone else is rated at the whim of the appraiser.
- Appraisal ratings vary from school to school, and from administrator. They should be more standardized.
- Everyone does it different. No administrator has ever explained it without it sounding like double talk. Maybe we are supposed to be confused?
- I think there should be stronger guidelines to make evaluations more consistent from one school to the next. What one person thinks is excellent may be satisfactory for another.
- I do not believe it is practiced regularly or with equity across the grade levels. Each administrator engages in the appraisal process differently. It is very subjective.
- It seems to be mainly the whim of whoever does the appraisal.
- The appraisal system is a nightmare. It is being implemented differently at different schools and even among faculty members within the same school. It's time-consuming both for the teacher and the administrator and does not adequately produce goals for the upcoming year.
- The process is randomly administered; not used as true assessment (with a little "a"); there is no component to encourage administrators to become more familiar with professional development, curriculum and teaching techniques

SUPERVISOR KNOWLEDGE OF PERSON APPRAISED

Many comments suggested that supervisors may have limited knowledge regarding the duties of the person they are evaluating. Comments suggested that this may be particularly true regarding appraisals of specialists. Many comments suggested that the appraisal form itself may not apply well to employees who are not classroom teachers.

- No different than any other large employer. Evaluators either aren't trained appraisal specialists or he doesn't directly supervise or work with subject employee. The discussion usually ends after the employee/supervisor meeting and nothing is resolved or improved upon.
- If this is for job evaluation, the person doing the evaluating should have some knowledge of the duties involved in the job of the person they are evaluating.
- The person that appraises me may not have a clear picture of what I do each day, week, school year. What if the person appraising you is not stable or is vindictive? I have read about other districts that are using a combination of peers/mentors and administration to give appraisals. I wonder if that might be a fairer process.
- We are assigned Administrators that do our evaluations that have no clue what we do every day. what you are evaluated on are personality and not job performance. I feel the person evaluating you should have some firsthand observations and input from the people you work directly with. Again, a Principal with too much power just splits up employees to administrators who have no knowledge of what the employee really does. Very unfair to employees, and someone really needs to look into this.

SPECIALIST APPRAISALS

- I feel there should be a separate appraisal process for support staff (Resource Teachers)...our process to service students doesn't align to classroom teachers RE: appraisals.
- Specialists should have their own appraisal forms (PE, Music, Art).
- The appraisal process was written for the K12 system, not for a vocational instructor or an adult teacher. This should be considered the next time the appraisal process is edited.
- do not feel it applies well to therapists
- As a non school based instructional staff, the appraisal process does not reflect much of my job. A new one has needed to be done for years. We were starting on the process but then that person left and nothing has been done.
- as a non teaching staff member... it is difficult to apply a universal process to our specific position...
- As a non-classroom instructor (academic coach) it's never really clear what the actual process is. The use of the appraisal for our position should not include observations of classroom teaching as a major section of the form as we only model or demonstrate lessons for other teachers. A new appraisal form for this position should be created.
- As I do not have a classroom of students, it is hard to use the current form to evaluate me. My supervisor does the best he can. It is surprising that there is not yet a form for those of us not in the classroom.
- Again, ESE teachers of lower functioning students should have a slightly different appraisal process. For example, using higher order questioning does not apply to trainable mentally handicapped students very well.
- Again, it is way too generalized for employees that do specific jobs that are difficult to align with the appraisal form targeted skills. We miss measuring those specific skills and how they benefit our district.
- I do not like being held accountable for the AYP of students that I teach for one hour a week! This is grossly unfair. I am in the Homebound/Hospital Program.
- Since I am a VE Resource teacher, I feel strongly that there are several areas that do not apply to my job description. I would like to see an ESE teacher appraisal process. Also, I work very hard to keep IEPs and other ESE paperwork accurate and current. That keeps money in the district. How come THAT isn't on the appraisal process?
- There needs to be a separate appraisal for the Art, Music, PE Teachers, specialists, etc. Their curriculums are not the same as classroom teachers and they should not be held to the same expectations as them!!
- Only because I am not a teacher and the appraisal pretty much follows that even though it says otherwise.

CUMBERSOME PROCESS

Many comments suggested that the appraisal process can be cumbersome. Several comments indicated dissatisfaction with the checklists and format involved in the process. Others described the portfolio process as time-consuming and susceptible to manipulation to obtain a desired evaluation. Others questioned whether completion of tasks that go beyond teaching (applying for grants, sending out surveys, joining committees) should be part of the appraisal process and whether the demands of these activities may take away from a focus on teaching.

FORMAT

- If you are talking about the one I complete for employees, it needs to stop reflecting Baldrige and needs to reflect more concrete behaviors. I believe I have the same comments about the Administrative appraisal as well.
- Assessing teachers on current form is very difficult due to the ambiguity of the categories.
- Our evaluation is based on a CLS format and many of the new teachers do not even know anything about CLS. It has way too many points, many of which are repeated in different sections. It takes awhile to explain it to anyone new.
- Please make this less tedious and micro managed. Write in clear language that is not misleading.
- Definitely needs improvement. Filling out pages and pages of check lists and then going over it with the principal is a waste of time.
- The discussion is filled with mind-numbing jargon and frustrating acronyms. When the process ends I never feel that I have a better understanding of myself and my ability to teach. I simply feel overwhelmed by technicalities.
- Too wordy and long. Don't mind the observation. Could be simplified.
- Too much "busy" work. Must be streamlined and easier to go over.
- Needs desperately to be redone. Evaluation form is unbelievable!!
- The appraisal process involving the portfolio teachers are to compile is ridiculously lengthy. The time that it takes to compile a portfolio which will rate you as a 4 takes away from time needed to plan for classes. And while the process does not require a formal portfolio, without a portfolio, it is clearly understood that one is necessary for a good evaluation.
- The fact that we have to provide a portfolio is absurd. I know teachers that just include things that they have not done to get a passing grade! You need to come up with something other than this.
- I am a 24 year veteran. I have since day one and under too many administrators to count have been scored "excellent" or the equivalent. For the past few years, I have been scored barely above competent due to not providing hardcopy portfolio style data only. This is incredibly demoralizing and demotivating.

TIME ENGAGED IN ACTIVITY OUTSIDE OF TEACHING

- We discuss things that I find irrelevant. Sending out surveys, applying for grants, classroom meetings, etc. are important tools but I don't think they need to be a part of an appraisal process.
- This "process" is not a process. It is not repeatable as it is implemented in a far different manner from school to school and administrator to administrator. The reason may be that the time in implementing it is far too great to have implemented as it was intended.
- It is made to be complicated with so many sub-categories that it is very difficult to be above a level 3 unless you spend most waking hours devoted to all the other areas on the appraisal form other than teaching and the student achievement obtained.(which doesn't seem to be of greatest importance.)

LACK OF CONSEQUENCES

Several comments highlighted a perception that the appraisal process may not adequately address employees with poor work ethic or performance. Comments suggest a lack of consequences or process to improve poor performance.

- I think teachers that "do nothing" need to be given some consequences. I know several teachers that don't go to meetings, don't sign in and out, don't take attendance, etc.... and nothing ever happens. They get paid the same as I get paid. They keep their job the same way I can keep my job.
- I have seen way too many people share their appraisals with glowing statements when in reality, they do next to nothing.
- We still have employees who miss work weekly and very little is done.
- What good is a discussion if there are no rewards or penalties as a result of the appraisal? The district does not terminate employees for poor job performance. There are management level personnel that know who is pulling their weight and who is not, and yet nothing is done to reward the ones who are or punish those who are not. The good old boy network is alive and well in support services.

LIMITATIONS

Several additional potential limitations of the appraisal were noted. Many comments suggested that a single 30-minute observation is inadequate to assess an employee's performance. Many comments suggested that waiting until the end of the school year to provide feedback was counterproductive. Comments suggested that doing so does not allow any corrective action and may produce heightened discord between the supervisor and employee being appraised. Several comments suggested that there may not be enough time to adequately observe employees to provide a more fair evaluation. Comments suggested that time limitations may severely hinder the utility and validity of the appraisal process

- A 20-30 minute observation seems to be inadequate
- I feel like I don't get as much feedback as I would like during the school year. Why wait until the end of the year to give specific constructive feedback?
- An appraisal system should be on-going. If you wait a year to discuss an employee's work - you have waited too long. It's apparent to employees that some people do very little and nothing happens to them. Some people do not have a strong work ethic and abuse the system.
- In the case of teachers who receive low scores on their appraisal without any prior indication that there was problem are so devastated by the results that there is usually no give and take on the performance. Then being so late in the year with no opportunity for corrective action on the part of the employee just usually results in the employee not signing off on the appraisal.
- How is one administrator supposed to have real constructive discussion with 100 teachers? Our admin does the best she can, but I don't believe she can get very deep with anyone.
- Administrators do not schedule an adequate amount of time needed for discussion of performance strengths or areas that might need improvement. This leads to a perception that leadership doesn't value the process or perhaps understand it.
- There is not enough time in the day of an administrator to do adequate observation of a teacher's performance not to mention scheduling a block of time to discuss it.

GETTING PAPERWORK DONE

Several comments characterized the appraisal process as a means of getting paperwork done rather than a more meaningful process. Several comments suggested that administrators may seek to avoid conflict by not documenting poor employee performance. Comments suggested that some administrators may simply allow employees to complete their own appraisals and then sign off on them as a means to circumvent the time investment necessary to perform a more in-depth appraisal.

- The conversation always seems to be more about getting the paperwork done than actually producing a better, more reflective teacher.
- Wouldn't know. My performance has never been discussed, really. Just good job, sign here...
- We usually fill out our own appraisals and the meet for about 5 min with our AP - not much to it.
- I don't call a two minute conference helpful. It does get the paperwork off of administration's desk.
- It depends on the supervisor/administrator. For the most part I believe it's a joke. Administrators don't want to take the time to document poor employee performance so they give them a satisfactory rating. I was a school secretary and have seen it happen time and again.
- Administrators are generally afraid to document issues with employees and this leads to ineffective annual evaluations. Administrators 'just want to get through' the evaluation process each year - so they check off 'better than' to avoid any real, meaningful feedback to their employees. I feel the 5 point rating system is worthless. I have had to document poor employee performance; behavior that had been ignored for years - only to find the person has 'perfect evaluations' from Principals/APs.
- I don't think that the employee should write their own appraisal. Who is going to write a bad one about themselves?
- Terrible and many administrators allow employees to fill out their own appraisal and then just retype it. Not equal!

EMPLOYEE RECOMMENDATIONS

Many recommendations were offered to address the difficulties noted above.

MULTI-METHOD APPROACHES

Several alternate approaches were proposed to supplement appraisals conducted by administrators. Respondents recommended having third-party appraisers to conduct evaluations independent of administrators. Others suggested inclusion of test-scores and peer review. One respondent suggested use of video records to evaluate teaching performance. Each of these types of recommendations were intended to minimize bias that can be present when the appraisal is conducted solely by an administrator.

- appraisals should also be based upon performance of A.P. Test scores and a 3rd party administered end of year assessment to measure teachers performance.
- have a third party appraise not biased not friends with person they appraise
- However this process could be vastly improved if video cameras were in each classroom with live stream access. These recordings could be used for evaluation and could encompass several viewings to really get a feel for the teaching style and strategies used by the teacher to truly impact highest student achievement.
- It's too top-down. It should include some peer-review and collaboration.....but to do that effectively, you'd need to give your teachers time to collaborate.....so, please don't consider including it if you can't do it correctly!
- if the employees' supervisor has worked with an employee less than a year they should have the previous supervisor sit in on the evaluation. If they are not available another supervisor who has worked with the employee should be consulted. Also, it should be mandatory to review the employee's previous evaluations if you have not done one for them in the past.
- Create an appraisal system that is partly based on student results, partly based on good teaching practices as outlined in the Teaching and Learning section of Board Policy, and partly based on paperwork, attendance, and communication that are required components of the job.

APPRAISAL OF ADMINISTRATORS

Several comments suggested adding a means through which employees could appraise administrators directly. This may provide insight concerning difficulties experienced in the appraisal process at different schools with separate administrators.

- RTTT might be interesting if funded and sustainable staff should be part of building level administration appraisals, not limited to a yearly climate survey but an appraisal similar to teachers.
- There needs to be a way for administrators to be evaluated by their staffs. Too often, poor administrators sneak by until they have damaged far too many careers before the County takes notice and eventually, sometimes, takes action. How many Principals have been removed from their jobs for dishonorable or even legal reasons, yet the poor evaluations, letters and notes in the personnel files of the workers they mistreated remain forever, thereby tainting their careers??
- Have an evaluation tool for teachers and staff to evaluate their administrators separately, not as a whole. One instrument for each Principal and each AP

TRAINING AND REVIEW OF EVALUATORS

Several comments recommended further training and quality review to ensure fidelity and standardization of appraisal practices across and within schools.

- Additional training of evaluators...should be a fair process whereby an employee at one school is evaluated in the same manner as an employee at another school. Best practice warrants standardization of the evaluation tool.
- Administrators at the school level should be monitored to ensure that the appraisals are completed with fidelity.
- Appraisals need to be monitored across the county. There is great inequity in the way principals handle them. At some schools, teachers fill out their own, giving themselves straight 5s with no supporting documentation and the principal simply signs off on. Others, like me, have to put together a huge comprehensive portfolio to support every single point on the evaluation form. Personally, I appreciate the way my principal takes the process seriously so I get constructive comments from her.

MULTIPLE OBSERVATIONS AND IMPROVED PROTEST PROCEDURE

Several comments suggested the use of more than one observation to assess teaching quality and the need for an improved process through which employees may protest their appraisal.

- Administration MUST do observations on EVERY teacher at least 3x's a year!
- Create a cycle to review all periodically.
- There should be a process for employees to protest their appraisal and to add their comments to the appraisal for future records. 360 degree appraisals should be done for all employees as a part of the improvement process.
- There should be a process that if a teacher disagrees with their administrator's appraisal they can have another outside or objective person evaluate them.

SPECIALIST APPRAISAL FORMS CREATED BY SPECIALISTS

Several comments recommended allowing employees in specialized areas (e.g. PE teachers) to collaboratively create an evaluation format more closely aligned to their job duties.

- A specialized appraisal form for Student Services employees
- Please create clear appraisal forms for Art/Music/PE teachers. The classroom teacher appraisal forms DO NOT cross over exactly to these distinct disciplines. This causes school administrators to "guess" about what they are witnessing in these classrooms in order to abide by the regular classroom teacher forms. Please help them to give more accurate appraisals or the great teaching they see in the Art/Music/PE classrooms by creating separate forms for each area.
- Need actual input from people doing the jobs or people who have been in those positions.
- Have evaluation done by persons who have subject certification or knowledge equal to the person they evaluating. Stop the practice of having a teacher provide documentation of all they do.
- Involve the teachers within each specific population served for the development of the appraisal system implemented for that teacher and the population served.

EMPLOYEE APPRAISALS: REVIEW AND RECOMMENDATIONS

Approximately two-thirds of employees indicated satisfaction with the appraisal process. Survey results suggest that the process may not be effective for the purpose of objectively evaluating employee performance or fostering continuous improvement and professional development.

Many comments indicated that the present review process is highly dependent upon the administrator providing the appraisal. Survey results strongly suggested that the process lacks consistency across schools, across administrators within schools, and across employees based upon their personal relationship with the administrator providing the appraisal. Results suggest that it can be an inconsistent and highly biased process. Results also indicate that the appraisal can be limited by the appraiser's knowledge of the person and the day to day duties of the person they evaluate. Results suggest that it can be difficult for an administrator to have enough knowledge concerning the day to day work of over a hundred employees to provide a fair appraisal. Results suggest that it may be difficult or impossible to receive a fair appraisal of specialists with different areas of certification by a person who is not similarly certified. Results suggested that in most cases an appraisal may be based upon one 30-minute observation or in some cases on no observation. Results suggested that some administrators may respond to these conditions by "getting it over with" through allowing employees to write their own appraisals and then signing off in a five-minute session. In other cases, an employee may feel blindsided by a particularly negative evaluation received at the end of the year with possibly limited or no prior knowledge that one's work was unsatisfactory. Conversely, an administrator may fail to address difficulties with an employee's work in an effort to avoid conflict and animosity.

Results also suggest that the evaluation form itself can be lengthy and cumbersome with checklists that may not capture the quality of a person's work. Checklists are clearly intended to provide an objective, standardized system. However, when many other indications suggest that the system is neither objective nor standardized the utility of checklists is compromised and they become more of a cumbersome impediment to the process. Results also suggest that appraisals may be too heavily based upon activities that are not directly related to one's job. For example, teacher comments suggest that an appraisal can be based more upon the ability to construct a portfolio and engage in activities such as committee membership than one's teaching ability.

Survey results provided no examples of cases where the appraisal process fostered employees' professional development in any specific way. Several comments stated that certain administrators were helpful and took time with each employee, so continuous improvement may occur, but no specific examples were cited. Results suggest that the appraisal takes place at the end of the year. This appears to stifle the potential for feedback to be addressed or incorporated during the course of the school year. Results suggest that the teaching appraisal is based upon one observation which does not appear conducive to a process of continuous improvement. Understandably, providing evaluations for thousands of employees is a highly labor intensive process. There may not be enough time in the day for administrators to engage in an appraisal process that fosters continuous improvement for thousands of employees throughout the school year. Results also suggest that there are currently no tangible rewards or consequences for receipt of either an exceptional or poor evaluation. Given the questionable reliability and validity of the process it is beneficial not to have consequences tied to it in its present form. However, lack of consequences provides an additional disincentive for both employees and administrators to devote time to the process.

Several recommendations were offered that may improve the process. Several responses favored a multi-method approach grounded in objective forms of data and review by an independent third-party. Results encourage training of evaluators and evaluating the appraisal system to monitor consistency across schools and raters. Results favor development of a means through which the reliability and validity of appraisal assessments are monitored. Results also suggest that multiple observations are necessary both for the purpose of providing a valid appraisal and the purpose of creating a system that encourages feedback and continuous improvement. Survey results also favored development and implementation of appraisal methods by individuals who are certified or knowledgeable concerning the field of the person they are evaluating. Optimally, separate appraisal methods would be constructed for employees with different specialties and functions. Results suggest that processes in place for employees to challenge the results of their evaluation may not be sufficient.

The primary difficulty with the current system appears to be its dependence upon administrators' subjective appraisal. This method appears to produce too much bias and variability. It can foster mistrust and engender a negative working environment if an employee believes that he or she is being appraised based upon reasons other than job performance. These outcomes could increase considerably if decisions derived from the present system affected tangible outcomes including pay.

COMPENSATION

Results presented in Table 13 indicate that approximately two-thirds of all respondents agreed or strongly agreed that issues regarding compensation within PCS are clear and understandable. Administrators were least likely to agree, with 50.2% of respondents in agreement.

Table 13	Issues regarding compensation within PCS are clear and understandable.									
	Teacher		Instructional (non teacher)		Support Staff Employee		Administrator		Total	
	N	%	N	%	N	%	N	%	N	%
Strongly Agree	91	3.9%	32	6.5%	60	4.5%	10	4.3%	194	4.4%
Agree	1348	57.9%	307	62.4%	819	62.0%	106	45.9%	2588	59.0%
Disagree	743	31.9%	130	26.4%	355	26.9%	75	32.5%	1308	29.8%
Strongly Disagree	145	6.2%	23	4.7%	87	6.6%	40	17.3%	296	6.7%
Total	2327		492		1321		231		4386	

ADMINISTRATOR PAY SCALE

Several comments suggested that the administrator pay scale is unclear. Several comments also expressed dissatisfaction that administrators are paid less relative to teachers. Comments suggest that this pay scale may discourage highly qualified personnel from seeking administrative positions.

- No one has ever been able to explain the administrative pay schedule to me. It makes no sense.
- The administrative pay scale/system is an atrocity. It is completely acceptable in this district to over pay people while under paying others. Under no circumstances should anyone start in a job, first day, making more than people already in the same job/pay grade. The system never allows you to get out of the bracket it starts you in. The district should be ashamed of itself for letting this go on and pretending it is ok.
- The salary compensation for administrators is difficult to understand. There are so many factors that seem inequitable, such as administrators who are paid less than many or most of the teachers in a building, with little hope of catching up. This, I am sure, impacts the recruitment of quality administrators. This whole system needs overhauling.
- Administrators' compensation has been an issue for years, yet nothing seems to be getting done about it. Actually, it seems the issue of the gap between teachers and administrators is getting worse.
- I truly try to be positive about my job and the system but some days it's very difficult. We keep making the same mistakes. Placing administrators in jobs that they are unequipped for because they either no somebody or they did poorly at their last job and have to be moved. We need leadership that cares and what's to make a difference!

EXTRA DUTIES

Many comments suggested that performance of extra duties beyond those in one's job description is poorly compensated. Several comments expressed dissatisfaction with the requirement that ESE teachers perform case management duties without additional compensation. Several comments suggest that the process through which employees are compensated for coaching and leading other extra-curricular activities does not provide adequate incentives and rewards.

- Issues regarding compensation within PCS are extremely unclear and very difficult to understand. One example of this is that ESE teachers are not getting enough compensation for all of the hours spent outside their contract hours collecting data, and writing IEP's for all the ESE students on their case load. This is unacceptable. It's insulting. Moreover, and overall - the yearly amount teachers are paid in PC is terrible.
- Not at all. ESE Teachers are forced to work way too many hours without pay and compensation.
- I want merit pay. I also want hazard pay for working in DOP. AP bonuses for teachers. FCAT bonuses. Are you kidding me? I don't qualify for either one, so I am effectively financially punished for working with DOP students. Thanks
- Coaches and other extra-curricular positions aren't appreciated NOR paid nearly enough! Even if, understandably, it is not affordable to increase these paid positions, some more POSITIVE recognition for the students and sponsors, coaches, mentors, etc. involved could be an attainable goal. They should feel welcomed and commended for their help...not inundated with paperwork and policies that turn these dedicated people into "liability dumpsters".
- Teachers and most staff are poorly compensated for what they do. The salary scale stinks, the coaching supplements are a joke, coaches basically work for pennies on the hour. And club sponsors are crazy for doing it, what they are paid is a joke.
- Coaching supplements are taxed at higher rate as if it were a bonus. If not school board employee this would not be true. Coaching is separate job not a bonus and should not be taxed that way
- They are secret and confusing. Teacher stipends for leadership or committees or gifted students or coaching teams are not clearly defined or offered to everyone. The principal places people he wants in those positions and many others don't know there is an opportunity to make extra money for doing that extra work.
- Any and all extracurricular activities should receive compensation, especially those that are mandated.
- Fairness would help. Pinellas County always pays more to sports than anything else. All should be important.

EXPERIENCE

Several comments expressed dissatisfaction that employees with many years experience are paid only slightly more, or sometimes less, than new employees in the same positions.

- It doesn't make sense when people with less experience move to principal jobs and make more money than those with more experience. I know of two cases with \$5000-10000 increase for five years less experience for equal jobs.
- Since there have been no raises, people like myself (21 years) are subsidizing those at the top and bottom of the scale.
- I know an outside consultant provided the recommendations for the most recent salary schedule but it does not seem equitable. Time of service and length of time as an administrator are factors to consider but having people 2 pay grades lower making more than someone doesn't make sense to me. Especially when the difference in the length of employment is minimal if at all.
- A restructuring of the pay grade. I have been teaching 20 years and only make about 6,000 more than a beginning teacher.
- I am one that is caught by the awarding of experience. I have been teaching for triple the years than I was awarded when starting. Now that steps have been frozen, I am stuck in the lower end of things even though I am extremely experienced, effective, and dedicated.
- During this time of economic instability, I understood the freeze on employee salaries, and was grateful to the one time step raise this year. However, I am very disappointed that you would change the salary structure of the previous pay scale to hurt those of us within the 22-25 year experience level.

PAY FOR PERFORMANCE

Many comments addressed the issue of pay for performance. Several comments requested institution of pay for performance such that effective employees are identified and rewarded. However, several comments highlighted difficulties associated with constructing a fair pay for performance system. Several comments stated that a system based upon student test scores would punish and demoralize teachers who work with students from high risk backgrounds. This would provide teachers with an incentive to work only with more affluent students.

- I've never understood the compensation process within PCS. I believe employees should be compensated by job performance not because of job category, step raises or just cost of living. There does not seem to be any monetary reward for doing an excellent or superior job. This in my opinion leads to mediocrity in all job performance. In general business, employees are usually given raises in line with how they do their job not just because it is the next step in their job category.
- We should adopt merit pay. We should be working towards this goal and pursuing grants such as the Gates Foundation grant that Hillsborough County got. We should not be afraid of the union and it's antiquated ideas that all teachers do the same job- they don't, so why are we pretending that they do. I do not understand why the county is behind in this area- other than they are avoiding conflict at all costs. Hold people accountable- including administrators and teachers.
- What compensation. Something must be done to reward outstanding employees.
- We need to tie it to performance pay and end of year assessments. It's time Pinellas uses end of year measurements like our counterparts in other counties.
- Pay for performance may provide incentive for teachers to work harder in the jobs they have, but incentives for teaching students less likely to succeed on their own would keep good teachers in some of the places where they are needed most. Teaching a remedial reading class at a south county high school or middle school is just as important and challenging as IB, AP, and honors classes in schools which drawn from wealthy neighborhoods only without the high probabilities for success. Pay for performance alone would ensure that any capable teacher would migrate toward a population of students who is more likely to perform, but coupled with incentives for teaching in statistically low SES, low performing schools it might give teachers a good reason to gravitate toward more challenging positions and to perform well in them.
- Do not agree to have teachers' pay based on students' test scores. Students in the upper grades will bomb tests to affect teachers, and this will give the students even more control over the classroom/school.
- Although I love the work I do as an AP, we are not compensated enough for the work we do. There's no doubt about it, staff who work in schools where there are more problematic students work much longer and have more stress related to their jobs. Schools w/ a higher income level and fewer lower level students get a nice A+ check - yet we never receive any extra compensation for the work we do. This must be changed - we're losing good teachers that these students need.
- BOTH pay for performance type bonuses and bonuses for highly qualified (master's or national board) teachers choosing to teach in an "in needs" school (ex. title one, region 5, etc.) and receiving constant above average evaluations.
- I do not feel payment should be tied to test results. Some teachers chose to work with academically challenged populations. If you decide to alter teacher salaries due to test results, I feel you will lose the dedicated teachers that are working with children who have academic challenges to schools with children who have higher test scores. It's a "lose-lose" mentality instead of a "win-win". I do not support this type of payment structure. Instead, I would recommend providing additional personnel and more materials to help us reach these children. Classroom teachers are doing everything they can to provide differentiated instruction in a safe, positive learning environment. I feel the teachers at my school give 110% already. (Most of them have already earned the National Board Certification and they are always willing to do whatever it takes to help their students learn. They never stop thinking about how they can help their students improve.) I don't feel you would be accomplishing anything positive with performance based pay.
- I would be interested in having some form of pay for performance...I think a balance between test scores and teacher performance would have to be reached and measures would have to be put in place so teachers with all high achieving students have higher targets they must reach to receive payouts. Until our student population becomes standardized (never) pay for performance will be very difficult because different students require different things to see results...and though unpopular...some students have no interest in learning and put forth zero effort in their academics. These issues need to be resolved before pay for performance can be implemented.
- Since we are not all teaching the same oranges, the process is not the same for each teacher in the District. Control the percentage of Level 1 and Level 2 students at each school, and then we will talk about fair. In addition control the ESE and ESOL students at each school. Exchange the teachers from school to school and see what happens.

SALARY RANGES AND STEPS

Several comments suggested lack of clarity regarding salary ranges and steps. Comments expressed dissatisfaction that employees were unable to advance to higher pay grades and in some cases were not aware of what they could do to advance.

- I am given a starting pay, a mid range pay and a top pay on the compensation schedule. I took this position because of the mid and top pays. Please explain how I am able to reach those levels. I was told I never will. If that is the case then why do you have them on the schedule?
- The support staff pay chart has a minimum, medium, and maximum of each pay grade. It does not state anywhere what it takes to get to each point. I am still at the minimum level of pay for my position with a bachelors degree and three years of experience, so someone straight out of high school, with no experience and college education, will be making the same salary.
- The whole min/max system needs to be examined for consistency. The last study did little to solve long-standing compensation issues.
- There is no such thing as a midpoint or maximum range. You could work for PCS for 20 years and never make it to midpoint!!
- They give three levels of wages, but never let you know what qualifies someone for each compensation.
- I still don't understand how my paycheck is figured out. I have tried the math formula and still don't come up with the same figures. The "steps" for increased pay has been stopped, so how does one qualify for a raise?
- The table is difficult to understand with the double years with no step increase. I have been in that situation for many years. It seems to be following my years of experience. I am concerned what is going to happen IF we actually get raises next year. Will I still be in that step and not get a raise again??
- I happened to be on a step (23) this year that should have given me a significant salary increase. I was devastated when it was not only not given, but also my salary was cut.
- I don't understand steps? Do we have them still? Are we getting raises plus steps?

COMPENSATION: SUMMARY AND RECOMMENDATION

Survey results suggest that approximately two-thirds of respondents agree that issues regarding compensation in PCS are clear. Results suggested that the administrator pay scale may be particularly unclear. Several comments also expressed dissatisfaction that school-based administrators are paid less relative to teachers. Similar dissatisfaction was expressed by employees who supervise after-school activities. Comments suggested that these factors may discourage highly qualified personnel from seeking administrative positions and working with students after school. Arguments can be made for and against paying school-based administrators more or less relative to teachers. This appears to be a significant issue where the district's policy may not be entirely clear. If the current pay scales are based upon policy then that can be communicated to school-based administrators. If school-based administrators are in fact paid less than teachers and this is inconsistent with policy then actions can be taken to address this issue. Similarly, with respect to supervision of after school activities, it may be the case that there is not enough money to pay teachers more to supervise after school activities, or there may be a disparity between policy and pay that can be addressed in future budgets. Given the importance of student engagement in after school activities this may be an area where grant funding could be obtained to compensate teachers and benefit students through engagement in constructive after school programs.

Results also suggest dissatisfaction among more experienced employees concerning pay. Results suggest that there may be a lack of clarity concerning what is necessary to receive increases in pay for positions that are not based upon steps. For positions that are based upon steps, employees expressed dissatisfaction that step increases did not occur. Employees also expressed dissatisfaction that entry level employees across positions may receive almost the same level of pay, and in some cases a higher level of pay, than employees in identical positions who have more seniority. For each of these cases, policy may have been communicated clearly or there may be a disparity between policy and practice. In the latter case, a review of these issues could increase clarity and fairness for all employees.

Issues regarding pay for performance were also highlighted by comments concerning compensation issues. The survey did not ask any questions directly concerning pay for performance. As a result, we cannot determine the overall popularity of this process or accurately gauge the strength of any particular viewpoint. Another survey targeting this issue more specifically would be necessary to do so. However, comments did clearly suggest that there is some level of concern with regard to the use of student test scores as a means to assess teacher performance. Results highlighted concerns that pay for performance based upon test scores could strongly discriminate against teachers who work in schools with higher concentrations of struggling students. Comments suggested that any pay for performance system should reward teachers who choose to work with students who receive lower scores on standardized tests. If pay for performance is instituted in PCS, district policy should be clear concerning any incentives that may be provided to teachers who choose to work with students who may not score as well on standardized tests.

TRAINING

A series of questions were asked concerning employees' satisfaction with training offered through PCS. Questions asked whether employees were satisfied with the range of trainings available, their ability to access trainings, and their satisfaction with the quality of trainings offered. Results presented in Table 14 indicate that 72.4% of respondents indicated that they agree or strongly agree that they are satisfied with the range of content offered through district trainings. Agreement was strongest among support staff employees (81.9%) and weakest among teachers (66.8%). Results indicate that 74.4% of employees agree or strongly agree that they are satisfied with their ability to attend trainings. Agreement was weakest among teachers (69.6%) relative to support staff employees (79.5%), instructional employees (80.2%), and administrators (81.7%). Results indicate that 76.9% of employees agree or strongly agree that they are satisfied with the quality of trainings offered by the district. Agreement was once again weakest among teachers (70.9%). Satisfaction with the quality of trainings was lower among administrators (75.8%) relative to instructional employees (81.5%), and highest among support staff employees (86.6%). Taken together, these results indicate that classroom teachers are less satisfied with the range, access, and quality of training relative to other employees, while support staff report the highest levels of satisfaction with the range and quality of content offered through district trainings. Higher levels of satisfaction among support staff may be associated with the range and quality of training offered to student services employees in particular.

Table 14											
		Teacher		Instructional (non teacher)		Support Staff Employee		Administrator		Total	
		N	%	N	%	N	%	N	%	N	%
I am satisfied with the range of content offered through district trainings.	Strongly Agree	216	9.2%	71	14.5%	151	11.8%	32	13.6%	470	10.8%
	Agree	1347	57.6%	294	60.2%	895	70.1%	135	57.4%	2681	61.6%
	Disagree	575	24.6%	94	19.3%	191	15.0%	60	25.5%	920	21.1%
	Strongly Disagree	201	8.6%	29	5.9%	39	3.1%	8	3.4%	280	6.4%
	Total	2339		488		1276		235		4351	
I am satisfied with my ability to access/attend trainings offered by the district.	Strongly Agree	243	10.4%	76	15.4%	182	14.1%	43	18.3%	546	12.5%
	Agree	1385	59.2%	319	64.8%	846	65.4%	149	63.4%	2707	61.9%
	Disagree	541	23.1%	77	15.7%	201	15.5%	36	15.3%	859	19.6%
	Strongly Disagree	170	7.3%	20	4.1%	64	4.9%	7	3.0%	262	6.0%
	Total	2339		492		1293		235		4374	
I am satisfied with the quality of trainings offered by the district.	Strongly Agree	226	9.8%	69	14.2%	183	14.5%	26	11.5%	505	11.7%
	Agree	1413	61.1%	327	67.3%	913	72.1%	146	64.3%	2808	65.2%
	Disagree	497	21.5%	68	14.0%	145	11.5%	50	22.0%	762	17.7%
	Strongly Disagree	176	7.6%	22	4.5%	25	2.0%	5	2.2%	230	5.3%
	Total	2312		486		1266		227		4305	

ADVANCED CONTENT

Several comments suggested the need for more advanced training opportunities for experienced employees within the district. Comments suggested that experienced employees may retake entry level trainings that do not further their professional abilities when more advanced training is not available.

- Higher level trainings should be offered for people who have been in the district for several years and have already taken the basic level trainings.
- no high end PDs are offered. When out of PCS trainings are not credited for certificate renewal and no higher level (trainer level) courses are offered in the district I am left to attend entry level trainings which as an exercise in "jumping through the hoops". If the goal is to educate and further my professional abilities, then that goal is not met in this district.
- The trainings are fine when you are a new hire. But once those have been completed there is nothing else offered. The computer trainings are poor. Since that is one of our most important skill sets-why aren't we focusing on that? Also, customer service training is needed badly across all levels.
- The training is outdated and does not reflect current trends in educational training. The level of the material is rudimentary and not intellectually stimulating.
- There needs to be a level process for this: beginning teachers, intermediate and advanced. If a program is new, then all teachers need to attend but too many topics are recycled in new packages.
- I find that I have to take trainings that I am very knowledgeable in and they have not assessed what I know so I have to repeat things over again -- I think that the sheet we fill out state that in 1st question - but unfortunately no one seems to care and make you take things anyway. CPI is taken every 2 years same stuff - and is a waste of time and money to the district just so the district can say they are "complying" to the law.
- There should be trainings more in line for teachers with 5 or fewer years, and 20 or more years. The needs are not the same.

CONTENT AREA TRAINING

Many comments focused upon the need for content-specific training. Comments from teachers of many subject areas, as well as support staff including school police and food service, among others, suggested that more content focused training could be beneficial.

- District training does not include content specific training (i.e. chemistry, biology, physics). All of the training in the district centers around classroom management. Elementary teachers seem to have content appropriate training. High school teachers do not get content training.
- I have been begging for reading training this year. With NCLB, Reading First and the current state of schools in correction, the lack of reading trainings is APPALLING! The fact that there is no current reading supervisor is insufficient in reasoning why the district hasn't stepped up to provide training in reading.
- I wish more emphasis was put on more non-FCAT subjects like social studies.
- P. E. teachers are NEVER offered trainings that are beneficial or pertinent to their content area aside from the 1 required training day at the beginning of the year. This needs to change!
- There are few, if any, training opportunities that benefit the School Police.
- There isn't much in the way of training for specific subject areas.
- We need more training in food service on our department.
- I feel the trainings offered in my content area (Secondary Reading) are relevant and meaningful. All other trainings in which my attendance has been mandatory have been useless and boring. Trainings like this could be given on line.
- Trainings offered by my department are professionally relevant. I rarely find other trainings offered by the district to be useful or accessible to me.
- I would love to take up training that would actually help me move towards something, and that I could use at work. I feel that support staff should understand more than one job at the work place. They should also take classes/training that will be a stepping stone for all.
- Need for standard training for new employees in support staff.
- The new Custodial training through LMS is very effective, need more like this for support services.

TRAINING OUTSIDE OF PCS

Several comments expressed dissatisfaction that the ability to receive credit and reimbursement for training outside of PCS has been curtailed. Several comments questioned why training that is required to maintain a professional license or sponsored by the DOE or a professional organization in a content area is not recognized by PCS. Several comments suggested that the availability of training in a specific content area is limited; leaving few options if training outside the district is not recognized.

- For the most part, this is true, particularly in general education. I am very disappointed to hear that the district will no longer offers continuing education credits for any trainings other than those sponsored by the district. The offerings for classes in autism are slim, and there are many trainings offered by other organizations in partnership with the DOE that should be honored. Other counties give both credit and stipends to their teachers for attending some of these trainings.
- I am very disappointed that we no longer have the ability to earn component points for non-PCS training, even for important, required trainings like AP workshops.
- Most all of the district training is for K - 12. Recently the option for me to take training in my field of instruction was changed. I can no longer get the same credit for taking classes on new technology or an up-date training class. I am now required to take training that applies to the K-12 teachers, verses a class in my technical area of instruction. I need to keep up with the changing technology that I am teaching, not something I will never use or need.
- As a medical trained employee who is instructional, there are a limited number of trainings that apply to my professional standards. I am required to maintain continuing education credits for my FL state licensure which allows me to keep my job. However, it is difficult to get reimbursed by the district or even given a TDE to attend a course that is required for my licensure.
- As a guidance counselor, there are not a lot of district trainings that are for us. I understand, but not allowing us to get CEU's for non-district trainings is extremely detrimental to me.
- I paid for myself to attend a training out of county this year and some of my coworkers were paid to attend trainings. More discussion is needed and a process in place
- I attempted to rec'v credit for an adv level technical training (job related at USF) I attended & paid for with my own money and time. I requested approval weeks before the training. 2 weeks after, my initial request was denied. I appealed. My district supervisor agreed the training was worthy of credit, but HR denied it. Do you really want to make it more difficult for top technology teachers to renew their certificate? Top tech teachers have private industry employment options.
- The lack of out of district travel has put a real damper on workshops that I can take and the workshops my staff can take. Again as a specialty area, we don't have trainings within our county that often that help.

TRAININGS FILL UP QUICKLY

Many comments indicated dissatisfaction that the most popular trainings fill up very quickly. Comments suggested that additional dates and times may not be scheduled in a timely manner. Difficulty accessing trainings that fill up quickly can be particularly problematic when the training is mandatory or necessary to meet requirements for areas such as Certificate of Distinction II (CODII) or the gifted endorsement. Several comments recommended an improved process of tracking which trainings fill up quickly and then scheduling additional training options to meet the needs of employees who are not able to enroll.

- Certain trainings that are in high demand should be taught more often and in various locations in the county.
- Content is good - frequency is poor. Required courses, programs for COD, cultural competence need to be offered more often. Professional Development needs more trainers.
- A training should never be limited to a specific amount of employees. When a training is full, create another opportunity immediately. Certain teachers are always at these trainings because they hear about it first and the other teachers on the end of the communication line never get in because by the time they hear about them, they are full.
- All tech classes are filled too quickly
- Everyone wanting to get their gifted endorsement should be allowed to take the courses. At present it is very restricted. I am just finishing my endorsement but many others haven't been able to get in.
- Good classes fill up too fast. County needs to look at the length of wait list to assess the need for additional classes to be offered.

- I would like to see similar trainings (ones that are offered 1st semester and then again during 2nd semester) offered on different days (i.e. on a Tuesday one semester and then on a Wednesday another semester). They appear to be offered on the same day both semesters. If I couldn't attend due to a conflict on a particular night, I might be able to attend on another night.
- Many of the exceptional trainings are closed almost as soon as they are opened. This leaves a large number of people without benefitting from the training.
- This year many of them have been filled very quickly. When someone from the school goes they often report back there was a lot of room and materials left.
- Time consuming trainings like CAR-PD are not offered enough times during the year...very difficult to attend when you have so many other school-based responsibilities.
- Too many "required" courses are often FULL and no others are added. The district should take a hard look at the ones that fill and fill quickly and add more to accommodate.
- classes, such as ESOL, which have a huge enrollment every time offered, should be offered more frequently
- ESOL classes are required and not available, very few offered in the summer. Unacceptable, these classes should receive top priority over all trainings as we are required to take them in a specific amount of time. Some prefer not to Moodle
- Required ESOL trainings should be offered during the day with TDE.
- Limited CODII trainings are offered.
- not very many classes offered for the strands of Cert II - it would take me two years to complete
- Could you possibly add more training for the Certificate of Distinction II. Thank you.
- I have been working on my C.O.D II and it was hard to find classes back then now it is even harder.

LOCATION

Several comments noted difficulty attending trainings due to location. These comments were expressed by employees from both north and south county. Given the size of Pinellas County, several comments recommended an effort to provide each training at locations in north, south, and mid-county.

- need more workshops in North County takes us up to one hour to and from often late
- Not enough classes are offered in south county; that should be changed
- The trainings are either in Largo or at sights away from the home school. When one cannot drive, it makes it virtually impossible to participate. It would be beneficial to have more trainings via computer on Wednesdays or Pro-ed days, so they may be taken at the home school site.
- every training session should be offered both north and south
- See above. Sometimes it takes too long to drive to a training. I'm sure people in the Admin. Bldg. wouldn't want to go to trainings at Baypoint.
- The admin building shouldn't be the only place used for so many trainings. So many is South county aren't able to access training due to times. Especially when you are an associate who rides the bus till 5pm.
- The classes are not offered at both ends of the county. If the class is offered, then it is also too small to accommodate the number of the teachers that need to attend these classes.

DIFFICULTY ATTENDING TRAINING AFTER WORK

Comments cited several reasons that employees may have difficulty attending training after school hours. Fatigue was commonly cited as a reason that employees may have difficulty attending training provided after school. Conflicts with second jobs and childcare were also commonly cited. Several employees also expressed frustration that trainings are offered at times that preclude those working in middle schools from attending.

- I am too busy during work to attend and too tired after work most of the time. Sorry!
- I am too exhausted both mentally and physically to attempt to attend trainings in the evening. I have one planning every other day with some of my classes requiring 3 preps. Add in all the changes (it seems daily) for the IEPS and paperwork required for FBAs and PSWs and all I want to do is go home and sleep.
- Teachers are too tired at the end of a school day to effectively attend a training. Why not offer training on days when students are not in school, but when teachers are mandated to be in school?

- many of the trainings are offered after work hours and that has been a disadvantage for me because, I work two jobs, and I am attending college as well.
- I cannot attend trainings in the evening because I have a second job due to the low pay.
- I have to pay someone to be at my house when I am not there so after school and evenings are not convenient and are costly especially since we are paid so little and have not received a cost of living raise for 2 years!!!
- Many teachers are moms too, and it can be very difficult and costly on us to go to after school trainings. There should be programs in place for free child care so that we can more easily go to trainings. I think more people would go if it was more feasible to them. Trade days in return are great, but the fact that the # you can use is so limited, it makes me less likely to go.
- People with small children have a difficult time with Saturday trainings and after school trainings. We need site based trainings on Wed. afternoons.
- Being a middle school teacher, I am frustrated by the times that some trainings start. I cannot leave my school earlier than 4:30. One time I signed up for a (necessary) training after school. When I emailed to let them know I'd be late, the response was something to the effect of "see if you can ask your principal to leave a little earlier." No! This is not fair to me nor to my students.
- It is hard for middle school / center personnel to attend trainings due to late dismissal. Bus riding associates have a hard time getting to do that.
- Middle school teachers can't be anywhere at 4:30. The bell rings at 4:15 and the parking lot is jammed for the next fifteen minutes. I work five miles away from the Admin building but have never made it there "on time".
- I teach middle school and I can't make a 5:00 training but the district keeps making them that time!

ONLINE TRAINING TIME

Several comments suggested that online trainings may require a longer time commitment than face-to-face trainings. Comments suggested that this may be particularly true for the ESOL online training. Comments suggested that it may be impractical to complete online trainings during work hours. Several comments expressed dissatisfaction that trade days were not offered in exchange for completion of online training when this training may require a greater commitment of one's own time.

- The ESOL trainings are too intense / work heavy compared to attending the classes.
- Online trainings are insane! 30-50 hours of reading boring articles to write a summary of each is not helping anyone learn anything...and is completely unrealistic.
- There is a huge differential in the work load associated with MOODLE ESOL courses and face to face ESOL courses. The work load with MOODLE courses is tedious and can be overwhelming. I don't know if I can get the one I'm currently enrolled in finished or not.
- It seems that so much of the work required for online courses is just plain busy work. If it could be more substantive it would be better. Reflecting on reflections is just too much wasted time. Ask questions, etc.
- I think that all online trainings should have the trade day benefit. Most online trainings have more work involved than "in person" trainings..
- I think the district is expanding their online trainings to avoid compensation/trade time for employees. It's another example of the district expecting teachers to complete work on their own time. It's a joke to be told to do it on our "downtime"---we barely have any downtime as it is.
- Should be a system for allowing trade time if online training is being completed after hours.

APPROACHES TO ADDRESS TIME CONSTRAINTS

Comments highlighted several approaches that may help expand the number of trainings that employees can attend. There was a clear give and take with each recommendation. For example, several comments requested more offerings during the summer and on Saturdays, while others suggested that it is unfair to require employees to attend trainings that take place after school hours. Similarly, several comments recommended increasing the number of site-based trainings during school hours, while others indicated that attendance at

training during school hours is not feasible given the current structure of Trade Days and TDE. Several comments favored completion of trainings online, while others suggested that it was unfair to require employees to complete trainings online during their own time with no compensation.

- I can access but when? Do I train always on my own time? Can't do it at school as I have grading and planning and parents and emails. So you want me to do it at home? For free? Right.
- I feel we should have allotted hours given to us (in addition to the personal/sick hrs) to attend training during work hours as opposed to after work when we have other responsibilities to attend to.
- The district has developed some Florida Schools Plant Management Association Certified Training courses, which are excellent. However, they are only offered on Saturdays and currently there is no compensation for employees that complete this training program.
- Need to have many more available in the SUMMER when teachers have the TIME to do them.
- More trainings should be offered in the summer when we are rested and we have the time to commit and to fully learn the content being taught. Asking people to attend evening and weekend trainings when they're already so pressed for time during the school year is not advantageous to anyone.
- there is not enough time for training. many times you take it on your own time with no compensation. Need more trade days. not enough offerings for the district employees. We also need more days that are dedicated to training. Also, TDEs should be able to be available to teachers to attend trainings outside of the district.
- I would like to go observe other teachers in my field, however, TDEs are nearly impossible to obtain.
- I'd like to see more TDE's available for trainings. We shouldn't have to use personal time in order to further our knowledge.
- Many of the inclusion-focused trainings are only offered during the school day, and I don't have access to any TDE's.
- More Trade time would be helpful - it was better to be able to attend up to five days of training over the summer and use that time for Trade time.
- There is, understandably, a need to offer these during non- instructional hours. However, I always found the early morning trainings prior to school, or in-service training much better. I wish we would go back to those.
- Don't have time to access at work. Trainings should be at our own school site.

“POWERPOINT” STYLE OF PRESENTATION

Several comments expressed dissatisfaction with trainings in which the presenter reads the contents of a Powerpoint presentation to attendees. Comments suggested that this approach is poor, outdated, and boring. Comments suggested the need to emphasize interactive training approaches that model best practices teachers can use in the classroom.

- District wide trainings should be presented in a way we would present new information to students. Slide shows and lectures are boring and uneventful. Trainings should be interactive, fun and educational.
- I find the trainings to be EXTREMELY boring...(great for auditory learners who enjoy being lectured to for hours at a time). As a veteran teacher who is passionate about learning new ideas, strategies, and activities to share with her students, I am disappointed in the presentation and lack of creativity in these classes. How about bringing in more presenters from outside the district, if this is the best that we have? How about classes that are taught from more of a right-brain teaching style?
- I think that education should be relevant, hands-on, everyday useful, enjoyable, and maybe even fun! (Like Character Camp!) Please send trainers into the training classrooms who love, love, love to teach, and who exemplify excellent teaching skills, a passion for teaching, a sense of humor, and who are positive role-models for hungry-to-learn teachers. Teachers are students, too! Please do not torture us with mandatory boredom! Make it fun and enjoyable, and educationally-sound. Thank you!
- I think trainings should consistently model strategies that the teachers can use in their classroom. The "spray and pray" approach needs to be extinguished, and use of strategies/activities/protocols needs to become a way of work. If the teacher does not feel they are treated as professionals, they will reject both the content and the delivery model of the training.
- some training is excellent, some is very poor (reading Power Points to attendees, for instance)

ONLINE TRAINING AND CULTURAL COMPETENCY

Two additional questions concerning PCS training asked whether employees were satisfied with the online training offered by the district and the quality of Cultural Competency Workshops. Results presented in Table 15 indicate that 75.9% of respondents overall either agreed or strongly agreed that they were satisfied with online trainings offered by the district. Teachers were least satisfied (71.2%), while administrators (82.8%) and support staff employees (82.9%) were most satisfied.

Overall, 69.1% of respondents either agreed or strongly agreed that they were satisfied with the quality of Cultural Competency Workshops offered by the district. Administrators (60%) and teachers (63%) were least satisfied, while support staff employees (84.9%) were most satisfied with the quality of Cultural Competency Workshops offered by the district.

Table 15											
		Teacher		Instructional (non teacher)		Support Staff Employee		Administrator		Total	
		N	%	N	%	N	%	N	%	N	%
I am satisfied with the online trainings offered by the district.	Strongly Agree	150	8.6%	49	13.3%	107	11.5%	20	9.9%	326	10.0%
	Agree	1091	62.6%	236	64.1%	663	71.4%	148	72.9%	2146	65.9%
	Disagree	367	21.0%	67	18.2%	133	14.3%	32	15.8%	599	18.4%
	Strongly Disagree	136	7.8%	16	4.3%	25	2.7%	3	1.5%	184	5.7%
	Total	1744		368		928		203		3255	
I am satisfied with the quality of Cultural Competency Workshop(s).	Strongly Agree	108	5.0%	28	6.5%	103	10.2%	12	5.6%	252	6.5%
	Agree	1261	58.0%	268	61.9%	757	74.7%	117	54.4%	2410	62.6%
	Disagree	544	25.0%	97	22.4%	108	10.7%	70	32.6%	821	21.3%
	Strongly Disagree	263	12.1%	40	9.2%	45	4.4%	16	7.4%	366	9.5%
	Total	2176		433		1013		215		3849	

ACCESS / LIMITED OFFERING / EMPLOYEES UNAWARE OF ONLINE TRAINING

Several comments suggested that home access to online trainings is limited for those who do not have or cannot afford computers or high speed connections. Several comments suggested that online training offerings remain limited at this time, while others suggest that many employees may be unaware that this training option exists.

- A lot of people don't have computers at home and cannot get on line and do the trainings.
- Not everyone has access to a computer or the internet
- Online means having to work at the computer after hours. It takes too much time. We do not all have high speed connections at home.
- I think these will become much more useful in time and offer a course to a larger audience.
- More of the required training should be offered online where we can at least be at our work locations.
- No enough offerings for content specific courses
- This is a valuable tool which is not utilized enough.
- Wish there were more in varied fields
- I have never taken an online training. Not sure I knew they existed.

- Should be more communication about them. Some people do not know they exist.
- online trainings need to be better publicized
- i have not been aware of any such training

CONFUSING / NAVIGATION

Several comments suggested that Moodle may not be entirely user friendly. Comments suggested that both the interface and content should improve. Several comments suggested that online training can be particularly challenging for employees who are not computer savvy, and that Moodle may be confusing even for those who are computer savvy.

- I am old and online trainings make me nervous
- This format is not my forte'
- But they are still developing. Also need to remember we have a large group of people who are not computer literate or computer oriented.
- I tried to do the Moodle training - way confusing (and I am somewhat tech savvy)
- Make online training more computer friendly for people who find computers challenging.
- Not enough training on how to take a training online. Moodle is confusing.
- Hate Moodle! Not easy to use, if you don't have an "access key" at home, you cannot use it at all. No way to get the access keys in the evenings /weekends. There is no way to get help when some portion of the training is not working. I have had numerous problems trying to get videos to load. I don't think it is fair to expect teachers to do most of their training on their own time.
- Moodle is one of the most inadequate things I have ever seen in all of my years in Pinellas County. It is not user friendly, the content is a joke, and is a waste of district resources.
- Moodle looks and feels institutional. Poorly designed. Look at sites for other schools. And the content is the same recycled ideas. We need new ideas.
- See above--for a tech savvy district, Moodle needs some work

HUMAN ELEMENT / MODALITY / POSITIVE RESPONSE

Comments suggested a range of responses to the modality of online training regardless of its difficulty. Several comments suggested that some employees prefer human contact. Others suggest that more experiential learning takes place in face-to-face trainings and that the online modality is not as conducive to learning for employees with different learning styles. In contrast, some comments suggest strong support for online training both in terms of the learning modality and the practicality of being able to complete the training from home.

- Moodle is impersonal and makes me feel like I am receiving a software down load instead of instruction. We would never teach our students this way, so why do we think this is a good way to instruct those who are teaching. Moodle should not be used for the important stuff!!!!
- I do not like online trainings as we tend to lose the human element involved ... the opportunity to dialogue with colleagues and learn of ideas from others. I realize that due to budget issues this seems to be our direction, however trainings with a curriculum focus need to allow for face to face contact with the presenter and others engaged in the training.
- I DO NOT like online trainings. I like human contact and interaction!
- They are not for me. I need contact.
- you can't replace the group conversation and learning that takes place in person
- I am not a visual learner, which the online courses require us to be. Had difficulty with the online part of Cultural Competency 3. If our students are taught using their auditory and visual modalities - shouldn't that be offered for us?
- It's not only students that have different learning styles. Staff learning styles needs to be taken into consideration. Some staff learn beter in a face to face class. I don't want to see them discontinued.
- I think there needs to be a balance of face-2-face and online work within the online trainings - head knowledge (content) is not enough - pedagogy is experiential for it to become standard operating procedure
- I wish there were MORE! MOODLE MOODLE MOODLE!!!
- Getting better. Love Moodle. Wish everyone would try it!
- They are terrific and allow me to attend without having to travel and/or find child care for my children. :)

- they have been more effective because they are direct and to the point videos that can be played many times over. I don't have to fight time and traffic getting to the middle of the county after working all day. Then listening to teachers complain, sidebar conversations. Then forgetting what I learned the next day.

LMS AND ACCESS TO TRAINING SCHEDULES

Several comments suggested that LMS is not user-friendly. Comments suggested that there is room for improvement in terms of navigation, updating, calendar, and the search functions within LMS.

- LMS is very difficult to use. 99% of courses have no classes assigned.
- Looking for classes can be a nightmare if you don't have the key words. This program needs to be easy to use.
- Navigating LMS is sometimes confusing. There are several classes that say "Coming Soon" and give a date, but give you no opportunity to enroll in the class.
- sometimes it is hard to find what I need through LMS. Either I don't know the title of the conference or I don't have the number to find the class. It can be frustrating and time consuming.
- Sometimes LMS can be difficult to find trainings offered. The search button doesn't always help find a course. If the course exists but is not offered at the time, then a message stating that would be helpful.
- LMS catalog is not always the easiest to get around in. The search terms are way too specific - you can miss a topic by being off by one word.
- The online system is VERY confusing and often the enrollment keys do not work.
- ESE supervisors send a monthly calendar of trainings offered. This is very helpful.
- No master schedule of courses is available.
- The calendar on the website is tricky to find in terms of what is coming up on LMS trainings. This could be improved by monthly attachment for teachers to read.

CULTURAL COMPETENCY WORKSHOPS

BREADTH

Several comments suggested that Cultural Competency Workshops may be too narrowly focused in terms of culture and target audience. Several recommendations were offered to expand issues that are addressed through Cultural Competency Training (e.g. sexual orientation, religion, disability). Recommendations also suggested tailoring information to apply more directly to employees in different positions within the district (e.g. cafeteria, plant operations, etc).

- All the workshops that I have attended have been aimed at understanding one particular culture repeatedly, It would be nice if they covered other cultures also as I work at a multicultural school.
- District only trains on ethnic back backgrounds. Deaf is a culture, Blind is a culture, and so is Mentally handicapped/Intellectually Disabled
- Needs to totally and objectively be re-crafted to represent sensitivity for all cultures. To require teachers to attend a workshop that depends on outdated material and biased toward one specific culture is ridiculous and offensive to the educational and cultural community.
- The heavy reliance on race as the only "culture" is insulting. There is not enough emphasis on gender, SES, other ethnicity, sexual orientation, and personal experiences (such as exposure to violence, hypervigilance, etc)
- I see the need for cultural workshops but as a Christian I don't see the equal attention given to Christians as other groups, I believe everyone should be represented.
- I do not feel that when this is offered school based that the wide range of personnel is taken into consideration. The content is more directed at teachers and therefore not really applicable to support, cafeteria and plant operations.
- As a coordinator this is NOT a one size fits all training. It needs to be tailored to the audience (teachers, plant operators, etc.)

COMMUNICATION / PERCEPTION

Several comments suggested that there is a perception by some that Cultural Competency Workshops are a 'hoop' to jump through. Those in attendance may not take the training seriously. Some may feel insulted by what they perceive as a training in which they are taught to behave properly. School leaders may openly

communicate to staff their perception that the training is a hoop to jump through thereby reinforcing existing perceptions that the training is a waste of time.

- In the couple of schools I have been in these are a joke. "Remember what we did last year..." "let's get through this as painless and quick as possible...". Nice to prove to the State we are jumping through their hoops.
- It is just a hoop to jump through and treated that way by administration and participants.
- Many of my colleagues make don't take them seriously and therefore the impact is minimal.
- Not taken seriously at my school site.
- The trainings are fine, but how the content of the trainings are carried out at schools is the challenge. I not sure administrators are taking the training and the philosophy behind the training serious. Is there training offered to administrators regarding ways to create a culturally competent school environment?
- Some people were not as diligent as others in doing the on-line training. Tests were shared and people just wanted to get it done!
- I am already competent in my cultural awareness. I find it insulting that I must repeatedly take seminars to teach me how to behave properly.
- I believe these workshops are a slap in the face of everyone in attendance. People will treat people with respect and understanding if they are treated professionally. I do not know anyone who gets excited about going to a Cultural Competency training.
- Major cause for low morale. There is already too much on everyone's plates. Cultural Competency requirements aren't the problem. It's the high number of Cultural Competency component points required that are the problem.
- It's a well known waste of time. We roll our eyes and just get it over with.

OUTDATED / REDUNDANT

Several comments suggested that the content of Cultural Competency Workshops may be outdated and poorly presented. Others suggested that the material may be redundant from year to year, which may reinforce the perception that this training is a waste of time for some. There were exceptions where comments indicated that the material and presentations were highly regarded by some.

- Outdated material and very insulting
- There is a fine line between cultural sensitivity and racial stereotyping. I think the district needs to work on this area a little more to avoid the latter.
- There seems to be a generic, politically correct approach to this. We need to bring in qualified, seasoned experts to help us better serve the various cultural groups represented in our county, and to effectively meet their unique needs. We need greater sensitivity to the issues and challenges that are confronting our minority students, staff, families, and communities.
- I attended Cultural Competency I and II last week and I was totally offended by the content in the power point and some of the activities using markers to relate to different races. I feel that this is one of the worst trainings I have ever attended and its data was totally out dated.
- The sessions are usually general and not school-specific. Basic university text book coverage that is common sense. Rarely are hard-ball questions encouraged or answered with a SOLUTION. Questions that are submitted are rarely responded too, and if so are incomplete and then lost in the shuffle. Very poor.
- my experience with the cultural competency workshop information was a total waste of time...suggested techniques were unreasonable and unrealistic. With 180 students the likelihood of me personally making home contact with them all (or even those with major cultural differences) is ridiculous and unlikely.
- The content is one sided and out dated and NOT appropriate for all cultural differences. The information is not researched based and focuses on the black population and not others. I am surprised that this training is even allowed to take place as is.
- Some of what they talk about seems farfetched and difficult if not outright dangerous to implement.
- I do not believe they get to the heart of the problem. I would like to know what research PCS uses to come up with the training and workshops.
- I saw a movie about bee keeping, which portrayed all white people as evil hillbillies. the message was very biased
- Resent having to take same training every year - workshops don't change and make me angry the way it is presented.
- After experiencing so many cultural trainings in college, the Cultural Competency Workshops are redundant. Not complaining, just saying...
- I have not attended a single workshop in this area that was well prepared or informative.
- They are never presented properly at our school. Teachers end up resenting the time spent and the facilitators whose expertise is questionable. They are not effective at all.

- The cultural competency workshops I've attended so far were very interesting and I learned a lot. I thought it would be boring - but it was anything but!
- It completely depends on the instructor. Great instructor- great training. Poor instructor- poor training.

TRAINING: SUMMARY AND RECOMMENDATIONS

Survey results provide several insights concerning ways that training may improve within PCS. A strong theme concerned the need for content area training. Responses from many different groups of employees suggested that training based upon content targeted to their specific job was particularly rewarding. Results also suggested the need for more advanced content in any training area for more experienced employees who may have taken a particular training in the past. The ability to attend professional conferences or training outside PCS related to a professional's content area appeared to address the need for content specific training in the past. Results suggest that employees' ability to receive either credit or reimbursement for training attended outside PCS has been restricted. This may be a means of quality or cost control for the district. In terms of quality, there appeared to be trainings that were either necessary to maintain licensure or widely regarded as a central training or conference for those in a particular field that were not eligible for training credit. Human Resources may wish to examine restrictions regarding the provision of credit for training received outside of PCS. Human resources also may wish to examine means to provide increased content focused training offerings for specific groups (e.g. PE teachers, reading teachers, plant operators, etc.).

Results suggested the existence of barriers to receipt of training for some employees based upon time, location, and availability. Results indicated that popular trainings often fill up very quickly. This restricts access to many who wish to take the training. This can occur with trainings that are required district-wide such as ESOL or with regard to completion of a certification such as CODII. Human Resources may wish to identify trainings that fill up quickly and expand offerings in these areas if such a process is not already in progress. Location also appeared to represent a barrier to access. Results suggest that efforts to provide each training at locations in north and south county would be appreciated and address difficulties for those who would need to drive for one hour both ways to attend a training. In some cases, the time needed to travel may prohibit employees from either north or south county to attend trainings on time. Several comments suggest that after school training may be particularly difficult for middle school employees to attend based upon their later dismissal. Middle school employees suggest that leaving work early may not be a practical means of addressing this barrier to access. Fatigue, second jobs, and family considerations also restrict access to training offered after school hours.

Overall satisfaction associated with online training was in approximately 75%. Comments suggested that access to online training is still a work in progress. Results suggest that many employees may not be aware of the existence of online training. Results suggest that online offerings are currently limited. Results suggest that efforts may be required to improve the Moodle training interface. Moodle can be confusing and difficult to navigate for some. The interface may be experienced as bland or institutional. Online training may lack sufficient visual and interactive elements to enhance learning. A subset of employees prefer human interaction and will decline to participate in online training despite its potential advantages in terms of expanding access to training. Results also suggest that the LMS user interface can be improved. Results suggest that that improved organization, navigation, and search functions are necessary. LMS does not yet appear to be optimally designed to provide employees with timely updates concerning available training offerings.

Results indicate that satisfaction with Cultural Competency Workshops is approximately 60% among teachers and administrators. Results suggest a clear need for open communication and continuous improvement regarding the content and delivery of Cultural Competency Workshops. Results suggest that Workshops may be outdated and focused upon the African-American culture to the exclusion of other cultures or cultural sensitivity

issues. Participation in workshops can foster dissatisfaction among employees who believe that they must attend to satisfy a requirement. Both administrators and other school personnel may openly communicate that workshops are a requirement to be completed rather than an opportunity to enhance professional development. Cultural Competency Workshops represent an excellent opportunity to engage employees in discussion and problem solving concerning important issues. Those who develop and present these workshops have a significant challenge to meet with each presentation. Later in this report we will discuss the views expressed by many that it is not fair or necessary to recruit new teachers based upon ethnic background. Cultural Competency Workshops can focus in part upon the research and rationale for doing so. The viewpoints of both sides can be expressed and discussed. Similarly, closing the 'achievement gap' has been a central focus of educational policy. Workshops can present research concerning this mission and discuss methods that have been proposed nationwide to address this issue. Workshops can also focus upon a wide range of backgrounds and student experiences in the school context. As one comment suggested; deaf is a culture, blind is a culture, intellectually disabled is a culture, etc. There are many different cultures and groups for whom research and best practices can be presented.

Overall, results indicate that content must continually improve and expand to meet the needs of the PCS workforce. Barriers to access must be continually monitored and addressed. Online training can address difficulties with access due to time constraints, but they can place employees in a position where they are completing mandatory training online at home with no compensation. Many employees may welcome the opportunity to complete training on weekends or during the summer. However, without sufficient compensation or trade time employees can be asked to work for free. Many employees may appreciate the opportunity to receive TDE to engage in training that they would find beneficial. However, results suggest that access to TDE may be restricted. Training can be an important means of continuous improvement and assuring quality of the workforce. Many may appreciate expansion of offerings and perceive effective training to be beneficial. To the degree that mandated training is matched with sufficient time allocation and compensation this can be a beneficial and rewarding aspect of employment. However, to the degree that mandates are not met with sufficient support the workforce can experience dissatisfaction and heightened stress.

OFFICE OF EQUAL OPPORTUNITY

Survey respondents were asked whether they had received support from the Office of Equal Opportunity for any reason other than Cultural Competency Workshop attendance. Three-hundred-thirty-four respondents indicated that they had received support. Respondents who reported having received support were then asked a series of questions concerning the service that they received. Results presented in Table 16 indicate strong agreement that employees were provided with accurate information (90.9%), received assistance in a timely fashion (87.9%), were treated fairly (89.6%), and were satisfied with the outcome of their contact with the Office of Equal Opportunity (86.9%).

Table 16	I was provided with accurate information.		I received assistance in a timely fashion.		I was treated fairly.		I am satisfied with the outcome on my contact with the OEO		Have you received support from the Office of Equal Opportunity for any reason other than workshop attendance?		
	N	%	N	%	N	%	N	%		N	%
Strongly Agree	96	29.3%	99	30.0%	111	34.2%	103	32.1%	Yes	334	7.6%
Agree	202	61.6%	191	57.9%	180	55.4%	176	54.8%	No	4050	92.4%
Disagree	22	6.7%	31	9.4%	19	5.8%	27	8.4%	Total	4384	
Strongly Disagree	8	2.4%	9	2.7%	15	4.6%	15	4.7%			
Total	328		330		325		321				

ADMINISTRATORS' BEHAVIOR

Several comments expressed concerns that the Office of Equal Opportunity may show partiality to administrators. Comments expressed concern that actions taken to address an administrator's behavior may be insufficient. Comments suggested that the existing process may discourage employees from reporting administrators' behavior due to fear of reprisal.

- This was years ago, good old boy network in place. There is always a reason that principals can do whatever they want to do.
- I have had many employees tell me about cases of "bullying" being done by a high level administrator and even principals but they are too scared to report it and this person continues to do it and get good evaluations.
- Sort of, but there needs to be a better way to deal with lousy administrators.
- They don't fight strong enough for the teachers-
- I would like to think that EO is there to all support district employees including the teachers. From my experience and others teachers will always end up on the bottom. Students will come first then administrators then teachers. It always seems to be the teachers fault. It as if they are out to get the teachers. I do not understand it!
- If there is a preponderance of evidence that an administrator has bullied teachers or conducted him/herself in a manner that undermines the teachers, there should be a speedier process of finding that person another position in the district rather than waiting for them to get tired of not being promoted and leaving.
- People are afraid to speak out fear of how they will be treated if they do say things that are wrong in a department. Maybe they should have the opportunity to talk with someone in EO when they have tried in many ways to get something done so everyone in the department can work in a non hostile work environment. Not be bullied and for those of us that have to deal with the bullying now that it is a law as well as school board policy why are we not trained in what we are to do proper paperwork etc.
- Stop protecting the offenders just because they are administrators or the wives of district level administrators.

- Yes. Don't say you will support the client when clearly you will not when it comes to their administration.

COMMUNICATION

Several comments suggested that employees may be provided with insufficient information at each stage of an investigation. Comments suggest that the process of providing updates to those filing complaints may be insufficient. Comments suggest that the accused may also not receive sufficient feedback regarding an investigation. Comments recommended establishment of a process that may provide improved confidentiality protection for those making complaints.

- We need more people in this mission critical department. With Solomon moving up, Randria can't do it all. She needs people who can do investigations/interviews for her, assist with follow-ups, etc.
- I didn't like the fact that I found out about the investigation from students. I was being investigated for a long period of time without notification by my employer. Students were coming to me saying they were repeatedly being asked questions about me. They were getting annoyed with the process and felt uncomfortable. They were concerned about me and finally told me about it. It made me feel creepy.
- They continued to assure me they were working with me, however it would probably be easier to get in touch with The President of the United States than it is to get in touch with them. I feel strongly that the County needs some fresh blood in there, those people have been there too long and are not at all sensitive or compassionate to employees.
- All processes and procedural options were not fully disclosed to me.
- Feedback should always be given to the accused even if that person is the principal
- I think we need a quick review of the issues they can help with and the role of the Office. I get confused on when to contact them vs OPS or other departments.
- In connection with an earlier statement regarding professionalism, my experience has been that some faculty who have been in the district for a number of years may start to feel too comfortable and safe in their tenure and forget ethics and the code of conduct. They may also assume they have the same authority as an administrator over fellow teachers. For the sake of a safe work environment for all teachers, please consider refresher courses for those with tenure. Harassment comes in many forms.
- Make processes available online for various situations
- Many people working in the District do not fully understand the function of this office and how to access it in need. It should have a special hotline that people could access without fear of the secretary knowing their business.
- Teachers should be informed in a timely manner of any investigation that is being done about them.
- Undivided attention, no interruptions. Recordings of all meetings in a timely manner from EEOC.

OFFICE OF EQUAL OPPORTUNITY: SUMMARY AND RECOMMENDATIONS

Overall, satisfaction with the Office of Equal Opportunity was approximately 90%. Results suggest that in some cases there may be a real or perceived bias toward administration in the complaint process. Earlier, with regard to job descriptions, results suggested that administrators may place excessive demands on employees in some cases. Employees may not express their concerns in these cases for fear of retribution. It is difficult to gauge the degree to which this is a difficulty across PCS based upon this survey. Climate surveys may provide a better indication. Survey results recommended allowing employees to provide confidential feedback concerning their supervisors and principals. Addressing these issues can be a resource intensive process. A policy decision may be necessary concerning the degree to which the district collects information concerning administrators and the processes to address any difficulties that may be expressed. This policy can be important on two levels. At the level of the individual employee it may enhance identification and promote effective problem solving regarding grievances. At the school level, this process can help to distinguish highly effective leaders from those who may be less effective.

Results also suggested that the Office of Equal Opportunity may benefit from examination and improvement of communication practices. Results throughout this survey highlight the central importance of effective communication regarding almost every function of Human Resources. The Office of Equal Opportunity is

charged with conducting highly sensitive reviews of employee grievances. Clarity is essential regarding what is communicated to whom at each point in the review process. Results indicate that some may have a lack of clarity concerning the manner through which information is communicated during the review process. The Office of Equal Opportunity may benefit from a review of communication policy throughout the review process and effective follow-through with employees at each stage in the process.

HIRING

A series of questions were asked of respondents concerning the hiring process. The first three questions in this section asked whether the hiring process was clear and easy to understand; whether the application packet was easily accessible; and whether the hiring process proceeded in a timely manner. Overall, 87.4% of respondents agreed or strongly agreed that the hiring process was clear and easy to understand. Agreement was strongest among support staff employees (91.4%), and weakest among administrators (78.3%). Overall, 94.3% of respondents agreed that the application packet was easily accessible. Agreement was strong among all groups with administrators (89.3%) reporting the lowest level of agreement. Overall, 84.8% of respondents indicated that the hiring process proceeded in a timely manner. Agreement was strongest among support staff (87.4), followed by teachers (84.9%), and instructional staff (81.2%); with administrators (76.9%) being least likely to report that the hiring process proceeded in a timely manner.

Table 17											
		Teacher		Instructional (non teacher)		Support Staff Employee		Administrator		Total	
		N	%	N	%	N	%	N	%	N	%
The hiring process was clear and easy to understand.	Strongly Agree	214	12.5%	54	14.3%	158	14.7%	14	7.6%	440	13.1%
	Agree	1269	74.0%	266	70.6%	823	76.7%	130	70.7%	2488	74.3%
	Disagree	174	10.1%	47	12.5%	75	7.0%	36	19.6%	332	9.9%
	Strongly Disagree	58	3.4%	10	2.7%	17	1.6%	4	2.2%	89	2.7%
	Total	1715		377		1073		184		3349	
The application packet was easily accessible.	Strongly Agree	201	15.0%	43	14.7%	112	13.3%	16	12.2%	372	14.3%
	Agree	1066	79.7%	237	80.9%	682	80.7%	101	77.1%	2086	80.0%
	Disagree	57	4.3%	10	3.4%	41	4.9%	11	8.4%	119	4.6%
	Strongly Disagree	13	1.0%	3	1.0%	10	1.2%	3	2.3%	29	1.1%
	Total	1337		293		845		131		2606	
The hiring process proceeded in a timely manner.	Strongly Agree	187	11.9%	33	9.7%	125	12.7%	14	8.3%	359	11.7%
	Agree	1144	73.0%	243	71.5%	734	74.7%	116	68.6%	2237	73.1%
	Disagree	180	11.5%	54	15.9%	95	9.7%	31	18.3%	360	11.8%
	Strongly Disagree	57	3.6%	10	2.9%	28	2.9%	8	4.7%	103	3.4%
	Total	1568		340		982		169		3059	

COMMUNICATION

Many comments expressed dissatisfaction that those who are not selected for a position are not notified of the outcome. Comments recommended creation of a system that updates applicants concerning the status of the applications.

- I have applied for many positions, and have never had a reply from ANY letter and resume submissions. I do not understand how it works.
- I think we need to treat people interviewing for jobs with more respect than they get. I have worked under several administrators that feel that only the person who gets the job needs to be notified. I think that is so cruel to leave someone

wondering and making them call the school to see if the position has been filled. We should treat people better than that. It should be mandatory that we get back with people who were not selected for a position.

- Was not notified more than a month after interview and no one notifies you that there was a choice made.
- I have made several applications for a promotion. No one gets back to me to let me know anything. They never send me a letter informing me if they have hired someone else or if I am not qualified for the position. I think if I spent the time to get all the documents they request together and send it to them, the employer would have the courtesy to inform me if they have hired someone in that position.
- Need to notify applicants when they do not get the job. Right now, from what I have been told, applicants are only notified if they "get" the job. This leaves those who are not hired frustrated and wondering what they did "wrong" during the interview process-respectful feedback would be helpful for those who do not get hired.
- Schools or Administrative teams NEED to let applicants know if they got the position. Often, people call the school or department to find out if a decision was made. So schools get very "standoffish" when asked about the interview committee's decision.
- When people attend an interview.. it would be nice if they were told in a timely manner if they got the job or not.. usually people never tell you if you are now awarded the position.. very inconsiderate
- Have a better communication system, such as a built in standard e-mail message to let potential candidates know where they stand in the hiring process.

JOB POSTINGS

Many comments suggested dissatisfaction that not all jobs are posted in a timely manner. Comments suggest that principals may 'hold back' jobs for which they have pre-selected the person they want to hire.

- Our department hides vacancies, decides behind closed doors who gets hired in new vacancies. I would like to know in the open schools that have vacancies & when. Everyone should have a FAIR chance to wk in the school that is best for them. If they want to work close to home, need to know what schools have vacancies in their departments! For teachers on special assignment, there is no announcement of such positions. I thought vacancies, positions HAD to be advertised by law!! Ours are not.
- Stop posting jobs where you KNOW you are going to hire someone else. For example, I applied to something on Jan. 28th with a Jan 31st close date. On Feb 2nd I received a denial letter. You honestly expect me to believe that you reviewed those resumes AND interviewed people? Yeah right. It smacks of dishonesty and lack of ethics.
- Job openings are kept secret.
- Jobs are not posted until very late in the summer. I obtained a position only through networking and chance. The school knew they would have multiple openings in April, but jobs not posted or decided until late August.
- It seems at my school that new hires are for jobs not posted and are friends or church members of my principal.
- Job openings are not always posted and should be open to all. Sometimes someone is recommended by another teacher or administrator and the choice has been made before all have had a chance to be interviewed. In one case I know of, the job was not posted and no one had a chance to interview.
- Too many principals still hiring their buddies! Just like the old days!
- All instructional vacancies should be required to be posted on our web site. The district cannot claim to be doing all it can to diversify our schools if principals are not required to post their job openings.
- Look at the Polk County web site. They post every position and state if it is up for external or internal interviews.
- I would love to know how hiring takes place and where to find those jobs that never actually seem to be posted.
- We as teacher have punishment when we don't do our job, let's have some consequences for people when they hold back jobs.
- Within the last two years, I've been at a school where transfer information was withheld from the faculty.

INTERVIEW

Several comments suggested that the interview process is too inflexible with predetermined questions that do not allow follow-up. Several comments also suggested that an applicant for a teaching position should demonstrate his/her teaching style in a classroom as part of the hiring process.

- The prefabricated questions we are asked while being interviewed and while interviewing others is a ridiculous method of interviewing. More "what would you do" or "how did this make you feel" or "how did you react in this situation" questions would give you a better idea of who you are interviewing.

- Often times members of an interviewing team to hire an assistant principal is given the task of offering their time, energy and input. However, the county can then disregard that effort and place a person where they choose. Why not do that right off instead of wasting employees' time and effort?
- It would be nice if the committee questions reflected the actual teaching position, rather than generally revolving around technology questions. These have been some of the weirdest interview techniques or scripted questions I've heard.
- Teachers should have to teaching in front of hiring team. Before making this huge decision we should be able to see what they can do. Administrators should be TRAINED how to deal with incompetent teachers and given better options for getting rid of them.
- When I have sat on committees for hiring for different positions (administrative, instructional levels) I find the use of set questions tedious in that they do not allow for follow-up questions or clarification. Also we preach multiple learning styles but in too many instances the candidates are not given the questions to look at, only told to listen and make notes.
- Do we see them teaching? Do we see their lesson plans do we know they know how to use data to drive instruction? Or do they just talk a good game in an interview?

LENGTHY PROCESSING

Many comments suggested that the time taken to process new employees through Human Resources after they are offered a job can be excessively lengthy. Comments cite the negative impact that delays in processing may have on the hiring school.

- I decided to move to FL 8 years ago and the process to get a teaching job in this state and district was awful. Each county requires an app. on file before employee can apply to a school. Each application is different and requires 3 recommendations. I applied to 8! Pinellas was last to post any jobs online, nothing was done in a timely manner. Many frustrations throughout the whole process.
- I did understand the process but I don't know if I like the timeline or the fact that supervisors cannot offer the position. Human Resources takes tooooooo long to offer employees their positions in many cases. I have been on both ends of this.
- It was very difficult and anxiety provoking to be 'pre-offered' a job from a school/dept 'pending passing personnel' which took another two months.
- I waited quite a while to "officially" be offered my job, to the point that I had one week left at my previous job despite giving three weeks to "officially" be offered the job. Responsibilities I needed to tend to obtain the job were not told to me. Luckily I was able to ask other new hires.
- It was hard to get information from Personnel. I had to go back several times for different things. All aspects of hiring should be done on the same day.
- Husband was recently hired and it took way too long for the paperwork and process. Even our substitute process takes months and many times we are short of substitutes. Someone needs to investigate the process and offer classes at night.
- Never have understood why when a principal says "Yes, you have the job" it takes so long for it to be offered by personnel.
- This often takes too long-mean while students' lose time learning from qualified teachers.
- You are driving out experienced, qualified teachers by having everything in a separate department or office. Everything in your file should be in one area so multiple calls and meetings don't have to take place over days when it should take an hour or so.
- Sometimes when I need a new person it can take weeks to get them processed and it's difficult to work shorthanded that long.

LOST PAPERWORK

A handful of comments suggested that lost paperwork may at times be an issue. Comments suggested that listing a person's status regarding each component of the hiring process online would provide clarity and reduce the potential for lost paperwork to affect a person's application.

- The department lost my paperwork three times. The ladies were very snippy about it, and many others have commented on having the same problems. We had a joke for awhile... "We really DON'T want you to work for the county". At that time, Pasco hired quite a few of our applicants, and those folks felt very welcome and valued.
- My hiring process took months. My paperwork was lost more than once in the admin office. It was once filed under the wrong name. While my transcripts were submitted in a timely manner, they were lost twice in the admin office.
- Accurate Feedback for Applicants: After the teachers' transfer period ended and principals were interviewing, I was concerned that I had not been called to interview. A principal informed me that my application was not even in the pool. I phoned

personnel and the gentleman I spoke with made a correction on his end but by that time the teaching positions I was qualified for had been filled.

- For the online application, the applicant should be able to view status of pending documents such as references and transcripts. Otherwise it is necessary to speak with someone in human resources to confirm what has been received and what is still outstanding.
- Everything should be available online, including status of hiring process. Look to Pasco County and see how they do it. They are a great model.

HIRING: SUMMARY AND RECOMMENDATIONS

Survey results generally conformed to the pattern seen throughout this evaluation where a majority of respondents expressed satisfaction while comments suggested several areas where continuous improvement may be necessary. Overall, approximately 90% of employees indicated satisfaction with the hiring process. Satisfaction regarding the clarity and timeliness of the hiring process was lower for administrators relative to other groups. By definition, we surveyed those who were hired by PCS. Satisfaction would surely be lower had we included those who have not been hired.

A consistent recommendation concerned communication with those who are not hired. Many comments suggested that those who are not selected for a position do not receive communication regarding the status of their application. This practice is perceived as being unprofessional and discourteous. The district may benefit from institution of a process whereby those who are not selected for a position are informed of the decision.

Results indicated that administrators may hold back job openings in situations where they have personally selected someone to fill a position prior to posting the opening. This practice is closely tied a broader issue concerning the best process for matching employees with schools. One side of the argument suggests that it may be beneficial for administrators to have more control over who is hired at a school. This may result in a better match between the administrator and the employee who is hired. The other side of the argument is that increased administrator control over hiring may promote a 'good ole boy network' in which hiring decisions are based upon connections and politics more than qualifications. Currently, policy appears to favor a stronger role for Human Resources in the process that can be subverted by administrators who hold back positions. A clear policy appears to be necessary and enforced with regard to job openings.

Results suggest that the interview process is also affected by the role of Human Resources relative to school-based administration in the hiring process. Human Resources appears to have developed a standard list of questions that are asked in the hiring process. This is done to promote fairness and consistency across interviews. However, a plausible argument is raised that this practice may limit the amount of information that can be obtained from an interview. A separate concern is that the interview process does not appear to contain any assessment of a teacher's ability to teach in a classroom through an observation. This may also be the case for employees hired in non-teaching positions. A review of the merits of having a strict interview format, as well the inclusion of work samples may be beneficial.

Results also raised concerns regarding the processing time required between the time a person is hired and when they are placed in a position. Results suggest that this process may be particularly lengthy. Results suggest that at times paperwork may be lost in the process. We cannot be sure of the frequency with which this may occur. Results suggest that communication regarding the status of applications can also be improved. Taken together, these results suggest that a review may be beneficial in an effort to streamline processing and enhance communication regarding the status of applications. Institution of an online application status update program similar to that used in other counties may be useful.

TEACHER RECRUITMENT

The survey contained two questions regarding teacher recruitment. The first of these asked whether employees agreed that PCS has a comprehensive teacher recruitment plan, including emphasis on recruiting from colleges with higher minority populations. Results presented in Table 18 indicate that 76.2% of respondents agreed or strongly agreed with this statement. Teachers (66.2%) were the group least likely to agree, while administrators (84%) were the group most likely to agree with this statement.

Table 18	The Pinellas County School District has a comprehensive teacher recruitment plan, including emphasis on recruiting from colleges with higher minority populations.									
	New teacher within the last 5 years		Teacher with 6+ years experience in PCS		Instructional, non teacher		Administrator		Total	
	N	%	N	%	N	%	N	%	N	%
Strongly Agree	20	8.4%	55	8.5%	9	7.0%	9	6.9%	93	8.1%
Agree	137	57.8%	463	71.2%	91	71.1%	101	77.1%	792	69.1%
Disagree	58	24.5%	94	14.5%	18	14.1%	17	13.0%	187	16.3%
Strongly Disagree	22	9.3%	38	5.8%	10	7.8%	4	3.1%	74	6.5%
Total	237		650		128		131		1146	

RACE

Many comments focused upon recruitment of teachers from minority racial backgrounds. Several comments suggested that efforts to recruit teachers from minority backgrounds have not been effective. Both anecdotal and statistical evidence was provided in comments by some to support this claim. Others requested information concerning the actual rates of teachers from different ethnic backgrounds in PCS.

- personally know of minority applicant that can't even get a call back from Personnel, nor any information except "this is a bad time" for hiring. She has a degree from USF. She has not received any advice, encouragement, nor information regarding any options. She would be a great teacher too.
- We lost three African-American teachers and have not replaced one. We have no Asian teachers, we also have no Latino teachers either.
- I personally called the district with the contact information of a highly qualified black male who no one in the district was returning his call--I was assured someone would call him ---no one ever did (this was when the district was hiring)
- How do we know that? Where can this information be found? Are there any information/statistics to support this statement?
- Principals hire the teachers they want. Look at the minority teaching ratio of some of the north county schools. The county may have a recruiting program but it doesn't seem to have an impact.
- When 11% of our employees are minority, how can you believe you recruit from colleges of higher minority populations?
- South county does but north county is lacking. This is affecting the performance of the minority population as well as the morale of minority instructors in north county. The numbers don't lie. It looks like pre 1954 again. Thurgood Marshall would be crying if he saw it.
- We had one in place moving in the right direction until Sandra Hopkins and Debbie Wedding left.
- I'd suggest hiring more minority teachers to be reflective in the schools with the high percentage of minorities.

Many comments questioned whether an emphasis should be placed upon hiring teachers from different ethnic backgrounds.

- A teacher's effectiveness does not depend on the color of their skin. Quit making it a prerequisite.

- Is this fair? We should recruit only the best teachers regardless of their ethnicity.
- Why does there have to be an emphasis on minority hiring?
- Not sure why this matters? The purpose is to hire good, effective teachers, why does their ethnicity, gender, etc... matter? I feel this is a very inappropriate question.
- Teachers should be hired for their expertise not the color of their skin!
- I have seen unfair extra emphasis placed on recruiting from higher minority populations. All people should be fairly given the same opportunity for recruitment no matter what school or population they are from.
- Hiring those with the most desirable credentials is a novel approach today, and was the system that for years actually educated and graduated intelligent children whom became hard working leaders of the free world. Perhaps revisit the idea that the most qualified candidate is offered the position and nothing less.
- Hire the best and most deserving candidates, period.
- The focus should be on teacher quality period, not sex, race, or anything else. Until we do that, you can recruit forever and it won't do any good.

PAY

Several comments indicated that teacher salary plays an important role in recruitment and retention. Several comments suggested that increasing pay for all teachers may foster better retention rates whereas increasing pay only for new teachers may attract teachers who then leave due to failure to receive increases in pay through time.

- Fact: Pay is important in all jobs in today's world. Enhance what the district will get in return from the employee. We will always be asked to do more than we are paid for but the district must find a way to reward all teachers who are evaluated at a 3-4 level with quicker steps. This is productive to the rewarded and those looking ahead. The "steps" are too far apart and too small.
- Increase salaries across the board especially focusing on starting salaries and demand more of our teachers for it! Assessment is key as are training, more money won't make bad teachers teach better nor teachers who sacrifice themselves for their students but it will make a core group in the middle who are worried about paying their children's college tuition or their mortgage stable enough to give more to their students without having to choose between their sanity or their health.
- Offer a fair distribution of the total available compensation dollars to all employees across the step increase spectrum.
- Raise the pay! Florida teachers do not make enough to recruit the best and the brightest! It is a shame that we educate our Florida teachers and then they leave to better paying teaching jobs in other states.
- Increase teacher salaries. Why do you assume that new teachers have no thoughts about what experienced teachers make for a living?
- The increase in beginning teacher pay and out-of-state recruitment has been successful. It would be good to increase teacher pay, overall, as the young teachers who come here are often surprised to find (I know, the pay scale is on line and this shouldn't be surprising, but there ya go) that their income will not rise significantly for years. They often begin looking for a 'way out' immediately and plan to return to their northern homes after 3-5 years here (allowing them time to gain experience, and often a master's degree). We do ourselves - and our children - a disservice by not paying teachers more.

The second question asked with regard to teacher recruitment concerned whether PCS has worked effectively with colleges and universities to recruit teachers. Approximately two-thirds of respondents stated that they were not sure whether or not PCS has been effective in this regard. Among those providing a response, 73.1% agreed that PCS has worked effectively with colleges and universities. Teachers with greater than five years experience (70.8%) and less than five years experience (73%) were least likely to agree, whereas administrators (82.1%) were most likely to agree.

Table 19	Working with colleges and universities to recruit teachers has been effective ⁴ .									
	New teacher within the last 5 years		Teacher with 6+ years experience in PCS		Instructional, non teacher		Administrator		Total	
	N	%	N	%	N	%	N	%	N	%
Strongly Agree	31	14.0%	35	6.0%	8	8.9%	11	10.4%	85	8.5%
Agree	131	59.0%	376	64.8%	62	68.9%	76	71.7%	645	64.6%
Disagree	47	21.2%	120	20.7%	13	14.4%	17	16.0%	197	19.7%
Strongly Disagree	13	5.9%	49	8.4%	7	7.8%	2	1.9%	71	7.1%
Total	222		580		90		106		998	

LOCAL / IN-HOUSE

Many comments suggested that emphasis should be placed upon hiring local teachers rather than recruiting elsewhere. Comments suggested that this process could save money spent on recruiting outside of Florida. Others suggested that hiring locally would enhance opportunities for certified professionals who are already living within Pinellas County. Others indicated lack of understanding concerning why the district would recruit elsewhere when teachers are available locally.

- District needs to hire all the certified, qualified teachers within the county prior to looking elsewhere.
- However I don't believe it is necessary to waste money when we have plenty of teachers needing jobs right here in Pinellas County. I have a parent that has been looking for a job and she's awesome. People like her aren't getting jobs because we are going out of state looking for people. Why?
- I agree, but I am not so sure if there is such a need when the teachers living in our area cannot seem to find a job. Why in heaven's name would we need to spend all that money for recruitment? I am thinking it has become a nice little vacation for administrators.
- PCS should not be traveling all over looking for teachers. Advertisements in those places are sufficient. Our \$\$\$ should not be spent on recruiting trips.
- Start from within. Look to those already employed by the district (with teaching qualifications) before recruiting from out-of-state.
- Existing teachers with PCS should be given the opportunity to apply and interview for positions before individuals being recruited from colleges and other states. Once ALL of OUR teachers have been placed then any remaining positions can be filled by recruits.
- Stay within Florida when recruiting. Who better knows where our students are coming from then someone who grew up with a similar background? It is a shame that I got overlooked for jobs just because someone from out of state walked in with a contract. They were not even ESOL endorsed. People from a town that is 99% Caucasian cannot possibly understand the poverty our children are in.

⁴ Approximately two-thirds of all respondents indicated that they were “not sure” whether this process has been effective

- I feel like Pinellas County Schools goes out of its way to recruit out-of-state when there are two colleges here in the same county graduating high-quality students twice a year (each college)! I feel like this a waste of resources, and therefore a waste of money. I am not opposed to recruitment, but I have met many teachers who were actively recruited from out-of-state, while I don't know of any who were recruited that attended USF or SPC.
- Seems to me we ought to have a teaching magnet and try to recruit our own students to become teachers!!!! FEA is dying.
- Why do we get so many teachers from up North? Why aren't we recruiting/hiring more teachers locally?

TEACHER RECRUITMENT: SUMMARY AND RECOMMENDATIONS

Results suggested that PCS may not be effective with regard to placement of teachers from ethnic minority backgrounds. This may be especially true in north county. Many comments questioned the utility and fairness of recruiting and basing hiring decisions in part upon ethnic background. The issue of race in education can be contentious. However, the district may benefit from further efforts to foster open communication and problem solving dialogue with regard to these complex issues. One practical avenue discussed earlier concerned presentation of background research and discussion of alternate views with regard to hiring decisions and other issues associated with race in the context of Cultural Competency Workshops.

A second recurrent issue with regard to teacher recruitment involved the influence of salary. Results presented earlier with regard to compensation indicated dissatisfaction by more experienced employees that they are not compensated substantially more than new employees. In this context, offering increased salary incentives to new employees can foster resentment by others in the workforce. Results presented in this section and throughout this survey suggested that increased clarity concerning compensation received across the pay scale can address concerns of current employees and provide an incentive for new employees to stay with PCS after their initial years of employment. In the context of what appears to be poor retention rates among new employees, there may not be a substantial benefit associated with provision of hiring bonus incentives.

Survey results also favored hiring teachers locally or within the state of Florida. Results questioned whether the benefits associated with recruitment of teachers from other states justified the cost. Results suggested that there may be many qualified teachers locally seeking employment within PCS. The district could examine this issue and determine whether the pool of teachers available locally can meet the needs of students in PCS. If not, then the district could communicate reasons underlying the need to recruit elsewhere.

SERVICES PROVIDED TO NEW TEACHERS IN PCS

A series of questions were asked concerning the quality of services provided to new teachers in PCS. These questions were asked of teachers with up to five years experience in PCS. Results presented in Table 20 indicate new teachers' responses to these five questions. The strongest agreement rates concerned new teachers' satisfaction with support received from Human Services during the certification process (85.1%), and satisfaction with the new hire orientation meeting (83%). Teachers were less satisfied with the training they received as a first year teacher (62.6%) and the mentoring program for first year teachers (52.9%). Overall, 69.7% of respondents agreed that Human Resources effectively serves the needs of first year teachers.

Table 20	I am satisfied with the support I received from Human Resources during the certification process.		The new hire orientation meeting was informative.		I am satisfied with the training I received as a first year teacher.		I am satisfied with the mentoring program (EDGE) for first year teachers.		Overall, Human Resources effectively serves the needs of first year teachers.	
	N	%	N	%	N	%	N	%	N	%
Strongly Agree	105	17.9%	81	12.7%	65	10.4%	61	10.5%	46	7.5%
Agree	394	67.2%	448	70.3%	327	52.2%	247	42.4%	384	62.2%
Disagree	69	11.8%	83	13.0%	180	28.8%	190	32.6%	146	23.7%
Strongly Disagree	18	3.1%	25	3.9%	54	8.6%	84	14.4%	41	6.6%
Total	586		637		626		582		617	

RETENTION⁵

Many comments focused upon difficulties retaining teachers in PCS once hired. Several comments suggested that many new teachers leave PCS within their first three years. Several comments cite stressful working conditions as being associated with high turnover rates.

- I guess the recruiting is good but the retaining is bad.
- Look at the "turn over" rate at several PCS schools.
- New teachers do not stay longer than 3 years and frequently quit in the first year.
- You need one, too. The way we are treated, the younger generation will not tolerate it and they quit all the time.
- Keeping good, current teachers should be a priority as well. The district will need to recruit a whole lot more teachers if they continue to increase workloads and student numbers yet cut instructional time by 1/6, all while lowering standards for student behavior, attendance and performance. My job description should say "Miracle Worker" because it is now impossible to be an effective teacher.
- Take a look at why teachers leave during their first few years. They come to work, but they don't stay because they quickly realize that they've taken a job requiring endless overtime & stress w/ ridiculous paperwork.

Several comments suggest that colleges may insufficiently prepare teachers to be effective in the classroom. Comments suggested improving communication and cooperation with local training programs to enhance teacher preparedness. Comments suggest that difficulty managing student behavior may be a particular concern associated with teacher stress and turnover.

⁵ Comments regarding retention were submitted in response to the recruitment questions in the prior section. They are discussed here to highlight the relationship between these concerns and new teachers' reports of their experiences once hired.

- The new teachers seem to leave wit in their first year so I'm not sure that they are all that effective. Maybe it's the universities that do not really prepare them.
- Teachers from these programs are not prepared for maintaining classroom discipline.
- We also need to work closely with Universities to keep them informed about our teaching practices so they can help prepare teachers.
- There is not enough communication between the colleges and the teachers in the classrooms!
- New teachers do not seem prepared as well as they need to be, and since many Pinellas County elementaries are RUS schools, they are truly caught off guard. They need to understand we do not use textbooks as our basis, but as supplemental.
- Help new teachers stay. Rough schools can overwhelm them.
- When they get hired---no support at most school---this county wants fast track getting rid of teachers who struggle and these teachers have the worst students
- Some schools need seasoned teachers more than others. Some children need the structure and routine that first year teachers learn through trial and error.
- First year teachers at schools known to have many behavior problems should be given extra support or training in that area. I felt unequipped to handle the degree of behavior issues that occurred in my classroom in my first year.

Several comments highlighted the importance of mentors and provision of improved support at the school level as a means of enhancing retention of new teachers in PCS

- my big concern is the placement of interns. not enough care is taken to give these interns the optimal experience. many teachers want an intern to make their job easier, not to be a mentor of best practices. also, principals need to really be on their game, to counsel and provide support for these new teachers so we can retain them beyond the first couple years, as well as the fortitude to help some of these new hires find work outside of education if necessary.
- It can only be effective if they are supported on the job.
- Having designated personnel to work only with new teachers...
- Promise mentors at the building level ... then give those mentors opportunities to work with new teachers (on the county's dime, not the teacher's).
- Pay veteran teachers to mentor new teachers. If new teachers know ahead of time that they will have support they will be more likely to come to Pinellas.
- Provide internships for new teachers being supervised with already known-to-be effective teachers.

TRAINING RECEIVED

Many comments by new teachers indicated that they had not received the support of a mentor. Many indicated they were unaware that a mentoring program existed.

- I was not told about EDGE mentoring program, nor did I have a mentor for my first year teaching. I was thrown to the wolves
- I did not receive the support that I was told that I would have.
- Did not even know about this until this question.
- I did not have a mentor!
- I did not receive any training as a first year teacher
- No one at all helped me. Was there supposed to be a mentor?
- There was a mentoring program?

Several comments by new teachers indicated their belief that a mentor might have helped them navigate difficulties they encountered. Several comments suggested that a mentor might have been particularly helpful with regard to management of classroom behavior.

- I wish I had been given some sort of CHAMPS training (or something like it) my first year.
- I understand that things have changed somewhat, but when I began I was given the key to my room and left alone. I couldn't take attendance on line for the first 3 months because no one gave me access. I didn't have a working printer in my room. I didn't know how to log on to email for the first 2 weeks. I didn't even know that "referrals" existed for 3 months. The only reason I survived was that I was determined to be a teacher and I have pretty good instincts.

- i was hired at what is basically an inner-city school. i did not have a mentor, and i was not given the materials i needed to do my job. For example, 3/4 of my class failed the 1st common assessment, within the first few weeks of school. I was missing the below level small group reading books, and despite asking several people at the school who should have been able to help me, never received them. How in heaven's name was i supposed to help my students like that???
- I did not receive an EDGE mentor and was never offered the opportunity to have an EDGE mentor. I received a 2 on my final evaluation my first year, a 3 my second year and now my principal is after me and I am still not being offered an EDGE mentor and it is all based on personality.
- I was not offered this mentoring program. Had I been I might not have gotten myself in some of the binds I've been in.

MENTOR QUALITY

Many comments suggested that having an effective mentor during the first year is very important. Comments indicated advantages in terms of classroom teaching, managing student behavior, navigating the system, and providing emotional support.

- Having a GOOD peer mentor is very, very important.
- I didn't realize a program such as this existed until I became an EDGE mentor. This support network would have been so helpful to me when I was a beginning teacher. Hopefully, the success of this program will increase as dedicated, serious-minded teachers become mentors.
- I have heard accolades from other first year teachers about their mentors so although I did not get the mentoring that I thought I should have received, I know that there are excellent mentors out there and that first year teachers are served well in the district.
- This is a great program, but I received NO mentoring my first year. I really felt alone and needed some help. At the school I transferred to my 2nd year I was in EDGE and it made a huge difference!

Several comments indicated variability in the quality of mentors assigned. Comments suggested that an ineffective mentor may only meet with a new teacher once or twice. Comments suggested that time constraints may impede veteran teachers' ability to work with new teachers.

- I met my "mentor" the day before her portfolio was due. Luckily for others, I've heard good things about the program.
- I spoke to my mentor once--when she introduced herself. That was it. She never spoke to me again.
- The teacher facilitating was useless...the program itself, given the right person, would have been helpful.
- As long as the peer mentor is reliable. I know of teachers that were assigned to a mentor who only took the responsibility out of pure need, not interest. Mentoring is seen as "just one more thing" for someone to have to do on top of everything else we have to do each day. A good mentor remembers that, in the past, they were once a new teacher and needed a responsive and patient mentor.
- I was mentored for the first semester than only heard from the Mentor one time after that. They were supposed to come in my room and do an observation, but that never took place.
- My on-site mentor was terrible!!! It was really a joke I signed a paper twice and met with her once. I reached out to the district and got a mentor who was the best!!!
- The mentoring teachers do not have enough time to mentor, due to other job responsibilities.
- The people assigned as mentors have their hands full with their own jobs, and although they made an effort to support me, they were too overworked to be of much service.

Comments suggested several recommendations for improving and expanding mentoring in PCS. Comments suggested formalizing the process through which mentors meet with new teachers; allowing new teachers to provide feedback concerning their mentors; and providing incentives for mentors who show a commitment to helping new teachers.

- Much more support is needed for first year teachers, especially with the current expectations. A mentoring program that more fully supports beginning teachers directly in the classroom would be better. Perhaps co-teaching with a veteran teacher for the first year or being departmentalized with a veteran teacher to ease into the curriculum.
- The sites should arrange teacher mentors (Veteran teachers who could receive a stipend to mentor another teacher within their content area for one year). The district should develop the process, define objectives, and provide the funding. If it were

not for my help from my area supervisor and the other teachers in my building taking it upon themselves to volunteer to help me, I would have been totally on my own.

- Make sure that each new teacher and mentor has a "formal" meeting where the mentor describes the kind of support he/she will offer. Maybe new teachers/mentors should go to a training class together so both know what is expected and can have questions answered. Have the district follow up with new teachers to see if their needs are being met.
- I think brand-new teachers are often afraid and overwhelmed by the needs of the job and don't know what or how to ask for in assistance. I think all new staff, not just new teachers, should be given shadowing time with their mentor, shared planning time with their mentor, and guaranteed time to meet weekly with their mentor.
- Someone needs to be assigned to each new teacher and show them all the wonderful things Pinellas has to offer. It's enough to move to a new county and learn their ways, it would be better if someone from the county that knows what there is to offer and what the expectations are to guide the teacher through the entire first year. The support I've had is very far below what I would expect and what I have received in another county in the state. Very disappointed with Pinellas.
- Real incentives to teachers that really help new teachers - have them supply information as to who was really helpful and who was not.

MATCHING MENTORS WITH NEW TEACHERS

Several comments highlighted the need for school-based mentors that can be available to answer questions and provide assistance on-site. Several comments suggested the importance of matching mentors with new teachers based upon grade level, and student population (e.g. ESE)

- Make sure that at the school level and prior to the beginning of the school year, new teachers get an orientation as to how the school functions and every other information that will make it easier for new teachers
- While I am supposed to have a "mentor" she is in a different building, teaches a different grade level, has a different planning and lunch, so....not much 'mentoring' is going on. She will answer questions if I ask them, but has never come to observe me teach. So... I feel kind of on my own. When I saw the EDGE info in the new teacher orientation, I realized that was NOT going on in my school.
- The EDGE program at my school is ineffective. My TTT mentor is wonderful, but as a new teacher you need an active school based mentor as well.
- HR is fine, but school based support is not good and needs to be re-examined for better success.
- Human resources needs to get more involved in individual schools.
- I went through TTT and for the most part, training was great, but mentorship was very disappointing the first year. My second year, mentorship was great from TTT. My school has offered very little in way of support for new teachers. You end up losing some good people because of this.
- the Principal's Secretary is Human Resources and did an awesome job serving the needs of the 1st yr. teacher.
- Grade level mentors need to be in place at each school. Also, monthly meetings for new teachers to a new grade level need to be in place.
- I taught Kindergarten in my first year. My mentor was a 4th grade teacher. Though a supportive, smart teacher, my mentor was not able to respond to many of my needs/questions as it related to curriculum and other age/grade specific matters.
- As an ESE teacher, I would have liked more training related to iep paperwork and holding meetings. Particularly in circumstances outside of the norm.
- I was placed in a school where I was the only ESE employee, no one could help me with ESE questions, ie IEP's. My mentor knew nothing about ESE and when I tried to phone for help I was always passed on to other people because no one wanted to be responsible for helping me. The ESE resource person only could come to the school once every 3 months.
- no training on ieps, medicaid paperwork, or anything. Deeply disappointed.
- Would have liked a mentor in the ESE field, not from Gen Ed. Also, I strongly feel that (new) ESE teachers would benefit from working together as a PLC once a month, which is not currently allowed at my school, though there are 5 ESE teachers new to the school (OT, SLP, two EBD teachers and one VE)
- My mentor was a gen ed primary teacher and I am a intermediate ESE teacher so I had little help.

EXPERIENCED TEACHERS

Several comments suggested that mentoring for teachers entering PCS with prior experience should focus more upon navigation of the PCS system more than upon teaching strategies. Comments suggested that veteran

teachers may prefer to spend time preparing their classroom in lieu of attending the new hire orientation. They may also prefer not to have a mentor in favor of allowing less experienced new teachers receive this benefit.

- It should be taken into consideration if you have already worked in the district for a number of years and know the info presented at orientation. It was a waste of my time. I should have been preparing my new classroom.
- As an experienced teacher I would have preferred to have the time in my classroom to set up and get to know my colleagues.
- Again, I was part of this, but found it not useful as a new to the district, but not new to teaching. My mentor was at a different grade level which did not help me as I needed to just know how daily things worked. She was also a self-contained ESE teacher who could not help me with things I needed to know as a classroom teacher.
- Was not helpful in assisting with understanding the "way of work" in Pinellas County. Focused too much on "teaching" strategies.
- I have already been a teacher for 5 years prior to arriving here and the EDGE program is not necessary for me. It takes up time that I could be using more constructively to complete classroom things.

SERVICES PROVIDED TO NEW TEACHERS: SUMMARY AND RECOMMENDATIONS

Survey results suggested that PCS has had difficulty retaining new teachers. Results suggest that new teachers receive insufficient levels of support. Provision of an effective mentor and school-based support appears to be essential with regard to retaining new teachers. Results indicated that many new teachers may be unaware of mentoring assistance while others report variability in the quality of assistance provided by mentors. Results suggest that teachers may be placed in schools that experience high levels of behavioral difficulties with insufficient background and training to address these issues. Results suggest enhancing collaboration between PCS and local training programs to enhance the degree to which programs prepare teachers for difficulties they may face in the classroom.

Results strongly suggested the utility of expanding the scope and quality of the mentoring program for new teachers. Results suggested that increased attention is necessary to ensure that mentors are providing useful assistance. Result support provision of incentives for high quality teachers to mentor new teachers. Results suggested that matching mentors with new teachers according to grade level and student population would be optimal. Results suggest that experienced teachers who enter PCS may not have the same needs as teachers who are just beginning their careers. Results support development of a means of assuring that, in the absence of a school-based mentor, all new teachers are provided with on-site assistance navigating the system. Similar to issues regarding professional development, this is an area that has considerable potential to enhance the experience of PCS employees. However, improvement of the system will require strong organization and management skills, and the ability to effectively address posed by time and funding constraints. This may be an area where grant assistance can be used to address issues regarding compensation for mentors.

TEACHER TRANSFERS

The survey contained three questions concerning the teacher transfer process in PCS. Questions were asked of teachers who had transferred either voluntarily, involuntarily, or due to a school closing in the past five years. Questions concerned whether information was readily available and accessible, whether the process was clear and easy to understand, and whether steps in the process occurred in a timely manner. Results presented in Table 21 indicate wide disparities in response to these questions based upon the type of transfer experienced. Teachers who transferred due to a school closing were less likely to agree (37.7%) that information concerning the transfer process was readily available and accessible relative to teachers who had transferred involuntarily without a school closing (49%) and those who transferred voluntarily (76.3%). A similar pattern emerged when asked whether the transfer process was clear and easy to understand, with agreement being lowest among those experiencing a school closing (35.8%) relative to other involuntary transfers (47.3%) and voluntary transfers (74.8%). Those experiencing a school closing were also least likely to agree that steps within the transfer process occurred in a timely manner (35.8%) relative to other involuntary (49.3%) and voluntary transfers (73.1%). Agreement across these three questions was the lowest found throughout the survey with agreement rates across items indicating levels of satisfaction below 50% for those experiencing involuntary transfers with or without a school closing.

Table 21		Transfer in the last 5 years					
		Voluntary only		Involuntary (no school closing)		School Closing	
		N	%	N	%	N	%
Information concerning the transfer process was readily available and accessible.	Strongly Agree	45	12.0%	11	7.4%	8	5.8%
	Agree	241	64.3%	62	41.6%	44	31.9%
	Disagree	67	17.9%	50	33.6%	52	37.7%
	Strongly Disagree	22	5.9%	26	17.4%	34	24.6%
	Total	375		149		138	
The transfer process was clear and easy to understand.	Strongly Agree	51	13.5%	12	8.0%	7	5.1%
	Agree	231	61.3%	59	39.3%	42	30.7%
	Disagree	75	19.9%	54	36.0%	52	38.0%
	Strongly Disagree	20	5.3%	25	16.7%	36	26.3%
	Total	377		150		137	
Steps within the transfer process occurred in a timely manner.	Strongly Agree	51	13.8%	13	8.8%	6	4.4%
	Agree	219	59.3%	60	40.5%	43	31.4%
	Disagree	79	21.4%	46	31.1%	49	35.8%
	Strongly Disagree	20	5.4%	29	19.6%	39	28.5%
	Total	369		148		137	

CHANGING INFORMATION / MISCOMMUNICATION

Many comments highlighted dissatisfaction concerning miscommunication and changes in policy particularly during the school closing process. Several comments highlighted the stress associated with ineffective communication. Several comments expressed the need to improve communication should a school closing occur in the future. Comments indicated the importance of planning ahead and providing a consistent and widely communicated plan regarding the closing school process.

- Seemed like the county wasn't sure how they were going to do it so all of the information that was sent out was subject to change depending on who you talked to.
- unit closing, but school remained open. No one knew what the process was or could give any of us information and the information they did give constantly changed from day to day.
- You did not have a transfer process set up when you closed Riviera. You made it up as you went, and then changed your minds (and our lives) many times after that.
- I was put back into a school as part of budget cuts a few years back. The information about the transfer and process came with very little warning or opportunity to ask questions. No information sessions were held.
- Information and misinformation came from many sources, it was difficult to know what was really going on
- It was very last minute and stressful.
- I know that the district has been put into the unfortunate situation of having to close schools the last two years. I only hope that if this ever needs to be done again that the process will go much smoother than it did this last year. Many of my colleagues were in the dark for too long!
- The last 2 years have been horrible for transfers at the middle school level. 5 years ago, it was well thought out, organized and accessible.
- The transfer process last year was confusing and ineffective. The information was not given in a timely manner and impeded the process.
- Note, this pertains to involuntary transfer information: Once the information was released it was easy to understand, but I was not pleased with the time frame I was given to process the information and research schools.
- I would like to understand CLEARLY the transfer procedures so I can apply to different schools without guessing if I am doing it correctly.
- The process when it was a regular transfer was clear. When it was because of a closing school, it was not.
- The transfer process last year was confusing and ineffective. The information was not given in a timely manner and impeded the process.
- Outline and follow a clear precise plan. One plan for all. Quit making decisions as they come up. PLAN AHEAD!
- Everyone in the county building needs to be on the same page with information regarding the process including full details, dates, accepting positions, etc.
- Have a better plan in place before beginning the process of closing schools. It was unfair and cruel to hold so many teachers lives in limbo. The school closings last year resulted in chaos and teachers with unhappy placements. Teachers from schools that closed should have had first pick of all vacancies. It was not our choice to leave our schools! There was a lot of dishonesty and under the table things going on before the placement fair.
- A district wide e-mail about transfer dates and a reminder as dates approach would seem beneficial. The process seems to be complicated and cumbersome. Perhaps a flow chart or some graphic organizer may help clarify the process.
- Can we put the transfer process on line also? This might be a consideration in the future.

JOB FAIR

Many comments suggested that the job fair was disorganized and highly stressful. Comments questioned the fairness of the process.

- Last year's job fair was degrading and humiliating. After 29 years in this county, I felt like a puppy in the window begging, "Pick me, Pick me". I cannot believe you thought that was fair and equitable.
- The jobs were not presented in the correct manor to the teachers at the job fair. Many jobs were available and not offered to people at the closing schools.
- Make job fairs fair! :) People did not follow the rules of signing up for an interview and leaving the floor. It was a rush of people. Not fair to those who did follow the rules.

- Placement of teachers at schools during the job fair needs to be reviewed....why would some schools get all their first picks and others get their 4th and 5th pick????????????? Several years in a row. When closing schools, there should be an opportunity for principals to interview those teachers interested in your school during May. Job fair would then be for those who weren't placed.
- Actually getting hired by the county was easy to understand, but attending the job fair was extremely discouraging and chaotic. I would not recommend to any new employee to attend the job fair.
- Job Fair was a nightmare!! I felt so insignificant and pressured. Didn't get to see the real me.
- Principals were not sure if they could hire people or had to wait until the job fair. Everyone said something different and most of them just did what they wanted. I feel like it was a huge mess. We were not sure if we were allowed to visit schools or contact Principals at schools we were interested in before the fair.
- The Job Fair was torturous! Too many mistakes, too many "for appearances sake" interviews (many already had a position "unofficially" filled)--some interviewers even went as far as to tell us, the interviewees, "we liked so-and-so; I hope we can get them" (as we were in OUR interview!) I felt like this was degrading.
- No, the dates were changed, at the last minute. The entire event was poorly planned. Even some principals have told me they were embarrassed for all of us having to sit through those interviews, some people cried at the first question. Most were just angry.
- I had to wait three weeks for a transfer. The job fair was stressful and a bad experience. I was lucky enough to be placed in the school I am in today.
- Give involuntary transfer teacher more choices than the limited and ineffective Job Fair, and meager selections afterwards, and make available position that are "holdouts" by principals waiting to hand select pre-determined choices!

SENIORITY

Many comments suggested confusion or dissatisfaction regarding seniority in the transfer process. Several comments expressed dissatisfaction that teachers with seniority were not favored in the transfer process, while others stated that teachers with seniority were favored and believed that to be unfair. Comments did not provide a clear indication of the role of seniority in the transfer process.

- I was teaching a unit that closed. I was not given priority in the transfer process and jobs were given to other teachers with less years in the County and much less teaching experience.
- After 22.5 years at one school, I was "bumped" out due to staffing model changes and seniority in the County (not at the school itself). My own seniority in the County had no bearing on my placement at another school(s) that had vacancies. I had to interview as if I was a beginning teacher. I strongly believe that I, based on my seniority, should have had priority for placement in the schools that had vacancies.
- Very guarded and not open. Older teachers were shunted to the rear of preference
- We can only pick certain schools and if we don't get an interview/picked by one of those 5 schools, too bad?!?!?! That is ridiculous! Also, if a new teacher, who's not completely burnt out yet is doing much more innovative things with his/her students, he should be able to be selected over someone who's got seniority!! When did this stop being about the kids?!?!?!?
- What really goes on with "seniority"?
- Yes, don't allow unfair interview process to displace teachers that have awesome evaluations. Brand new teachers were hired in my position at my school with an unfair, unequitable interview process in place. Good teaching, seniority and amazing work ethic and resumes were not considered. The teachers at the fundamental were displaced unfairly which was demoralizing and I'll never forget that unfair treatment.
- I don't think the transfer process is fair to currently employed staff. I think that current staff should always be offered positions over new hires.

WAITING UNTIL SUMMER TO KNOW REGARDING PLACEMENT

Several comments highlighted the stress experienced by teachers from closing schools who were not informed whether or not they would be placed until late in the summer.

- for me but not for everyone...some were left hanging half the summer
- I was an involuntary transfer this past summer. Was told in August of placement. I was told originally it was going to be the end of June.
- Stressful and ruined summer vacation waiting by the computer and phone for a position last summer. Also being told that if a position offered was not taken (no matter how ill-related to certification and experience), one would be placed "at the bottom of the list".
- We had to wait all summer until we knew if we even had a job for the upcoming school year.

TEACHER TRANSFERS: SUMMARY AND RECOMMENDATIONS

The lowest levels of satisfaction throughout this survey were expressed with regard to the teacher transfer process for involuntary transfers, particularly those associated with school closings. Results indicated that information regarding the school closing process was inconsistent, poorly communicated, and changed often. Results characterized the job fair as being unfair, disorganized, and highly stressful. Results suggested that the school closing process was particularly stressful for those who were not notified of their placement until late in the summer. Results also suggested a lack of clarity concerning the role of seniority in the transfer process. While these results were obtained from teachers, it is likely that similar difficulties affected non-teaching personnel at the closing schools. Given the levels of dissatisfaction reported in this brief survey, a follow-up survey in which difficulties experienced by all employees involved are examined in greater depth is strongly recommended. Continuous improvement efforts are clearly necessary with regard to enhancing the school closing process should this need arise in the future.

SUBSTITUTE TEACHING

Four questions were asked concerning services provided to substitute teachers. While agreement with statements in Table 22 reflected a moderate level of satisfaction, we did not receive enough responses from substitute teachers to ensure reliability and validity of these results. Comments submitted following these questions also did not form trends strong enough to suggest that responses reflected the views of substitute teachers within PCS. A follow-up survey delivered directly to substitute teachers would be necessary to more clearly understand their levels of satisfaction with Human Resources services.

Table 22	The substitute teacher hiring process is clear and efficient		District training provides useful resources to prepare substitute teachers to be effective in the classroom.		Substitute teacher shadow services are helpful.		The substitute teacher placement desk and automated system is effective and efficient.	
	N	%	N	%	N	%	N	%
Strongly Agree	4	13.3%	5	17.2%	3	11.5%	6	20.7%
Agree	21	70.0%	17	58.6%	18	69.2%	19	65.5%
Disagree	3	10.0%	7	24.1%	3	11.5%	3	10.3%
Strongly Disagree	2	6.7%	0	0.0%	2	7.7%	1	3.4%
Total	30		29		26		29	

CONCLUSIONS AND RECOMMENDATIONS

This evaluation was requested by the Assistant Superintendent of Human Resources to obtain feedback and recommendations from all PCS employees to inform continuous improvement efforts with respect to several key district processes and services. Over 5000 employees provided survey responses and over 14,000 comments concerning processes associated with employee benefits, job descriptions, appraisals, compensation, professional development, equal opportunity, recruitment, hiring, transfers, substitute teaching, and services provided to new teachers. These responses provided a wealth of insights and useful information to inform district efforts.

Results of this survey consistently highlighted the importance of policy clarity, effective resource allocation, efficient organization, and clear communication. For example, does policy favor a stronger role for Human Resources or school-based administrators in the hiring process? Results of this evaluation suggest that job postings are withheld in some cases by administrators who desire stronger control over the hiring process. Lack of clear policy enforcement appears to create a grey area that is perceived as unfair by some employees.

Issues concerning resource allocation were apparent with regard to professional development. PCS mandates a certain level of professional development, yet results of this evaluation suggest several areas where additional support can be provided to meet requirements. Leadership should continually assess whether professional development requirements are matched with an appropriate level of resources and time necessary to complete them.

From an organization standpoint, results of this evaluation suggested that the appraisal process and the mentor process are inconsistent district-wide. These are two examples where increased organization and monitoring of the quality of implementation appear necessary to achieve more desirable outcomes from these processes.

Finally, there were several examples where clearer communication could enhance employee satisfaction. Miscommunication concerning benefits provided through Humana and the associated loss of employees' doctors appeared to be very stressful. Communication by a school-based administrator that Cultural Competency Workshops are a hoop to jump through can completely undermine their utility. Lack of notification to employees who were not hired for a position can be interpreted as being disrespectful and result in employee dissatisfaction. Inconsistent communication regarding school closings may have been associated with considerable employee dissatisfaction. Consistent, effective communication across a school district as large as PCS is a challenge. Results of this evaluation suggest that the degree to which this challenge is met successfully can strongly influence levels of employee satisfaction.

The reader is encouraged to refer back to the individual sections of this evaluation to examine its conclusions in greater depth. Conclusions with respect to issues of policy, resource allocation, organization, and communication were only presented in this section as examples of the many insights provided by district employees.

The recommendations listed below are presented in summary, bulleted form and can also be found within the section summaries to which they apply.

RECOMMENDATIONS

1. Consider means to enhance communication and employee input during the health coverage selection process.
2. Consider providing on-site assistance and information sessions during the open enrollment process to enhance communication and address employee concerns more effectively. Expanding on-site sessions can also address questions and concerns regarding retirement benefits.
3. Consider monitoring employee satisfaction with health benefits later in the year after employees have had more experience with Humana's services.
4. Strongly consider the feasibility of providing employees with several health insurance plan options from several competing companies rather than selecting a single provider.
5. Consider development of a process to enhance access, accuracy, and navigation of the employee benefits website throughout the year.
6. Strongly consider efforts to ensure that EAP is responsive to the needs of employees in terms of returning their phone calls if not addressed by Human Resources prior to this time.
7. Consider methods to improve the level of confidentiality provided to employees who access EAP mental health services.
8. Consider expanding means through which employees at different career stages may access information and receive guidance concerning their retirement benefits.
9. Consider reviewing all suggestions provided by employees concerning means through which employee discounts can be improved and expanded.
10. Consider improving efforts to leverage the size of the PCS workforce to obtain better discounts than those currently offered.
11. Consider providing a link that would allow those who do not wish to receive emails concerning employee discounts the opportunity to opt out.
12. Consider implementing a process to highlight and continuously update a central website location focused upon employee discounts to enhance communication and access.
13. Consider providing updates from Human Services via streamlined emails that include basic facts and provide links to access more detailed information.
14. Consider communicating the need to assure that phone calls to Human Resources are answered politely and in a timely manner.
15. Consider streamlining communication within the Human Resources department to heighten the consistency of communication provided to employees.
16. Consider development of an improved process through which the Human Resources website is maintained and updated via brochures, videos, calendars, directories, and feedback forums.
17. Consider developing a means through which job descriptions are provided directly to all employees.

18. Strongly consider development of a system through which all job descriptions are reviewed on a consistent, scheduled basis and are reviewed and revised in a timely manner when positions are altered or consolidated.
19. Strongly consider revision of the appraisal process that addresses issues of bias and inconsistency in the current process.
20. Consider development of a multi-method appraisal process grounded in objective forms of data and review by an independent third-party.
21. Consider developing methods to train evaluators and to monitor consistency of appraisals across schools and raters.
22. Consider basing appraisal results upon multiple observations for the purposes of reliability and ongoing professional development feedback and continuous improvement.
23. Consider development and implementation of appraisal methods by individuals who are certified or knowledgeable concerning the field of those they are evaluating.
24. Consider construction of separate appraisal methods for employees with different specialties and functions.
25. Consider review of processes through which employees may challenge results of their evaluation.
26. Consider review of pay scales of school-based administrators relative to teachers.
27. Consider review of compensation for employees who supervise students' after school activities.
28. Consider applying for grant funding to compensate personnel and benefit students through engagement in after school programs.
29. Consider clarifying issues concerning seniority with respect to pay, transfers, and other personnel decisions.
30. Consider providing clear incentives to teachers who choose to work with students from high risk backgrounds should the district implement a pay for performance system based in part or fully upon student test scores.
31. Consider examining restrictions regarding the provision of credit for training received outside of PCS.
32. Consider examining means to provide increased content focused training offerings for specific groups within PCS (e.g. PE teachers, reading teachers, plant operators, etc.).
33. Consider identification of trainings that fill up quickly and expanding offerings in these areas if such a process is not already in progress.
34. Consider methods through which trainings can be taken at locations in both north and south county in addition to those held in the mid-county area.
35. Consider measures to address the needs of middle school teachers for whom attendance at after-school training may be difficult due to their late dismissal time.
36. Consider efforts to expand online training opportunities while recognizing that not all employees prefer or are skilled with regard to computer based applications.
37. Consider efforts to improve the online training interface in terms of visual and interactive elements beyond the level currently provided by Moodle.

38. Consider efforts to improve the LMS user interface in terms of organization, navigation, updates, and search functions.
39. Consider updating and expanding the content of Cultural Competency Workshops.
40. Consider utilizing Cultural Competency Workshops as a forum to present research evidence and address differences of opinions that may exist within PCS regarding optimal means of educating students from different backgrounds.
41. Consider conducting a review to determine if the district's professional development expectations are supported by sufficient availability of content, time allocation, and accessibility of training opportunities.
42. Consider review of the process through which employees provide feedback concerning their supervisors and principals.
43. Consider review of communication policy of the Office of Equal Opportunity to maximize effective communication with employees at each stage in the grievance review process.
44. Consider implementation of a process whereby those who are not selected for a position are informed of the decision.
45. Consider review of the role of Human Resources relative to school-based administrators in the hiring process.
46. Consider review of the job posting process.
47. Consider review of the current interview and application format with respect to allowing interviewers to ask additional questions and applicants' inclusion of work samples.
48. Consider a review to streamline processing of those who are hired and to enhance communication regarding the status of applications.
49. Consider means of addressing differences of perspectives that exist within PCS with regard to the role of ethnic background in the hiring process.
50. Consider means of enhancing clarity with respect to what is required to obtain pay raises for those in positions that do and do not involve steps.
51. Consider the utility of offering pay incentives to new employees in light of poor retention rates that appear to have taken place in recent years.
52. Consider review to determine whether the pool of teachers available locally can meet the needs of students in PCS.
53. Strongly consider developing a system that enables provision of an effective mentor and school-based support to enhance PCS's ability to retain new teachers.
54. Consider efforts to enhance collaboration between PCS and local training programs regarding training necessary to prepare new teachers.
55. Consider means of acquiring grant assistance to support development of a strong mentor and school-based support program for new teachers.

56. Consider development of a follow-up survey to gather more detailed feedback from those affected by school closings to better inform efforts should the need arise to close schools in the future.
57. Consider development of a follow-up survey delivered directly to substitute teachers to more clearly understand their levels of satisfaction with Human Resources services.