



Reporting on Class Size, Complexity, Curriculum and COVID-19 Impacts in Alberta K-12 Schools (Fall 2022)

ATA Pulse Rapid Research Study
Pulse Survey #7 (September 29 to October 11, 2022)



ALBERTA CLASSROOMS

PULSE RESEARCH - FALL 2022*



TOP THREE COMPLEXITIES



85%

Of teachers have seen a dramatic increase in the **COMPLEXITY + DIVERSITY OF STUDENT NEEDS** this year!



56%

Of teachers report a decline in support for students with special needs.



UNREASONABLE WAIT TIMES for speech, occupational therapy, physical therapy, psycho-educational assessments for students!

- 1  SOCIAL/EMOTIONAL
- 2  COGNITIVE
- 3  BEHAVIOURAL

TEACHER'S VOICE

I teach Grade 3. I have one student that has been diagnosed with autism and a student with severe behaviour. Three of my students are reading at a beginning of Grade One level. One student moved from another country and had no schooling or English before last year. I have 7 English Language Learners who are at least one grade behind in reading and writing.

6 MONTHS to "NEVER"

Alberta Commission on Learning Recommendations (Circa 2003)

“Class composition should be considered by schools in setting class size.

“Generally, classes with special needs students, students whose first language is not English, and vulnerable and at-risk students should be smaller than the suggested guideline.

“Classes should also be smaller in cases where there are safety considerations such as vocational classes.

MORAL DISTRESS

“When one knows the right thing to do, but institutional constraints make it nearly impossible to pursue the right course of action.

Jameton, A. 1984. *Nursing Practice: The Ethical Issues*. Englewood Cliffs, NJ: Prentice Hall.

Further information about the Association's research is available from Dr Philip McRae at the Alberta Teachers' Association; e-mail: research@ata.ab.ca.

*Pulse Rapid Research Study - September 29 to October 11, 2022
Highly Representative Random Stratified Sample - Margin of Error +/- 2.8% (19 times out of 20)



The Alberta Teachers' Association

ALBERTA CLASS SIZES

CLASS SIZE MATTERS ⚡

“Class size doesn't matter unless you're one of too many kids or the only teacher. When people say class size doesn't matter, they are talking about other people's children.”

~Joe Bower 1978–2016

PULSE RESEARCH - FALL 2022*



64% + 4 in 10

Of Alberta teachers have seen **INCREASED CLASS SIZES** this year!

Alberta teachers have over **33+ STUDENTS**

LARGEST CLASS SIZES:

- 1 Elementary (Grades 4 to 6)
- 2 High-school Science
- 3 Junior High Math

SCHOOL LEADER'S VOICE

“Our classes size and complexity continue to increase and our supports decrease! [This year] class sizes for grade 7 increased from 25 to 35 students with increased complexity of student needs from behavioural to more significant identified exceptionalities.”

Alberta Commission on Learning Recommendations (Circa 2003)

“Establish and implement province-wide guidelines for average class sizes across school jurisdictions.”

Junior kindergarten to grade 3
17 STUDENTS

Grades 4 to 6
23 STUDENTS

Grades 7 to 9
25 STUDENTS

Grades 10 to 12
27 STUDENTS

Further information about the Association's research is available from Dr Philip McRae at the Alberta Teachers' Association; e-mail: research@ata.ab.ca.

* Pulse Rapid Research Study - September 29 to October 11, 2022
Highly Representative Random Stratified Sample (n=1085 teachers 165 school leaders)
Margin of Error +/- 2.8% (19 times out of 20)



The Alberta Teachers' Association

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Overview

*"Class size doesn't matter unless you're one of too many kids or the only teacher.
When people say class size doesn't matter, they are talking about other people's children".
~Joe Bower 1978–2016*

When the seventh ATA pandemic pulse (rapid research) survey was conducted, during the first week of October 2022, Alberta schools were experiencing a simultaneous spread of COVID-19, influenza and respiratory syncytial virus (RSV).

In Edmonton Public Schools over 70 per cent of schools in the district had met or exceeded the 10-per-cent absentee threshold for “outbreak status” determined by Alberta Health Services by November 7, 2022. During this time, pediatric hospitals in Alberta were reporting unprecedented levels of emergency room visits and admissions to the point that on November 25, 2022, both the Alberta Children’s Hospital in Calgary and Edmonton’s Stollery hospital were at or above 100 per cent inpatient capacity.

Controversially, the Alberta government introduced regulatory changes at the end of November 2022 that prohibited any school division from implementing mask mandates in their schools. The new regulations also stipulated that Alberta schools could no longer shift Grade 1 to 12 classes to a solely online format.

In the Fall of 2022, Alberta's class sizes had become significantly larger, with greater levels of complexity and diversity of student needs across all grade levels, nested in a context of diminished resources and classroom supports. As an Alberta teacher commented:

"I teach Grade 3. I have one student that has been diagnosed with autism and a student with severe behaviour. Three of my students are reading at a beginning of Grade One level. One student moved from another country and had no schooling or English before last year. I have 7 English Language Learners who are at least one grade behind in reading and writing. Poor attendance has been an issue for the last two years".

The sample (random and open) from this seventh pulse research study was balanced by geography, school jurisdictions, gender, all grade levels, and is highly representative of the demographics of the profession of teaching in Alberta. It provides an excellent sample of over 1085 teachers and 165 school leaders, with a margin of error sitting at +/- 2.8% (19 times out of 20) on the issues surveyed.



The following are highlights (or perhaps lowlights) from this October 2022 rapid research study:

Large Class Sizes

- ❖ 64% of teacher respondents note that they have significantly larger class sizes when compared with last year.
- ❖ Of particular concern is that 4 in 10 teacher have class sizes over 30+ students. The growth in class sizes is most prominent in the elementary grades (4 to 6), high-school science/math and junior-high math/English language arts.

Complex Classrooms

- ❖ 85% of teacher respondents reported an increase in the complexity and diversity of student needs in their classrooms from last year. The top three complexities identified are: 1) social/emotional 2) cognitive and 3) behavioural.
- ❖ 56% of the respondents report a decline in support for students with exceptionalities. Over half of the respondents also estimate that the timelines for speech, occupational therapy, physical therapy, and/or psycho-educational assessments for any of their student(s) will take six month to a year (31%) or will not be completed at all within this school year (26%) .

COVID-19 and Curriculum

- ❖ 86% of the respondents strongly/agree that students in their classes are struggling with learning, and have experienced significant gaps in their understanding of curriculum during the pandemic.
- ❖ 3 in 4 kindergarten to grade six teachers feel that they did not have the necessary curriculum inservicing and planning time required to successfully implement the new Alberta K-6 curriculum by September 2022.
- ❖ 79% of grade one to grade three teachers have seen the expectations to undertake new diagnostic testing for students increase this year over last.

Moral Distress

- ❖ Across this study, teachers and school leaders reported compassion stress, compassion fatigue and unsustainable levels of moral distress:
"When one knows the right thing to do, but institutional constraints make it nearly impossible to pursue the right course of action."¹
- ❖ When respondents were asked what is the best descriptor of what they will likely be doing five years from now in the year 2027, the following plans were identified:
 - 16% will have retired
 - 16% will leave the profession for another occupation
 - 7% will leave the province of Alberta to teach in another location

¹ Jameton, A. 1984. Nursing Practice: The Ethical Issues. Englewood Cliffs, NJ: Prentice Hall.

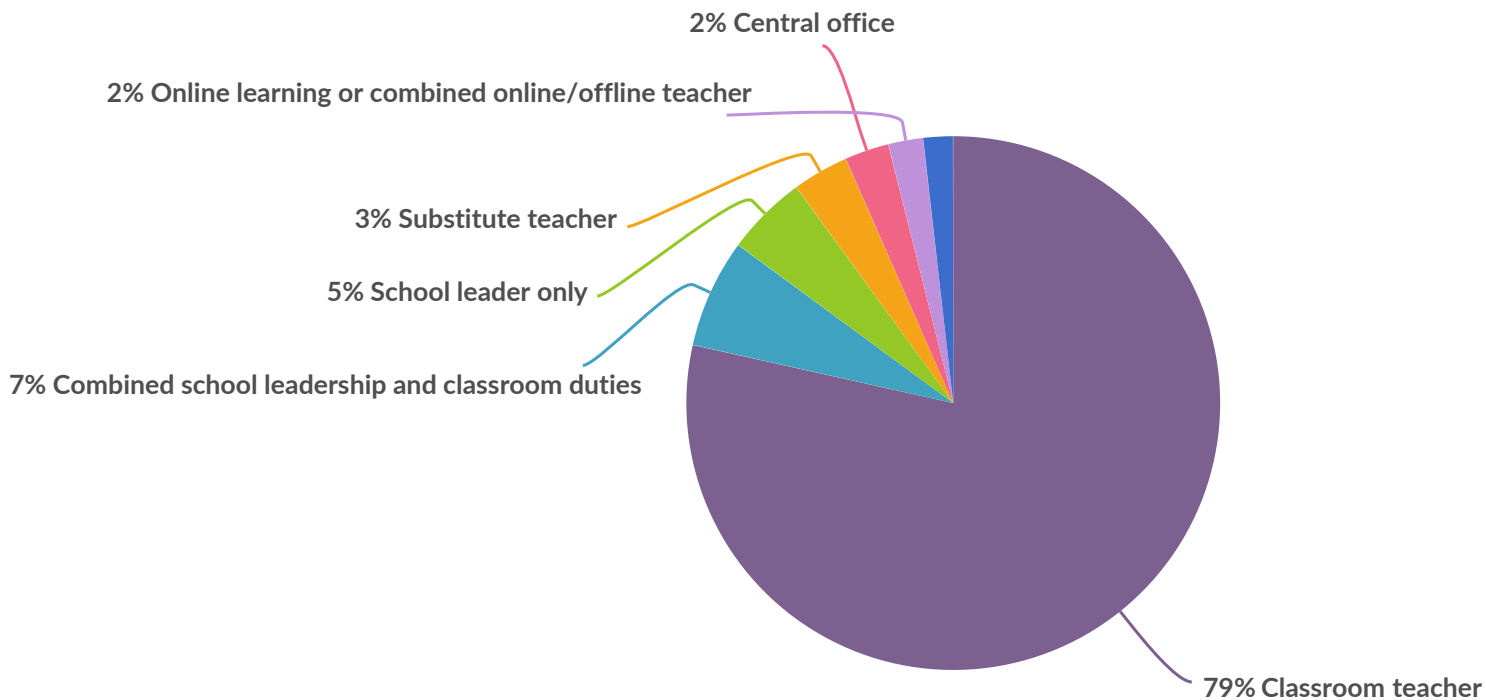


RESPONDENTS



Totals: 1,253

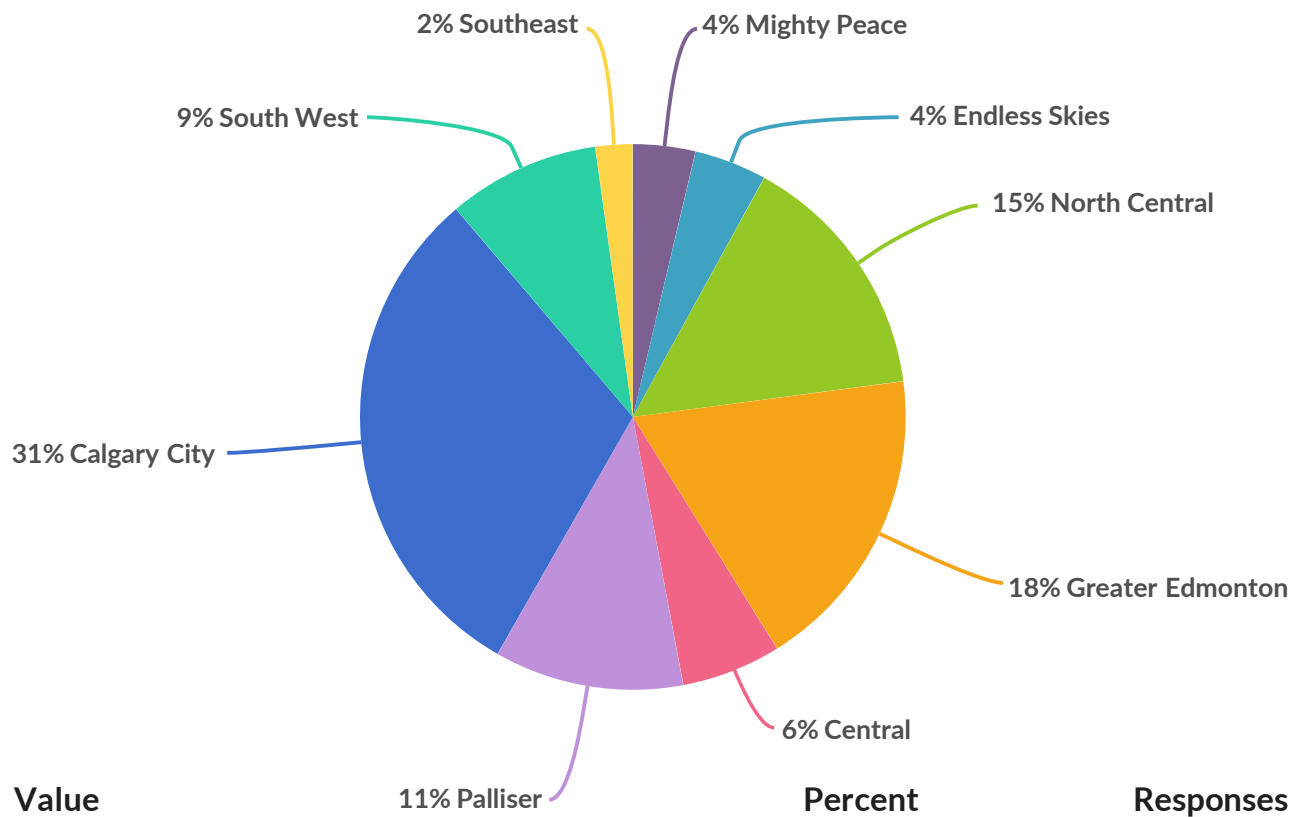
1. Your current assignment



Value	Percent	Responses
Classroom teacher	78.5%	983
Combined school leadership and classroom duties	6.6%	83
School leader only	4.9%	62
Substitute teacher	3.4%	42
Other - Write In	2.7%	34
Online learning or combined online/offline teacher	2.1%	26
Central office	1.8%	23

Totals: 1,253

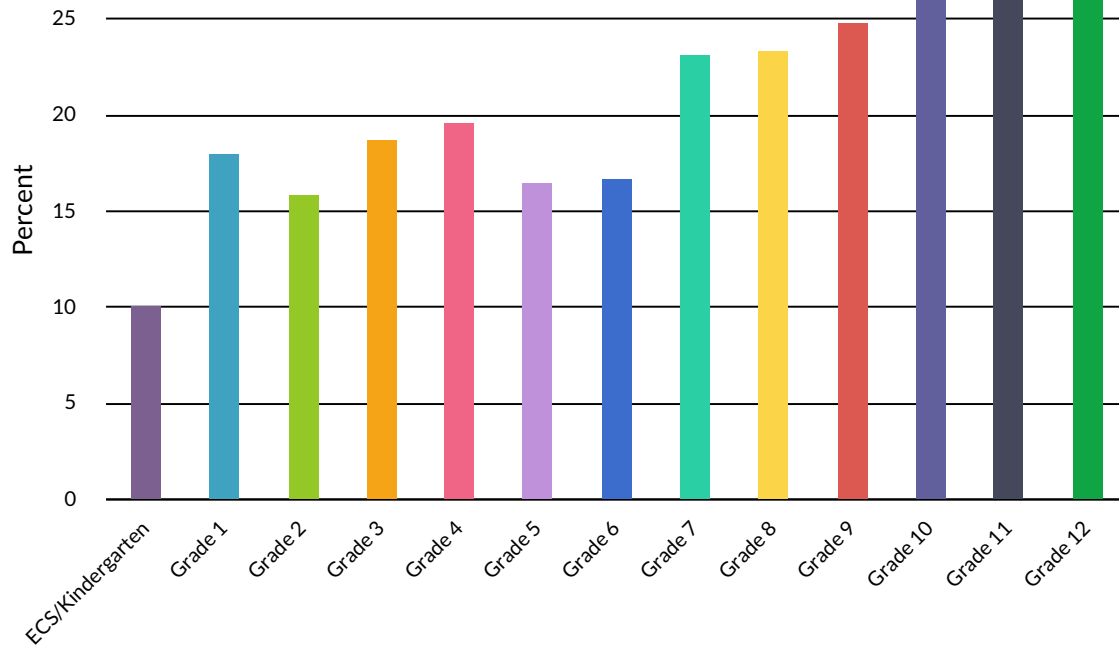
2. Teachers' convention that you attend



Value	Percent	Responses
Mighty Peace	3.7%	42
Endless Skies	4.3%	49
North Central	14.9%	168
Greater Edmonton	18.2%	205
Central	5.9%	67
Palliser	11.2%	126
Calgary City	30.5%	344
South West	9.0%	102
Southeast	2.2%	25

Totals: 1,128

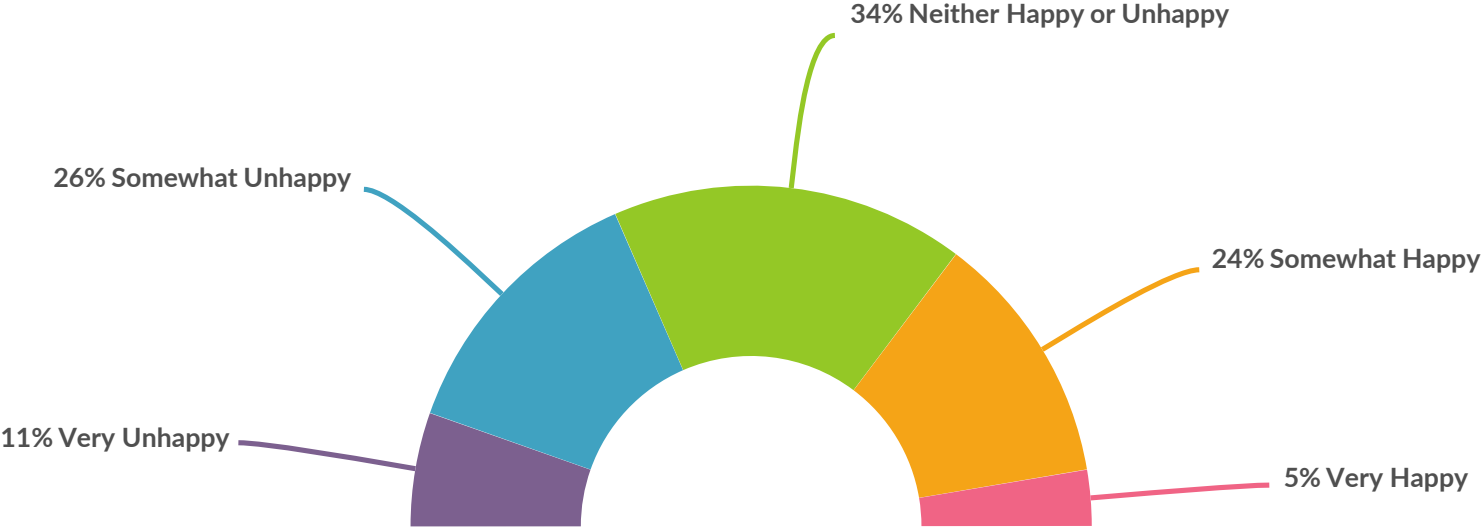
3. TEACHER: What grade levels are you currently teaching? Please check all that apply.



Value	Percent	Responses
ECS/Kindergarten	10.1%	110
Grade 1	18.0%	196
Grade 2	15.9%	173
Grade 3	18.7%	203
Grade 4	19.7%	214
Grade 5	16.5%	179
Grade 6	16.7%	182
Grade 7	23.2%	252
Grade 8	23.4%	255
Grade 9	24.8%	270
Grade 10	27.4%	298
Grade 11	29.0%	315
Grade 12	27.1%	295

WELL-BEING

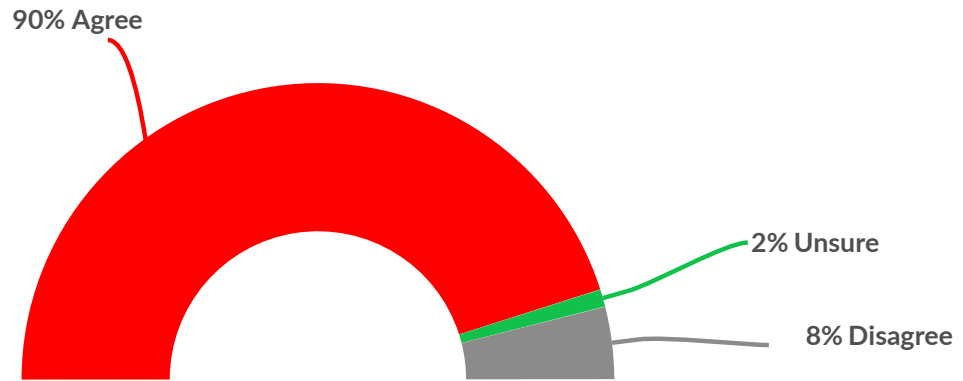
4. How are you feeling?



Value	Percent	Responses
Very Unhappy	10.8%	128
Somewhat Unhappy	26.1%	308
Neither Happy or Unhappy	33.6%	397
Somewhat Happy	24.1%	285
Very Happy	5.3%	63

Totals: 1,181

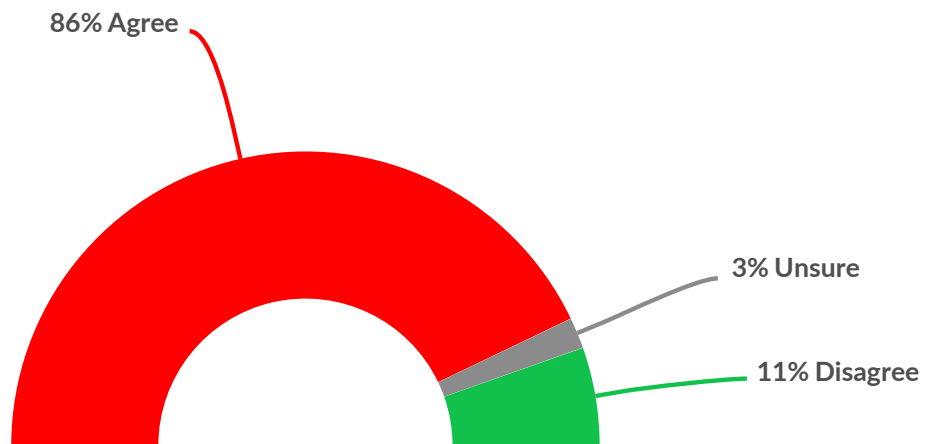
5. I feel exhausted by the end of the day.



Value	Percent	Responses
Agree	90.2%	1,125
Unsure	1.9%	24
Disagree	7.9%	98

Totals: 1,247

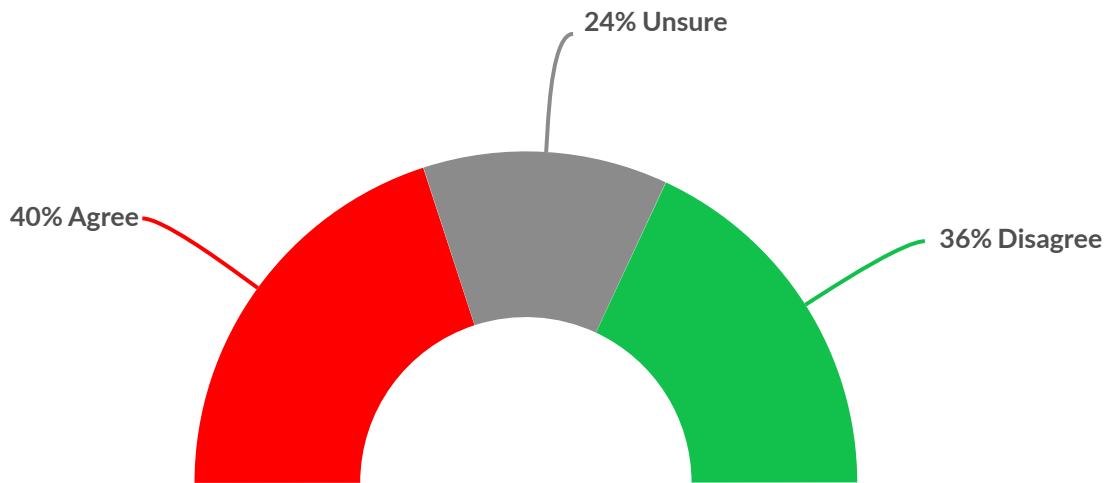
6. I feel stressed.






Value	Percent	Responses
Agree	85.8%	1,070
Unsure	3.4%	42
Disagree	10.8%	135

Totals: 1,247

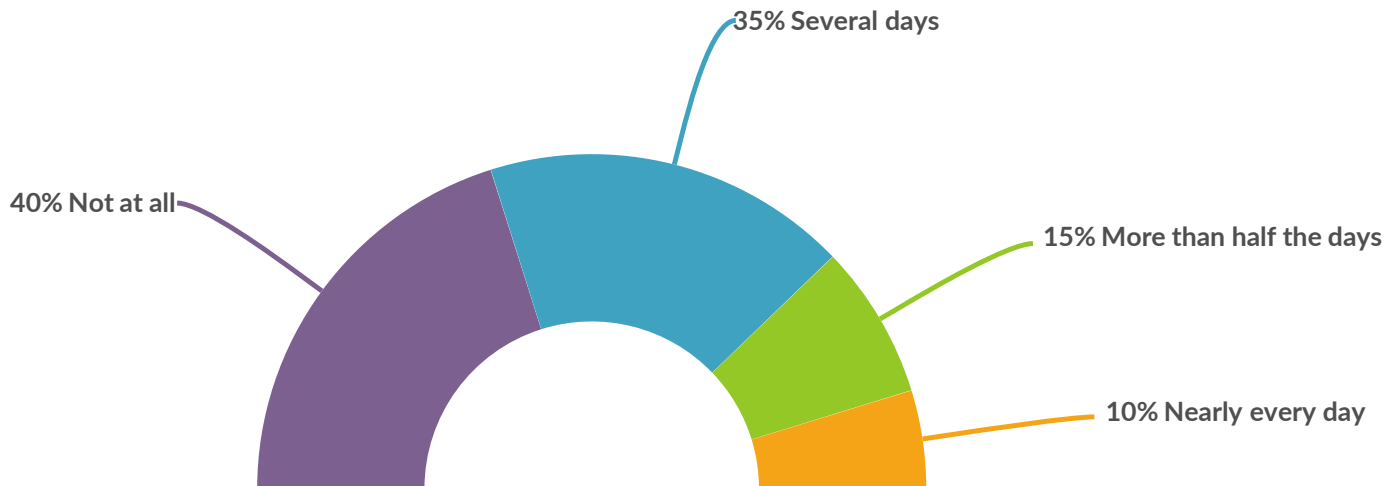
7. I feel hopeful.







Value		Percent	Responses
Agree		40.0%	498
Unsure		23.9%	297
Disagree		36.1%	449

Totals: 1,244

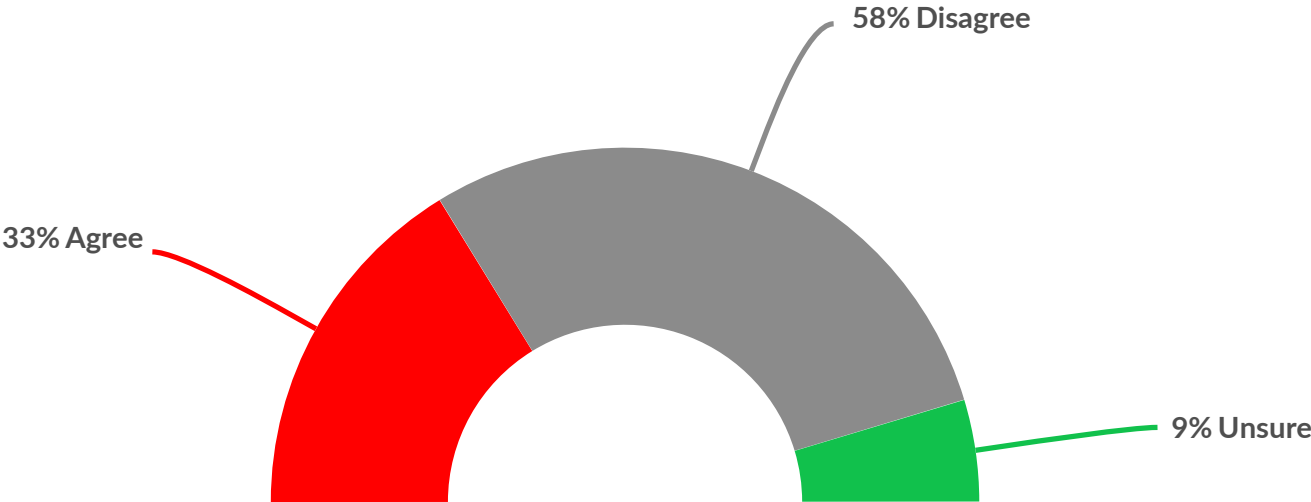
8. ...feeling down, depressed, or hopeless?






Value		Percent	Responses
Not at all		40.3%	502
Several days		35.4%	441
More than half the days		14.9%	186
Nearly every day		9.5%	118

Totals: 1,247

9. I feel isolated.



Value		Percent	Responses
Agree		32.5%	405
Disagree		58.2%	724
Unsure		9.3%	116

Totals: 1,245

10. DETAILED: Thinking about this past week, please identify your level of agreement with the following statements:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Responses
I feel isolated.						
Count	164	560	116	317	88	1,245
Row %	13.2%	45.0%	9.3%	25.5%	7.1%	
I feel hopeful.						
Count	127	322	297	420	78	1,244
Row %	10.2%	25.9%	23.9%	33.8%	6.3%	
I feel stressed.						
Count	22	113	42	536	534	1,247
Row %	1.8%	9.1%	3.4%	43.0%	42.8%	
I feel exhausted by the end of the day.						
Count	13	85	24	361	764	1,247
Row %	1.0%	6.8%	1.9%	28.9%	61.3%	

Totals

Total Responses 1247

11. DETAILED: Over the last 7 days, how often have you been bothered by...

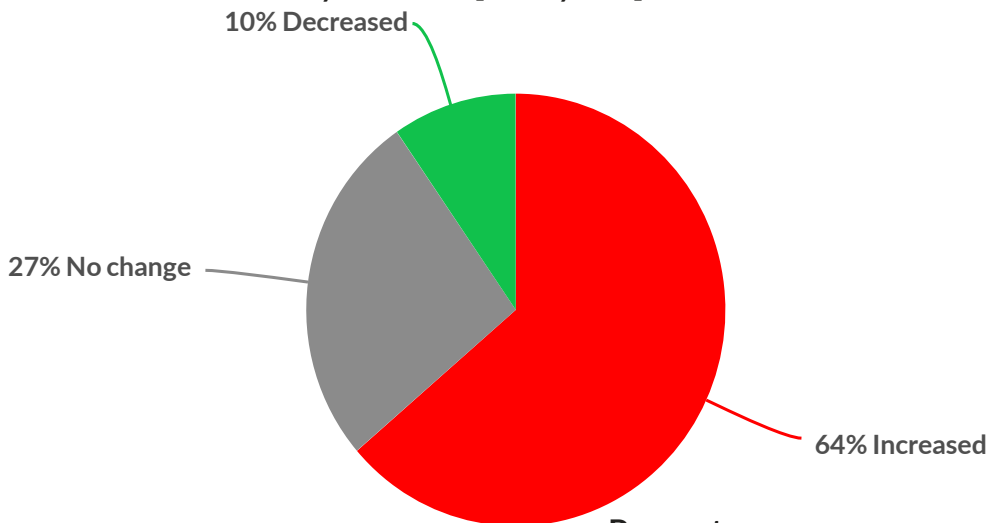
	Not at all	Several days	More than half the days	Nearly every day	Responses
...having little interest or pleasure in doing things?					
Count	396	423	255	170	1,244
Row %	31.8%	34.0%	20.5%	13.7%	
...feeling down, depressed, or hopeless?					
Count	502	441	186	118	1,247
Row %	40.3%	35.4%	14.9%	9.5%	
...feeling nervous, anxious, or on edge?					
Count	280	494	246	226	1,246
Row %	22.5%	39.6%	19.7%	18.1%	
...not being able to stop or control worrying?					
Count	403	449	216	181	1,249
Row %	32.3%	35.9%	17.3%	14.5%	

Totals

Total Responses 1249

CLASS SIZE & CONDITIONS OF PRACTICE

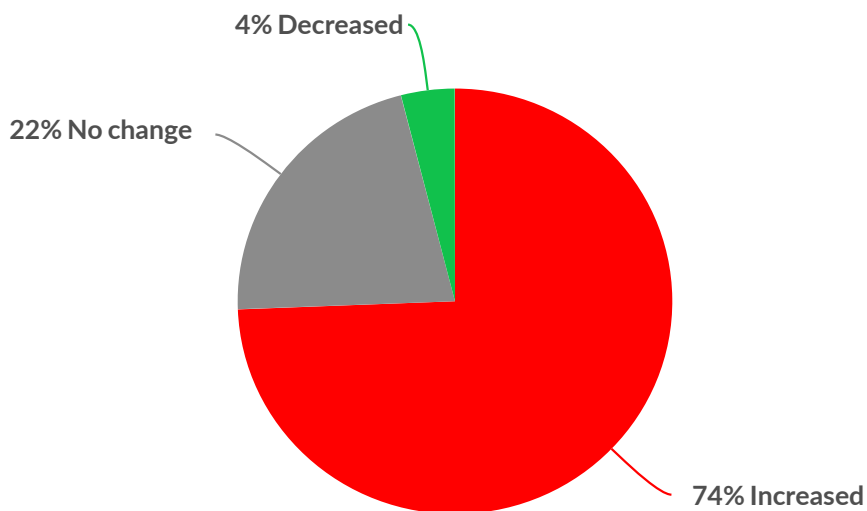
12. TEACHER - The size of my classes [this year]:



Value	Percent	Responses
Increased	63.7%	726
No change	26.7%	304
Decreased	9.6%	109

Totals: 1,139

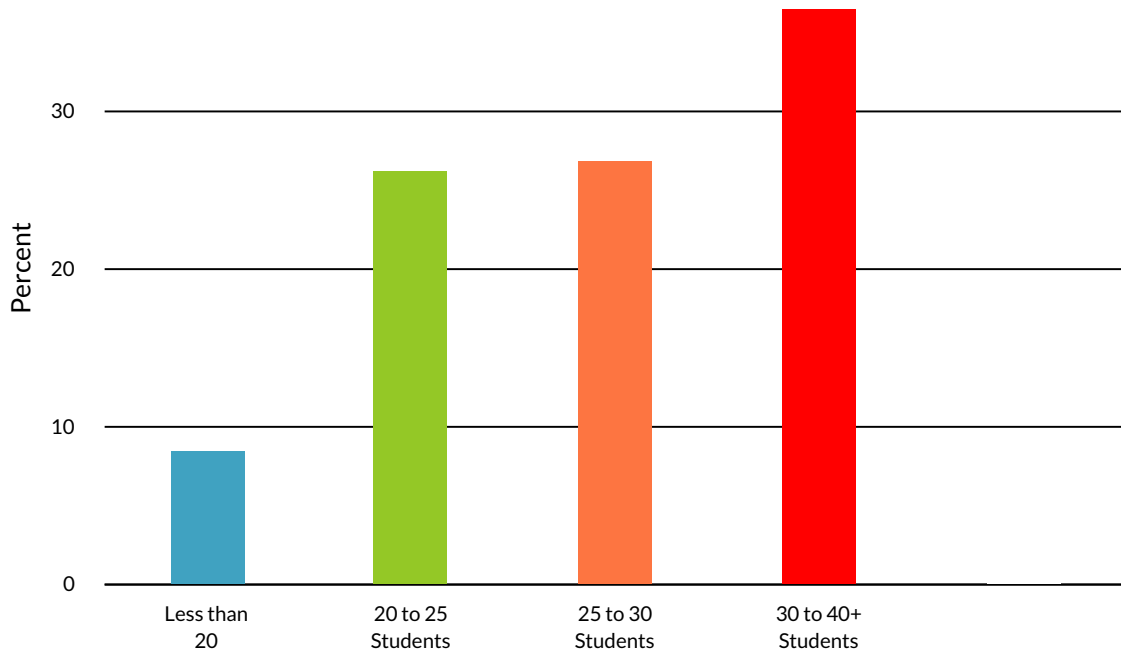
13. SCHOOL LEADER - The size of the classes in the school [this year]:



Value	Percent	Responses
Increased	74.4%	93
No change	21.6%	27
Decreased	4.0%	5

Totals: 125

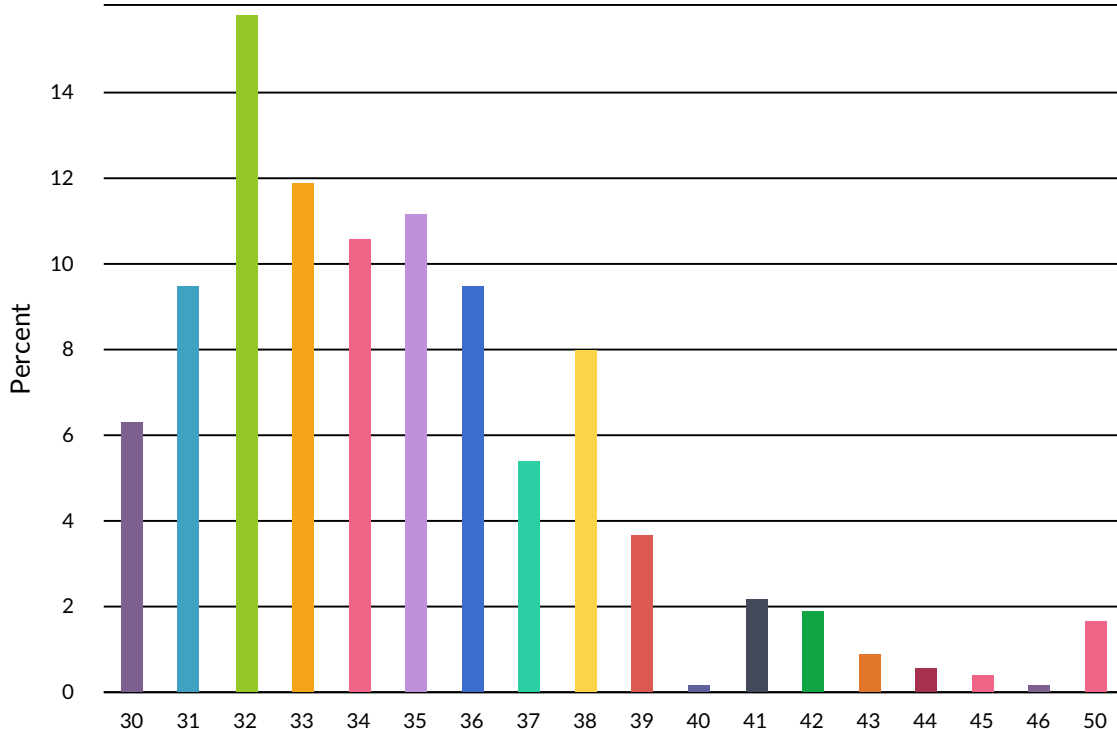
14. TEACHER - The size of my largest class:



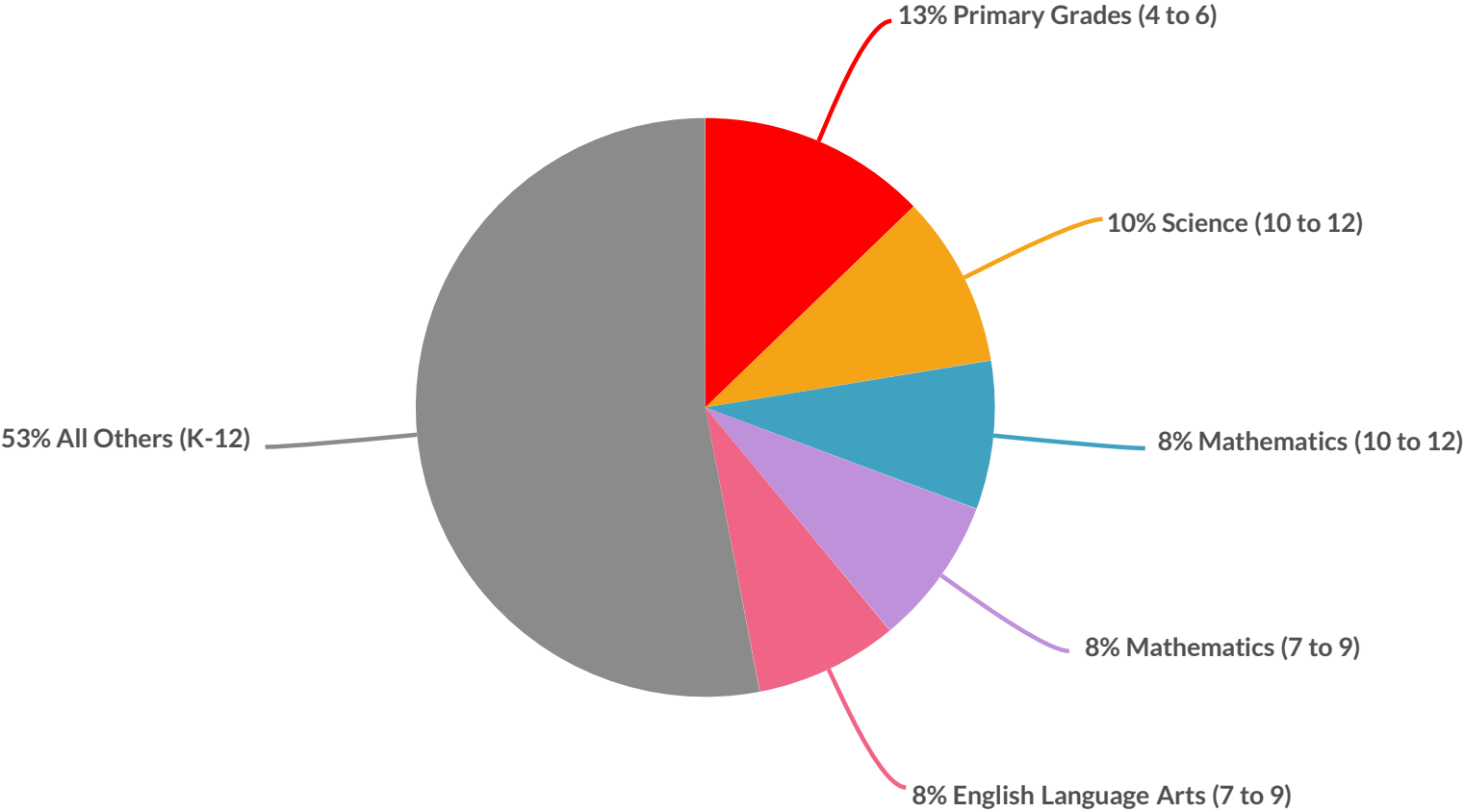
Value	Percent	Responses
Less than 20 Students	8.5%	91
20 to 25 Students	26.3%	281
25 to 30 Students	26.9%	288
30 to 40+ Students	36.5%	391

Totals: 1,070

15. TEACHER - How many people are in your largest class with 30 or more students?



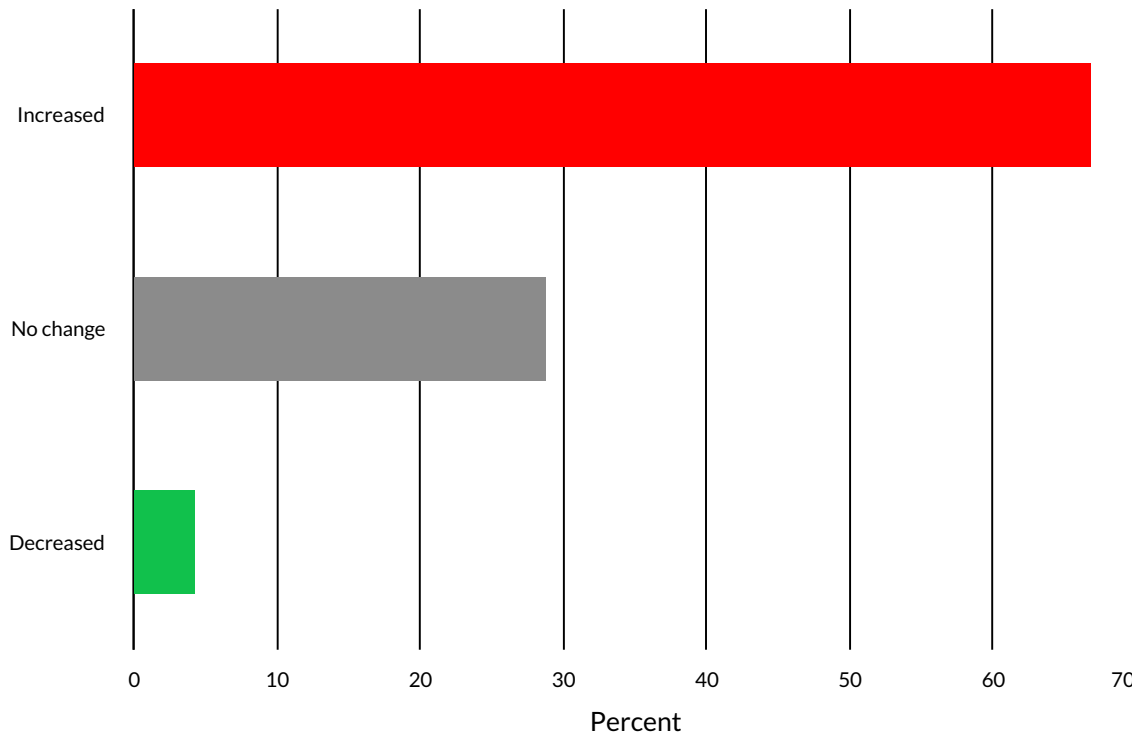
16. TEACHER - Top five program of studies with class sizes over 30+ students?



Value	Percent	Responses
Primary Grades (4 to 6)	12.8%	59
Science (10 to 12)	9.6%	44
Mathematics (10 to 12)	8.3%	38
Mathematics (7 to 9)	8.3%	38
English Language Arts (7 to 9)	8.0%	37
All Others (K-12)	53.0%	244

Totals: 460

17. TEACHER - Requirements to supervise and undertake other assigned tasks.

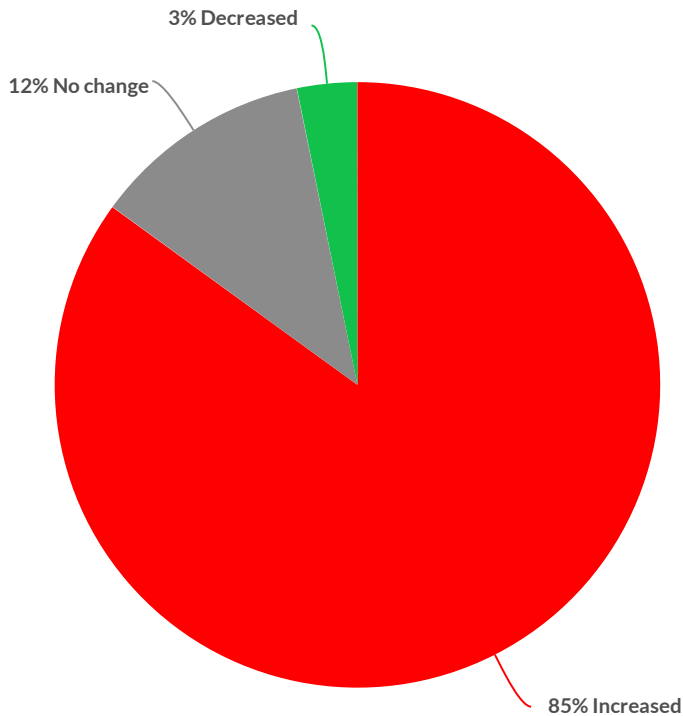


Value	Percent	Responses
Increased	66.9%	763
No change	28.8%	328
Decreased	4.3%	49

Totals: 1,140

CLASSROOM COMPLEXITY

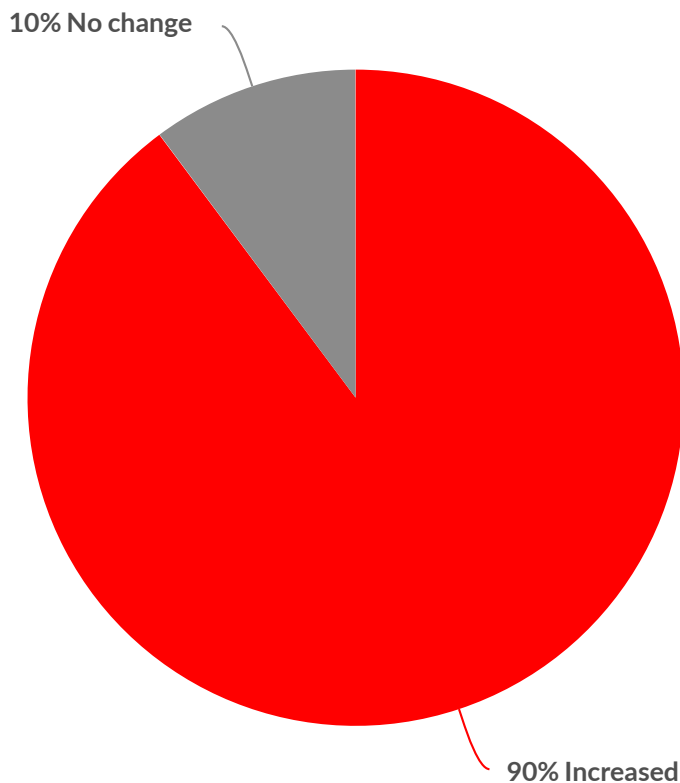
18. TEACHER - The complexity and diversity of student needs in my classes [this year] (e.g., socio-economic, linguistic, behavioural, cognitive, social/emotional),



Value	Percent	Responses
Increased	85.0%	969
No change	11.8%	134
Decreased	3.2%	37

Totals: 1,140

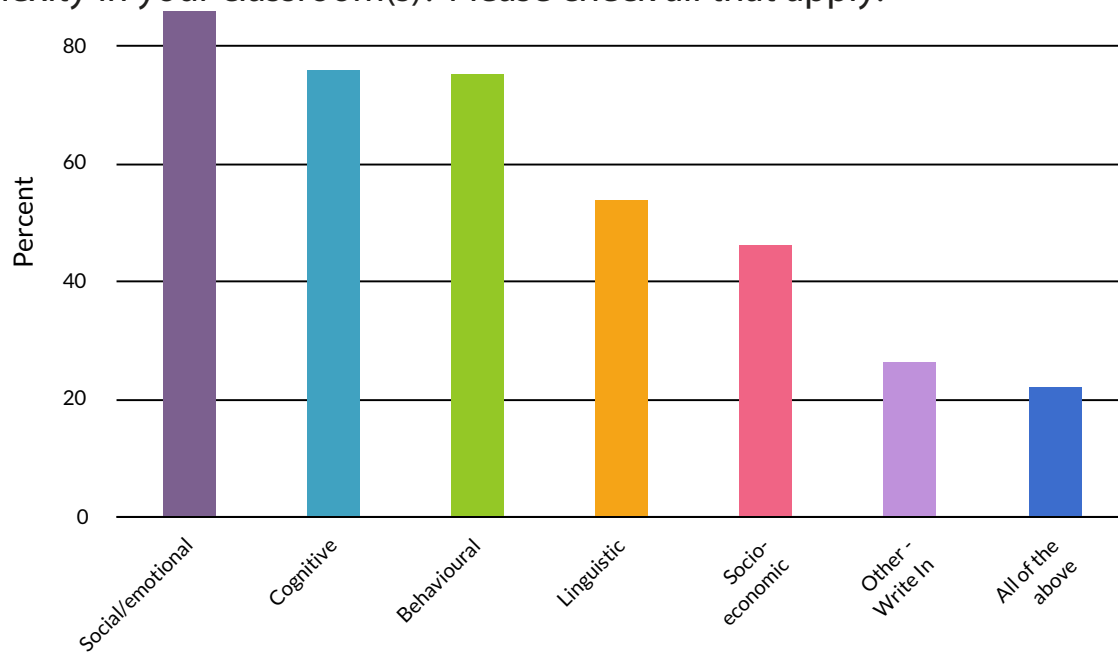
19. SCHOOL LEADER - The complexity and diversity of student needs in the school [this year]:



Value		Percent	Responses
Increased		89.8%	114
No change		10.2%	13

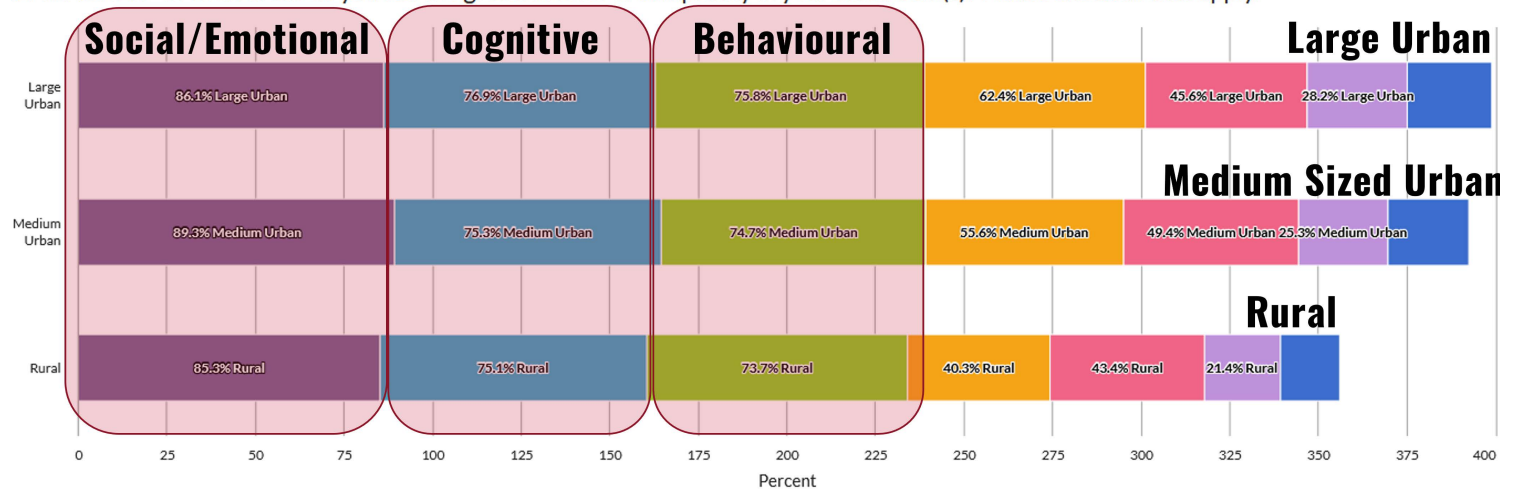
Totals: 127

20. TEACHER - In what areas do you see the greatest level of complexity in your classroom(s)? Please check all that apply.

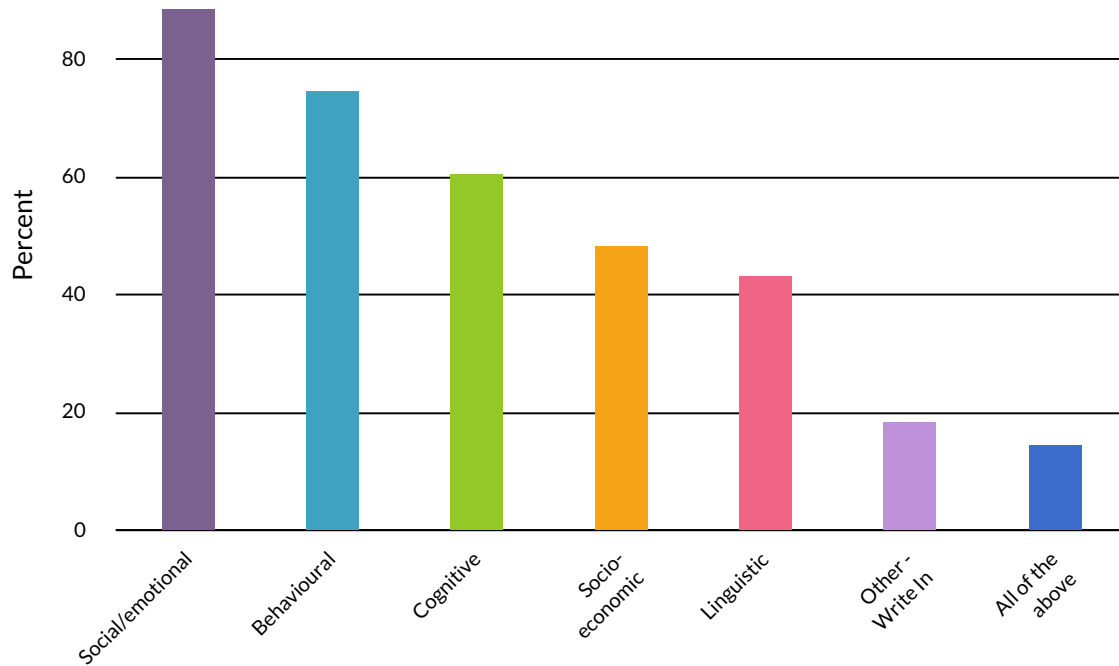


Value	Percent	Responses
Social/emotional	86.0%	959
Cognitive	76.2%	850
Behavioural	75.6%	843
Linguistic	54.0%	602
Socio-economic	46.3%	516
Other - Write In	26.6%	297
All of the above	22.2%	248

17. TEACHER - In what areas do you see the greatest level of complexity in your classroom(s)? Please check all that apply.



21. SCHOOL LEADER: In what areas do you see the greatest level of complexity in your school? Please check all that apply.



Value	Percent	Responses
Social/emotional	88.7%	110
Behavioural	75.0%	93
Cognitive	60.5%	75
Socio-economic	48.4%	60
Linguistic	43.5%	54
Other - Write In	18.5%	23
All of the above	14.5%	18

REPRESENTATIVE QUALITATIVE COMMENTS:

Describe the increased complexity of your classroom(s) and/or school?

“ Anxiety is very high with students crying and not doing work or being prepared to learn. ”

10/03/2022 Response id: 16

“ 3 or more years below grade level, coded, cognitive delay, moved from special programming into regular with no support ”

09/29/2022 Response id: 31

“ Many more behaviors and students who have been in class with those with terrible behavior. They have learned terrible habits over the years. ”

09/29/2022 Response id: 54

“ Less educational assistant time, higher number and more complex needs in classrooms, on top of higher class numbers ”

09/29/2022 Response id: 57

“ Almost every new student to the school (about 10 additional students) has some sort of learning disability or behaviour problem. ”

09/29/2022 Response id: 84

“ More students struggle with mental health and academic challenges. More students are coming from complex home lives ”

09/29/2022 Response id: 113

“ More students than ever are experiencing mental health challenges. The system talks about supporting well-being but to get access to mental health supports, I have to navigate over so many roadblocks & the student has to wait so long - it's so difficult to watch the student deteriorate while waiting for services they may not even receive. For example, I have several students who are experiencing anxiety at such a significant level, they are not attending school. Their mental health supports are denied because they are not attending school. ”

09/30/2022 Response id: 210

“ I teach Grade 3. I have one student that has been diagnosed with autism and a student with severe behaviour. Three of my students have behaviour support plans. Three of my students are reading at a beginning of Grade One level. One student moved from another country and had no schooling or English before last year. I have 7 students who are listed as ELL, but have 5 other students who are also ELL learners but are not registered as ELL students. 9/23 students in my class are at least one grade behind in reading and writing. Poor attendance has been an issue for the last two years. Parents frequently take their kids out of school for holidays. ”

10/04/2022 Response id: 301

“ Social emotional and mental health challenges due to pandemic—lack of regular social interactions the past few years is evidenced in how kids are experiencing challenges solving problems and working positively with peers in class and especially in unstructured times. ”

10/02/2022 Response id: 364

“ Undiagnosed and untreated conditions such as oppositional defiant disorder, attention deficit hyperactivity disorder, and smartphone addiction have become prevalent throughout my classes. As such, I feel that I spend more time addressing negative behaviours than I do actually delivering content and context to my learners. ”

10/02/2022 Response id: 370

“ Mental health issues in students is rapidly increases to the point where neither school nor community supports are enough to fill the requests for support. ”

10/03/2022 Response id: 389

“ Our school has seen a significant increase in refugee families who have varied educational experiences, but across the board have come from war torn countries. As a result all are suffering trauma. Many have had interrupted schooling experiences, have significant learning gaps and speak little English. We also have a significant number of families who are disadvantaged, or have had trauma in the home and they also require extra attention, care, food and basic services. ”

10/04/2022 Response id: 408

“ A lot of severe mental health concerns (i.e. cutting, suicide, bulimia, massive anxiety, OCD) ”

10/05/2022 Response id: 412

“ Seven new students with severe autism from various countries. We have registered over 200 new students at our elementary school this year. Each family requires extensive support to navigate the complex new registration system; lacking technology and/or English. Many many students with undiagnosed needs. I've never been hit, kicked, punched and spit on more in 23 years combined than I have this school year already. ”

10/05/2022 Response id: 414

“ More diverse needs with less supports for them. ”

10/05/2022 Response id: 416

“ The weight of new program of studies, increased behavioural, mental and social/emotional needs of students, the residual stress that teachers bear from teaching in a constant state where complexity is not addressed/funded, and increased demand from parents and communities coupled with the hostility cultivated by the provincial government and the sheer added number of things for teachers to address contribute to the increase in classroom complexity. ”

10/06/2022 Response id: 422

“ High level of ADHD, learning disabilities in literacy, reading. Students significantly lower in their reading readiness, letter and recognition ”

10/06/2022 Response id: 423

“ This year, I has many more students who are diagnosed with dyslexia, as well as students with autism spectrum disorder who have their own struggles as we make our way through the day together, including having verbal outbursts, and leaving the classroom at times without communicating with me. ”

10/07/2022 Response id: 427

“ Students who threaten the lives of teachers and other classmates ”

10/07/2022 Response id: 463

“ There seem to be more and more students that are not necessarily diagnosed but have increasing difficulty regulating their emotions. There are a lot of students that are anxious and stressed, and until they are calm and feeling safe it's a challenge to get through the curriculum. I often feel more like a social worker / counsellor than a teacher. ”

10/07/2022 Response id: 482

“ Several students received speech assessment and treatment in kindergarten and now that they are not receiving any support in grade 1 as funding was cut for that. ”

10/08/2022 Response id: 496

“ I am currently teaching grade 7 humanities. I have two classes of 30 students and several that require one to one or small group support. I have none of those resources available to help with that. ”

10/07/2022 Response id: 501

“ More than half of the students in my room are reading significantly below grade level. Extreme lack of regulation, problem-solving, and social skills on the whole (Kindergarten level), disengaged, angry families suffering financial and pandemic fatigue, no EA support whatsoever. ”

10/08/2022 Response id: 555

“ Students refusing to come to school because they are video gaming all night and parents not willing to take them on. Students with undiagnosed severe behavioral needs requiring 1:1 support. Teachers and staff getting bit and kicked on a daily basis. ”

10/10/2022 Response id: 586

“ Class size for grade 7 increased from 25 to 35 students. increased complexity of student needs from behavioural to more significant identified exceptionalities. ”

10/10/2022 Response id: 595

Exceptionalities

22. TEACHER: Thinking about your most complex class, what percentage of the students...

...**have an identified record** of exceptionalities?

Statistical Average

31%

Total Responses

1079

...**should be** assessed and/or identified for exceptionalities?

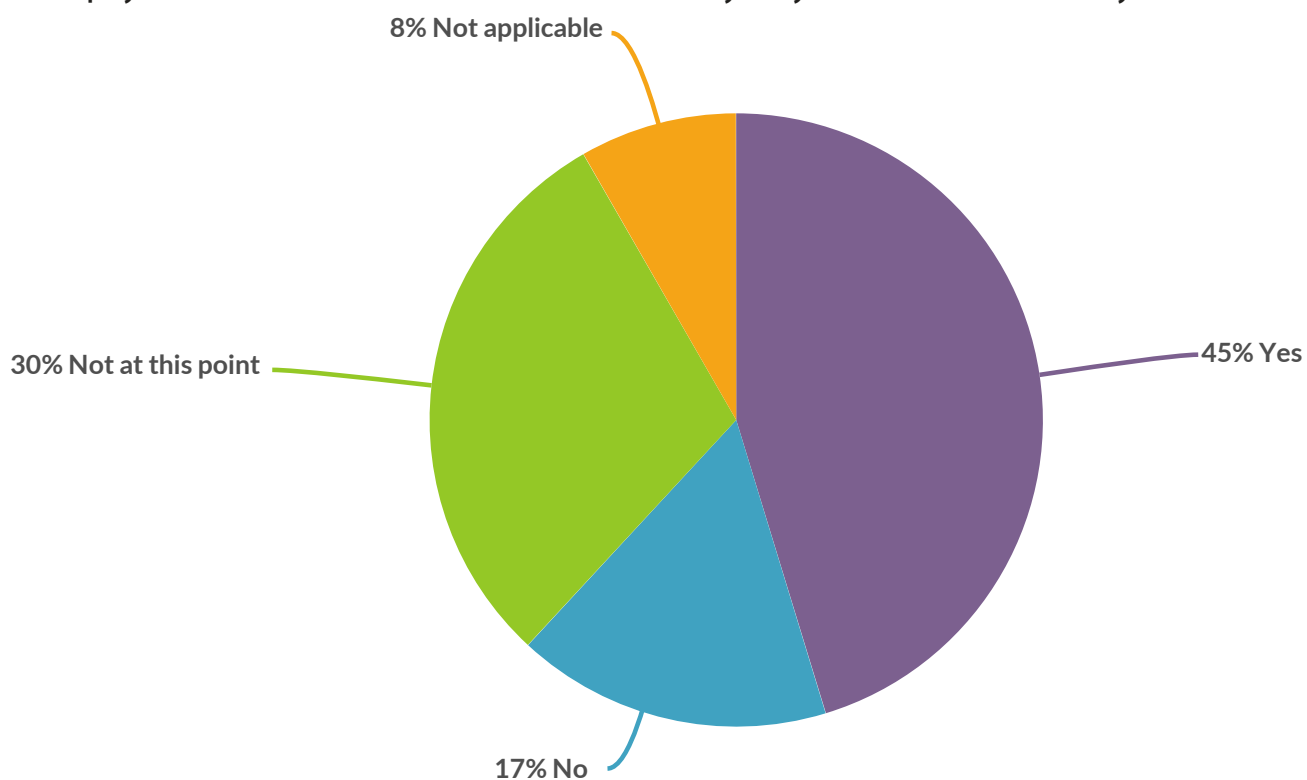
Statistical Average

30%

Total Responses

1062

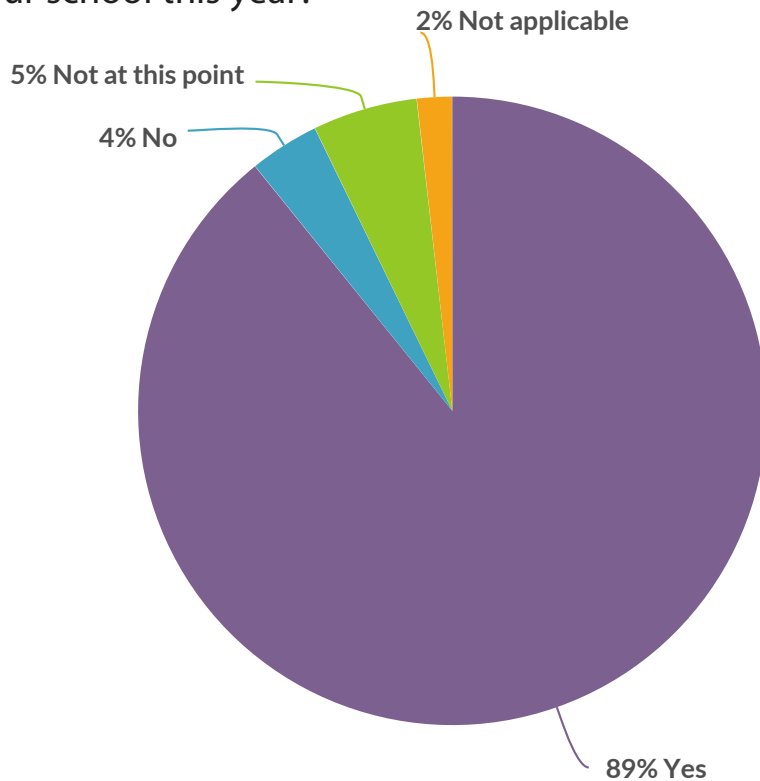
23. TEACHER: Have you requested speech, occupational therapy, physical therapy, and/or psycho-educational assessments for any of your student(s) this year?



Value	Percent	Responses
Yes	45.3%	510
No	16.6%	187
Not at this point	29.8%	335
Not applicable	8.3%	94

Totals: 1,126

24. SCHOOL LEADER: Have you requested (or approved) speech, occupational therapy, physical therapy, and/or psycho-educational assessments for any of the student(s) in your school this year?

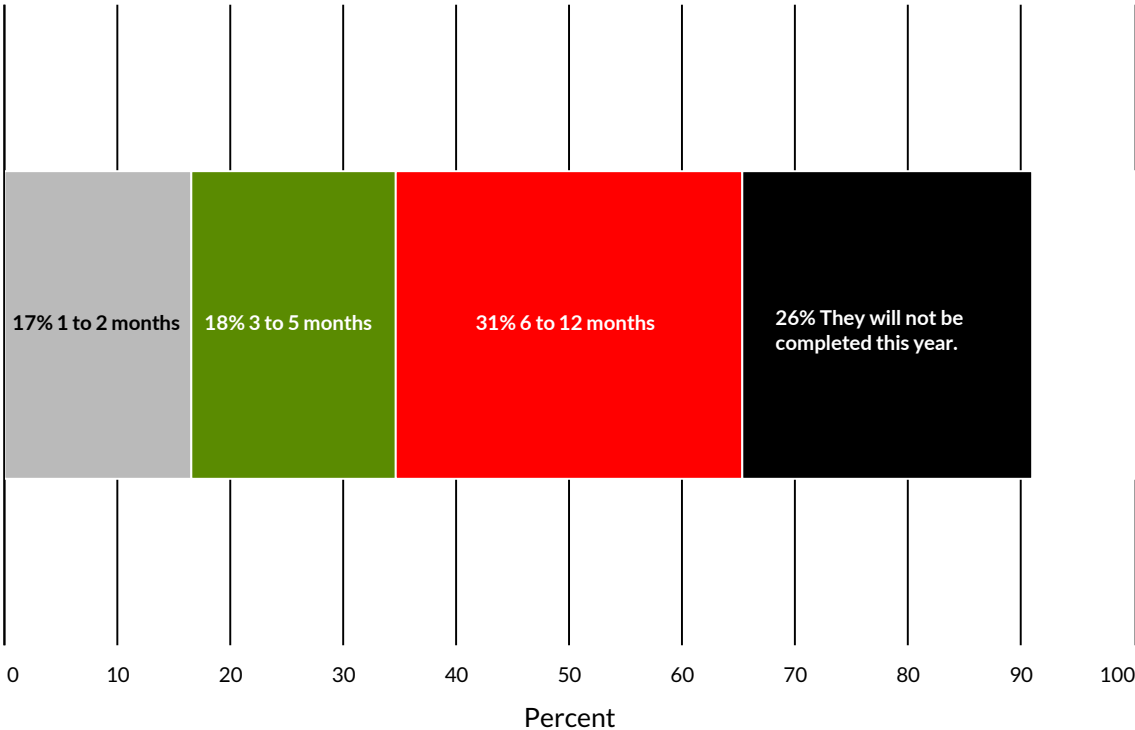


Value	Percent	Responses
Yes	89.3%	50
No	3.6%	2
Not at this point	5.4%	3
Not applicable	1.8%	1

Totals: 56

Timeline for Assessment of Exceptionalities

25. TEACHER & SCHOOL LEADER: How long do you estimate that you will be waiting this year for these assessments of exceptionalities to be completed?



Value	Percent	Responses
1 to 2 months	16.5%	145
3 to 5 months	18.1%	159
6 to 12 months	30.7%	269
They will not be completed this year.	25.8%	226
N/A	8.9%	78

Totals: 877

REPRESENTATIVE QUALITATIVE COMMENTS: How have changes in education funding have impacted your classroom and/or your work as a teacher?

“ Less access to educational assistants and other in school support. ”

09/30/2022 Response id: 79

“ My classroom budget was slashed by half. I am currently spending out of pocket for basic classroom resources like textbooks and and kleenexes. I think I will likely spend more than 3000\$ this year. Last year I spent nearly 2000\$. ”

09/29/2022 Response id: 92

“ Our school division has created a dystopian schedule in which we have no time to prepare high quality lessons. Other effective teaching jurisdictions around the world give teachers prep time because they know it makes them more effective at their job. ”

09/30/2022 Response id: 223

“ I am being stretched extra thin. As a new teacher I poured in \$1000+ of my own dollars to get my classroom set up. ”

09/30/2022 Response id: 249

“ Overwhelming amounts of kids with codes, but no direct funding to support them in the classroom. No supports or funding for kids with speech and language delays. Significant decrease in teacher assistant time and supports in schools. ”

10/06/2022 Response id: 423

“ The biggest area I see an impact is in the number of EAs who are able to be hired as support in mainstream classrooms. Every year, it seems we don't have enough EAs to support students with academic struggles - they are spread so thin across our school. ”

10/07/2022 Response id: 427

“ Not enough teachers, not enough assistants, or counselors or other para-professional supports like OT, PT, etc. ”

10/07/2022 Response id: 432

“ The lack of funding across the division means we are unable to get enough teaching and support staff to help students. ”

10/11/2022 Response id: 600

REPRESENTATIVE QUALITATIVE COMMENTS: Please provide specific examples of how changes in education funding have impacted your school and/or work as a school leader.

“ I feel helpless because I can see how hard the teachers are working with such lack of support. They have so many needs in their classrooms with no help whatsoever because there is not enough money for EAs and other services. ”

09/29/2022 Response id: 84

“ Always making cuts and looking at how to make do with less. Cutting library staff. School without a full-time counselor when student needs have never been this high. Assigning one EA to seven classes. School district and AB Ed are still ramming through accountability despite schools just coming out of pandemic. We already know there are gaps - give us time and dollars to innovate. Don't make us jump through hoops identifying kids, make up strict requirements, then send money for last six weeks of the school year. Don't tie our funding to three year averages - it makes it super challenging to meet the needs we have. School boards hold back funds until they see areas of highest needs so school staff are left understaffed in Sept - holding things together and they are already exhausted. ”

09/30/2022 Response id: 138

“ Funding has greatly decreased. I work at a K-9 school. My system does not fund K-9 schools any differently than a 7-9 school. We are so stretched: one office support person, 2 EA's to support 10 grades, 1 lunch supervisor for 6 grades. So the P & AP must pick up where supports are lacking. I am required to do so much clerical & secretarial work along with school leadership, all of the resource support, teach several classes per week, technology support for the school 2 days per week, plus support the admin assistant. It's an insane workload for an Assistant Principal. And every year we have to drop more hours & positions from our support staff. We should not have K-9 schools if the district & government cannot fund them properly. ”

09/30/2022 Response id: 210

“ Weighted moving average and funding. Definitely feeling the hit this year. Less prep time. Less work life balance. ”

10/07/2022 Response id: 450

“ I have students with extreme behavioral needs disrupting classes on a daily basis. ”

10/10/2022 Response id: 586

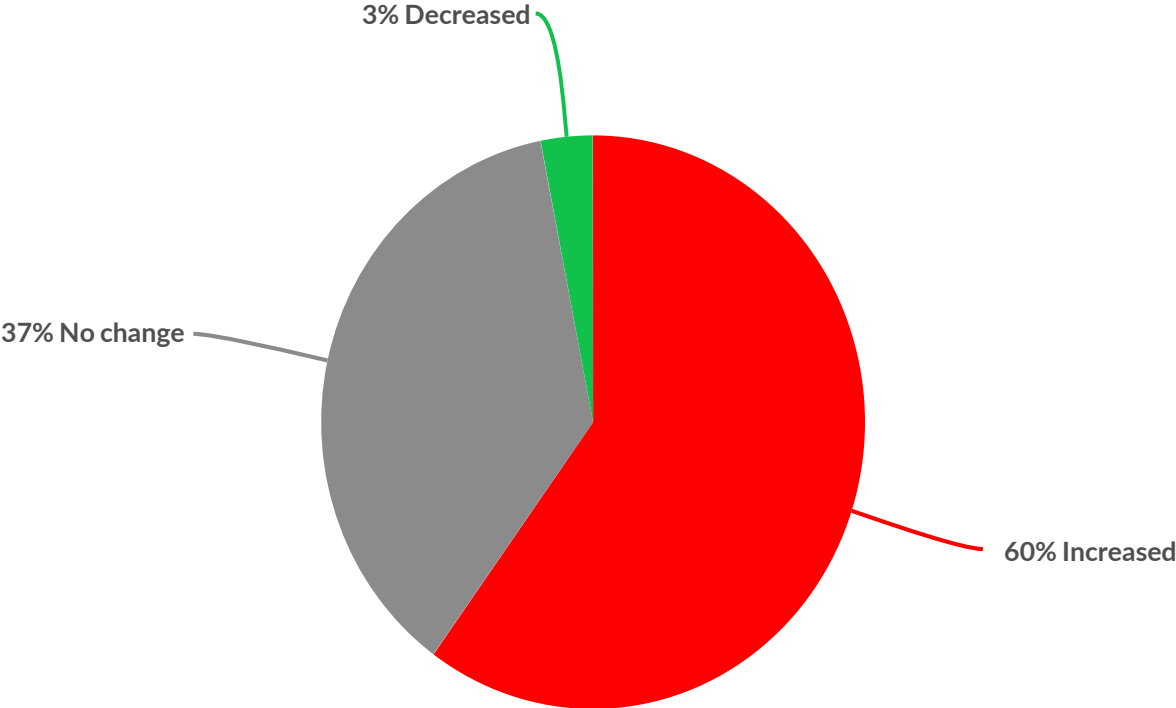
“ We are quite simply doing more with less. More testing. More mental health needs. More learning gaps. More family disfunction. More drug use. This job feels more like social work some days than education. ”

10/11/2022 Response id: 610

New Diagnostic Testing

26. TEACHER (All K-12)

Expectations to undertake new diagnostic testing for students.

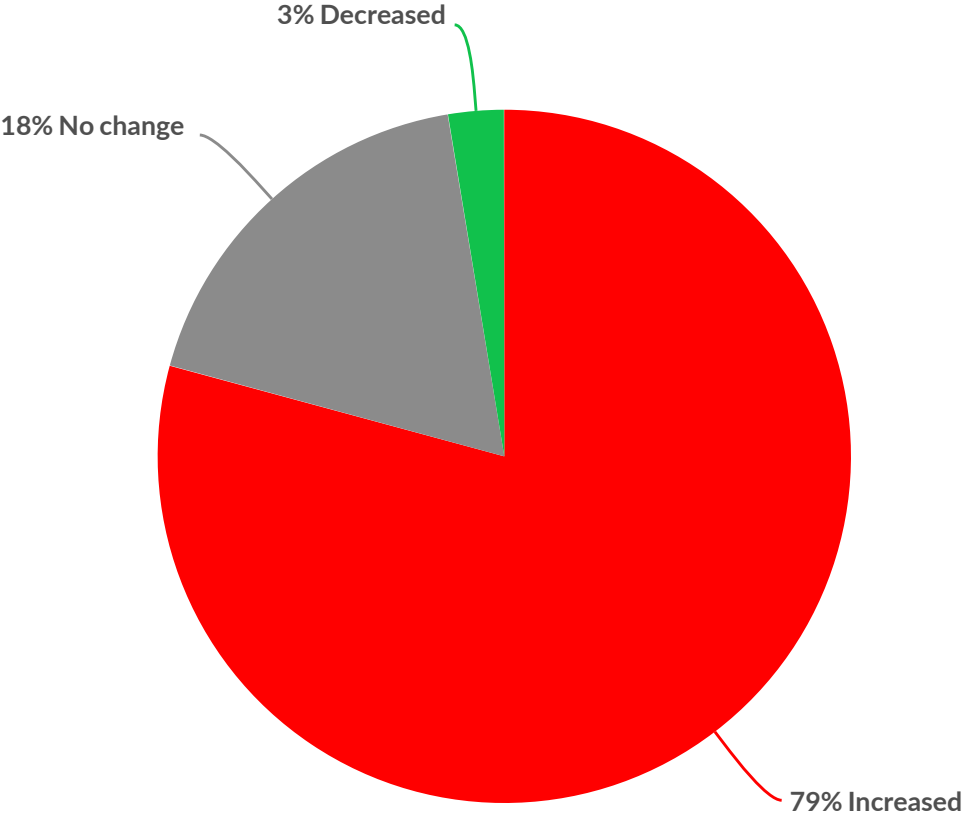


Value	Percent	Responses
Increased	60.0%	681
No change	36.9%	419
Decreased	3.1%	35

Totals: 1,135

27. TEACHER (Grades 1 to 3 ONLY) Expectations to undertake new diagnostic testing for students

Filter: Question "What grade levels are you currently teaching? Please check all that apply." is one of the following answers ("Grade 1","Grade 2","Grade 3")



Value	Percent	Responses
Increased	79.3%	275
No change	18.2%	63
Decreased	2.6%	9

Totals: 347

REPRESENTATIVE QUALITATIVE COMMENTS: Increased Diagnostic Testing

“ I have spent at least three full days deciphered and photocopying materials for both Alberta Education and Division mandated literacy and numeracy screeners. As an assistant principal I have not had a chance to go into the classrooms all of September because I'm so consumed in collecting data for both the government and school division. The cherry on top is that my school is on a respiratory outbreak and I had Covid this month, and we could not meet the deadlines with the number of absences and playing catch up. ”

09/29/2022 Response id: 84

“ More students are stressed over assessments. Teachers do not see the value of the assessments other than to hopefully receive additional support funding. Assessments do not fit with what is happening in classroom instruction. ”

09/29/2022 Response id: 89

“ We spend SO Much time testing in September when we should be building relationships. All we do anymore is collect and report on data or that is how it seems. Ridiculous how poor our system has become in the last couple of years. ”

09/30/2022 Response id: 153

“ The end of September has resulted in 2 staff stress leaves, substitute teacher shortages and increased commitments outside regular school day. Worried about what is to come for all. ”

10/01/2022 Response id: 318

“ I have spent at least three full days deciphering and photocopying materials for both Alberta Education and Division mandated literacy and numeracy screeners. As an assistant principal I have not had a chance to go into the classrooms all of September because I'm so consumed in collecting data for both the government and school division. The cherry on top is that my school is on a respiratory outbreak and I had Covid this month, and we could not meet the deadlines with the number of absences and playing catch up. ”

09/29/2022 Response id: 84

“ More students are stressed over assessments. Teachers do not see the value of the assessments other than to hopefully receive additional support funding. Assessments do not fit with what is happening in classroom instruction. ”

09/29/2022 Response id: 89

“ We spend SO Much time testing in September when we should be building relationships. All we do anymore is collect and report on data or that is how it seems. Ridiculous how poor our system has become in the last couple of years. ”

09/30/2022 Response id: 153

“ Short timeframes for testing. No subs available for teachers to complete testing. Tests are poorly designed and meaningless. Adding stress for little benefit. ”

09/30/2022 Response id: 162

“ Teachers feel helpless. It's not right to test grades k-4. They are too little for standardized testing and tests based in time limits. ” 09/30/2022

“ The end of September has resulted in 2 staff stress leaves, substitute teacher shortages and increased commitments outside regular school day. Worried about what is to come for all. ”

10/01/2022 Response id: 318

NEW K-6 KINDERGARTEN to GRADE 6 (K-6) CURRICULUM

28. TEACHER SUMMATION: As a K-6 teacher, please identify your level of satisfaction with each of the new program of studies?

	Dissatisfied	Neither	Satisfied	Not Applicable	Responses
K to 3 Mathematics					
Count	319	56	74	108	557
Row %	57.3%	10.1%	13.3%	19.4%	
K to 3 English Language Arts and Literature					
Count	239	68	120	130	557
Row %	42.9%	12.2%	21.5%	23.3%	
K to 6 Physical Education and Wellness					
Count	318	106	91	43	558
Row %	57.0%	19.0%	16.3%	7.7%	
Totals					
Total Responses					558

29. SCHOOL LEADER SUMMATION: As a K-6 school leader, please identify your level of satisfaction with each of the new program of studies?

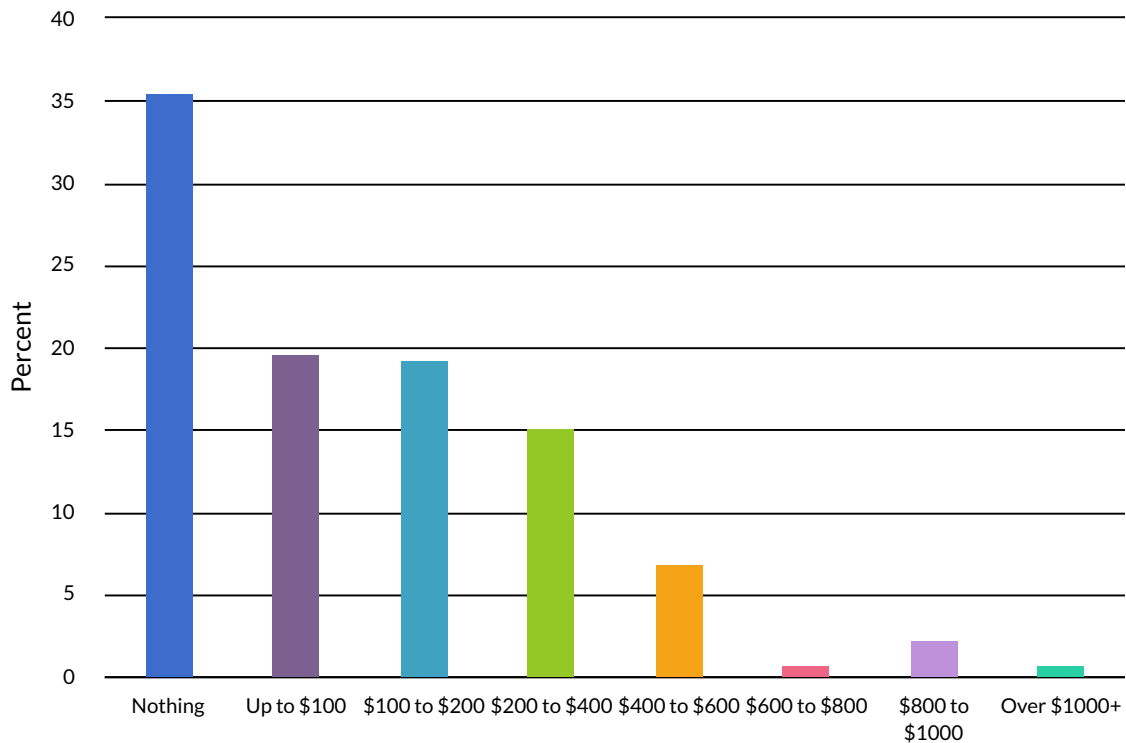
Filter: #2 Question "Your current assignment" is one of the following answers ("School leader only"; "Combined school leadership and classroom duties"; "Central office")

	Dissatisfied	Neither	Satisfied	Not Applicable	Responses
K to 3 Mathematics					
Count	19	5	5	6	35
Row %	54.3%	14.3%	14.3%	17.1%	
K to 3 English Language Arts and Literature					
Count	11	5	13	6	35
Row %	31.4%	14.3%	37.1%	17.1%	
K to 6 Physical Education and Wellness					
Count	21	9	4	1	35
Row %	60.0%	25.7%	11.4%	2.9%	
Totals					
Total Responses					35

30. TEACHER SUMMATION: Please identify your level of agreement to the following statements.

	Disagreement	Unsure	Agreement	N/A	Responses
<p>I had the teaching and learning resources necessary to successfully implement the new K-6 curriculum by September 2022.</p> <p>Count Row %</p>	<p>399 71.3%</p>	<p>43 7.7%</p>	<p>61 10.9%</p>	<p>57 10.2%</p>	560
<p>I had the necessary curriculum inservicing and planning time required to successfully implement the new K-6 curriculum by September 2022.</p> <p>Count Row %</p>	<p>420 75.1%</p>	<p>21 3.8%</p>	<p>63 11.3%</p>	<p>55 9.8%</p>	559
<p>My school district has plans for curriculum inservicing (and/or is providing planning time) throughout the year to implement the new K-6 curriculum.</p> <p>Count Row %</p>	<p>115 20.6%</p>	<p>146 26.1%</p>	<p>268 47.9%</p>	<p>30 5.4%</p>	559
<p>Totals Total Responses</p>					560

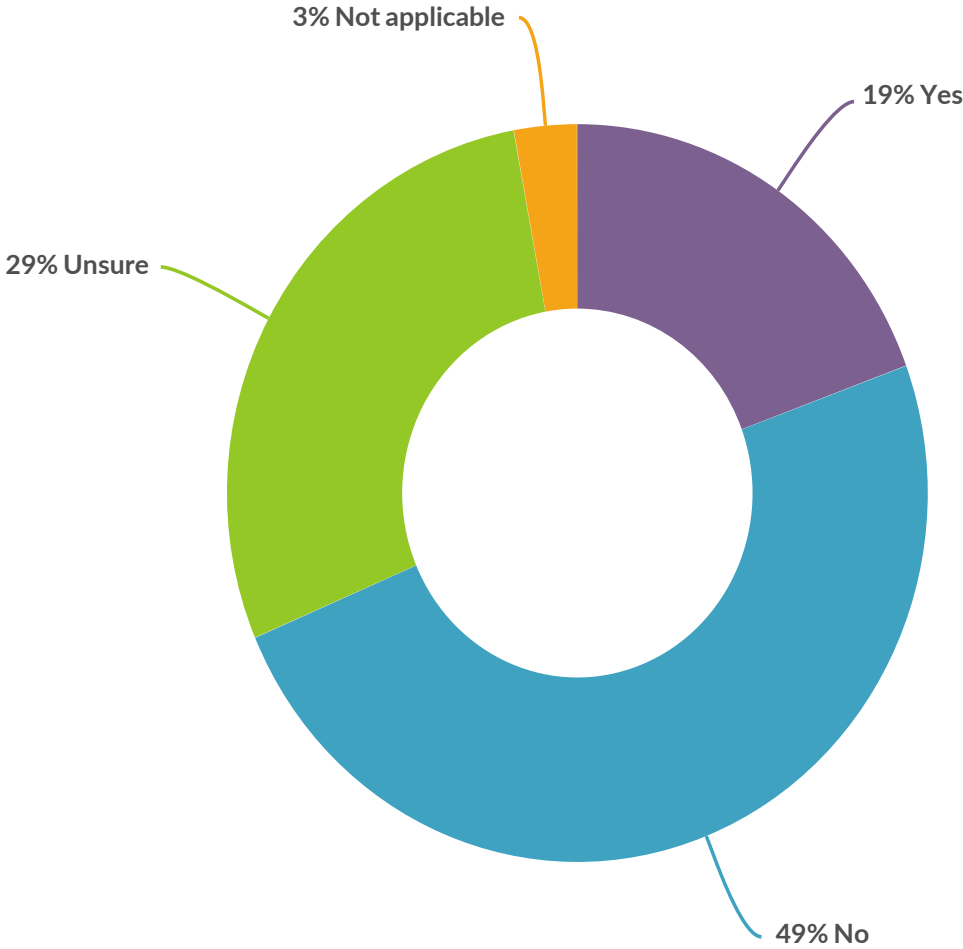
31. TEACHER: How much would you estimate that you have personally spent on resources/materials in support of the new K-6 curriculum?



Value	Percent	Responses
Nothing	35.5%	195
Up to \$100	19.6%	108
\$100 to \$200	19.3%	106
\$200 to \$400	15.1%	83
\$400 to \$600	6.9%	38
\$600 to \$800	0.7%	4
\$800 to \$1000	2.2%	12
Over \$1000+	0.7%	4

Totals: 550

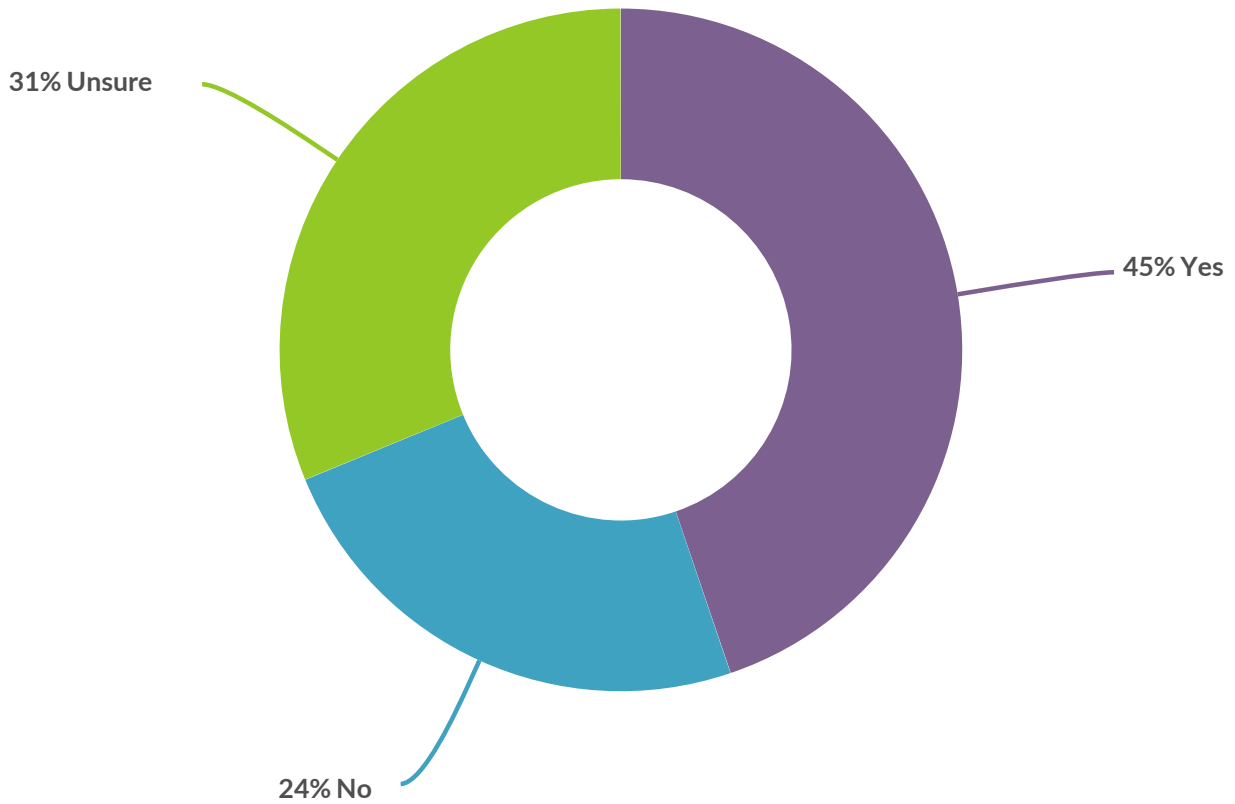
32. Has someone in your school been identified (or tasked) with taking on a lead role in the implementation of the new K-6 curriculum?



Value	Percent	Responses
Yes	19.4%	109
No	49.2%	276
Unsure	28.5%	160
Not applicable	2.9%	16

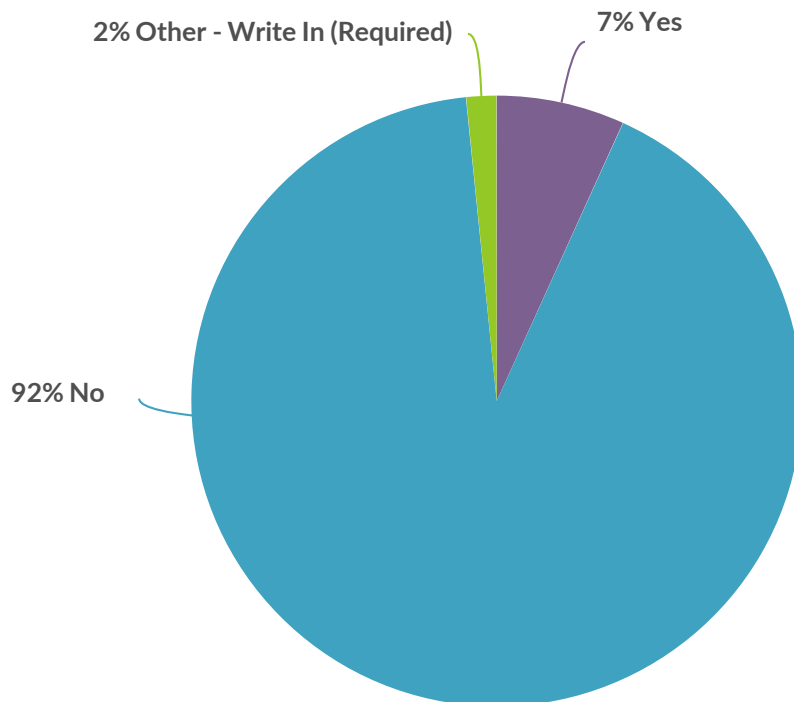
Totals: 561

33. Would you like to see an individual (or small group) designated at your school site in a lead role (that is, a "champion") for the implementation of new curriculum?



Value	Percent	Responses
Yes	44.8%	243
No	24.0%	130
Unsure	31.2%	169
		Totals: 542

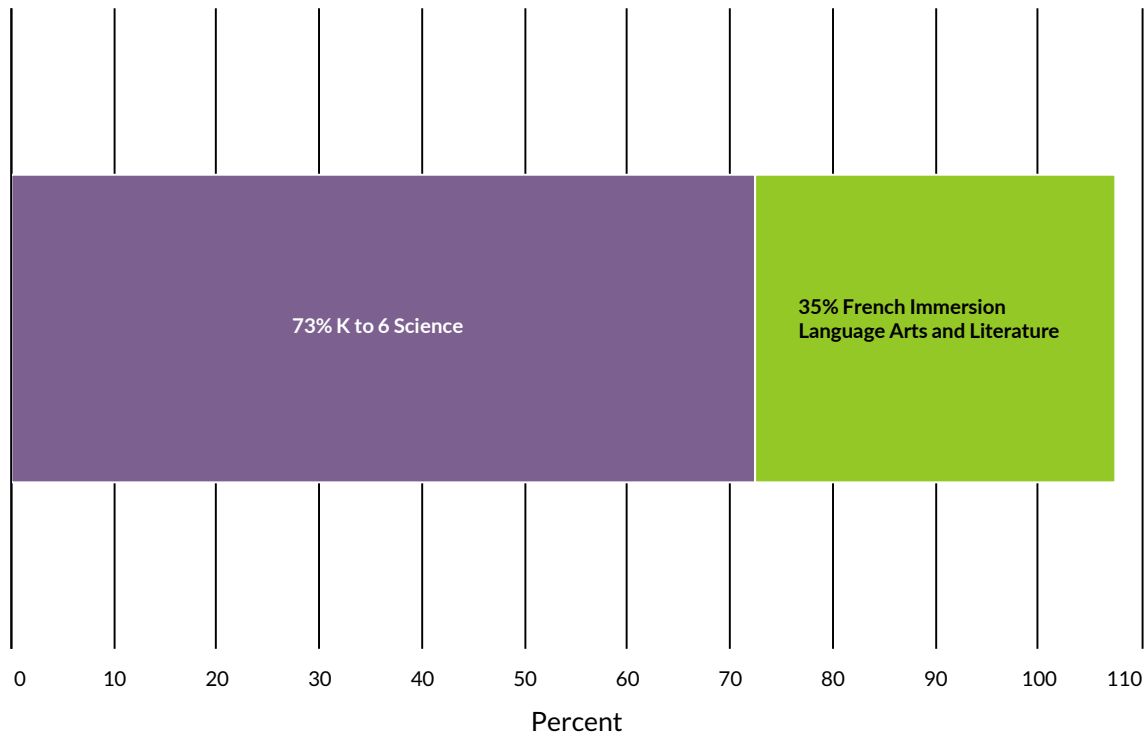
34. Are you piloting the updated draft K to 6 Science, French first language and literature and/or French Immersion language arts and literature programs of study?





Value	Percent	Responses
Yes	6.8%	38
No	91.6%	514
Other - Write In (Required)	1.6%	9

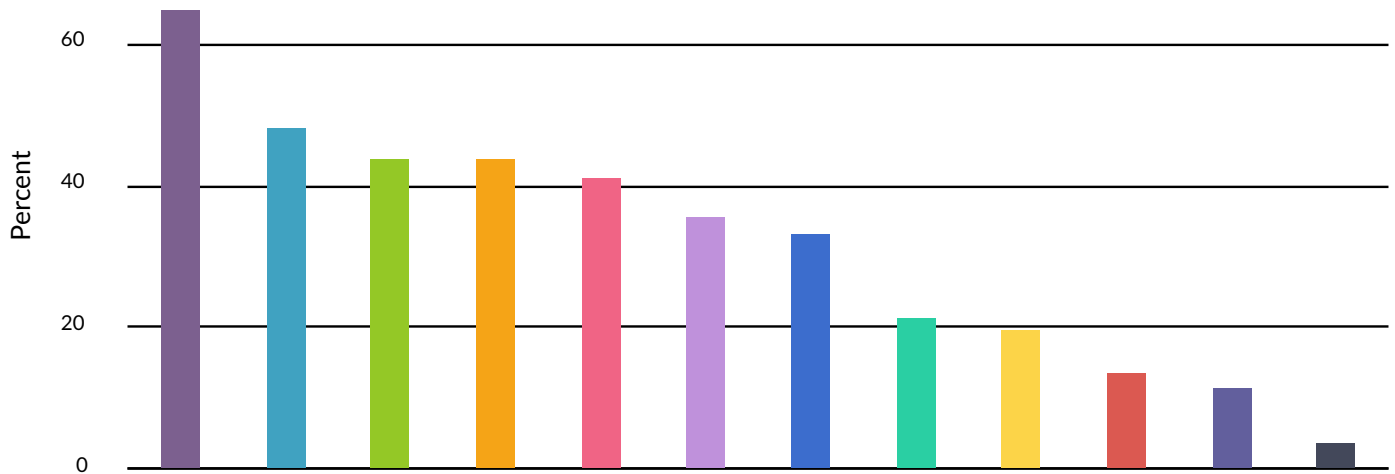
Totals: 561

35. Which of the following are you piloting (please check all that apply)?



Value		Percent	Responses
K to 6 Science		72.5%	29
French Immersion Language Arts and Literature		35.0%	14

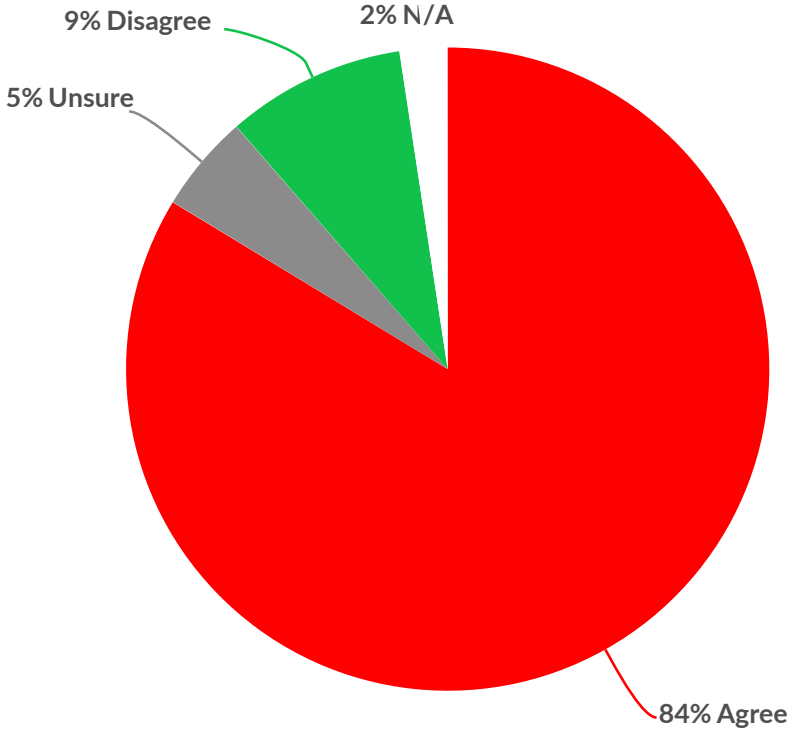
36. In what types of curriculum development and implementation PD would you like to participate in the future? (Select all that apply.)



Value	Percent	Responses
collaborative unit and lesson planning	65.0%	356
face-to-face workshop(s)	48.5%	266
independent unit and lesson planning	43.8%	240
collaborative resource selection or development	43.8%	240
series of ongoing workshops	41.1%	225
online module(s) or webinar(s)	35.6%	195
series of online modules or webinars	33.4%	183
independent study and reflection	21.4%	117
independent resource selection or development	19.7%	108
working on a collaborative action research project collaborative study and reflection	13.7%	75
graduate level university courses	11.7%	64
Other - Write In	3.6%	20

COVID-19 IMPACTS

37. TEACHER SUMMATION: Many students in my classes have significant gaps in their understanding of the curriculum I am teaching.

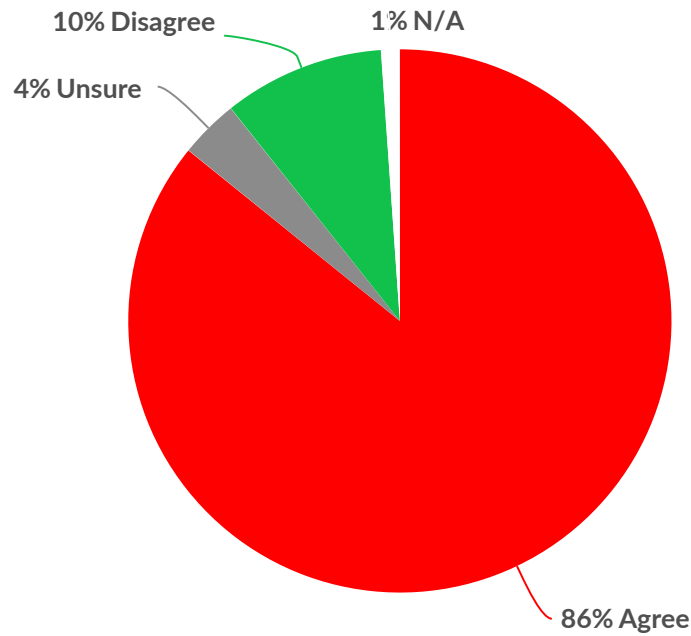


Value	Percent	Responses
Agree	83.7%	850
Unsure	4.9%	50
Disagree	9.0%	91
N/A	2.4%	24

Totals: 1,015

38. TEACHER SUMMATION:

Many students in my classes are struggling with learning.

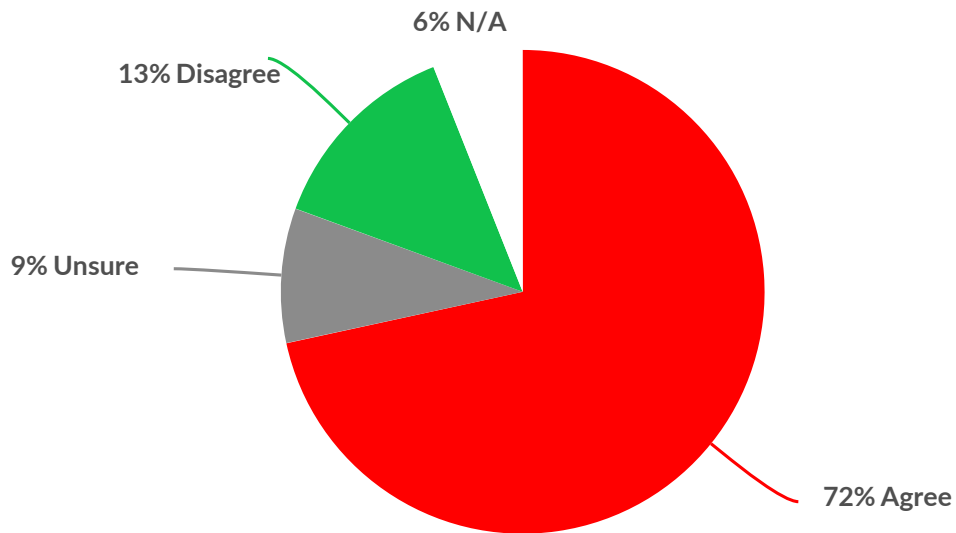


Value		Percent	Responses
Agree		85.9%	871
Unsure		3.5%	35
Disagree		9.6%	97
N/A		1.1%	11

Totals: 1,014

39. SCHOOL LEADER SUMMATION:

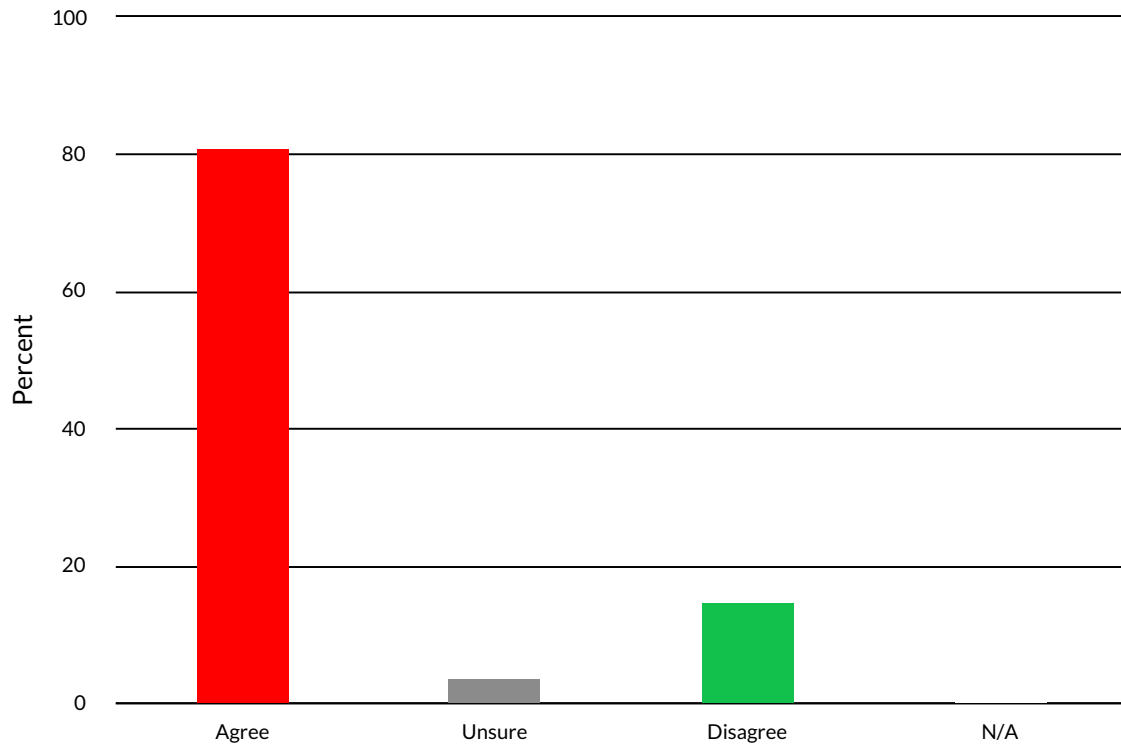
Many students in my school are struggling with learning.



Value	Percent	Responses
Agree	71.6%	48
Unsure	9.0%	6
Disagree	13.4%	9
N/A	6.0%	4

Totals: 67

40. COVID-19 is stressful.



Value	Percent	Responses
Agree	81.0%	934
Unsure	3.6%	42
Disagree	14.8%	171
N/A	0.5%	6

Totals: 1,153

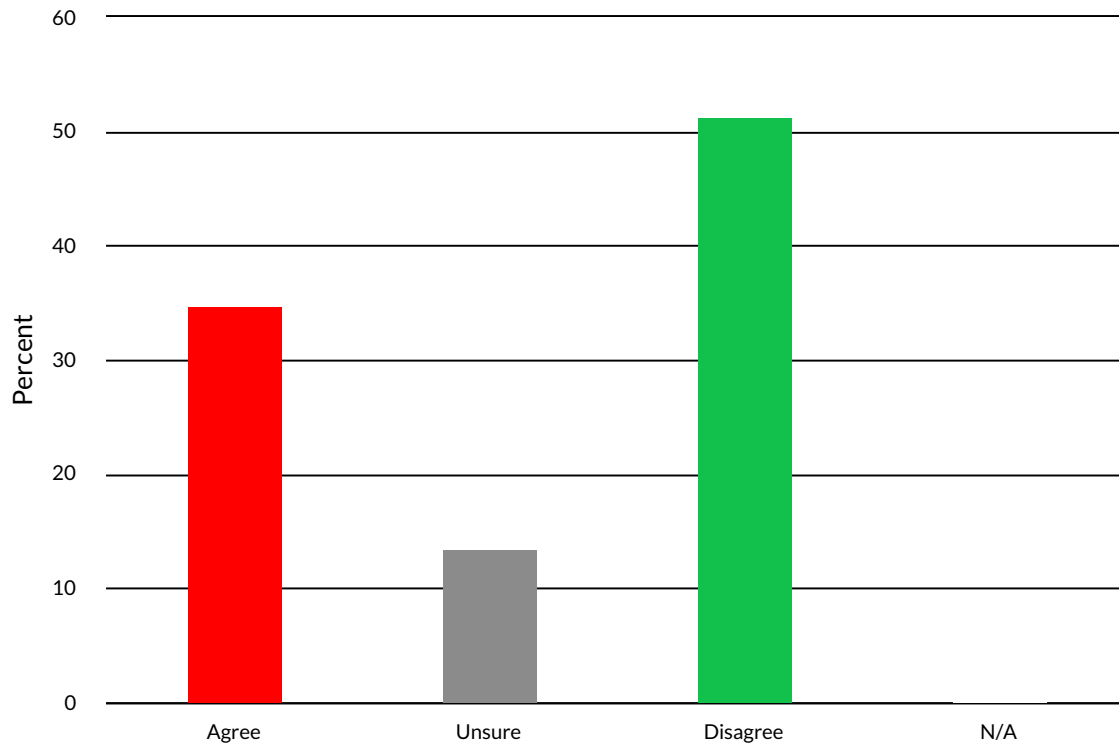
41. TEACHER DETAILED: As a result of the COVID-19 pandemic, please identify your level of agreement with the following statements on curriculum and assessment:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not applicable	Responses
Many students in my classes have significant gaps in their understanding of the curriculum I am teaching. Count Row %	30 3.0%	61 6.0%	50 4.9%	312 30.7%	538 53.0%	24 2.4%	1,015
Many students in my classes are struggling with learning. Count Row %	19 1.9%	78 7.7%	35 3.5%	416 41.0%	455 44.9%	11 1.1%	1,014
Totals Total Responses							1015

42. SCHOOL LEADER DETAILED: As a result of the COVID-19 pandemic, please identify your level of agreement with the following statements on curriculum and assessment:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not applicable	Responses
Many students in my school have significant gaps in their understanding of the curriculum I am teaching. Count Row %	2 3.0%	6 9.0%	3 4.5%	22 32.8%	26 38.8%	8 11.9%	67
Many students in my school are struggling with learning. Count Row %	1 1.5%	8 11.9%	6 9.0%	28 41.8%	20 29.9%	4 6.0%	67
Totals Total Responses							67

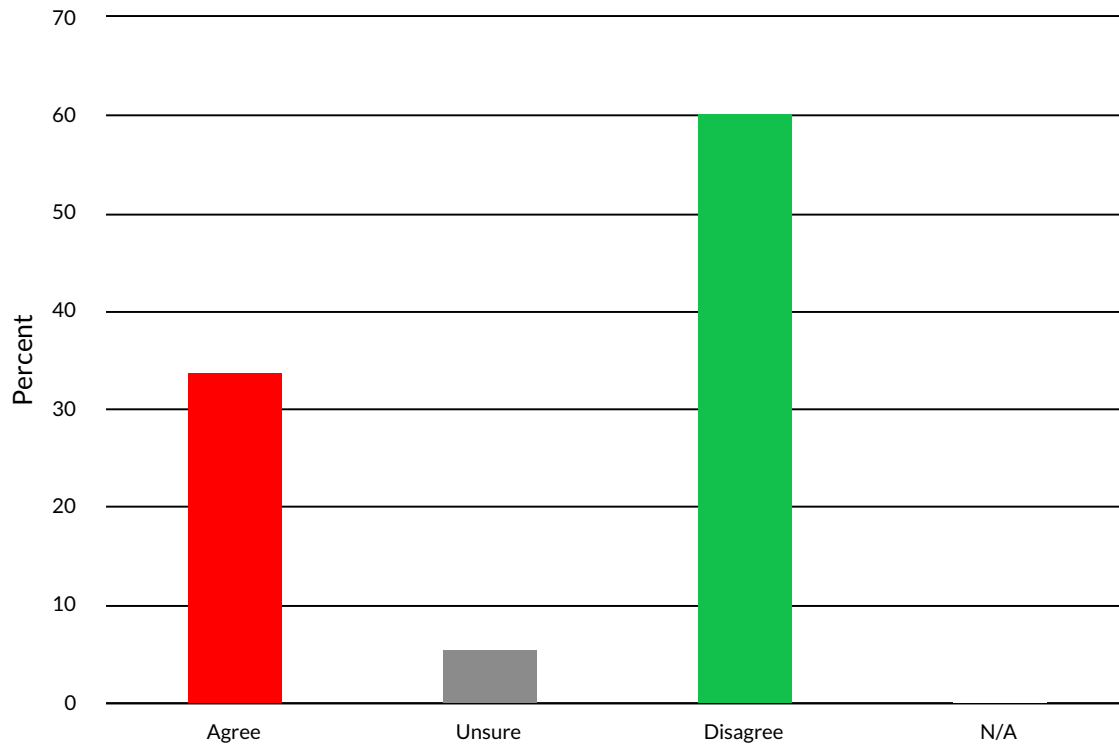
43. COVID-19 is not fear-inducing.



Value		Percent	Responses
Agree		34.8%	401
Unsure		13.4%	154
Disagree		51.3%	591
N/A		0.6%	7

Totals: 1,153

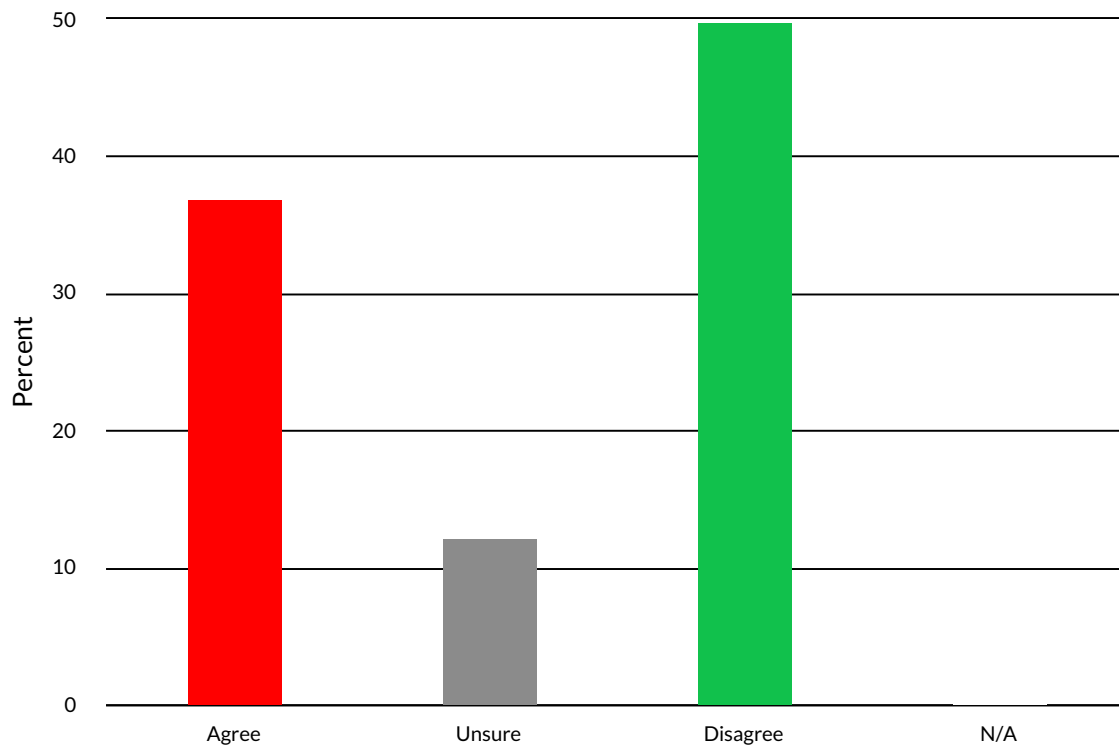
44. COVID-19 is something I think about all the time.


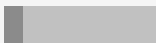




Value	Percent	Responses
Agree	33.8%	389
Unsure	5.5%	63
Disagree	60.2%	694
N/A	0.5%	6

Totals: 1,152

45. COVID-19 is something that makes me feel helpless.



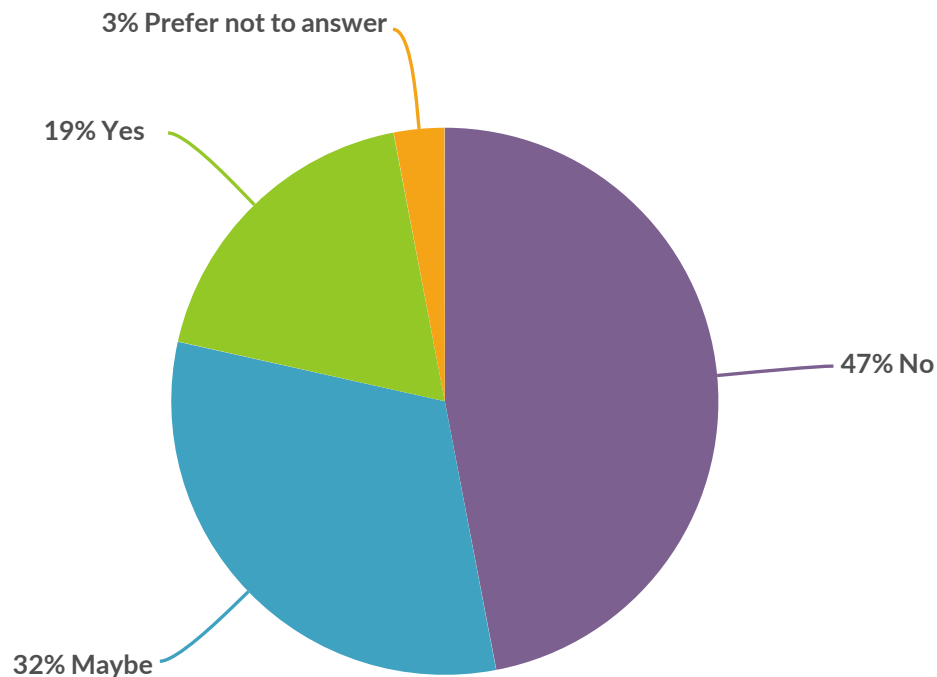
Value		Percent	Responses
Agree		36.9%	425
Unsure		12.2%	140
Disagree		49.9%	575
N/A		1.0%	12

Totals: 1,152

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not applicable	Responses
COVID-19 feels close to me. Count Row %	94 8.2%	202 17.5%	150 13.0%	387 33.6%	304 26.4%	15 1.3%	1,152
COVID-19 feels like it is spreading slowly. Count Row %	103 9.0%	275 24.0%	233 20.3%	388 33.8%	128 11.1%	21 1.8%	1,148
COVID-19 is something I think about all the time. Count Row %	226 19.6%	468 40.6%	63 5.5%	282 24.5%	107 9.3%	6 0.5%	1,152
COVID-19 is <u>not</u> fear-inducing. Count Row %	153 13.3%	438 38.0%	154 13.4%	285 24.7%	116 10.1%	7 0.6%	1,153
COVID-19 is media hyped. Count Row %	341 29.5%	409 35.4%	160 13.8%	123 10.6%	107 9.3%	16 1.4%	1,156
COVID-19 is something that makes me feel helpless. Count Row %	141 12.2%	434 37.7%	140 12.2%	314 27.3%	111 9.6%	12 1.0%	1,152
COVID-19 is stressful. Count Row %	58 5.0%	113 9.8%	42 3.6%	560 48.6%	374 32.4%	6 0.5%	1,153
Totals Total Responses							1156

PLANS FOR THE FUTURE

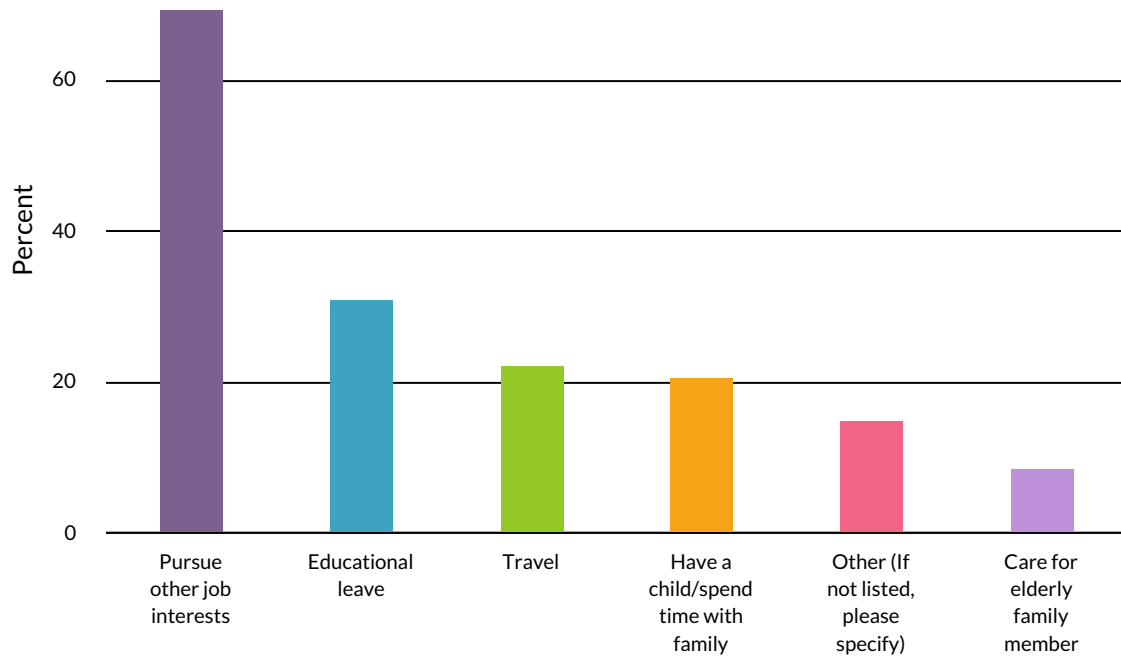
46. Looking ahead to the next five years, are you planning to temporarily interrupt your teaching career to pursue other activities or interests?
[Note: This question does not refer to potential retirement plans - see question below]









Value	Percent	Responses
No	47.0%	532
Maybe	31.5%	356
Yes	18.5%	209
Prefer not to answer	3.0%	34

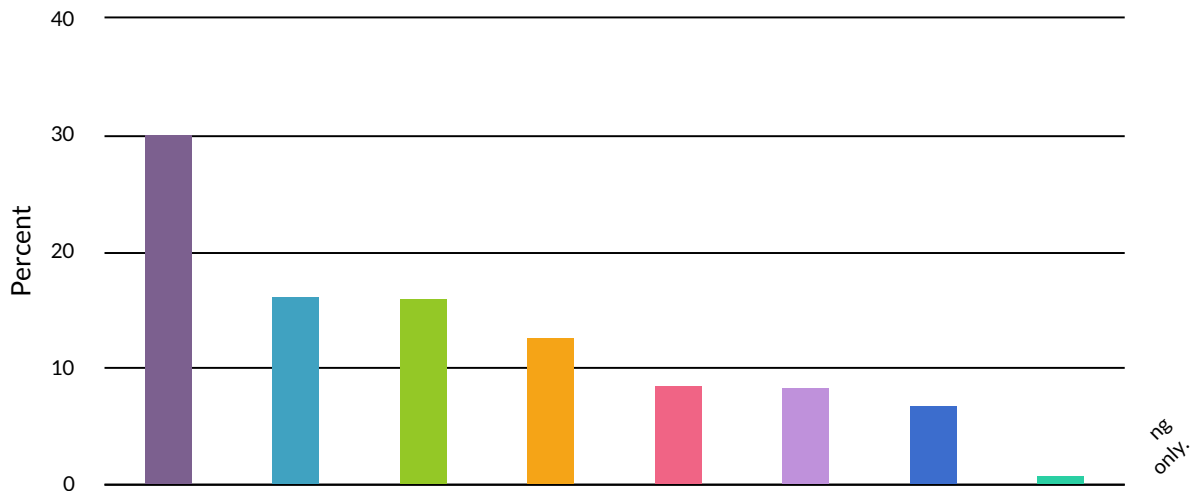
Totals: 1,131

47. Please indicate what your plans might include. (Please check all that apply).



Value		Percent	Responses
Pursue other job interests		69.4%	391
Educational leave		30.9%	174
Travel		22.2%	125
Have a child/spend time with family		20.6%	116
Other (If not listed, please specify)		14.9%	84
Care for elderly family member		8.5%	48

48. Which of the following is the best descriptor of what you will likely be doing five years from now in the year 2027?



Value	Percent	Responses
I will be in the same school and same job as today.	30.2%	343
I will have left the profession for another occupation.	16.3%	185
I will be retired from the profession with a pension.	16.1%	183
I will be in a different school or system but doing the same job.	12.7%	144
I will have taken on new administrative duties.	8.6%	98
Other (If not listed, please specify)	8.4%	96
I will have left the province of Alberta to be a teacher in another location.	6.9%	78
I will have moved from administration to classroom teaching only.	0.9%	10
		Totals: 1,137

Other (If not listed, please specify)	Count
Unsure	2
Totals	96

REPRESENTATIVE QUALITATIVE COMMENTS:

Please share why you plan to leave the profession of teaching.

“ I'm exhausted and this job has become so much more complex. ”
10/03/2022 Response id: 16

“ The kids are amazing, but the demands are unreasonable. ”
09/29/2022 Response id: 23

“ Hopeless. I am educated and experienced but there are simply too many issues with education. ”
09/29/2022 Response id: 25

“ There is no respect left. The attitudes of parents and students is making my job to stressful. ”
09/29/2022 Response id: 73

“ Burnout. The job is so demanding & it is getting harder. ”
09/29/2022 Response id: 85

“ I'm tired. This job has always been draining, but it is literally killing me now. The demands are just too big and teachers are back to being the bad guys in the community. I have to start taking care of myself and I don't know if I can do that while continuing to teach. ”
09/30/2022 Response id: 227

“ Too exhausting with not enough support. At this point my mental health is more important than the job ”
09/30/2022 Response id: 288

“ After over 20 years teaching i still love the profession but cannot afford to stay in it much longer. I have marketable skills and a standing job offer that will give me a significant pay raise, better benefits package and more time with loved ones. ”
10/01/2022 Response id: 326

“ Difficult to do my job well. Inclusion and accommodations are exhausting and frustrating. Large class size and so many students with special needs. ”
10/07/2022 Response id: 449

“ The Alberta government does not understand or support modern educational methods and needs. It has no respect for the profession. ”
10/07/2022 Response id: 476

“ It is not teaching anymore. It is all the supports children need from society wrapped into the job of teaching. ”
10/07/2022 Response id: 502

“ I cannot continue to work at a job with such unbalanced work life demands. Working between 8:25 and 3:25 is a time that lights me up. I love the days spent with the kids. It's the drain of evening and weekend work. Lack of time to spend with my family. My weekends are essentially working and chores/grocery shopping etc. nothing that fills my bucket. It is not sustainable to work like this for another 15-20 years. ”
10/11/2022 Response id: 608

REPRESENTATIVE QUALITATIVE COMMENTS (CONTINUED):

Please share why you plan to leave the profession of teaching.

“

13 The 80 hour work weeks, the lack of autonomy, lack of trust to do our job, the lack of support when things get difficult. Teachers and school staff are NOT OK. We carry such a burden. In the 11 years I have been teaching the demands have become more, resources and respect less and pay is not increasing with the cost of living. This is not healthy and it is not the helping profession that it once was. We are fighting every day for some balance and peace, but more and more is being put on our plates.

33 Continued attacks by Ministry of Education. I have never felt less valued as a professional or felt that my expertise was disregarded.

55 I chose this job to make a difference for students. I don't have the capacity to do my job well and that feels like failure. I cannot rationalize the complacency of Albertans while sacrificing my mental health to meet the increasing demands of this job. I cannot help these kids if I am struggling to keep my head above water.

78 After 15 years in a classroom, I am finding that I am unable to keep up ...the workload and expectations that are on the shoulders of teachers is unreasonable and I will be leaving the profession as soon as possible.

81 It's not worth it. My mental health has suffered. My own children have suffered. I want to be an amazing teacher and I'm being set up to fail. P

82 Too many behaviour issues without support. I have been injured and am still dealing with this from a student. It will be a lifetime injury and nothing was done about it.

92 I feel like too many demands are being pushed on me. I am expected to be a counsellor, a parent, a coach, and a teacher. All with no support. The class sizes are ever growing, the supports are ever shrinking, and nothing seems to change. Honestly, teaching felt hopeless to me. I was tired, depressed, anxious, and hopeless at the end of every school day.

294 It's become unbearable in some regards. Increased demands, reduced time and support to successfully complete the work. The stress doesn't seem worth it anymore.

313 I can't do it anymore. I am burnt out. My body hurts. My heart hurts. My children deserve a better parent. My spouse deserves a better partner. My bank account deserves better pay. My spouse's employer had a job come up last year that paid a similar amount to teaching, was flexible in working hours, get paid overtime and outside of the first 3 months could be done entirely from home, even out of the province. They like hiring former teachers for this role because they create and maintain excellent client relationships and have impeccable record keeping abilities. How could I not consider a job where I would be happy, well rested, got paid for the hours worked? A job where if I was sick I could just be sick.

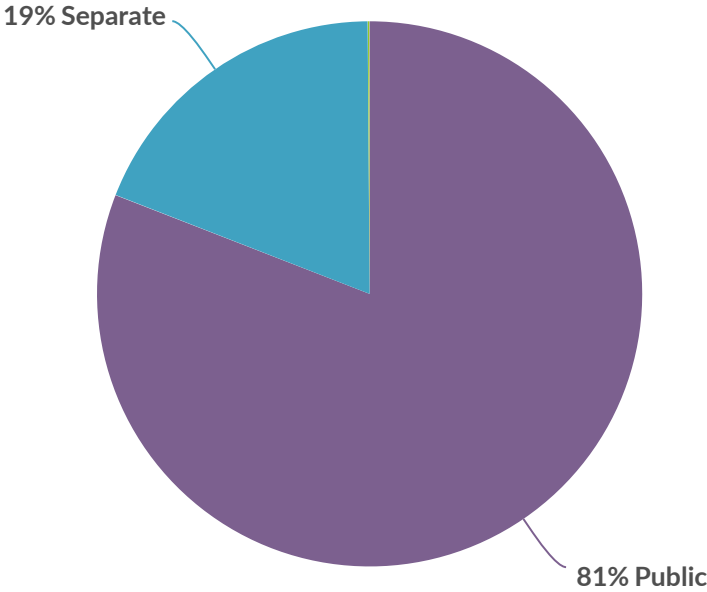
326 The demands have become completely unrealistic. There are way too many extra, added, unnecessary requirements that take the focus away from teaching and learning. The classes are too big and it is too depressing and difficult to continue to be a part of a system that is just not meeting student needs. This government will not listen to, and has no value for our profession. It is difficult to last in a situation where you see daily the things that could be improved but only get worse because we are not heard or valued.

704 I would like to have more time for myself and my family and look for a job that does not require to keep working after my workday

709 I feel that I am not valued as a professional and the current government has been very adversarial in its approach to this profession. The amount of stress that I am under has increased significantly in the last 3 years. I understand that I have a position of trust with a vulnerable population, but the fact that I must submit to a registry and a criminal record check after over 15 years in the profession is frankly insulting.

DEMOGRAPHICS

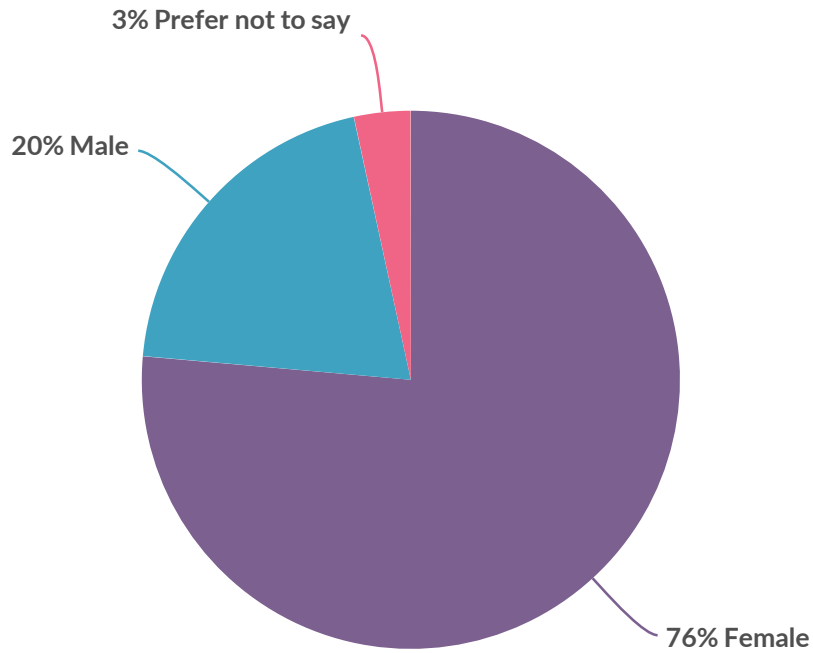
49. Type of school authority in which you are employed






Value	Percent	Responses
Public	81.0%	914
Separate	19.0%	214
Francophone	0.1%	1

Totals: 1,129

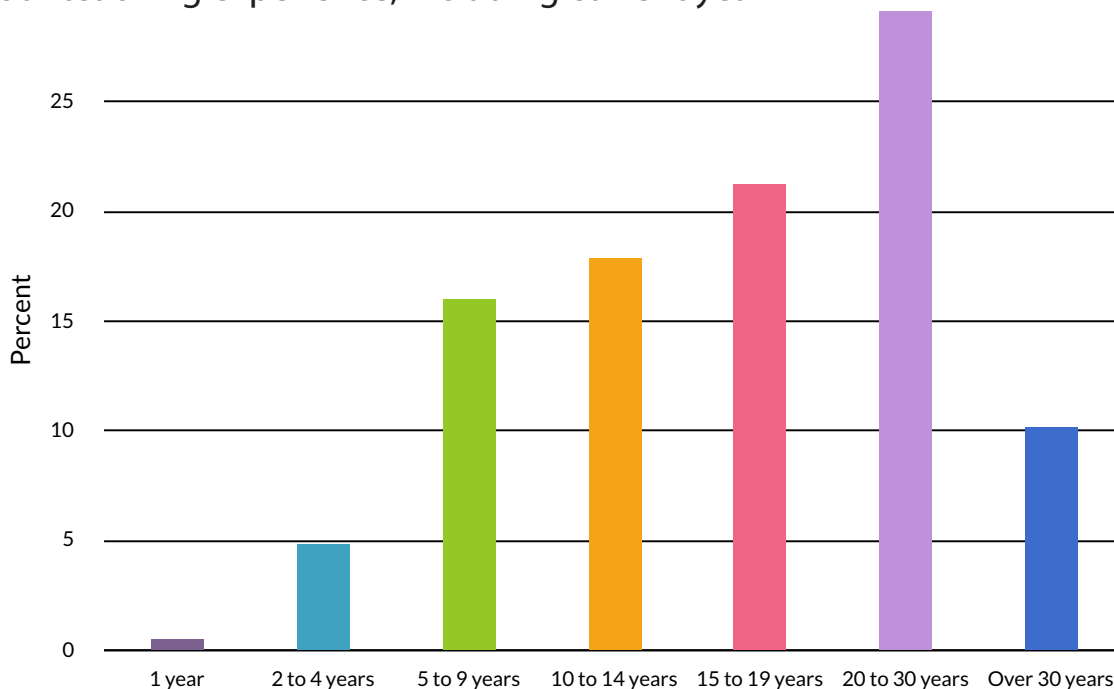
50. How do you identify?



Value		Percent	Responses
Female		76.4%	861
Male		20.2%	228
Prefer not to say		3.4%	38

Totals: 1,127

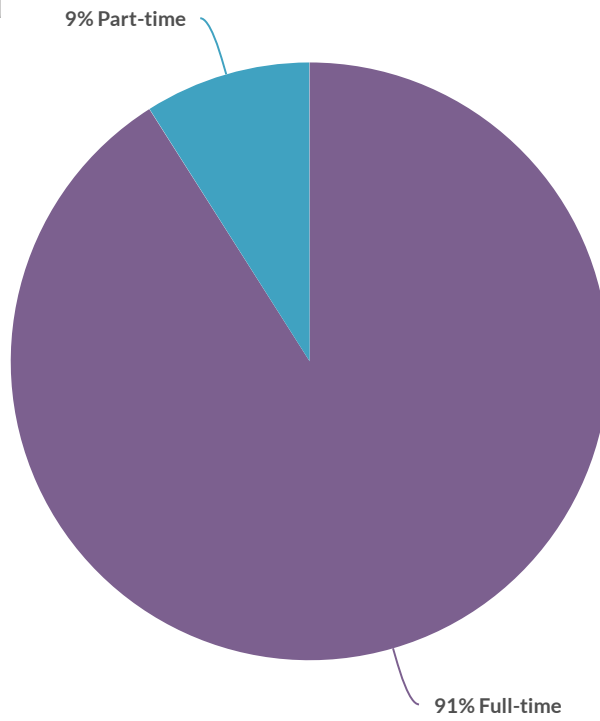
53. Your teaching experience, including current year



Value	Percent	Responses
1 year	0.5%	6
2 to 4 years	4.9%	55
5 to 9 years	16.1%	182
10 to 14 years	17.9%	203
15 to 19 years	21.3%	241
20 to 30 years	29.2%	331
Over 30 years	10.2%	115

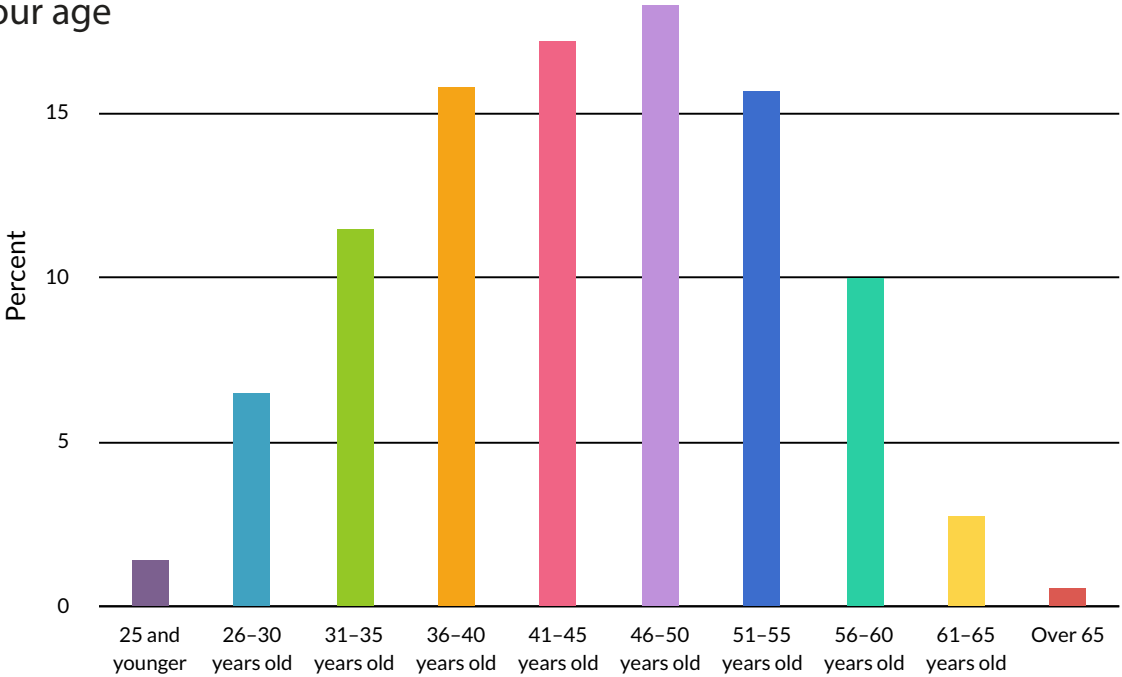
Totals: 1,133

54. You are employed



Value		Percent	Responses
Full-time		91.0%	1,028
Part-time		9.0%	102
			Totals: 1,130

55. Your age



Value	Percent	Responses
25 and younger	1.4%	16
26-30 years old	6.5%	73
31-35 years old	11.5%	130
36-40 years old	15.8%	178
41-45 years old	17.2%	194
46-50 years old	18.3%	206
51-55 years old	15.7%	177
56-60 years old	10.0%	113
61-65 years old	2.8%	32
Over 65	0.6%	7

Totals: 1,126



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