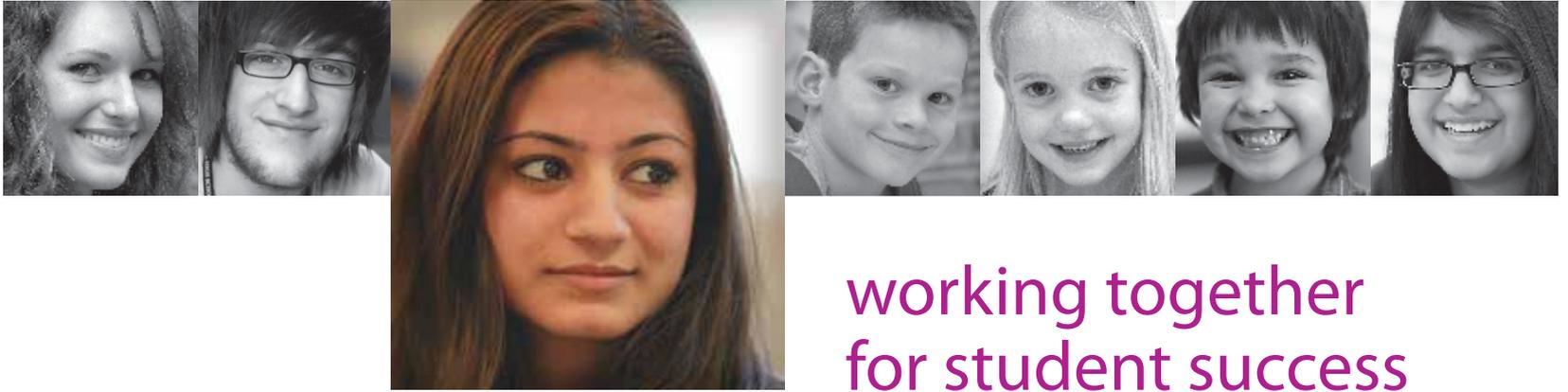


Apendix III



working together
for student success

C2 Committee Report
January 2014



Calgary Board
of Education

CALGARY
Public Teachers
ALBERTA TEACHERS' ASSOCIATION LOCAL 3E

Introduction

This report contains the results and initial recommendations related to the C2 Internal Review of teacher workload, efficacy and jurisdictional tasks. The report is the outcome of the plan detailed in the C2 Committee Report dated December 2013.

The C2 Committee representatives (identified in Appendix III) from Calgary Public Teachers, Alberta Teachers' Association Local 38 (ATA Local 38) and the Calgary Board of Education (CBE) completed the analysis of the Thoughtstream data.

The recommendations the committee has developed are based on a very broad representation of teachers in the Calgary Board of Education. The assumption of the committee is that practices that build teacher capacity and effectiveness, and contribute to student learning and success are important and need to be well supported. The reduction of teacher workload and enhancing efficacy related to jurisdictional tasks are the mandate of the C2 Internal Review. Thus, the recommendations are provided in a spirit of collaborative improvement.

These recommendations are a compilation of thoughts related to the following three (3) questions:

- **What jurisdictional tasks could be modified or eliminated to increase your efficacy and address workload?**
- **What are suggestions, ideas or solutions that could increase your efficacy and address your workload?**
- **What are specific examples/practices/policies or tasks currently in place (in your school or district wide) that enhance your efficacy or address your workload?**

The collected data will require further analysis and investigation, because of the breadth and depth of information collected. School and jurisdictional supports, structures, and initiatives are recognized as having significant impacts on teaching practice and competency.

The CBE has already taken some noteworthy actions that support teachers to make positive differences in the lives of students. Recent jurisdiction decisions, specifically related to assessment and the frequency of reporting, are congruent with the findings of the C2 Committee Internal Review. Also confirming was the Thoughtstream analysis highlighting practices at a school, divisional, area and jurisdictional level that individuals and teams identified as efficacious. The C2 Committee wants to commend the CBE on this collaborative work.

The committee recognizes that some recommendations will be more easily and immediately implemented while others will need to occur over time. Regardless, it is through the spirit of collaboration, the committee is optimistic the recommendations of the C2 Internal Review regarding teacher workload and efficacy will be adopted.

Internal Review

Survey Participants and Demographics related to Thoughtstream Analysis (See Appendix I for Graphic Representations of the information below collected January 2014 and April 2014).

Participation Numbers:

A total of 4176 individual teachers provided input into the process in either Phase One and/or Phase Two.

- 3539 members participated out of the 7379 invitations sent to ATA members in Phase One.
- 3262 members participated out of the 7562 invitations sent to ATA members in Phase Two.

Overall, 52.6 per cent of the invited CBE - ATA Local 38 members participated in the Internal Review.

Demographic Results: Teacher Years of Experience

Years of Experience	% Of survey participant's	% Of survey participant's	% Of ATA members in CBE
	Phase One	Phase Two	
0 – 10	43.4	43.1	58.4
11 – 20	30.8	31.5	23.1
21 – 30	18.2	17.8	12.6
30+	7.6	7.5	5.9

Division (grade configuration) of teacher workload

Division	Phase One % Of Respondents	Phase Two % Of Respondents
Division I (K – 3)	27.4	27.2
Division II (4 – 6)	17.9	18.3
Division III (7 – 9)	16.2	17.4
Division IV (10 – 12)	19.6	18.8
Multiple Divisions	16.4	16.0
Other	2.5	2.3

Self- Described Role Description of Respondents

Role Description	Phase One % Of Respondents	Phase Two % Of Respondents
Teacher	72.1	72.9
Learning Leader	12.3	12.6
Principal	4.6	4.5
Assistant Principal	4.5	4.2
Substitute Teacher	3.3	2.8
Other	3.3	5.0

Initial Analysis

Tacit in the presentation of recommendations and the accompanying priorities, the committee acknowledges that some actions could be more easily implemented than others. To that end, the first recommendation is seen as having received the greatest number of responses, thoughts and priorities. Other recommendations may be more easily implemented although not identified as of most or greatest concern.

Given the extensive feedback (breadth and depth) for the Internal Review, the committee narrowed the recommendations of this report to the Top Mentioned Themes from each question.

It is the intention of the committee to continue to examine the data in greater depth over the next year to provide further recommendations where needed. This examination of data may include yet not be limited to focus groups, work conducted with other C2 Committees from across Alberta and continued investigations by sub-committees of the original CBE – ATA Local 38 C2 Committee.

The attached PowerPoint summary of the Thoughtstream findings is provided for your information.

Recommendations

Report Cards & Results Reporting

Report Cards – Frequency of Results Reporting

The jurisdictional decision confirming the requirement for two formal report cards for grades K-9 addresses a significant concern of many participants. In addition to the frequency of reporting, significant depth and breadth of comments were made regarding Results Reporting. The recommendations vary and are offered for consideration by the Chief Superintendent.

Results Reporting

Results Reporting elicited significant numbers, depth of thoughts and responses. here were many suggestions regarding omitting the Results Comments or incorporating them in the anecdotal portion of the report card related to the learner outcomes, while providing consistent expectation of the breadth and depth of comments.

A significant number of thoughts indicated a desire to modify Results Reporting by embedding the comments into the report card through the use of stems and/or comments related to the outcomes in the program of studies. As well, a significant number of thoughts indicated a desire to eliminate Results Reporting, in alignment with the focus of the questions asked (see Introduction). Regardless of the part of the Report Card where the comments are recorded, there was noted discrepancy in the expectation of principals regarding the volume and content of these comments.

Recommendation | 1

The establishment of jurisdictional congruity in expectations between school-based administrators to address the volume and content which is seen as impacting teacher workload and at times, decreasing teacher efficacy.

Report Cards – Comments in general

Given the multiple means of communication of assessment and reporting, some thoughts in the Internal Review have indicated redundant comments as increasing workload. Varying expectations of principals was also indicated as either increasing or decreasing workload. The Specialists working with Assessment and Reporting have provided exemplars of comments. A notable number of thoughts and responses collected have highlighted how individual expectations can increase teacher workload, and create challenges to efficacy.

Recommendation | 2

Parameters for report card comments need to respect teacher professionalism and judgment. Reasonable expectations need to be created such that report cards have greater consistency and system congruence in terms of expectations when it comes to report card comment writing.

Recommendation | 3

Grouping principals as professional colleagues to establish most desirable practices and expectations may reduce the discrepancy of expectations between schools. Alignment of expectations will assist in the reduction of teacher workload and promote efficacy.

Report cards – Interims and other written documentation

Variation in practice regarding Interim Report Cards was noted; specifically the frequency and content. As noted in previous sections, while there is understanding of the need for and importance of flexibility, there is also the need for attention to the impact on teacher workload and efficacy when variations in practice occur.

Recommendation | 4

Clear direction needs to be provided regarding Interim Reports. Setting clear parameters might ensure congruity between schools regarding teacher/parent expectations regarding written reports.

Administrative Paperwork

Administrative Paperwork was the most commented theme as having impacted teacher workload and efficacy. Administrative Paperwork was a sub-theme that included but is not limited to, tasks related to the frequency of reporting, Results Reporting, variation in reporting process between schools, Individual Program Plans, and Off-Site forms.

Off-Site Forms

In the introduction, the committee acknowledged that some actions could be more easily implemented than others. To that end, this recommendation is seen as more easily implemented although not identified as of most or greatest concern. The committee wants to acknowledge the improvements made in the 2013 - 2014 regarding Off-Site forms. As a result of the timing of the Internal Review and these changes, survey participants may not have experienced the improved forms. It is hoped that as teachers experience the new digital forms in the next school year, they will see a diminishing workload related to this administrative task.

Recommendation | 5

In addition to the forms, **recommendations were made that the Calgary Board of Education implement smart forms with drop down menus related to the educational outcomes, particularly when A-Trips are occurring to common educational venues**, such as Open Minds, the Calgary Zoo et cetera. The committee recognizes varying opinion on the need for personalized comments related to specific Hazards and other aspects of the Risk Management forms. For example, Open Minds Schools was created for the very purpose of meeting educational outcomes. **It is recommended that teacher workload could be reduced with the use of drop down menus and smart forms in this case.** As such, Open Minds Schools can serve as a prototype or template for making similar simple and effective changes to other Off-Site forms, and to reduce teacher workload and support efficacy.

Individual Program Plans (IPP)

Numerous statements were made that indicated the IPP document, process and program is repetitive and cumbersome. There was concern expressed about a lack of support for teachers when required to create meaningful goals and strategies regarding extremely complex student issues and learning needs.

Recommendation | 6

A simple change to make the dates/deadlines for updating IPP information the same as the report card is highly supportive of reducing teacher workload and supporting efficacy.

Recommendation | 7

The IPP templates need to be modified and can be streamlined. In addition, the IPP templates should be standardized to be similar to the kindergarten Code 30 IPP template. This template is user friendly, efficient, effective for parents and manageable for teachers to use, and implement as a working document to best meet the needs of that student.

There were mixed impressions of the ease and support Iris has regarding IPPs. Some viewed it as not addressing workload where others saw it as having great promise. To be fair, this process should be available to all, and incorporated into the work we do.”

Given the demographic composition of the respondents, the majority being in the first ten years of experience, and almost three-quarters within the first twenty years of experience, needs exist for training, communication and clarity regarding the creation of meaningful goals, strategies, the complexities of students and their learning needs. In some cases teachers are asked to provide commentary and develop strategies where they have insufficient training or expertise.

Recommendation | 8

Increase support for teachers writing IPPs is strongly encouraged. **It is recommended the creation of a digital on-line companion resource guide regarding most promising practices related to common issues or diagnosis. Such a companion resource would be of great benefit to teachers and/or administrators encountering some complex student concerns for the first time.**

Class Size and Composition

While the class size and composition variables are strongly linked to teacher workload and efficacy, as identified in the C2 ThoughtStream responses, many of the determining factors of class size, and composition are impacted by Alberta Education funding.

Recommendation | 9

To address such matters, **it is recommended that the Chief Superintendent and the Calgary Board of Education Trustees continue to advocate Alberta Education to provide predictable, sustainable funding to address class size and composition.** Prior to the creation of C2 Committee work, including work done specifically related to class size such as the *Alberta Commission on Learning (2003)* are worthy of attention regarding class size and composition. Moreover, given the importance of class size and composition vis a vis the responses of respondents, updates and communicating work undertaken related to class size and composition would be aligned with the processes undertaken to collect, analyze and share responses to teacher workload and efficacy.

Technology

This area is significant as the responses sought and suggested means for technology to reduce workload and increase efficacy, the very mandate of C2 Committees. While the Student Information Records System (SIRS) was the specific object of many thoughts and priorities, it is important to attend to the underlying messages, in light of changes being in place related to SIRS and its use within the jurisdiction. Responses indicate teachers saw the lack of an aligned, integrated highly supportive technological work related environment, as adding to their workload. The environment responses described is one that is seamless and indistinct from daily work instead of being required to leave the work environment to use an application added to teacher workload AND made them less efficacious.

In addition, the lack of confidence and trust in the applications, infrastructure and processes currently in use – be it SIRS or CITRIX, Windows or data encryption, TeacherLogic or Iris – as occurs when teachers complete their work as per training, expectations and requirements. When the technology fails, there is slowness in access and inconsistency of connectivity, or the infrastructure cannot support teachers' professional responsibilities, then teacher workload is increased and efficacy is challenged. This leads to teachers having decreased confidence about their individual and collective capacity to influence student learning,

and achievement (Goddard, Hoy & Woolfolk Hoy 2000)¹. As stated in previous reports, teacher efficacy is considered one of the key motivation beliefs influencing teachers' professional behaviours and student learning (Bandura, 1997).²

Recommendation | 10

An integrated technological environment is sought. Given the majority of respondents (over 72 per cent) are teachers and the largest group of CBE teachers (58 per cent) are in their first ten years of the profession, **attending to this aspect of their daily work this recommendation is seen as a priority.**

Technology and Completion of Electronic Information

The administrative electronic paperwork, both the work done for the clerical responsibilities of teachers (recording of details, risk management and financial accountability) and the tasks associated with the roles of administrators (Off Site trips, staffing and time approvals, et cetera) contained kudos for those processes that saved time and suggestions for how better to complete the tasks. Drop down boxes, information that completed once auto-filled upon reuse and acknowledgement of the expertise of the teacher or administrator were seen as reducing teacher workload and being efficacious.

Recommendation | 11

As noted in the recommendations related to Technology, teacher efficacy is strongly linked to confidence. Teacher confidence is also linked to the trust demonstrated in the professionalism and judgment of the teacher (Goddard, Hoy & Woolfolk Hoy 2000)³. **As such, it is recommended that wherever and whenever possible, teacher judgment be supported by practices and policies as a means to reduce workload and better support efficacy. Specifically, the electronic information submitted as well as the processes utilized should reflect teacher judgment rather than emphasize standardized data entry.**

¹ Goddard RD, Hoy WK, Woolfolk Hoy A. *Collective teacher efficacy: Its meaning, measure, and impact on student achievement. American Educational Research Journal* 2000; 37(2): 479-507.

² Bandura A. *Self-efficacy: The exercise of control. New York, NY: W.H. Freeman; 1997.*

³ Goddard RD, Hoy WK, Woolfolk Hoy A. *Collective teacher efficacy: Its meaning, measure, and impact on student achievement. American Educational Research Journal* 2000; 37(2): 479-507.

Time Allocation

The ability to have ‘choice and voice’ in how time, especially throughout the day, week, semester and year, was identified as an important condition for increasing efficacy and reducing teacher workload.

Collaborative and supportive work environments

Respondents provided many examples of how working with others enhances both the quality of work and the sense of efficacy. Furthermore, respondents citing collaborative and supportive work environments spoke of teacher workload in more positive terms. Time to work directly with others as well as time for discussions, sharing of best practices and working on assessment and learning tasks were provided as practical examples of how collaborative and supportive work environments, helped to address the workload of teachers. Attention to creating efficacy and the sense of involvement in decision making, being trusted and provided with input on changes undertaken within the school and the jurisdiction, were viewed as important components of how teacher workload was reduced.

Recommendation | 12

Reinforcing the use of The *Staff Involvement in School Decisions* form is a significant aspect of this recommendation. Key to this recommendation is school wide discussion and understanding of what constitutes ‘reasonable expectations’ about teacher workload, efficacy and involvement in matters related to learning, assessment and culture. **Significant attention and discussion regarding efficacy needs to occur. Strategies to address efficacy and attend to teacher workload within the school context are the intended outcomes of this recommendation.**

Recommendation | 13

It is also recommended that all schools include in their School Development process and plan (SDRP) consideration regarding teacher efficacy.

Recommendation | 14

There is not a single solution or means for the allocation of time. As well, the importance of choice and voice in determining what is in the best interests of individuals, divisions, schools and contexts could preclude a jurisdictional mandate about time allocation. **It is recommended, however, that teachers do have increased influence and direction over time allocation over the school year as an opportunity to exercise professional judgment.** That time would be linked to teacher’s

professional work and responsibilities including yet not limited to choices around Teacher Professional Growth Plans (TPGP), PLC work, professional learning, reporting and assessment or other matters specific to the individual's context, duties and workload. The sharing of best practices (as noted at the end of these recommendations) and how the aforementioned time is utilized is understood to include working within and beyond the school setting and context. **This can be reinforced by the use of the *Staff Involvement in School Decisions* form.**

Report Card Administration – Promising Practice

Comments related to report cards have been discussed at greater length within this report. As with all subthemes related to addressing or reducing teacher workload and attending to or increasing efficacy, the sharing of best practices is a significant source of further improvements. Respondents provided both high quantity and quality examples yet the volume is prohibitive from centralizing the collective wisdom and experiences.

Recommendation | 15

It is recommended that the promising practices gathered and identified through the ThoughtStream process be shared at divisional, Area and/or role-related or self-selected professional learning communities (PLCs).

Recommendation | 16

Furthermore, it is recommended the sharing of promising practices be given dedicated time, attention and support within the jurisdiction, to foster greater efficacy and understanding of how to reduce teacher workload while better supporting student learning and achievement.

Summary

The committee acknowledges that teacher workload and efficacy are impacted by BOTH jurisdictional tasks assigned AND by the interpretation of that task at the school level and by the individual. Addressing workload and increasing teacher efficacy must be a collaborative effort, involving teachers, school based administrators and senior administration. The Alberta Teacher's Association (ATA) plays a significant role in offering support, professional learning and best practices for reducing teacher workload and supporting efficacy. Positive, effective and efficacious practices are currently in place throughout schools, Area and the jurisdiction. Essential to improving efficacy and addressing teacher workload in the jurisdiction is sharing, communicating and enacting 'best practices'. Many of those 'best practices' have been captured through the ThoughtStream process. Disseminating this professional wisdom requires deliberate, thoughtful action and communication. Communication and the clarity of communication are seen as essential to supporting efficacy and addressing issues related to teacher workload.

The following is a synopsis of the recommendations provided in this report.

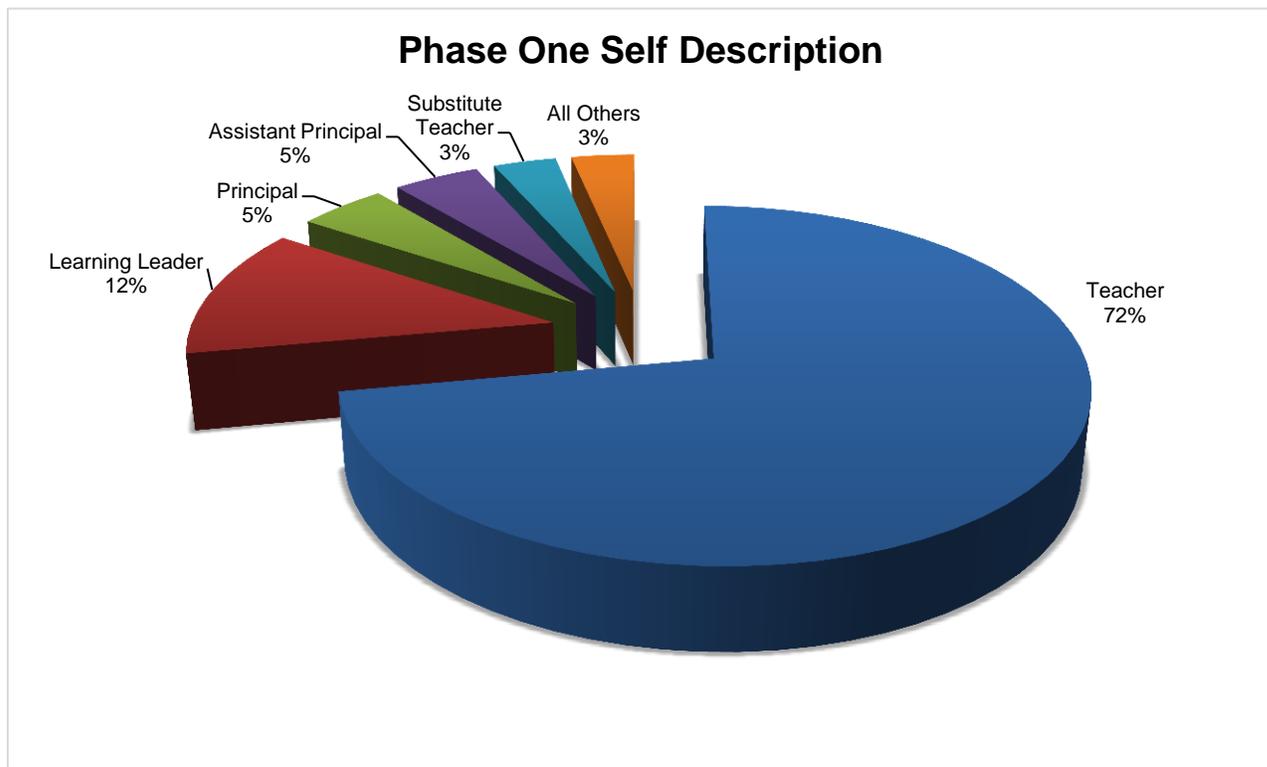
Recommendations

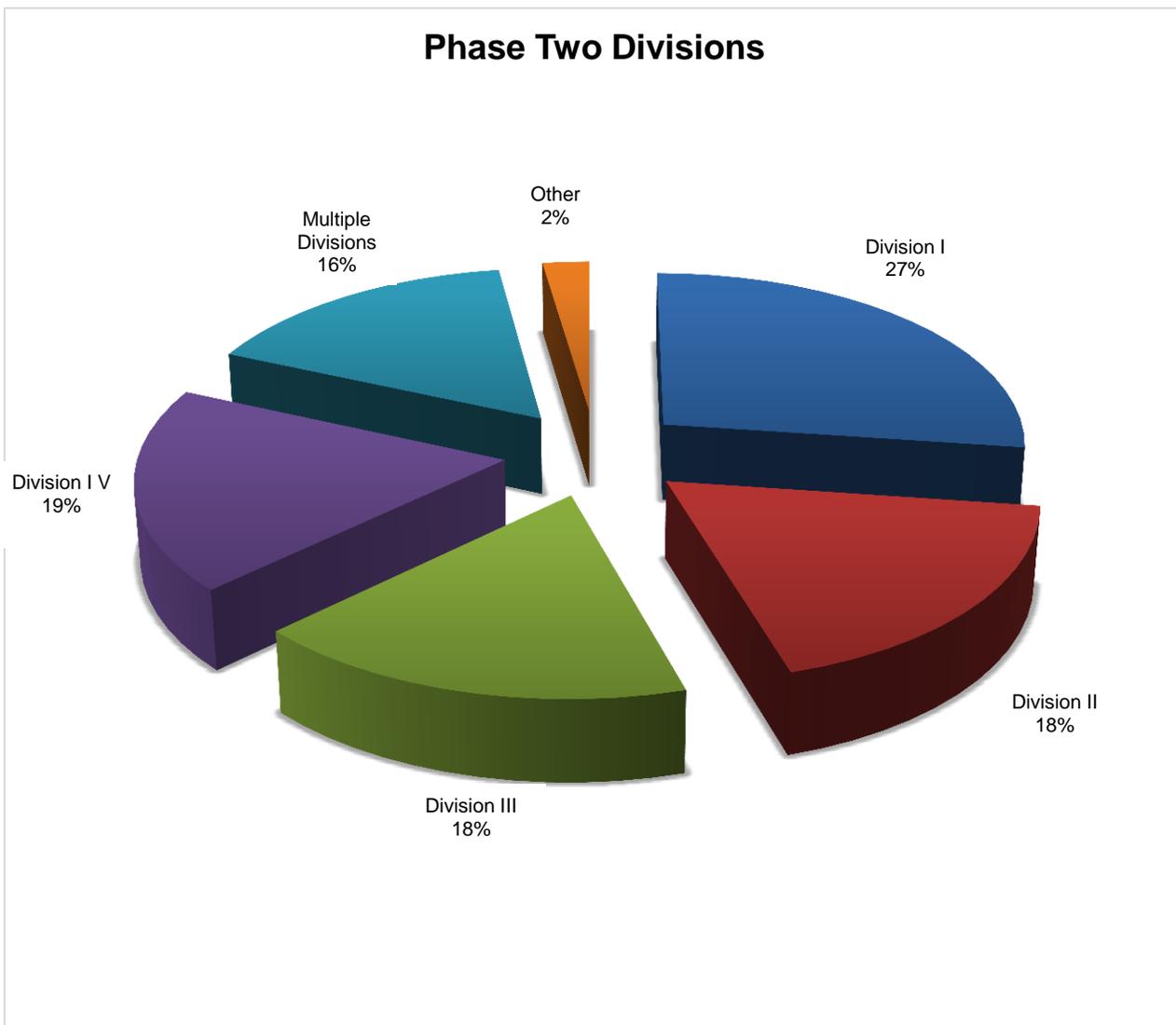
- 1 | The establishment of jurisdictional congruity in expectations between school-based administrators to address the volume and content of Results Reporting comments.
- 2 | Parameters for report card comments need to respect teacher professionalism and judgment.
- 3 | Reasonable expectations need to be created such that report cards have greater consistency and system congruence in terms of expectations when it comes to report card comment writing.
- 4 | Clear direction needs to be provided regarding Interim Reports. Setting clear parameters might ensure congruity between schools regarding teacher/parent expectations regarding written reports.
- 5 | The Calgary Board of Education implement smart forms with drop down menus related to the educational outcomes, particularly when A-Trips are occurring to common educational venues.
- 6 | A simple change to make the dates/deadlines for updating IPP information the same as the report card is highly supportive of reducing teacher workload and supporting efficacy.
- 7 | The IPP templates need to be modified and can be streamlined. In addition, the IPP templates should be standardized to be similar to the kindergarten Code 30 IPP template.
- 8 | Creation of a digital on-line companion resource guide regarding most promising practices related to common issues or diagnosis. Such a companion resource would be of great benefit to teachers and/or administrators encountering some complex student concerns for the first time.
- 9 | The Chief Superintendent and the Calgary Board of Education Trustees continue to advocate Alberta Education to provide predictable, sustainable funding to address class size and composition.

- 10 | An integrated technological environment to simplify and improve the efficiency of the daily work of teachers and administrators. As such, this recommendation is seen as a priority.
- 11 | Wherever and whenever possible, teacher judgment be supported by practices and policies as a means to reduce workload and better support efficacy. Specifically, the electronic information submitted as well as the processes utilized should reflect teacher judgment rather than emphasize standardized data entry.
- 12 | School wide discussion and understanding of what constitutes 'reasonable expectations' about teacher workload, efficacy and involvement in matters related to learning, assessment and culture occur. Reinforcing the use of the *Staff Involvement in School Decisions* form is a significant aspect of this recommendation.
- 13 | All schools include in their School Development and Renewal Plan (SDRP) that teacher efficacy receive significant attention and discussion. School strategies to address efficacy and attend to teacher workload within the school context are the intended outcomes of this recommendation.
- 14 | Teachers have increased influence and direction over time allocation within the jurisdiction over the school year as an opportunity to exercise professional judgement.
- 15 | The promising practices gathered and identified through the ThoughtStream process be shared at divisional, Area, role related and/or self-selected professional learning communities (PLCs).
- 16 | The sharing of promising practices be given dedicated time, attention and support within the jurisdiction, to foster greater efficacy and understanding of how to reduce teacher workload while better supporting student learning and achievement.

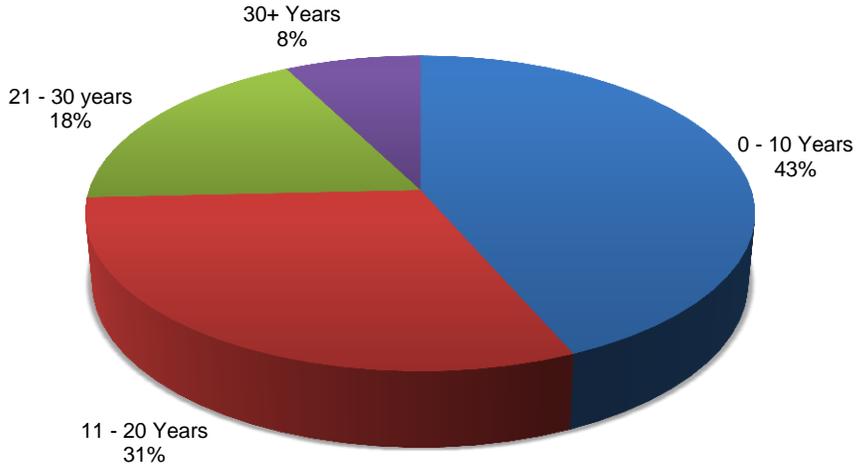
The C2 Committee looks forward to the response of the Chief Superintendent and continuing a more thorough review in the next school year.

Appendix I

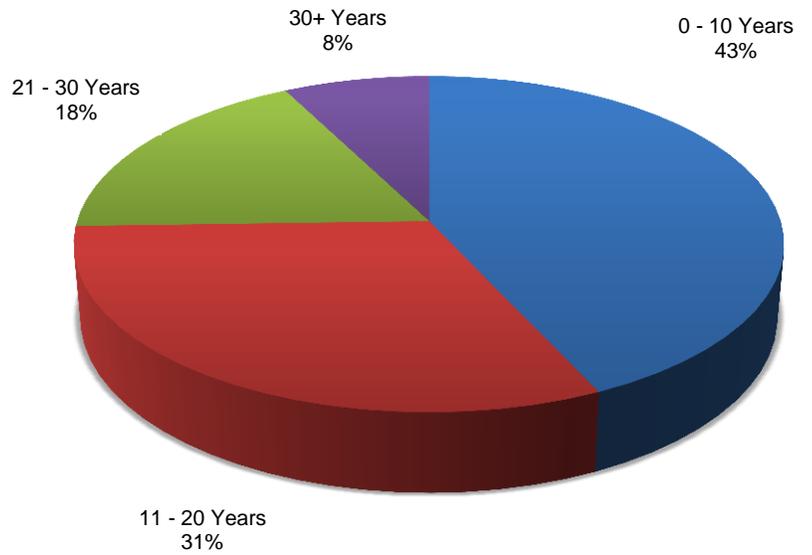




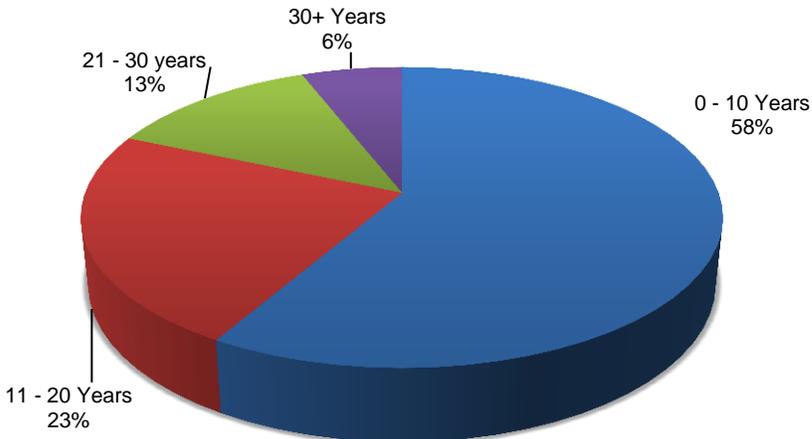
Phase One Years of Experience

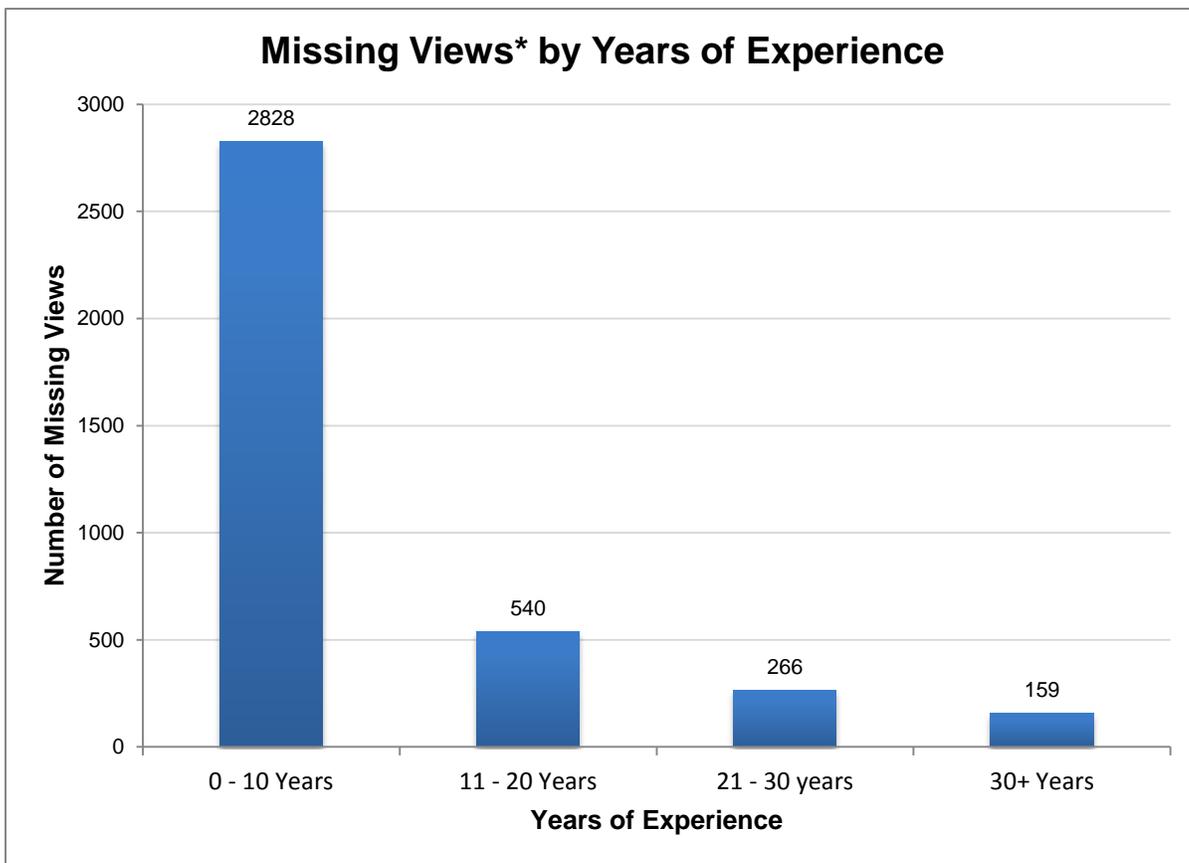


Phase Two Years of Experience

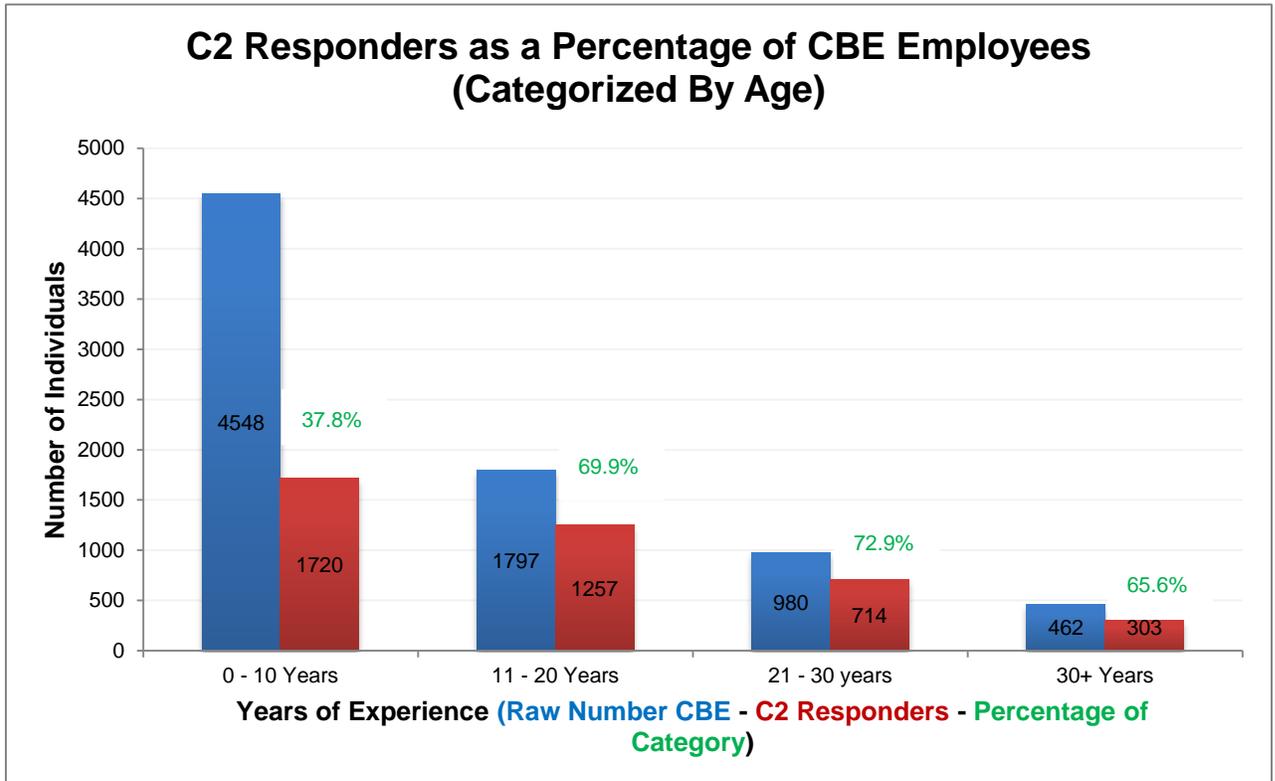


CBE Demographics Years of Experience





Note| Missing Views means CBE individuals who did not respond to the survey



	Phase One		Phase Two	
Type of Response		Per cent		Per cent
Opted Out	865	12.23		
Responded	3539	50.04	3994	51.29
Did not Respond	2667	37.72		
Total Possible	7071	99.99	7787	100
Self Description	Raw Number	Per cent	Raw Number	Per cent
Teacher	2551	72.1	2912	72.91
Learning Leader	435	12.3	505	12.64
Principal	162	4.6	179	4.48
Assistant Principal	159	4.5	168	4.21
Substitute Teacher	116	3.3	113	2.83
All Others	116	3.3	117	2.93
Total Possible	3539	100.1	3994	100
Division I - IV				
Division I	969	27.4	1085	27.17
Division II	632	17.9	731	18.3
Division III	575	16.2	694	17.38
Division IV	695	19.6	751	18.8
Multiple Divisions	580	16.4	640	16.02
Other	88	2.5	93	2.33
Total Possible	3539	100	3994	100
Years of Experience				
0 - 10 Years	1538	43.4	1720	43.06
11 - 20 Years	1090	30.8	1257	31.47
21 - 30 Years	643	18.2	714	17.88
30+ Years	268	7.6	303	7.59
Total Possible	3539	100	3994	100

CBE Demographic Data	Missing Views (non respondents)	% Of CBE Group	
0 - 10 Years	2828	37.8	
11 - 20 Years	540	69.94	
21 - 30 Years	266	72.86	
30+ Years	159	65.58	
Total Possible	3793		
CBE Demographic Data	Raw number	C2 Responders	% Of CBE Group
0 - 10 Years	4548	1720	37.8
11 - 20 Years	1797	1257	69.94
21 - 30 Years	980	714	72.86
30+ Years	462	303	65.58
Total Possible	7787	3994	
CBE Demographic Data	Raw number	% Of CBE	C2 Responders
0 - 10 Years	4548	58.4	1720
11 - 20 Years	1797	23.1	1257
21 - 30 Years	980	12.6	714
30+ Years	462	5.9	303
Total Possible	7787	100	3994

Calgary Board of Education

C2 Process

Overview

4,013 Total Participants

- Teachers and Staff Members

3 Questions:

Modified or eliminated
Increase efficacy

Examples of enhancing efficacy & workload

12,956 Thoughts

Priorities:

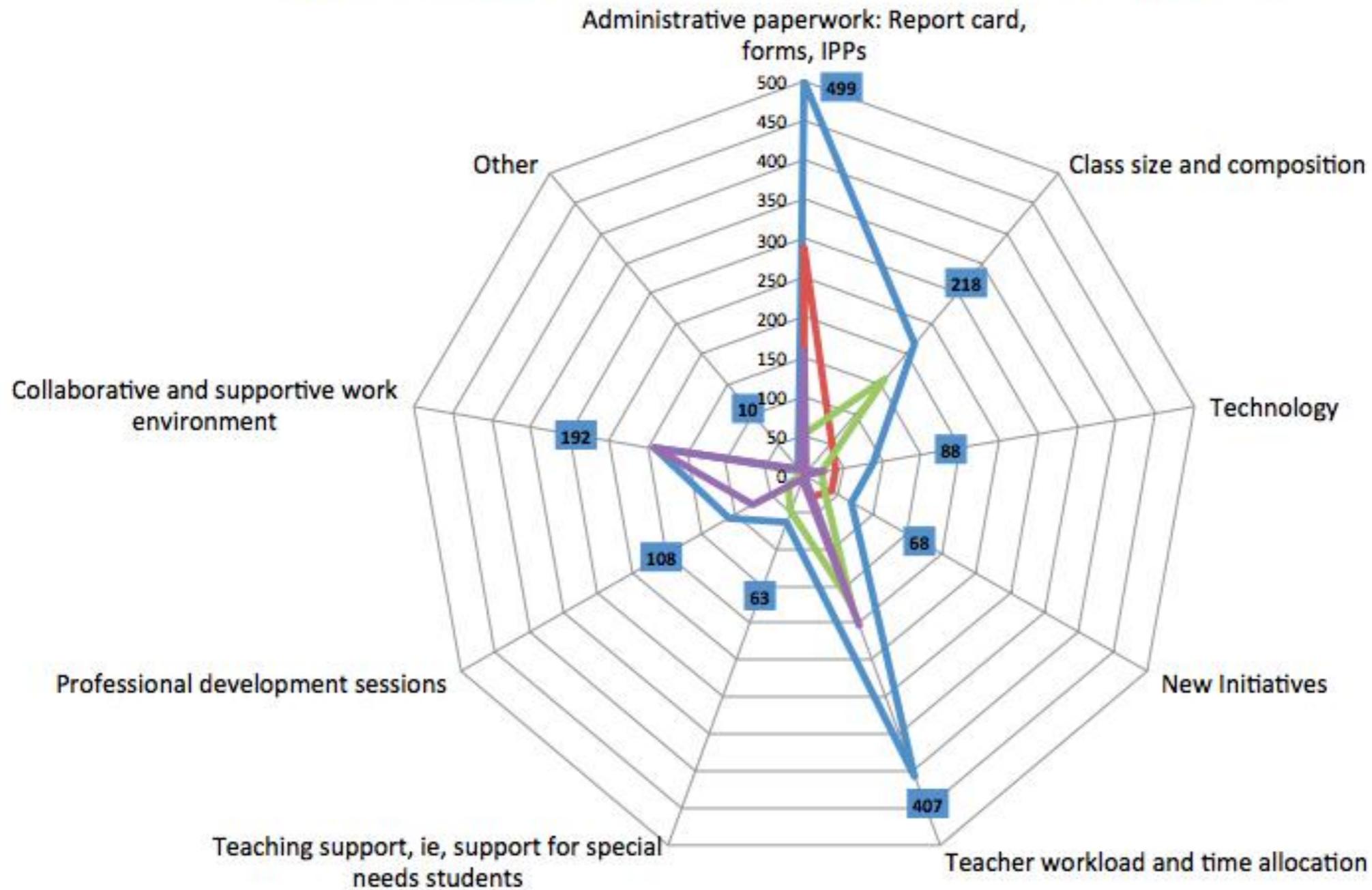
136,863 Stars

Discoveries

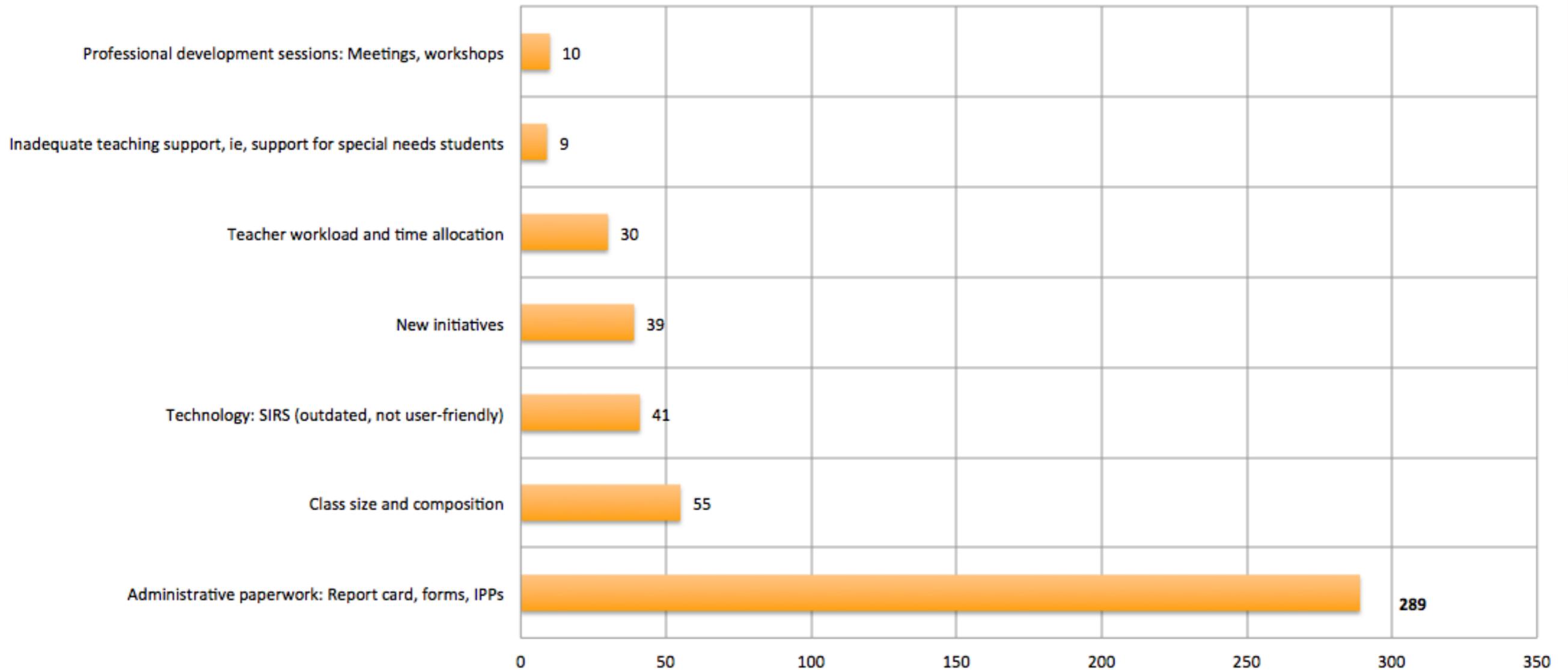
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CBE C2 Process

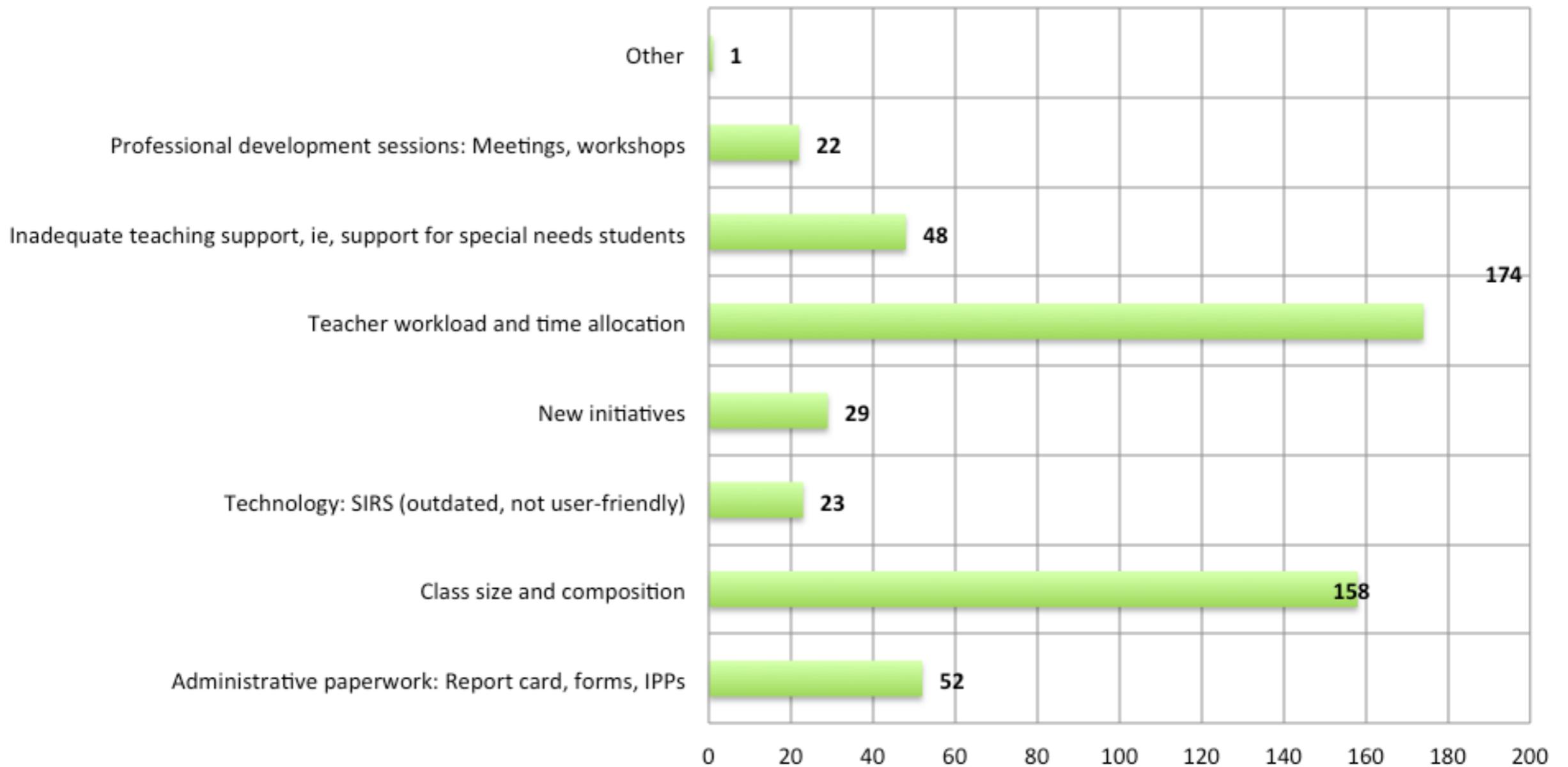
— Size of Theme — Modify or Eliminate — Areas to Increase Efficacy — Areas of Existing Best Practices



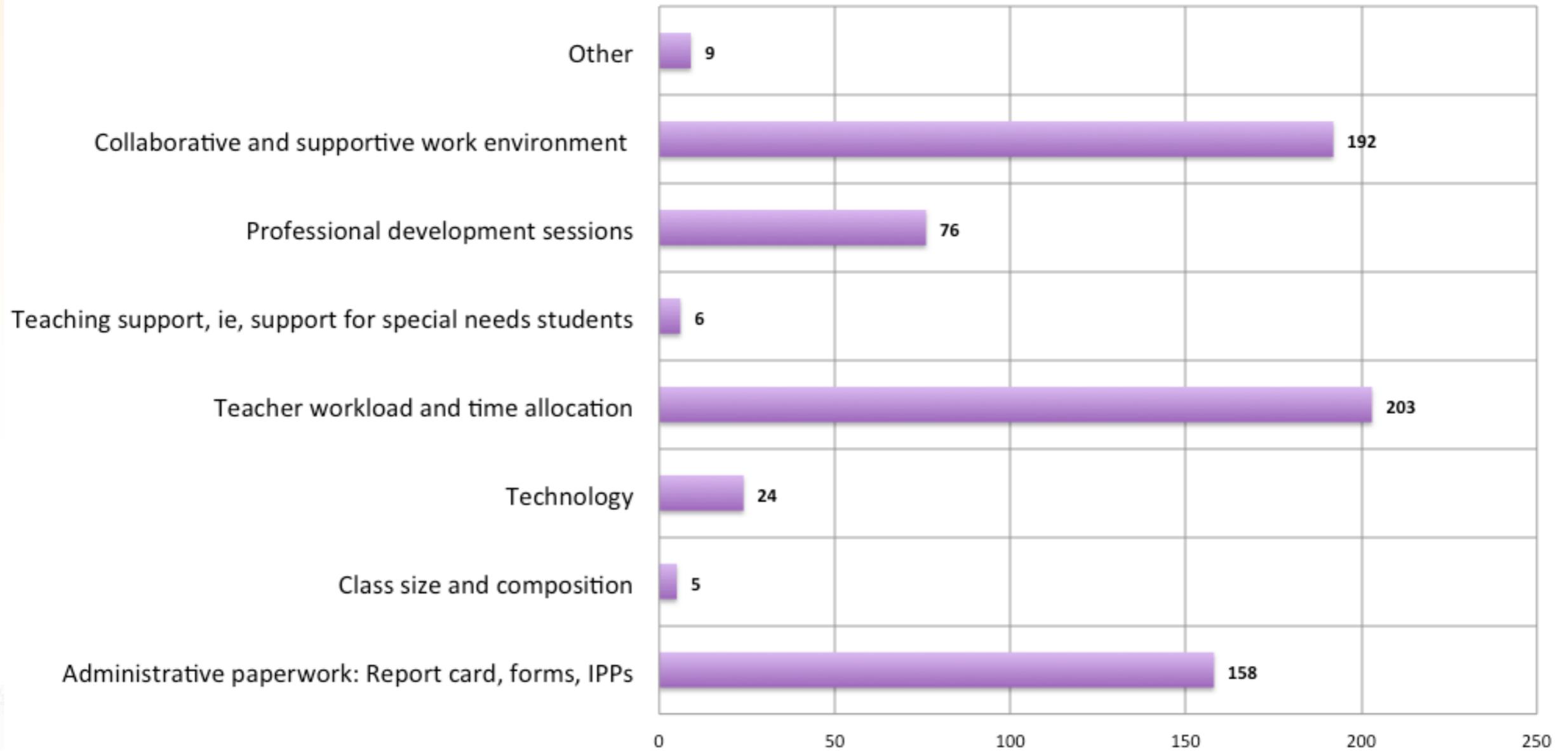
Q1: Areas to Eliminate or Modify



Q2: Areas that Can Increase Efficacy



Q3: Areas of Existing Best Practices



Questions / Comments