

memo

to ATA Members - Local 38

from |
C2 Committee
 Feb. 18, 2015

C2 Committee – CBE Response to Recommendations

The C2 committee was formed to make recommendations that address the impact of jurisdictional tasks on teacher workload and efficacy. The CBE and ATA work together on this committee as part of the requirements of the current collective agreement. Following is a summary of the CBE's responses to these recommendations. The responses include the actions taken to date along with anticipated actions for the near future and the 2015-16 school year. The changes which result are all intended to improve student learning and address teacher workload and efficacy concerns. This message has already been shared with C2 committee co-chairs, the ATA Liaison Committee, and school principals. A key objective of regular, repeated and widespread communication is the creation of a shared understanding among all employees of the changes being made in response to C2 recommendations.

Recommendation 1 – Addressing the Volume and Content of Results Reporting

Decision made in May 2014 for moving forward in 2014-15:

Results 3, 4, and 5, Citizenship, Personal Development, Character, will be commented on once per year prior to June. In June only, students will receive an indicator from the Summative Scale for each of the Results 3, 4 and 5 report card outcomes. (This was a continuation of the expectation from the 2013-14 school year).

This is the most complex of the recommendations that we are addressing. We recognize that there are many implications for any changes so we want to make sure we are thoughtful about the ways we move forward. We are in the process of bringing senior leaders together to examine all of the implications of this recommendation and will ensure that proposed changes undergo necessary review and consultation before being implemented.

Recommendations 2-3 – Create reasonable expectations and parameters for report card comments that are congruent across the system and respect teacher professionalism and judgement.

We made a number of decisions last spring for the 2014-15 school year after an extensive engagement process involving principals, teachers, students and parents:

Decision 1 – Frequency

- Two formal report cards per year
- Between the beginning of December to end of January, and in June

Decision 2 – Stems

- All K-9 schools will use the 2014-15 common report card stems

Decision 3 – Indicator Scale

- All K-9 schools will use a common, numerical scale

Decision 4 – Comments

- There will continue to be comments and discussion is ongoing. Further information will be shared as it becomes available.



Please see the following recently developed resource: [CBE Criteria for Report Card Comments, Comment Examples, and Guiding Questions for Collaborative Analysis](#). This resource supports the Criteria for Report Card Comments, as outlined in the [CBE Vision of Assessment and Reporting: Guiding Principles](#). We continue to try to create guidelines and resources that will allow teachers to achieve a balance between system and expectations and professional judgment.

Recommendation 4 – Clear direction regarding interim reports

Interim progress reports may be used by teachers as part of the spectrum of communication between teachers and parents. If used, they communicate progress and ongoing learning only. They do not become part of the formal student record nor communicate a student's summative achievement. The report card is the only document that communicates summative achievement.

More specific guidelines regarding interim progress reports are currently in development and will be communicated and implemented system-wide in time for the start of the 2015-16 school year. Until then, the structure and frequency of ongoing communication to parents on student progress are school-based decisions.

Recommendation 5 – Off Site Activities

There have been further improvements to the Off Site Activities processes. The online single activity A trip forms now have a number of risk/hazard options that load automatically when selected by the teacher in charge. There will be further improvements over the next month that will include completed common educational objectives for popular A trip destinations, such as the Calgary Zoo, Telus Spark and the Glenbow Museum. Work is ongoing to standardize common B2 trip proposal forms with some of the common risk/hazard and education objective details completed for common trips. Work is still on target to move all Off-Site Activity forms to an online format for the start of the 2015-2016 school year.

Recommendations 6-8 – IPP Timelines/Templates/Supporting Documents

Work on supporting teachers with IPPs is progressing. Reporting guidelines and their alignment with reporting are in draft form and are ready for feedback. Implementation is on track for June 2015.

We continue to try to identify and develop easily accessible resources to aid in the preparation of IPPs. The Alberta Education digital resource related to common issues and diagnoses has been evaluated and determined to be a suitable starting point. Please visit [Medical/Disability Information for Classroom Teachers: Understanding Medical and Disability Information to access this resource](#).

Recommendation 9 – Advocacy for Sustained and Adequate Funding

I am pleased to report that the Board of Trustees is meeting regularly with the provincial government, including the Minister of Education. They are regularly conveying to decision-makers that the excellent results experienced by CBE students may be affected by a reduction in government funding. Trustees continue to advocate for predictable and adequate funding for the program and facilities needs of the CBE.

Recommendations 10-11 – Integrated IT Applications and Platform

We are in the midst of the procurement of a new Student Information System which will be the foundation of IT integration and simplification going forward. This is a long-term initiative that will produce results over the coming years. In the meantime, teacher workload and efficacy will be a filter for all of our technology decisions.

Recommendations 12-14 – Engaging Teachers in Decision Making

Through the C2 engagement process, teachers expressed a desire to be involved in decision-making and the organization of work in their schools. Area Directors and principals are working to identify best practices for engaging teachers in achieving this outcome and will continue to develop this capacity at area and system leadership meetings through the remainder of this school year. We are optimistic that teachers will experience increasing satisfaction with decision-making practices and the organization of work in their school as we intentionally evolve these practices.

Finally, I want to assure all teachers of our commitment to addressing teacher workload and efficacy as an issue in all system decisions. To that end, we have included this as a filter for all reports that are presented to Superintendents' Team for action:

C2 Implications focus on if and how the recommendations in this report will affect teacher workload and efficacy. Some examples of effects on teacher workload and efficacy can be found in the 16 recommendations from the CBE C2 Committee. The recommendations can be found at: https://portal.cbe.ab.ca/staffinsite/teams/C2_Committee/Documents/C2-report-June.pdf. The C2 Committee recommendations are not to be considered exclusive or exhaustive examples. Much of what is undertaken and recommended in Superintendents' Team reports will impact teacher workload and efficacy either directly or indirectly. Take this opportunity to consider any effect on teacher workload and efficacy that could result from recommendations in this report. Your discussion could also include any effect on workload and efficacy of non-teaching staff.

Thank you for all your efforts on behalf of students. I hope I have been able to demonstrate our commitment to addressing the concerns and suggestions raised in the C2 Implementation Committee Report.