

Reporting on the Third Acute Wave of COVID-19 in Alberta K-12 Schools (Spring 2021)

ATA Pandemic Research Study
Pulse Survey #5 (April 23 to April 30, 2021)



The Alberta Teachers' Association

www.teachers.ab.ca

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Overview

When this fifth ATA pandemic pulse (rapid research) survey was conducted, during the last week of April 2021, Alberta was engulfed in a third acute wave of the pandemic. Alberta teachers, school leaders and staff were working in the worst coronavirus outbreak in North America, with an active COVID-19 case rate in the province of 534 per 100,000 people, more than twice the Canadian average, and one of the most serious in the world.

Provincial data showed that during the third wave of the pandemic between April 25, 2021 and May 1, 2021, there were 1,456 new cases of the disease in children under age 10 years, and 2,204 cases in youth aged 10 to 19 years. At this time, 28 per cent of all cases in Alberta were in youth under the age of 20 years. As schools entered May 2021, there were alerts (1 to 4 cases) and outbreaks (5 to 9 cases or 10+ cases) in 35 per cent of all Alberta K to 12 schools, with variants of concern the dominant strain of the virus across the province (848 variant B.1.1.7 cases caught from in-school transmission alone).

This fifth pulse survey was open for one week (April 23 to 30, 2021), and received 2,822 responses. The respondents included 2,000+ classroom teachers, 300+ online learning or combined online/offline teachers, and 350+ school leaders and central office leaders.

The survey was conducted using a stratified random sample of the profession of teaching in Alberta. An identical survey following a longitudinal chain referral sample of teachers and school leaders throughout the pandemic was run in parallel to the random stratified sample. The random stratified sample was then used to triangulate and validate the key findings from the longitudinal sample of teachers. In both cases, the surveys tracked with parallel results showing a consistent trajectory of key findings and results.

The data within this survey, which yielded a highly representative sample of the profession of teaching in Alberta from the 2,822 respondents, is deemed accurate to plus or minus 2 per cent (19 times out of 20).

Specifically, the key findings contained in this report illustrate that COVID-19 quarantines or isolations have been experienced by one in two Alberta teachers responding to this survey. Of this group, 31 per cent indicated that they have been quarantined or isolated at least two times, 16 per cent three times and another 8 per cent four or more times.



The survey data further shows that 80 per cent of school leaders have taken on contact tracing activities since the onset of the pandemic, with 70 per cent feeling some level of discomfort at having to commit to this task.

As with each of the previous pandemic pulse surveys, teacher and school leader well-being has been carefully monitored. The results at the end of this school year continue to show unsustainable exhaustion, stress and extreme concern for both teacher and student mental health. Using an indicator scale designed by the Centers for Disease Control and Prevention (CDC)¹ it was found that 58 per cent of the sample identified that they are feeling nervous, anxious or on edge more than half the days or nearly every day of the week.

Perhaps even more striking, and of particular note, is that 54 per cent of the respondents reported not feeling hopeful, with an additional 22 percent unsure.

This pulse survey also explored vaccination rates and future intentions among the teaching profession. By the end of April 2021, 36 per cent of the teachers in this random sample had already received a vaccine, while another 51 per cent identified that they would get it as soon as possible.

The report that follows also highlights key findings related to the impact of the pandemic on student learning, conditions of professional practice, monitoring of class size, issues of equity, considerations as to the efficacy of the four instructional quarter system employed during the pandemic, COVID-19 quarantines/isolations, and teacher and school leader questions or concerns for the coming 2021/22 school year.

The Association is committed to monitoring and openly reporting on COVID-19 developments throughout the pandemic in support of students, their families, and Alberta teachers and school leaders, and in the broader interests of public education.

The ATA pandemic pulse research studies are the only systematic documentation of the conditions and experiences of Alberta's K to 12 public schools during the COVID-19 pandemic, and as such will become an important part of the historic record.

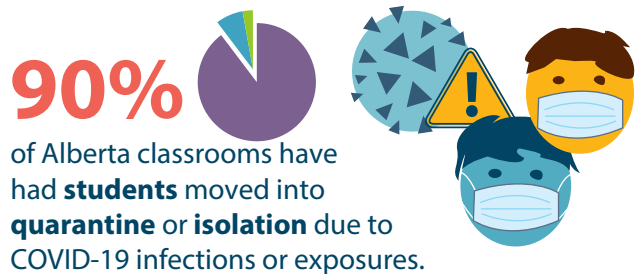
¹ www.cdc.gov/nchs/covid19/pulse/mental-health.htm



Key Findings (April 23 to 30, 2021)

Reporting from 2,800+ Alberta Teachers and School Leaders

1 COVID-19 Quarantines/Isolations



80% of Alberta **school leaders** have had to directly **contact families** in their communities due to **COVID-19** exposure(s).

“We have had 77 cases this year and **each case** is about **3 hours of work** for administration and office staff. I am **totally burned out**. – Alberta school principal



1 in 2 Teachers & School Leaders have been **quarantined** and/or **isolated** due to COVID-19 infections or exposures.

3 Student Learning



76% of teachers state that **many students** in their **classes** are **struggling with learning**.

“I am worried about the long term mental health for the students and teachers. I am also worried about the gap in learning that has occurred in the past two years. I'm terrified of the ripple effect of the pandemic. – Alberta teacher

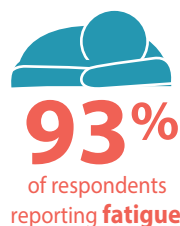


61% of teachers are **extremely concerned** about their **conditions of professional practice** (workload/balance/control).

92% of teachers are **concerned** about the **new K-6 draft curriculum**.

“The new curriculum is such a mess, to put it mildly.... It is so unrealistic and with no resources how will it be implemented?

2 Mental Health Indicators



“The trauma of the pandemic and fear of getting sick has a significant impact on the mental health of everyone in the school system. – Alberta teacher



HALF of all respondents **feel hopeless!**

“There is the overwhelming sense of frustration and hopelessness – like everything is out of control.

4 The Future

What will you need for a successful start to school in September 2021?

- “Mental health supports for students, and government support for education that actually benefits teachers, students and staff.
- “Predictability and stability. There has been so much uncertainty this year... it would just be nice to know what is going on and what to expect.
- “I need to feel that my role as a teacher is valued. I have never felt so undervalued in my life. I blame the government.
- “I need my health back after contracting COVID-19 from a student back in December. My stamina has been greatly impacted and I can no longer work full days.
- “Vaccinated staff and students and their families. Additional funding. Small class sizes. Additional supports in classrooms to address academic gaps and other needs!



36% of teachers **had received a COVID-19 vaccine** by April 30, 2021

...with a remaining **51%** stating they would **get a COVID-19 vaccine as soon as possible!**



2,822 Alberta teachers and school leaders. Alberta Pandemic Pulse Survey (April 23 to 30, 2021). Random stratified sample and longitudinal chain-referral sample.

Margin of Error +/- 2% on all questions (19 times out of 20).

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



The Alberta Teachers' Association

Respondents

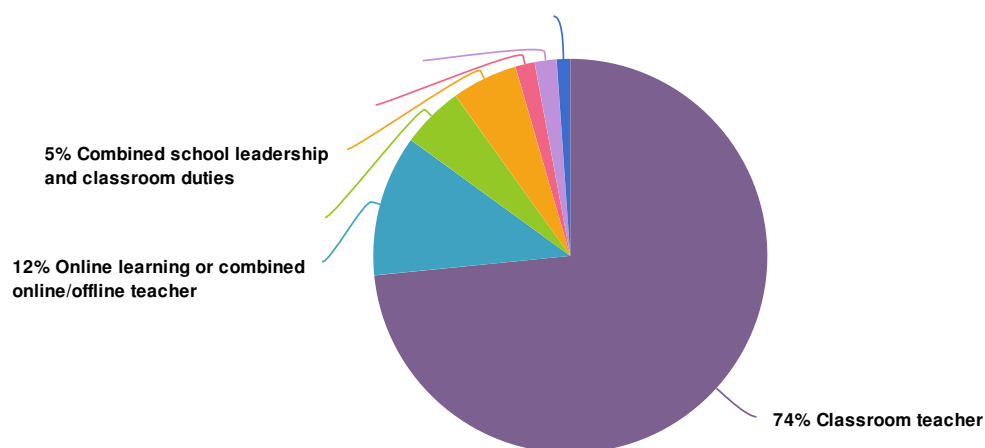
(See Demographics for Details)

Response Counts

Completion Rate:	100%	<div></div>	
Complete		<div></div>	2,822

Totals: 2,822

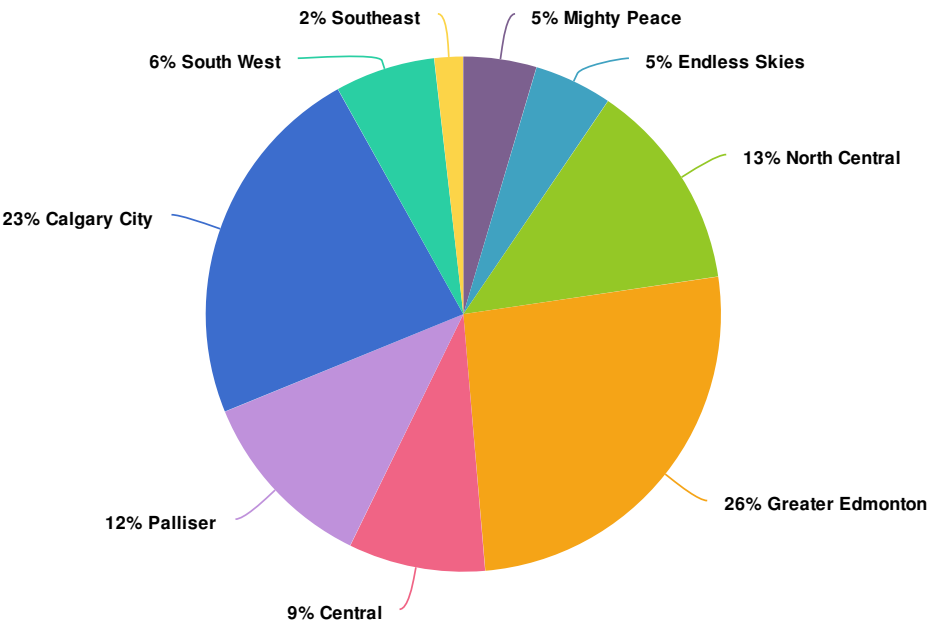
1. Your current assignment



Value		Percent	Responses
Classroom teacher	<div></div>	73.5%	2,073
Online learning or combined online/offline teacher	<div></div>	11.6%	328
School leader only	<div></div>	5.1%	144
Combined school leadership and classroom duties	<div></div>	5.4%	151
Central office	<div></div>	1.6%	44
Substitute teacher	<div></div>	1.8%	50
Other - Write In	<div></div>	1.1%	32

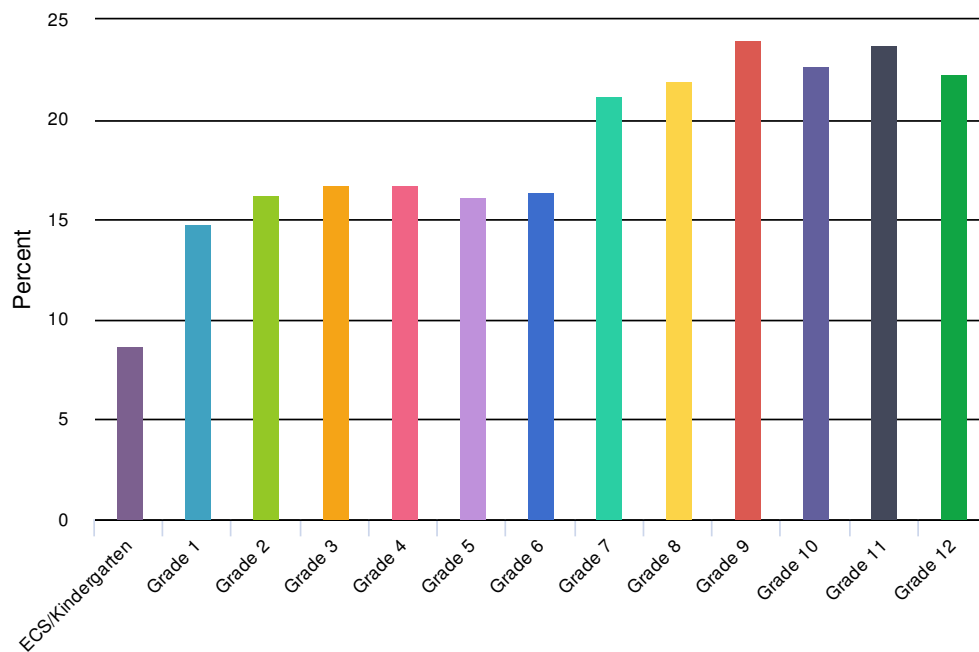
Totals: 2,822

2. Teachers' convention that you attend



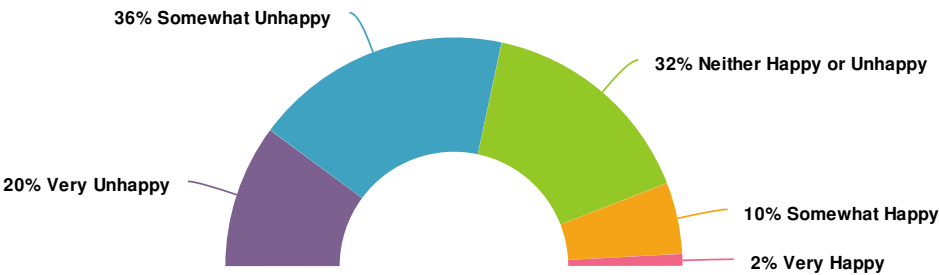
Value		Percent	Responses
Mighty Peace	<div><div></div></div>	4.6%	117
Endless Skies	<div><div></div></div>	4.9%	124
North Central	<div><div></div></div>	13.2%	335
Greater Edmonton	<div><div></div></div>	26.0%	662
Central	<div><div></div></div>	8.6%	218
Palliser	<div><div></div></div>	11.6%	295
Calgary City	<div><div></div></div>	23.1%	589
South West	<div><div></div></div>	6.3%	161
Southeast	<div><div></div></div>	1.8%	45
Totals: 2,546			

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



Value		Percent	Responses
ECS/Kindergarten		8.7%	221
Grade 1		14.8%	374
Grade 2		16.2%	411
Grade 3		16.7%	422
Grade 4		16.7%	423
Grade 5		16.1%	409
Grade 6		16.4%	416
Grade 7		21.2%	538
Grade 8		21.9%	555
Grade 9		24.0%	608
Grade 10		22.7%	574
Grade 11		23.7%	600
Grade 12		22.3%	564

4. How are you feeling?



Value		Percent	Responses
Very Unhappy	<div><div></div></div>	20.3%	533
Somewhat Unhappy	<div><div></div></div>	36.4%	955
Neither Happy or Unhappy	<div><div></div></div>	31.5%	825
Somewhat Happy	<div><div></div></div>	10.1%	266
Very Happy	<div><div></div></div>	1.7%	44
Totals: 2,623			

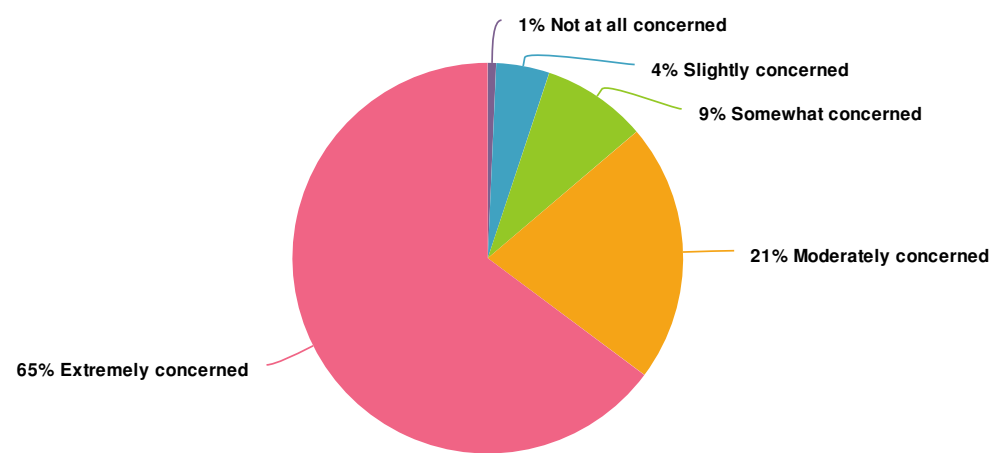
5. Thinking about this past week, please identify your level of agreement with the following statements:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Responses
I feel isolated. Count Row %	148 5.3%	505 18.0%	165 5.9%	1,286 45.8%	701 25.0%	2,805
I feel hopeful. Count Row %	514 18.3%	1,012 36.1%	621 22.1%	596 21.2%	64 2.3%	2,807
I feel stressed. Count Row %	48 1.7%	156 5.5%	57 2.0%	957 34.0%	1,593 56.7%	2,811
I feel exhausted by the end of the day. Count Row %	48 1.7%	110 3.9%	31 1.1%	577 20.5%	2,042 72.7%	2,808
Totals Total Responses						2811

6. Over the last 7 days, how often have you been bothered by...

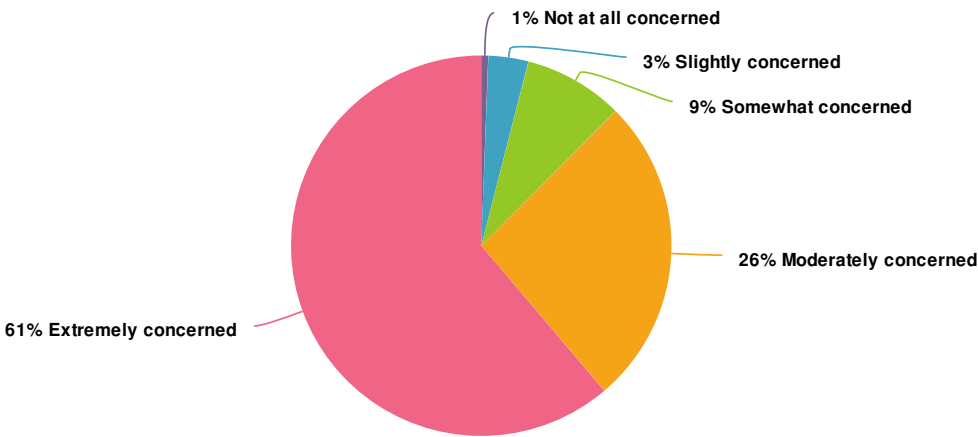
	Not at all	Several days	More than half the days	Nearly every day	Responses
...having little interest or pleasure in doing things? Count Row %	454 16.2%	918 32.7%	747 26.6%	690 24.6%	2,809
...feeling down, depressed, or hopeless? Count Row %	579 20.6%	1,088 38.8%	597 21.3%	543 19.3%	2,807
...feeling nervous, anxious, or on edge? Count Row %	286 10.2%	897 32.0%	619 22.1%	1,004 35.8%	2,806
...not being able to stop or control worrying? Count Row %	524 18.7%	915 32.6%	623 22.2%	747 26.6%	2,809
Totals Total Responses					2809

7. Teacher mental health (eg anxiety/depression).



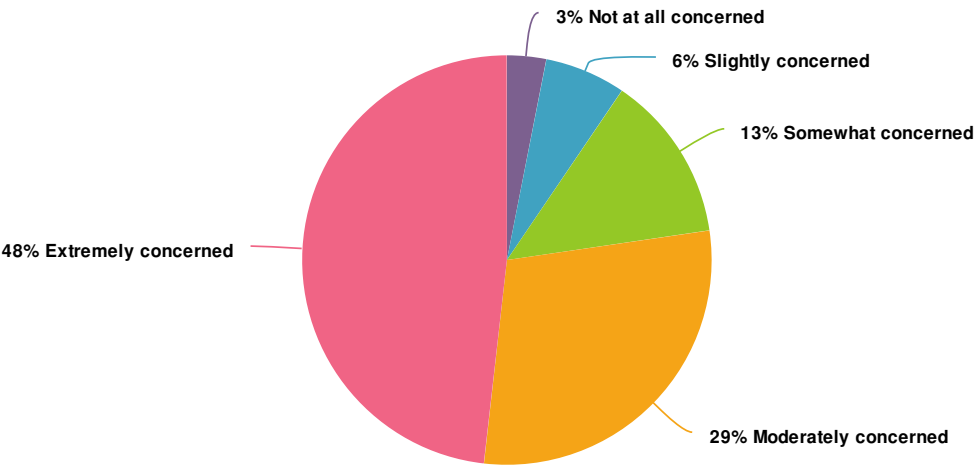
Value		Percent	Responses
Not at all concerned	<div><div></div></div>	0.7%	20
Slightly concerned	<div><div></div></div>	4.4%	119
Somewhat concerned	<div><div></div></div>	8.7%	237
Moderately concerned	<div><div></div></div>	21.4%	584
Extremely concerned	<div><div></div></div>	64.8%	1,768
Totals: 2,728			

8. Student mental health (eg anxiety/depression).



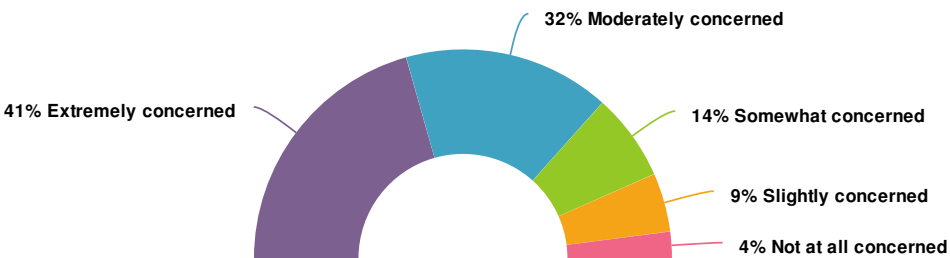
Value		Percent	Responses
Not at all concerned	<div></div>	0.6%	17
Slightly concerned	<div></div>	3.4%	93
Somewhat concerned	<div></div>	8.5%	231
Moderately concerned	<div></div>	26.3%	718
Extremely concerned	<div></div>	61.2%	1,667
Totals: 2,726			

9. School leader mental health (eg anxiety/depression).



Value		Percent	Responses
Not at all concerned	<div><div></div></div>	3.1%	84
Slightly concerned	<div><div></div></div>	6.4%	174
Somewhat concerned	<div><div></div></div>	13.2%	359
Moderately concerned	<div><div></div></div>	29.1%	792
Extremely concerned	<div><div></div></div>	48.2%	1,312
			Totals: 2,721

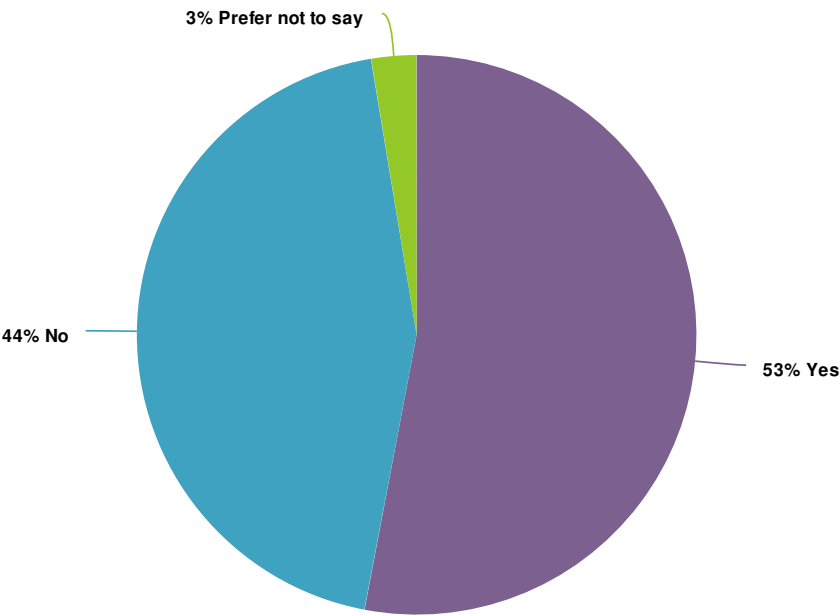
10. How concerned are you about getting COVID-19?



Value		Percent	Responses
Extremely concerned	<div><div></div></div>	41.2%	1,140
Moderately concerned	<div><div></div></div>	32.0%	886
Somewhat concerned	<div><div></div></div>	13.5%	374
Slightly concerned	<div><div></div></div>	9.1%	252
Not at all concerned	<div><div></div></div>	4.1%	114

Totals: 2,766

11. Do you personally know anyone in your family, group of friends, or community networks who became seriously ill or died as a result of COVID-19?



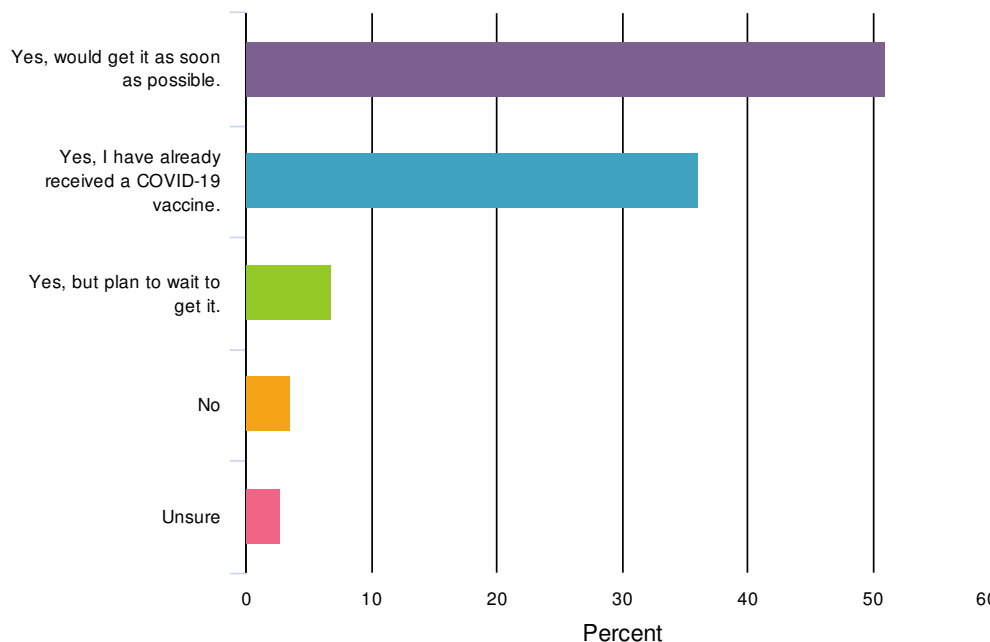
Value		Percent	Responses
Yes	<div><div></div><div></div></div>	53.0%	1,370
No	<div><div></div><div></div></div>	44.4%	1,149
Prefer not to say	<div><div></div><div></div></div>	2.6%	66
Totals: 2,585			






12. Please identify your level of agreement to the following statements.

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not applicable	Responses
COVID-19 feels close to me. Count Row %	108 3.9%	158 5.7%	143 5.2%	860 31.1%	1,479 53.5%	14 0.5%	2,762
COVID-19 feels like it is spreading slowly. Count Row %	1,201 43.5%	938 34.0%	148 5.4%	282 10.2%	184 6.7%	7 0.3%	2,760
COVID-19 is something I think about all the time. Count Row %	78 2.8%	296 10.7%	79 2.9%	1,108 40.1%	1,200 43.4%	4 0.1%	2,765
COVID-19 is <u>not</u> fear-inducing. Count Row %	1,283 46.4%	1,071 38.8%	179 6.5%	146 5.3%	74 2.7%	10 0.4%	2,763
COVID-19 is media hyped. Count Row %	1,086 39.3%	785 28.4%	291 10.5%	386 14.0%	203 7.3%	11 0.4%	2,762
COVID-19 is something that makes me feel helpless. Count Row %	72 2.6%	412 14.9%	258 9.3%	1,179 42.7%	820 29.7%	20 0.7%	2,761
COVID-19 is stressful. Count Row %	23 0.8%	37 1.3%	18 0.7%	617 22.3%	2,041 73.9%	27 1.0%	2,763
Totals Total Responses							2765

COVID-19 Vaccine

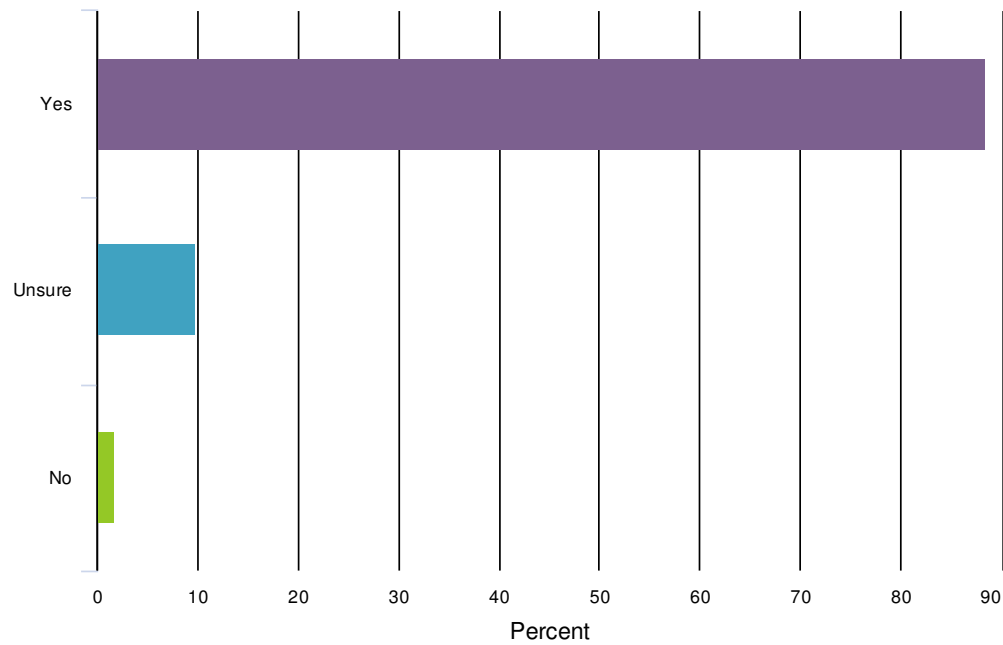
13. If a COVID-19 vaccine were available to you, would you get it?



Value		Percent	Responses
Yes, would get it as soon as possible.		51.0%	1,320
Yes, I have already received a COVID-19 vaccine.		36.1%	934
Yes, but plan to wait to get it.		6.8%	175
No		3.5%	90
Unsure		2.7%	71

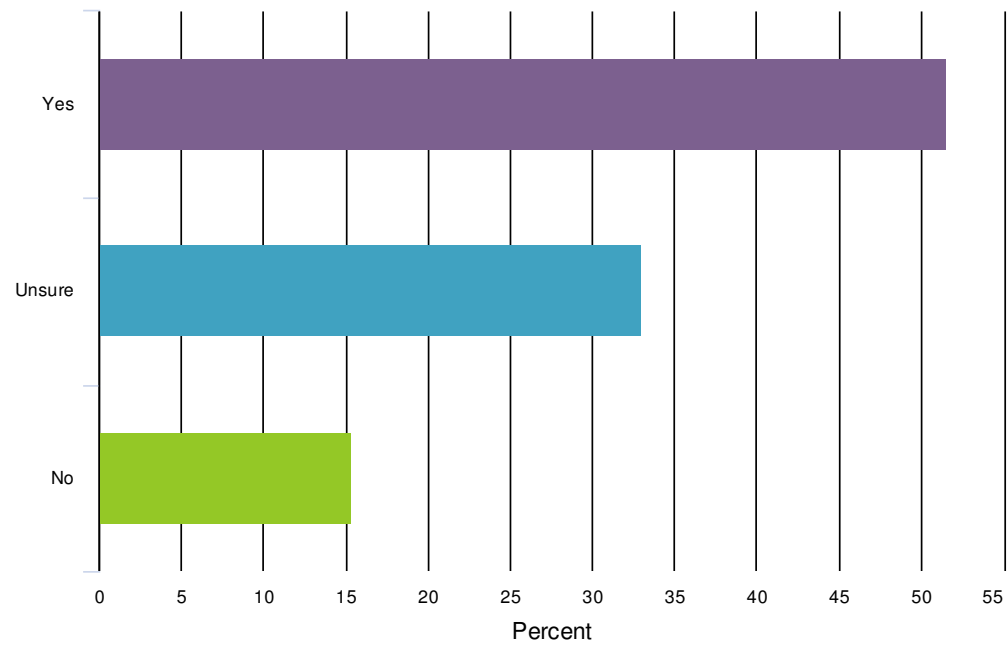
Totals: 2,590

14. Do you think most of the people at your work will get a COVID-19 vaccine, if it is recommended for them?



Value		Percent	Responses
Yes	<div><div></div></div>	88.5%	2,291
Unsure	<div><div></div></div>	9.8%	253
No	<div><div></div></div>	1.7%	44
Totals: 2,588			

15. Do you think most of the people in the community where you live will get a COVID-19 vaccine, if it is recommended for them?

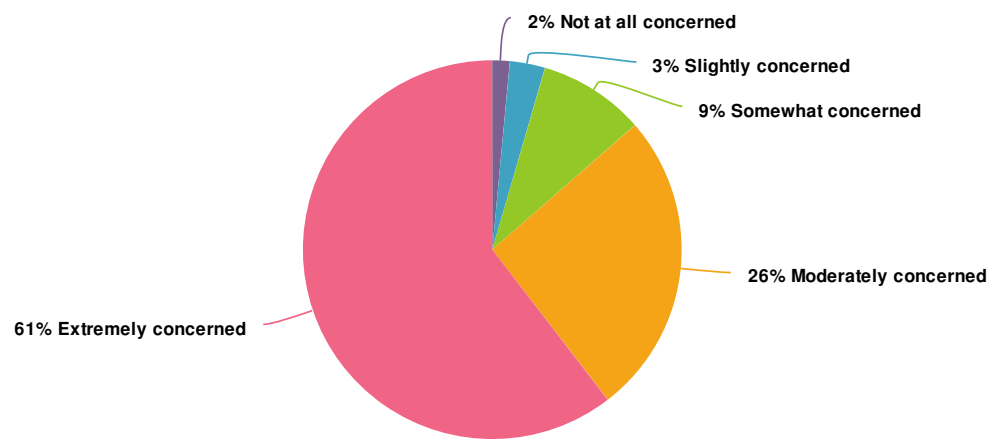


Value		Percent	Responses
Yes	<div><div></div></div>	51.6%	1,336
Unsure	<div><div></div></div>	33.0%	855
No	<div><div></div></div>	15.4%	399

Totals: 2,590

Conditions of Professional Practice

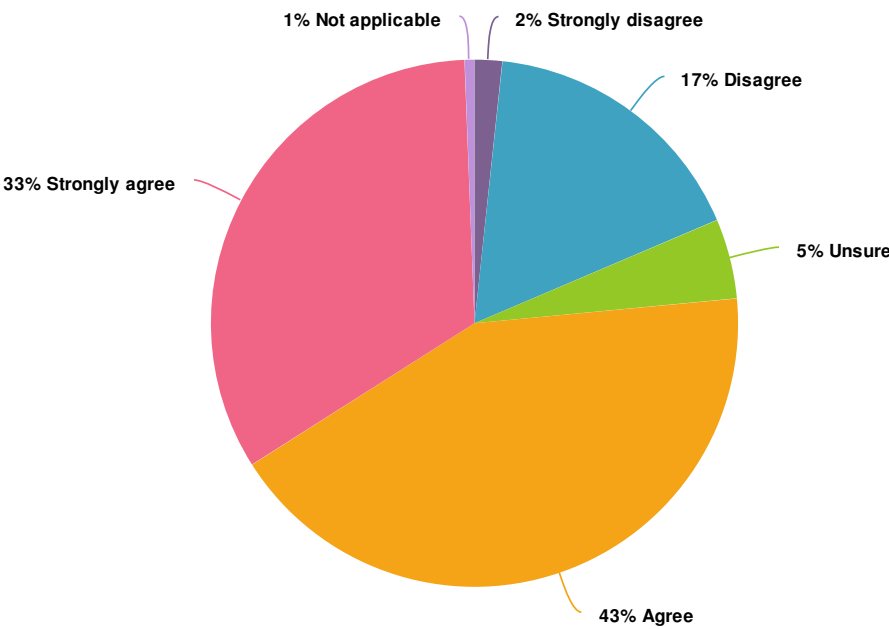
16. Conditions of professional practice (workload/balance/control).



Value		Percent	Responses
Not at all concerned	<div><div></div></div>	1.5%	40
Slightly concerned	<div><div></div></div>	3.0%	81
Somewhat concerned	<div><div></div></div>	9.1%	248
Moderately concerned	<div><div></div></div>	26.0%	709
Extremely concerned	<div><div></div></div>	60.5%	1,648

Totals: 2,726

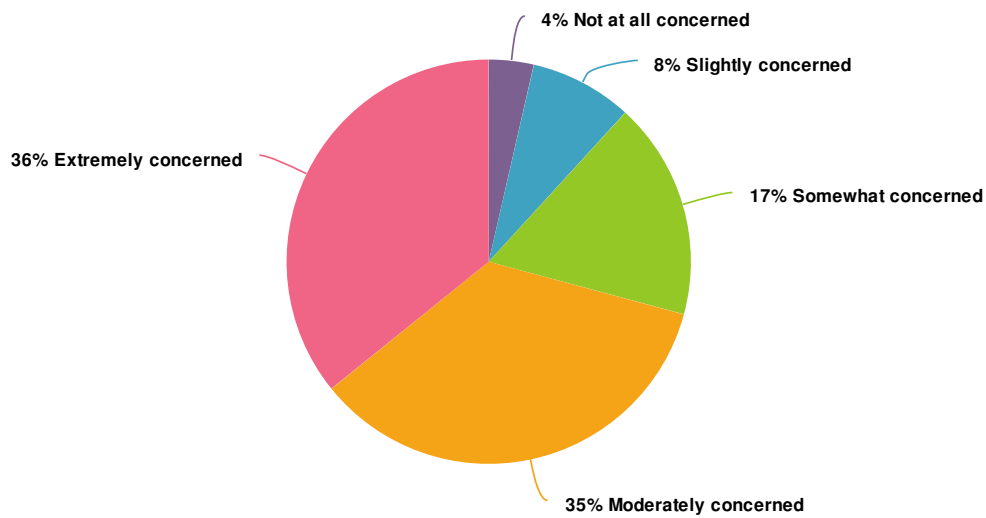
17. Many students in my classes are struggling with learning.



Value		Percent	Responses
Strongly disagree	<div><div></div></div>	1.7%	41
Disagree	<div><div></div></div>	16.9%	413
Unsure	<div><div></div></div>	4.9%	121
Agree	<div><div></div></div>	42.5%	1,040
Strongly agree	<div><div></div></div>	33.4%	818
Not applicable	<div><div></div></div>	0.6%	15

Totals: 2,448

18. Student academic performance.



Value		Percent	Responses
Not at all concerned	<div><div></div></div>	3.6%	99
Slightly concerned	<div><div></div></div>	8.2%	223
Somewhat concerned	<div><div></div></div>	17.4%	474
Moderately concerned	<div><div></div></div>	35.0%	954
Extremely concerned	<div><div></div></div>	35.8%	976

Totals: 2,726

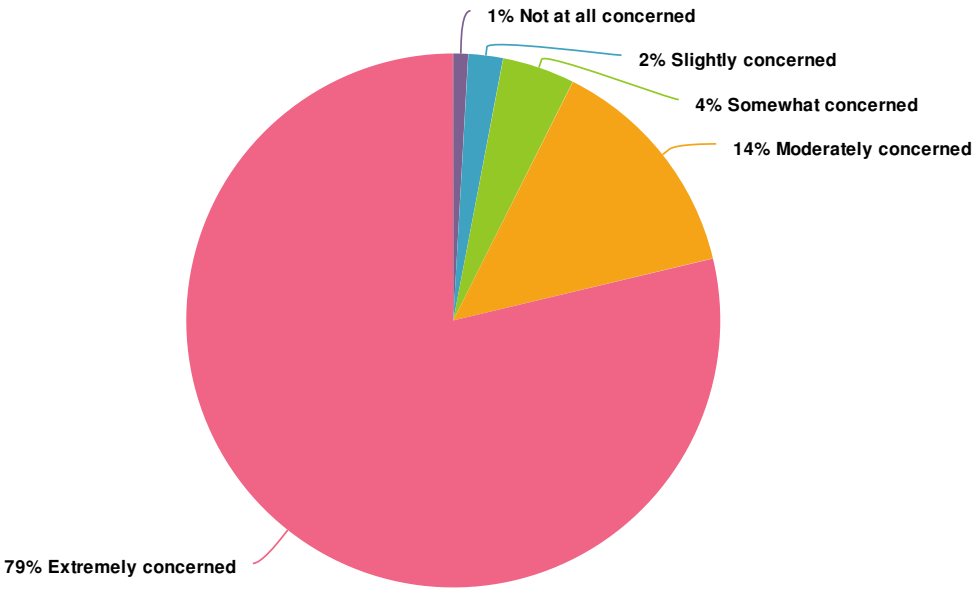
19. As a result of the COVID-19 pandemic, please identify your level of agreement with the following statements on curriculum and assessment:

	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 %	55 2.2%	394 16.1%	147 6.0%	899 36.8%	904 37.0%	46 1.9%	2,445
Many students in my classes are struggling with learning. Count Row %	41 1.7%	413 16.9%	121 4.9%	1,040 42.5%	818 33.4%	15 0.6%	2,448
The current health measures in schools are hindering my ability to cover the curriculum. Count Row %	75 3.1%	550 22.5%	208 8.5%	852 34.9%	665 27.2%	94 3.8%	2,444
Student assessment practices are more challenging as a result of the COVID-19 pandemic. Count Row %	19 0.8%	160 6.5%	65 2.7%	908 37.2%	1,277 52.3%	14 0.6%	2,443
Totals Total Responses							2448

20. Full Comparative Chart - Identify your level of concern with the following issues?

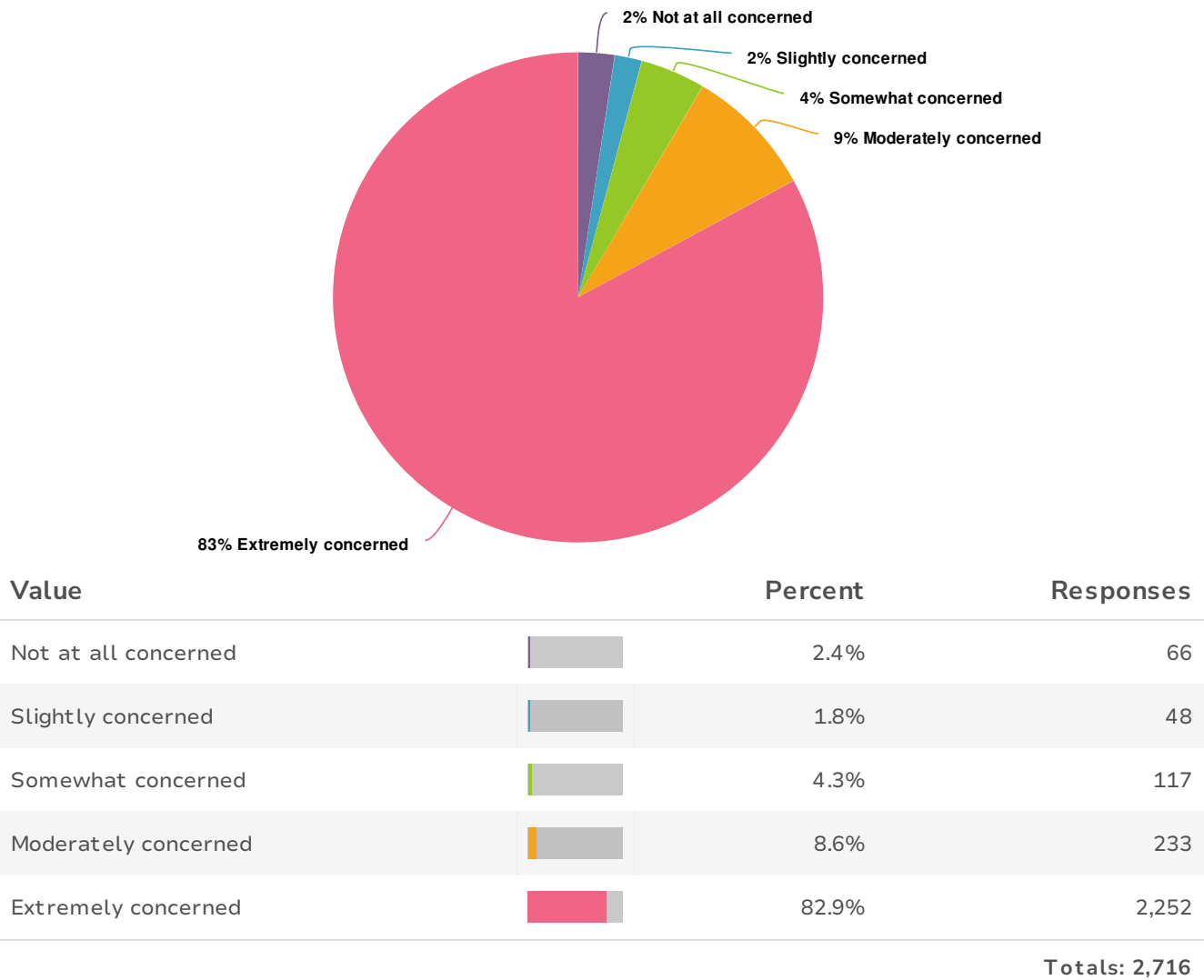
	Not at all concerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned	Responses
Teacher mental health (eg anxiety/depression). Count Row %	20 0.7%	119 4.4%	237 8.7%	584 21.4%	1,768 64.8%	2,728
School leader mental health (eg anxiety/depression). Count Row %	84 3.1%	174 6.4%	359 13.2%	792 29.1%	1,312 48.2%	2,721
Student mental health (eg anxiety/depression). Count Row %	17 0.6%	93 3.4%	231 8.5%	718 26.3%	1,667 61.2%	2,726
Student academic performance. Count Row %	99 3.6%	223 8.2%	474 17.4%	954 35.0%	976 35.8%	2,726
Conditions of professional practice (workload/balance/control). Count Row %	40 1.5%	81 3.0%	248 9.1%	709 26.0%	1,648 60.5%	2,726
Loss of a professional community (eg isolation/physical distancing). Count Row %	54 2.0%	142 5.2%	341 12.5%	830 30.4%	1,360 49.9%	2,727
Political environment (eg government rhetoric/job security/funding cuts). Count Row %	24 0.9%	56 2.1%	121 4.4%	377 13.9%	2,143 78.8%	2,721
My personal basic health needs (sleep/nutrition/physical health). Count Row %	113 4.1%	225 8.3%	465 17.1%	928 34.0%	995 36.5%	2,726
New K-6 draft curriculum. Count Row %	66 2.4%	48 1.8%	117 4.3%	233 8.6%	2,252 82.9%	2,716
Totals Total Responses						2728

21. Political environment (eg government rhetoric/job security/funding cuts).



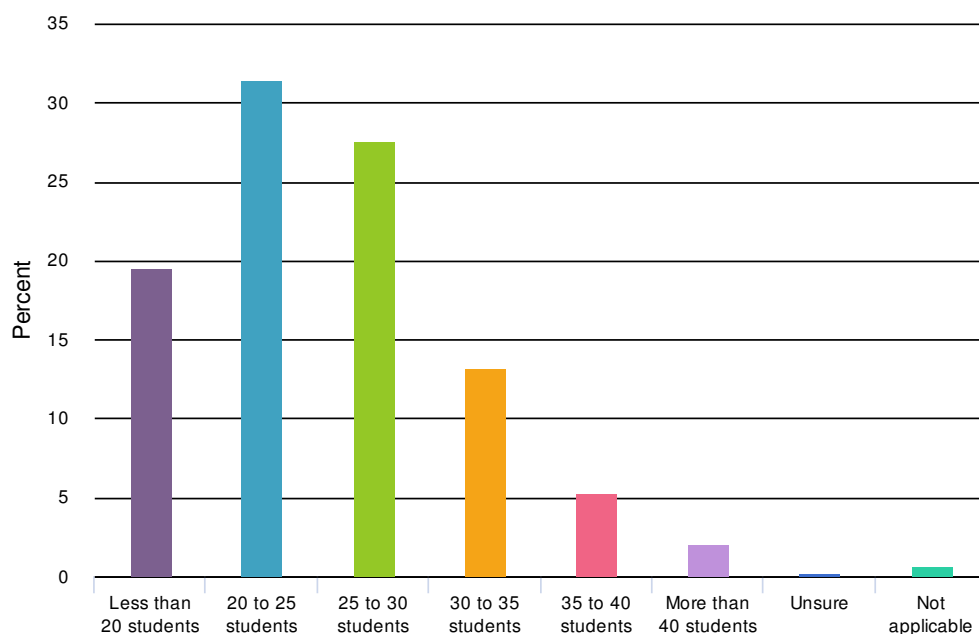
Value		Percent	Responses
Not at all concerned	<div><div></div></div>	0.9%	24
Slightly concerned	<div><div></div></div>	2.1%	56
Somewhat concerned	<div><div></div></div>	4.4%	121
Moderately concerned	<div><div></div></div>	13.9%	377
Extremely concerned	<div><div></div></div>	78.8%	2,143
			Totals: 2,721

22. New K-6 draft curriculum.



Class Size

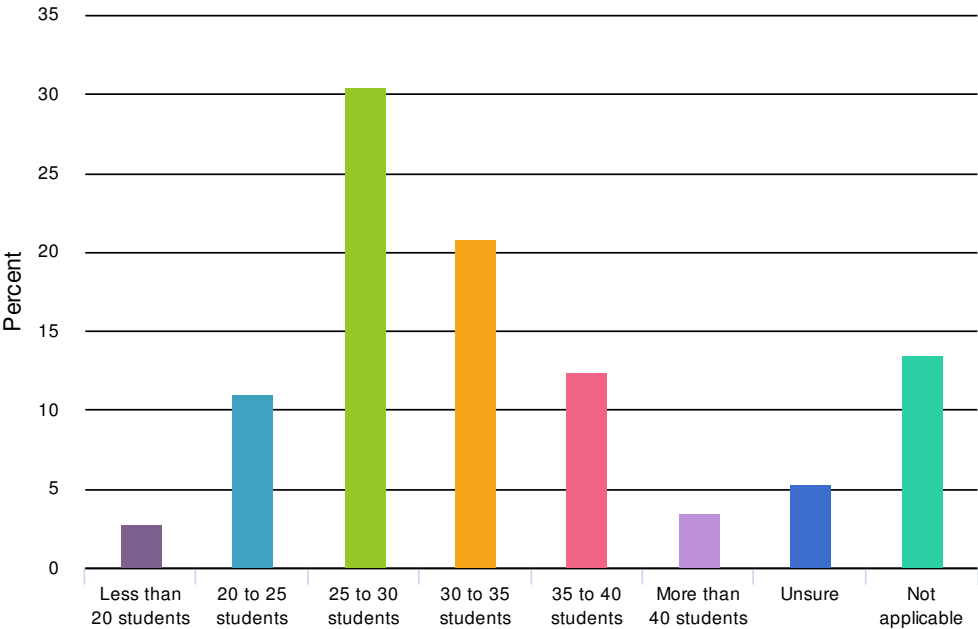
23. The size of the largest class that you are now teaching with students:



Value		Percent	Responses
Less than 20 students		19.5%	494
20 to 25 students		31.4%	797
25 to 30 students		27.5%	697
30 to 35 students		13.2%	335
35 to 40 students		5.3%	135
More than 40 students		2.1%	53
Unsure		0.2%	5
Not applicable		0.7%	19

Totals: 2,535

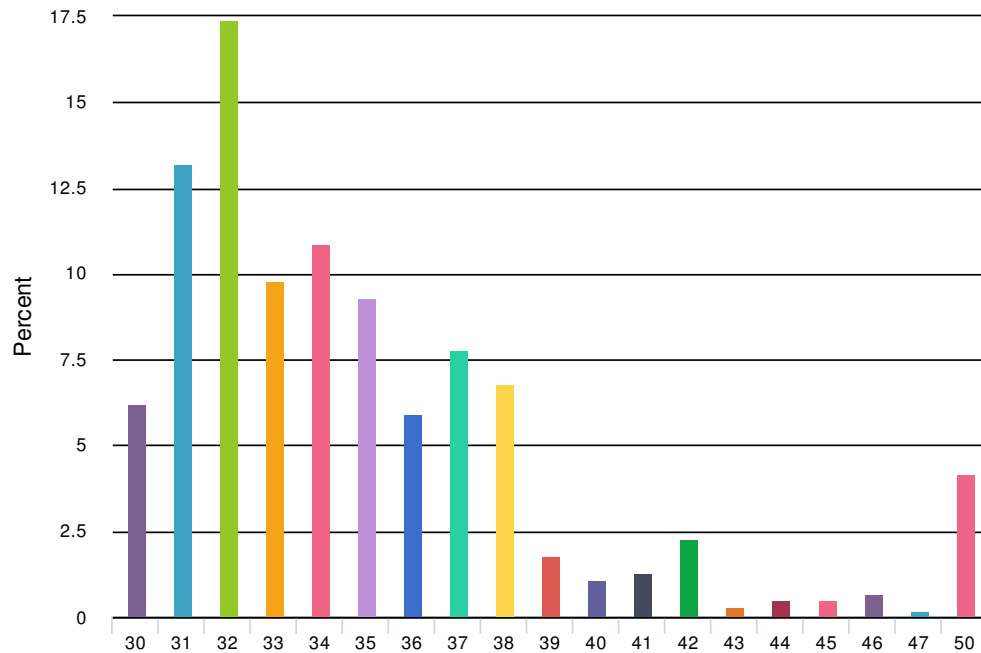
24. The size of the largest class within my school:



Value		Percent	Responses
Less than 20 students	<div><div></div></div>	2.8%	8
20 to 25 students	<div><div></div></div>	11.0%	31
25 to 30 students	<div><div></div></div>	30.5%	86
30 to 35 students	<div><div></div></div>	20.9%	59
35 to 40 students	<div><div></div></div>	12.4%	35
More than 40 students	<div><div></div></div>	3.5%	10
Unsure	<div><div></div></div>	5.3%	15
Not applicable	<div><div></div></div>	13.5%	38

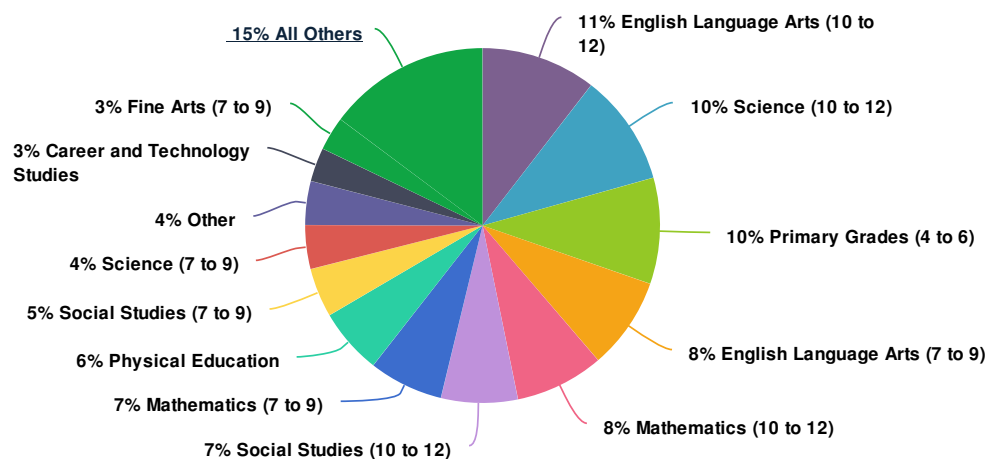
Totals: 282

25. How many people are in your largest class with 30 or more students?



Value	Percent	Responses
30	6.2%	38
31	13.2%	81
32	17.4%	107
33	9.8%	60
34	10.9%	67
35	9.3%	57
36	5.9%	36
37	7.8%	48
38	6.8%	42
50	4.2%	26
39	1.8%	11
40	1.1%	7
41	1.3%	8
42	2.3%	14

26. In which program of study is the largest class with over 30 students?



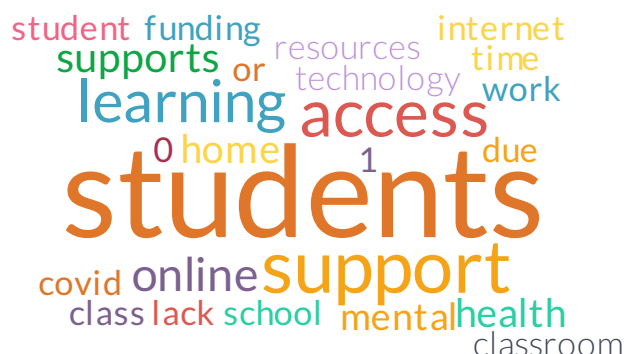
Value		Percent	Responses
English Language Arts (10 to 12)	<div></div>	10.5%	65
Science (10 to 12)	<div></div>	10.2%	63
Primary Grades (4 to 6)	<div></div>	9.7%	60
English Language Arts (7 to 9)	<div></div>	8.4%	52
Mathematics (10 to 12)	<div></div>	8.1%	50
Social Studies (10 to 12)	<div></div>	7.0%	43
Mathematics (7 to 9)	<div></div>	6.8%	42
Physical Education	<div></div>	6.0%	37
Social Studies (7 to 9)	<div></div>	4.5%	28
Science (7 to 9)	<div></div>	4.0%	25
Other	<div></div>	4.0%	25
Career and Technology Studies	<div></div>	3.1%	19
Fine Arts (7 to 9)	<div></div>	3.1%	19
Primary Grades (K to 3)	<div></div>	2.3%	14
Social Sciences (10 to 12)	<div></div>	2.3%	14

Totals: 618

Value		Percent	Responses
Career and Life Management		1.8%	11
Fine Arts (10 to 12)		1.6%	10
Career and Technology Foundations		1.5%	9
French as a Second Language (7 to 9)		1.5%	9
Health and Life Skills		1.0%	6
English as a Second Language (7 to 9)		0.6%	4
Fine Arts (1 to 6)		0.6%	4
Locally Developed Courses (LDCs)		0.5%	3
Environmental and Outdoor Education		0.3%	2
English as a Second Language (K to 6)		0.2%	1
English as a Second Language (10 to 12)		0.2%	1
English Language Arts (K to 6)		0.2%	1
International Languages (7 to 9)		0.2%	1

Totals: 618

27. What are your top two concerns or questions about getting your students what they need to be successful (equity)?



Representative Qualitative Comments - What are your top two concerns or questions about getting your students what they need to be successful (equity)?

“ Access to internet - both the hardware and infrastructure to support it. Students being able to access Mental Health supports. ”

04/23/2021 Response id: 96

“ Hard to give my little ones the individual support needed. It has also been tough to build relationships with parents and support them as I would normally do. ”

04/23/2021 Response id: 203

“ 1- Parents loss of work over the past year due to the pandemic and the strain that has had for the entire family, kids included. 2- how is the province providing additional funding for schools for supplies outside of PPE? (I personally have spent nearly double then what I spent last year on basic school supplies so my students would have tools for school) ”

04/24/2021 Response id: 338

“ There is not enough support or resources to help all the students. They need extra support in literacy and numeracy, however with the restrictions, new procedures, and less materials being available as well as less support staff we are unable to get them where they need to be. ”

04/24/2021 Response id: 485

“ We need more mental health resources for students, even before the pandemic this was needed. Smaller class sizes to help address complex needs and learning gaps caused by online learning/ COVID-19. ”

04/24/2021 Response id: 575

“ Making sure they have access to healthy food when they are hungry Many of my students display signs of not feeling safe and low trust, and I have at least 3 students in my homeroom that I know are cutting. I don't know how they can be successful when managing those emotions and then being online or on Public Health Leave. They can barely handle it at school with our supports so I'm beyond concerned when they are on their own to try and manage, while also trying to learn distantly. ”

04/25/2021 Response id: 718

“ Family circumstances at home means kids are coming tired, stressed -- food security and mental health/social emotional concerns are at an all time high. Students are less able to cope with what would be ordinary stressors and parents are unavailable (i.e. work commitments, out of work), unemployed or experiencing their own mental health concerns. ”

04/29/2021 Response id: 1014

28. Using the following scale, please rate how you think the following groups of students in your classes are handling the COVID-19 pandemic.

	Very negative	Negative	No change	Positive	Very positive	Not Applicable	Responses
Students living in poverty Count Row %	820 31.4%	1,252 48.0%	197 7.6%	58 2.2%	13 0.5%	269 10.3%	2,609
Students with English as a Second Language Count Row %	511 19.6%	1,242 47.5%	370 14.2%	75 2.9%	16 0.6%	399 15.3%	2,613
First Nations, Métis and Inuit students Count Row %	511 19.6%	1,075 41.3%	340 13.0%	34 1.3%	8 0.3%	638 24.5%	2,606
Visible minority students Count Row %	313 12.0%	1,216 46.6%	638 24.5%	79 3.0%	15 0.6%	347 13.3%	2,608
Refugee students Count Row %	437 16.8%	810 31.1%	209 8.0%	24 0.9%	5 0.2%	1,121 43.0%	2,606
Students with exceptionalities Count Row %	756 29.0%	1,174 45.1%	346 13.3%	73 2.8%	16 0.6%	240 9.2%	2,605
Male students Count Row %	234 9.0%	1,370 52.7%	736 28.3%	91 3.5%	19 0.7%	151 5.8%	2,601
Female students Count Row %	250 9.6%	1,367 52.5%	717 27.6%	105 4.0%	18 0.7%	145 5.6%	2,602
LGBTQ2S+ students Count Row %	389 15.0%	981 37.7%	378 14.5%	26 1.0%	11 0.4%	815 31.3%	2,600
Students in single parent homes Count Row %	727 27.9%	1,412 54.3%	254 9.8%	37 1.4%	5 0.2%	167 6.4%	2,602

Totals

Total Responses

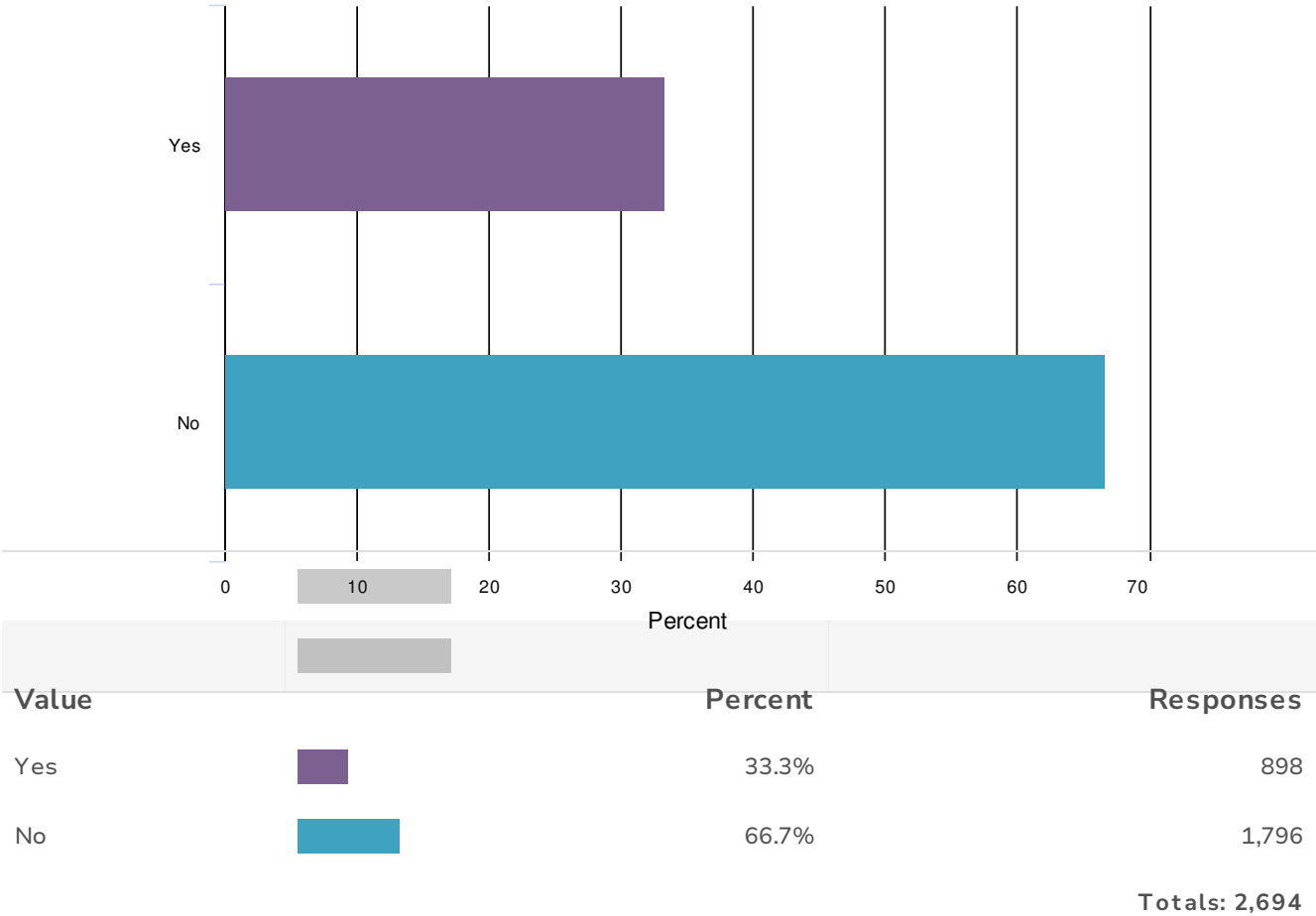
2613

29. Thinking about COVID-19, to what extent do you agree with each of the following statements related to equity:

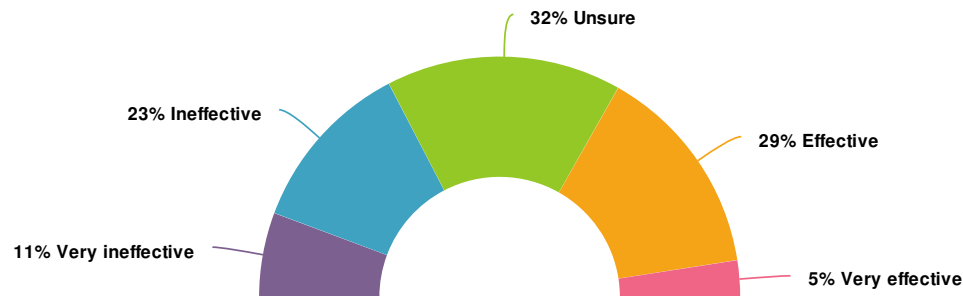
	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Not Applicable	Responses
The majority of my students have access to a reliable internet connection at home and a computer/device to complete their assignments. Count Row %	286 10.9%	745 28.3%	195 7.4%	1,066 40.5%	298 11.3%	39 1.5%	2,629
I am concerned that online learning is creating new cost burdens for my students and/or their families. Count Row %	84 3.2%	274 10.4%	415 15.8%	1,092 41.6%	649 24.7%	112 4.3%	2,626
My students have a quiet safe space at home to do their school work. Count Row %	292 11.1%	954 36.4%	731 27.9%	521 19.9%	58 2.2%	65 2.5%	2,621
Any loss of support staff and educational assistants has negatively impacted my students' ability to learn this year. Count Row %	74 2.8%	82 3.1%	131 5.0%	709 27.0%	1,346 51.3%	284 10.8%	2,626
Totals Total Responses							2629

Efficacy of Instructional Quarter System

30. Are you working in a school that is organized into four instructional quarters (two-month periods of learning)?

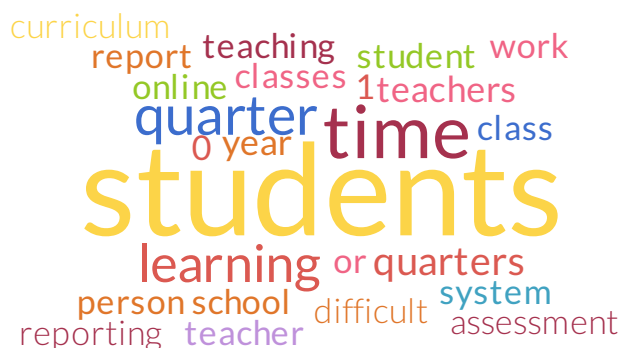


31. To what extent have the four instructional quarters been effective for student learning this year?



Value		Percent	Responses
Very ineffective	<div><div></div></div>	11.4%	102
Ineffective	<div><div></div></div>	23.4%	210
Unsure	<div><div></div></div>	31.7%	284
Effective	<div><div></div></div>	28.7%	257
Very effective	<div><div></div></div>	4.9%	44
			Totals: 897

32. Any other comments on the efficacy of the four instructional quarters (two-month periods of learning)?



Representative Qualitative Comments - On the efficacy of the four instructional quarters (two-month periods of learning)?

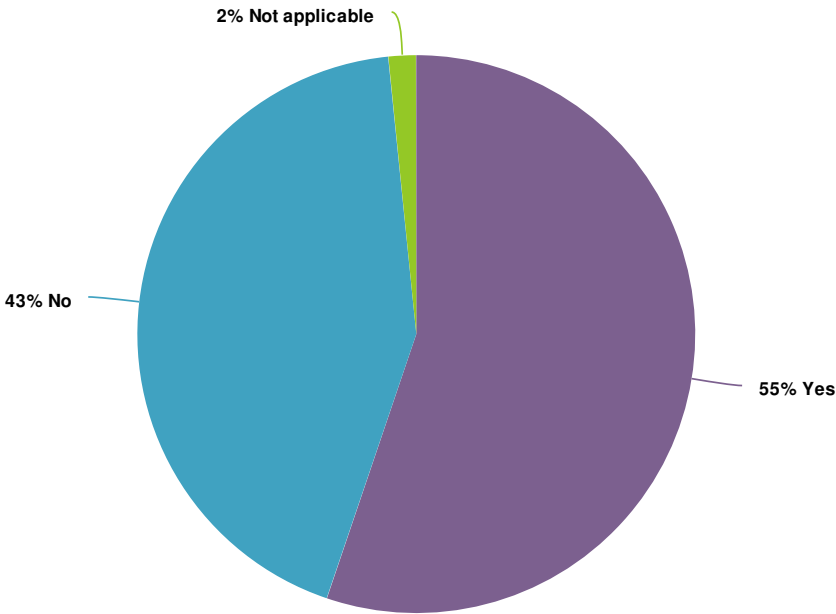
- 11 I have not been able to use high engagement, strong pedagogical strategies because of pandemic safety measures.
- 16 Pace is very quick for students. If they miss a day for any reason it is hard to catch back up. I find many students have a who cares approach to their learning, many do not care if they do well or even pass the course. I have had more students fail this quarter than I have in years.
- 17 It has been effective in controlling the spread of covid. Students are able to focus on one core at a time. It is less stressful when they get quarantined and only have to focus on one main thing.
- 29 Pace of instruction is too fast. Students don't get enough processing time for concept attainment. Students with special needs and all students at risk in the population are isolated significantly in quarters.

Representative Qualitative Comments - On the efficacy of the four instructional quarters (two-month periods of learning)?

- 44 Timing is too short to do accurate assessments
- 48 They don't give students enough time to experience growth AND collect sufficient, quality evidence to support reporting.
- 60 No time to build relationships Students in content heavy courses are really struggling with the pace (Math 10C). Maturity of a lot of students doesn't match the pace of learning needed
- 108 I think it was a good system for this year while we are teaching in the pandemic but system is not recommended in a normal year. Classes are too long (2 hours and 20 min) and it's just too fast of a pace for them.
- 138 The effectiveness of the system is completely dependent upon the courses (CTS teachers have especially like the longer classes) and the type of students - highly academic students report greater satisfaction than students in the - 2 and - 4 routes.
- 142 They are far too short to get to know a student, assess their abilities and bring them to an acceptable level
- 155 It becomes difficult when students are in person, then go online, then return to in person. I also have 2 returning to in person who were online for 3 quarters. Not sure if we are all covering the same concepts the same way. However, the kids need to be back in person as they are struggling on line.
- 552 The four quarters is fine. I believe that bouncing between online and in-person has hindered our ability to transition effectively both within and between quarters.
- 1377 We feel we are assessing constantly without any real chance for students to have any real authentic learning experiences or ability to create depth of knowledge.
- 1411 For core subjects, the learning is far too condensed at the high school level. There is no time to let material sink in. It is a just test after assignment after project.
- 1434 Two months to teach and assess student understanding is not long enough. You just start to teach an outcome and then you have to assess the outcome. There is no time to focus on student understanding.
- 1450 The quarter system has not been good for special programs like IB.

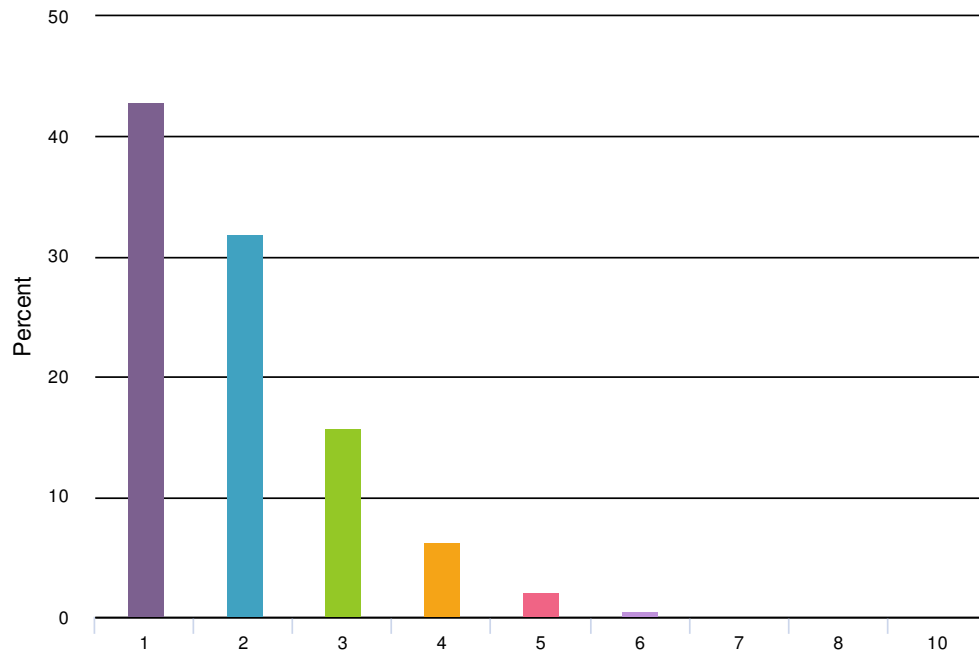
Quarantines and/or Isolations

33. Have you had to quarantine at home and/or isolate for symptoms because of COVID-19?



Value	Percent	Responses
Yes	55.2%	1,446
No	43.2%	1,132
Not applicable	1.6%	43
		Totals: 2,621

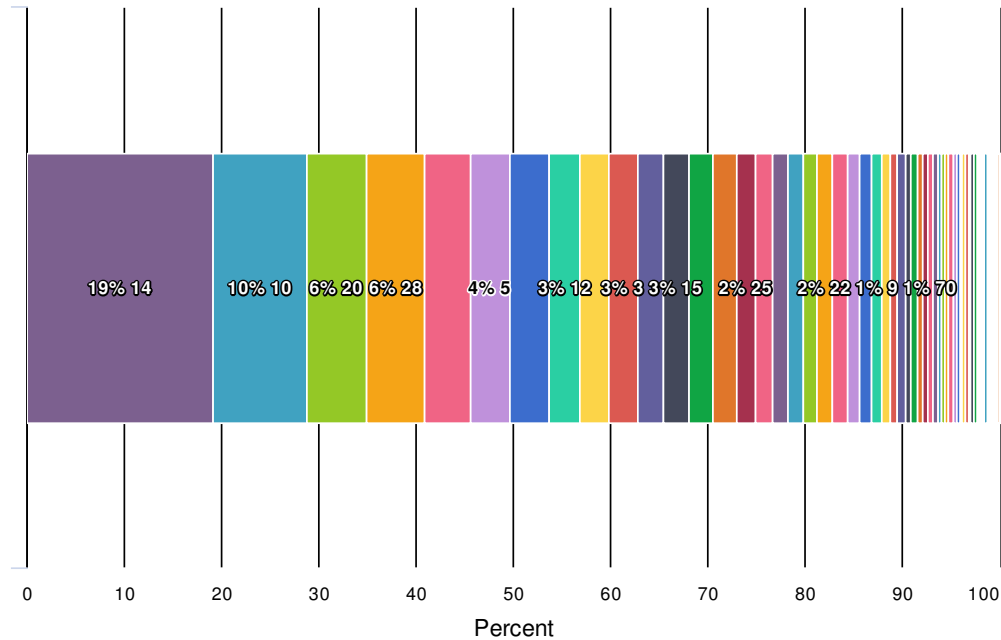
34. How many times since the start of the pandemic have you had to quarantine and/or isolate for symptoms because of COVID-19?



Value	Percent	Responses
1	42.9%	619
2	31.9%	460
3	15.7%	226
4	6.3%	91
5	2.1%	30
6	0.6%	8
7	0.2%	3
8	0.2%	3
10	0.1%	2

Totals: 1,442

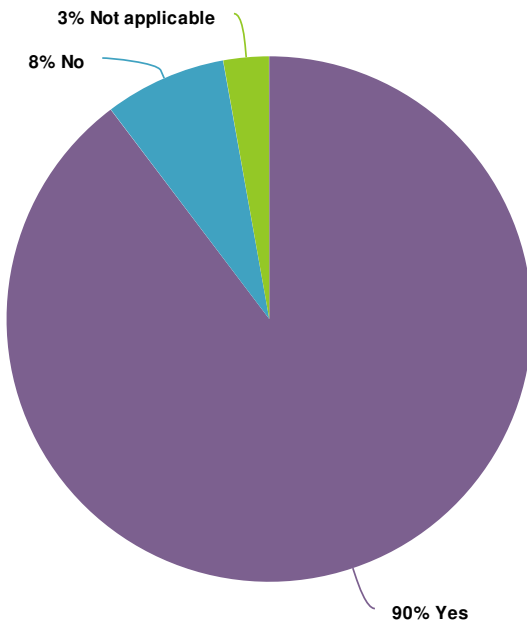
35. How many days in total would you estimate that you have had to quarantine and/or isolate since the beginning of the pandemic?



Value	Percent	Responses
14	19.1%	275
10	9.6%	138
20	6.2%	89
28	6.0%	86
30	4.8%	69
5	4.0%	58
7	4.0%	57
12	3.1%	44
21	3.1%	44
3	2.9%	42
24	2.6%	38
15	2.6%	37
4	2.5%	36
8	2.5%	36

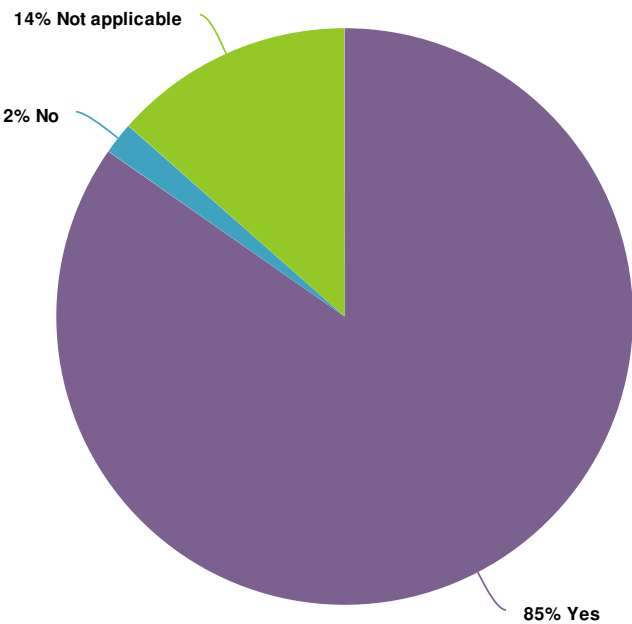
Totals: 1,442

36. Have you had any student(s) in your classes that have been quarantined and/or isolated for symptoms because of COVID-19?



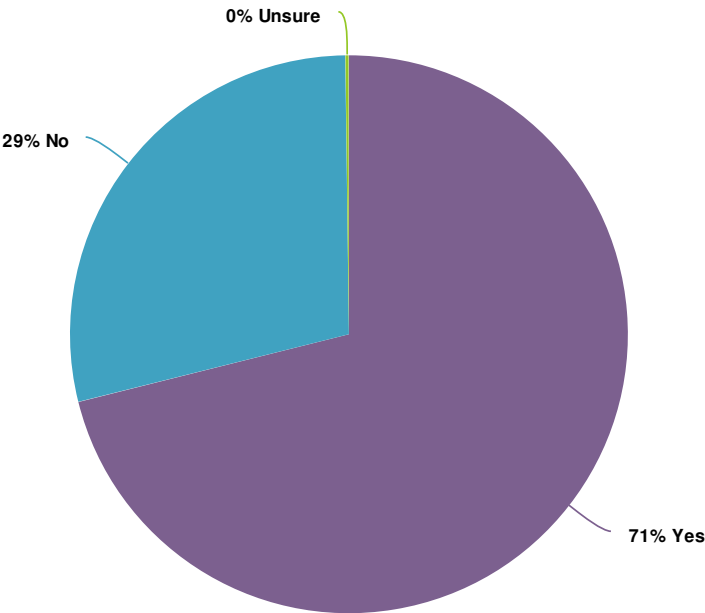
Value		Percent	Responses
Yes	<div><div></div></div>	89.7%	2,117
No	<div><div></div></div>	7.5%	176
Not applicable	<div><div></div></div>	2.8%	66
Totals: 2,359			

37. As a school leader, have you had any student(s) in your school quarantined at home and/or isolated for symptoms because of COVID-19?



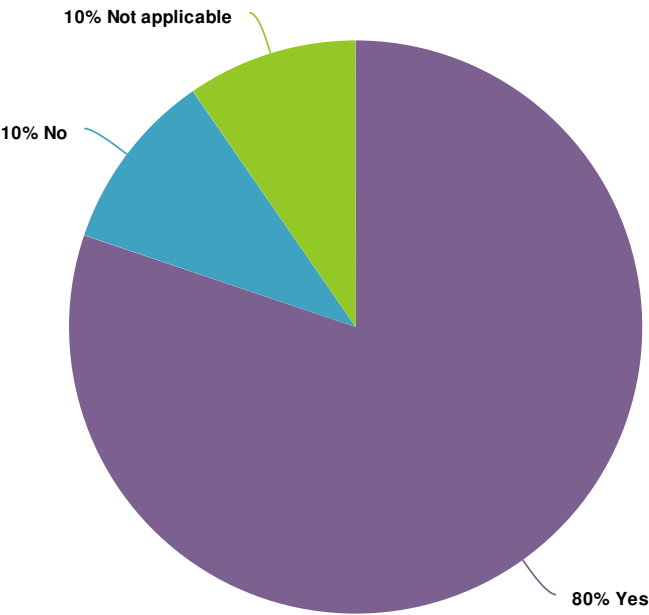
Value	Percent	Responses
Yes	84.8%	145
No	1.8%	3
Not applicable	13.5%	23
		Totals: 171

38. Have your own school aged children had to quarantine at home and/or isolate for symptoms because of COVID-19?



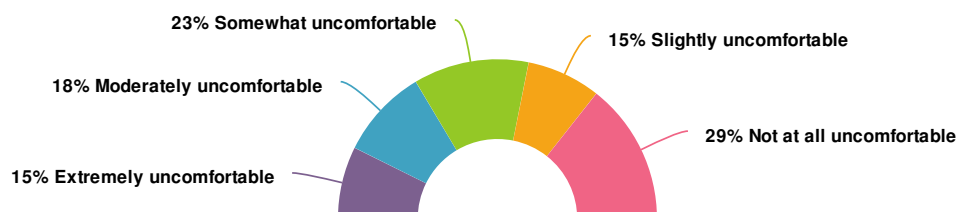
Value	Percent	Responses
Yes	71.1%	759
No	28.7%	306
Unsure	0.2%	2
		Totals: 1,067

39. CONTACT TRACING - As a school leader have you had to directly contact families as part of a COVID-19 exposure?



Value	Percent	Responses
Yes	80.2%	235
No	10.2%	30
Not applicable	9.6%	28
		Totals: 293

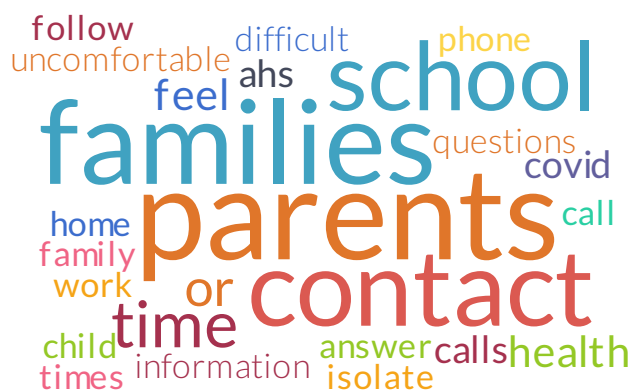
40. As a school leader, what is your level of comfort being asked to contact parents/guardians of students in quarantine/isolation regarding COVID-19 exposures?



Value		Percent	Responses
Extremely uncomfortable		14.7%	42
Moderately uncomfortable		18.2%	52
Somewhat uncomfortable		23.4%	67
Slightly uncomfortable		15.0%	43
Not at all uncomfortable		28.7%	82

Totals: 286

41. What is your level of comfort being asked to contact parents/guardians of students in quarantine/isolation regarding COVID-19 exposures? - comments



"Making those phone calls is hard; each follow up check-in is having an impact on my own personal level of well being."

"It takes a great deal of time to contact parents. I've had to make these calls so many times I have the script memorized. It's gotten easier as parents have gotten familiar with receiving this kind of phone call, but that just goes to show how prevalent these calls are. "

"This was how I spent the first 5 days of spring break. Sat to wed. About 8-10 hours each day. This is UNACCEPTABLE. With no compensation in pay or days off ."

"I am an educator NOT a medical practitioner. I am being made the middle man between families and Alberta Health Services."

"Each assessment takes on average 17-35 minutes depending on how quickly parents pick up their child. This is also time that I am required to supervise a sick, possibly Covid positive student."

"I do not feel uncomfortable contacting parents, it is however a huge burden and very stressful when you have it in your head that the faster you notify families, the sooner they can isolate and prevent further spread. I worry that I am not fast enough."

"When I started, it was an uncomfortable situation. However, I have sent out over 1200 close contact notices and am very comfortable with the process now. "

"It is really not our job to contact, inform and enforce COVID health measures."

"I am not a health expert and am not prepared to answer parent questions and concerns. Our parents have been so gracious, however, I understand their frustration. I have spent hours upon hours of personal time having to contact trace."

"We have had 77 cases this year and each case is about 3 hours of work for administration and office staff. I am totally burnt out."

Considerations/Questions for Next Year - 2021/2022

42. What do you think will be the biggest issue(s) for the 2021/2022 school year in Alberta?

“ Addressing learning gaps with less support from the Government ”

04/23/2021 Response id: 17

“ Budget cuts, covid-19 continuing, students returning from online or from not attending school consistently, teacher wellness. ”

04/23/2021 Response id: 87

“ Mental health supports for students, and government support for education that actually benefits teachers, students, and staff ”

04/23/2021 Response id: 309

“ I think it will be tough to impose and enforce restrictions after people are vaccinated. I feel the fatigue experienced by students and staff will be felt in the upcoming school year. From attitudes to ambitions. I also feel like high school athletics may still be questionable which is tough on athletes. And Administrators have worked ridiculously hard this year. I think they will still be experiencing burnout. ”

04/23/2021 Response id: 425

“ Helping students adjust to in class learning. Online students have seem to have "checked out". Integrating these students into in class sessions will be problematic. ”

04/24/2021 Response id: 516

“ Identifying the children who have gone off the radar of schools this year. Another huge issue will be helping students who feel they have fallen behind and cannot get caught up. ”

04/24/2021 Response id: 609

“ A government that hasn't given even a cost of living raises in years and yet will expect school and teachers to shoulder even more than their/our share of the cost of the pandemic.... as in they will use the pandemic to say they can't afford to gives teachers pay increases even though we have never been rewarded when times are good... but we are always made to pay when things aren't good. ”

04/26/2021 Response id: 763

“ Stress and mental health. Schools have continued delivering instruction under incredible circumstances. These include intense cleaning protocols, instruction while masked and distanced, and supporting students while at home (to name only a few). This, combined with the demands of ones personal lives (parents and caregivers), and a tumultuous political environment (curriculum draft etc.), has been incredibly stressful and overwhelming. ”

04/28/2021 Response id: 918

“ I need to feel that my role as a teacher are valued. I have never felt so undervalued in my life. I blame the government. I need the ATA to take a stronger stand for teachers. I do not feel like anything has been done to support teachers physically, or emotionally. Presently I feel worthless and drained and the only supports have come from within my school. ”

04/30/2021 Response id: 1174

Representative Qualitative Comments - What will you need as a teacher for a successful start to school in September 2021?

“ I need my health back after contracting covid 19 from a student back in December. My stamina has been greatly impacted and I can no longer work full days ”

04/23/2021 Response id: 105

“ Vaccines for staff and students Let teachers feel successful with their curriculum, shift the focus back on planning engaging lessons for students. Not adopting the new UCP curriculum. Winning our battle over our pension transfer. Actual balance in our lives. Having energy and time to not think about work. ”

04/23/2021 Response id: 185

“ Support in meeting the growing diversity of student understanding and the loss of many pre-requisite skills. ”

04/23/2021 Response id: 267

“ Readoption of the draft 2019 curriculum. Smaller classes. More EA support. More student funding. ”

04/23/2021 Response id: 362

“ A job. I'm still on a temporary contract due to budget cuts. ”

04/23/2021 Response id: 403

“ Support from the ATA in advocating for contractual rights and workload limits Safety measures to protect me from COVID until I'm fully vaccinated ”

04/23/2021 Response id: 434

“ Trust in teachers that we know how to do our jobs ”

04/24/2021 Response id: 506

“ To be back in the classroom! Relationships with students, face to face in person interactions are key!!! ”

04/24/2021 Response id: 591

“ Predictability and stability. There has been so much uncertainty this year... it would just be nice to know what is going on and what to expect. ”

04/26/2021 Response id: 761

“ Opportunity to take care of my health. We need lunch breaks. We need prep periods. We need classes to be a decent size. It is not reasonable to teach online and in person at the same time. ”

04/28/2021 Response id: 911

“ Clear plan from government and division on how they will support my teaching and student learning. ”

04/29/2021 Response id: 1048

“ Political leaders that support all facets of education and education staff not oppose and battle teachers, pedagogy and professionalism. More time to properly plan and support student programming. Fewer students, increased support frameworks and funding to equitably provide students opportunities to learn in a trauma informed environment. ”

04/30/2021 Response id: 1161

“ Vaccinated staff and students and their families. Additional funding. Small class sizes. Additional supports in classrooms to address academic gaps and other needs. ”

04/30/2021 Response id: 1184

Representative Qualitative Comments - What will you need as a school leader for a successful start in September 2021?

“ Perhaps time in lieu of time planning and dealing for COVID in school. ”

04/23/2021 Response id: 42

“ Adequate funding and for educational staff to feel valued, instead of feeling like they are not valued and in fact attacked by this government. There should be some sort of recognition for all the extras over and above normal that has occurred during this pandemic. ”

04/23/2021 Response id: 86

“ Clear guidelines from public health that take responsibility off our shoulders for decisions related to health risk. Stability in the learning structure ie in person vs online, staffing and class organization. ”

04/23/2021 Response id: 178

“ Ensuring sufficient funds are available to ensure resources and supports are in place for students. These supports are not only academic supports, but also social/emotional supports for students. We also need to ensure that there is a level of stability of these resources and supports over the next few school years. ”

04/23/2021 Response id: 417

“ Proper funding for students that are struggling due to poor attendance and the disruption of learning ”

04/24/2021 Response id: 589

“ More time for start up. Last year I wish school was postponed for a week to better prepare for changes and build staff resilience. Having a staggered entry was very successful and that should continue in years to come. 3 days, 1/3 of the classes each day. Teachers are able to get to know students more and prepare for the first official day with everyone. This also reduces student anxiety. ”

04/24/2021 Response id: 614

“ Not to have to deal with new curriculum, less supervision and job duties due to covid restrictions. Our teachers seldom get lunch out of their classrooms due to lack of mixing of students and the covid guidelines. ”

04/24/2021 Response id: 685

“ Money and increased support for vulnerable learners. Increase access to mental health support for teachers and staff. ”

04/28/2021 Response id: 818

“ Time, hope that the year will be better, teacher aids, after school programs : for tutoring and sports (students need to have fun at school again.... Teenagers are anxious and sad...) ”

04/28/2021 Response id: 937

“ A government that is willing to partner with us again. COVID to be off of the table so we can redirect our attention to learning. ”

04/29/2021 Response id: 1010

“ ugh - it is so overwhelming to be here day to day, I can not even think this far ahead. I have lived and worked through a fire, flood - this is by far the most difficult ”

04/29/2021 Response id: 1110

Representative Qualitative Comments - What do you believe your students and/or their families will need for a successful return to school in September 2021?

“ Mental health supports for their child. Not a "5 minute breathing exercise" after recess. They need some actual support from a trained professional about how to help their child reconnect with peers, as many of my students feel that they lost friends and don't have anything fun to do anymore. ”

04/23/2021 Response id: 81

“ It is not the time to pilot a new curriculum especially one that is so poorly and unethically designed expectations for growth/assessment need to be adjusted according to the gaps in learning and. mental health impacts maybe we need shorter days/fewer days or a need all move to a modified calendar with more breaks throughout the school year we need to take a look at improving the overall well being of students, families and staff ”

04/23/2021 Response id: 102

“ A celebration of the increased resiliency from this year, supports to navigate mass grief and loss. Positive and celebratory assignments. Social emotional supports. Access to tech. Affordable childcare. ”

04/23/2021 Response id: 138

“ Hope. Belief the school system is stable and can be counted on for the education of their children in a familiar, in-person manner. ”

04/23/2021 Response id: 267

“ Knowledge that the government really does have the safety and well being of their children in their minds. Not them just saying that they do ”

04/23/2021 Response id: 318

“ Time to adjust, process, and come to terms with how the pandemic impacted us. The ability to focus on classroom relationships and teaching (reduction in projects and responsibilities not directly related to classroom needs). ”

04/23/2021 Response id: 398

“ Parents need to know that schools (the staff within) have what they need in terms of numbers, supplies, resources, and finances to ensure that the students are receiving the best possible education that is available for that school year/grade. ”

04/24/2021 Response id: 500

“ Counseling services, small class sizes. Educational assistants to help manage the behaviors. Nutrition programs like breakfast. Tutoring services Assurance that their kids are safe. Most of all...healthy teachers. ”

04/24/2021 Response id: 549

“ Access to vaccines and stability ”

04/25/2021 Response id: 705

“ Significant one-on-one time with teachers and EAs to address individual needs. More support programs and a focus on foundational skills. ”

04/25/2021 Response id: 716

“ Jobs, covid gone. Reliable internet. Vaccinations. ”

04/28/2021 Response id: 870

“ Less provincial testing. Less students in class. More mental health support. ”

04/29/2021 Response id: 999

“ Smaller class sizes so that they can have the SUPPORT that they will need from their teachers! ”

04/29/2021 Response id: 1047

“ Assurance that the environment they are entering into is a safe one where their physical and mental well being is the first priority. ”

04/29/2021 Response id: 1108

“ Clear communication of information as soon as possible and continued availability of technology (chromebooks and internet service) to support our students and families. ”

05/01/2021 Response id: 1196

Representative Qualitative Comments - What other questions/concerns/issues would you like to share with the Association?

“ The daily denigration of the teaching profession by our premier and the cabinet is so demoralizing and difficult as a teacher. My UCP MLA will not return any emails or calls anymore. The K-6 Draft Curriculum and the associated rhetoric is an attack on teachers and needs to stop, but I have no faith or reason to hope that the current government will ever show any meaningful respect or consultation to the ATA and teachers in Alberta ”

04/23/2021 Response id: 75

“ Would love to see a more concerted effort to showcase all the extras that staff has been doing in the past year. Learning and trouble shooting tech, late night calls to parents, trying to keep life as normal as we can for our student body and providing a sense of hope. ”

04/23/2021 Response id: 86

“ I am so worried about the future of teaching in Alberta. I am an energetic, creative, innovative, actively anti-racist and anti-oppression Teacher (striving to be and learning, too), and I am not doing well. I am done by 3:00pm. Emotionally, mentally, and physically. I have no quality of life because I am exhausted and trying to bet by, and trying to survive. The demands on teachers are too high. This is not sustainable. ”

04/23/2021 Response id: 138

“ I am deeply concerned for the lack of involvement from the government and certain school boards pertaining to the physical and mental well being of their staff. My school specifically has had a minimum of one positive case per day in the school over the past week. We are struggling to find subs to cover teachers who are unwell and we are still expected to be teaching as if nothing has changed. Students and staff alike are stressed, worried, and burnt out because of the conditions that covid have created in our schools systems. ”

04/23/2021 Response id: 194

“ Very upset with how teachers were treated during the Covid response. Not having access to vaccination sooner was a slap in the face...and for my family once it was available because of our age range it was too little too late we had already been infected. ”

04/23/2021 Response id: 256

“ The lack of substitutes is a HUGE challenge. It did not get ANY better for elementary schools when 7-12 went online. We have been short subs (sometimes multiple subs) every single day for the past two weeks and are already struggling to fill jobs for next week. Teachers are covering other classes and are missing preps. ”

04/23/2021 Response id: 259

“ Continuing to advocate for smaller class sizes is not only important for the health and safety for our students but for the mental health of our teachers. They have had a heavy load this year. ”

04/23/2021 Response id: 283

“ Obviously serious concerns with current government decisions regarding education in Alberta. The K-12 Curriculum draft, possible return of diplomas and constant education cuts are deeply concerning and is hindering our education system. My future plans of leaving the province are based upon the provincial government's decisions. ”

04/23/2021 Response id: 333

“ I cannot understand that each day I teach, I am breaking the Covid protocols for indoor gatherings and that is considered OK. That each day I don't know if I will get a phone call in my classroom telling me I have to go home and self-isolate for 14 days because I am a close contact to a student that I teach. That while I am self-isolating, ”

04/23/2021 Response id: 369

“ Workload has skyrocketed. I can't imaging running extracurricular activities on top of everything else with less unassigned time next year. Teachers are under valued. I also feel like I have lost my voice. We don't seem to have any input in decisions (pension, curriculum). Alberta used to have an excellent education system and I feel like it is just going downhill and students and society will suffer as a result. ”

04/23/2021 Response id: 461

“ We need to continue to pursue the Alberta government for our retirement fund. ”

04/24/2021 Response id: 481

“ If staff or students want to be in public school next year, will they have to be vaccinated, unless they already have a compromised immune system? ”

04/24/2021 Response id: 599

“ What is the ATA doing to advocate on behalf of teachers at the district level for the excessive workload and demands on teachers during the pandemic? It appears that the focus of the ATA has been on lobbying the provincial government and neglecting to hold the school districts accountable for their part. ”

04/25/2021 Response id: 709

“ Why are teachers not necessarily considered frontline workers when it comes to vaccine rollout? ”

04/26/2021 Response id: 790

“ Why do we not have a current contract? Why has the wage freeze lasted so long? ”

04/29/2021 Response id: 1068

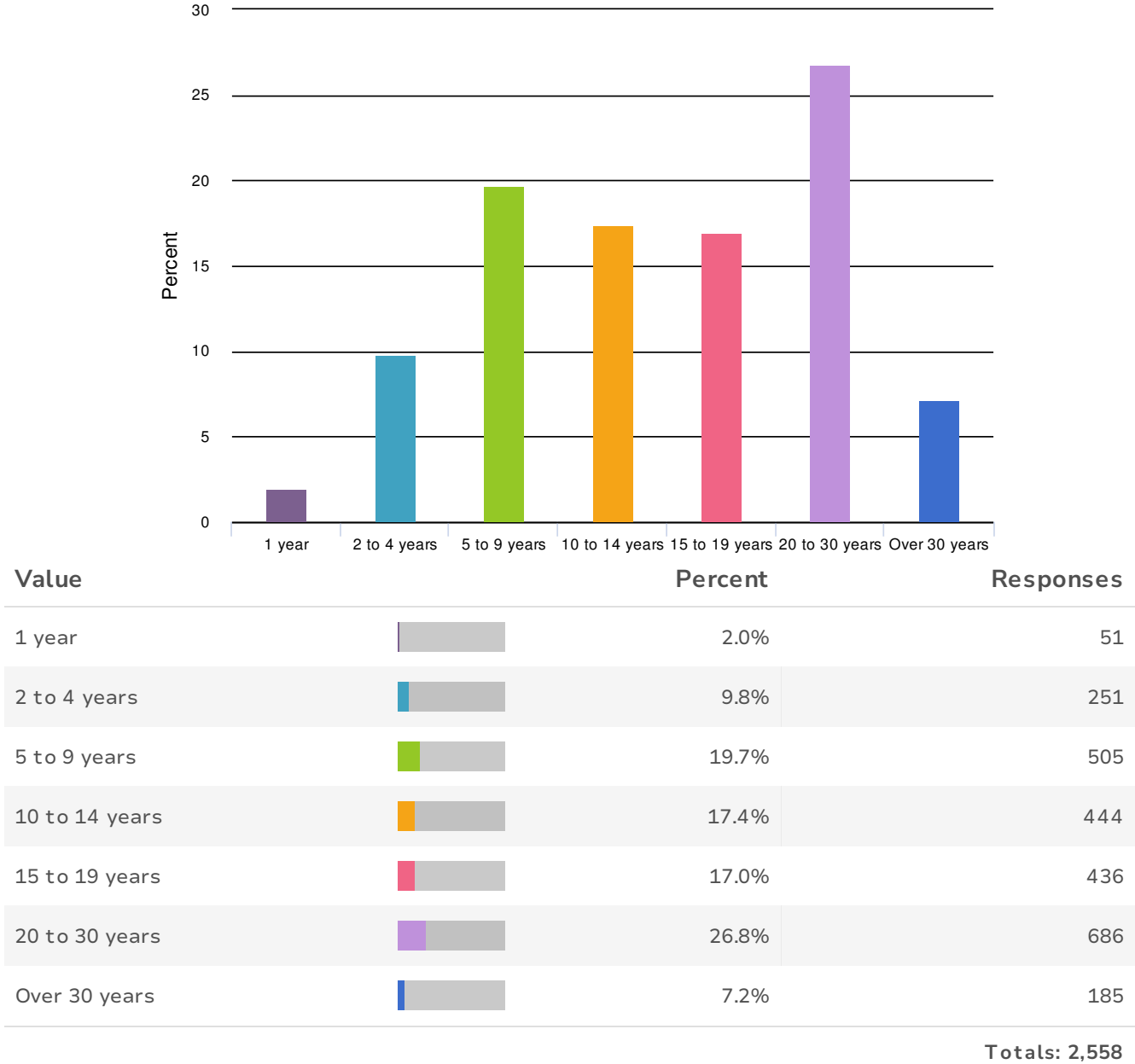
“ Major concern is the lack of inclusion and the feeling that students with needs are forgotten and left out of the system. Any student who is an "other" has been forgotten. I fear the backlash on the underreported racism that affected the Asian communities in Alberta. ”

04/29/2021 Response id: 1104

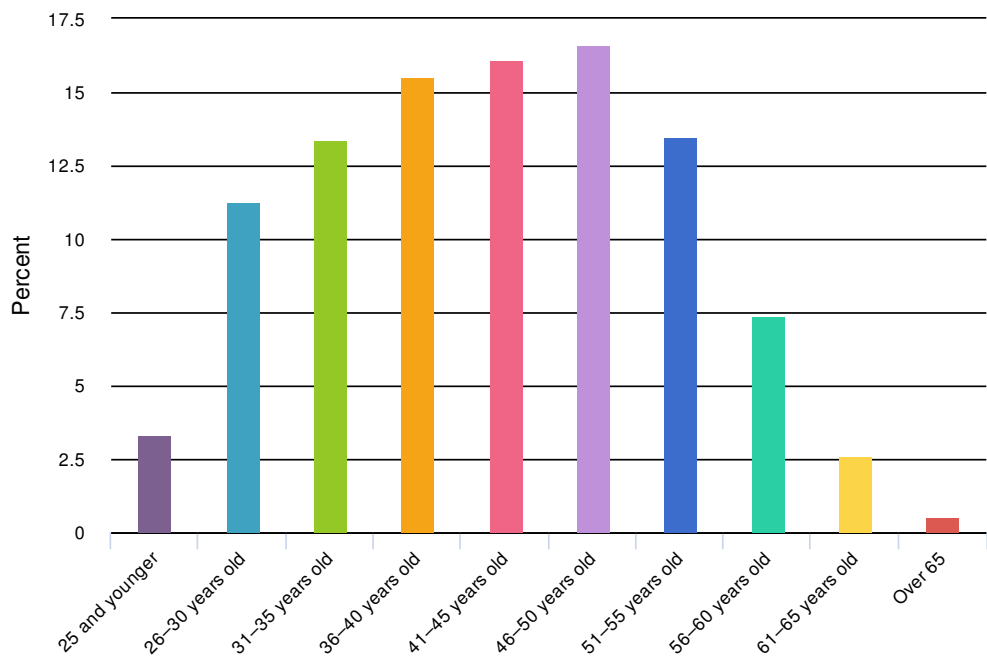
“ The current situation is not sustainable. Teachers are burning out and do not have much left to give. We need more support in terms of the pandemic, resources in the classroom and we need the future curriculum to be appropriate for the children we teach. ”

04/30/2021 Response id: 1167

Your teaching experience, including current year



Your age

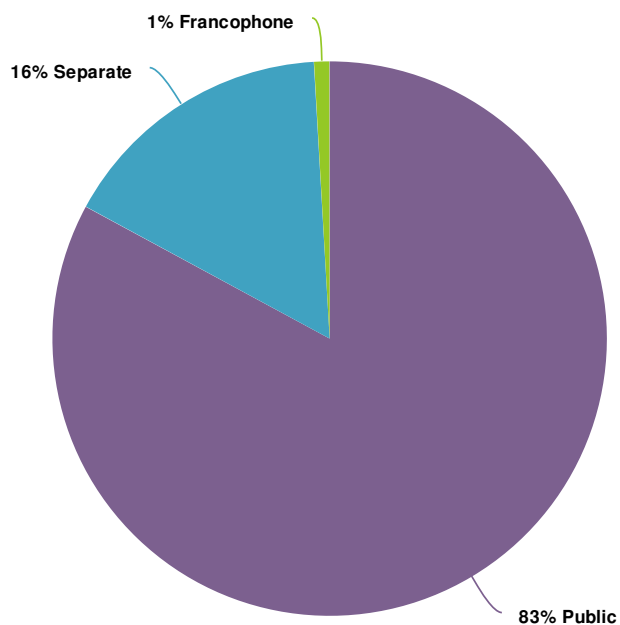


Value		Percent	Responses
25 and younger	<div><div></div></div>	3.3%	84
26-30 years old	<div><div></div></div>	11.3%	288
31-35 years old	<div><div></div></div>	13.4%	342
36-40 years old	<div><div></div></div>	15.5%	395
41-45 years old	<div><div></div></div>	16.1%	411
46-50 years old	<div><div></div></div>	16.6%	423
51-55 years old	<div><div></div></div>	13.5%	344
56-60 years old	<div><div></div></div>	7.4%	189
61-65 years old	<div><div></div></div>	2.6%	66
Over 65	<div><div></div></div>	0.5%	13

Totals: 2,555

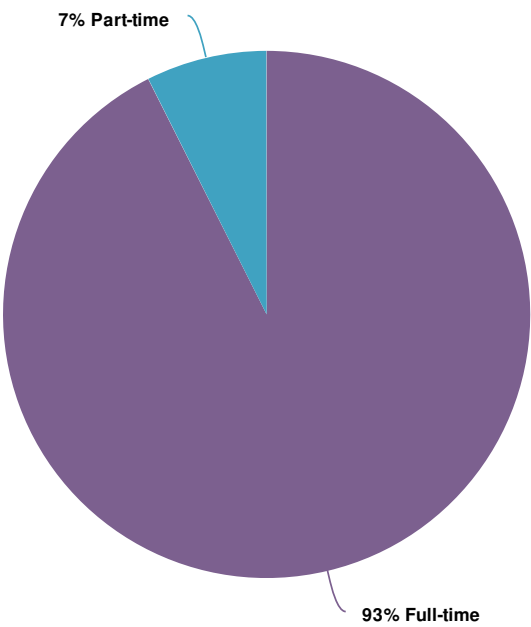
Type of school authority in which you are employed

ALBERTA TEACHERS' ASSOCIATION



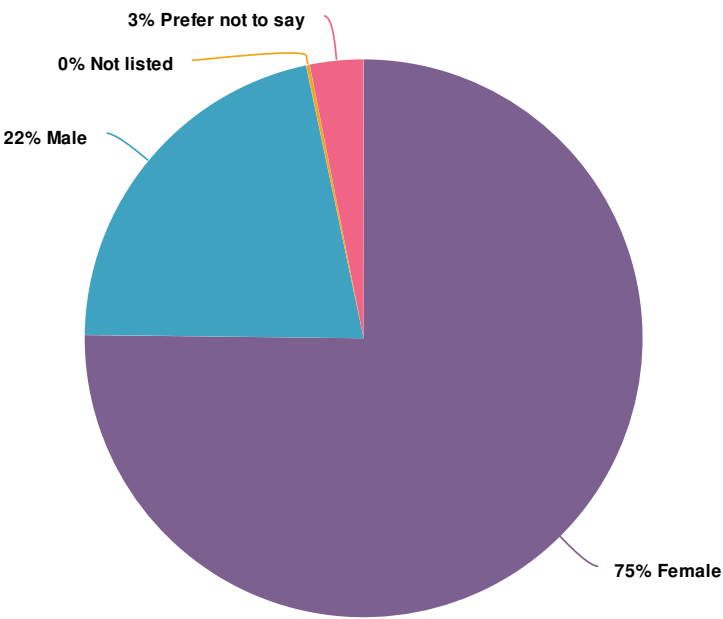
Value		Percent	Responses
Public	<div><div></div></div>	82.9%	2,117
Separate	<div><div></div></div>	16.2%	414
Francophone	<div><div></div></div>	0.9%	22

Totals: 2,553



Value		Percent	Responses
Full-time	<div><div></div></div>	92.6%	2,363
Part-time	<div><div></div></div>	7.4%	190

Totals: 2,553



Value		Percent	Responses
Female	<div><div></div></div>	75.2%	1,922
Male	<div><div></div></div>	21.5%	549
Not listed	<div><div></div></div>	0.2%	4
Prefer not to say	<div><div></div></div>	3.1%	80

Totals: 2,555

The following information will assist the Association in identifying the extent to which the profession includes under-represented groups.

	Yes	No	Prefer not to answer	Responses
Do you identify yourself as a member of a sexual or gender minority? Count Row %	170 6.7%	2,281 89.3%	104 4.1%	2,555
Do you identify as a member of the Black community or of a community of Colour? Count Row %	97 3.8%	2,380 93.2%	77 3.0%	2,554
Do you identify as First Nations, Métis or Inuit ancestry? Count Row %	77 3.0%	2,403 94.1%	75 2.9%	2,555
Do you identify as a person with a disability? Count Row %	82 3.2%	2,393 93.7%	78 3.1%	2,553
Totals Total Responses				2555



The Alberta Teachers' Association

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Alberta Teachers' Association

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research@ata.ab.ca.