Understanding and Exploration of Teacher Time and Workload Intensification

Final Report of the Joint Committee

January 2015

SASKATCHEWAN School Boards ASSOCIATION
Government of Saskatchewan Ministry of Education
SASKATCHEWAN TEACHERS' FEDERATION

Table of Contents

Executive Summary 1

Introduction 3

Historical Background and Context 4

Role Review 7

Work of the Joint Committee 8
- Understanding the Problem 8
- Review of Relevant Data 8
- Exploration Process 11

Key Findings 13

Definitions, Principles, and Common Understandings 14

Recommendations 16
- Defining Teacher Time 16
- Addressing Variations in Teacher Time 17
- Addressing Workload Intensification 17
- Systemic Challenges 18

Moving Forward 19

Action Plan 20

Appendix A – Glossary 23

Appendix B – Joint Committee Members 24

Appendix C – Terms of Reference 25

Appendix D – Practice Improvement Research Report 27

Executive Summary

The Joint Committee on Student and Teacher Time was comprised of three representatives from each of the Ministry of Education, Saskatchewan School Boards Association, and the Saskatchewan Teachers' Federation. The mandate of the Joint Committee was to explore common understandings, resolve the outstanding issues regarding student and teacher time, and put forth recommendations. This report identifies the issues of teacher time and workload intensification in Saskatchewan and makes a series of recommendations intended to facilitate better understanding throughout the sector, reduce the tasks that negatively impact the teaching and learning relationship, and support teachers in fulfilling their professional duties.

The Joint Committee expended considerable effort discussing perspectives and reviewing existing research and information on teacher time and workload intensification. Two aspects of teacher time surfaced: the quality of time and the quantity of time. This led to the development of a series of principles that laid the foundation for the work of the Committee.

Rather than rigidly defining the components of time, the Joint Committee developed a series of common understandings that provided parameters for teacher time and workload intensification. The identification of these two aspects facilitated a richer understanding of the intensification of teacher time and moved the parties to become more focused in their strategy to address workload intensification.

The quantitative aspect, establishing parameters for teacher time, proved more challenging for the Joint Committee to resolve. The Committee wrestled with the issue of how much time employers could reasonably expect of teachers and which responsibilities fit into the various components of time. While some agreement could be reached, the complexity of the issue and the diversity of teachers' experiences led the Committee to deem the resolution of the quantity of time issue to be beyond the scope of the Committee and one that could best be addressed effectively through an alternate process.

To address the intensification of teacher workload, the Joint Committee commissioned a study to more deeply understand the teacher's day. The study found teachers' time with students is compromised by the rising number of tasks that must fit into a school day and the opportunity for practice improvement hinges primarily on the quality of time available.

As a result of the examination of issues and the study exploring workload intensification, the Joint Committee made 11 recommendations organized in four areas of focus as follows:

Defining Teacher Time

1. Deliberation to resolve the outstanding teacher time issues continues through an alternate process that will result in formalized agreement on teacher time.

Addressing Variations in Teacher Time

2. Establish maximums on the length of the school day and annual student instructional time.
3. Every school division will have a calendar development policy and process that is based on the best practices, principles, and processes, and includes consultations with teachers, students, parents, support staff, school community councils, or the broader community into the school calendar.
4. Conduct a joint interpretation and communication of the application of current legislation and regulations for instructional time to further support understanding within the education sector.

Addressing Workload Intensification

5. Every school division undertake a collaborative problem-solving process to engage teachers at the school level to identify and address issues that result in school division and school improvements with respect to teacher time and workload intensification.
6. Every school division will establish their own processes to meet with teachers on a regular basis to explore and problem solve specific or urgent topic(s) and jointly manage the components of ongoing change.
7. Establish a mechanism for regular meetings of the Ministry of Education, Saskatchewan Teachers' Federation, and Saskatchewan School Boards Association to monitor and consider the impact on teachers and students of potential changes in educational policy and practice.

Systemic Challenges

8. Create regular opportunities for open dialogue and problem solving to consider emerging issues in a timely manner on an ongoing basis.
9. Establish a joint monitoring mechanism to review progress and report the outcomes on the recommendations of this report.
10. Conduct a system exploration to seek further opportunities at the provincial level to streamline teachers' tasks.
11. Undertake a comprehensive review of the education sector and its legislation to ensure the publicly funded education system is sustainable, responsive, and meets the needs of students and society.

As the Joint Committee concludes its work, it has both a sense of urgency and hope that its legacy is one of ongoing engaged action. To facilitate the implementation of these recommendations, the Committee developed an action plan with proposed actions and timelines.

The Joint Committee acknowledges that all parties have a role in managing teacher time and workload intensification. We respectfully urge the organizations and their respective members to consider the recommendations put forward and to take timely and authentic action to implement the recommendations within their purview. As individuals, the members of the Committee will advocate within their organizations to support the recommendations and serve as champions to their implementation.

Introduction

The issue of student and teacher time is a complex issue made up of several different facets of time. They are interrelated, yet distinct in how each is experienced and how each impacts the teaching and learning environments in Saskatchewan. The time that comprises a teacher's day is influenced by legislation and regulations, working conditions, collective agreements, board expectations, and student, teacher, and community needs. This is further complicated by the diverse perspectives of the SSBA, the Federation, and the Ministry as the parties tasked with coming together to develop common understandings and to address the outstanding issues related to student and teacher time in Saskatchewan. Over time, increased accountability across the sector and increased demands on teacher time and greater diversity of the classroom have resulted in intensification in a teacher's workload.

Student time is set out in legislation and regulations. Teacher time is impacted, but not defined by the same legislation and regulations and includes added expectations of school boards and the whole community.

Saskatchewan teachers have been resolute in identifying that the issue of time and workload intensification is of significant importance and concern to the profession. Careful consideration of both teachers' time and workloads are necessary to understand the issues more fully and to identify potential opportunities to support teaching and learning. School boards also have expectations to meet student needs and to ensure the best possible professional educational service is provided. These multiple interests suggest the need to find a balance to support teaching and learning.

The identification of this ever-growing intensification of teacher time and workload has resulted in the parties coming together to first attempt to gain a better understanding of the issues and then influence a resolution that will serve students and support teachers as professionals. The work of the Joint Committee was intended to develop a common understanding of student and teacher time amongst teachers, school boards, and the Ministry, and to make recommendations that would bring clarity to the issue of teacher time and respond to workload intensification.

This report provides a summary of the work undertaken by the Joint Committee. It includes the historical context, a summary of the issues, principles and common understandings, key findings, recommendations, and an action plan intended to respond to the intensification of a teacher's time. A glossary of terms is found in Appendix A to provide the reader with an understanding of terms commonly referenced throughout the process by the Committee.

The learnings, recommendations, and action plan of the Joint Committee are intended to assist in addressing the issue of teacher time and workload, and will be foundational in guiding the parties as they work to remedy the issue of teacher time and workload intensification of teachers.

Historical Background and Context

For some time, school boards and teachers have recognized and tried to address issues of work-life balance at the local level. The addition of school division initiatives, preparation time, increased leaves, and recognition of voluntary service were all attempts to address some of the issues. The *Report of the Provincial Auditor to the Legislative Assembly of Saskatchewan* stated that:

> School divisions are to follow the Ministry's policy in allocating instruction time. However, the Ministry has not clearly defined "instruction time." Without a clear definition of instruction time, the Ministry is not able to set out clear responsibilities. We note that teachers and students spend significant amounts of time in activities other than direct instruction and learning (e.g., assemblies, special events, and teachers' professional development days). Time for these activities come out of the 1,500 weekly minutes available to principals for allocation. This leaves less than 1,500 minutes available for subject instruction, notwithstanding that the Ministry's policy specifies this much time.
>
> (2009, vol.3, p.61)

The Auditor's report made a number of recommendations regarding student and teacher time. Among them, the Auditor recommended that the Ministry define instructional time in order "to set clear expectations for delivery of the core curriculum" (p.61). Without a definition, it was argued the Ministry was unable to delineate responsibilities and differentiate between time spent on instruction and time spent on other school-related activities.

The Auditor's report and the other existing and ongoing work served as an impetus to the SSBA establishing a Working Advisory Group on instructional time early in 2011. The SSBA/LEADS Instructional Time Committee identified two barriers to reaching the requisite number of instructional minutes outlined in the curriculum: a decrease in the number of school days from 200 to 197, and the scheduling of non-instructional days into the school year. The Committee believed that "all Saskatchewan students shall have access to a minimum standard of hours of high quality learning opportunities (curriculum, instruction, and assessment) developed and facilitated by a teacher" (SSBA/LEADS Instructional Time Committee Report, 2011).

The Committee made three recommendations to the Ministry:

- Amend *The Education Act, 1995* to require a minimum of 950 hours of instructional time a year for students.
- Amend *The Education Act, 1995* enabling boards to extend the school day to achieve non-instructional days for professional learning and preparation.
- Undertake a review of high school graduation credit requirements.

In 2012, the Ministry proposed amendments to *The Education Act, 1995* and its regulations which responded, in part, to the recommendations of the Provincial Auditor. The Federation submitted its concerns about the forthcoming changes in a letter to the Minister of Education:

> The proposed amendments create the prospect of an open-ended school day at the discretion of individual school boards. No ceiling or maximum limit has been enacted in relation to the length of the school day as determined at the discretion of each individual school board. The school day may vary in length from school division to school division. The proposed alteration to the school day has been adopted with a minimum of consultation notwithstanding that it fundamentally impacts upon the hours of the prescribed school day, teacher compensation and the collective bargaining process. As a general principle, the degree of consultation with affected parties would reflect and be proportional to the level of impact or interference which the alterations would have with respect to the collective bargaining process.
>
> (Letter to the Minister of Education, December 13, 2012)

In January 2013, legislative and regulatory changes came into effect. Prior to the amendments, Section 164 of *The Education Act, 1995* defined the school day as 9 a.m. to 12 p.m. and 1 p.m. to 3:30 p.m. with two 15-minute recesses. This section was repealed and replaced with Regulation 20.6, which defines the school day as not less than five hours of instructional time, non-instructional time, or some combination. The maximum number of days in a school year remained at 200 days, and since 1982 has been set by the Minister of Education at 197 days. The major changes to the legislation and regulation that impact teacher time can be summarized as follows:

- Post-Labour Day start for students.
- Minimum of 950 instruction hours for students.
- Start and end time of the school day no longer specified in the Act.
- Spring vacation period no longer tied directly to Easter.

Amendments to the Act and its regulations were meant to give greater consistency in the delivery of instructional time to students. Included within the regulations were definitions of student instructional time and non-instructional time, which were developed in collaboration with the Federation. The changes also resulted in increased flexibility and design in school calendar development.

From the Federation's perspective, *The Education Act, 1995* and the Provincial Collective Bargaining Agreement worked in concert to define the expectations held of teachers in terms of their professional duties and time. Teachers' pensions and salaries were based on a school year consisting of 197 days of five hours each for a total of 985 hours as previously defined in statute. The collective bargaining provisions of the Act exclude hours of work as a mandatory bargaining item, reflecting the fact that the school year and school day were previously defined by statute. The impact of the changes has created a situation in which some teachers work longer school days than others for the same salary. This is evident through variations found in school calendar hours across the province. Teachers expressed concern that without a set maximum limit on time, variation in hours continues to exist and potentially increase over time, compromising the equity achieved in past provincial collective bargaining processes. In addition, teachers would describe the consultation process with school divisions as limited.

The Ministry and the SSBA share the perspective that the language in the legislation refers to student time and not teacher time. The legislative framework defined the school day and the school year, and there was no reference to 985 hours as a teacher's hours of work. As professional salaried employees, teachers have the flexibility to complete their duties outside of the school day and at locations other than the school. It is recognized that every teaching assignment is different as is the composition of every classroom and as such, there needs to be some flexibility and teacher autonomy to carry out their duties. The legislative changes did not directly change the length of the school day, but other factors, such as commitments for non-instructional time in local agreements and local practices, school division directed non-instructional days and desires for days off – such as a February break – resulted in extending the school day in order to meet the legislative requirements.

The Ministry and the SSBA believe that school calendars have varied throughout the province to meet the needs of each school division. Generally, these calendars are developed through a consultative process with input from teachers and other staff, students, school community councils, parents, and communities.

In January of 2014, at the request of the Ministry, the Federation facilitated a series of meetings between senior leaders of the Ministry and more than 200 teachers. The meetings were intended to serve as a forum for government officials to hear first-hand about the professional working lives of teachers. School board chairs, directors of education, or representatives from school divisions participated as observers. In this process, the Ministry sought to understand the concerns of teachers. It is believed these meetings made a significant step toward earning the trust of the profession. In response to concerns raised, school boards tried to address those unnecessary administrative and non-instructional time distractors in order for teachers to concentrate on teaching students. However, issues of time and intensification remained unresolved and required further consideration by the parties.

Following that, 35 members of the sector met for three days in June 2014 to gain a deeper understanding of issues surrounding teachers' time. These conversations clarified some of the issues and raised more questions. The parties agreed that teachers are experiencing increasing intensification and workload issues that impact the quality of their work and their personal lives. A major point of discussion was the unintended consequences resulting from recent changes to *The Education Act, 1995* and accompanying regulations. The parties recognized a need for a more in-depth pursuit to understand the issue of teacher time and to identify the activities and factors which affect the intensification of teachers' time. Perhaps more importantly, the parties shared a vision of the future which focused on improving learning experiences for students through a strengthened resolve to address difficult, complex issues – like student and teacher time – collaboratively.

As a result of these discussions, senior leaders from each organization agreed to commit resources to pursue a resolution to the teacher time issue. Hence, the Joint Committee was formed. The Committee was comprised of three representatives from each of the Ministry of Education, Saskatchewan School Boards Association, and the Saskatchewan Teachers' Federation. The mandate of the Committee was to explore common understandings, resolve the outstanding issues regarding student and teacher time, and put forth recommendations. The terms of reference are detailed in Appendix C.

Role Review

Through the process of examining the issue of student and teacher time and workload intensification, the Joint Committee reviewed the roles and authority of each party in relation to the issue. The Committee believes there is value in understanding and respecting these roles and how they contribute to determining teacher time and workload. These roles operate in somewhat of an informal continuum and allow for broad standards to be set regarding time and duties, for the allocation of resources in the form of time to meet priorities, and for oversight and guidance to support teachers in realizing a manageable workload and hours of work.

Government's role regarding teacher time and workload intensification is primarily legislative with responsibility for developing legislation and regulations as per government process, reviewing school calendars to monitor consistency with legislation and regulations, setting the number of days in a school year, and establishing provincial policies and procedures including those around curriculum and assessment.

School divisions have two primary roles; the first role is to set the direction of the school division. This entails development of a strategic plan which includes linkages to the education sector strategic plan plus any other initiatives specific to the division's needs. The board must then allocate resources to ensure the supports are in place to meet the needs of students. The second role is to ensure the directives are followed. These two roles are carried out in various ways and using various tools. Some of these tools used to address the work-life balance of teachers are the school calendar, local collective bargaining agreements, and policy and practice.

The Federation's mandate is expressed in its mission statement: Inspiring and supporting teaching and learning excellence in public education. As the professional organization for teachers, the Federation represents and supports teachers, promotes and safeguards the interests of teachers, secures conditions that support the best possible professional service, raises the status of the teaching profession, and maintains professional codes. Overall, the Federation advocates for a publicly funded education system that meets the needs of all students.

Work of the Joint Committee

Understanding the Problem

The Joint Committee invested a significant amount of effort in seeking to understand the issues affecting student and teacher time. From this discussion, the Committee determined that the following needed to be addressed:

- A review of existing data sources to identify opportunities to thoroughly understand the issues related to teacher time.
- An exploration of teacher tasks to develop a common understanding of the student and teacher day, and corresponding workload.
- Development and communication of common language (principles and common understandings) regarding student and teacher time.
- Consideration of a model or framework to guide the ongoing management of teacher time and workload intensification.
- Processes to monitor and manage time and work intensification on an ongoing basis at the school division level.

Review of Relevant Data

The Joint Committee also invested significant time in exploring the issues regarding teacher time. The examination included a sharing of perspectives of the parties and an analysis of existing information and other relevant studies.

The following studies, surveys, and research projects were considered by the Joint Committee:

Seeking Wellness: Descriptive Findings from the Survey of the Work Life and Health of Teachers in Regina and Saskatoon
Ronald R. Martin, Rod Dolmage, & Donald Sharpe
University of Regina
February 2012

A survey was conducted of the work life of teachers (K-12) in Regina and Saskatoon (n = 745). The following domains were surveyed: general working conditions, negative work-related

stressors, positive aspects of teaching, burnout, general health, work engagement, work-related commitment, and retirement plans. This report provides an overview of the methodology of the survey and the initial descriptive results. The findings from the present study are outlined and compared to the results of other national and international surveys of the work life and workload of teachers. Further, the findings are discussed in the context of recruitment and retention issues among teachers and the content and form of teacher education programs.

Teacher Time: A Study of the Challenges of Intensification of Saskatchewan Teachers' Professional Time
SIDRU & Saskatchewan Teachers' Federation
December 2013

The Saskatchewan Teachers' Federation initiated this research into teachers' time and workloads, in part as a response to resolutions passed at the Federation's Annual Meetings of Council in 2010 and 2012. The resolutions asked the Federation to provide its members with a better understanding of the complexities and challenges associated with teacher time in Saskatchewan. In the fall of 2012, the Federation contracted the Saskatchewan Instructional Development and Research Unit of the faculty of education at the University of Regina to complete the study. SIDRU named Dr. Jodie Burnett to lead the investigation and to gather and analyze the data. Drs. Carol Schick and James McNinch of SIDRU were then responsible for writing the final report.

Education Sector Planning: Teacher Engagement With the Ministry of Education
Saskatchewan Teachers' Federation
Interim Report – February 2014

In January 2014, the Saskatchewan Teachers' Federation hosted a series of meetings across the province between teachers and senior leaders in the Government of Saskatchewan Ministry of Education. The meetings were a forum for the Deputy Minister, and others, to learn about the professional working lives of teachers.

The scribed notes were examined and themed for each session. The notes and submissions provide a very rich and deep source of information reflecting the complexities inherent in teaching and learning.

After a careful review, seven themes emerged from these meetings:

1. Professional Voice
2. Passion and Commitment
3. Professional Role of the Teacher
4. Increasing Diversity and Beneficial Change
5. Assessment
6. Teacher-Student Relationships
7. Authenticity of Student Learning

Cutting across the seven themes were recurring references to time, resources, and supports for teaching and learning. Overall, it was abundantly obvious that student success is directly related to teacher agency. Teachers are dedicated professionals who passionately seek to improve the lives of students through the creation of an engaging, authentic and effective learning environment.

The Relationship Between Time Teachers Spend with Students and Student Learning: A resource for Boards of Education
Brian Noonan, PhD
2007

This report is intended to serve as a resource for school boards regarding the relationship between time spent by teachers with students and student learning. The report is based on

extensive research and related literature from a variety of sources all of which address, in various ways, the effect of instructional time on student learning. Because the time-learning relationship is complex, the report is organized around the related, but quite different definitions, of time in school – that is allocated time, engaged time, and academic (actual) time. The report provides both a description of what is meant by these three types of instructional time and explanations of how each contributes to student learning in a contemporary education system. The report attempts to show how these concepts, though related, serve different purposes from the perspectives of policy-makers and practitioners. Thus the report has two fundamental purposes i) to inform board members of the effect of consistent teacher-student contact on learning and ii) to describe various strategies that could increase student learning time and ensure effective use of time in schools by teachers and others.

One of the important elements of this report is the realization that the relationship between instructional time and student learning has been well-studied for many years. The topic has been studied through complex statistical analyses, policy papers, and reports on school and classroom practices. Over fifty articles were collected and reviewed for the report; attempts were made to synthesize the main ideas and principles discussed in this large number of resources. This large body of evidence was used to establish common themes, descriptions, and explanations for the effects that instructional time has on learning.

Student and Teacher Time Survey
Saskatchewan School Boards Association
September 2014

The survey was conducted by the SSBA with school divisions in September 2014.

The following two questions were asked: "In the last 2 years, has your Board or any of your schools within your school division taken steps to protect teaching time for teachers?" and "Over the next school year, does your Board or any of your schools within your school division have plans to examine what processes and practices hinder or assist in ensuring optimum teaching and learning environments for students?"

The responses were compiled, synthesized, and shared as information with school boards, the Joint Committee, and the Executive of the SSBA.

Other Considerations

Following Their Voices

Following Their Voices is a sector initiative to improve First Nations and Métis student engagement and increase graduation rates by developing a Saskatchewan-based approach modeled after the Te Kotahitanga project in New Zealand. The Te Kotahitanga project is one of the world's most successful large-scale initiatives affecting change in the academic success of Indigenous students.

Student First

Student First is an approach that is helping the education system in meeting the targets identified in the *Saskatchewan Plan for Growth: Vision 2020 and Beyond*. It is not an initiative, but rather an approach that puts students front and centre where, as an education system, we ask every day, in everything we do: "What difference does it make for students?" [In October 2013,] a province-wide engagement process was introduced as a key priority of the Student First Approach. [Led by independent advisors,] the province-wide engagement process gathered feedback from students, parents/caregivers, teachers and the broader education sector on how to improve the education system by putting the student first. Input received through the engagement process provides direction on priorities for action as part of the Education Sector Strategic Plan.

Collectively, these pieces demonstrate that teachers are experiencing an intensification of their professional time. As such, teachers expressed that greater respect for their professional voice, improved access to teaching resources, and stronger supports for teaching and learning are required. Despite the efforts of the Ministry and school boards, the growing body of research literature has demonstrated unequivocally that teachers' duties and responsibilities have been increasing in both complexity and volume over the past 20 years. It became apparent that the issues affecting teaching and learning are diverse; however, the common themes that emerged served to inform the conversations and discussions of the Joint Committee. The common themes that surfaced during the review include:

- Lack of common definitions and a consistent understanding of the definitions that define or describe teacher time.
- Lack of boundaries around time.
- No straightforward correlation between the amount of the instructional time and student learning.
- Shift in the balance between instructional and non-instructional activities resulting in more time outside of the school day needing to be dedicated to professional responsibilities.
- Teacher time impacted by variations in locally determined terms and conditions of employment.
- Diversity in class make-up, in terms of skill development, basic needs, cultural, intellectual, medical, and behavioural factors, accompanied by differentiated instruction needs.
- Roles, communication, and a lack of common understanding of changes in legislation, regulations, and the calendar development process.
- Perceived loss of autonomy of teachers.
- Lack of acknowledgment of the role of the employer and government in general, and in relation to the change to the school year/school day and the setting of the school calendar.
- Layered implementation of initiatives experienced by the teacher creates work intensification.
- Lack of common understanding of the barriers teachers face as they allocate time for the teaching and learning experience.
- Strained relationships amongst the employee, employer, government, and the Federation.

Exploration Process

While the review and analysis of existing data sources provide helpful insight into understanding teacher time and workload intensification, the Joint Committee felt that there was a need for a more detailed understanding of the issues that required further exploration.

The Joint Committee agreed to an exploration process that aimed to identify the activities that teachers are engaged in and how much time is spent on each activity. The Committee agreed that an independent contractor would be best suited to carry out the exploration process and commissioned Praxis Analytics to conduct the study.

The study was conducted in October and November and completed in early December 2014. The purpose was to explore options for improving teacher professional practice with respect to the use of time with students, with a focus on maximizing available time for professional responsibilities.

The exploration process consisted of three components: first, framing and developing the study, which included testing the approach using two reference groups; second, a two-week diarizing process to capture data on teachers' activities, the time required to carry them out, and the associated benefit to student learning; and third, staging focus groups to gain further insight into what was discovered in the diarizing process.

In total, 78 teachers from a variety of school contexts (small town, small city, large city, northern, high schools, elementary schools, and PreK-12 schools) participated in the study.

The report states that:

> It is abundantly clear that the opportunity for practice improvement hinges primarily on the quality of time available. Teacher time with students is compromised by the rising number of tasks that must fit in a school day, or, as the discussion made evident, in a school minute. Factors such as growing diversity in class make-up, curricular change, instructional strategy change, need for differentiated instruction, added assessment, testing and reporting, rising expectations for outcomes on which the school setting has modest leverage, absence of adequate resourcing in materials and specialized support, and reduction of in-class aid overlay and interact to increase exponentially, the negative impact on teacher time. The force of change simply overwhelms time available; resulting in what virtually all of those who participated would agree is degraded quality, distraction, irritation and cynicism.
>
> (Practice Improvement Research Report, p.3.)

The report also states that:

> To make more effective use of time, the single greatest need as seen by participants is a new focus on quality and away from quantity. Discussion suggests teachers would value three changes:
>
> 1. Coherence: Ensuring alignment between expectations and resourcing; between ideals and means;
> 2. Respect: Equated with more discretion, adequate resourcing for new mandates, new options and choices that can be made by the classroom teacher, reflecting they are taken seriously as professionals and able to contribute without micromanagement;
> 3. A throttling-back of pace: A time-out on new program, method and measurement, especially changes with objectives beyond education, and imposed by ministry or the new layers of division administrators without engagement at the classroom level. (p.5)

The following highlights are the findings from the study:

- Participants were adamant that unit-by-unit representation of a teaching day misses the point.
- Student contact time/"face time" with students is highly prized.
- Mandated professional development is generally felt a poor use of time.
- Minimal parental involvement is a major gap in the education function.
- Recent administrative and reporting demands consume inordinate time, and energy.
- Regular turnover in curriculum and teaching strategies is a large issue in time use.
- Extra-curricular activities consume much time on the margins – but are valued as a way to build relationships with students.
- Increasing classroom diversity fragments teachers' time.
- Teachers understand their roles holistically.
- Reporting to parents is becoming more time consuming but less substantive.
- Technology can add value, but requires more time, not less.
- Teaching is seen as an "always-on" profession.
- More division of labour could help.
- Teaching assistants seen as valuable in elementary; less so in secondary.
- Flexible clerical/administrative help would be valued.
- Assistance in the classroom was the most highly-desired change.

Further detail can be found in the study report found in Appendix D.

Key Findings

During the course of the Joint Committee's conversations and through the review of the data, it became apparent that the issue of teacher time is not only complex, but intertwined and remains of critical importance to the success of students and the educational sector as a whole.

Two aspects of teacher time came to the surface: one being the issue of quality of time and the second being the quantity of time that teachers could reasonably be expected to provide. Each of these issues warranted significant investigation, discussion, and a response.

The level of commitment teachers hold for the success of their students is apparent and consistently surfaces in the data considered by the Joint Committee. It was acknowledged that the intensification of teacher workload has had a negative impact on the ability of teachers to engage wholeheartedly with their students and colleagues and in some cases, preventing them from developing the relationships necessary to teach as they aspire to teach.

The quantitative aspect of teacher time proved to be more challenging as the Joint Committee wrestled with the issue of how much time employers could reasonably expect of teachers and which responsibilities were assignable during that time. While there was some agreement, the resolution to this issue was deemed to be beyond the scope of this Joint Committee and as such, could only be effectively addressed through an alternate process that the partners will agree on.

The Joint Committee recognizes the importance of the issue of quantity of teacher time and places a high priority on addressing this issue. It is the Committee's wish that the quantitative aspect of teacher time be resolved expeditiously.

Definitions, Principles, and Common Understandings

The Joint Committee endeavored to develop definitions to provide a common understanding of time and workload intensification. However, the quantitative aspect of establishing parameters for teacher time proved more challenging for the Joint Committee to resolve. To lay a foundation for common understanding, the Committee developed a series of principles to guide these discussions.

To facilitate the discussion, the following principles set out the jointly held beliefs of the Joint Committee respecting teacher time and workload intensification. The Committee believes that:

- Prioritization of teacher duties and responsibilities should be made in the best interest of enhancing the learning and teaching environment.
- Collaboration, cooperation, communication, and transparency strengthen relationships and foster understanding.
- There should be clarity and understanding of each party's role and authority.
- Due consideration is given to the impact(s) that changes in educational policy and practices will have on students and teachers.
- Listening to and understanding issues at the school level is valuable in decision-making.

The current legislation and regulations provide definitions related to student time, but there are no definitions that formally characterize teacher time.

The Joint Committee expended considerable effort to identify and define the components that encompass teacher time. Some of the components overlap making it difficult to define. The discussion to define the components of teacher time provided a more in-depth understanding of each party's perspective and led the Committee to developing common understandings, rather than trying to rigidly define the components of teacher time.

The Joint Committee put forward the following common understandings that flow from the principles:

- Student and teacher time is not synonymous.
- The teaching and learning relationship is central to a successful education system.
- Some of a teacher's duties and professional responsibilities occur outside the established school day.
- The concepts of student and teacher time are complex, and elements of it are best understood in terms of the school day while other elements are not.
- No two teachers' days are the same, and teachers' days are highly variable.

- Teacher time is made up of different components. It is a combination of autonomous time and directed time.
- While progress has been made with the additional resources provided by school boards, intensification of teachers' work remains.
- There are greater expectations of all parties to meet the diverse needs of students and the increased diversity in the classroom.
- The practice of teaching is complex and built on relationships that are central to the education experience. Teachers are challenged to balance the multitude of duties and activities as they strive to provide a supportive learning environment for students.
- There are differing views of what takes away from the teaching and learning relationship which cause tension within the educational sector.
- Teachers, school boards, and the government all play a role in determining, managing, and supporting teachers' time and workload.
- We are committed to respecting, communicating, and understanding our roles, responsibilities, and limitations, and hold ourselves to account by working together to improve student success.
- Teachers are an integral part of the decision-making process. Recommendations and actions that impact their ability to provide best possible professional service should be based on consultation and collaboration with teachers and sound data, and informed by best practice.
- Educational partners continue to work together to identify successes with the goal to improve the education system.

Recommendations

After examining the issue of student and teacher time and workload intensification, the Joint Committee recommends a series of actions to address the current challenges identified by the work of this Committee.

The Joint Committee's desire is that these recommendations result in:

- A better understanding of the issue of student and teacher time throughout the sector.
- Reduced teacher tasks that take away from the relationship of teaching and learning.
- Monitoring of the issue of teacher time and workload so that it remains manageable within the duties and expectations of the profession.
- Equipping teachers and school boards to effectively deal with change.
- School boards and the teachers they employ coming together to explore opportunities to align and streamline the workload of teachers.
- Strengthening commitments and forging relationships that will secure supports and enhance educational opportunities for students.

The recommendations are organized into four areas of focus:

Defining Teacher Time

The Joint Committee attempted to reconcile differing perceptions on what constitutes teacher time. There was some agreement on the categories of instructional, non-instructional, and assigned time; however, it was agreed that more deliberation is required. Placing limits or boundaries on any aspects of teachers' time was deemed beyond the scope of the Committee. The Committee recognizes the importance of reconciling this issue and recommends the following:

1. Deliberation to resolve the outstanding teacher time issues continues through an alternate process that will result in formalized agreement on teacher time.

Addressing Variations in Teacher Time

Through the Joint Committee's discussions it was well understood that teachers are concerned with the changes in legislation and regulations. The changes enable school boards to add more minutes to the student instructional time while impacting teacher time and workload intensification. The absence of limits on teacher time and the variation of the school day across the province have created the dilemma faced by the Committee. To mitigate these concerns the Committee recommends the following:

2. Establish maximums on the length of the school day and annual student instructional time.
3. Every school division will have a calendar development policy and process that is based on the best practices, principles, and processes, and includes consultations with teachers, students, parents, support staff, school community councils, or the broader community into the school calendar.
4. Conduct a joint interpretation and communication of the application of current legislation and regulations for instructional time to further support understanding within the education sector.

Addressing Workload Intensification

Urgency was expressed around the intensification of work experienced by Saskatchewan teachers. The Joint Committee spent considerable time examining available data and commissioned a further study to understand teacher workload intensification. The report, *Practice Improvement Research*, provides good baseline information and topics for discussion that will be useful in the efforts that engage school divisions and teachers in responding to workload intensification. There was agreement that the challenges identified by teachers are best addressed at the local level with provincial oversight. In order for local solutions to be achieved, the Committee recommends the following:

5. Every school division undertake a collaborative problem-solving process to engage teachers at the school level to identify and address issues that result in school division and school improvements with respect to teacher time and workload intensification.

   The process will include:

   - The opportunity for every teacher to participate.
   - Resources provided for teachers to engage in the process.
   - Ongoing monitoring of action and progress and a feedback mechanism.
   - Clear concise communication.

6. Every school division will establish their own processes to meet with teachers on a regular basis to explore and problem solve specific or urgent topic(s) and jointly manage the components of ongoing change.
7. Establish a mechanism for regular meetings of the Ministry of Education, Saskatchewan Teachers' Federation, and Saskatchewan School Boards Association to monitor and consider the impact on teachers and students of potential changes in educational policy and practice.

Systemic Challenges

During discussions, the Joint Committee repeatedly questioned how the current educational system contributes to the challenges identified by teachers. Many of the challenges experienced in the classroom are related to the needs of students and changing societal expectations. The Committee became better informed through the *Practice Improvement Research* report and recognizes that while the current system has many excellent qualities, the Committee generally felt that opportunities for improvements do exist. The Committee strongly urges the following:

8. Create regular opportunities for open dialogue and problem solving to consider emerging issues in a timely manner on an ongoing basis.
9. Establish a joint monitoring mechanism to review progress and report the outcomes on the recommendations of this report.
10. Conduct a system exploration to seek further opportunities at the provincial level to streamline teachers' tasks.
11. Undertake a comprehensive review of the education sector and its legislation to ensure the publicly funded education system is sustainable, responsive, and meets the needs of students and society.

Moving Forward

As the Joint Committee concludes its work, it has both a sense of urgency and hope that its legacy is one of ongoing engaged action. Rich, honest discussion on this topic has led to a greater understanding of perspectives, interests, and the development of a series of recommendations. With ongoing action, these recommendations can alleviate some of the immediate pressures experienced by teachers while maintaining a focus on high-quality education for students. The recommendations also provide a path forward premised on engagement and problem-solving opportunities at the school division level while providing provincial oversight that would ensure ongoing monitoring on the impacts of system changes.

The Joint Committee acknowledges that all parties have a role in managing teacher time and workload intensification. We respectfully urge the organizations and their respective members to consider the recommendations put forward and to take timely and authentic action to implement the recommendations within their purview. As individuals, the members of the Committee will advocate within their organizations to support the recommendations and serve as champions to their implementation.

Action Plan

To facilitate action and progress on the recommendations, the Joint Committee proposes an action plan for implementation of the recommendations that outlines the key actions, timeline for completion, and responsible parties.

Recommendations	Key Actions	Timeline (Start by)	Responsibility (*lead)
Defining Teacher Time			
1. Deliberation to resolve the outstanding teacher time issues continues through an alternate process that will result in formalized agreement on teacher time.	• Establish an appropriate alternate process to address the quantity of time issue. • Define scope and timeline. • Establish formalized agreement and enact change.	Immediately	*STF, SSBA, and Ministry of Education
Addressing Variations in Time			
2. Establish maximums on the length of the school day and annual student instructional time.	• Determine maximums using standard criteria. • Prior to legislative changes, encourage school boards to accept and adhere to the recommended maximums. • Recommend maximum for legislative change.	Immediately	SSBA, STF, and *Ministry of Education
3. Every school division will have a calendar development policy and process that is based on the best practices, principles, and processes, and includes consultations with teachers, students, parents, support staff, school community councils, or the broader community into the school calendar.	• Use practices set out in the *Good Practices and Dispute Resolution* report and review the current approach and implement the revised process. • Communicate process to school community. • Implement for 2016-17 calendar development.	October 2015	School boards and *SSBA

Recommendations	Key Actions	Timeline (Start by)	Responsibility (*lead)
Addressing Variations in Time, continued			
4. Conduct a joint interpretation and communication of the application of current legislation and regulations for instructional time to further support understanding within the education sector.	• Identify problematic sections for explanation. • Develop consistent interpretation. • Determine an appropriate mechanism to communicate. • Implement communication plan.	September 2015	*Ministry of Education, SSBA, STF, and school boards
Addressing Workload Intensification			
5. Every school division undertake a collaborative problem-solving process to engage teachers at the school level to identify and address issues that result in school division and school improvements with respect to teacher time and workload intensification.	• Board, senior administration, principals, and local teacher associations' work together to design a process to be used at the school level. The process will include: ✓ Opportunity for every teacher to participate. ✓ Resources for teacher participation. ✓ Ongoing monitoring, reporting, and feedback mechanism. ✓ Clear concise communication. • Each school division will undertake an audit of educational initiatives at the school division and school levels for the purpose of informing the collaborative problem-solving process and decision-making with respect to teacher workload intensification.	Immediately	*SSBA, school boards, and members of the local teacher associations
6. Every school division will establish their own processes to meet with teachers on a regular basis to explore and problem solve specific or urgent topic(s) and jointly manage the components of ongoing change.	• Establish structure(s) to meet with a broad cross-section of teachers to monitor and manage teacher issues.	September 2015	*SSBA, school boards, and teachers
7. Establish a mechanism for regular meetings of the Ministry of Education, Saskatchewan Teachers' Federation, and Saskatchewan School Boards Association to monitor and consider the impact on teachers and students of potential changes in educational policy and practice.	• Institute a joint risk management strategy to consider implications of potential changes on those impacted.	June 2015	*Ministry of Education, SSBA, STF, and others as required

Recommendations	Key Actions	Timeline (Start by)	Responsibility (*lead)
Systemic Challenges			
8. Create regular opportunities for open dialogue and problem solving to consider emerging issues in a timely manner on an ongoing basis.	• Regular CEO meetings to discuss urgent issues. • Repurpose an inter-organizational forum to discuss strategic issues, professional learning, and other topics of issue.	Immediately	Executive directors of SSBA, STF, and Deputy Minister
9. Establish a joint monitoring mechanism to review progress and report the outcomes on the recommendations of this report.	• Consider and select mechanism. • Determine reporting approach and frequency. • Conduct monitoring and reporting.	October 2015	*SSBA and STF
10. Conduct a system exploration to seek further opportunities at the provincial level to streamline teachers' tasks.	• Establish approach. • Explore opportunities requiring provincial intervention and prioritize. • Develop improvement plan. • Conduct improvement initiatives.	Immediately	*Ministry of Education, SSBA, and STF
11. Undertake a comprehensive review of the education sector and its legislation to ensure the publicly funded education system is sustainable, responsive, and meets the needs of students and society.	• Develop an approach and scope. • Conduct the review. • Analyze results. • Recommend change. • Implement.	Fall of 2015	*Ministry of Education, SSBA, and STF

Appendix A – Glossary

The following is a list of terms related to student and teacher time and workload intensification, and is solely for the use of the Joint Committee.

Common Understanding	A perspective or interpretation which is understood similarly by all parties.
Intensification	The increase in workload that arises from an increase in the tasks, work expectations, and/or a greater scope of responsibility without additional time and/or resources.
Optimal Learning Environment	A safe, caring, and supportive atmosphere that fosters respect for all people, values, and opinions, and allows students the opportunity to excel.
School Day	Defined in *The Education Regulations, 1986* that a school day shall consist of not less than five hours of instructional time, non-instructional time or a combination of instructional or non-instructional time. Each day on which instruction is given to pupils must include a recess period of 15 minutes or break periods amounting to 15 minutes in each of the morning and the afternoon; or a recess or break periods amounting to 30 minutes.
School Year	Defined in *The Education Regulations, 1986* that every board of education and the conseil scolaire shall provide at least 950 hours of instructional time for grades 1 to 12 and 475 hours of instruction time for kindergarten. Boards of education or the conseil scolaire may allow for fewer than five school days in a week.
Student Instructional Time	Defined in *The Education Regulations, 1986* as any time in which students of a school are in attendance and under teacher supervision for the purpose of receiving instruction in an educational program, including work experience programs, parent-teacher-pupil conferences, examinations and other learning activities provided by the board of education or conseil scolaire.
Student Non-Instructional Time	Defined in *The Education Regulations, 1986* as any time when pupils of a school are not in attendance, but teachers are present at the school or at another site agreed to by the board of education or conseil scolaire; or when teachers are present in the school and pupils of the school are in attendance but not receiving instruction in an educational program.
Teacher Autonomy	The choice of teachers to apply and actualize their professional knowledge, skills, and judgment.
Teacher and Learner Relationship	Caring and authentic relationship between a teacher and a student established through respect, showing interest, and care for one another.
Teacher Time	Not currently defined in legislation, but is considered the components of time that makes up a teacher's work day.

Appendix B – Joint Committee Members

Connie Bailey
President
Saskatchewan School Boards Association
Milden, Saskatchewan

Ray Morrison
Board Chair
Saskatoon Board of Education
Saskatoon, Saskatchewan

Dwayne Reeve
Director of Education
Good Spirit School Division
Yorkton, Saskatchewan

Shelly Tootoosis
Associate Executive Director
Saskatchewan Teachers' Federation
Saskatoon, Saskatchewan

Randy Schmaltz
Senior Administrative Staff
Saskatchewan Teachers' Federation
Saskatoon, Saskatchewan

Leanne White
Senior Administrative Staff
Saskatchewan Teachers' Federation
Saskatoon, Saskatchewan

Greg Miller
Acting Deputy Minister
Ministry of Education
Regina, Saskatchewan

Wayne Back
Special Advisor
Ministry of Education
Regina, Saskatchewan

Gerry Craswell
Executive Director
Ministry of Education
Regina, Saskatchewan

The Joint Committee met for a total of 18 days between the period of August 2014 and January 2015.

Appendix C – Terms of Reference

Background

- As a result of the scope and pace of change, relationships within the educational sector have been challenged.
- In May 2014, the Saskatchewan Teacher's Federation, Saskatchewan School Boards Association and the Government of Saskatchewan committed to addressing issues of mutual concern and strengthening relationships among teachers, school boards and the government. Specifically, the parties agreed to address the outstanding issues regarding student instructional time, school year and school day for teachers.
- The participating organizations met in June 2014 to develop a path forward to address the outstanding issues. This resulted in the establishment of a nine person committee that has become the Joint Committee on Student and Teacher Time (JCSTT.)

Purpose/Mandate

- To gain a common understanding on and resolve the outstanding issues regarding student and teacher time.

  The key outcomes are:
  1) Develop common definitions;
  2) Review and analyze existing information and data related to the issues of time;
  3) Develop common understanding of the student and teacher day and corresponding flows of work;
  4) Prepare and release a report that outline a series of changes and or actions that would lead to a resolution of student and teacher time; and
  5) Keep decision makers and members aware of the progress of the committee.

Principles

- The work of the Joint Committee on Student and Teacher time will utilize the principles laid out in the *Good Practices in Dispute Resolution* to guide the work of the Committee.

Committee Term

The term of the Joint Committee on Student and Teacher Time is for the period of August 2014 to January 2015.

Membership

- The Joint Committee on Student and Teacher Time is comprised of the following membership:
  - Three (3) members from the Saskatchewan Teacher's Federation
  - Three (3) members from the Saskatchewan School Boards
  - Three (3) members from the Ministry of Education
  - The current membership is listed in Appendix A.

Roles and Responsibilities of JCSST Members

Individual members have the following responsibilities:

- Bring their expertise and leadership in support of the committee's mandate and action plan;
- Prepare and participate actively and constructively in the work of the committee;
- Balance the interests of their respective organization while working collaboratively as a team;
- Use evidence-based approach to inform advice
- Act on opportunities to communicate positively about the committee's work to their respective organizations;
- Contribute to the development and dissemination of the committee's report.

Decision-making

- The Committee will conduct its business using an interest-based approach seeking consensus.

Meeting Procedures

- Agendas and supporting documents will be set with input from the members and forwarded electronically to members five days before the meeting.
- Proceedings of the meetings will be recorded and distributed to members electronically five days prior to the meeting.
- The Committee may convene sub-groups to undertake specific activities.
- Secretariat support for the Committee will be provided by the Ministry of Education.
- The group will be guided by facilitators from the Dispute Resolution Office.
- A daily recap will occur at the end of each meeting. At the end of each block of meetings, the recap will include input on the upcoming meeting agenda and work to be prepared for the next meeting.

Reporting Relationships and Communication

- Members will report progress back to their respective supervisor.
- A common template will be used to communicate information and will include: key message, decisions and next steps.
- Information to be shared with the membership of participating organizations includes: agenda, topics, work plan.
- Stand-by statement will be prepared should the group need to communicate their work publicly.

Frequency of Meetings

- A meeting schedule will be set with by the Committee with at least one block of meetings a month at time mutually agreeable to the members.

Logistics

- Secretariat assistance to the Committee will provide strategic support and will support logistical arrangement for the Committees meetings.
- The participating organizations will provide space and arrange food and beverage services for the meetings.

Resources

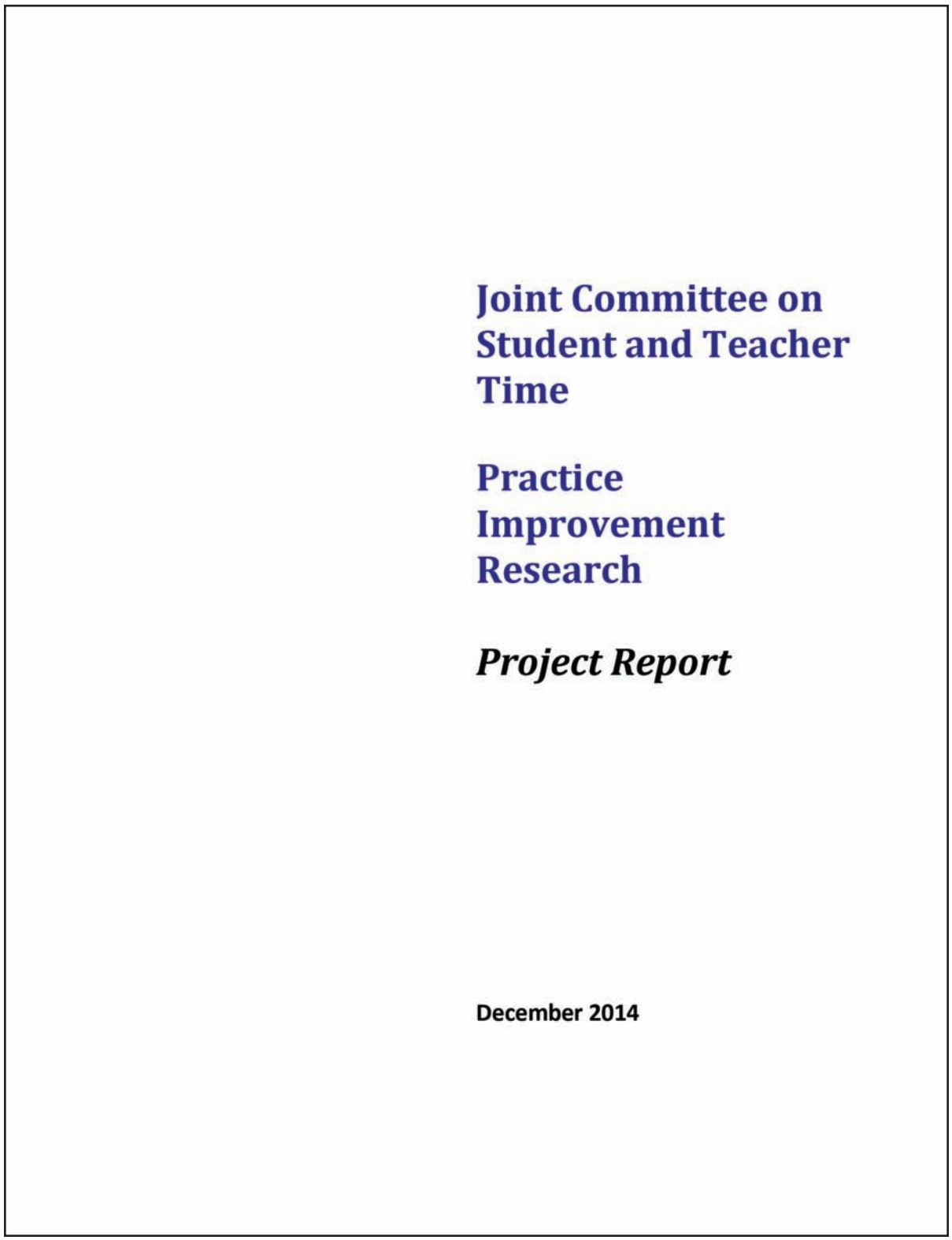
- The costs of the Committee's work will be shared by the three participating organizations.

Appendix A

Members of the Joint Committee on Student and Teacher Time

Member	Proxy	Representing
Dwayne Reeve		School Boards
Ray Morrison		School Boards
Connie Bailey		School Boards
Randy Schmaltz		STF
Shelly Tootoosis		STF
Leanne White		STF
Greg Miller		Ministry of Education
Wayne Back		Ministry of Education
Gerry Craswell		Ministry of Education

Appendix D –
Practice Improvement Research Report



Introduction

This document reports the findings of a study conducted by Praxis Analytics for the Joint Committee on Student and Teacher Time (JCSTT), representing the Saskatchewan Ministry of Education, the Saskatchewan School Boards Association and the Saskatchewan Teachers' Federation. The project was conducted in October and November, and completed in early December 2014.

The project's purpose was to explore options for improving teacher professional practice in the use of time with students, with a focus on maximizing available time for higher-order functions. A conceptual framework was finalized with the JCSTT in late September. The project included three stages: framing and development; time-use diarization and activity questionnaire; and focus group discussions.

Framing and Development

The framing and development stage included discussion with the JCSTT to produce a conceptual guide and project plan, and an exploratory fieldwork phase involving verification sessions to review and validate the research plan and, in particular, to help ensure that the content, terminology and associated explanations used in the diary data-capture phase were relevant to and understandable by front-line teachers. Two homogeneous reference groups were used, one of principals and another of classroom teachers. The sessions were held on Saturday, October 18 in Saskatoon. The outcomes of discussion provided valuable insights that were used to inform diary content and focus group discussion guides. Framing and development are covered in Appendix A.

Time-Use Diarization and Questionnaire

The diarization phase was designed to capture data from the brief period available, to be used as a starting point for qualitative discussion in the next phase. It began with recruiting a set of 78 classroom teacher participants from the provincewide population of teachers. Participants were recruited at random using the STF member list. Selection was stratified to produce six homogeneous groups of teachers, one for each of the community sizes and school types outlined in the table on the next page.

An online diary was designed to capture data on time used for common, broad areas of teacher activity and to classify the activities on a number of dimensions. Participants completed an online time diary daily over a 12-day period from October 27 to November 7, 2014. The recording period included 10 weekdays, one Saturday and one Sunday. At the end of the diarization process, participants were asked to rate a series of 32 activities in terms of their contribution to positive impact on student learning and to rate the degree to which they felt they could exercise their professional judgment in the activity's implementation.

In addition to teachers who agreed to take part in the focus groups, a number of other teachers who declined to participate in the group sessions agreed to complete the diaries and rating questions. The diarization-only participants were accepted to add depth and diversity in the data. The diary format and rating questions are included in Appendix C.

Praxis Analytics

Focus Groups

All six focus groups were held in Saskatoon on two successive weekends at a commercial venue. Their makeup is described in the table below. The moderator's guide used in the groups is included in Appendix B.

Teacher Focus Group Structure			
Date	***Community Type***	***School Type***	***Time***
Saturday November 15	**1.** Town/small city	PreK-12	10:00 a.m. – 12 p.m.
	2. Town/small city	Elementary	12:30 – 2:30 p.m.
	3. Northern	PreK-12	3:00 – 5:00 p.m.
Saturday November 22	**4.** Large city	Elementary	10:00 a.m. – 12 p.m.
	5. Large city	High school	12:30 – 2:30 p.m.
	6. Town/small city	High school	3:00 – 5:00 p.m.

Participation in the fieldwork was strong, evidencing a high level of interest which also became apparent in the group discussions. Attendance in Group 3 (Northern) was suppressed due to travel issues. In Group 6 one participant, unable to travel due to road conditions, went to some lengths to make contact and ask to be included. Arrangements were made for this person to join the group by speaker phone. All participants in all groups contributed actively to the discussions.

Participation Summary

The following table summarizes participation by participant category.

Project Participation Summary				
Group	Group Invitees	Group Attendees	Diary Only	Total Participants
1. Town/small city (PreK-12)	13	13	4	17
2. Town/small city (Elementary)	13	12	12	24
3. Northern (PreK-12)	7	5	1	6
4. Large city (Elementary)	11	11	0	11
5. Large city (High)	8	8	1	9
6. Town/small city (High)	8	7	4	11
	60	56	22	78

Discussion began with review of the time-use data captured for each of the six groups of school-community types. It moved through discussion of how well the data reflected real-life situations in the participants' experience and how these experiences might be changed to maximize effective use of student-facing time.

2

Praxis Analytics

Highlights

Narrative Summary

It is abundantly clear that the opportunity for practice improvement hinges primarily on the quality of time available. Teacher time with students is compromised by the rising number of tasks that must fit in a school day or, as the discussion made evident, in a school minute. Factors such as growing diversity in class makeup, curricular change, instructional strategy change, need for differentiated instruction, added assessment, testing and reporting, rising expectations for outcomes on which the school setting is seen to have modest leverage, absence of adequate resourcing in materials and specialized support, and reduction of in-class aid overlay and interact to increase exponentially the negative impact on teacher time. The force of changes and rising complexity overwhelms time and capacity available, resulting in what virtually all of those who participated would agree is degraded quality at the student interface, and rising distraction, irritation and cynicism among teachers.

Despite a high instance of negative observations about time and the demands on it, participants clearly remain drawn to the reward of successful teaching experiences. Regularly, people in the sessions spoke of desire, willingness and need to contribute. There was no suggestion that teaching could or should be confined to fixed hours, only talk of how the hours available are inadequate for the roles now expected of teachers.

The issue appears to mutate into one felt by teachers in terms of respect and integrity as much as it is of hours required by their work. Participants feel misused, asked to do much and continually more, without discussion they interpret as meaningful, or authority to deliver on their responsibilities. Though they are described as professionals, they perceive their work as increasingly seen by others in mechanical terms, and teachers themselves as technicians mandated, prescribed and required to perform with decreasing opportunity for discretion or satisfaction.

Many spoke of the isolation of the classroom experience from the rest of the educational machinery. They perceive a growing distance from others in the system – consultants, superintendents, directors or Ministry advisors. In the rush of new duties, additional layers of differentiation among students, changed methods and additional social service roles beyond the core of teaching, teachers sense a disrespect for their willingness to accommodate, a declining interest in themselves as persons and as professionals. This view was nearly universal among participants, and deeply felt.

Participants regularly noted that they enjoy teaching but feel increasingly kept from actually doing it. Instead, there is a palpable sense of daily experience as a treadmill – running hard, going nowhere, ending depleted or, as was often noted, never ending.

Participants noted that schools have taken on functions beyond education without adding the necessary resources to deliver adequately. They have also taken on complicating functions within education such as those noted earlier, creating heavy new demands on teacher time and fragmenting student-facing time, diminishing its effectiveness.

Three factors were noted regularly. One might be termed curriculum, and instructional faddism – a sense that outside forces are jamming shifting processes at teachers and newly-defined

Praxis Analytics

"learnings" at students without the time, school or home support to manage or assimilate them – is a major concern. A second oft-noted factor is diversity in class makeup, in terms of skill development, cultural, intellectual and behavioural factors, accompanied by differentiated instruction needs. A third is increased assessment and reporting requirements that are difficult to "multi-task" and thus tend to absorb whole blocks of time already in short supply. The view is one of a system approaching exhaustion from attempting to meet many, and sometimes conflicting, objectives and purposes without the required resources.

Teachers in the sessions often indicated willingness to commit time, but increasingly feel the time now on offer is dissipated in futile pursuits and maintaining appearances. The Minister's commitment to ease the pace of mandated change is not seen to have translated into cultural change at the school level.

To make more effective use of time, the single greatest need as seen by participants is a new focus on quality and away from quantity. Discussion suggests teachers would value three changes:

1. **Coherence:** Ensuring alignment between expectations and resourcing; between ideals and means.
2. **Respect:** Equated with more discretion, adequate resourcing for new mandates, new options and choices that can be made by the classroom teacher, reflecting they are taken seriously as professionals and able to contribute without micromanagement.
3. **A throttling back of pace:** A time out on new program, method and measurement, especially changes with objectives beyond education, and imposed by Ministry or the new layers of division administrators without engagement at the classroom level.

Point-form highlights:

- **Participants were adamant that unit-by-unit representation of a teaching day misses the point.** A universal theme in discussion of the diaries is that time is multi-functional; at no point is a teacher likely to be doing only one thing. The diverse and constantly changing work landscape precludes creating a model of a "typical" day.
- **Student contact time/"face time" with students is highly prized.** Participants universally emphasized that one-on-one contact with students ("teaching") is their most rewarding and productive time.
- **Mandated professional development (PD) is generally felt to be a poor use of time.** Not universal, but common, is the observation that mandated PD is frequently irrelevant. Further, it is resented for taking up time that is in short supply for productive purposes. Several felt mandated course workshops tend to represent an idealized version of teaching, or are part of a higher-up's agenda to expand or impose his or her role or function.
    - To many, mandated courses are a manifestation of the classroom teacher's loss of primacy in educational delivery.
- **Minimal parental involvement is a major gap in the education function.** Considerable teacher time is used for functions not supported by the home. Parents are characterized as largely decoupled from the school or a consensus on inappropriate roles and

responsibilities. Many noted that parental responsibilities increasingly have been offloaded to the school, consuming teacher time in non-teaching roles.

  - Immigrant parents were seen as an exception. They were frequently characterized as committed, helpful, grateful and supportive of school goals, though often facing language gaps.

- **Recent administrative and reporting demands consume inordinate time and energy.** Participants find new and changing reporting formats for assessment, and materials available to parents, time-consuming, only weakly related to classroom reality, stressful and enervating. This aspect of time use brought out many pithy and strongly expressed comments. For the most part, these formats appear to be considered ineffectual or meaningless to parents and students.

  - Teachers emphasized the value of good communication with parents. It understates their views to note that they do not feel the present reporting model or practice supports this purpose.

- **Regular turnover in curriculum and teaching strategies is a large issue in time use.** It is also a large driver in how teachers perceive their standing and professional judgment in the educational community as being in steady decline. The perception of being out of the loop is clearly a "battery drainer" and was noted repeatedly as a morale killer.

  - Participants often experience innovations as change for its own sake – or, for the sake of others, beyond the classroom. While not necessarily finding fault with changes – though some do – they sense many are mandated by new layers of divisional managers, with whom they generally have minimal contact, and for whom, in some cases, only modest respect. With each shift in material or method, their resources outdate. As was noted emphatically, new ideas almost always now arrive inadequately resourced. The upshot is innovation being interpreted as fixing something that was not broken, at the expense of teacher time.

  - How students are taught is an area in which teachers feel they should have wider latitude. With more discretion and choice, they feel strongly they could make more effective use of time.

- **Extracurricular activities consume much time on the margins, but are valued as a way to build relationships with students.** Extracurricular activities cut into personal marginal time – thus highly valued time – which makes it a focus of attention. Despite sensitivity to it impinging on teacher personal time, consensus – with a handful of generally strongly expressed exceptions – is that extracurricular activities are valuable and effective in reaching students.

  - The time used by extracurricular activities is viewed as not well-compensated under locally negotiated provisions – laughably so, in some cases. The fact that it is now compensated in some jurisdictions by time-in-lieu may be serving to shift this function from being seen as a secondary part of the teaching mandate to being seen economically, and negatively, as under-paid use of time otherwise available for family. Given other incursions on family or personal time which were mentioned frequently and with some conviction, extracurricular activities

may be starting to be seen as time lost and as a function that could be rolled back.

  - It was apparent from this part of discussions that teachers are willing, and sometimes eager, to engage with students on a broad front, but strongly resent reporting requirements and close monitoring of their roles in this regard. The near-universal view is that multiplying accountability and paperwork demand implies mistrust and detracts from morale and commitment far out of proportion to the time they take.

- **Increasing classroom diversity fragments teachers' time.** Differentials in class makeup increase multi-tasking, which is probably the single greatest drawdown participants identified on effective use of time. Participants cited increasing needs and decreasing resources to deal with students with special intellectual, physical, language and behavior-management needs. Wide discrepancies in academic capabilities and achievement levels are a further factor. These interact to fragment focus and effectiveness.

  - Participants cited diversity as a social objective that detracts from educational objectives. They experience it as the overlaying of acting out, limited or exceptional student abilities, diverse achievement levels and cultural factors on top of individualized teaching requirements and content or strategic change. The mix leads to an exponential rise in the demands required to sustain classroom teaching.

  - A resolution of the issue at source would be a review of integration or, short of that, limits on the extent of diversity allowed. Most participants felt this unlikely. A resolution seen as more likely would include some mix of more support staff in the classroom, support resources that can be accessed simply and promptly, team teaching, throttling back in the pace of change, more options and wider discretion for classroom teachers.

- **Teachers understand their roles holistically.** Discussion reflected the view that while some division of labour would be valuable at the level of separating student-facing functions from clerical or routine support and administrative functions, many facets of teaching depend on relationships that develop across a range of student-teacher contacts, not all of them necessarily instructional. Additional high-competency staff would be a priority.

- **Reporting to parents is becoming more time-consuming but less substantive.** The time mandated for testing intrudes on other needs, the methods are sometimes highly complex and out of step with teaching reality. Uptake by parents is minimal, who often find new results off-putting and not understandable.

  - Participants generally see heightened demands for accountability as a sham. They feel pressed to account for outcomes in areas where they have little leverage. Testing takes dedicated time, but is felt to add only marginal practical value. Teachers find it cynical to devote more time to "accountability" when the measures used link only weakly to classroom situations, students cannot be held back and frank language in discussions with parents is not an option.

- **Technology can add value but requires more time, not less.** While most discussion recognized the value of technology, software and equipment were often described as dated, in short supply, slow or with poor support.
- **Teaching is seen as an "always-on" profession.** Attendees felt they were constantly taxed by multiple, coincidental demands and expectations for performance in response. Many spoke very strongly about never being able to "turn off" or to have emotional and even physical stamina left for a home life.
- **More division of labour could help.** Functions such as answering calls during class, reproducing materials, classroom organizing or "bathroom duty" could be delegated to non-teachers. On the other hand, the holistic, integrated nature of teaching noted earlier makes other roles difficult to divest. Participants tended to prefer more in-class help, additional teachers and accessible supports.
- **Teaching assistants seen as valuable in elementary; less so in secondary.** The need for specialized knowledge makes it difficult to bring EAs into the secondary classroom, but because younger students are less individually autonomous, assistants are useful in elementary settings.
- **Flexible clerical and administrative help would be valued.** Group members felt that the ability to hand off specific clerical and administrative tasks would be a positive step. The desired position or function was commonly defined as a personal or executive assistant, with the caveat that this would not be a low-skill role – considerable flexibility would be necessary.
- **Assistance in the classroom was the most highly desired change.** Whether expressed as "more teachers," "smaller classes" or "more supports and resources," reducing the ancillary demands in the classroom and allowing teachers to spend more time teaching was the dominant priority among group-defined changes.

Praxis Analytics

Interpreting Focus Groups

Focus groups are designed to reveal qualitative information – perceptions, outlooks and attitudes. They can deconstruct perceptions, provide indications of how values or expectations combine with experience to create attitudes, and explore how these have developed and may be developed further.

Focus groups can generate insights into range, depth and intensity. They are more useful for gauging commitment than for estimating the extent of views. As the research is conducted "live," it is possible to follow leads that appear in the discussion and track unforeseen drivers.

The following results should be understood as subjective and personal to the individuals who offered them in the sessions. They are not statistically representative. This is especially true of results such as questionnaire responses that are presented in a similar form to broad-based survey research. While the percentages of responses and mean scores are informative in the context of the focus groups, they have no statistical validity and cannot be interpreted as representative of any views other than those of the focus group participants themselves.

Citations

Throughout this report, comments from participants are included to provide context and help illustrate or underscore findings. In some cases, these are direct quotes from individual participants; in others, citations paraphrase discussions to allow multi-faceted or similar comments to be synthesized succinctly. Citations may also include comments provided by participants as part of the online diarization process.

Time Diarization

While the time recording process offers insight into the utilization of teacher time over a short period, the diaries were universally felt to be limited in their capacity to encompass the mix of time and focus that is clearly the dominant issue in effective use of teachers.

Diarization was not meant to measure time commitment with precision or to speak to a school year definitively; the sample and time frame available are too limited. No understanding of teaching places it as a series of sequential functions that can be effectively set off one from another and measured. The diarization exercise was conceived as a starting point for qualitative exploration, to focus attention and add a quantitative dimension to thinking and expression. It served as a point of reference for discussing the impact of major activity areas and how they interact in teaching.

Diarization Results

A total of 78 teachers took part in the diarization process, including 56 who later became focus group participants. Twenty-three recorded time and responded to questioning online only.

Each focus group was presented with the results of their respective group's diaries (rather than the combined results of all diaries). The intent was to home in on any differences between school type or community situation, and to avoid comparison between a group's results and "all teachers." In fact, none of the groups expressed interest in comparing their results to those of others; all were eager to examine and discuss their group's specific results.

Results were presented graphically to each session via PowerPoint. A full set of charts are included in Appendix D. The following table summarizes the overall results by group.

Praxis Analytics

Diaries Summary by Activity Area

Activity Area	*Town/small city*		*Northern*	*Large city*		*Town/small city*	Mean
	PreK-12	*Elementary*	*PreK-12*	*Elementary*	*High*	*High*	
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	
School program or curricular content	39%	38%	37%	49%	42%	40%	41%
Preparation	20%	19%	19%	18%	18%	13%	18%
Evaluation & reporting	16%	16%	11%	13%	14%	17%	15%
Additional activities	14%	7%	14%	6%	11%	16%	11%
% of total hours	**89%**	**80%**	**81%**	**86%**	**85%**	**86%**	**85%**
Professional development	6%	7%	5%	4%	5%	2%	5%
Administration	2%	7%	3%	2%	1%	4%	3%
Individual student /parent interaction	2%	4%	8%	2%	5%	4%	4%
Dealing with classroom diversity	1%	3%	4%	6%	5%	4%	3%
% of total hours	**11%**	**21%**	**20%**	**14%**	**16%**	**14%**	**16%**
Weekly hours	56.05	56.27	55.71	50.69	46.22	61.68	54.44

Does the Diary Represent Your Experience?

It seems unlikely that a representative day exists. All participants either stated or agreed with their fellow group members that teacher roles and activities were constantly shifting based on seasonal, internal and external factors.

> *"All times cover multiple functions. Teaching is multi-tasking."*

Many participants noted that time of year has a large influence on time uses. The fact that diarization occurred at or near *"report card time"* was cited by many; a few days earlier or later would impact data capture. Seasonality of many extracurricular activities was also noted.

> *"The diaries hit right between basketball and volleyball ... otherwise you can add at least an hour and a half more every day."*

> *"I think* [the time shown] *understates extracurricular. If we weren't between sports, extracurricular would be one to three hours more daily."*

10

Praxis Analytics

Categorization of times and tasks was challenging. Many commented that they questioned where to record tasks which could be seen as serving multiple activity categories.

> *"Everything is so fluid. It shifts constantly. In one minute you may be doing two things ... in five minutes you could be doing 10 things.*
>
> *"Sometimes I'm doing one thing with my left hand and another thing with my right. It's hard to distinguish but it's all teaching."*
>
> *"I eat lunch, do emails and prep all at once."*
>
> *"In my classroom, I deal with diversity constantly as I teach. With my EAL students, I teach content and deal with language ... as they learn the content, they learn the language."*
>
> *"When I started filling out the diary I kept notes, but then I'd remember other things I'd done during the day. I think to be really accurate you'd have to use one-minute increments ... and even then you'd probably miss something."*
>
> *"I wasn't sure if I wanted to know how much time I put in. I figured it would be a lot, but it was even more than I thought it would be. And I'm sitting here thinking of things I didn't even jot down."*

It was also noted, especially in smaller communities and the north, that the teacher continually deals with parents and students in the course of everyday life. Chance encounters with parents and students commonly turn to school-related subjects.

> *"The school is the centre of our community, so there are always parents and students in the building regardless of the time of day. Same thing at the rink or the store ... you're on the job all the time you're awake."*

The different roles that some participants play in their schools, especially in smaller centres, influenced how time was spent. As one group member commented:

> *"As a resource teacher, I can spend 80 per cent of my time on administration and travel. Then all of a sudden I'm teaching five different classes in a day."*

The diary offered two optional checkboxes which allowed teachers to record a sick day or vacation day. These were seldom utilized. A number of participants noted the sick day option, stating that given the amount of preparation required to take a sick day, they chose to come in even when they were not well. Other group members predominantly corroborated this assertion, noting that they saw it as typical of *"pretty much every teacher"* to prefer working in sub-par health to orchestrating a replacement. As one participant explained:

> *"There's no such thing as a sick day. By the time you sort out a sub and get things together to hand it off you've already put in half a day. Plus, if you are home sick you'll probably end up working on something at home anyway."*

The Best of Times

Participants were asked about the time they found most positive and rewarding.

Student contact time and student/parent interaction dominant positives

The dominant reactions centred on time spent teaching in class. These responses were immediate, strong and heartfelt. Broad references to *"teaching time"* or *"face time with the kids"* were often followed by anecdotal examples.

> *"The best time is when I can just teach. Just let me close the door and do my Hamlet. That gets me energized … and kids energize when you energize."*
>
> *"Being able to do what I love to do … teach, without all the other demands and distractions."*
>
> *"Time in the classroom. Give me my subject and let me close the door. My content and my enthusiasm for it are still there."*

Contact with students outside the classroom is valued for its use in building teaching relationships. This was most often in the context of extracurricular activities, though incidental contact in the course of daily life was also cited.

> *"Extracurricular activities give you opportunities to make greater connections with some of the students."*
>
> *"You can build relationships with students through extracurricular that you can't build in the classroom. It gives you more insight into them … especially the underachievers."*

Positive connections or interactions with parents are prized, though they appear to be relatively uncommon.

> *"Parent interaction* [is positive]*– even though it can be stressful. When there's some involvement, some thanks … sometimes even some praise from a parent, it's a big deal."*
>
> *"I have found that immigrant families are much more appreciative of what teachers do. They value education and usually are happy to do whatever they can to help, rather than off-loading everything to the teacher."*

One long-time teacher cited the rewards of seeing former students become successful adults who often express their thanks.

> *"When you teach long enough, you get to see the product of your craft … students coming back who have succeeded … That's what keeps you passionate about teaching … and you have to be passionate about teaching or you can't do it."*

Adequate prep time highly valued

Having adequate time for preparation and collaboration with colleagues was noted.

> *"Prep time … lots of thinking time when the kids aren't in front of you."*
>
> *"Collaborative planning with other teachers is very positive … you get to share problems and usually find real solutions."*
>
> *"I'm supposed to have prep time during the day, but there's always something that takes priority … a kid needs help with something, another teacher wants to discuss something … it's not like it's the same thing over and over, and it's always just a few minutes, but all of a sudden the prep time's gone."*

The Worst of Times

The question of what time participants felt was frustrating or unproductive elicited strong and immediate reactions. Virtually all were anxious to share their individual thoughts. In many cases, an opinion generated nods of agreement and sparked anecdotes which supported or expanded on the topic in question.

Mandated professional development

The factor most commonly cited as unproductive was mandated professional development. Mandated PD was characterized as being of limited value, often due to a lack of connection to the practical reality of classroom teaching needs. Group members often felt that mandated PD was geared at meeting objectives they associate with the Ministry or school division, which generally are viewed as removed from how they work day to day. Others saw it as too high-level or theoretical to apply to their classroom situations. A focus on *"the flavour of the month"* was also noted.

> *"I find a lot more value in PD that I have chosen because it's relevant and interesting. So much more budget is given to mandated PD but it's not always relevant. I spend a whole day and I might take two or three things away … it's hit and miss."*
>
> *"A lot of mandated PD tends to be theoretical and not always of any practical value."*
>
> *"The PD you have to go to isn't always relevant. It would be better if you could pick what you wanted to attend, especially when you have to take the time to arrange a sub to attend."*
>
> *"I always learn way more from my peers than I do from mandated PD."*
>
> *"I actually had to spend a day listening to an 'expert' telling me about a book I'd already read and how to teach using resources I don't have and will never see."*

Lack of parental engagement

Deficient parental involvement is a significant concern. Lack of support at home means teachers are – or feel – called upon to fill in for attitude and skills they cannot effectively replace. This factor is difficult to pinpoint as a time consumer, but like many of the factors identified in this project, its impact permeates the school environment and creates drag on educative functions.

While attendees cited instances where parents are involved and supportive, it was more common (and expressed more powerfully) to speak of a tendency to off-load responsibility for their children's success on the teacher.

> *"Parents often don't get it. More and more you're expected to be their child's surrogate parent, nurse and personal tutor. Teachers get the brunt of criticism, for things they have no control over."*
>
> *"I was told by one family that they were going to Disneyland for a winter vacation. They expected me to be sure their child didn't fall behind but there was no way* [the student] *would be doing any homework while they were away. They weren't a bit concerned about how that might be done … after all, that was my job."*
>
> *"If you want better classrooms, you need better parents."*
>
> *"Sometimes if a parent doesn't like what you're telling them they just go over your head to the board and immediately a change is made that's not good for the school or the student. Your principal might back you, but the board always sides with the parent. It's very frustrating.*
>
> *"We invited the parents of 170 kids to an informational event and about 20 showed up. When I started teaching you'd probably have seen at least 120 make the effort to be there."*
>
> *"I found out that after spending countless hours last week writing report card comments and two evenings at school for interviews, I now have to find time in the upcoming week to contact the 10 parents who didn't show up, or bother to phone, for their interview time. I was told I need to contact them by personal phone call before report cards go out this Friday. That means playing phone tag all my evenings this week as daytime phone calls are impossible when I am in class teaching. So frustrated that I am on the verge of tears."*

Growing administrative and reporting demands

A variety of administrative demands are seen as unproductive. The ever-growing demands of assessments were cited in terms of both time and value. More and more teacher time was spent justifying predetermined outcomes. The new protocols were often not understood by students or parents. The net result is seen as a growing investment of time in work with a diminishing return at the classroom level.

> *"It keeps taking more and more time to provide less and less meaningful information to parents. Parents just want to know the same things*

they've always wanted to know … how's my kid doing? They look at a report card and have no idea what most of it means."

"New outcome-based report cards this year are very time-consuming. Many hours were already spent on them last week. Comments are due tomorrow and that is what has taken me six hours tonight."

"I'm still working on report cards. Comments were due today but I had not quite finished and then found out I had to go back and redo (shorten) comments in four of my class subjects as they were too long for the space allotted on the new report cards. The program we have to use doesn't allow us to see what comments or report card will look like before the secretary prints them out."

"I spent the bulk of the day assessing daily work in math unit of patterning … comparing daily work, independent work, my notes in guided math, to post assessments, and converting all of this to the rubric, for each child. One unit!!!!! Time-consuming!"

Concern with what was seen as consistently growing demands for record keeping, data gathering and assessments was a common thread throughout the groups. The need for this data was strongly questioned; participants saw no benefit to their individual teaching practices from it.

During discussions, the following email was called up and read by one teacher. It illustrates the level of detail that can be involved in accessing support for mandated process – in this case, report cards.

[Message 1]

Hi ___. I also left a phone message with you hoping to catch you as I find that sometimes through e-mail I do not get the exact information I seek (usually due to my inability to communicate effectively using the English language).

I have been asked numerous times (especially following/during yesterday's staff meeting) about what is needed in the elementary report card, and of course I have no idea!!

Last year the teachers of ___ used a ___ which looks very similar to the ___. When I look at the ___ there are 2 pages (one for Adaptations and one for Modifications) and I am hoping to get some clarity with this process.

Here is what I understand to be true:

*#1) if a student is receiving **Adaptations** the first page of the form needs to be filled out (they check the Areas Requiring Adaptations using Appendix B2 for clarification) and then list the Specific Adaptations being used (could be 'stolen' from the B2 document)*

*Question?? If there is **just adaptations** . . . do we need to go any further than the front of the ___?? (Parent Signature in particular)??*

#2) if a student is not working at grade level outcomes you would fill out the second page of the ___ (Modifications section). In this section teachers would

15

Praxis Analytics

inform parents of the Modified Learning Outcomes that the student is working on (including the grade level)

. . . example grade 4 student cannot do N4.3 in math but is working on N3.3 instead. This section would have in the N3.3 outcome for math.

Question?? What sort of information goes into the 'Strengths/ Areas of Improvement/ Next Steps' section???

Question?? This document would need to be reviewed and signed by Teacher and Parent (with date) . . . does the student need to actually sign it??

Does this document (no matter to what length it is completed . . . Adaptations/Modifications) get inserted into the Report Card?? How/When should it be presented??

I hope some of this makes a bit of sense but I really do not know. I do have one teacher who is away all of next week and she is frantically trying to complete her Report Cards this week so I if you could let me know ASAP that would be great.

[Message 2]

Hello ___,

___ asked me to reply to this email as ___ is out of town until Monday.

There has been a change in practice from the expectations last year. This change was due to the Learning for All Handbook and the development of the Learner Profile. Instead of the "Individualized Progress Report" and the Adaptations checklist, the Learner Profile is the document to use. A student who requires Adaptations to meet the curricular outcomes would need the first page of that form. These Adaptations should be communicated to the parents prior to the report card. This is different from differentiated instruction, it is an Adaptations that need to happen or the student would not be successful. For example, a scribe, Kurzweil, oral exam, sensory fidgets, etc. If a parent is not aware of this at this point, then this should be communicated to them prior to the report card going home. As far as signing this, that is to document that the parent has been informed and then included in the cumulative file. You can have them sign the first page.

If a student requires Modifications to the outcomes, then this should go through the TAT process as the Adaptations did not work to keep the student at grade level outcomes. We do not want teachers making the decision to modify curriculum on their own, without the support of the school team. Interventions should be tried before a student has modifications to the outcomes and again parents should be well informed prior to report card documentation. If a student is in grade 1 or 2, we would rarely see modifications as we would expect them to be at least a year behind before modifications are required and to have had some interventions attempted. Again, we would like to have this documentation signed by the parent. You can remove the student signature at the elementary and middle years level. If you have teachers who are not sure at this point, we suggest they use Progressing (P) and inform the parents of their concern, then go through the TAT process.

16

Praxis Analytics

As far as documenting it on the report card. The teacher would use an "N" and then in the strengths, areas of improvement, next steps write:

Your child is experiencing difficulty meeting the grade level outcomes. The program has been modified to meet his/her learning needs. See the attached Individual Learner Profile for this area.

On the Learner Profile indicate how the student is doing on the outcomes they are learning in the strengths, areas of improvement, next steps area. The next steps are what is the next focus, things that the parents can support at home, etc.

I am in a meeting tomorrow morning, but you can call me in the afternoon if you need further clarification.

[Message 3]

Thanks. I think I understand this!! One question, I am under the impression that any student who comes out Red on the F and P will have a modified Learner Profile??

[Message 4]

Hi,

Theoretically that could be true, but we do encourage teachers to have other evidence to support the F and P (observations, conversations, early years reading evaluation) remember the F and P only looks at CR.4 reading outcome, the student may be fine in speaking and listening.

I am not sure what grade the students are that you are talking about, but at some point if they are not catching up after interventions, you will need to look at a referral for assessment to determine if the proper program and/or interventions are in place.

Expectations for graduation rates

Most spoke with concern about time increasingly taken up in assessing and reporting, an aspect of teaching that is becoming more complex. Despite the time required, many commented on the irony of directives that failing students is unacceptable.

> *"I spend all this time and effort to develop these new report cards and so what? The parents are frustrated. They don't understand them. The kids are too, and there are no repercussions because you can't fail anyone. You just keep giving them the same tests until they pass. I'm not sure what it means anymore, but it sure chews up lots of my time."*

Accessing student supports

The time required to access support services for students with specific needs has led some teachers to despair of using the supports. The amount of paperwork is seen as onerous and bureaucratic, consuming time that is not available. The burdensome access processes for bringing specialized help to bear leads to disillusion, even derision.

"I have to go through an insane amount of red tape to have a child assessed so they can qualify for assistance and supports. Sometimes, I'm supposed to answer questions that I think need specialized training to answer properly. It takes hours and hours just to get someone to look at the child. If I say "this child needs special help," shouldn't that be enough to get an expert involved?"

"It took me two hours to collect the resources to help support students with varying needs. I had to prepare for writing IIPs, collected files and data forms and complete FBA on two students with behaviour needs."

"I spent my entire lunch period filling out a form that needed completing for a student who was referred to a child psychiatrist."

"By the time I finished an individual Woodcock Johnson assessment on a student to determine placement for a new student that hasn't been attending school in any regular sense for at least three years, then met with the ed psych and the resource teacher for two hours about a number of students at our school, over three hours had disappeared."

Curricular change

The lack of consistency in curriculum and instruction was noted as consuming large amounts of time out of proportion to value added. It was commonly noted that steadily changing curricula and classroom practices mean teachers have lost the opportunity to develop a bank of resources they might otherwise draw on. Essentially, their intellectual capital is destroyed regularly; time and increasingly more effort are needed for rebuilding. New program and techniques are seen to arrive with few or no resources, which is taken as a sign that higher-ups have become heedless of the impact of their innovations on the classroom. The value of teacher experience is seen as diminished; the value of teacher time written off. Program and method turnover is costly to morale.

"In most professions, your experience lets you do your work more efficiently. That's true in teaching to some degree, but I keep having to use time I could certainly spend more productively elsewhere reworking what I've done to fit another new curriculum."

"Curriculum changes all the time now. No matter how long you've been teaching, you can't wing it. We're expected to teach several curriculums with insufficient prep time."

Others noted the personal time they felt they must spend finding resources necessitated by curriculum change.

"The lack of resources on the curriculum tab is frustrating. I spend so much time hunting ... there goes your weekend."

Compensation for Additional Activities

Participants raised the issue of being compensated or recognized for performing additional activities. These were defined as any activities that were not part of the teacher's formal job

requirements and/or which were not required of all teachers. In discussions this was commonly defined by group members as extracurricular, though supervision was also noted.

Perceived value of extracurricular

Throughout the discussions there was consistent agreement that extracurricular activities are positive factors. Participants cited the opportunity to build relationships outside the classroom teaching situation as valuable. The opportunity to understand and learn more about students' backgrounds was also noted.

> *"Extracurricular gives me a chance to connect with students in a different way than I do in the classroom ... especially some of the ones who are struggling or having trouble in my [subject] area. And it's good for them too ... it's great when a kid who's maybe having problems academically does well in something extracurricular. It gives them their chance to be a success."*

Some – mainly those from smaller communities – stressed the importance of extracurricular to their students. These teachers often noted the lack of alternative community-based programs, explaining that teachers feel called on or obligated to provide extracurricular opportunities. This sometimes occurs even when they are not qualified as instructors; always in the face of rising in-school demands on their time.

> *"If a teacher doesn't do it, the program usually dies. Maybe I don't really want to do it ... and maybe I don't know anything about volleyball or whatever it is ... but the kids need it, so we do it."*

While there was widespread support for extracurricular activities, several participants expressed concern over the growing emphasis administration is seen as placing on new teachers. This was noted at beginning in the hiring process, where applicants are asked what extracurricular activities they are prepared to undertake. It was also noted that new teachers feel more susceptible to pressure to take on extracurricular responsibilities than their more established colleagues.

> *"When new teachers are asked about extracurricular during their job interviews, it sends a clear signal that extracurricular is a mandatory option. You don't have to do it ... but if you won't, don't count on getting the job."*

> *"Someone with a few years of experience may be comfortable saying 'no thanks' to doing extracurricular, but a first- or second-year teacher doesn't want to take the chance. Even though there is no way you actually have the time to do extracurricular in your first couple of years, you don't feel like you can say no so you pile it on."*

Time in lieu for extracurricular: not seen as meaningful

Almost all attendees indicated that they were entitled to time off after recording a set number of hours of extracurricular supervision. While programs varied, they were typically in the range of 70 to 80 hours of extracurricular time for one day in lieu.

While it was agreed that this does constitute compensation, all felt it was woefully inadequate; some described it as *"insulting"* or *"a slap in the face."*

> *"Name me one other job where someone works 70 hours of their own time … time that's not part of their terms of employment … to get one day off. It just wouldn't happen anywhere else."*
>
> *"I don't even bother recording my time. It's not worth the bother … especially when you can't add that 'free' day to a holiday or long weekend."*
>
> *"We need 75 hours. I only logged 74, so I'm just out of luck."*

The preparation required to take a day in lieu was also noted by a number of participants as a factor which diminishes the value of the compensation.

> *"By the time I get everything sorted out to hand off to a sub, I've spent half a day anyway. Plus, I still have all the things I have to do whether I'm in the classroom or not. So I ask myself if it's really worth the bother."*

Uses of Time Disproportionate to Value

Participants were asked what kinds of activities they felt took a disproportionate amount of their time. This was framed in terms of the value of the time spent rather than the total amount of time.

The discussions across all groups focused on broad categories rather than specific, narrowly-defined tasks. This is consistent with earlier comments suggesting the diverse, fragmented and multi-layered nature of group members' experiences.

The following are the dominant elements noted in the discussions.

Growing Demands; Decreasing Resources

A number of circumstances were noted where time demands were seen as increasing, while resources and supports were becoming less available.

Increasing classroom diversity

Participants felt they were impacted by three main aspects of diversity in the classroom:

- Special needs – children with a physical, intellectual or behavioral challenge;
- Language – children with a limited command of English; and
- Academic capacity – children in the same grade with dramatically different level of academic achievement.

Increases in all three types of students, while resources were becoming more difficult to access. As a result, group members saw their work in the classroom becoming increasingly fragmented without incremental increases in supports.

> *"I feel like the high-needs children aren't getting their needs met, but at the same time because I'm trying to meet those needs I'm depriving the rest of the attention they need."*
>
> *"No matter what I'm doing, I have to be conscious of the ones that need to try to understand in English. It can be hard to find a balance."*
>
> *"In my classroom I can have some who are a year or two behind, some who are at their grade level and some who are ahead. I have to find a way to teach three different versions of the same content … and that's before even thinking about the special needs kids."*

Some who teach at the high school level also noted that language skills and educational background can be especially challenging when students must grasp concepts rather than learning by rote.

> *"Sure you have EAL students, but not all of them have the same educational background. Some come into the class well educated but without English; some have never been in a schoolroom before. The gaps can be intimidating."*

Increasing Non-Teaching Tasks

The combination of increasing diversity, paired with declining resources and supports, has added tasks to teachers' days. Many of these are not complex or detailed – some require only a few minutes, but the cumulative effect is significant.

> *"From bathrooming,* [assisting special needs children] *to filling out forms, to collecting money, to scheduling everything, to the 'bullied into-it' extracurricular we're all expected to do, it all adds up to a huge chunk of my week. But of course we do it because there's no one else to do it."*

> *"Every time I go shopping, I'm thinking about school. I'm always picking up some this or that for my classroom and if I'm going into Saskatoon, I always take an hour or so and go to the teacher's store. No one thinks about that time, but where else do you find the staff spending their own money on their own time for things they need to do their job well?"*

> *"It would be great if someone else could do my copying, unjam the copier or find time to schedule parent-teacher interviews, but everyone is too busy with their jobs. I think the assumption is that if we all say "can't do it" the teacher will get it done somehow ... and of course we keep doing just that. Because if we said "can't do that" there's no one left."*

> *"I stayed for three hours to prepare for the beginning of my formal spelling program. And our photocopier does not like manila tag. Took 45 minutes to copy two weeks of spelling sight words onto card stock, as well as the milk cards ... I'm in charge of our K-5 milk program at our school."*

Data Collection and Reporting

Requirements for data gathering and assessments were commonly cited as a growing source of frustration. It was commonplace for group members to feel disconnected from the information they were asked to assemble. Most saw little value in the time they invest in these activities, as:

- The information is provided "up the line" with no feedback, information on its use or discernible impact to the providers; or
- The information is used at the classroom level but has limited positive impact.

The following comments underscore these situations:

> *"Administration and reporting is becoming a life sucker. There's no consistency between schools as to how formative assessments are done. Requirements aren't always clear. We're forever in a state of limbo, not knowing what's required."*

> *"All the assessments that have been mandated, all the bureaucracy involved in everything, but it pretty much does nothing to help us. We get new stuff dumped on us all the time and we're expected to figure it*

out without any support in a lot of cases. In general, unreasonable expectations."

"Assessment is getting out of hand. I'm constantly stealing time from other practice areas to do assessments. It never ends. Departments add a little bit here and a little bit there with no thought to the cumulative impact, and there's no recourse. To the government, we're just a source of data. The money that's spent on that would be better spent on instructional materials."

"I'd like to spend much more of the time meeting with parents about their child, rather than completing a report card that no one can understand. There's an online gradebook that takes a lot of time to keep up, but the parents don't understand it and don't make use of it. It's supposed to make things easier come report card time but nobody uses it … it's a waste of time."

Technology: Inadequate to Produce Benefits

Poorly functioning technology, not enough of it and a lack of available-when-needed tech support were commonly cited examples of wasted time. Many saw benefits in technology; several noted that its use was mandated in a number of cases.

"I have 32 kids in my class. Our computer lab has 28 working, reliable computers. How do I choose the four kids who may not be able to take part?"

"If the powers that be want iPads, get enough iPads for everybody."

"You know who the IT person is in my school? The one that can figure out how to get the printer working. That's me, so I guess I'm the IT person. The only problem is I know almost nothing about technology … except how to get that one printer to print."

"One of my students timed how long it took my computer to open a Word document. It was eight minutes. How is that level of technology ever going to save me time?"

Serial Changes in Curriculum and Methods

Consistent references were made in all groups to the seemingly unending changes in recent years. This was most commonly classed as curriculum change. All believed that the situation was being experienced throughout the provincial education system; none saw their situation as unique.

As noted previously, this lack of consistency was seen as requiring a continual investment of time to revise materials and search for appropriate resources, reducing the value of teacher experience.

There was a common feeling that changes tended to be imposed "from above" with little or no consideration for the impact on the individual teacher at the classroom level. It was also noted that the Ministry and the larger consolidated school divisions exacerbated the problem. A number of participants felt that connections to the classroom and a sense of the cumulative impact of changes were lost. A lack of communication regarding the need for and benefit of many changes was also identified.

> *"I think a lot of the changes and new curriculum comes from people who are a long way removed from the classroom, if they've ever been in the classroom at all. It may fit their little agenda or idea but no one thinks about the impact a bunch of small changes can have on individual teachers."*
>
> *"With every new curriculum we're told how great it is. So if the latest one is so great, why does it keep changing?"*
>
> *"There used to be a lot more communication with the division. We used to see division people in the school all the time, and it was appreciated even if we didn't see eye to eye on something. Now the new division office is almost next door and full of people, but we never see anyone in the school anymore."*

Teacher-Defined "Intensity"

Each group was asked to pinpoint functions that use time, define "intensity" based on their own experience and cite examples of activities or types of time that create wear and tear in work situations.

Focus: Inherent in an "Always-On" Profession

Discussions of intensity showed a high degree of consistency. Almost no specific situations or tasks were identified as more intense than others. Rather, the combination of multiple responsibilities and a lack of downtime emerged as the predominate characteristics.

Discussions centred on three primary factors:

- The broad and shifting range of minute-to-minute responsibilities teachers feel in the classroom.
- The constant demands outside the class such as preparation, reporting, assessments and extracurricular activities.
- Informal interactions with parents and students outside the school, especially in smaller centres, where casual conversation typically becomes a discussion of class-related concerns.

The picture that emerged is of a role that is difficult to turn off, where there is rarely a sense of completion. Focus and the wear factor are seen less as the result of specific activities that might come and go; more as a result of a combined, interacting, overarching and inescapable constant.

> *"I constantly have my head in seven different places at once and the seven are always changing. I don't think you can ever do well at all of them. You cling to any feelings of success because you know you're going to fail in some areas."*
>
> *"The job is never finished. There are maybe three weeks in July where you can turn the job off but otherwise you feel guilty trying to have any kind of work life balance – there's always one more thing you need to do."*
>
> *"You have to be 'on' all the time ... like a soldier on high alert. Your 'teacher brain' never shuts off and you never feel like you've finished a day."*
>
> *"I spent the first 15 minutes of my prep trying to convince one of my designated students (I have two, and one EA) to go to music class. I spent 30 minutes of my prep time responding to messages in student planners as well as responding to emails from parents. I was not able to get any actual prep done today. This is the only "prep time" I am allotted all week. Very rarely am I ever able to use it for prep."*

Yet participants find their work rewarding. A number noted the intense "highs" teaching can produce.

Praxis Analytics

"When a student wants to give you a hug or a parent thanks you for helping their kid … that can be intense in a good way."

A day in the life

The following was offered by a participant, in writing, following the focus groups. It provides an insight into the intensity inherent in the profession from a highly personal perspective.

"I'm supposed to be proofing report cards. But. First I need to sort the big mound of laundry awaiting me. I need to feel as though segmenting it into its little colored assortments will somehow accelerate the doing of it – evolving one massive mound into several mini mounds.

And as I sort, I ponder. I ponder the parenting journey. The dryer sooths as it circles round and round; like my thoughts. Report card season is the conveying of carefully chosen words with my teacher hat on, but without a doubt, my mom filter too, to those XX sets of parents. I cannot eliminate the momminess from my teacherness. This is the only way I know....

And all the while pondering, in light of my own three, and their report cards, and their student-led conferences that just took place; their myriad of gifts, their weaknesses, their imperfections, their need for guidance and grace, challenge and channeling.

Am I doing enough? Am I too soft? Too hard, or like mama bear's bed … just right! Do I say the right words at the right time? Do I carve out the correct path for my kids now (and by kids I mean all 21 of them) so that they will possess all the tools they require to turn out well, then?!! Am I doing my part to instil in them diligence, responsibility, integrity, passion, fun, empathy? Am I someone they can pattern their pathway after?

The truth is, when you choose teaching, you are also choosing to be a parent on so many levels, to those you are lucky enough to be chosen to teach. It is a 24/7 thing. Not a weekends-and-summers-off deal, as so many like to say. You begin to love them like your own. They begin to frustrate you like your own, when progress seems slow and vague. When soggy mittens and tangled snow pants and stuck zippers and scarfs wrapped double and tied just so, times 18, nibble away at your minutes until … your window to go to the bathroom vanishes with the last little button heading down the hall.

Tonight I feel as though I have big shoes to fill. Tonight, like so many nights, I wonder in my head and heart if I am doing enough. Tonight I wonder about all my fellow parent friends, and teacher friends too, who are contemplating words, and heartaches, and burdens and celebrations.

Tonight the dryer reminds me that life is a cycle. A journey. And when we and those we love mess up, we have a High Efficiency Savior who

makes it His business to make all things fresh and anew, like the falling snow out my window.

And so. With fresh eyes and a full heart I will go and read those report cards. I will make sure that my honesty, my care and my commitment are woven into my words."

27

Praxis Analytics

Potential Delegation of Activities

The groups were asked what specific tasks or parts of their work might be delegated – what they were doing that did not require their professional skills.

While initial discussions centred on the integrated nature of the work and the difficulties in isolating discreet aspects that could be split off, a number of areas where delegation might be helpful if resources were in place were identified.

Educational Assistants

Different perspectives emerged as the potential role of EAs was discussed.

Many of the elementary teachers in the groups felt the EA could be a valuable asset in the classroom. For younger students, simply conducting exercises or reviewing lessons was seen as a positive. The role of the EA in dealing with special needs children was also seen as positive, though there was some concern that having an EA to deal with these students could result in a teacher having a disproportionate number of special needs children in his or her classroom.

> *"As soon as you have an EA in your classroom you tend to get more special needs kids because you're the one with the EA, so you still end up without the time to give all your kids the attention they need. It really doesn't solve anything."*

EAs less effective solution in upper grades

While EAs were seen as having some advantages in the lower grades, those who teach at the high school level expressed concerns over the level of knowledge necessary to deal effectively with advanced subjects.

> *"If you're going to explain to a student what a titration test is, you have to know what a titration test is ... how to do it, what it tells you and why you'd do one. What we really need if we're going to maintain standards is more teachers."*

Clerical support would be valued

Value was seen in the ability to off-load clerical functions if support staff were available. The most common tasks that emerged in discussions included:

- Photocopying and typing.
- Taking attendance.
- Responding to routine emails and phone calls.
- Posting information online.
- Completing routine forms and information requests.
- Scheduling contacts and interviews with parents.
- Maintaining appropriate supply levels in classrooms and labs.

28

Praxis Analytics

- Assisting in class on an as-needed basis.

  "A lot of people would probably assume that the school secretary would do things like making copies, but they don't have the time ... they're busy doing a bunch of new things for the principal and the division, just like we are. If someone else could even just do the copying, it would free up a bit of time for me ... and it's not like I'd be sitting around with my feet up!"

The role of such support staff was often described as personal or executive assistant. The highly flexible nature of such a role was stressed. It was noted that high levels of flexibility and adaptability would be required.

> *"You couldn't write a job description for that kind of a job. It would change all the time. It could be anything from "call this person" to "copy that" to "find this" to "get their coats buttoned." The real job description would be "get this done" ... just like a teacher's real job description."*

Integrate Technology, Training and Support

While many see significant positive potential in technology, they also express a deep-seated cynicism about the ability to realize that potential. These concerns stem from chronic experience with low levels of functionality and reliability in equipment, combined with a lack of accessible training and support.

When technology is held up as adding efficiencies or new, technology-based programs are introduced, little or no action or concern is seen in terms of front-line implementation, training or support.

> *"We're told about this new program we're supposed to use ... in some cases that we have to use ... but no one seems to have thought about training or support, or whether we even have the stuff we need to run it. It's touted as a solution, but no one tells us how to use it or how to deal with problems. It's very frustrating."*

> *"We have a new report card program we're supposed to use now, but there was no training, no in-service, no support so I have to figure it out on my own time."*

Suggested Changes and Priorities

Participants were asked to suggest changes that would allow better use of teachers' time. Once the groups had surfaced a number of suggestions, participants were asked to rank their three top priority changes in order of importance.

To rank the suggestions, each attendee was given three votes, one each for first, second and third most important suggestion. Scoring is based on a point system, awarding three points for top priority choice, two points for second and one point for third.

Additional front-line help in the classroom, expressed as more teachers, more EAs or more supports, was the predominant priority. Supports, resources reduced class size were also highly valued.

The following tables show suggestions developed by each group, along with the priority ranking for each. Comments in italic have been added for clarity.

Group 1 (Town/Small City; PreK-12)	
More teachers, not less money *[not at lower salaries]*	35
More prep time (without higher class size)	19
Fewer division/Ministry initiatives	9
Fewer consultants, more EAs (at elementary level)	4
More high school EA training	2
Consistent initiatives	1
More self-directed, goal-oriented professional development	1
More consultants' time (greater availability)	1

Group 2 (Town/Small City; Elementary)	
Supports (particularly EAs)	23
Connect curriculum and provided resources (with funding)	12
More consistent class composition (consider the dynamics of the class)	10
Prioritize and slow down initiatives (implement fewer; maintain longer)	9
Prep time (release prep time)	6
More respect for the profession (from government, administration, public)	5
Better communications throughout the system (all three parties)	3
No standardized testing	3
Tax rebates for professional expenses	0
More consideration of school and community composition	0
Consistent reporting that is meaningful	0

Group 3 (Northern; PreK-12)	
More teachers	9
More support staff (EAs)	6
Appropriately trained support staff	4
Put professional resources into community schools (support community and students, teachers)	3
Focus on quality *[of education]*, not just numbers	1
Funding for community involvement incentives	0
Improved safety in school building	0
Focus on education (community issues dealt with by appropriate community resources)	0
Program resources for fundamental supports (e.g., breakfast)	0

Group 4 (Large City; Elementary)	
More human support in classroom (teachers/EAs)	22
[Meaningful] time in lieu	17
Reasonable cap on class size	10
Less demanding reporting (consistent reporting)	8
More resources (funding)	5
Access to adequate bandwidth	2
Facilitate sharing of teacher-developed resources (online through a central site)	1
Supports on new curriculum	1
Claim classroom expenses *[make tax deductible as professional expense]*	0
Better technology	0
Less demand on teachers to assess	0

Group 5 (Large City; High)	
Limited class size and consistent class composition	12
Remove extracurricular as an expectation	11
More supports for change (time and money)	10
Better technology and support (equipment functionality/tech support)	8
Teaching in areas of training (teacher subject area)	4
Make administration meaningful/provide time to do	3
Teacher designed reporting tools	2
Autonomy in prep time	2
Provincial bank of teacher-developed resources	0

Group 6 (Town/Small City; High)	
Return to spiral curriculum	10
Advance based on actual achievements, not advancement by mandate	9
Less and more meaningful change	6
Schools for education, not social programs	3
More value placed on front-line teacher input by government and boards	2
Prep time other than personal time	2
Provide more health/social support at community level *[to take responsibility for these off the school]*	2
Realistic expectations and consequences (parent and students)	2
Support for non-educational services in school facility from someone other than teachers	1
More collaboration; teachers with board and Ministry (open dialogue)	0
Objectives-based, not outcome-based	0
Data entry support staff	0
More time teaching; less administration and data gathering	0

Praxis Analytics

Appendix A

Joint Committee on Student and Teacher Time

Teacher Time and Practice Improvement Project

Project Strategy Outline

September 2014

33

Praxis Analytics

Introduction

This document sets out a conceptual frame for approaching the investigation of the extent of issues related to use of teacher time, the impact of drivers that affect use of time on teachers' practice of their profession and identification of possible options for improvement. An approximate schedule is included.

This material is the outcome of the September 19, 2014, conference call between Joint Committee on Student and Teacher Time (JCSTT) representatives and Praxis, and follow-up discussions.

Background

Mandate

The Joint Committee is a collaborative entity with nine members representing the Ministry of Education, Saskatchewan School Boards Association and Saskatchewan Teachers' Federation. It was delegated in May 2014 to identify and investigate factors affecting the use of teacher time, the impact of these factors on the learning environment and teacher professional practice, and potential to resolve issues and improve the quality of practice and its educational outcomes. The subject matter is the effect of change on the delivery of instruction, opportunity to learn, creation of an optimal learning situation, and sustaining a healthy professional and personal environment for teachers. Three considerations are implicit:

- **Stressors:** Research has noted evidence of dissatisfaction that appears to be, in part, a function of multi-tasking – the proliferation of tasks in a given time segment – and in part, due to the nature and diversity of the tasks themselves. Importantly, dissatisfaction may relate to the draw-down on energy, motivation and often resources that is associated with some tasks more than others, and with the nature of certain tasks. In short, brief but stressful tasks can create a disproportionate share of impact. Some stressors may arise periodically instead of regularly; examples would include factors such as changes to curriculum, assessment methods or instructional strategy.
- **Autonomy:** Teaching involves a strong element of accountability. Critical to working in this environment is the perceived opportunity to use judgment to adjust, adapt and prioritize – the authority to manage the professional situation – in proportion to the level of accountability for outcomes.
- **Division of labour:** Though consultants and teacher aides are used, practical daily work for many teachers entails a jack-of-all-trades model where teachers perform whatever functions are necessary. These include tasks which are non-instructional or could be considered extra-professional, such as dressing children, providing medical support or food, cleaning the classroom and assisting some with washroom or mobility needs. Some parental expectations and widening of the school mandate can cause "function creep," at a time when instructional and learning support is increasingly required, and techniques changing. Teachers may provide these services simply because they are the sole front-line interface in most classrooms. Division of labour may present an

opportunity for improvement of teacher professional practice and the student-learning environment.

Fieldwork

A set of eight focus groups has been discussed initially as a possible research format:

1. Two pre-sessions to test content and positioning of research issues with, respectively, teachers and principals.
2. Six regionally located, school-based sessions with teachers.

Objectives

The nature of this project suggests its design might be guided by five objectives:

1. **Representation:** Seek a provincial cross-section of experience.
2. **Differentiation:** Recognize that school level and size matter.
3. **Authenticity:** Acknowledge that research strategy can affect whether and what data surfaces.
4. **Documentation:** Assemble objective as well as subjective evidence.
5. **Resolution:** Pursue potential options for relieving pressure on time and improving the teaching and learning experiences.

Research Strategy

Based on experience with research involving teachers provincewide, Praxis has identified two key factors that should be accounted for in designing research:

1. **Community size:** With the possible exception of the North, differences among teachers and how they perceive their situations is more likely to vary by community size than by geographic region. The perspectives of teachers in centres of comparable size tend not to be markedly different. Despite being over 500 kilometres apart, the differences between teachers in Weyburn and North Battleford are usually less pronounced than the differences between these teachers and those in large cities or, to a lesser degree, in small towns. Community size consistently matters more than region.
2. **School culture:** Teachers tend to express themselves openly when they are outside the setting in which they work. They show reserve about discussing sensitive questions in a setting where their comments can affect daily teaching relationships. Anonymity, or at least some separation from the risk of compromising working relations, leads to better opportunities to collect data.

Grouping by Community Size

With these in mind, we recommend organizing the six teacher focus groups so that each group includes teachers from various parts of the province, homogeneous by community size (the break would be between large city and town or small city).

Sessions would include a cross-section of participants from schools in communities of differing sizes:

Community Type	School Type
Large city	High school
Large city	Elementary school
Town/small city	High school
Town/small city	Elementary school
Town/small city	PreK-12 school
Northern	PreK-12 school

Using these classifications will help address the objectives of:

- Representation (a cross-section of geography).
- Differentiation (by community size rather than location).
- Authenticity (conducting the research in a setting away from the daily work environment).

Objective Data Collection

We also recommend incorporating a pre-focus group workday diarization phase. Participants who are recruited for the focus groups will be asked to record their daily activities related to their roles as teachers, to help document lived experience. Given the limits on the time frame of the Joint Committee's mandate, we suggest two weeks of diarization. Data capture would be done directly online on a website we will mount for the purpose.

The diarization phase will generate objective data (time use by function and focus, with notes referencing any intensification drivers) that can help ground discussion in the focus group session to follow. It will help frame teacher experience beyond the impressionistic level, addressing the documentation objective.

Outcomes Orientation

Finally, we recommend the project be directed to identify potential solutions, rather than limiting itself to inventorying concerns. The focus group discussion would be designed to suggest options for change that come out of the data and discussion.

To identify change opportunities, the research will have to identify challenges, locate them as much as possible in a time segment, indicate the drivers that contribute to making them of greater or lesser concern and specify possible routes or adjustments to improvement. The table below parses the situation using three dimensions: three time types (derived from the supplied reference materials); by a set of factors identified to this point as affecting focus and use of time; and by notation of the present situation and potential options for improvement.

Appendix B
Focus Group Moderator's Guide

JCSTT 2023
Practice Improvement Research Project
Focus Group Discussion Guide

1. Opening (5 minutes)

Welcome: Introduce self, ask each participant to put his or her first name on the tent card.

Introduction:

a. Praxis is an independent third-party research company. We've been contracted to conduct a series of focus groups for the Joint Committee on Student and Teacher Time, or JCSTT. This committee includes the Saskatchewan Teachers' Federation, Saskatchewan School Boards Association and the Government of Saskatchewan. They brought us in to conduct the research one step removed, for objectivity and to provide you with anonymity.

b. The Committee's initial focus is on student instructional time, the school year and the school day for teachers. The diaries you completed are the first step in exploring what happens in a school day for the front-line, classroom teacher. This group session today is Step #2.

   This group is one of six. Each of the six includes teachers from similar kinds of schools, in communities of one size or another.

We'll get into discussions in just a minute, but first, some logistics:

a. Moderator introduces his role:
   - Role is to ask not answer.
   - Due to time restrictions, we may have to limit discussion – it's not an attempt to limit comments but we will have to be disciplined in order to finish on time.

Focus group logistics and rules

- Anyone have a cellphone? Please put it on silent.
- Informal, casual discussion – be open and frank, we need to know what you really think. It's anonymous – no names attached.
- All input is useful. There are no wrong answers.
- Sometimes what you don't know or aren't sure about is very important.
- Not taking a formal break – *[refreshments or lunch as appropriate]*.
- Washrooms are located ....
- Will be done in two hours max.
- Finally, when we're done, be sure to fill out an expense form or take one with you to mail to the STF. Your $100 honorarium will be included on your expense cheque.

Praxis Analytics

If you don't have any other expenses to claim, please *[instructions as appropriate based on pre-printed expense form]*.

2. Diarized Data Summary (10 minutes)

As you know, the diaries you completed were intended to capture a snapshot of what you do as teachers over a 12-day period. Any two weeks over the year could look completely different from these, but we have to start somewhere. I will rely on you to expand on what your numbers mean.

Why complete the diaries? Because teachers play many roles. The diaries capture how time has been used over eight areas. The discussion in this group session will get into what these numbers mean – in terms of focus, impact on your ability to teach well and support learning, on your life as a professional, and on your students.

So we want to look at time numbers, but the research isn't only about "minutes and seconds." It's about the qualities and consequences of different demands on teachers during the day and after. We really want to focus on the big picture, what it means, whether, and how, it might be improved.

So what did the data show? When you combine everyone's diary records for this group, here's how the three time categories broke down:

And here's a look at how the time was spent:

3. Dominant Categories Discussion (60 minutes)

[Each group will discuss its own data. Comments and ranking question results generated by all participants may be used to illustrate or provide context.]

Let's take a closer look at the activity areas that seemed to have dominated your time. These categories accounted for XX per cent of your time:

[list four dominant categories that dominated the group's time]

a) Does this look like what you expected? Any surprises? *[probe for specific examples]*
b) Where do you think your time was well-spent – productive and rewarding?
c) Where did you feel your time was less well-used – frustrating or unproductive?
d) Let's talk about additional activities for a minute:
   - Are any of you compensated for additional activities? Would you call the compensation adequate
   - Whether or not you're compensated now, do you think getting compensation makes or would make a difference in how you feel about performing additional duties?
e) Looking at these larger time categories, what takes a disproportionate amount of time? Not necessarily a lot of time, but more than it should? More than it's worth?
f) What kinds of time take a lot out of you – what really drains your batteries?
g) Are there parts or functions that you could hand off to someone who isn't a teacher, to free your time for higher-order things? What are you doing in these areas that

someone else could be doing? *[probe if not part of the discussion – what would participants do with the time that delegation would free up]*

4. Secondary Categories Discussion (20 minutes)

Now let's have a look at the other categories:

While these only accounted for XX per cent of the group's time, what are the high and low points in these categories?

a) Are there positives about the time you spend in these areas? Time that's particularly positive or rewarding?

b) And what about the time that's frustrating and non-productive – time that takes it out of you?

c) Let's talk for a minute about mandated PD versus PD that you find or even develop for yourself.

- Do you think there's a difference in value?
- Does anyone have to travel to mandatory PD events? Do you think this additional time is valued? Acknowledged?

d) Let's talk about outcome-based assessments for a minute. Do you see this as time well spent?

e) Anything that could be delegated?

f) We've talked about the impact spending time on different areas can have – if we wanted to use the word intensity to describe high-impact time, how would you define the term? What are some examples of time you find intense – whether that's in a good way or a bad way?

5. Possible Changes and Prioritization (20 minutes)

Now let's look at those *[3 – 4]* dominant areas:

a) What are the one or two most important things you would change about this time – what would you change so your time could be better spent? *[stress importance of practical, "real-world" solutions; record one or two dominant answers in each category on wall chart]*

And what about the other categories:

b) Anything there that you think would be really important to change? *[stress importance of practical, "real-world" solutions; record three to four dominant answers on wall chart]*

So out of all these changes, let's see which ones you feel are most important.

c) Which of these changes would be your top three priorities?

[rate using colour dots]

[review and note overall level of agreement and any strong dissention]

6. Thank and Close (5 minutes)

[remind re: expense forms]

Praxis Analytics

Appendix C
Online Diary & Rating Questions

Online Diary

Instructions

Welcome to your daily time diary. Remember that everything you submit will be completely confidential and no part of this research will be attributed to you personally.

Please complete the diary every day, including weekends and holidays. The completion log below shows the dates for which you have completed a diary. If there is a day you can't complete your diary, please fill it in as soon as possible. Just click on the uncompleted date in your completion log to retrieve your diary for that day and fill it out.

Please enter your time in .25 hour (15-minute) increments. Round up or down to the nearest quarter hour.

For example, if you spent five minutes in an activity area once during the day, do not record the time. If you spent five minutes in an activity area five times during the day, record .5 hours (30 minutes). You do not have to enter "0" values in your diary. You can change any of your entries before you click the "Submit" button. The total hours for each activity area and the total for the day are calculated automatically.

When considering which activity area your time should be assigned to, use the area that makes the most sense to you – your impressions are an important factor in this project. Because teaching is a very complex profession, there is …

To complete your diary:

1. For each of the eight activity areas, enter the total time you spent today in each of the three time categories, using .25 hour increments. (You can roll your mouse over each time category on the diary form for a definition.) You do not need to enter any numbers if you did not spend any time in an activity area. The diary will automatically total the time for each activity area and the total for the day.
2. Weekends and holidays are included to ensure that all the job-related time you spend is recorded. If you do not spend any job-related time during a day just check the appropriate "no time to report today" box and submit the diary.
3. You can change your entries as many times as you wish before submitting your diary.
4. Feel free to add your comments by clicking the icon on the right side of the diary.
5. Once you have completed your daily diary, please **be sure to click the "Submit" button at the bottom of the diary page.**

To see a sample completed diary, click here.

Once you have completed your final diary, you will be asked to rate a number of different examples of specific activities on a 1-5 scale. This typically takes no more than 10 to 15 minutes and will be extremely helpful during focus group discussions.

Thank you for your help in this important research. Your responses and comments will be key elements in focus group discussions. If you have any questions or problems, please contact *[help reference including any time restrictions; include phone/email as appropriate]*.

Praxis Analytics

Diary Layout

ACTIVITY AREAS	TIME CATEGORIES			
	In-Class[1]	Scheduled[2]	Teacher-Directed (Unscheduled)[3]	Total for Activity Area
1. **School program or curricular content** – time spent with students teaching or guiding learning experiences, in-class student evaluation and assessment (formative), regularly scheduled parent/teacher conferences, etc.				*0.00*
2. **Dealing with classroom diversity** - dealing with non-academic situations driven by the physical, cultural or behavioral needs of individual students, such as health, learning and language challenges, helping students deal with personal issues, etc.				*0.00*
3. **Professional development** - mandated and non-mandated group and individual PD activities accessed in person and through social media. Travel time required for mandated PD should also be included.				*0.00*
4. **Preparation** - lesson planning, preparation for classroom events and activities, accessing or gathering resources, formal and informal collaboration with colleagues etc.				*0.00*
5. **Individual student/parent interaction** - mentoring, extra academic help, problem or conflict resolution, interacting with parents (other than regularly scheduled parent/teacher conferences), contacting outside agencies, etc.				*0.00*
6. **Administration** – formal & informal meetings, completing required assessments & reports, externally created and required assessments etc.				*0.00*
7. **Evaluation & reporting** – grading & report cards, summative evaluations, common assessments, providing information for individual parents through personal meetings, online & through social media (e.g. class websites or virtual classrooms), etc.				*0.00*
8. **Additional activities** –activities which are not defined responsibilities for every teacher (e.g., extra-curricular, supervision outside the classroom) which you choose to or feel obligated to perform whether or not some compensation is offered.				*0.00*
			Daily Total Hours	**0.00**

Roll-overs

1. **In class**: Allocated classroom or teaching facility-located time (primarily but not exclusively instructional)
2. **Scheduled**: Required commitments such as supervision, reporting, meetings, home visits, mandated PD activities, scheduled prep time etc.
3. **Teacher-directed**: Chosen or teacher-guided commitments such as to parent relations, tutoring, extracurricular support, skill development and mentoring, planning and unscheduled prep time, etc.

42

Praxis Analytics

Rating Questions

Instructions

- Please rate each of the following activities on a 1-5 scale as indicated. The activities in each category are intended as examples rather than specific definitions. If you feel that an aspect of your teaching practice fits under an activity, please include a rating for that activity.
- For any activities that do not apply to you, simply click the "N/A" box and move to the next area.
- You do not need to have participated in an activity during the past two weeks to rate it. Please base your rating on your past experience.
- Please remember that ratings are subjective and first reactions are often the most accurate.
- Please feel free to add your comments. Simply click the "click here to add a comment" link under the appropriate activity rating. You can also add more general comments in the box at the end of the ratings.
- When you are finished, please **be sure to click the "Submit" button.**

Thank you for your help with this important research.

Rating Structure

Low	2	3	4	High		click to add comment
⊙	⊙	⊙	⊙	⊙	N/A	

Rating Criteria

Positive Impact on Student Learning: Please rate the level of impact you feel each of the following has on creating a **positive** learning environment	**Professional Judgment:** Please rate the level of control you feel you have as an individual teacher in each of the following activities

Questions

School program or curricular content
1. Teaching time Direct involvement with students in teaching/learning situations
2. In-class evaluation/assessment Classroom exams, assignments, observations, checklists, anecdotal evidence etc.
3. Parent-teacher conferences Regularly scheduled conferences for all students
Dealing with classroom diversity
4. Health-related Specific planning for dealing with health-related issues, ensuring that student medication is taken appropriately, etc.
5. Behavior-related Specific planning for dealing with behavior-related issues, repeated individual behavior that impacts the class as a whole, planning in anticipation of in-class issues, etc.
6. Individual student well-being Helping individual students deal with non-academic personal issues, preventative proactive planning in anticipation of in-class issues, etc.

43

Praxis Analytics

7. Language-related Dealing with comprehension issues among student for whom the language of instruction is not a first language, planning in anticipation of related in-class issues, etc.
Professional development
8. Board PD opportunities PD opportunities mandated by school boards (including those for which travel may be required), unpacking curriculum, developing division-based assessments etc.
9. Personal PD opportunities - STF PD opportunities offered by the STF or local association
10. Personal PD - other Other PD that is sourced and undertaken on an individual or small-group basis
The next two questions deal with the way PD is provided, regardless of the source or whether it is mandatory
11. PD format – conference/workshop Any form of PD that occurs in a conference or workshop format, regardless of the provider
12. PD format – school directed small group Collaborative learning accessing current research; reflecting on practice
13. PD format – self-directed PD accessed through book studies, individual reading, action research, mentoring, webinars etc.
Preparation
14. Unit & lesson planning
15. Preparation for classroom events Preparing for in-class activities, field trips and group learning opportunities
16. Gathering resources Accessing materials and resources
17. Collaborating with colleagues Formal and informal discussions with colleagues on job-related matters
Individual student/parent interaction
18. Student mentoring Academic or non-academic assistance for individual or small groups of students
19. Conflict resolution Resolving conflicts among students
20. Parental interaction Individual meetings or discussions with parents in person, online or through social media, via newsletters etc.
21. Contacting outside agencies on behalf of individual students Contacting and dealing with agencies and resources outside the school to support individual students
Administration
22. Attending regularly-scheduled meetings
23. Impromptu meetings Unscheduled meetings called to discuss specific situations or issues
24. Occasional meetings Meetings with resource room teachers, other staff members or outside resources which are called in advance but not regularly scheduled

25. Required forms or reports Compiling information for and completion of assessments or reports not directly related to curricular outcomes[A]
26. Mandated data collection Collecting & reporting data mandated in a prescribed format
Evaluation & reporting[7]
27. Teacher-developed assessment and evaluation Evaluation tools intended to assess the performance of individual students and administered by the teacher[B]
28. Marking, grading and evaluation To provide assessment by the teacher for individual students and/or feedback for parents
29. Wide-scale assessments Administration of assessments administered to students to measure individual achievement or performance[C]
30. Non-curricular academic assessments Intended to assess the performance or perceptions of the class or school as a whole rather than the performance of individual students[D].
Additional activities[8]
31. Extracurricular Coaching, mentoring, organizing and supervision of extracurricular activities which is not a job responsibility of all teachers
32. Supervision & additional involvements/responsibilities Supervision & school-related activities which are not a job responsibility of all teachers (including playground/noon hour/ recess supervision) whether or not any compensation is provided
Any other comments you'd like to add?

Roll-overs

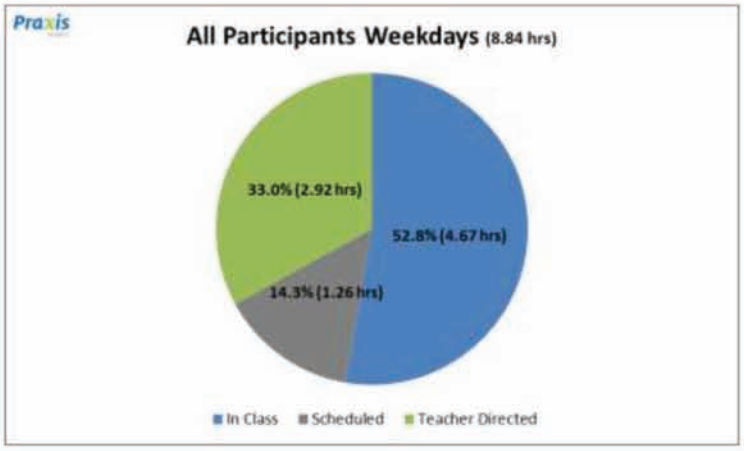
1) **School program or curricular content** – time spent with students teaching or guiding learning experiences, in-class student evaluation and assessment (formative), regularly scheduled parent/teacher conferences, etc.
2) **Dealing with classroom diversity** - dealing with non-academic situations driven by the physical, cultural or behavioral needs of individual students, such as health, learning and language challenges, helping students deal with personal issues, etc.
3) **Professional development** - mandated and non-mandated group and individual PD activities accessed in person and through social media. Travel time required for mandated PD should also be included.
4) **Preparation** - lesson planning, preparation for classroom events and activities, accessing or gathering resources, formal and informal collaboration with colleagues etc.
5) **Individual student/parent interaction** - mentoring, extra academic help, problem or conflict resolution, interacting with parents (other than regularly scheduled parent/teacher conferences), contacting outside agencies, etc.
6) **Administration** – formal & informal meetings, completing required assessments & reports, externally created and required assessments etc.
7) **Evaluation & reporting** – grading & report cards, summative evaluations, common assessments, providing information for individual parents through personal meetings, online & through social media (e.g. class websites or virtual classrooms), etc.
8) **Additional activities** –activities which are not defined responsibilities for every teacher (e.g., extracurricular, supervision outside the classroom) which you either choose to or feel obligated to perform, whether or not any compensation is offered.

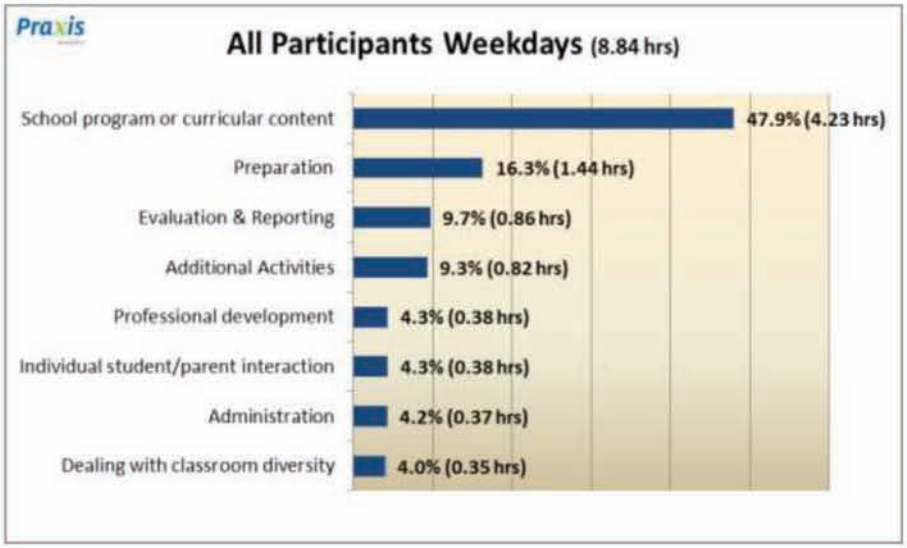
A) e.g. IEP's (Independent Educational Programs), reports on school/ministry goals, enrolment information, specialized assessment reporting and referrals
B) e.g. Weekly tests, unit tests, presentations done by students, oral book reviews
C) e.g. CAT 3 and 4, CTBS, Fountas and Pinnell
D) e.g. "Tell Them From Me"

Praxis Analytics

Appendix D
Time Diarization by Community-School Type Group

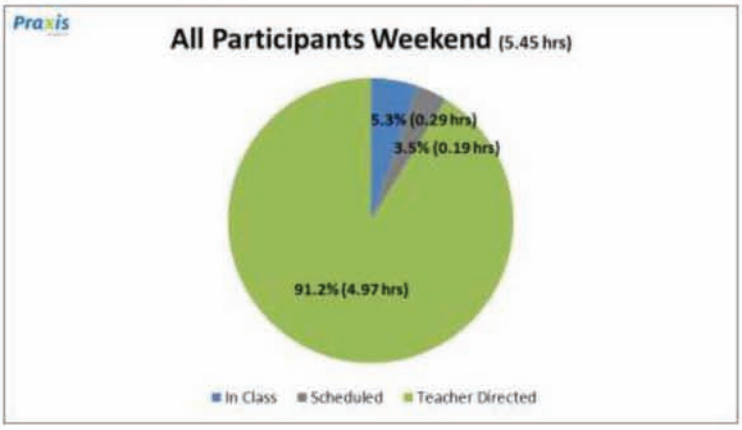
All Participants

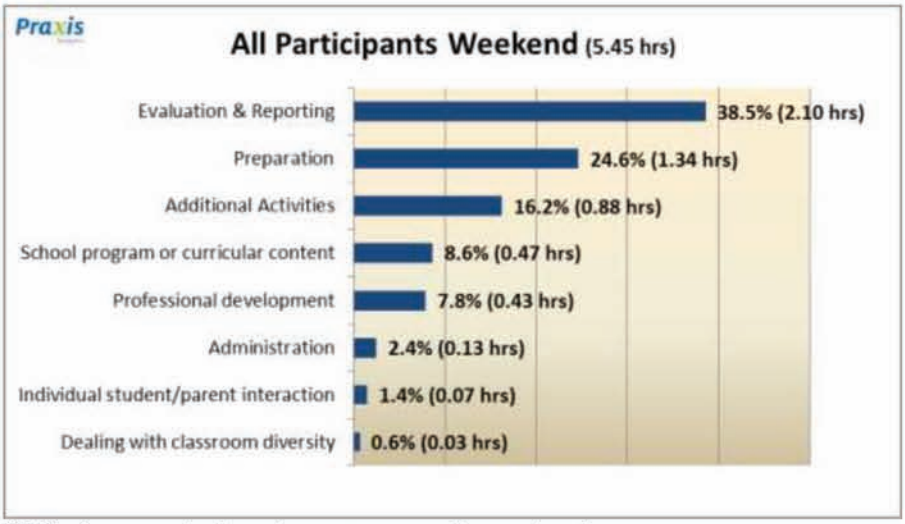




46

Praxis Analytics

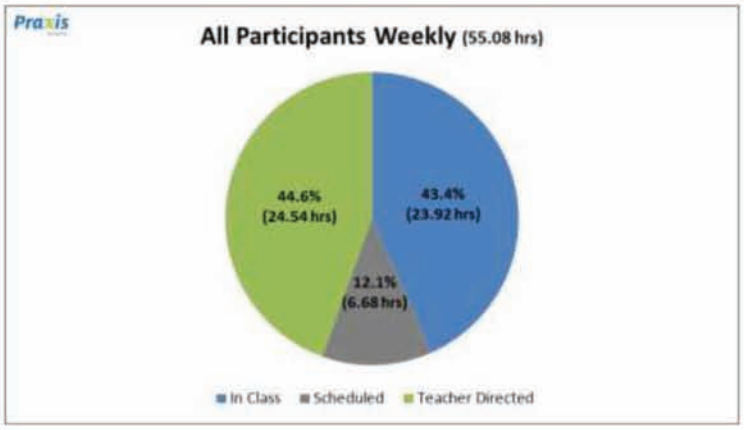


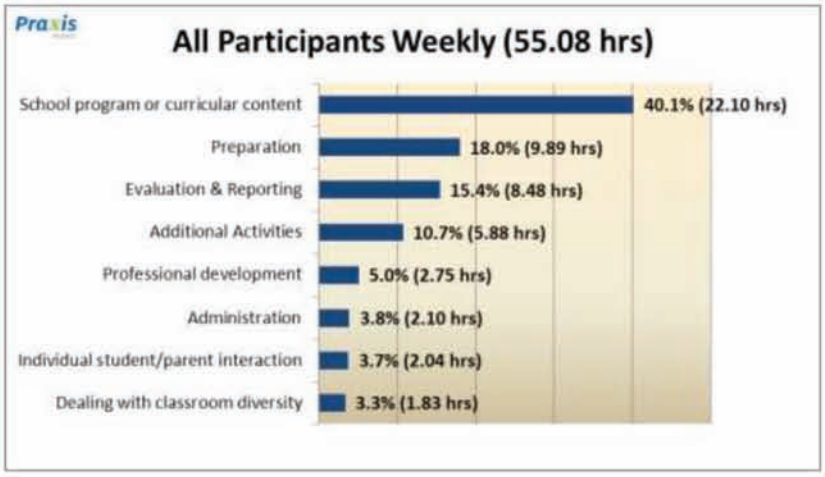


***82% of =p=s worked one hour or more on the weekend**

47

Praxis Analytics

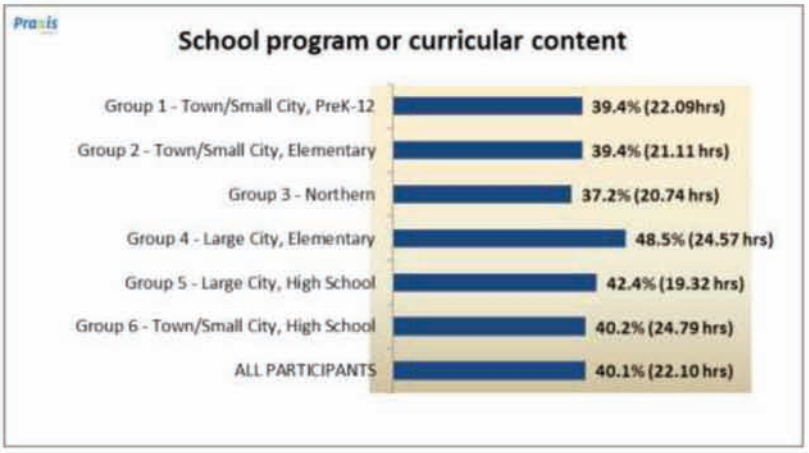


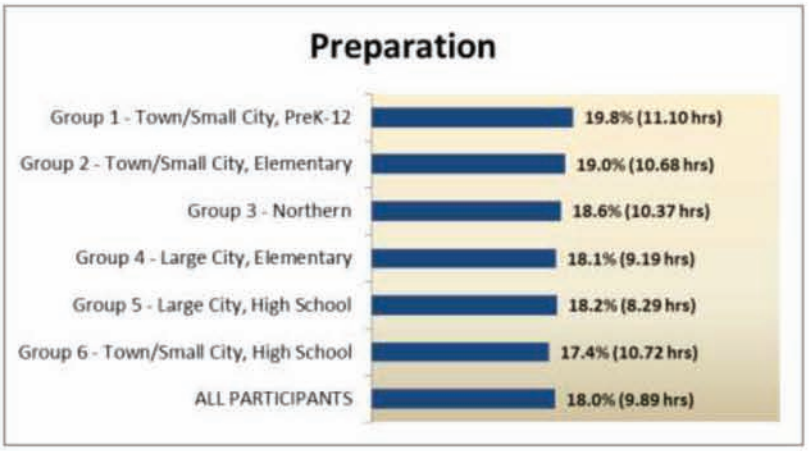


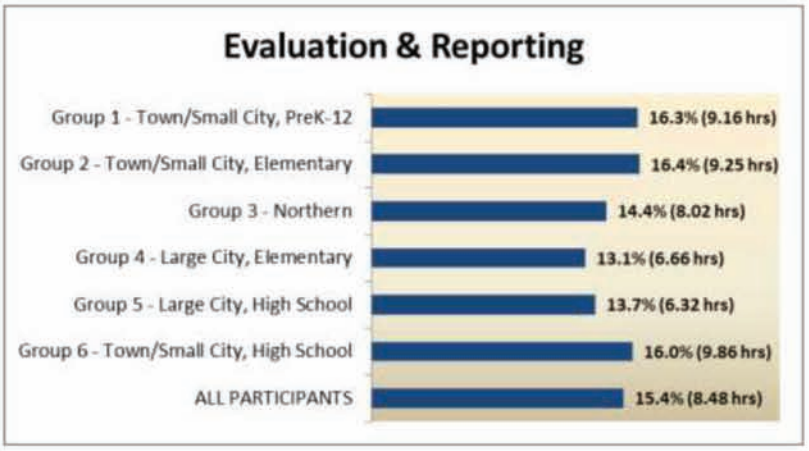
48

Praxis Analytics

Activity Areas

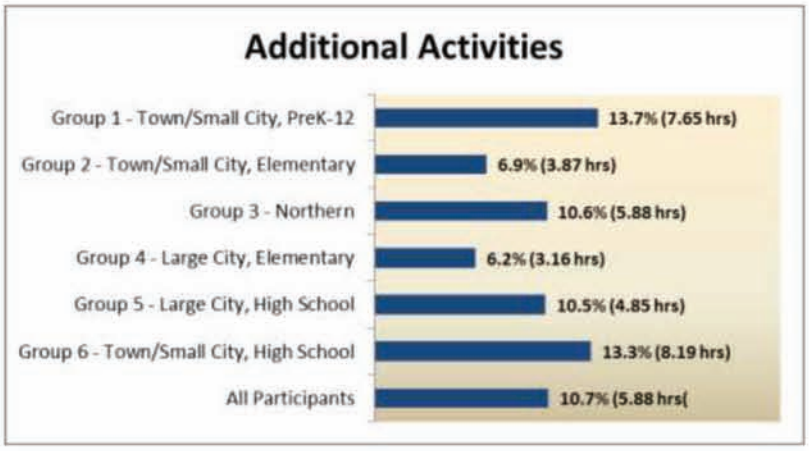


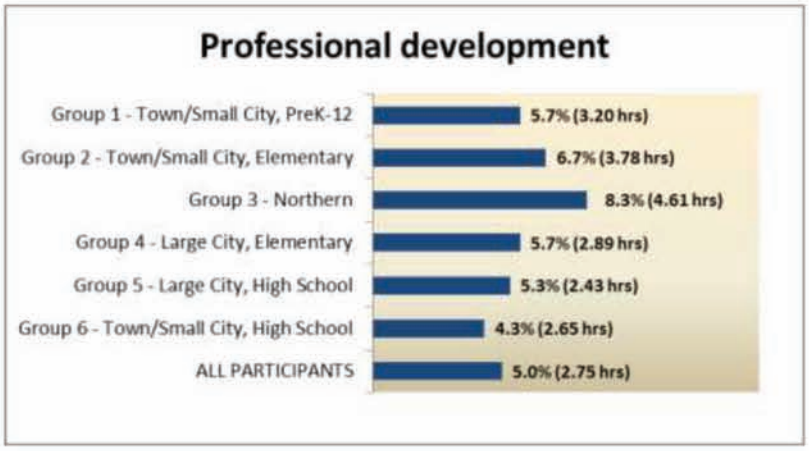


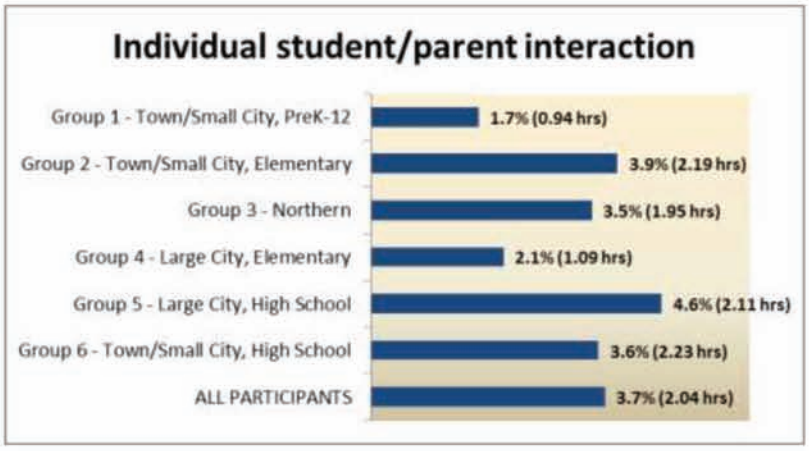


49

Praxis Analytics

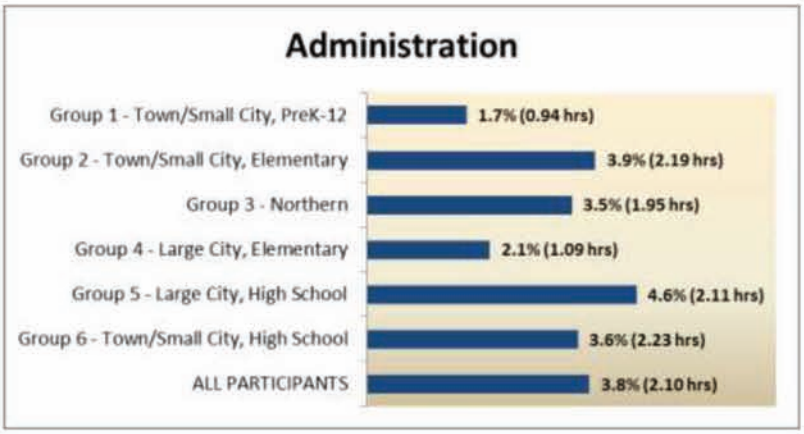


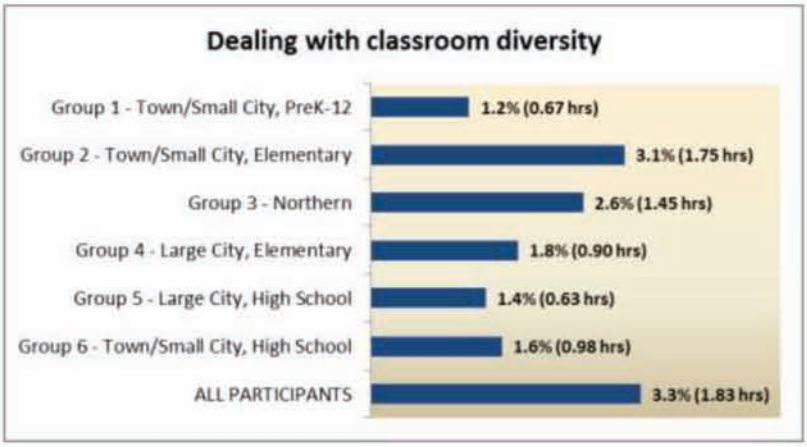




50

Praxis Analytics

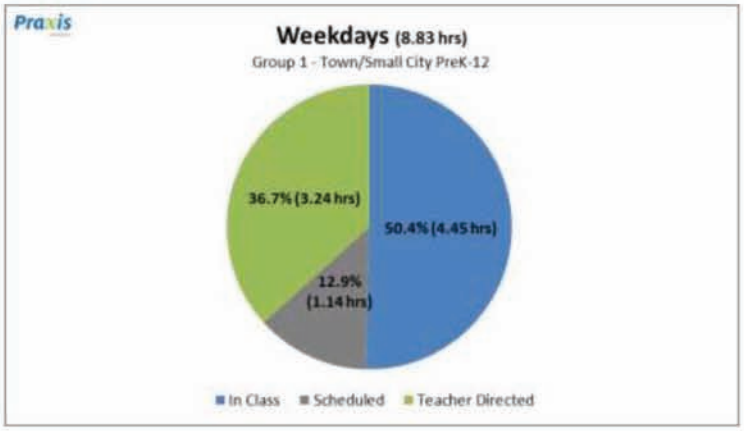


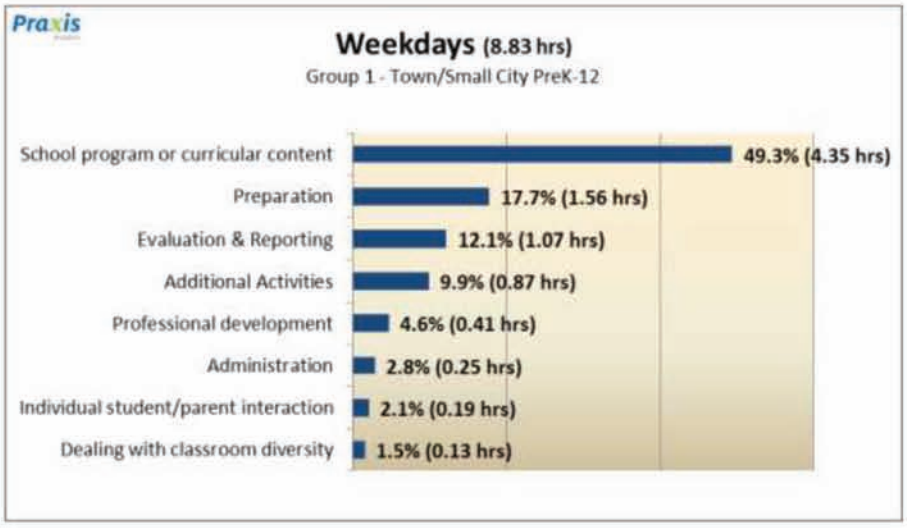


51

Praxis Analytics

Group 1 – Town/Small City PreK-12

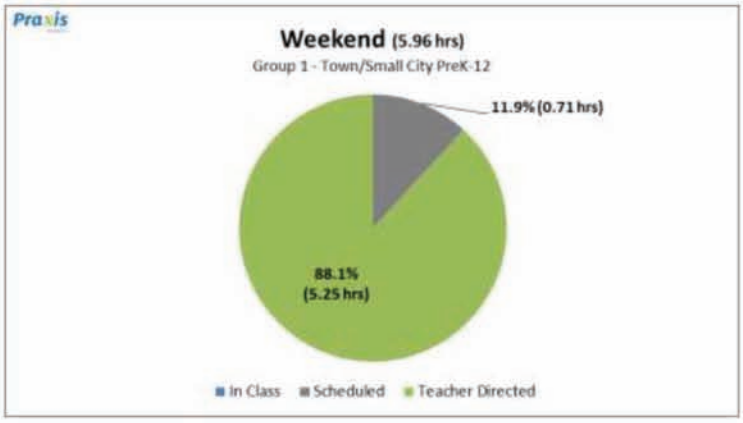


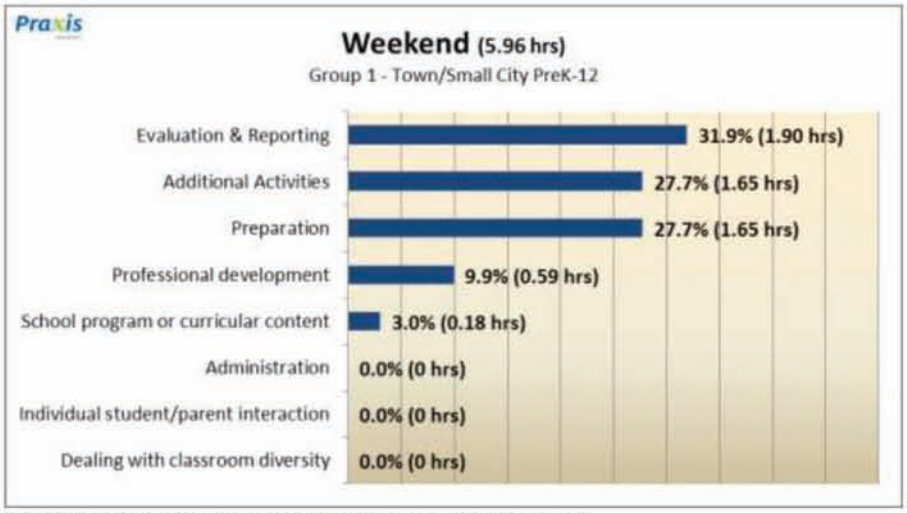


52

Praxis Analytics

Group 1 – Town/Small City PreK-12 (con't)

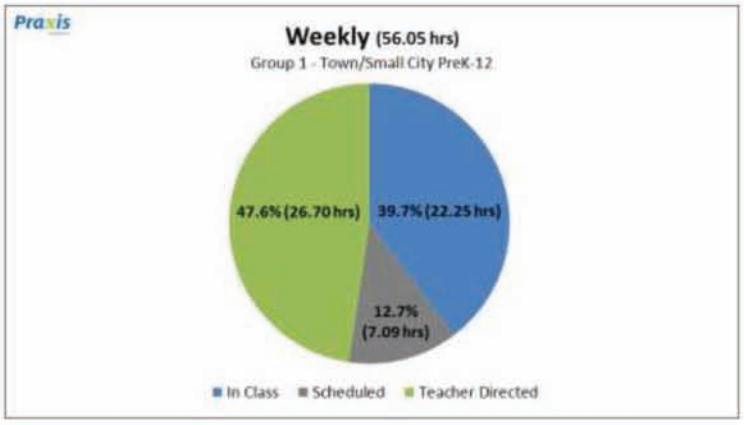


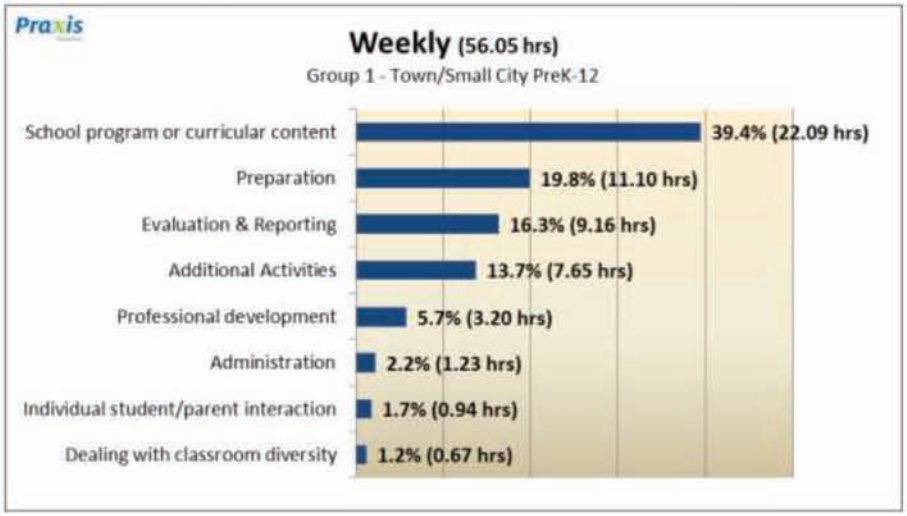


***77% of =p=s worked one hour or more on the weekend**

Praxis Analytics

Group 1 – Town/Small City PreK-12 (con't)

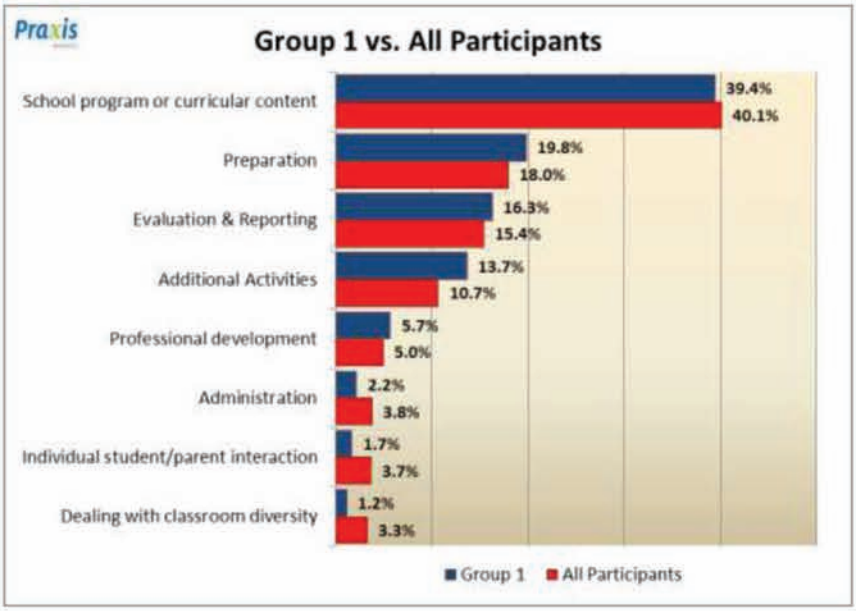




54

Praxis Analytics

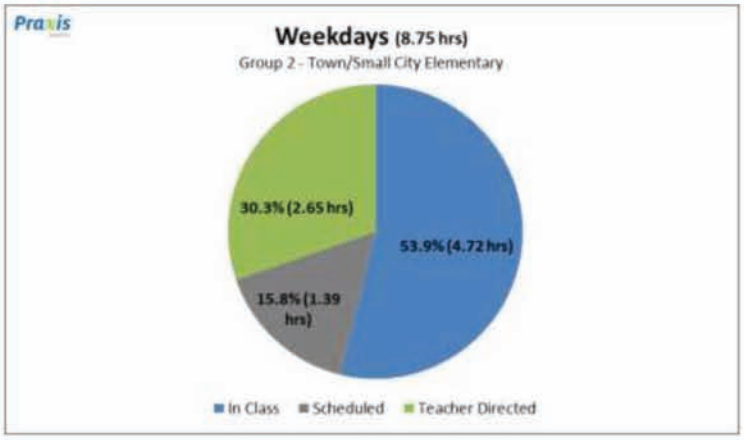
Group 1 – Town/Small City PreK-12 (con't)

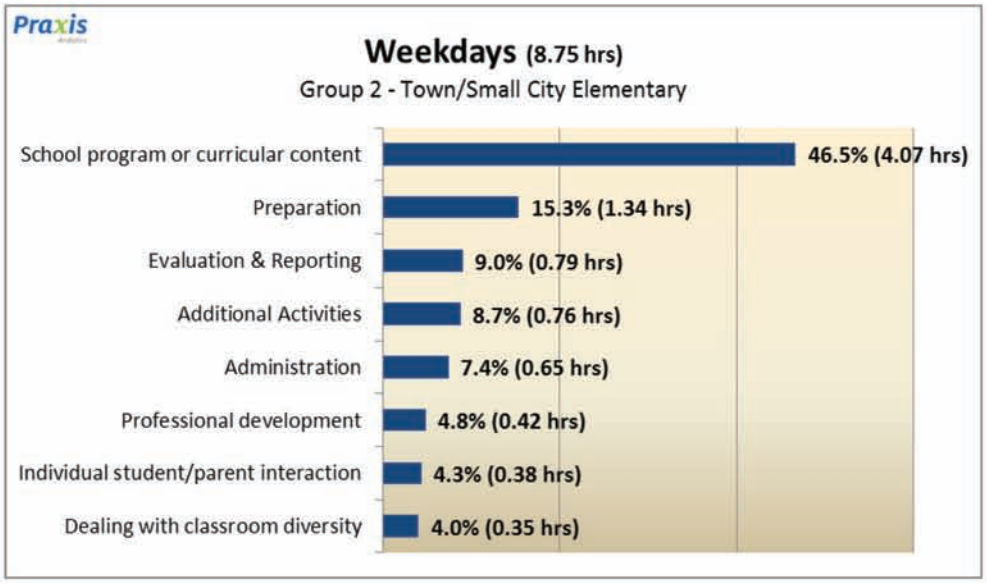


55

Praxis Analytics

Group 2 – Town/Small City Elementary

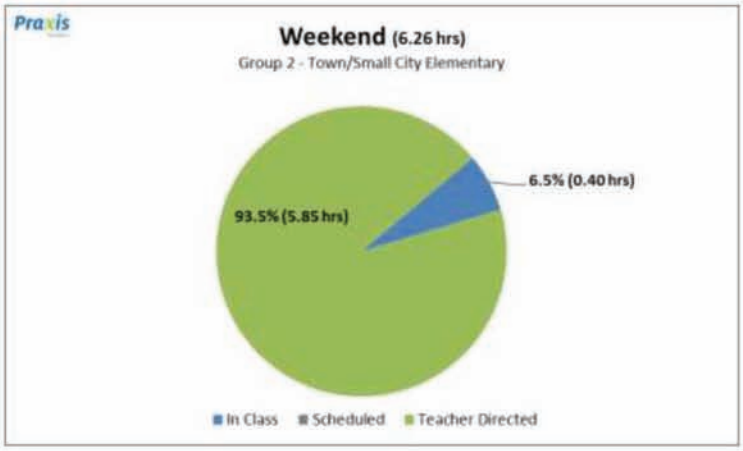


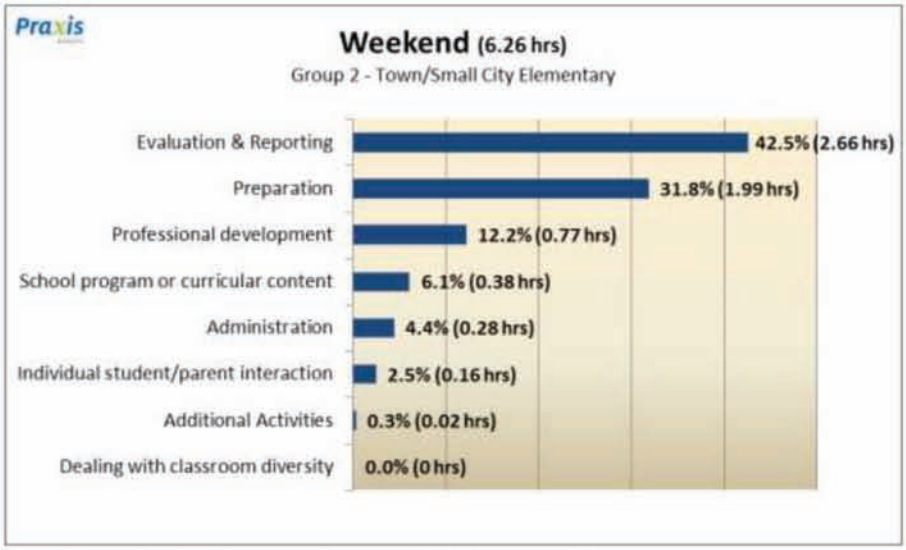


56

Praxis Analytics

Group 2 – Town/Small City Elementary (con't)

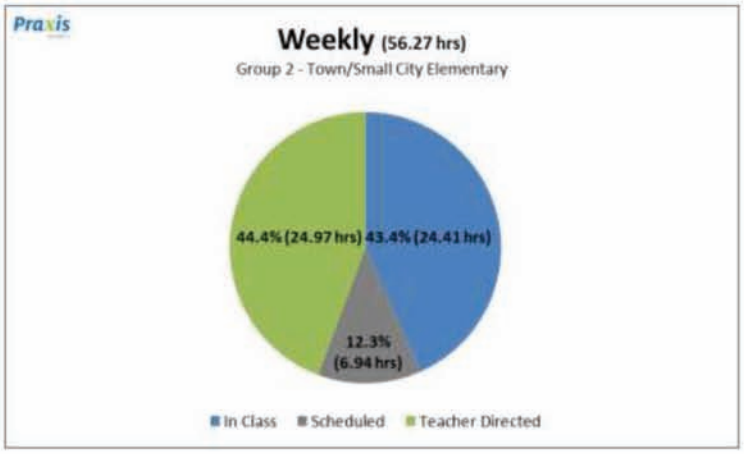


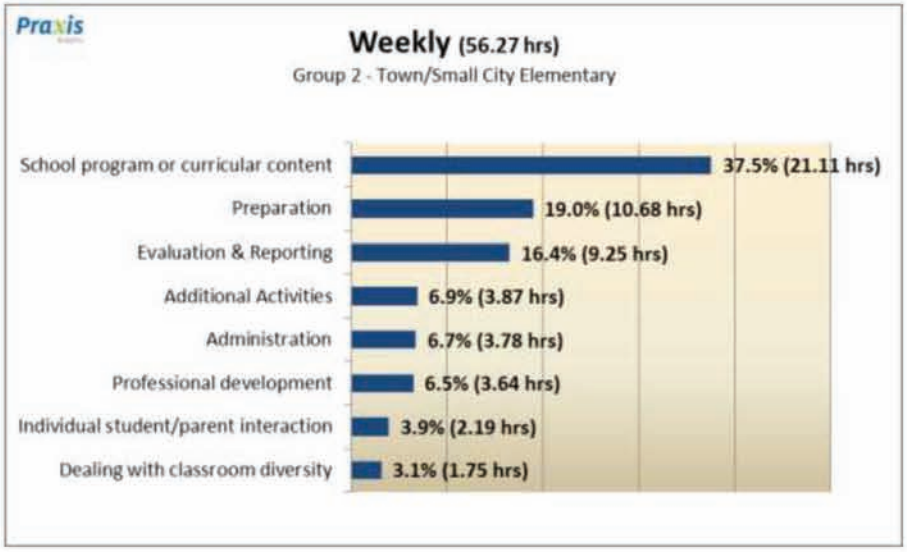


***88% of =p=s worked one hour or more on the weekend**

Praxis Analytics

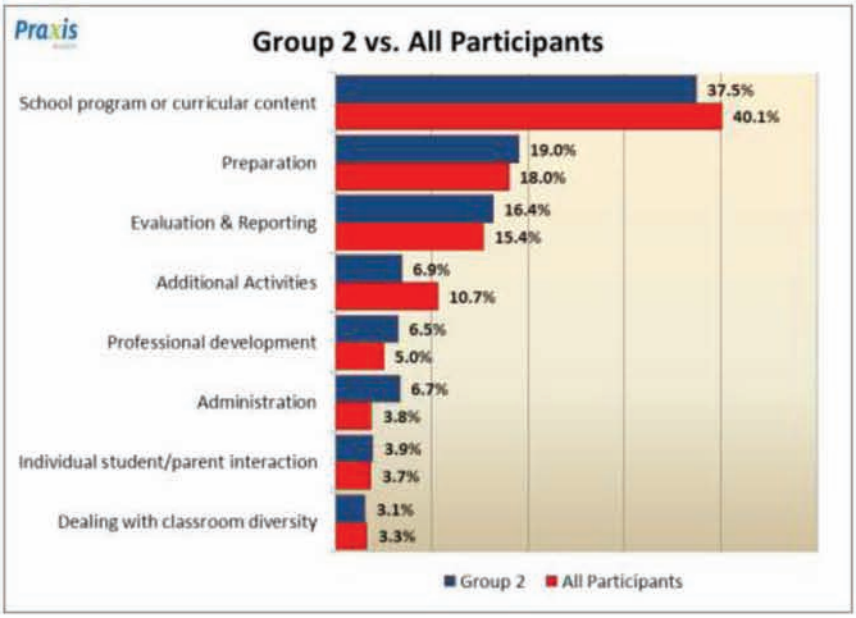
Group 2 – Town/Small City Elementary (con't)





Praxis Analytics

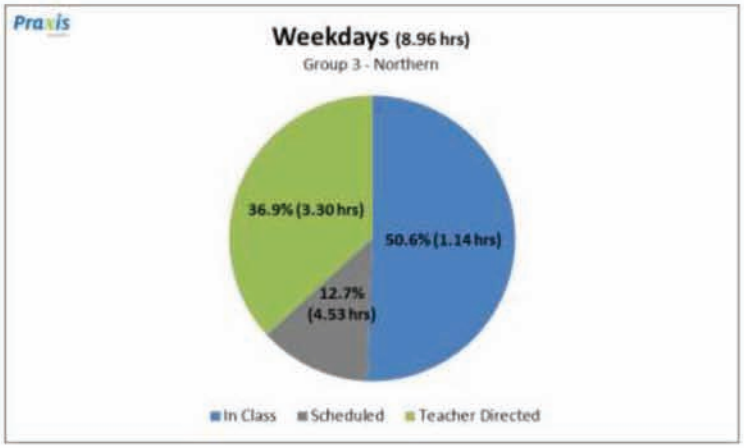
Group 2 – Town/Small City Elementary (con't)

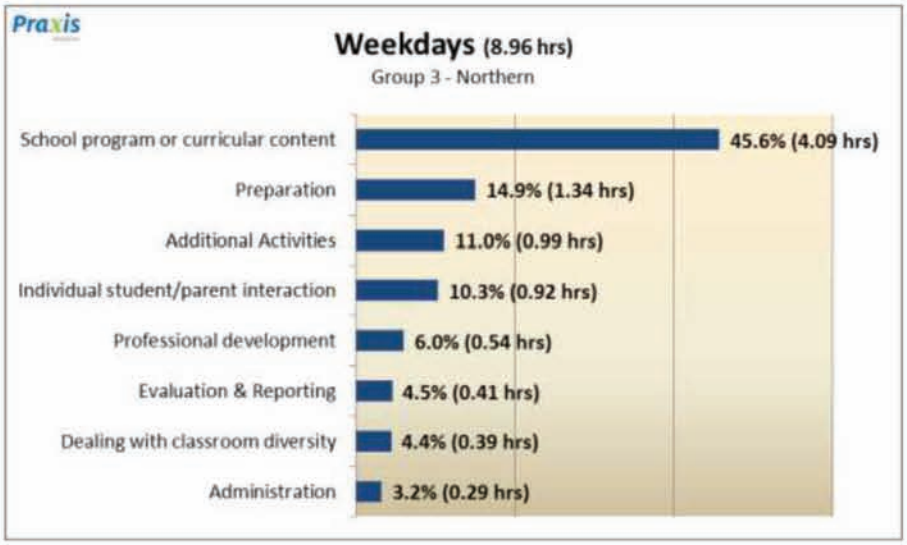


59

Praxis Analytics

Group 3 – Northern PreK-12

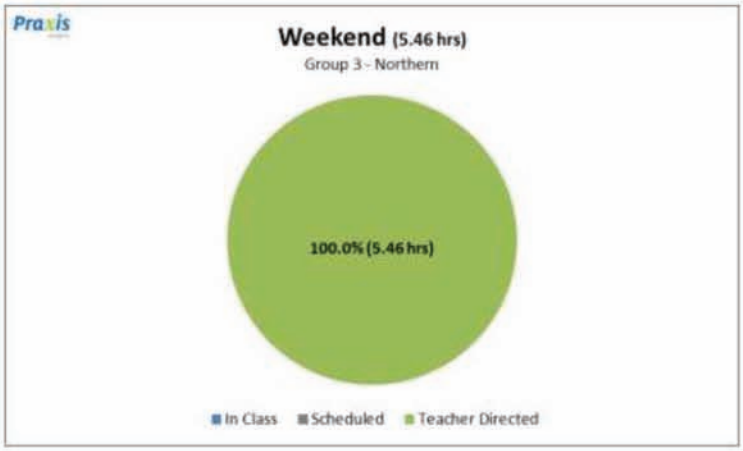


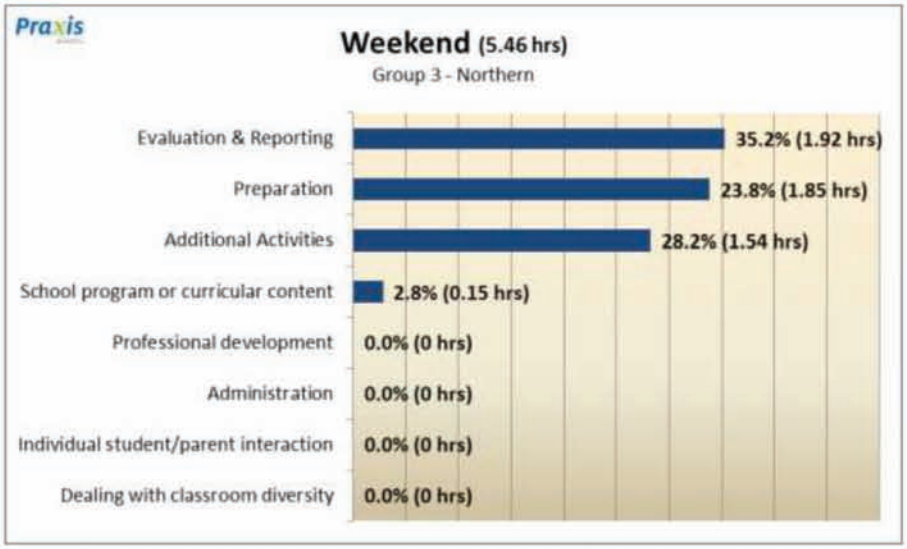


60

Praxis Analytics

Group 3 – Northern PreK-12 (con't)

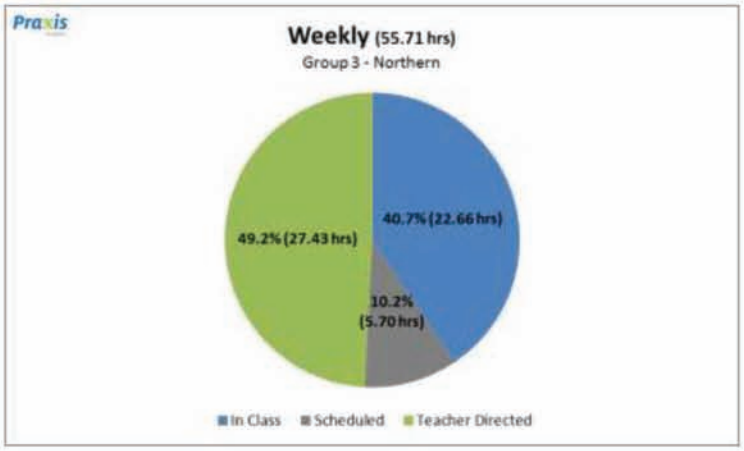


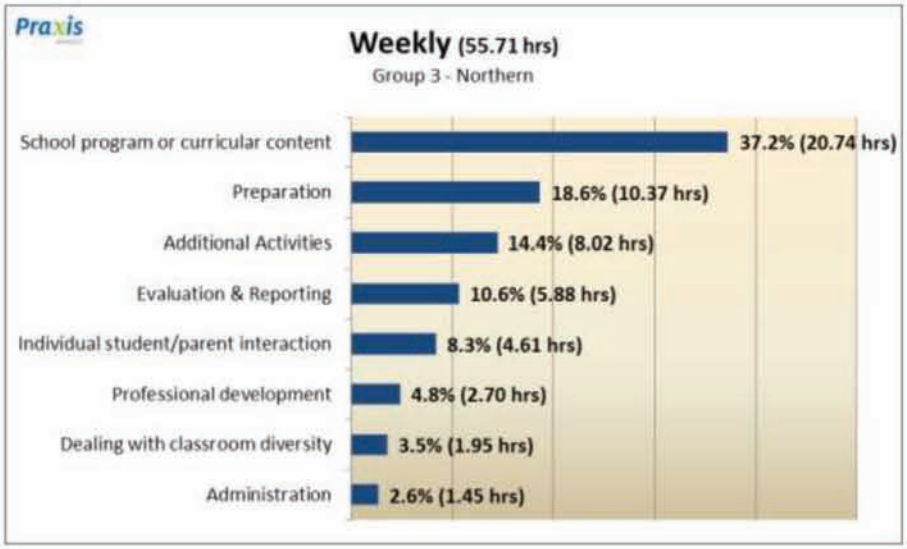


***86% of =p=s worked one hour or more on the weekend**

Praxis Analytics

Group 3 – Northern PreK-12 (con't)

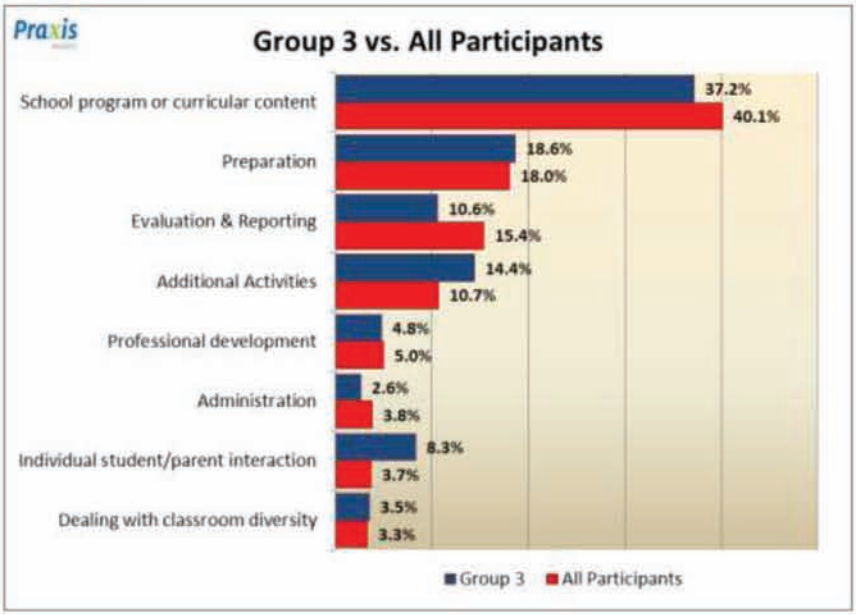




62

Praxis Analytics

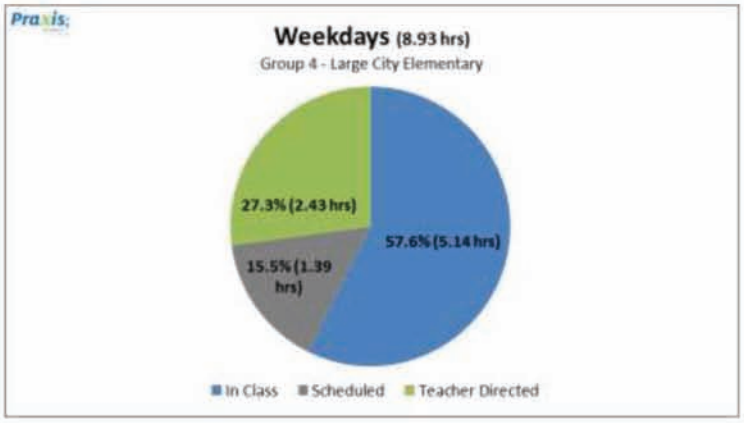
Group 3 – Northern PreK-12 (con't)

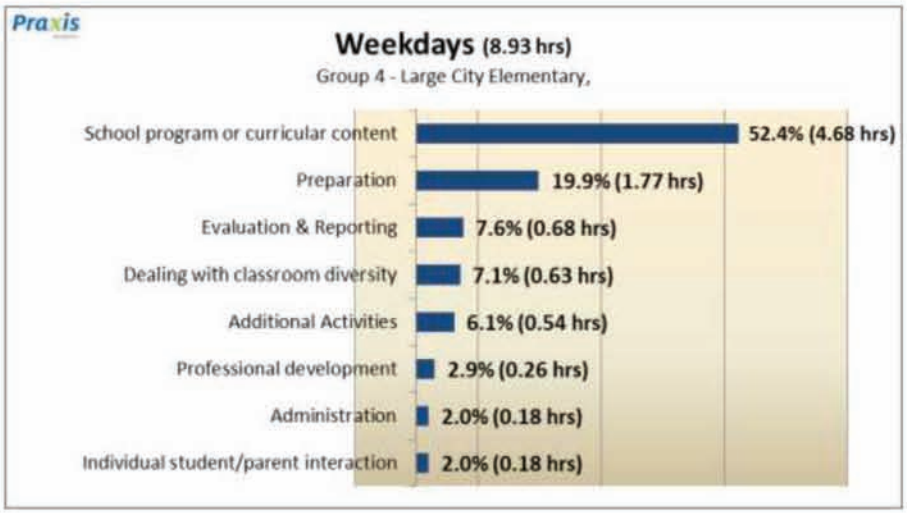


63

Praxis Analytics

Group 4 – Large City Elementary

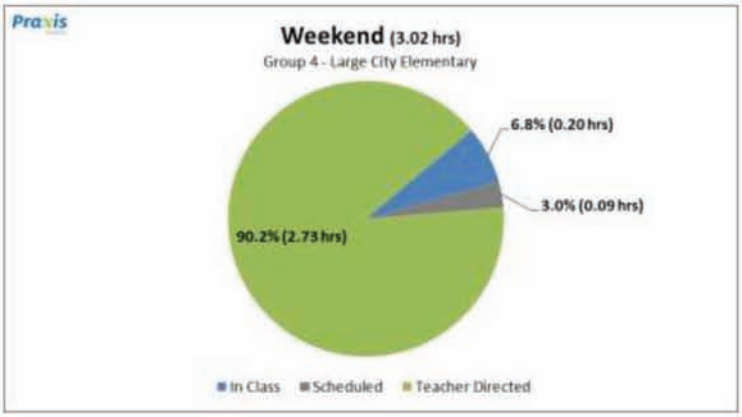


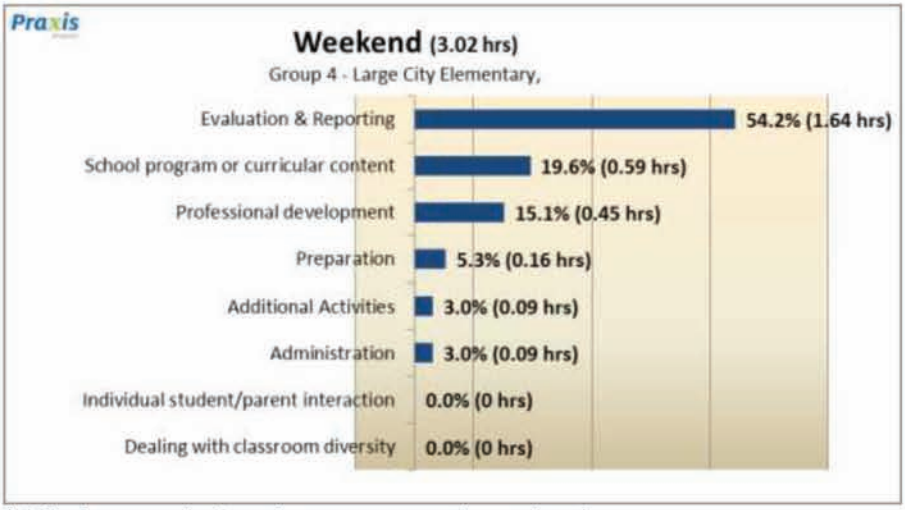


64

Praxis Analytics

Group 4 – Large City Elementary (con't)



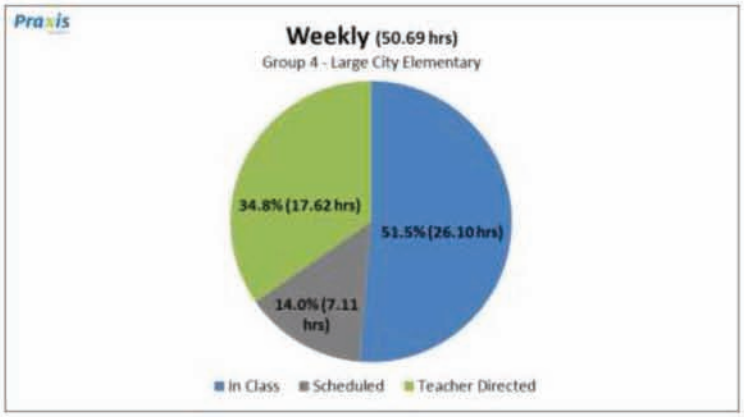


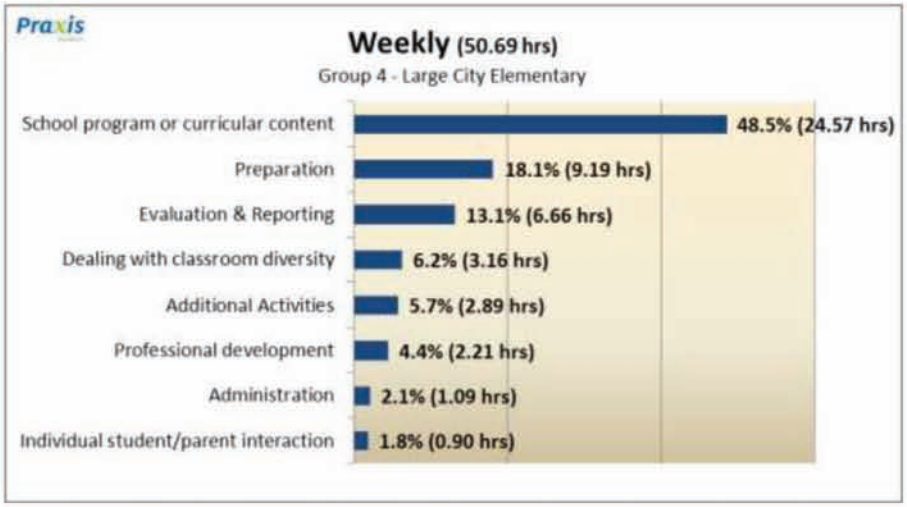
***73% of =p=s worked one hour or more on the weekend**

65

Praxis Analytics

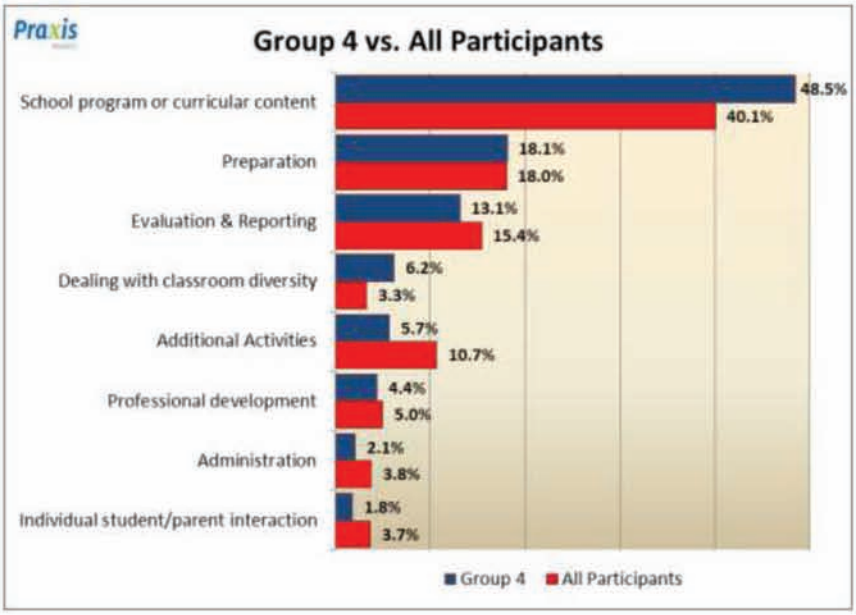
Group 4 – Large City Elementary (con't)





Praxis Analytics

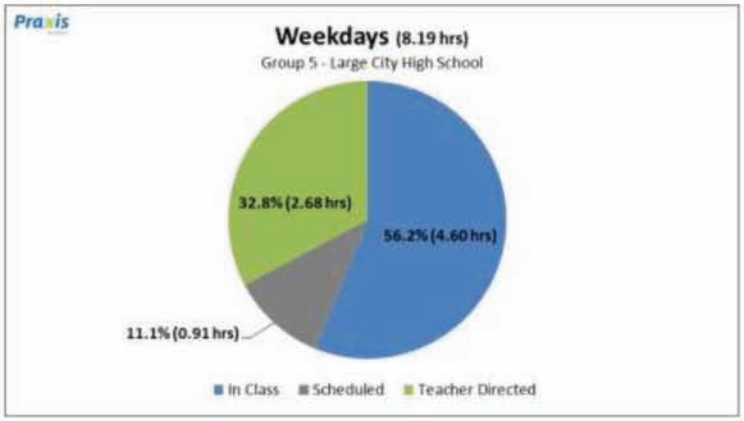
Group 4 – Large City Elementary (con't)

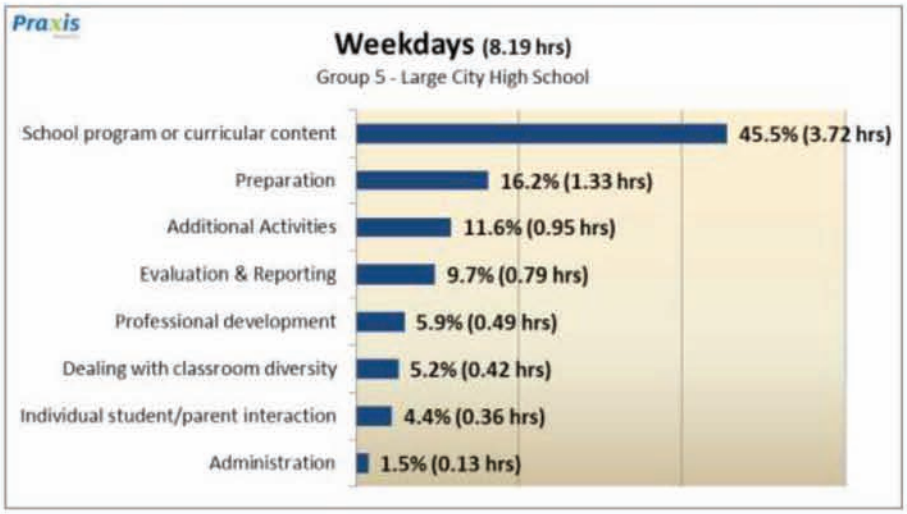


67

Praxis Analytics

Group 5 – Large City High School

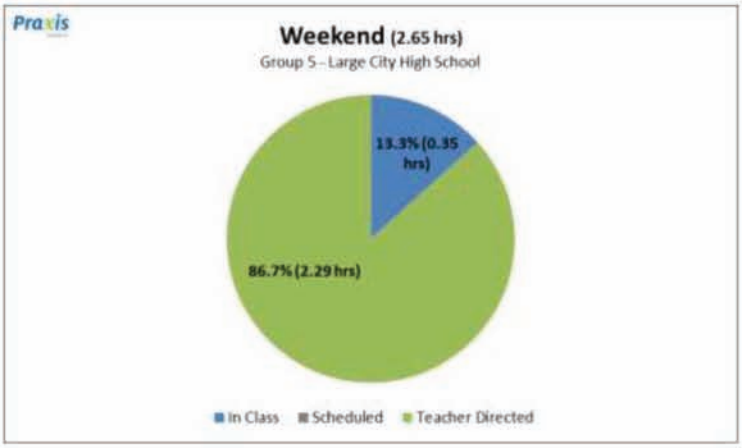


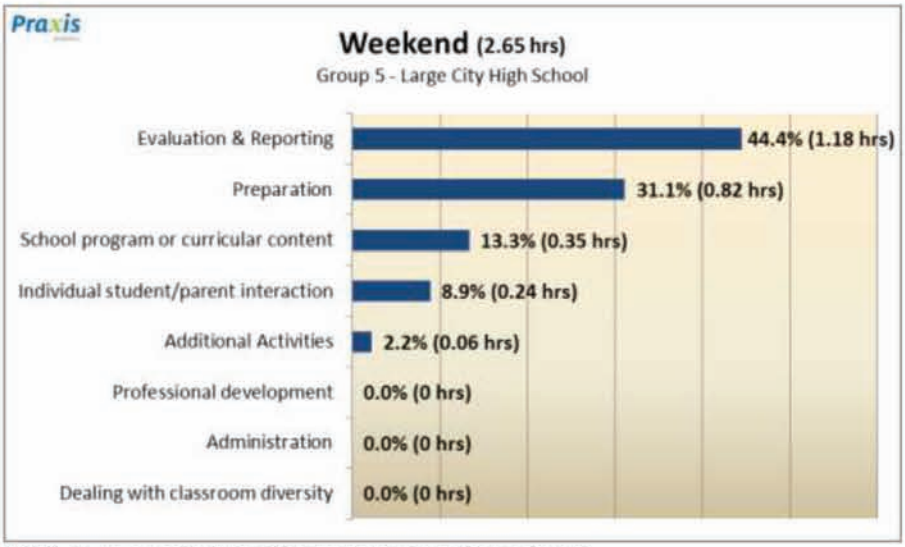


68

Praxis Analytics

Group 5 – Large City High School (con't)

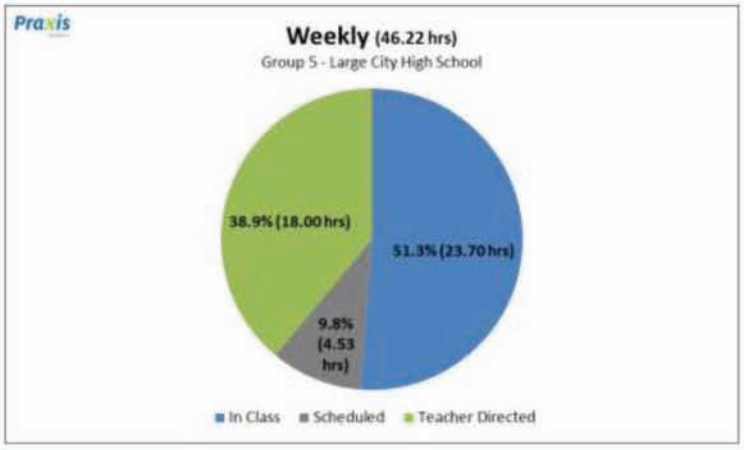


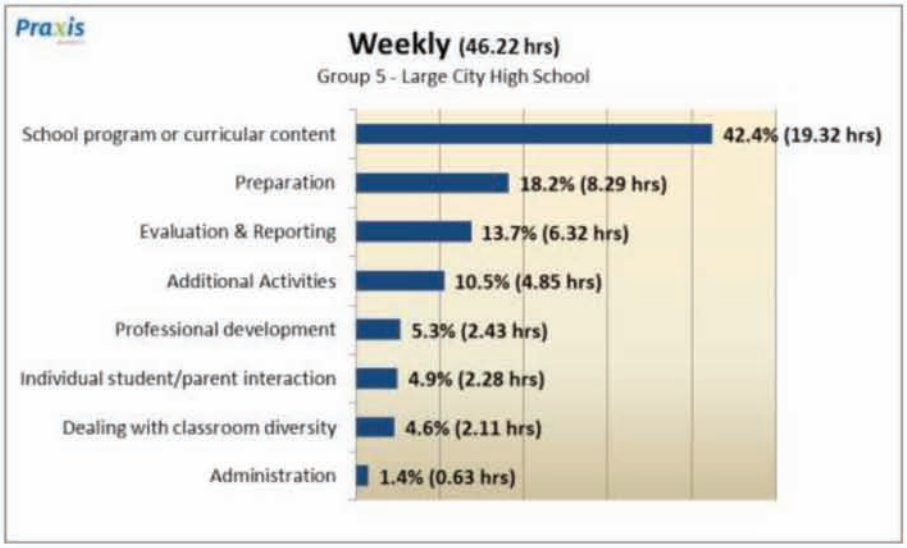


***67% of =p=s worked one hour or more on the weekend**

Praxis Analytics

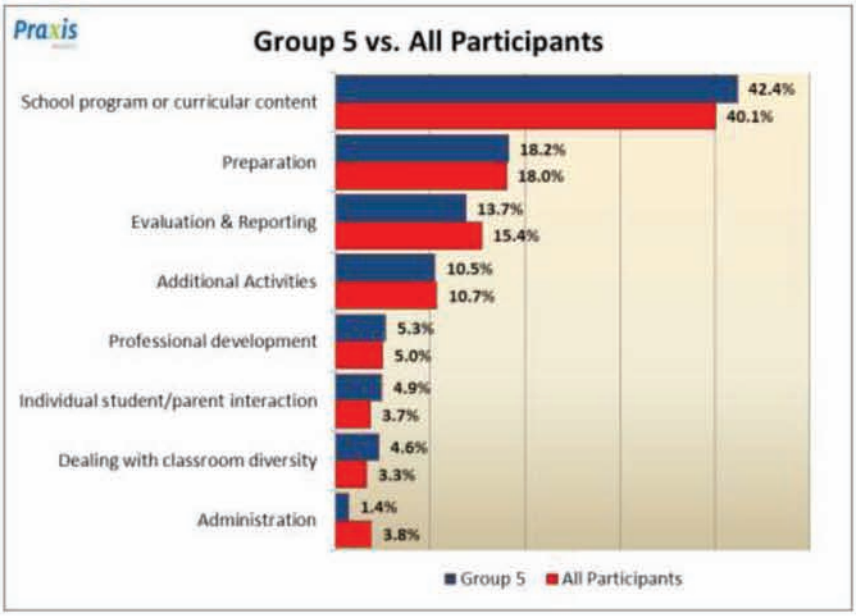
Group 5 – Large City High School (con't)





Praxis Analytics

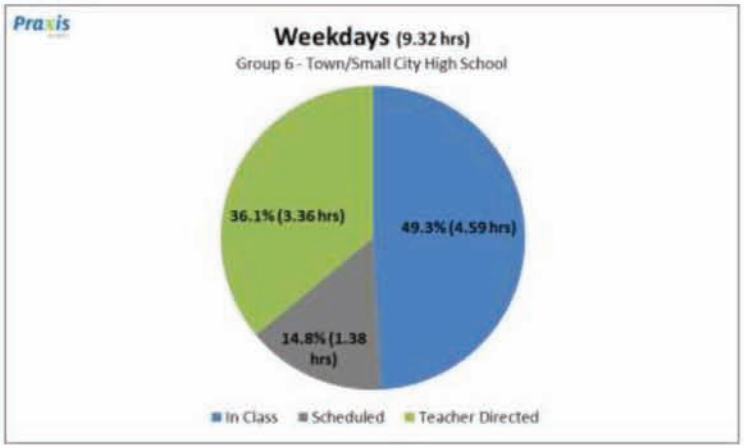
Group 5 – Large City High School (con't)

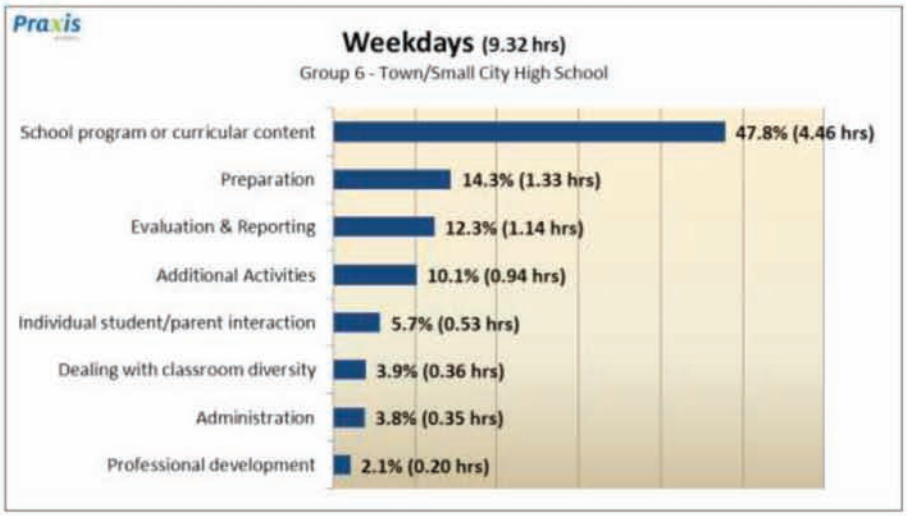


71

Praxis Analytics

Group 6 – Town/Small City High School

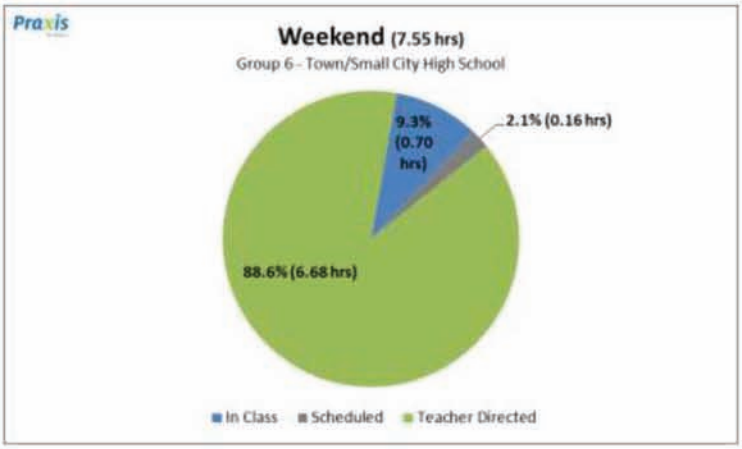


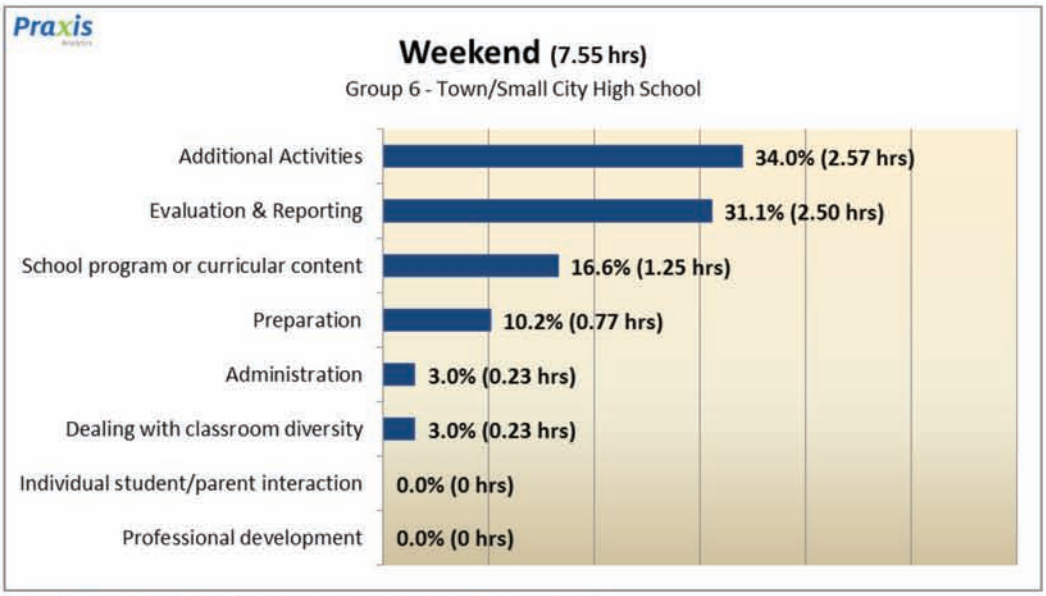


72

Praxis Analytics

Group 6 – Town/Small City High School (con't)

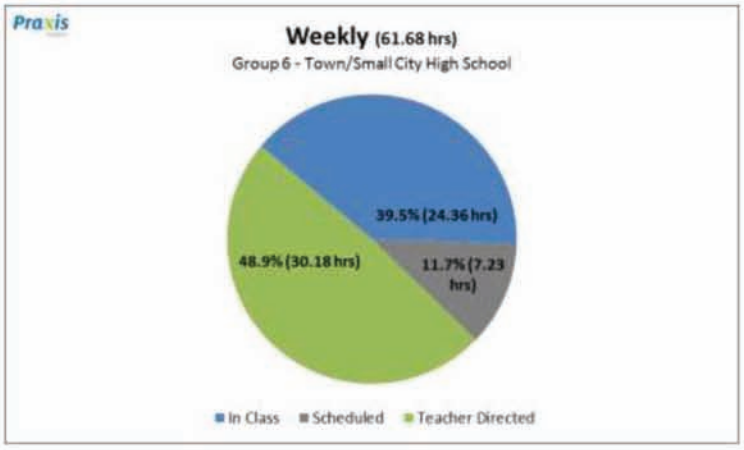


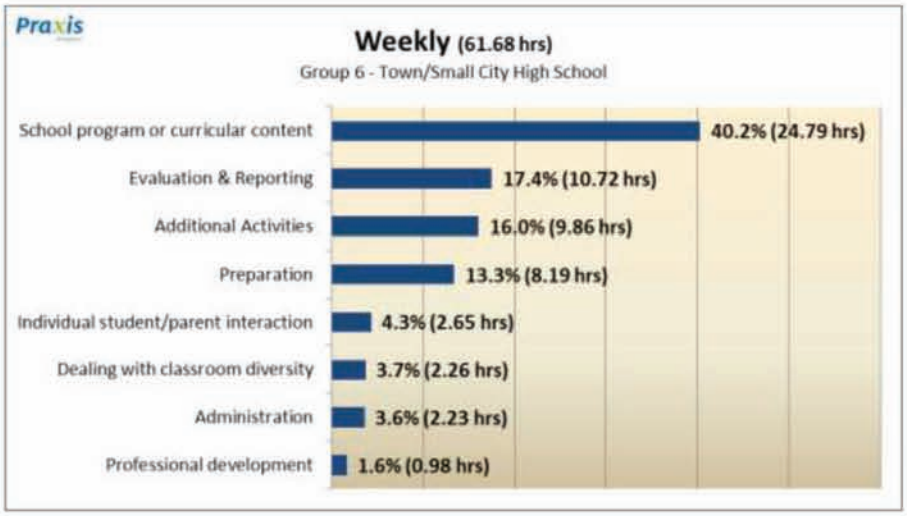


***100% of =p=s worked one hour or more on the weekend**

Praxis Analytics

Group 6 – Town/Small City High School (con't)

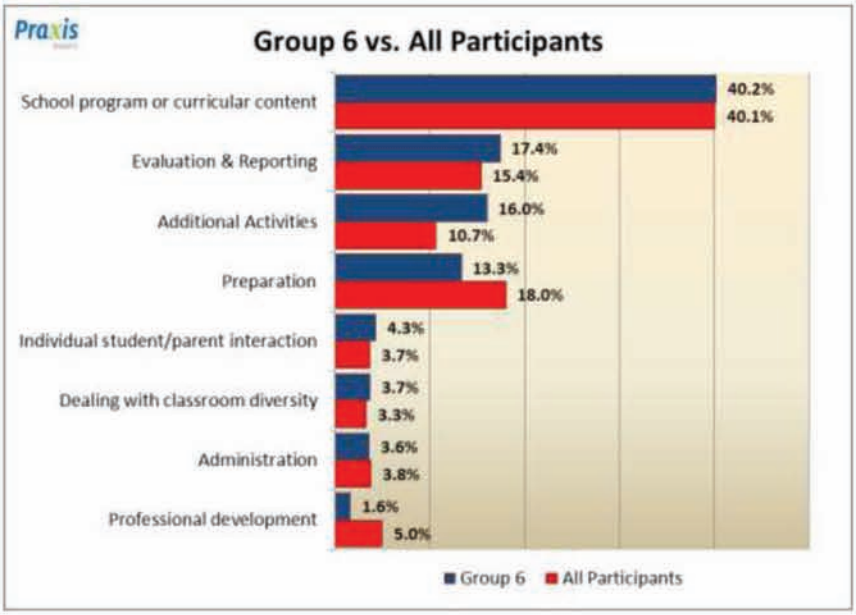




74

Praxis Analytics

Group 6 – Town/Small City High School (con't)

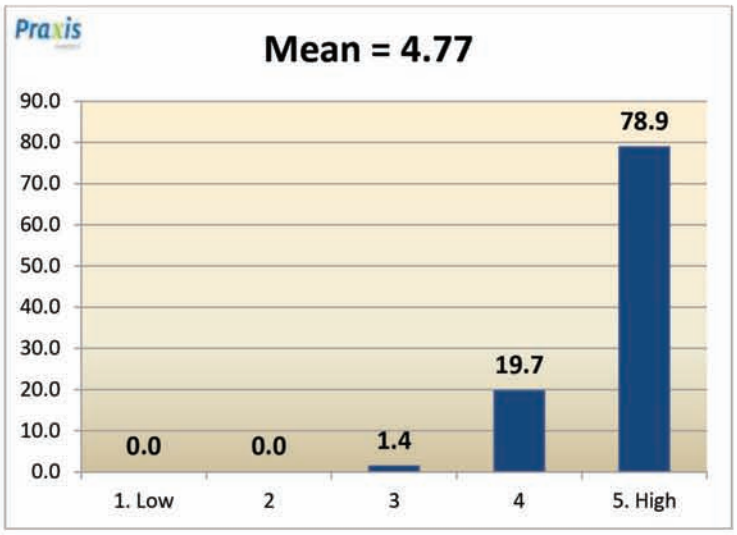


75

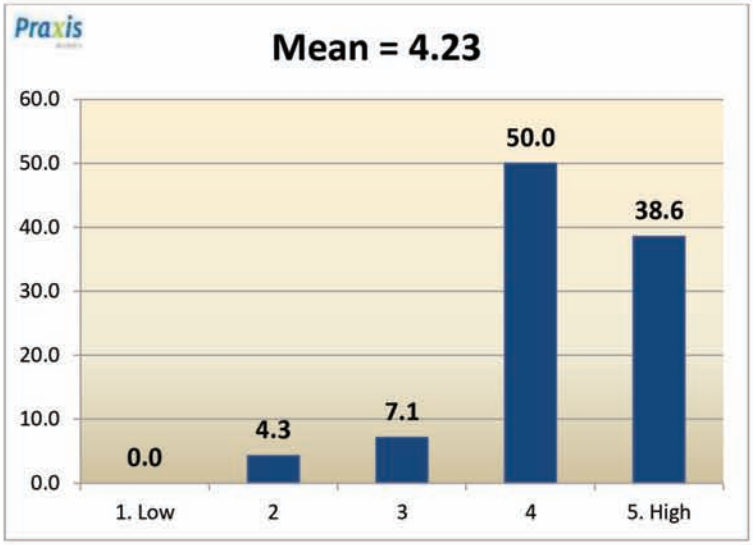
Praxis Analytics

Appendix E
Results of Activity Rating Questions

1a. Teaching time: Positive Impact



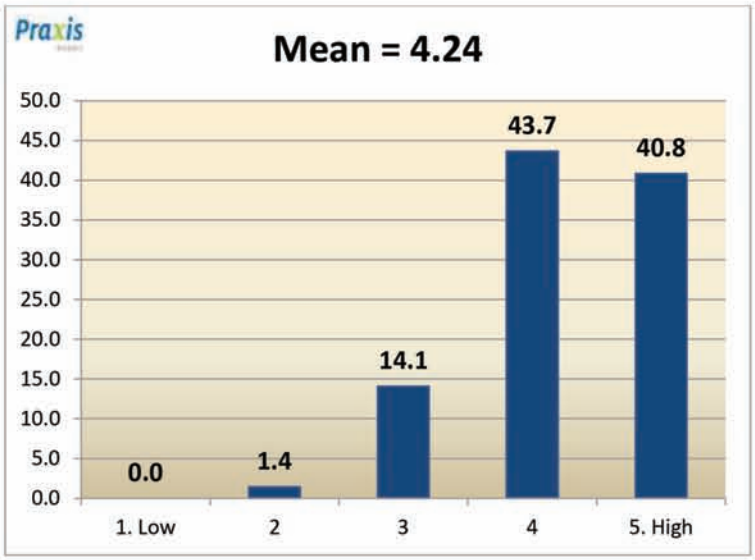
1b. Teaching time: Professional Judgment



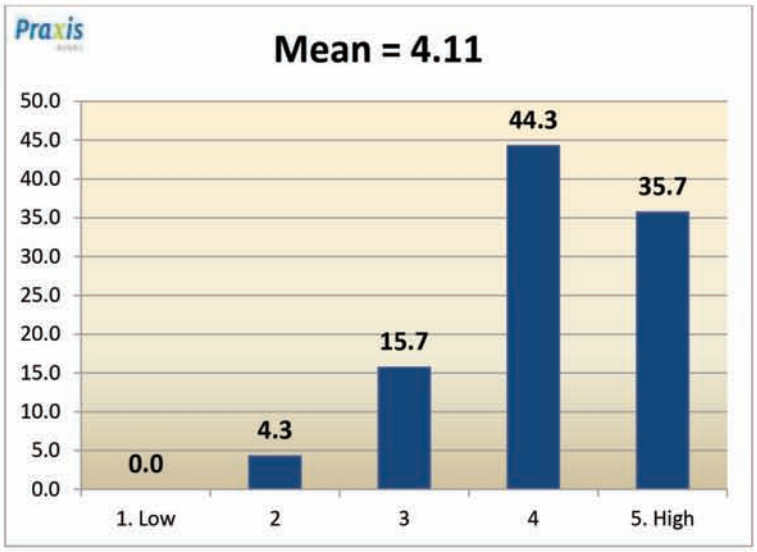
76

Praxis Analytics

2a. In-class evaluation/assessment: Positive Impact



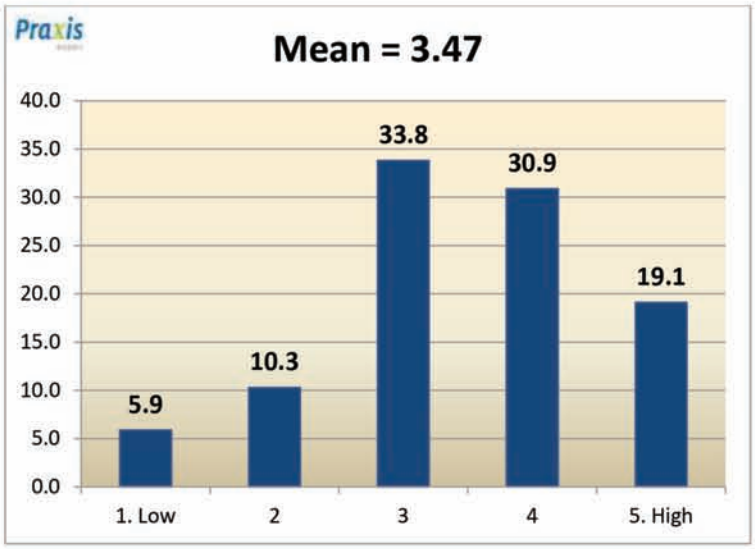
2b. In-class evaluation/assessment: Professional Judgment



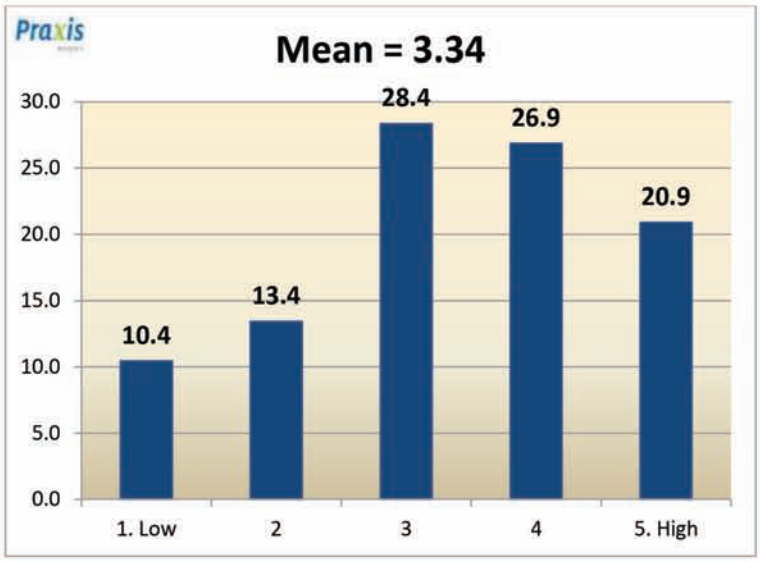
77

Praxis Analytics

3a. Parent-teacher conferences: Positive Impact



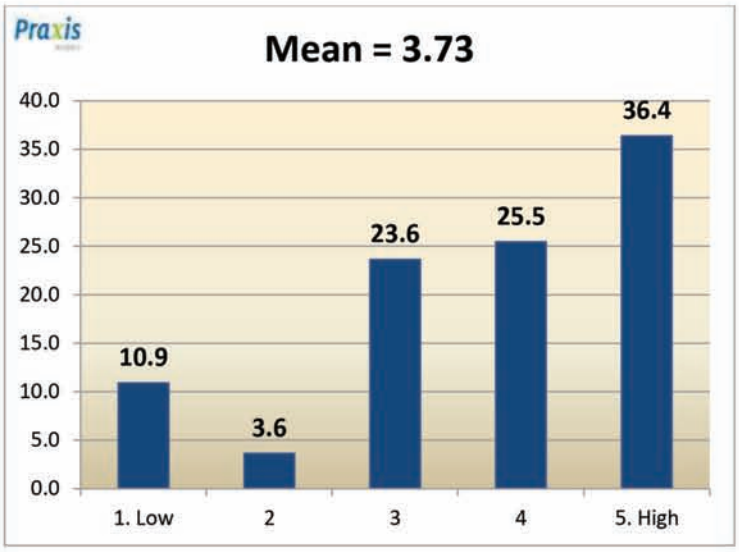
3b. Parent-teacher conferences: Professional Judgment



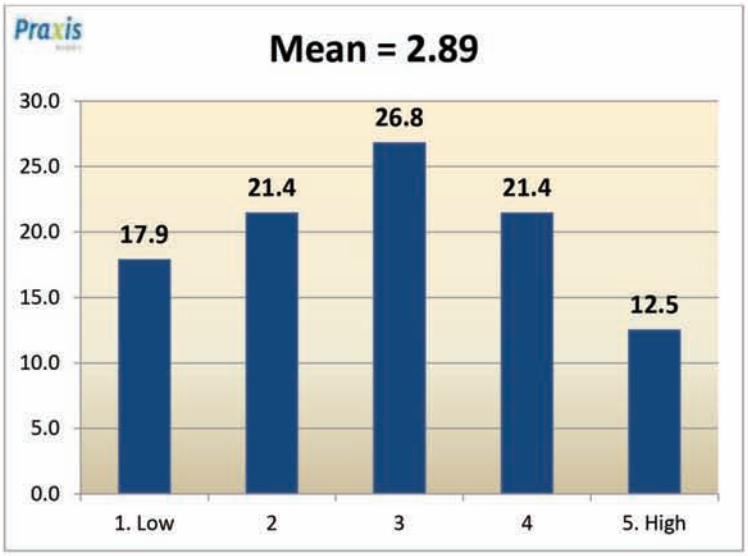
78

Praxis Analytics

4a. Health-related: Positive Impact



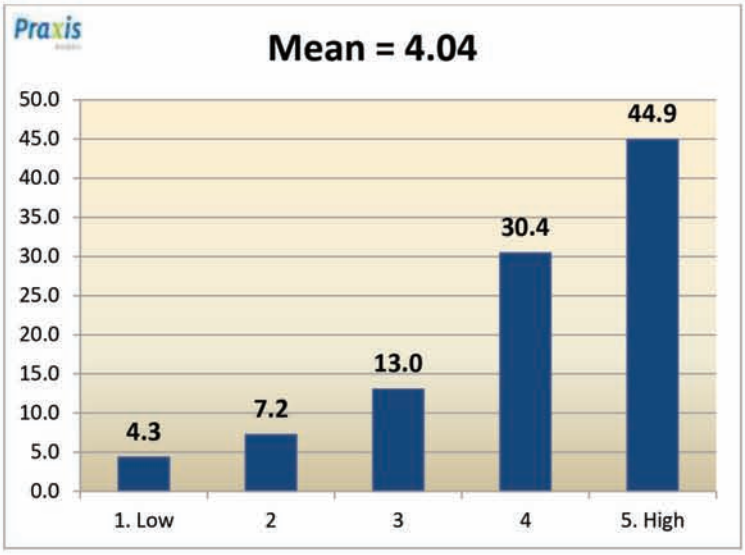
4b. Health-related: Professional Judgment



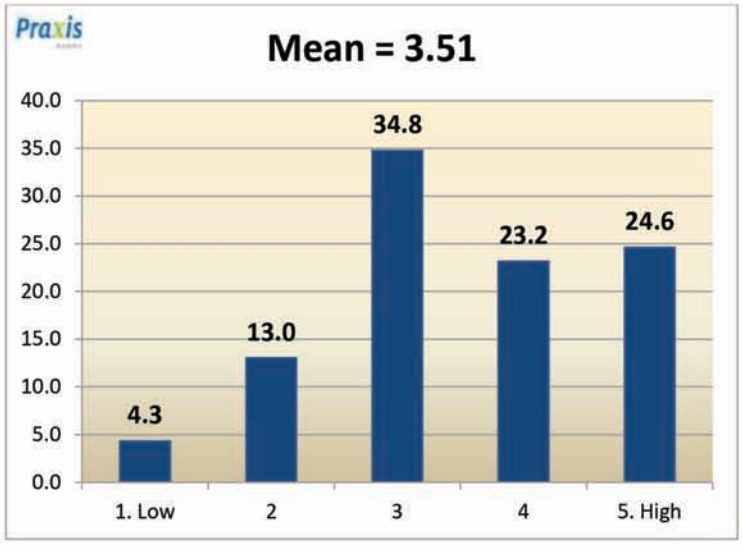
79

Praxis Analytics

5a. Behaviour-related: Positive Impact



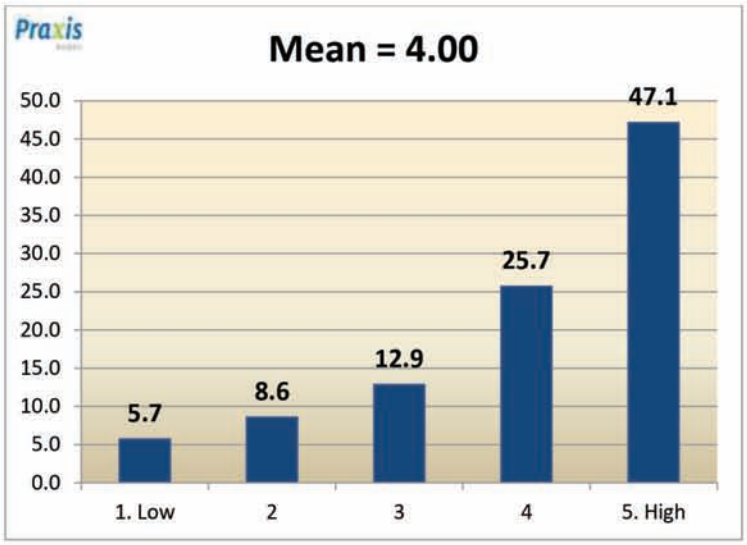
5b. Behaviour-related: Professional Judgment



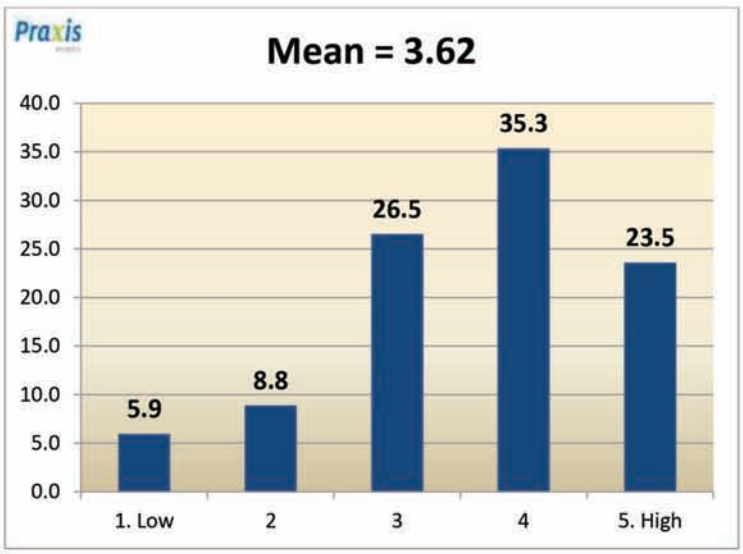
80

Praxis Analytics

6a. Individual student well-being: Positive Impact



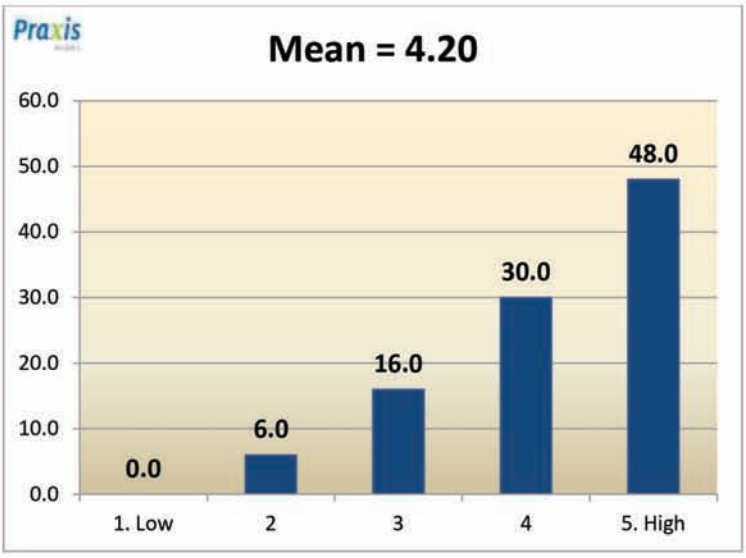
6b. Individual student well-being: Professional Judgment



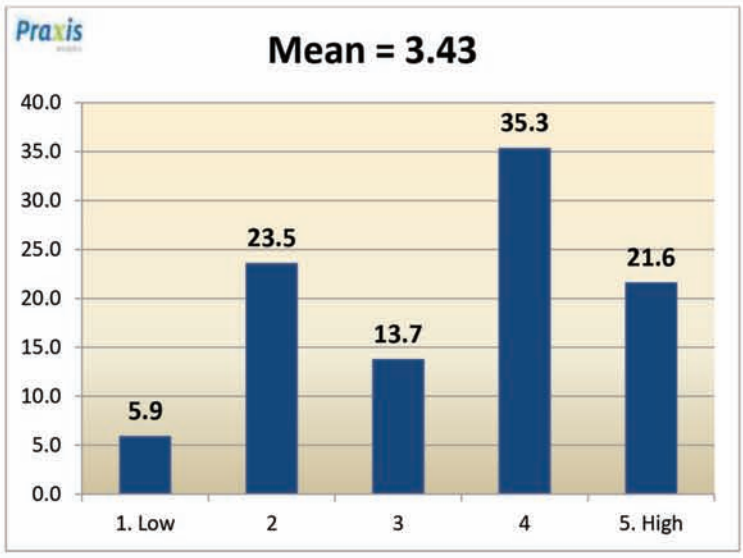
81

Praxis Analytics

7a. Language-related: Positive Impact



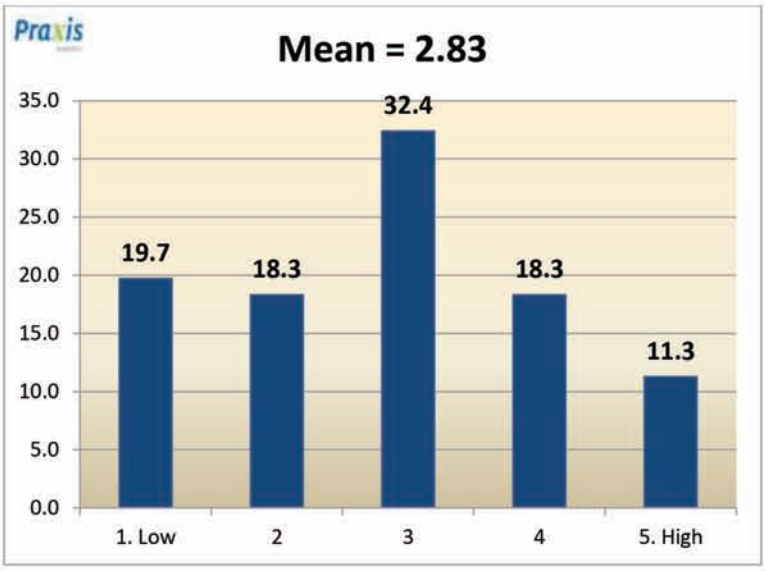
7b. Language-related: Professional Judgment



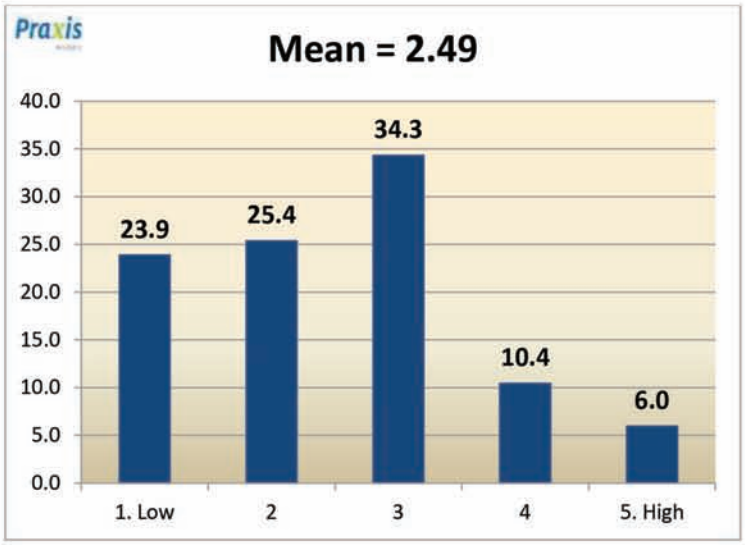
82

Praxis Analytics

8a. Board PD opportunities: Positive Impact



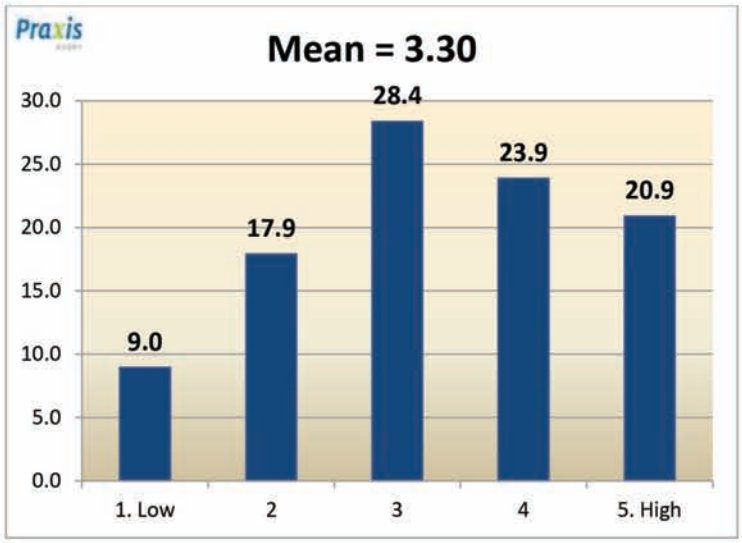
8b. Board PD opportunities: Professional Judgment



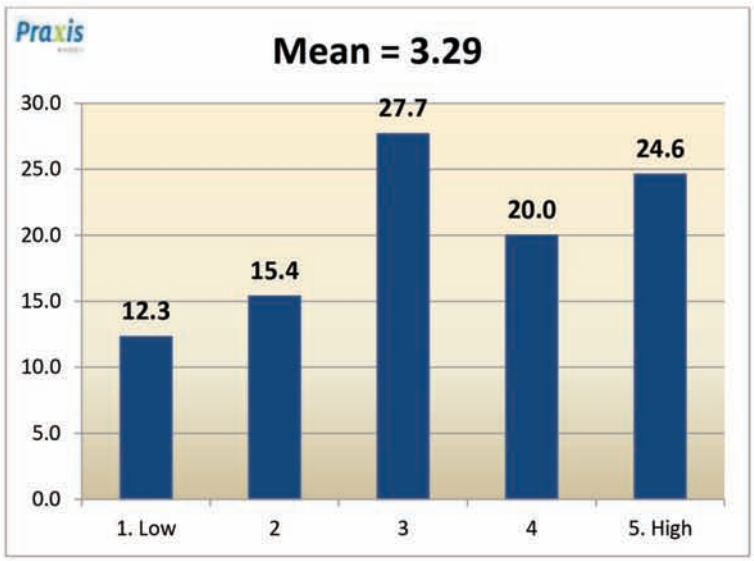
83

Praxis Analytics

9a. Personal PD opportunities: Positive Impact



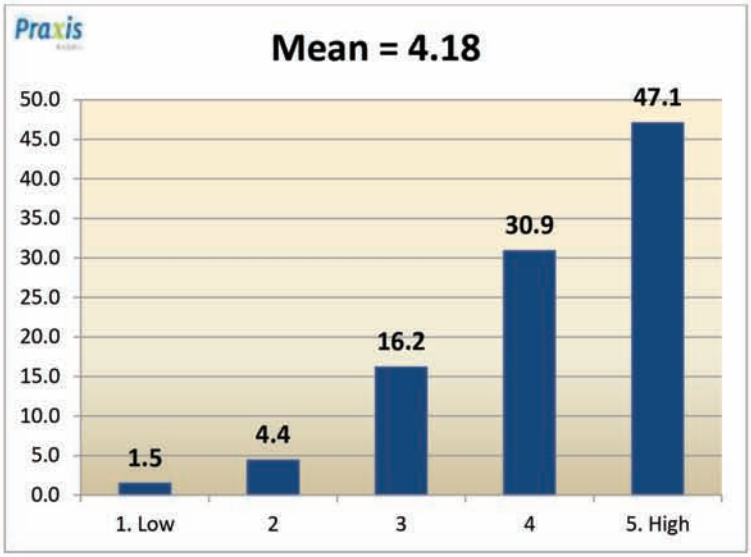
9b. Personal PD opportunities: Professional Judgment



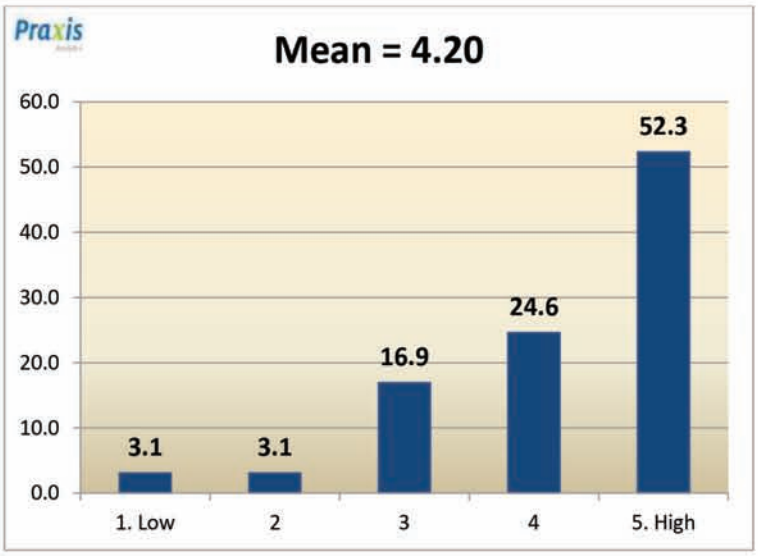
84

Praxis Analytics

10a. Personal PD - other: Positive Impact



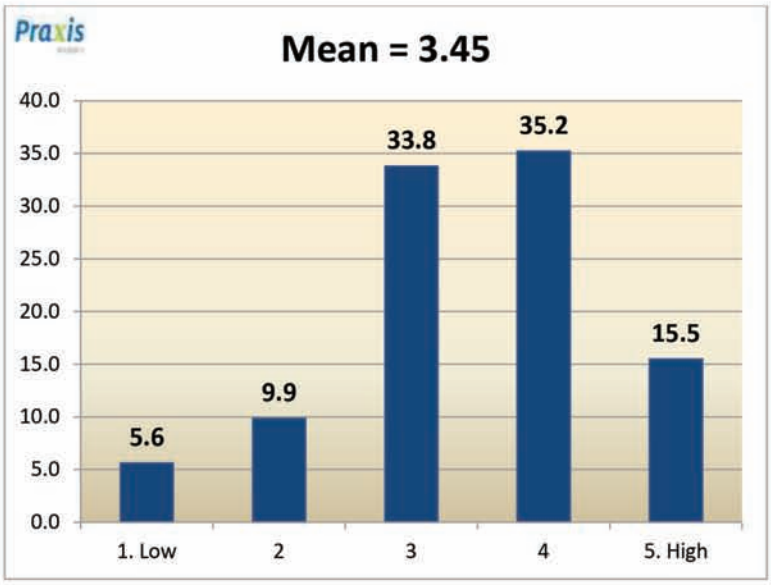
10b. Personal PD - other: Professional Judgment



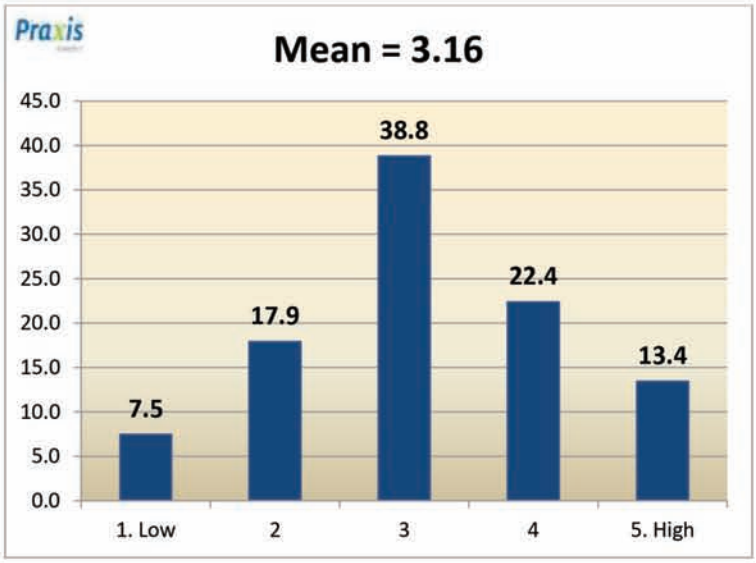
85

Praxis Analytics

11a. PD format - conference/workshop: Positive Impact



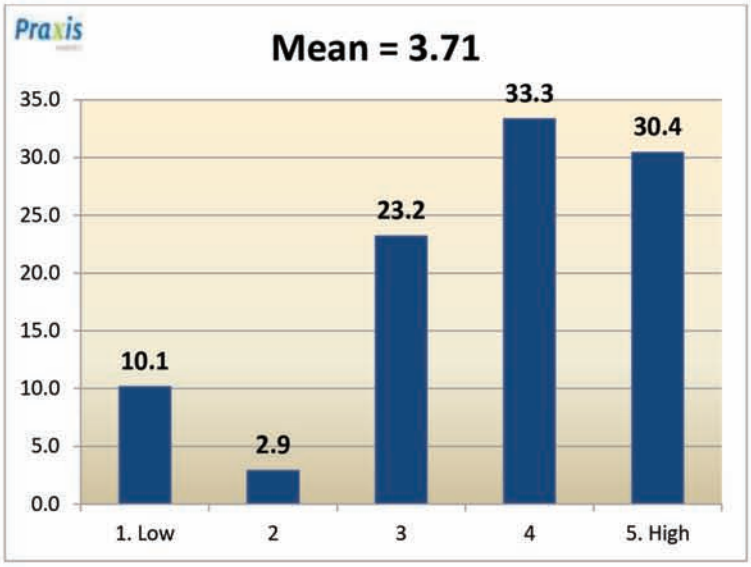
11b. PD format - conference/workshop: Professional Judgment



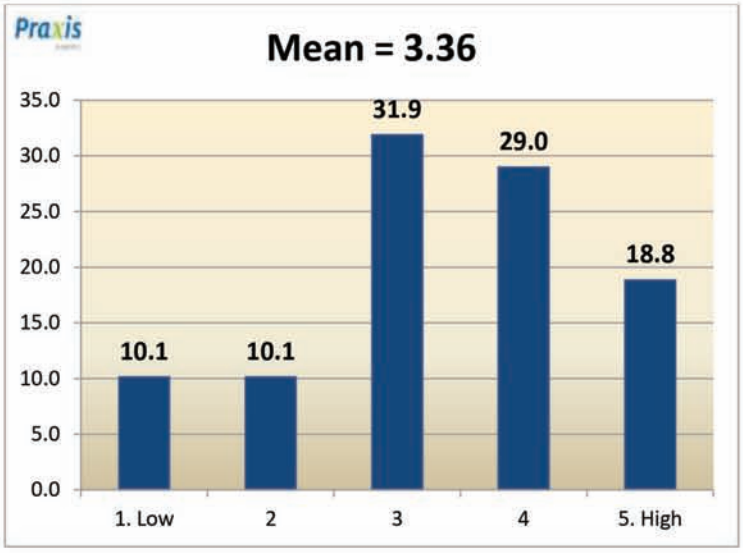
86

Praxis Analytics

12a. PD format - school directed small group: Positive Impact



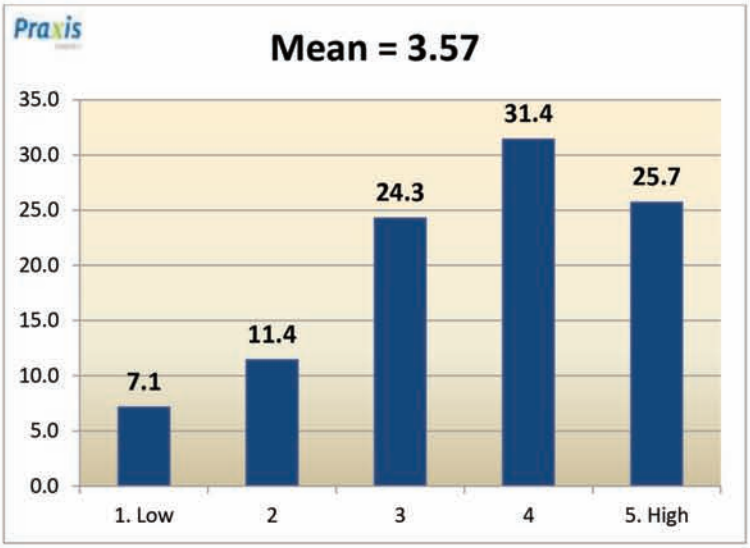
12b. PD format - school directed small group: Professional Judgment



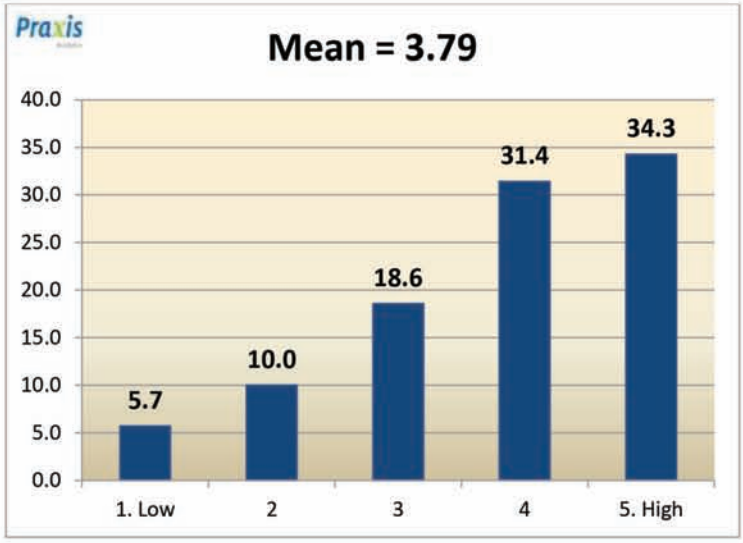
87

Praxis Analytics

13a. PD format - self-directed: Positive Impact



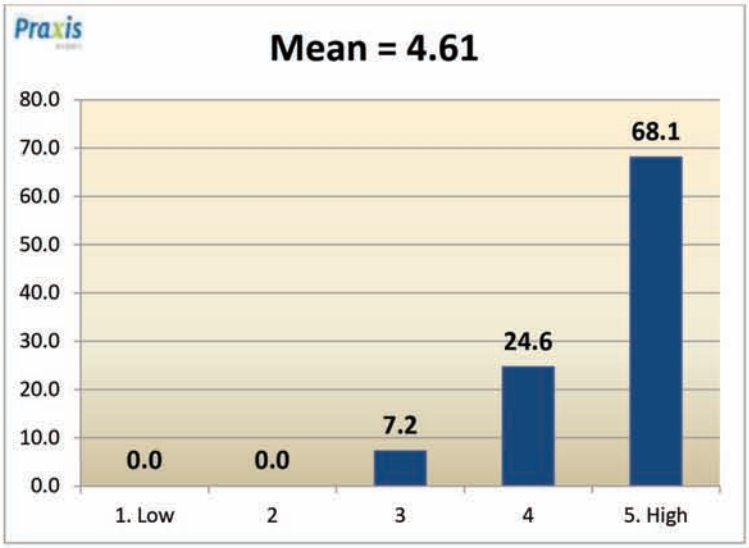
13b. PD format - self-directed: Professional Judgment



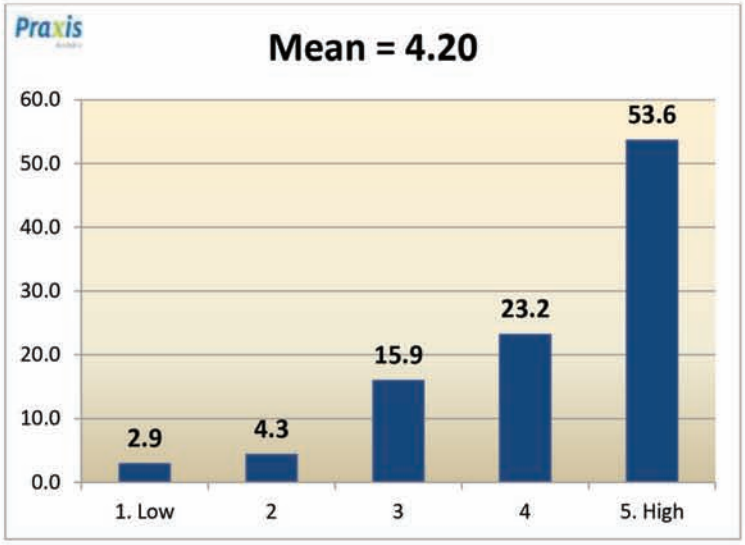
88

Praxis Analytics

14a. Unit & lesson planning: Positive Impact



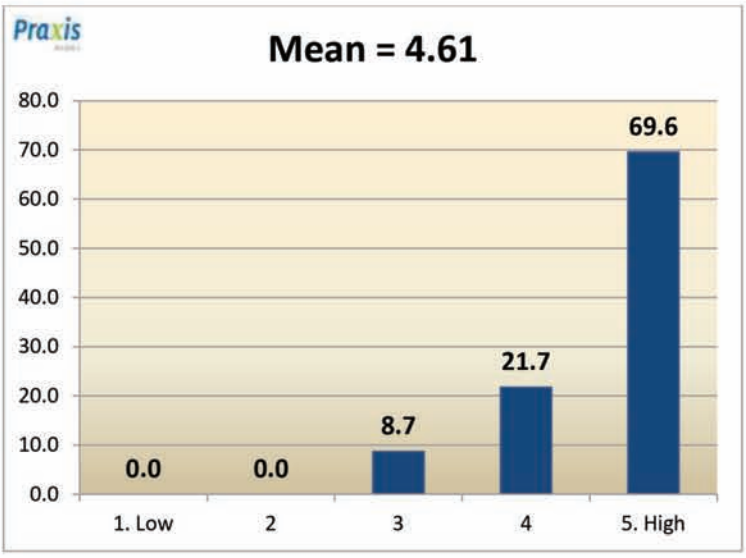
14b. Unit & lesson planning: Professional Judgment



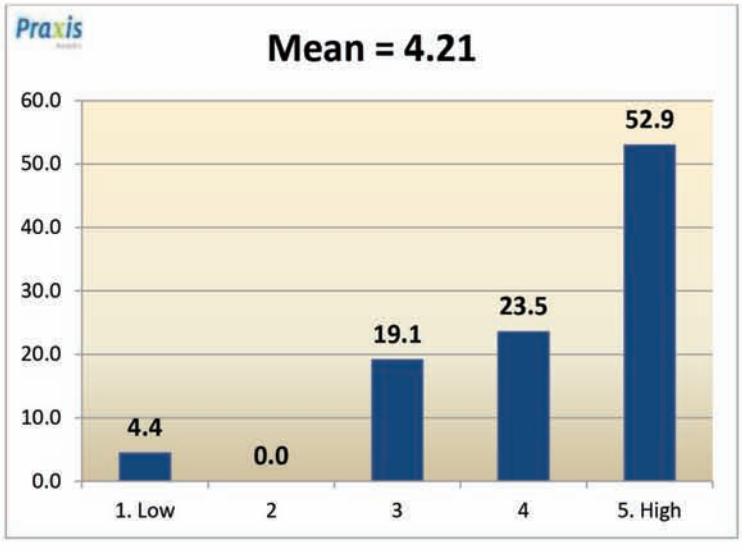
89

Praxis Analytics

15a. Preparation for classroom events: Positive Impact



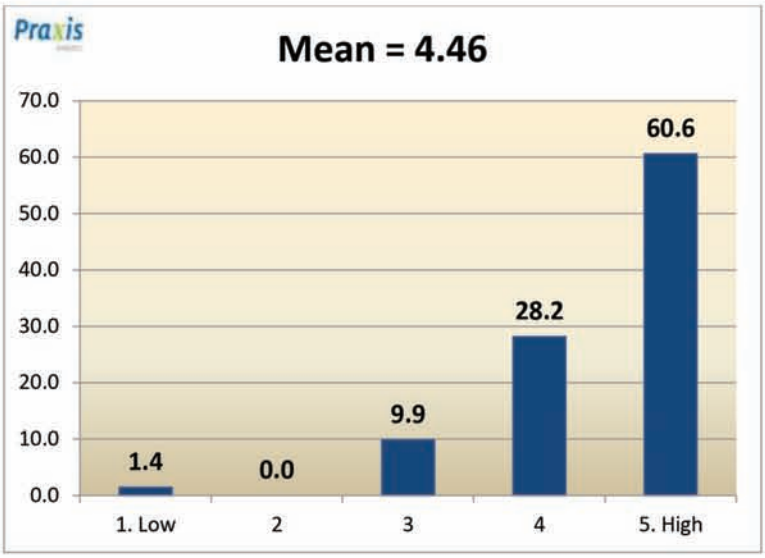
15b. Preparation for classroom events: Professional Judgment



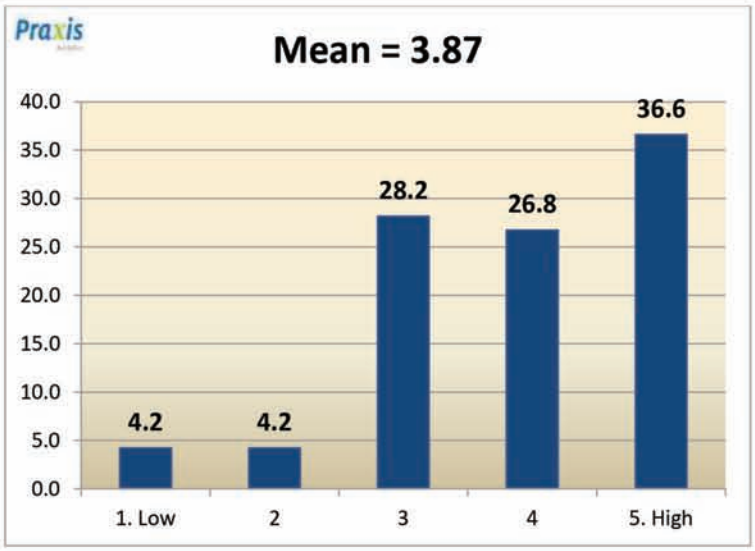
90

Praxis Analytics

16a. Gathering resources: Positive Impact



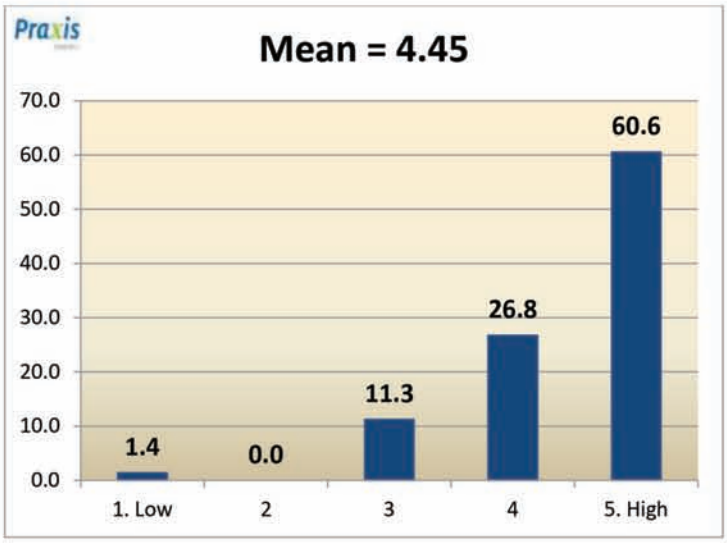
16b. Gathering resources: Professional Judgment



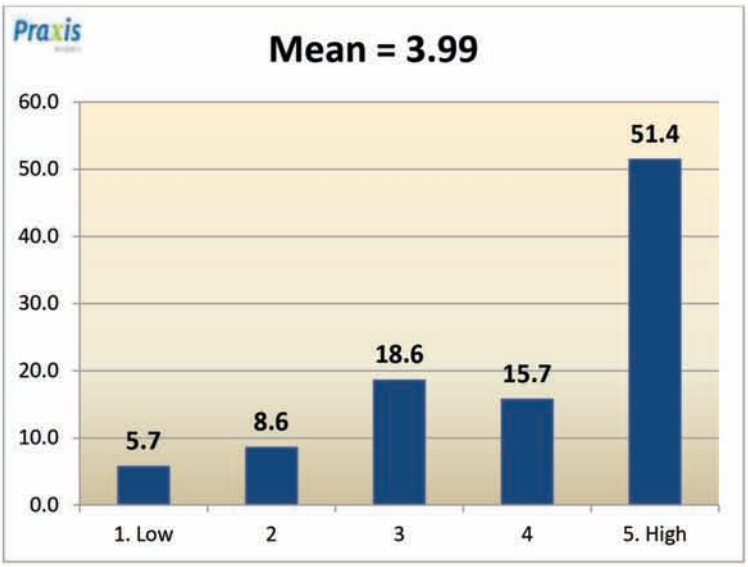
91

Praxis Analytics

17a. Collaborating with colleagues: Positive Impact



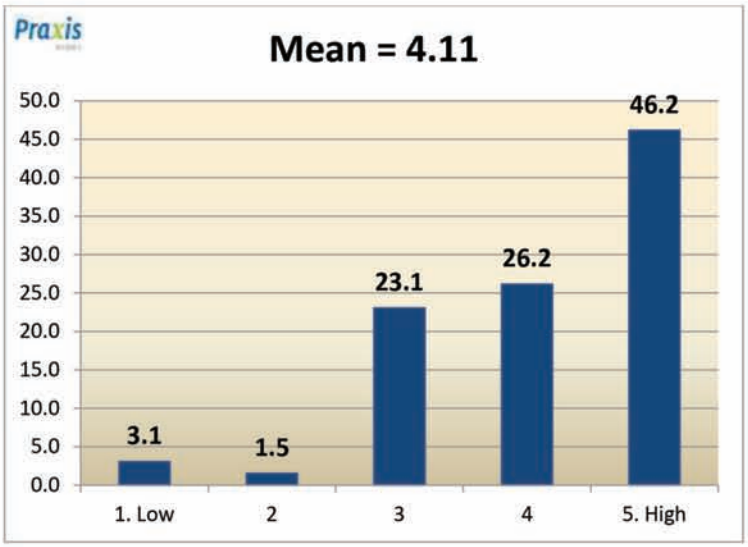
17b. Collaborating with colleagues: Professional Judgment



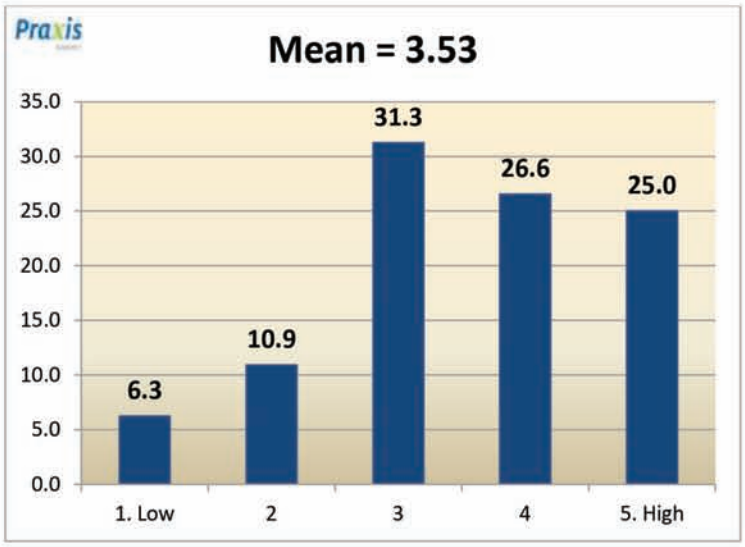
92

Praxis Analytics

18a. Student mentoring: Positive Impact



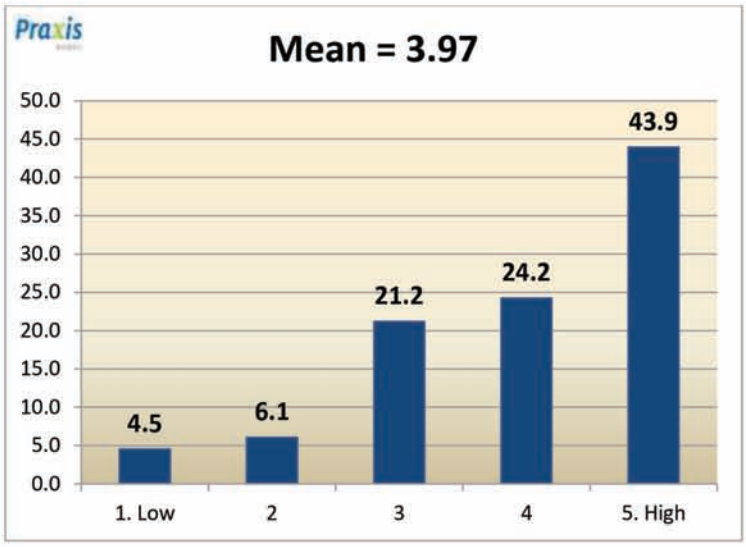
18b. Student mentoring: Professional Judgment



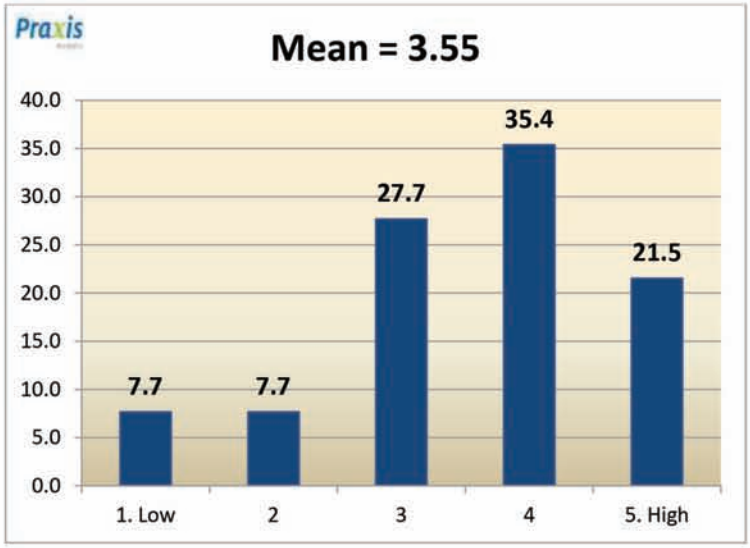
93

Praxis Analytics

19a. Conflict resolution: Positive Impact



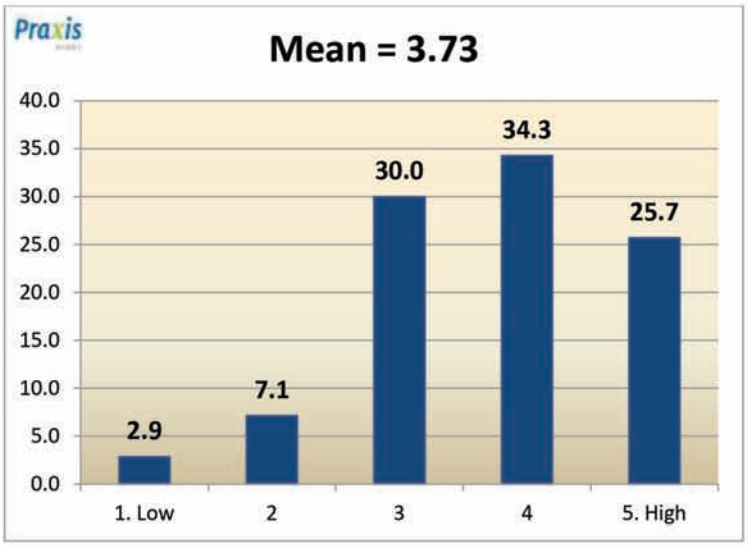
19b. Conflict resolution: Professional Judgment



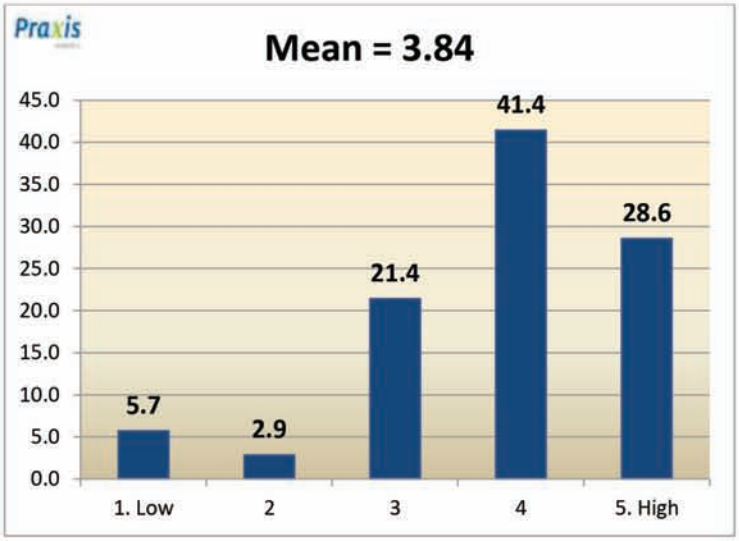
94

Praxis Analytics

20a. Parental interaction: Positive Impact



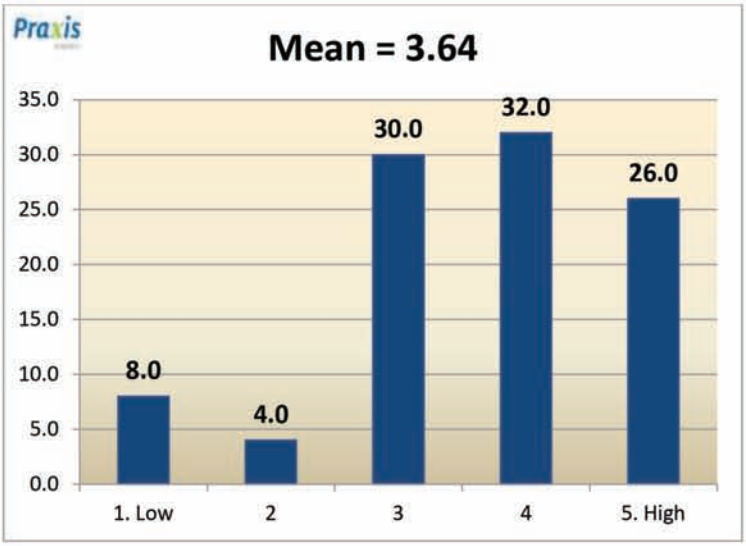
20b. Parental interaction: Professional Judgment



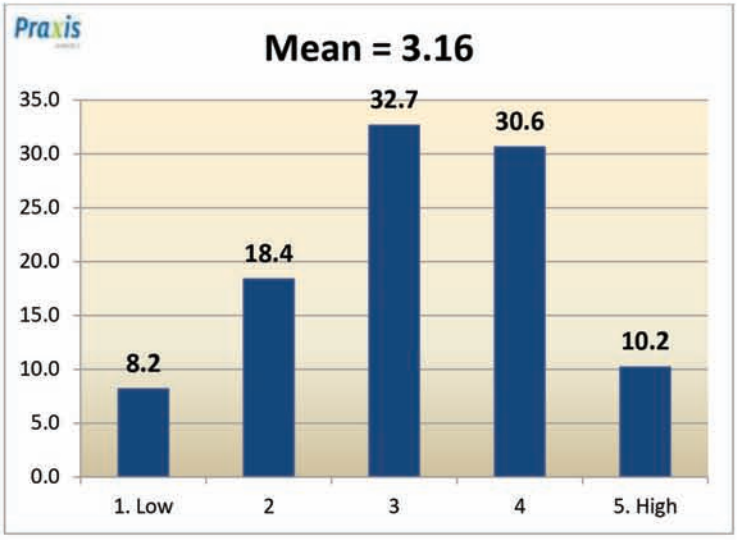
95

Praxis Analytics

21a. Contacting outside agencies on behalf of individual students: Positive Impact



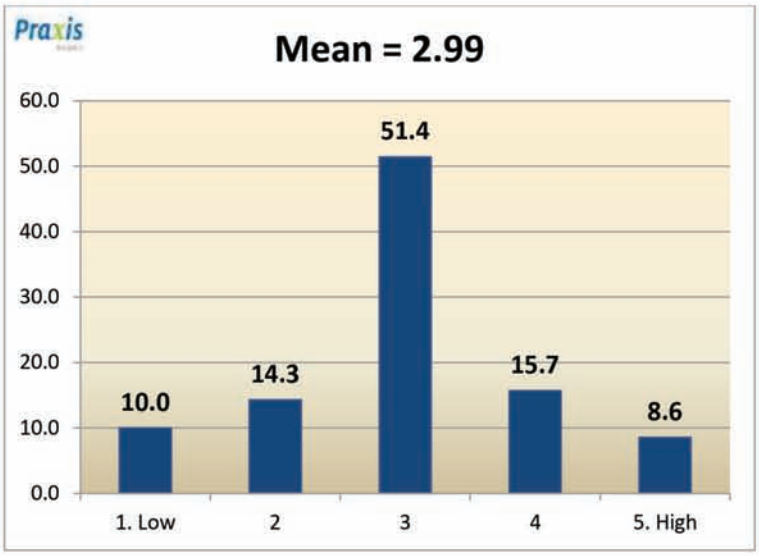
21b. Contacting outside agencies on behalf of individual students: Professional Judgment



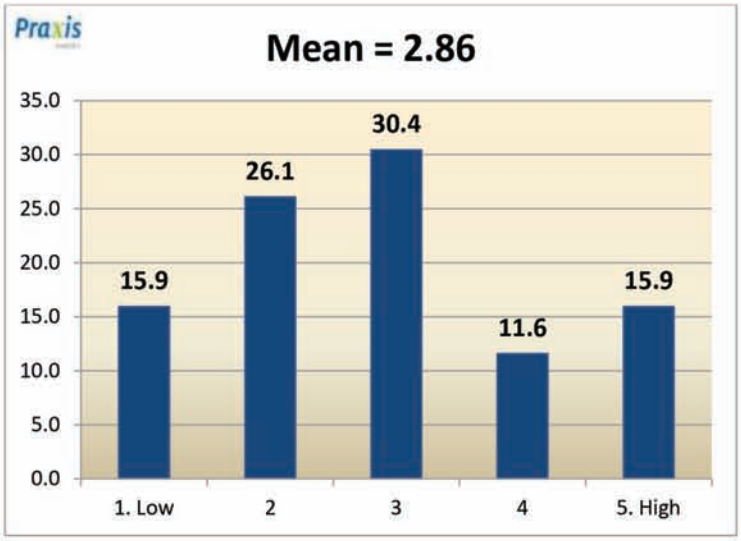
96

Praxis Analytics

22a. Attending regularly-scheduled meetings: Positive Impact



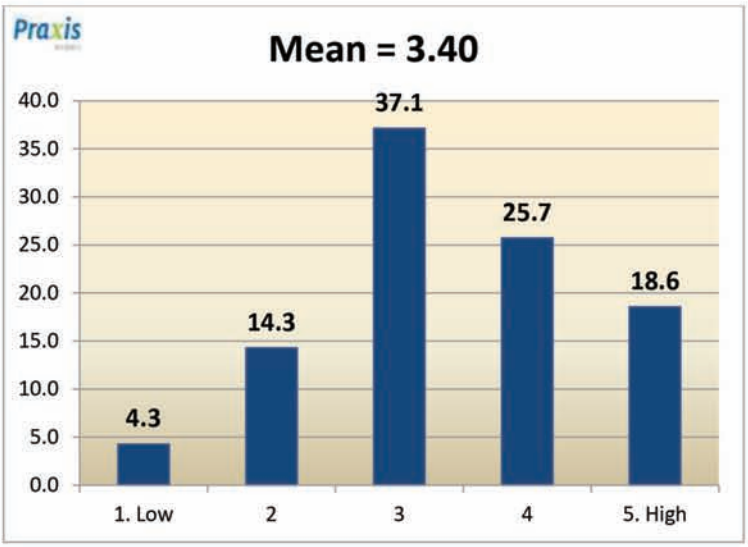
22b. Attending regularly-scheduled meetings: Professional Judgment



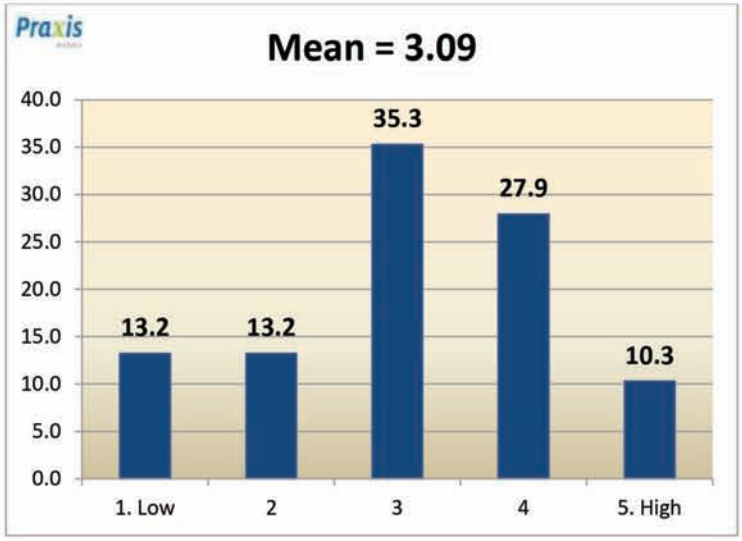
97

Praxis Analytics

23a. Impromptu meetings: Positive Impact



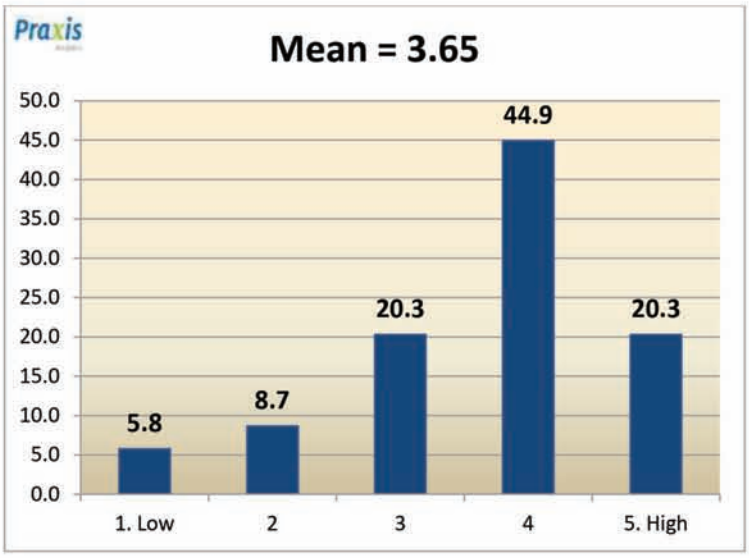
23b. Impromptu meetings: Professional Judgment



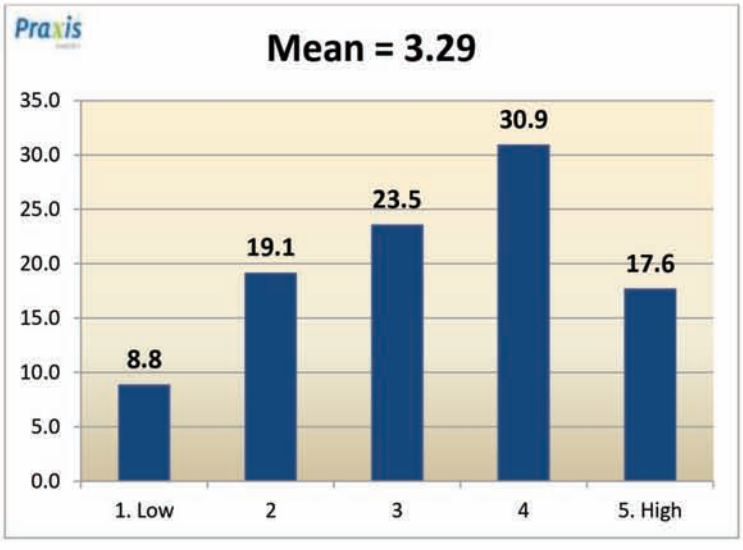
98

Praxis Analytics

24a. Occasional meetings: Positive Impact



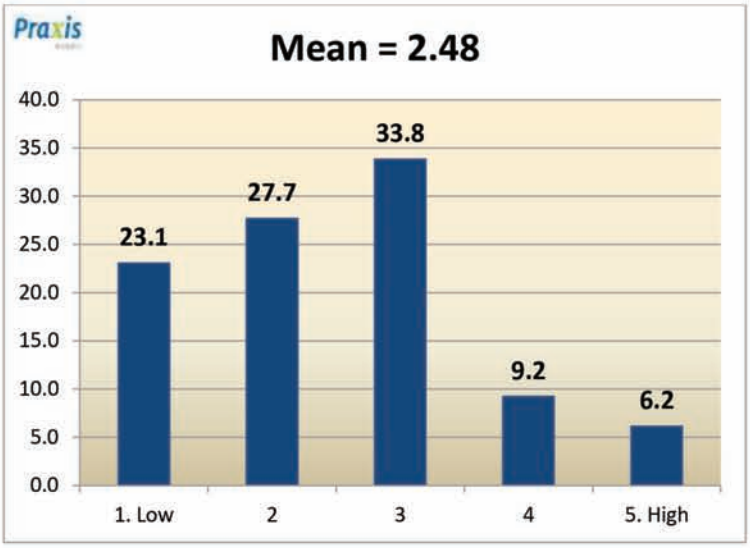
24b. Occasional meetings: Professional Judgment



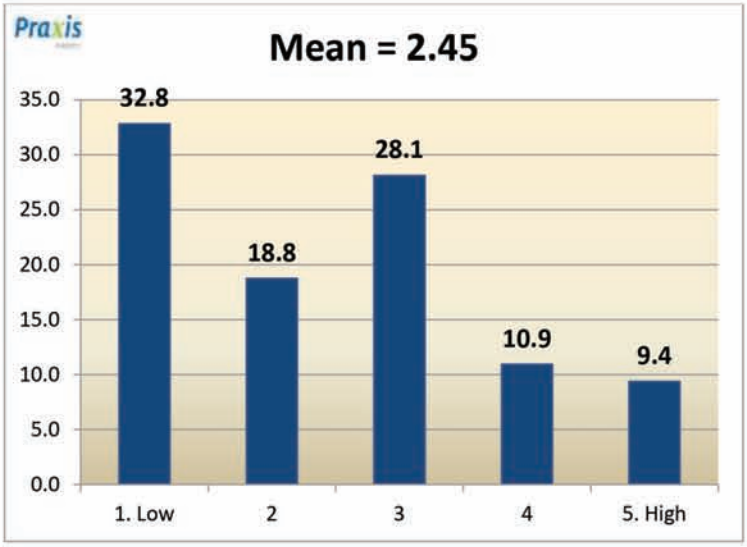
99

Praxis Analytics

25a. Required forms or reports: Positive Impact



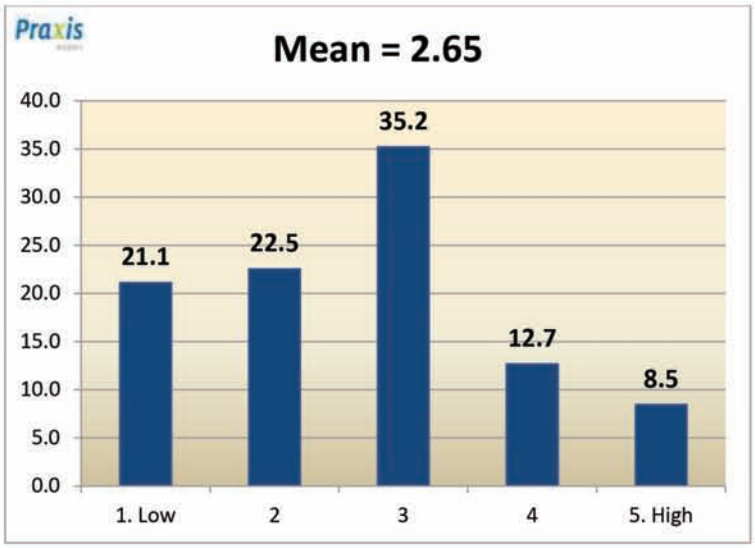
25b. Required forms or reports: Professional Judgment



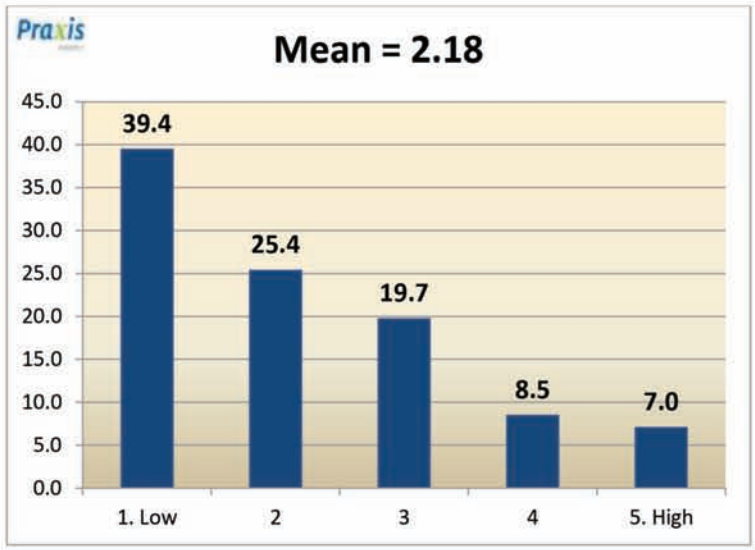
100

Praxis Analytics

26a. Mandated data collection: Positive Impact



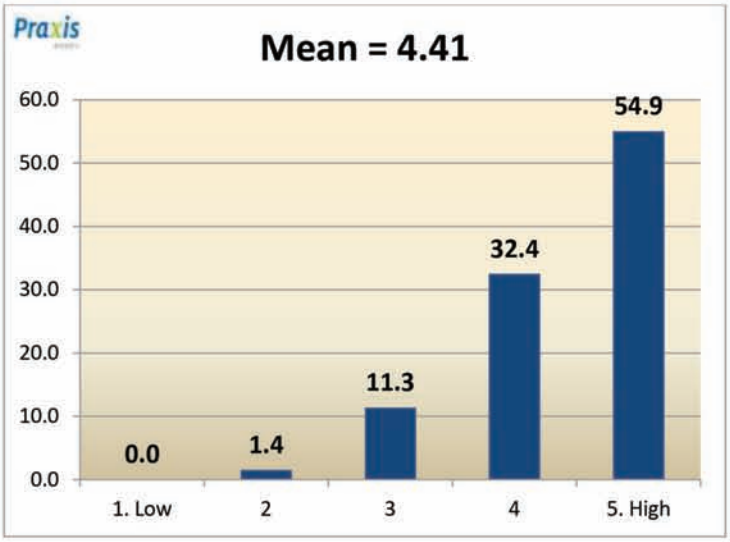
26b. Mandated data collection: Professional Judgment



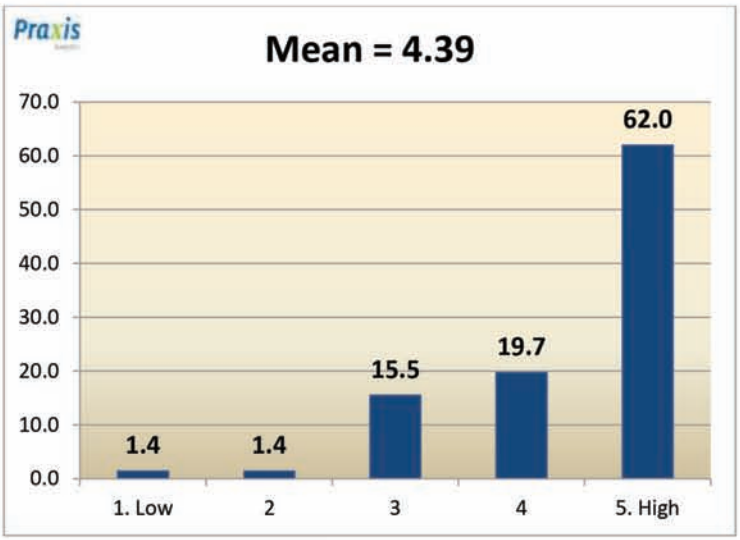
101

Praxis Analytics

27a. Teacher-developed assessment and evaluation: Positive Impact



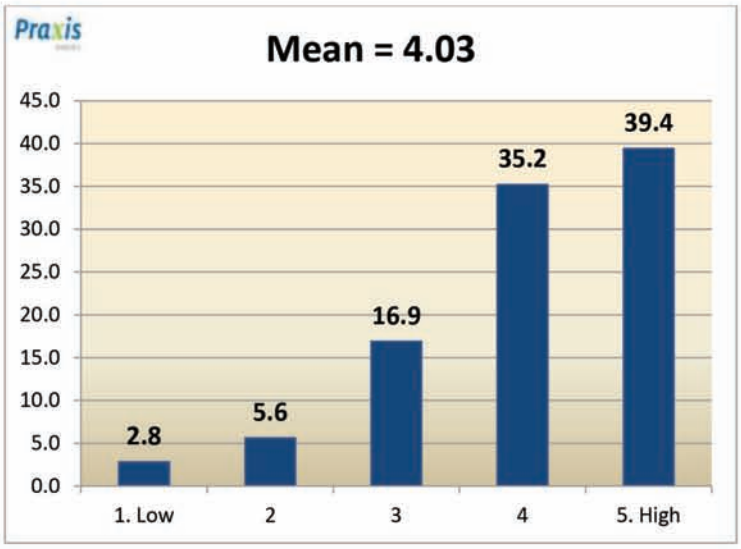
27b. Teacher-developed assessment and evaluation: Professional Judgment



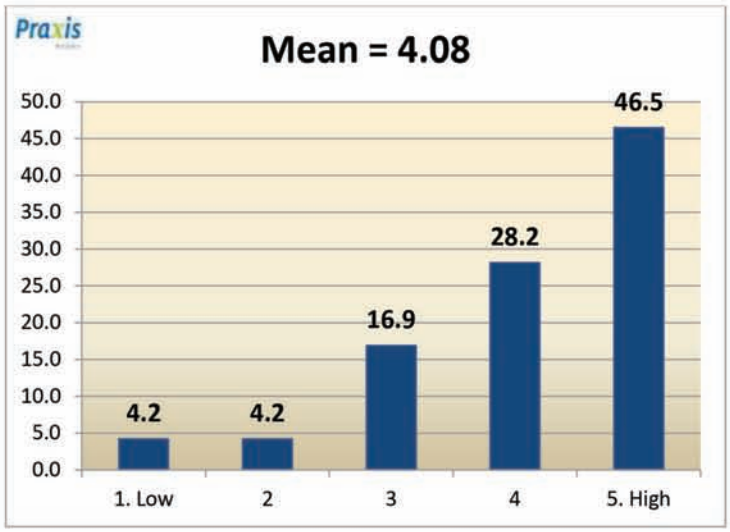
102

Praxis Analytics

28a. Marking, grading and evaluation: Positive Impact



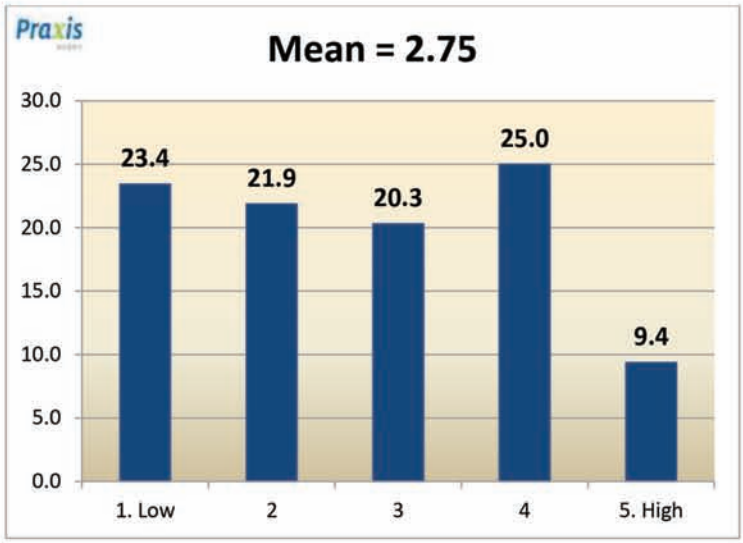
28b. Marking, grading and evaluation: Professional Judgment



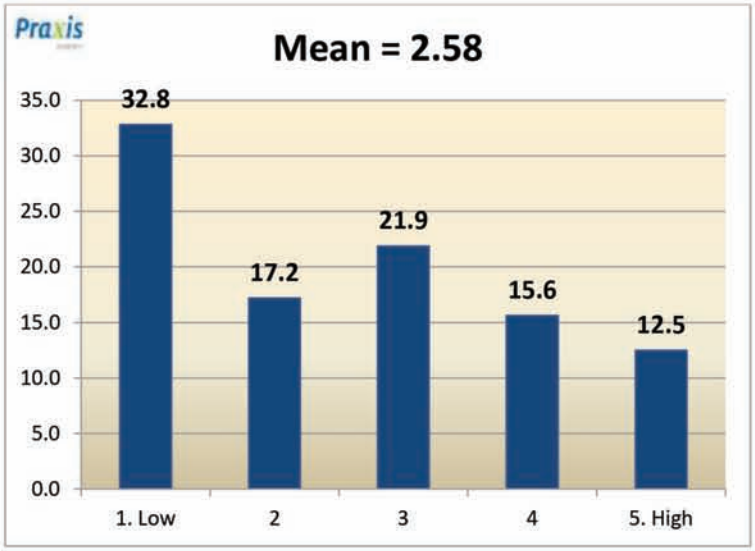
103

Praxis Analytics

29a. Wide-scale assessments: Positive Impact



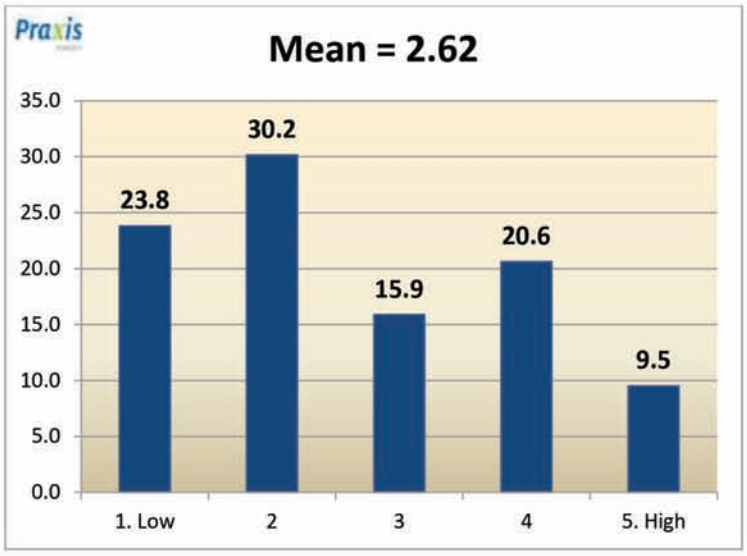
29b. Wide-scale assessments: Professional Judgment



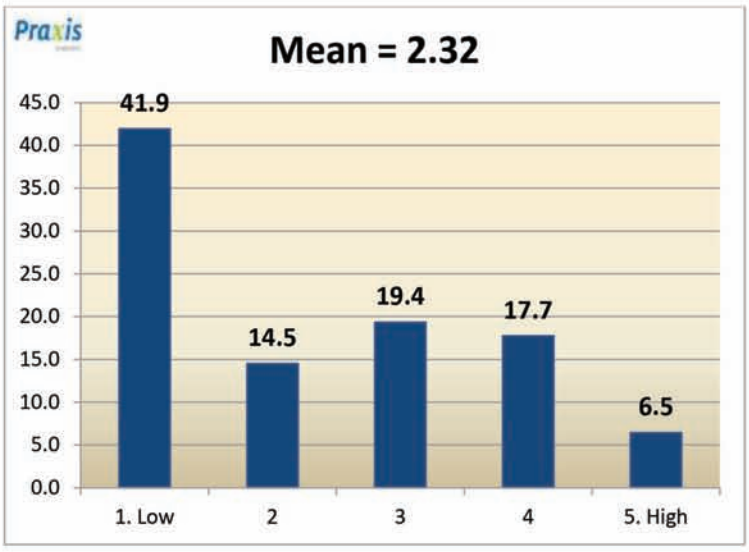
104

Praxis Analytics

30a. Non-curricular academic assessments: Positive Impact



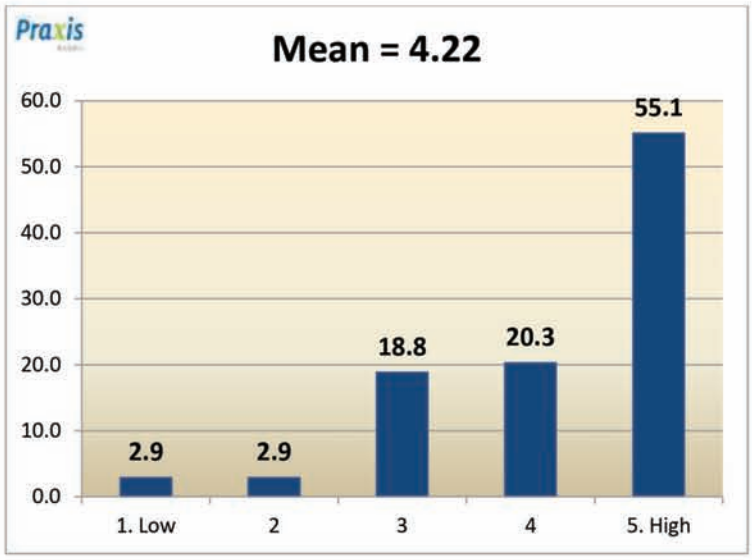
30b. Non-curricular academic assessments: Professional Judgment



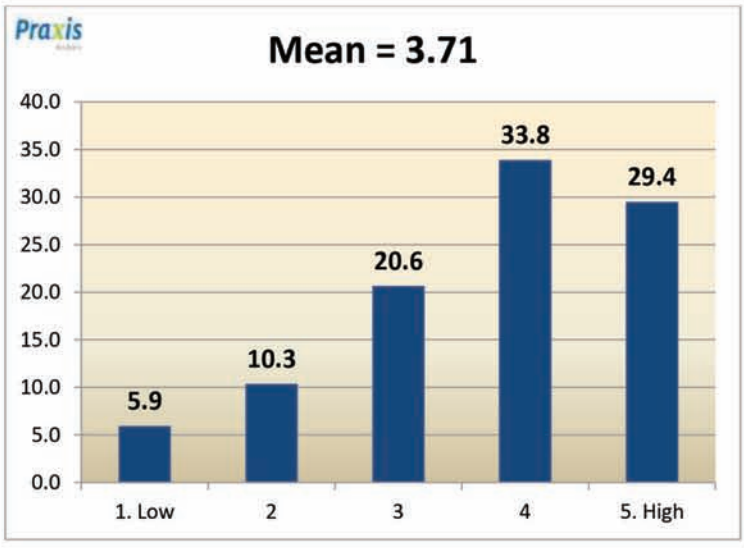
105

Praxis Analytics

31a. Extracurricular: Positive Impact



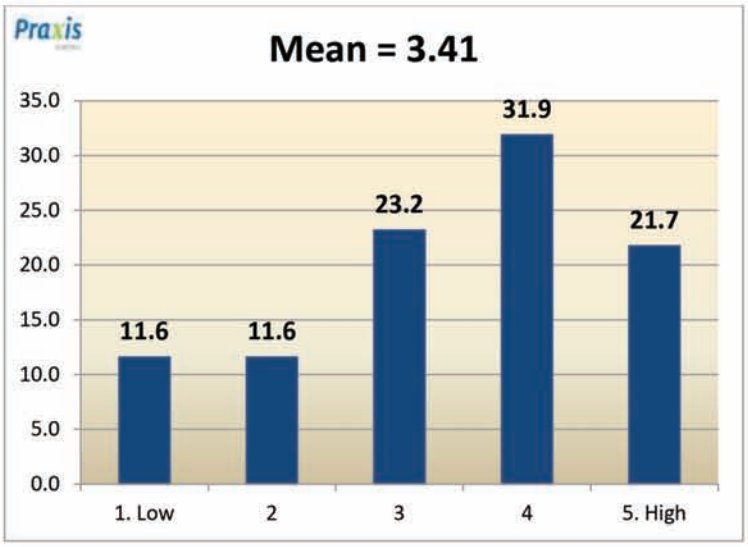
31b. Extracurricular: Professional Judgment



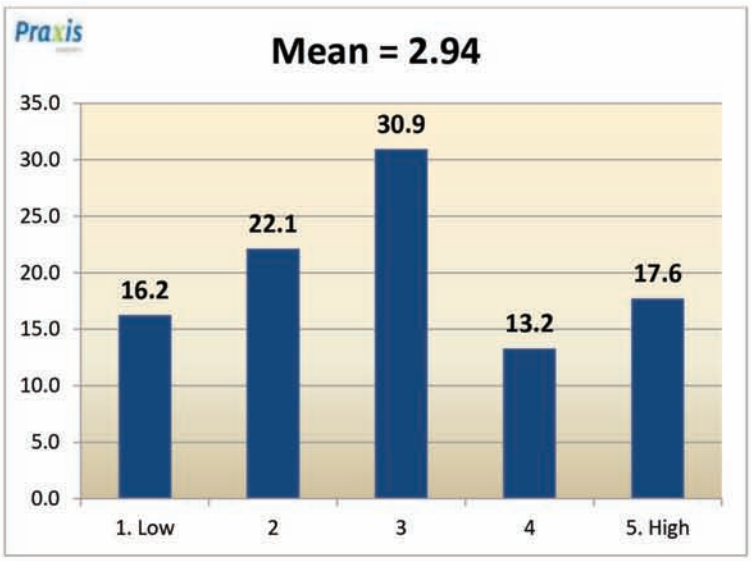
106

Praxis Analytics

32a. Supervision & additional involvements/responsibilities: Positive Impact



32b. Supervision & additional involvements/responsibilities: Professional Judgment



107

Praxis Analytics