

# Review Committee on Outcomes: Survey Results

## 2008



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# Review Committee on Outcomes: Survey Results

## Introduction

In the spring of 2000, Alberta Education (previously Alberta Learning) appointed the Review Committee on Outcomes (RCO) to consult with Albertans to find out what they expected from the K-12 education system and how these expectations are being met. The committee consisted of stakeholder representatives from the Alberta Home and School Councils' Association, Alberta School Boards' Association, College of Alberta School Superintendents, Association of School Board Officials of Alberta, Alberta Teachers' Association, Public Colleges and Technical Institutions of Alberta, Universities Coordinating Council, and Chamber of Commerce, as well as a parent and a member at large.

This committee worked for more than a year to develop outcomes for the education system by gathering public input on key results for number of areas such as student learning, quality teaching, leadership and governance. In its second year, the committee and its performance measurement sub-committee focused their attention on developing a set of indicators and measures to help determine whether outcomes are being achieved.

Overall, more than 1400 Albertans provided feedback on both the outcomes and measures during the consultation process of RCO. A total of 39 outcomes were

established with 80 measures to form a framework that help to establish educational policies and priorities at the system, jurisdictional and school levels. Mostly, these measures were based on views of parents, teachers, students, boards and employers as well as the public. These measures will provide a basis for monitoring system performance and bringing about continuous improvement over time.

This report presents the main findings of the 2008 Satisfaction with Education in Alberta Surveys (which are telephone surveys of the public, teachers, school board members, superintendents, principals, senior high school students and parents of kindergarten to Grade 12 students) that related to 28 RCO outcomes and 34 survey measures for the kindergarten to Grade 12 education system. These satisfaction surveys are conducted annually by Alberta Education to obtain perceptions on how the education system is performing in meeting learners' and society's needs and expectations. 2004 was the first year that questions based on the RCO measures were included in the surveys. The public surveys were recently expanded including Superintendent Survey in 2007 and Principal Survey in 2008. Changes in the scope of some measures were also made adding new questions in 2008.

The analysis of the results in this report is based on a rolled-up summary percentage for all questions in the measure for each respondent group. For each measure, overall results are calculated based on average of rolled-up summary percentages for the related respondent groups. A historical perspective of results is provided, where possible, through comparison of 2008 results with those obtained in 2005, 2006 and 2007. However, comparison of results should be interpreted cautiously because of

changes in the scope of measures in 2007 and 2008.

In the surveys, some respondent groups were excluded from certain questions, (although they were initially included as respondents when the RCO measures were developed), because those questions were considered to require a significant amount of background knowledge not normally available to those groups. The 2008 satisfaction surveys were conducted from March 5 to May 13, 2008.

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## Executive Summary

This report presents an analysis of the survey results for measures based on the work of the Review Committee on Outcomes. The survey questions were included in the 2008 Satisfaction with Education in Alberta Surveys of the public, teachers, school board members, superintendents, principals, senior high school students and parents of kindergarten to Grade 12 students. Highlights of the results and opportunities for improvement are given below.

### Highlights

- The vast majority (96%) of students, parents, teachers, board members, superintendents, principals, and the public agreed that teachers have specialized knowledge and skills, apply knowledge and skills using reasoned judgment and that they provide a service to society. Respondents' agreement ranged from 93% for parents to 99% for principals.
- The vast majority (93%) of teachers, parents, students, board members, superintendents, and principals agreed that students are safe, are treated fairly and are learning the importance of caring and respect for others in school. Respondents' agreement ranged from 87% for parents to 98% for superintendents and principals.
- The vast majority (93%) of students, parents, teachers, board members, superintendents, and principals were satisfied that teachers help students achieve learning expectations and high standards. Respondents' agreement ranged from 84% for parents to 99% for principals.
- A vast majority (90%) of high school students, parents, teachers, board members, superintendents, and principals agreed that students model the characteristics of active citizenship. Respondents' agreement ranged from 81% for students to 97% for principals.
- A majority (88%) of students, parents, teachers, board members, superintendents, principals, and the public reported that they were satisfied with the overall quality of education in Alberta. Respondents' satisfaction varied from 72% for the public respondents to 96% for superintendents and principals.
- A majority (88%) of teachers, board members, superintendents, and principals agreed that in-services received by teachers from the school authority have been focused, systematic and contributed significantly to their ongoing professional growth. Respondents' agreement ranged from 77% for teachers to 96% for superintendents.
- A majority (87%) of parents, students and teachers agreed that there is mutual respect and trust between teachers and students. Respondents' agreement ranged from 83% for students to 95% for teachers.
- A majority (86%) of teachers, parents, students, board members, superintendents, and principals satisfied that the student learning resources (such as text books, audio and video materials) that are available at schools meet student

needs. Respondents' agreement ranged from 80% for parents to 93% for students and superintendents.

- A majority (86%) of students, parents, teachers, board members, superintendents, and principals agreed that their school and school(s) in their jurisdiction have improved or stayed the same in the past three years. Respondents' agreement ranged from 74% for parents to 95% for superintendents.
- A majority (86%) of parents, teachers, board members, superintendents, and principals agreed that Alberta Education, school boards and schools use the results of student, teacher, program, school and school system evaluation to improve student learning. Respondents' agreement ranged from 79% for principals to 91% for teachers.
- A majority (86%) of students, parents, teachers, and the public were satisfied that school facilities meet the physical need of students, staff and the community. Respondents' satisfaction level varied from 73% for teachers to 91% for students.

## Opportunities for Improvement

- About half (55%) of teachers, parents, board members, superintendents, principals, and the public respondents were satisfied that their input is considered, respected and valued by the province. Respondents' level of satisfaction ranged from 41% for the public to 79% for superintendents.
- Six in ten (60%) teachers, board members, superintendents, and principals were satisfied that school facilities, space and equipment meet the program delivery needs of staff. Respondents' level of

satisfaction ranged from 49% for superintendents to 70% for principals.

- About two-thirds (65%) of teachers, parents, board members, superintendents, principals, and the public were satisfied that their input is considered, respected and valued by their school board. Respondents' level of satisfaction ranged from 48% for the public to 83% for teachers.
- About two-thirds (67%) of students, parents, teachers, board members, superintendents, and principals were satisfied that school facilities, space and equipment meet the learning needs of students. Respondents' level of satisfaction varied from 53% for board members to 86% for students.
- About two-thirds (68%) of parents, teachers, board members, superintendents, and principals were satisfied that the leadership at the school, school board and provincial levels effectively supports and facilitates teaching and learning. Among the respondents, superintendents had the highest (86%) level of satisfaction and the public had the lowest (55%) level of satisfaction.
- About two-thirds (69%) of parents, teachers, board members, superintendents, principals and the public were satisfied that the learning system is highly accountable and communicates effectively with the public. Among the respondents, superintendents had the highest (82%) level of satisfaction and the public had the lowest (59%) level of satisfaction.

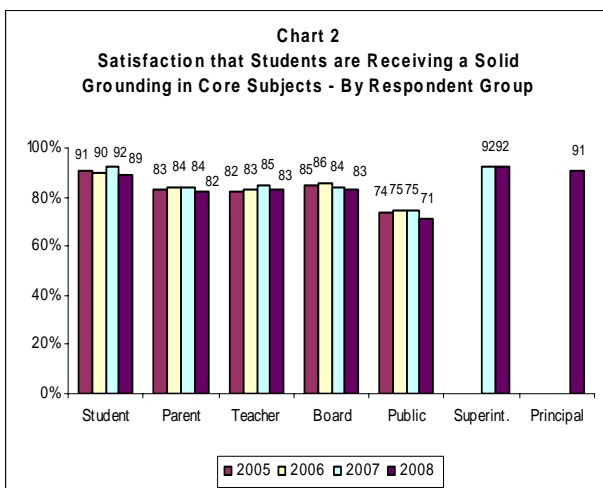
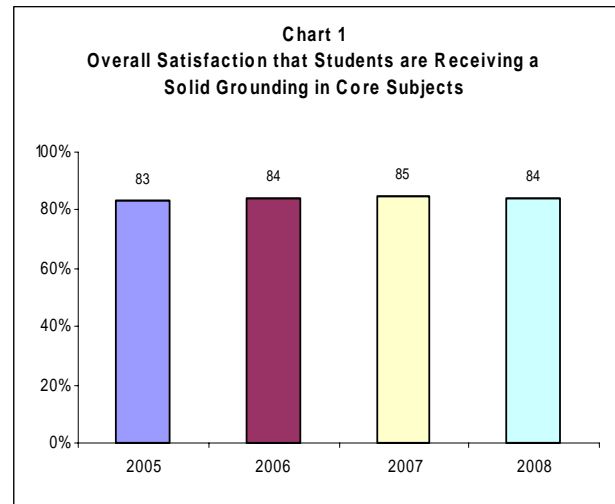
# Student Learning

## RCO OUTCOME A.1a:

*Students receive a broad program of studies including: a solid grounding in language arts, mathematics, science and social studies.*

**Measure A.1a.1:** *Percentage of teacher, parent, public, student, board, superintendent, and principal satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies.*

**Overall Results:** Overall, 84% of high school students, parents, teachers, board members, superintendents, principals and the public were satisfied that students were receiving a solid grounding in language arts, mathematics, science and social studies. Respondents' overall satisfaction that students are receiving a solid grounding in these core subjects is consistent with previous survey results (see [Chart 1](#)).



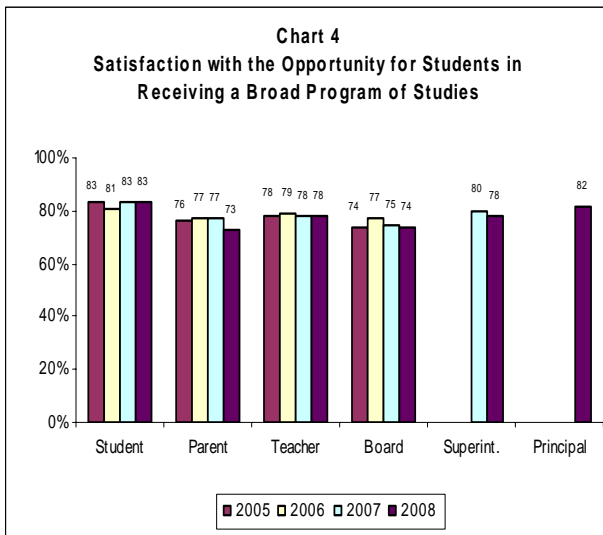
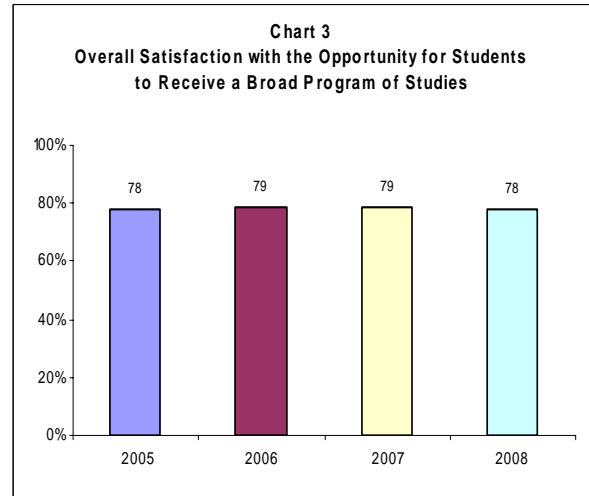
Over 80% of superintendents, principals, students, parents, teachers and board members were satisfied that students are receiving a solid grounding in language arts, mathematics, science and social studies. Relatively fewer (71%) public respondents were satisfied that students are receiving a solid grounding in language arts, mathematics, science and social studies. Respondents' satisfaction levels on this measure are similar to their previous survey results (see [Chart 2](#)).

**RCO OUTCOME A.1b:**

*Students receive a broad program of studies including: instruction in the fine arts, career, technology, health, physical education and where appropriate, religious education.*

**Measure A.1b.1:** *Percentage of teacher, parent, student, board, superintendent, and principal satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health, physical education and, where appropriate, religious education.*

**Overall Results:** Overall, 78% of high school students, parents, teachers, board members, superintendents, and principals were satisfied with the opportunity for students to receive a broad program of studies including the fine arts, career, technology, health, physical education and, where appropriate, religious education. Respondents' overall satisfaction on this measure has not changed significantly since the previous survey in 2005 (see [Chart 3](#)).



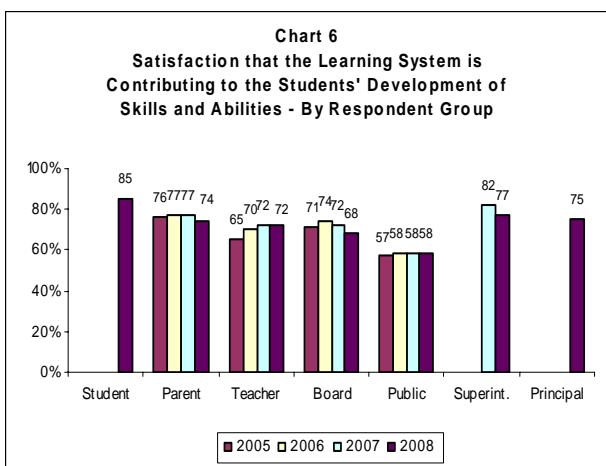
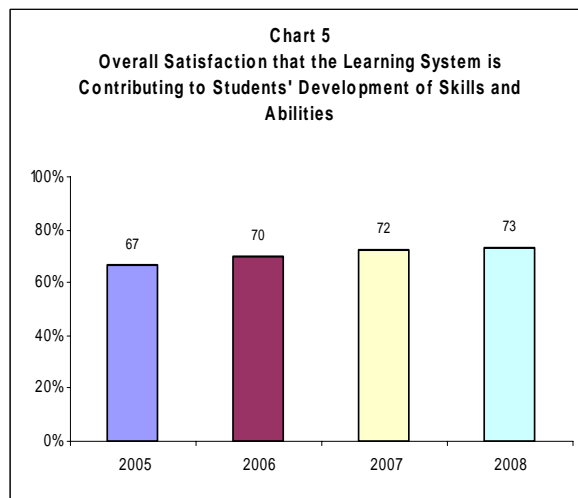
Looking at each respondent group individually, 83% of high school students, 82% of principals, 78% of teachers and superintendents, 74% of board members, and 73% of parents were satisfied with the availability of a variety of subjects and the opportunity for students to learn about music, drama, art, computers, career education, health, and another language in schools. Respondents' satisfaction levels have not changed significantly since the previous survey in 2005. Note that question on career education was included in the measure in 2008 (see [Chart 4](#)).

**RCO OUTCOME A.4:**

*The learning system contributes to the student’s intellectual, social, physical, emotional, and spiritual development.*

**Measure A.4.2:** *Percentage of teacher, parent, public, student, board, superintendent, and principal satisfaction that the learning system is contributing to the student’s intellectual, social, physical, emotional and spiritual development.*

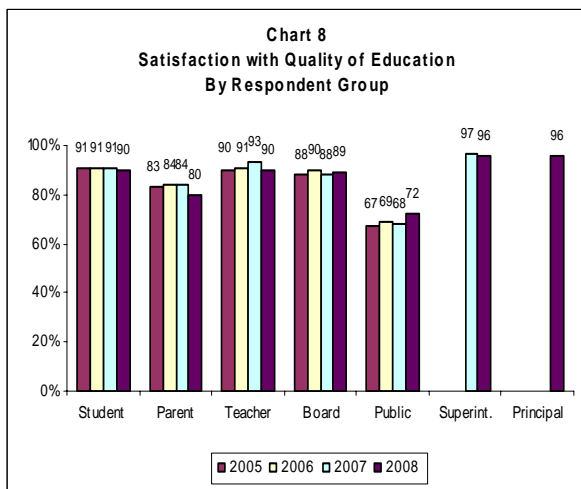
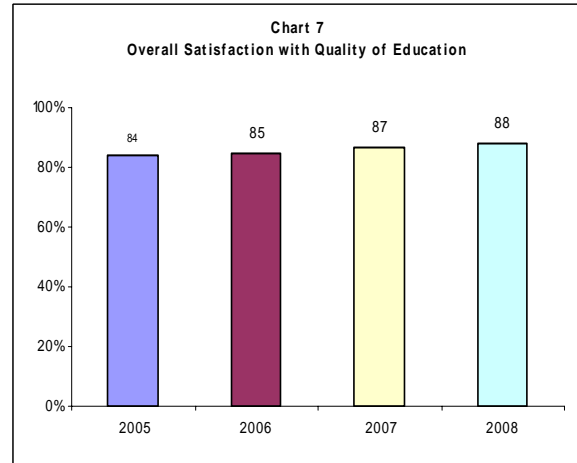
**Overall Results:** Overall, 73% of parent, teacher, board, superintendent, principal and public respondents were satisfied with the contribution of the learning system to the development of students’ intellectual, social, physical emotional and spiritual skills. The overall level of satisfaction is consistent with previous survey results (see *Chart 5*).



Over 70% of students, parents, teachers, superintendents, and principals were satisfied that the learning system is contributing to the student’s intellectual, social, physical, emotional and spiritual development. However, relatively fewer public (58%) and board members (68%) were satisfied with this measure. Respondents’ satisfaction levels on this measure are similar to their previous survey results (see *Chart 6*).

**Measure A4.3:** Percentage of teacher, parent, public, student, board, superintendent and principal satisfaction with the overall quality of education in Alberta.

**Overall Results:** Overall, a large majority (88%) of students, parents, teachers, board members, superintendents, principals, and the public reported that they were satisfied with the overall quality of education in Alberta. Respondent satisfaction with the quality of education has remained stable since previous survey in 2005 (see [Chart 7](#)).



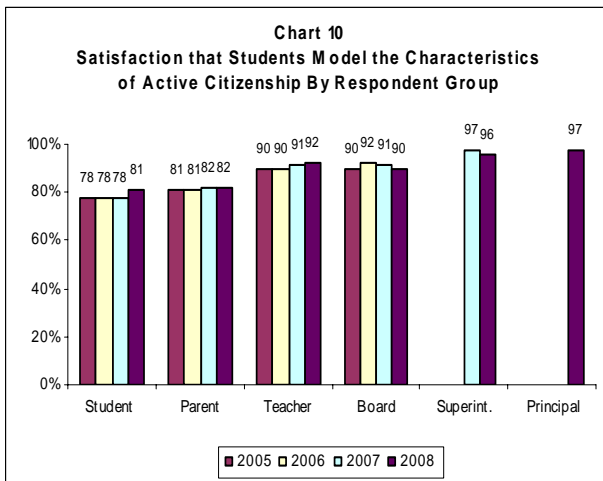
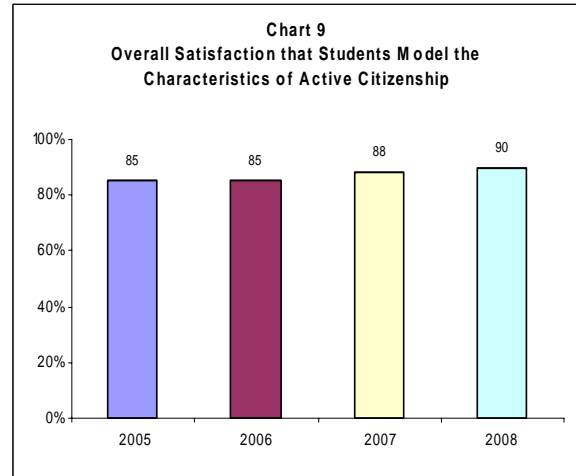
Broken down by respondent group, 96% of superintendents and principals, 90% of students and teachers, 89% of board members and 80% of parents were satisfied with the overall quality of education in the province. However, relatively fewer (72%) public reported that they are satisfied with the overall quality of education in the province. Public satisfaction with the quality of education has increased by 5% compared to 2005 result (see [Chart 8](#)).

**RCO OUTCOME A.6:**

*Students demonstrate active citizenship.*

**Measure A.6.1:** *Percentage of teacher, parent, public, student, board, superintendent and principal satisfaction that students model the characteristics of active citizenship.*

**Overall Results:** Overall, 90% of high school students, parents, teachers, board members, superintendents, and principals agreed that students model the characteristics of active citizenship. Respondents' overall agreement that students model the characteristics of active citizenship is similar to previous survey results (see [Chart 9](#)).



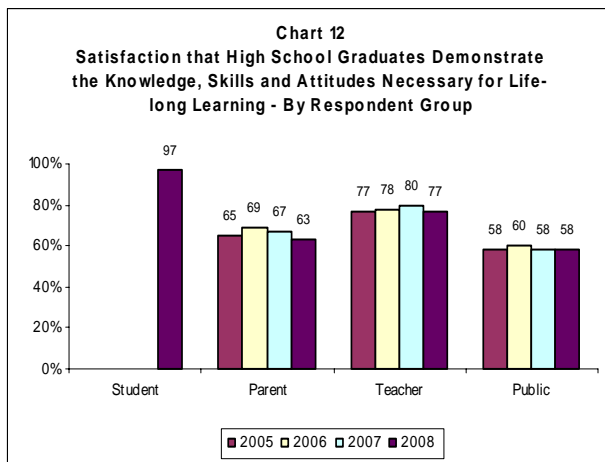
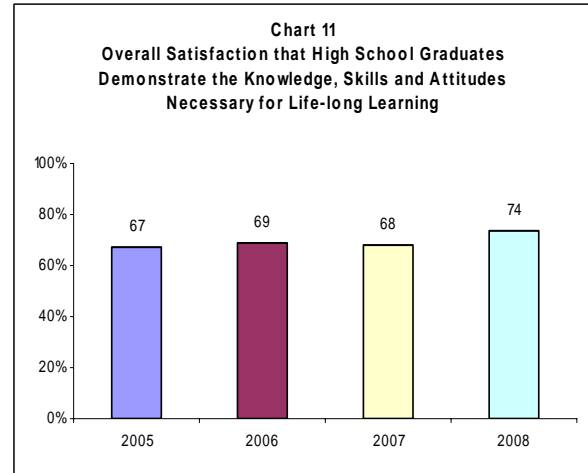
In general, a high proportion of principals (97%), superintendents (96%), teachers (92%), board members (90%), parents (82%), and students (81%) agreed that students model the characteristics of active citizenship. No significant differences were observed over time. Public was not included in this survey measure (see [Chart 10](#)).

## RCO OUTCOME A.7:

*Students demonstrate the skills and attitudes for life-long learning.*

**Measure A.7.1:** *Percentage of teacher, parent, student, public, employer and post-secondary instructor satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning.*

**Overall Results:** Overall, 74% of students, parents, teachers and the public respondents agreed that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning. Respondents' agreement on this measure has increased compared to previous results possibly due to change in the scope of measure to include students as new respondent group (see [Chart 11](#)).



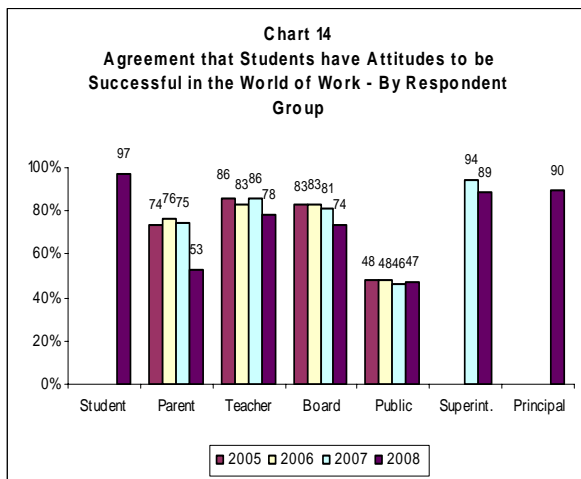
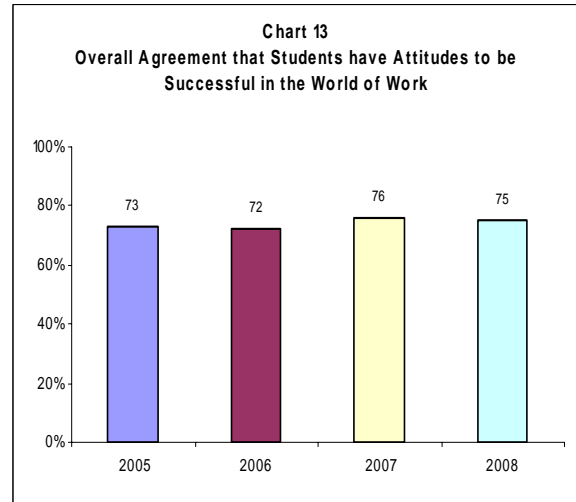
In general, almost all (97%) of students agreed that high school graduates demonstrate the knowledge, skills, and attitudes necessary for life-long learning. However, relatively fewer teachers (77%), parents (63%), and the public (58%) agreed that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning. There were no significant differences in respondents' agreements over the survey periods (see [Chart 12](#)).

**RCO OUTCOME A.8:**

*Students demonstrate preparedness for work.*

**Measure A.8.2:** *Percentage of teacher, parent, student, public, board, superintendent and principal agreement that students have attitudes that make them successful in the world of work.*

**Overall Results:** For this measure, students, teachers, parents, boards, superintendents, principals, and the public were asked to rate their agreement on attitudes and behaviours taught to the students to be successful at work. Overall, 75% of them agreed that high school students have attitudes that make them successful in the world of work. Respondents' agreement on this measure has been stable over the past four years (see [Chart 13](#)).



In general, a high proportion of students (97%), principals (90%), superintendents (89%), teachers (78%), and board members (74%) were satisfied that students are taught attitudes and behaviours to be successful at work. However, relatively fewer parents (53%) and the public (47%) agreed on this statement. Teachers' agreement in 2008 has decreased compared to 2005 and 2007 results (see [Chart 14](#)).

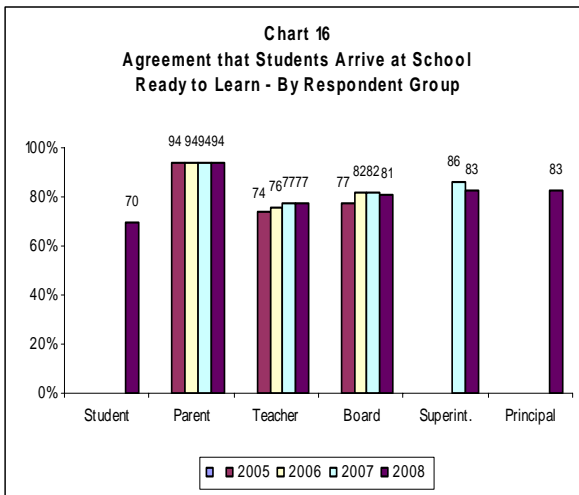
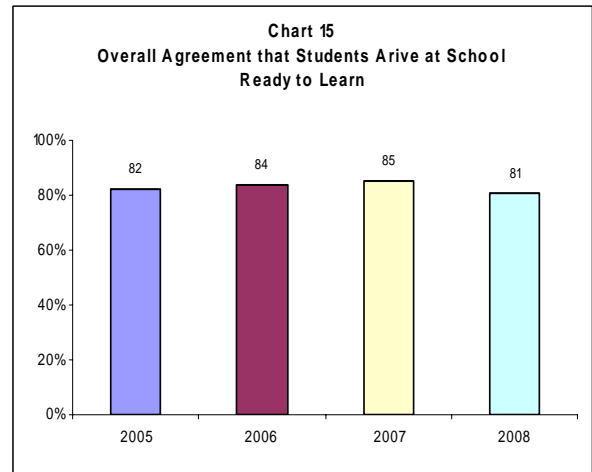
# Opportunity to Learn

## RCO OUTCOME B.1:

*Each student comes to school ready to learn.*

**Measure B.1:** Percentage of teacher, parent, student, board, superintendent and principal agreement that students arrive at school ready to learn.

**Overall Results:** Overall, 81% of teachers, parents, board members, superintendents, and principals agreed that students arrive at school ready to learn. Respondents' agreement on this measure has been stable over the last four years (see [Chart 15](#)).



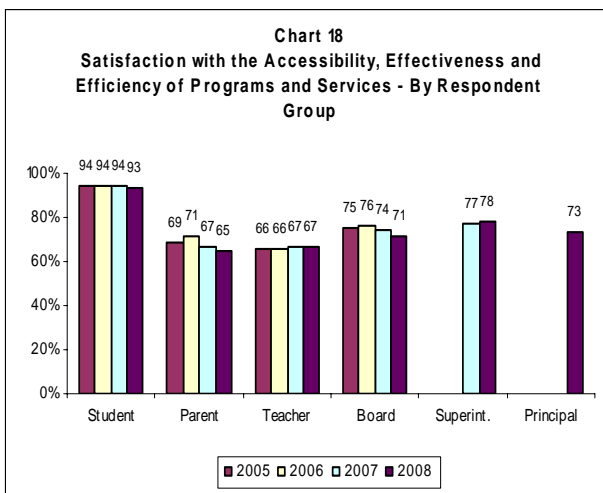
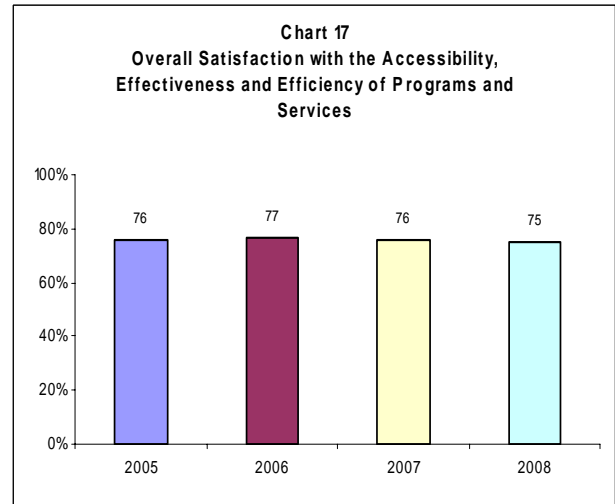
Over 80% of parents, superintendents, principals, and board members agreed that students arrive at school ready to learn. However, relatively fewer teachers (77%), and students (70%) agreed on this statement. No significant differences in respondents' agreement levels were observed over time (see [Chart 16](#)).

**RCO OUTCOME B.2:**

*Students are provided assistance and support to ensure equitable opportunity to learn.*

**Measure B.2.1:** *Percentage of teacher, parent, student, board, superintendent and principal satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.*

**Overall Results:** Overall, 75% of teachers, parents, students, board members, superintendents, and principals were satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. Respondents' agreement on this measure is consistent with previous survey results (see [Chart 17](#)).



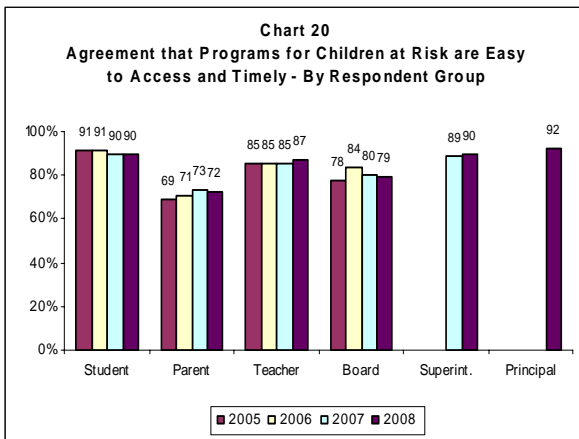
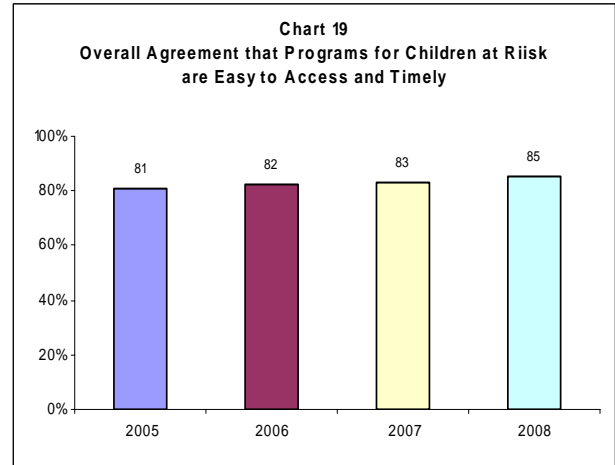
Over 90% of students were satisfied that they are provided with the efficient and effective programs and services they need to learn at school. However, relatively fewer superintendents (78%), principals (73%), board members (71%), teachers (67%), and parents (65%) were satisfied that students are provided with the efficient and effective programs and services they need to learn at school. Respondents' satisfaction levels are similar to previous survey results (see [Chart 18](#)).

### RCO OUTCOME B.3:

*Children at risk have their needs addressed through effective coordinated programs and supports.*

**Measure B.3.1:** *The percentage of teacher, parent, student, board, superintendent and principal agreement that programs for children at risk are easy to access and timely.*

**Overall Results:** Overall, 85% of teachers, parents, students, board members, superintendents, and principals agreed that programs for children at risk are easy to access and timely. Overall agreement on programs for children at risk is similar to that observed in previous survey periods (see *Chart 19*).



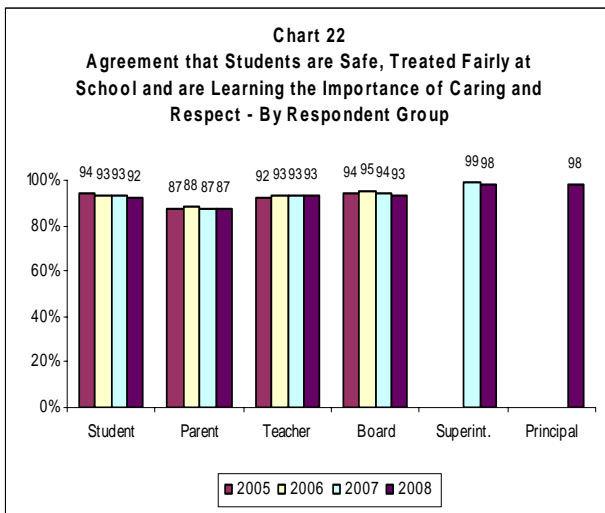
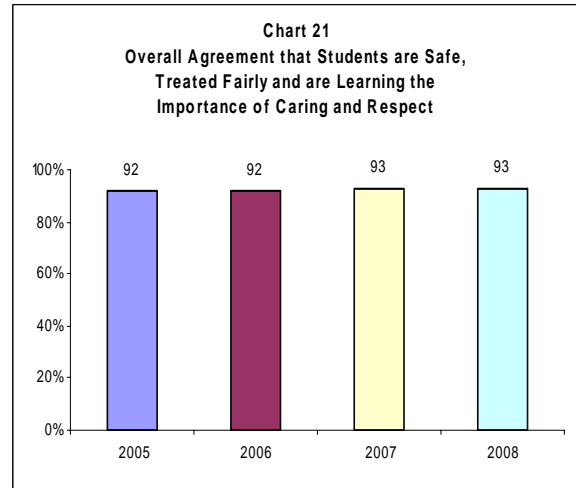
A high proportion of principals (92%), students (90%), superintendents (90%), teachers (87%) and board members (79%) agreed that programs for children at risk are easy to access and timely. However, relatively fewer parents (72%) agreed on this statement. Respondents' agreement levels are similar to previous survey results (see *Chart 20*).

**RCO OUTCOME B.4:**

*A safe and caring school environment facilitates student learning in an atmosphere of trust, respect and inclusiveness.*

**Measure B.4:** *Percentage of teacher, parent, student, board, superintendent and principal agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.*

**Overall Results:** Overall, 93% of teachers, parents, students, board members, superintendents, and principals agreed that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. Respondents' overall agreement level is consistent with previous survey results (see [Chart 21](#)).



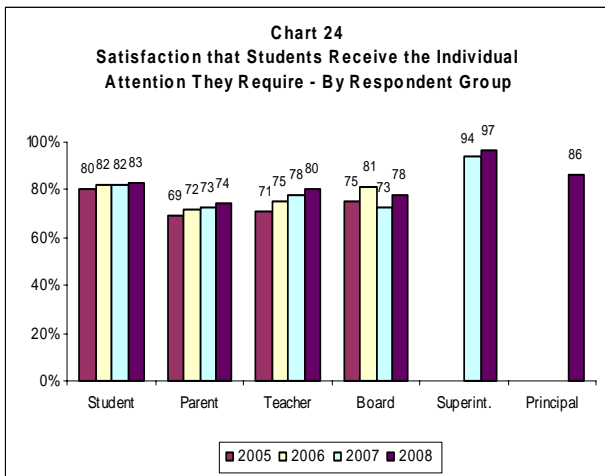
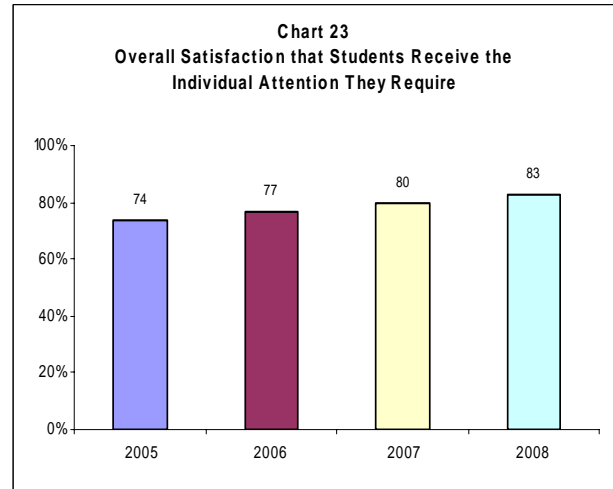
Almost all (98%) of superintendents and principals and over 85% of students, teachers, board members and parents agreed that students are safe, treated fairly at school and are learning the importance of caring and respect for others. Respondents' agreement levels are similar to previous survey results (see [Chart 22](#)).

**RCO OUTCOME B.5:**

*Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.*

**Measure B.5:** *Percentage of teacher, parent, student, board, superintendent and principal satisfaction that the individual student is receiving the individual attention they require appropriate to their learning needs in their school.*

**Overall Results:** Overall, 83% of students, parents, teachers, board members, superintendents, and principals were satisfied that each student receives the individual attention they require at school. The overall satisfaction level has increased compared to 2005 and 2006 results possibly due to change in the scope of measure to include principals as new respondent group (see *Chart 23*).



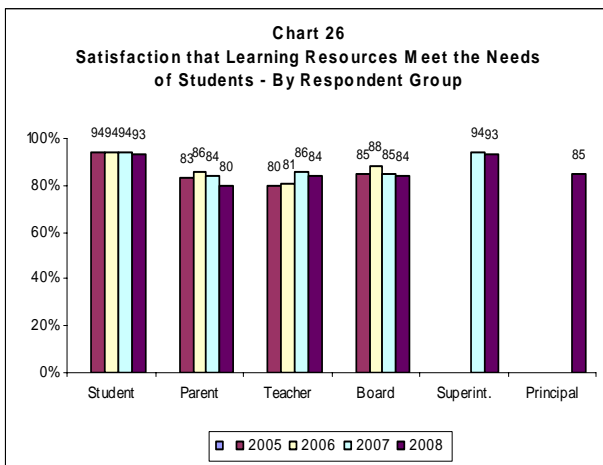
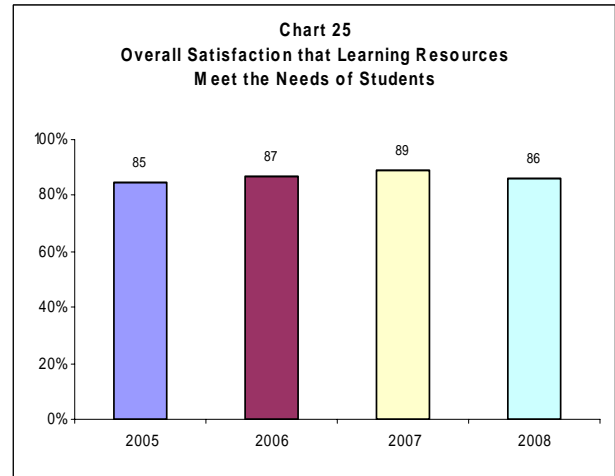
In general, almost all (97%) of superintendents and a high proportion of principals (86%), students (83%), teachers (80%), board members (78%), and parents (74%) were satisfied that students receive the individual attention they need at school. Teachers' agreement level has increased compared to 2005 result (see *Chart 24*).

RCO OUTCOME B.6:

*Students utilize appropriate learning resources.*

**Measure B.6:** *Percentage of teacher, parent, student, board, superintendent and principal satisfaction that the student learning resources are a) available, b) current, appropriate and support curriculum outcomes and c) meet the learning needs of students.*

**Overall Results:** Overall, 86% of teachers, parents, students, board members, superintendents, and principals were satisfied that student learning resources (such as text books, audio and video materials) available at schools meet student needs. Respondents' overall agreement on this measure has been stable since 2005 (see [Chart 25](#)).



A high proportion of students (93%), superintendents (93%), principals (85%), board members (84%), teachers (84%), and parents (80%) were satisfied that student learning resources meet student needs. Respondents' satisfaction levels have been stable since 2005 (see [Chart 26](#)).

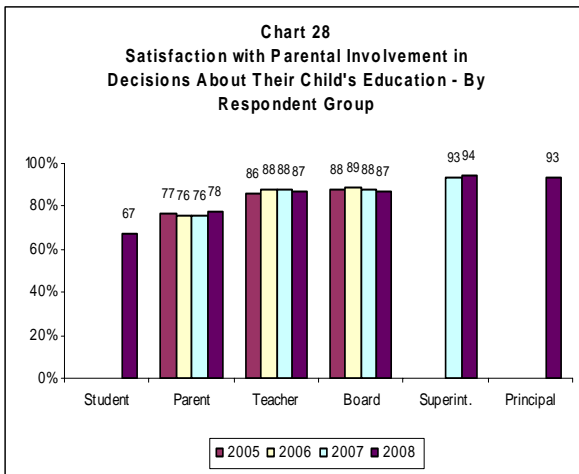
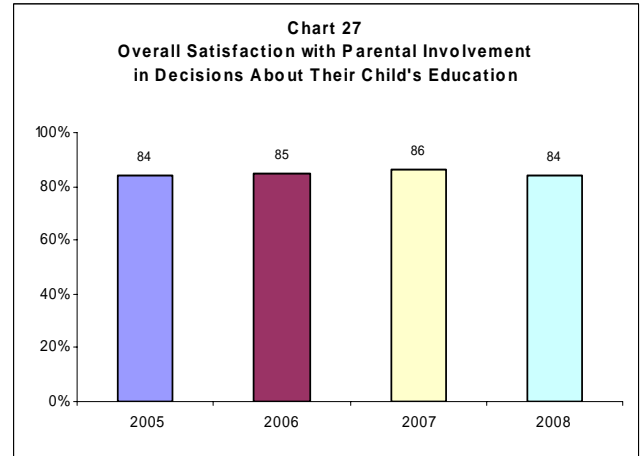
# Involvement

## RCO OUTCOME C.1:

*Parents are involved meaningfully in their children's education.*

**Measure C.1:** Percentage of teacher, parent, student, board, superintendent and principal satisfaction with parental involvement in decisions about their child's education.

**Overall Results:** Overall, 84% of teachers, parents, board members, superintendents, and principals were satisfied with parental involvement in decisions about their child's education. Respondents' overall satisfaction level is consistent with that of the previous survey results (see [Chart 27](#)).



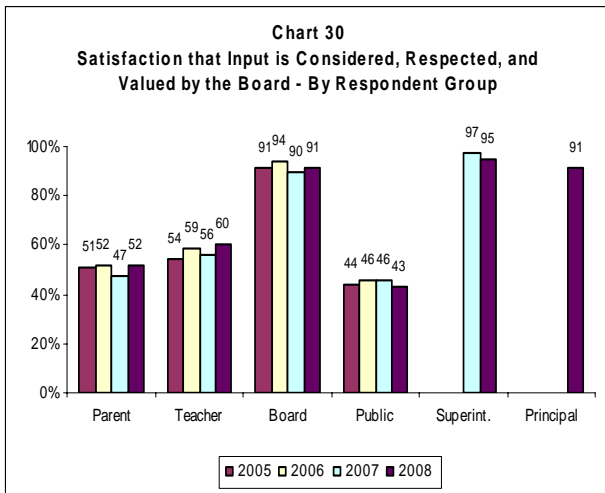
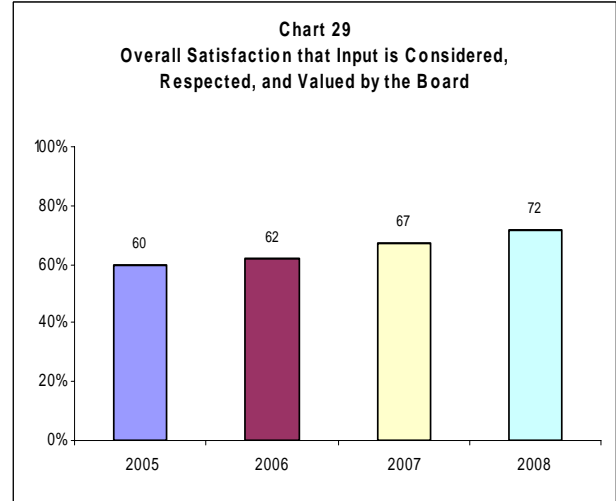
Over 85% of superintendents, principals, teachers and board members were satisfied with the parental involvement in decisions about their child's education. Relatively fewer parents (78%) and students (67%) were satisfied with their involvement in decisions about their child's education. Respondents' satisfaction levels are similar to previous survey results (see [Chart 28](#)).

**RCO OUTCOME C.2:**

*The voices of students, parents, staff and the community are heard, respected, and valued.*

**Measure C.2.1:** *The percentage of parent, public, student, staff (teacher), board, superintendent and principal satisfaction that their input is considered, respected and valued by the board.*

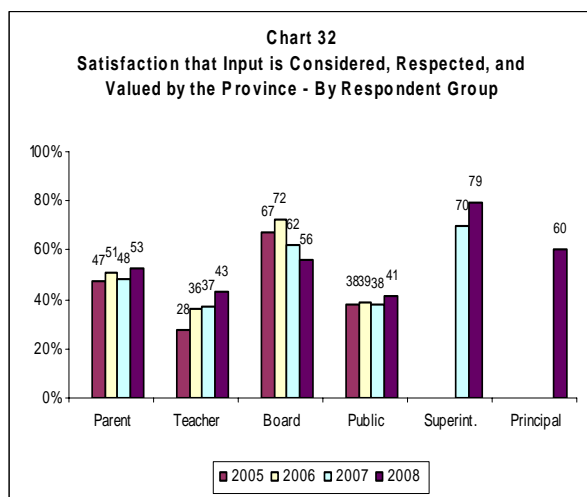
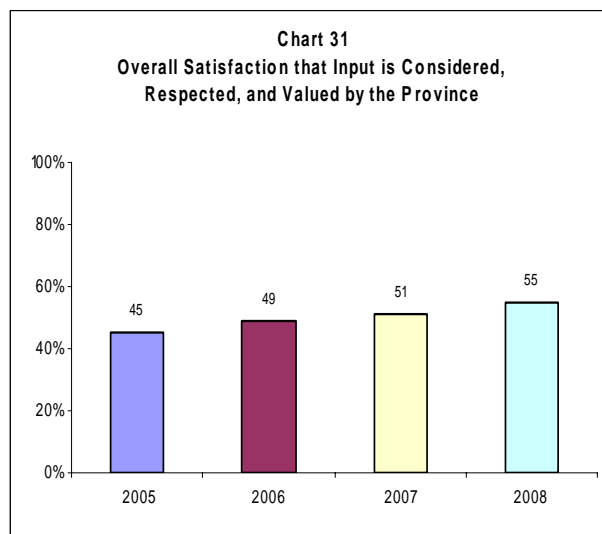
**Overall Results:** Overall, 72% of teachers, parents, board members, superintendents, principals, and the public were satisfied that their input is considered, respected and valued by the board. Respondents’ overall satisfaction level has increased compared to 2005 and 2006 results possibly due to the change in the scope of measure to include principals as new respondent group (see [Chart 29](#)).



Respondents’ satisfaction that their input into the education of students is considered, respected, and valued by the board varied widely. Over 90% of superintendents, principals and board members were satisfied that the school board considered the parent and guardian input into education of students. However, relatively fewer teachers (60%), parents (52%) and the public (43%) were satisfied that the board considered their input. Respondents’ satisfaction levels are similar to that of the previous surveys (see [Chart 30](#)).

**Measure C.2.2:** *The percentage of parent, public, student, staff (teacher), board, superintendent and principal satisfaction that their input is considered, respected and valued by the province.*

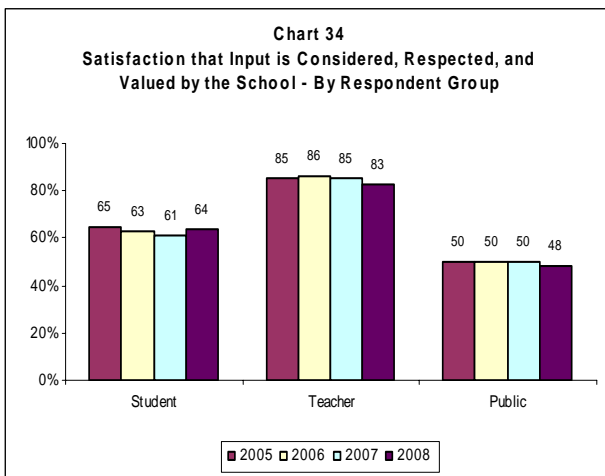
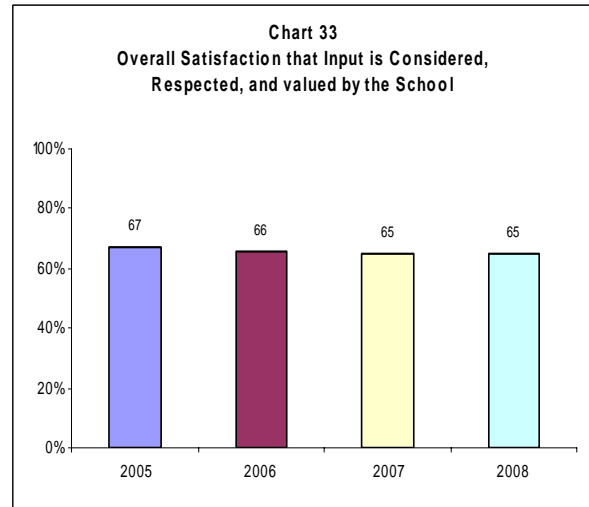
**Overall Results:** Overall, 55% of teachers, parents, board members, superintendents, principals and the public were satisfied that their input is considered, respected and valued by the province. Respondents' overall satisfaction level has increased compared to 2005 and 2006 results possibly due to change in the scope of measure to include principals as new respondent group (see [Chart 31](#)).



Overall, 79% of superintendents were satisfied that their input is considered by the province. However, relatively fewer principals (60%), board members (56%), parents (53%), teachers (43%), and the public (41%) were satisfied that their input is considered by the province. Teachers' satisfaction level has increased compared to 2005 result. However, board members' satisfaction level has decreased compared to 2005 and 2006 results (see [Chart 32](#)).

**Measure C.2.3:** *The percentage of parent, public, student, staff (teacher) and board satisfaction that their input is considered, respected and valued by the school.*

**Overall Results:** Overall, 65% of students, teachers and the public respondents were satisfied that their input is considered, respected and valued by the school. Respondents' satisfaction level on this measure has been stable since 2005 (see [Chart 33](#)).



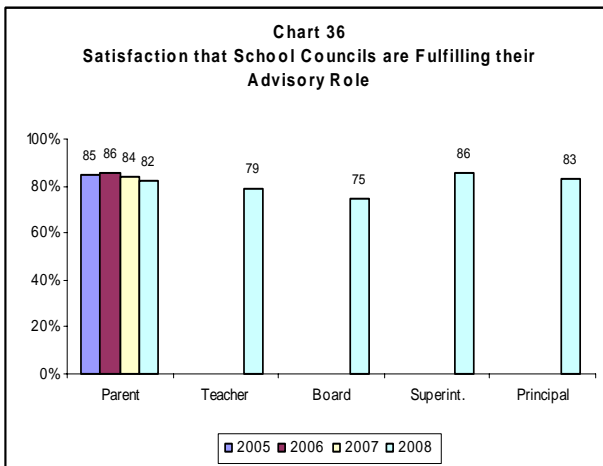
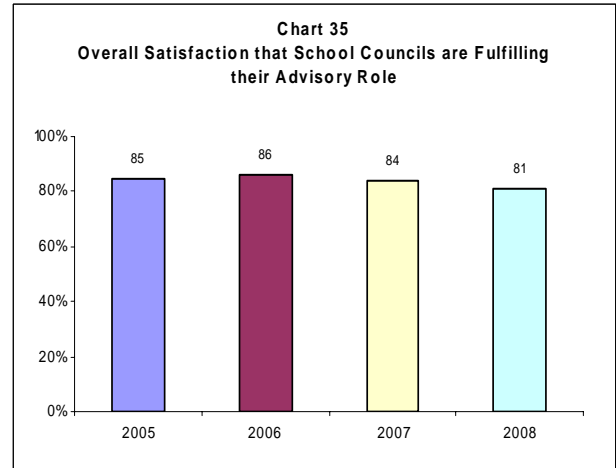
Respondents' satisfaction varied widely in this measure. Overall, 83% of teachers were satisfied that their input is considered, respected and valued by the school. However, only 64% students and 48% of the public were satisfied that their input is considered, respected and valued by the school. Respondents' satisfaction levels are similar to previous survey results (see [Chart 34](#)).

**RCO OUTCOME C.4:**

*Student councils fulfill their advisory role.*

**Measure C.4.1:** *Percentage of teacher, parent (at large), board, superintendent, principal and council agreement that school councils are fulfilling their advisory role.*

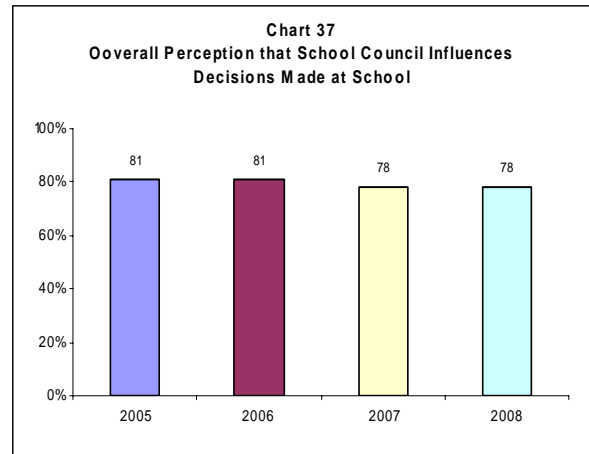
**Overall Results:** Overall, 81% of parents, teachers, board members, superintendents, and principals agreed that school councils are fulfilling their advisory role. Respondents' satisfaction level is consistent with previous survey results (see [Chart 35](#)).



Overall, a high proportion of superintendents (86%), principals (83%), parents (82%), teachers (79%), and board members (75%) agreed that school councils are fulfilling their advisory role. Parents' satisfaction levels have been stable since 2005 (see [Chart 36](#)). Note that this question was not asked to other respondent groups prior to 2008 survey.

**Measure C.4.2:** Parent perception that school councils influence decisions made at their child's school.

**Overall Results:** Overall, 78% of parents agreed that school councils influence decisions made at their child's school. Satisfaction levels have been stable since 2005 (see *Chart 37*). Only parents were part of this survey measure.



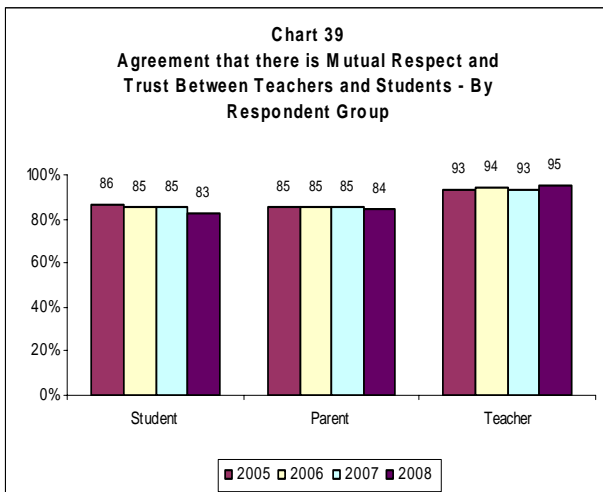
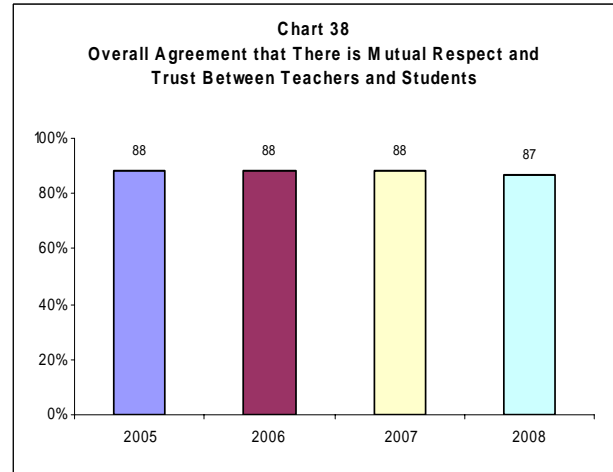
# Teaching and Profession of Teaching

## RCO OUTCOME D.2:

*A positive teacher-student relationship exists.*

**Measure D.2:** *The percentage of parent, student and teacher agreement that there is mutual respect and trust between teachers and students.*

**Overall Results:** Overall, 87% of parents, students and teachers agreed that there is mutual respect and trust between teachers and students. Respondents' agreement level is similar to previous survey results (see [Chart 38](#)).



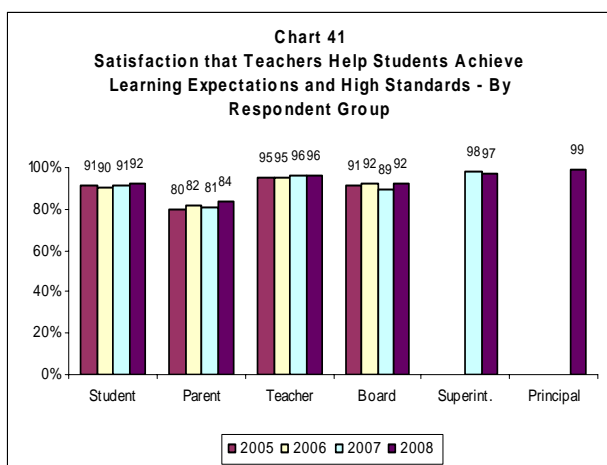
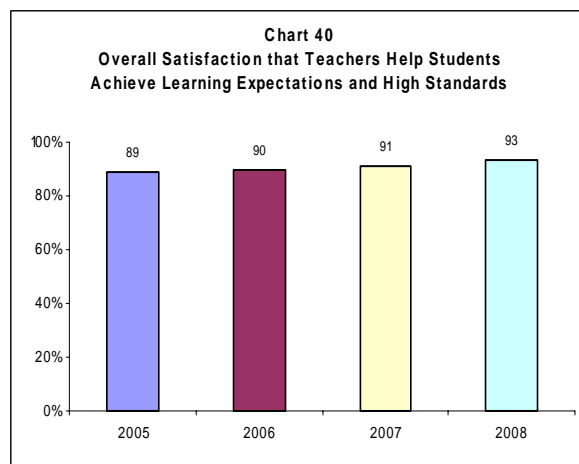
Almost all teachers (95%) agreed that there is mutual respect and trust between teachers and students. However, relatively fewer parents (84%) and students (83%) agreed that there is mutual respect and trust between teachers and students. Respondents' agreement levels are similar to previous survey results (see [Chart 39](#)).

### RCO OUTCOME D.3:

*Effective teaching and learning practices are fostered and valued.*

**Measure D.3.2:** *Percentage of teacher, principal, parent, student, board, superintendent and principal satisfaction that teachers help students achieve learning expectations and high standards.*

**Overall Results:** Overall, 93% of students, parents, teachers, board members, superintendents, and principals were satisfied that teachers help students achieve learning expectations and high standards. Respondents' overall satisfaction level is similar to previous survey results (see [Chart 40](#)).



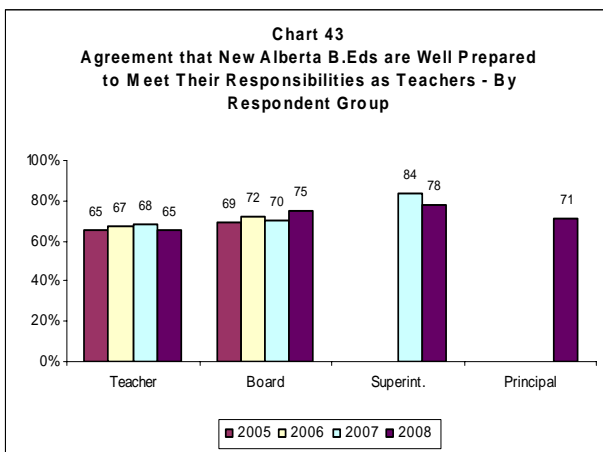
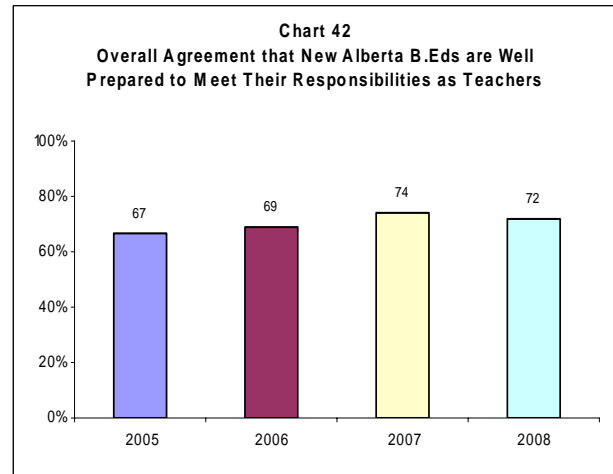
Almost all principals (99%), superintendents (97%) and teachers (96%) agreed that teachers help students achieve learning expectations and high standards. Similarly, a large majority of students (92%), board members (92%), and parents (84%) agreed that teachers help students achieve learning expectations and high standards. Respondents' satisfaction levels have been stable since 2005 survey period (see [Chart 41](#)).

## RCO OUTCOME D.4:

*High-quality, accessible teacher education programs and stringent teacher certification requirements exist.*

**Measure D.4.1:** *Percentage of teacher, principal, board, superintendent and principal agreement that new Alberta B.Eds are well prepared to meet their responsibilities as teachers.*

**Overall Results:** Overall, 72% of teachers, board members, superintendents, and principals agreed that recent Bachelor of Education graduates are well prepared to meet responsibilities as teachers. Respondents' overall agreement is similar to previous survey results (see [Chart 42](#)).



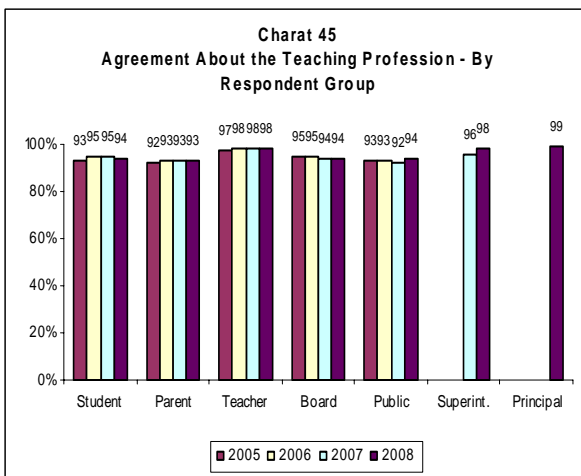
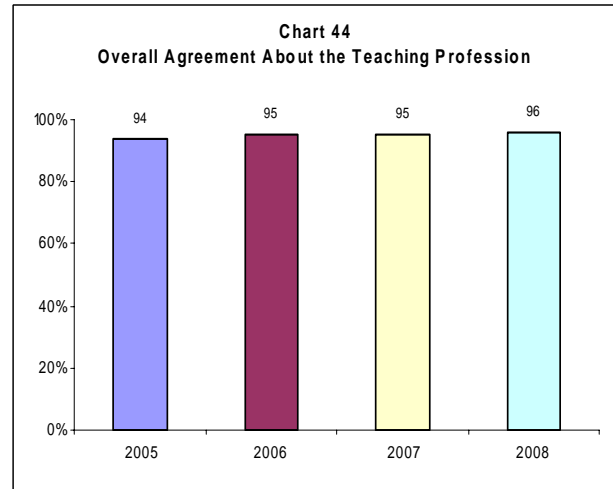
In general, over 70% of superintendents, principals and board members agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers. However, relatively fewer teachers (65%) agreed with this statement. Respondents' agreement levels have been stable since 2005 (see [Chart 43](#)).

**RCO OUTCOME D.5:**

*Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities.*

**Measure D.5:** Percentage of teacher, parent, public, student, board, superintendent and principal agreement that teaching is a profession requiring its members to: a) have specialized knowledge and skills, b) apply their specialized knowledge and skills using reasoned judgment, c) provide a service to society.

**Overall Results:** Overall, 96% of students, parents, teachers, board members, superintendents, principals, and the public agreed that teachers have specialized knowledge and skills, apply knowledge and skills using reasoned judgment and that they provide a service to society. Respondents' overall agreement level is similar to previous survey results (see *Chart 44*).



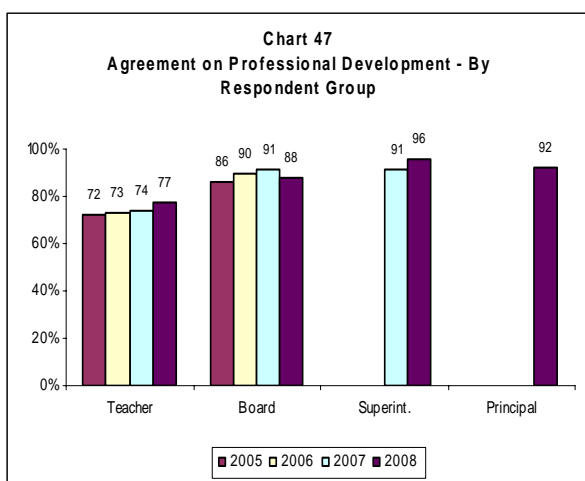
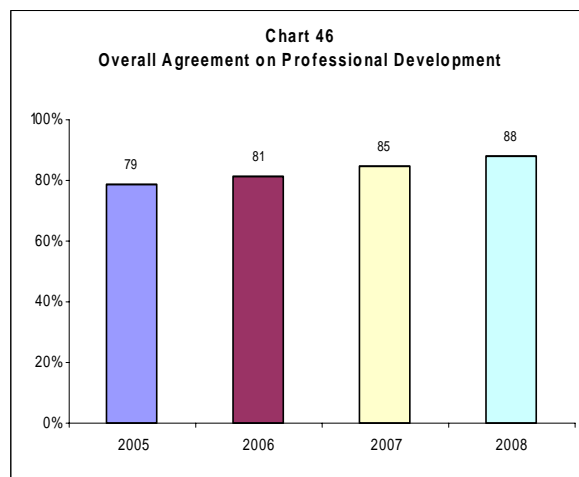
The vast majority (93% to 99%) of all the respondent groups in the surveys agreed that teachers are knowledgeable about the subjects they teach, have specialized knowledge and skills, apply their knowledge and skills using reasoned judgment and that they provide a very valuable service to society. Respondents' agreement levels have been stable since 2005 (see *Chart 45*).

## RCO OUTCOME D.6:

*Ongoing professional growth is fostered through systematic professional development.*

**Measure D.6:** *Percentage of teachers, boards, superintendents and principals reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.*

**Overall Results:** Overall, 88% of teachers, board members, superintendents, and principals agreed that in-services received by teachers from the school authority have been focused, systematic and contributed significantly to their ongoing professional growth. Respondents' overall agreement level has increased compared to 2005 and 2006 results possibly due to change in the scope of measure to include principals as new respondent group (see [Chart 46](#)).



In general, more superintendents (96%), principals (92%) and board members (88%) than teachers (77%) agreed that in-services received by teachers from the school authority have addressed teachers' professional development needs and contributed to ongoing professional development. Respondents' agreement levels are similar to previous survey results (see [Chart 47](#)).

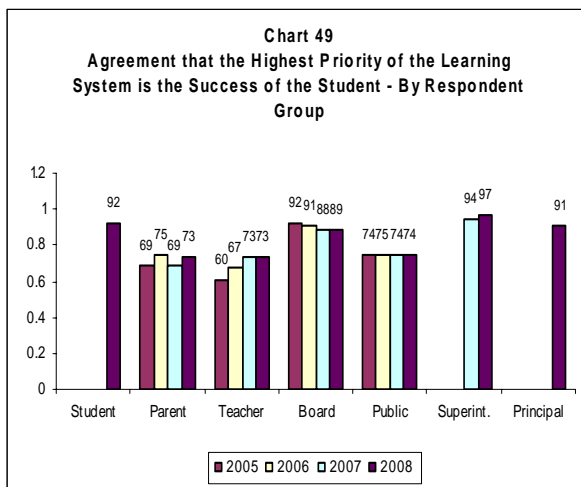
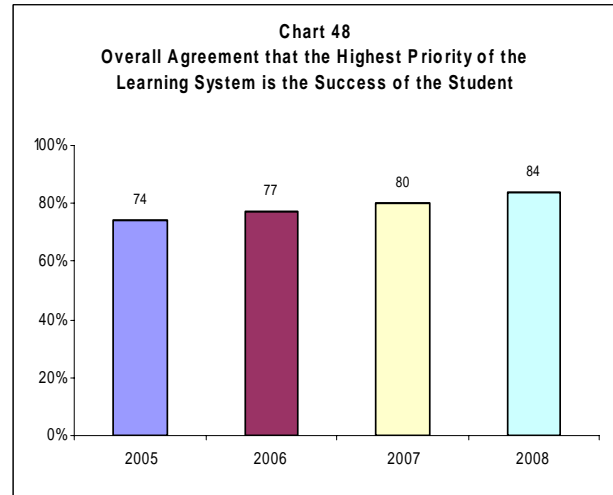
# Leadership and Governance

## RCO OUTCOME E.1:

*The highest priority of the learning system is the success of each student.*

**Measure E.1.1:** *Percentage of teacher, parent, public, student, board, superintendent and principal agreement that the highest priority of the learning system is the success of the student.*

**Overall Results:** Overall, 84% of students, parents, teachers, board members, superintendents, principals, and the public agreed that the highest priority of education system is the success of the student. Respondents' overall agreement level has increased compared to 2005 and 2006 results possibly due to the change in the scope of measure to include principals and students as new respondent groups (see [Chart 48](#)).



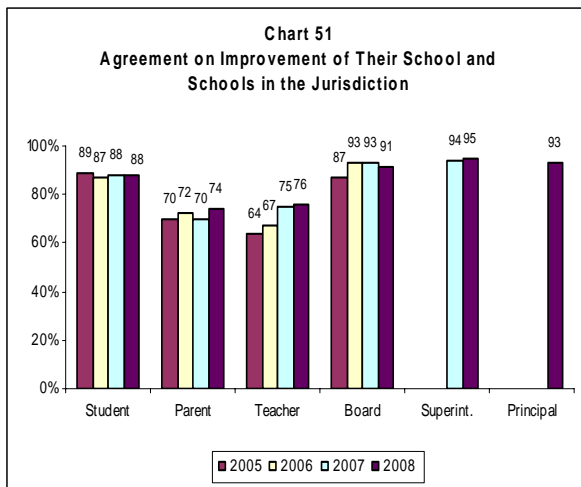
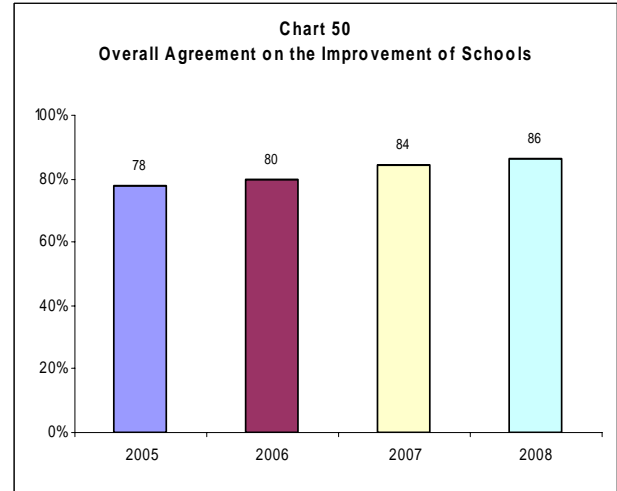
The vast majority of superintendents (97%), students (92%), principals (91%), and board members (89%) agreed that the highest priority of the Alberta's education is the success of the student. However, relatively fewer public (74%), teachers (73%), and parents (73%) agreed that the highest priority of Alberta's education system is the success of the student. Teachers' agreement level has increased compared to 2005 result (see [Chart 49](#)).

**RCO OUTCOME E.2:**

*The learning system is characterized by ongoing school improvement.*

**Measure E.2.1:** *Percentage of teacher, parents, boards, superintendents and principals indicating that their school and school(s) in their jurisdictions have improved, stayed the same, or become worse in the last three years.*

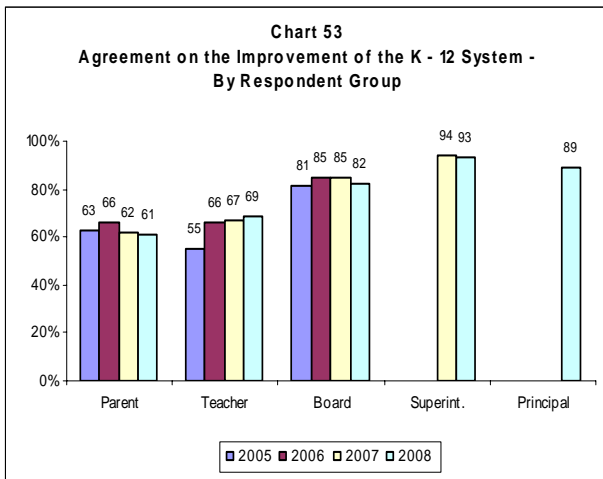
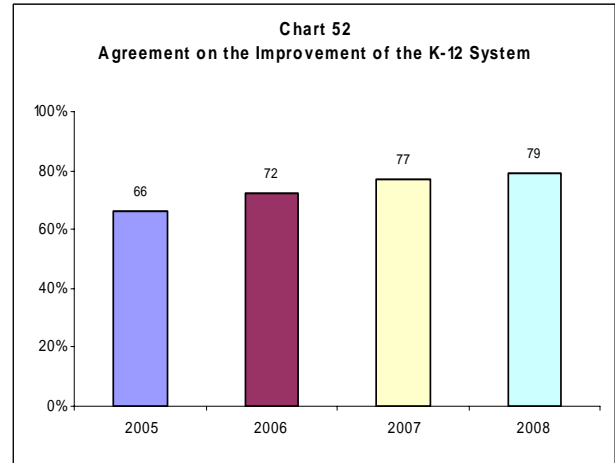
**Overall Results:** Overall, 86% of students, parents, teachers, board members, superintendents and principals reported that their school and school(s) in their jurisdiction have improved or stayed the same in the past three years. The overall result for this measure has increased compared to 2005 and 2006 results possibly due to the change in the scope of the measure to include principals as new respondent group (see [Chart 50](#)).



A high proportion of superintendents (95%), principals (93%), board members (91%), and students (88%) agreed that their school and school(s) in their jurisdictions have improved or stayed the same in the past three years. However, relatively fewer parents (74%) and teachers (76%) agreed with this statement. Teachers' agreement has improved compared to 2005 and 2006 survey results (see [Chart 51](#)).

**Measure E.2.2:** *Percentage of teachers, parents, boards, superintendents and principals indicating that the Alberta learning system has improved, stayed the same, or become worse in the last three years.*

**Overall Results:** Overall, 79% of parents, teachers, board members, superintendents, and principals reported that Alberta’s K-12 education system has improved or stayed the same in the past three years. The overall result for this measure has increased compared to 2005 and 2006 results possibly due to the change in the scope of the measure to include principals as new respondent group (see [Chart 52](#)).



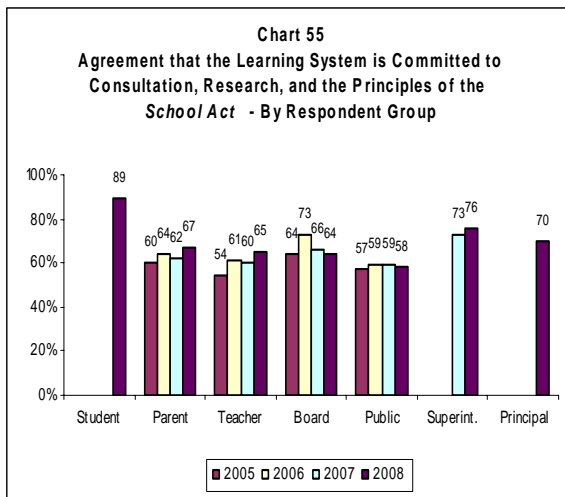
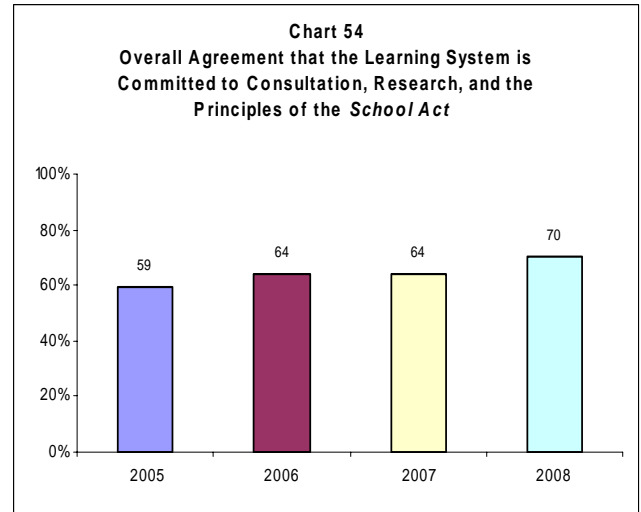
A high proportion of superintendents (93%), principals (89%) and board members (82%) agreed that quality of the Alberta K-12 education system has improved or stayed the same in the past three years. However, relatively fewer parents (61%) and teachers (69%) agreed with this statement. Teachers’ agreement level has increased compared to 2005 survey result (see [Chart 53](#)).

**RCO OUTCOME E.3:**

*Consultation, research and commitment to principles guide policy decisions in the learning system.*

**Measure E.3:** *The percentage of teacher, parent, public, student, board, superintendent and principal agreement that the learning system is committed to consultation, research and principles of the School Act.*

**Overall Results:** Overall, 70% of parents, teachers, board members, superintendents, principals, and the public agreed that the learning system is committed to consultation, research, and the principles of the School Act. Respondents' overall agreement level has increased compared to 2005 result possibly due to change in the scope of measure to include principals as new respondent group (see [Chart 54](#)).



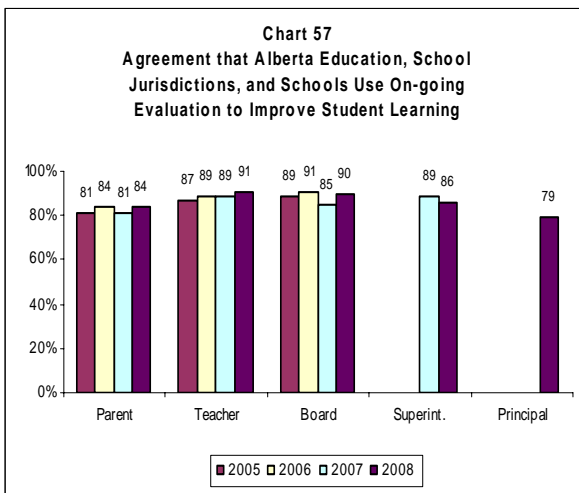
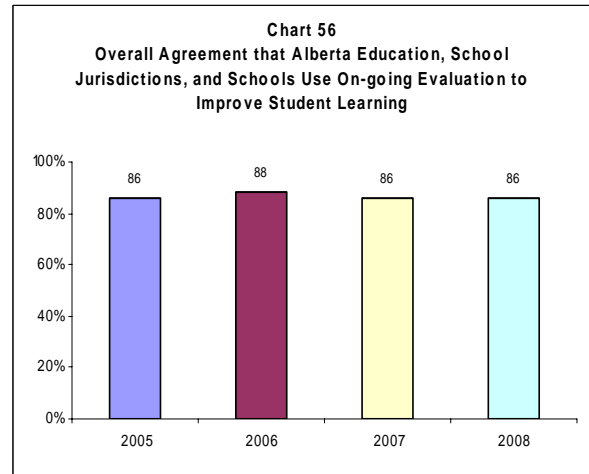
In general, over 75% of students and superintendents agreed that the education system is committed to consultation, research and the principles of the *School Act*. However, relatively fewer proportions of principals (70%), parents (67%), teachers (65%), board members (64%), and the public (58%) agreed with this statement. Teachers' agreement has increased compared to 2005 result. However, board members' agreement has decreased compared to 2006 result (see [Chart 55](#)).

**RCO OUTCOME E.4:**

*Student learning is supported by evaluation practices that provide information about important outcomes.*

**Measure E.4:** *The percentage of teacher, parent, student, stakeholder, board, superintendent and principal agreement that Alberta Education, school jurisdictions and schools use the results of student, teacher, program, school and school system evaluation to improve student learning.*

**Overall Results:** Overall, 86% of parents, teachers, board members, superintendents, and principals agreed that the Alberta Education/school jurisdictions/schools use ongoing evaluation to improve student learning. The overall agreement level is similar to previous survey results (see [Chart 56](#)).



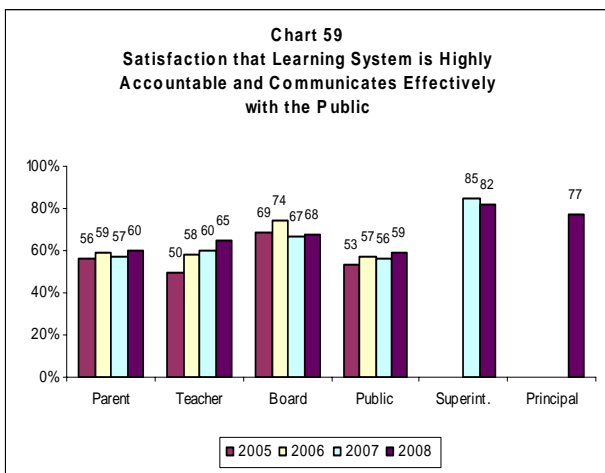
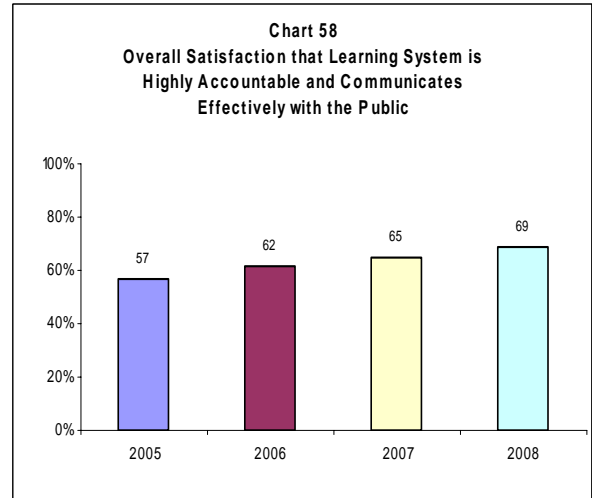
In general, a high proportion of teachers (91%), board members (90%), superintendents (86%), parents (84%), and principals (79%) agreed that Alberta Education/school jurisdictions/schools use ongoing evaluation to improve student learning. Respondents' agreement levels have been stable since the 2005 survey period (see [Chart 57](#)).

**RCO OUTCOME E.7:**

*All elements of the learning system are highly accountable and communicate effectively with the public.*

**Measure E.7:** *Percentage of teacher, parent, public, board, superintendent and principal satisfaction that the learning system (government, jurisdictions, schools) is highly accountable and communicates effectively with the public.*

**Overall Results:** Overall, 69% of parents, teachers, board members, superintendents, principals and the public were satisfied that the learning system is highly accountable and communicates effectively with the public. The overall satisfaction level has increased compared to 2005 result possibly due to change in the scope of measure to include principals as new respondent group (see [Chart 58](#)).



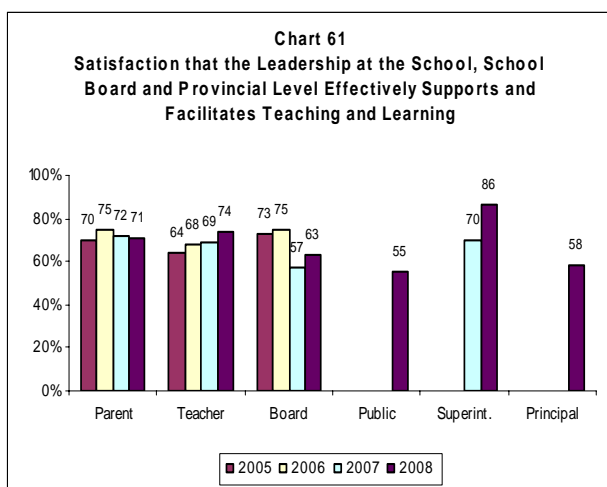
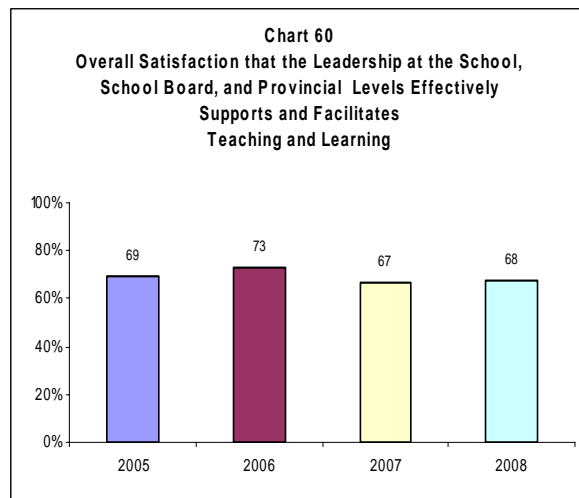
In general, over 75% of superintendents and principals were satisfied that the learning system is highly accountable and communicates effectively with the public. However, relatively fewer board members (68%), teachers (65%), parents (60%), and the public (59%) were satisfied that the learning system is highly accountable and communicates effectively with the public. Teachers and the public satisfaction levels have increased compared to 2005 survey result (see [Chart 59](#)).

**RCO OUTCOME E.9:**

*Effective and facilitative leadership supports teaching and learning.*

**Measure E.9:** Percentage of parent, public, student, staff (teacher), board, superintendent and principal satisfaction that the leadership at the school, school board and provincial level effectively supports and facilitates teaching and learning.

**Overall Results:** Overall, 68% of parents, teachers, board members, superintendents, and principals were satisfied that the leadership at the school, school board and provincial levels effectively supports and facilitates teaching and learning. The overall satisfaction level is similar to previous survey results (see [Chart 60](#)).



In general, over 70% of superintendents, teachers and parents were satisfied that the leadership at school, jurisdiction and province supports and facilitates teaching and learning. Relatively fewer board members (63%), principals (58%), and the public (55%) were satisfied that the leadership at school, jurisdiction and province supports and facilitates teaching and learning. Superintendents’ satisfaction level has increased compared to 2007 result. Similarly, teachers’ satisfaction level has increased compared to 2005 result. However, board members’ satisfaction level has decreased compared to 2005 and 2006 results (see [Chart 61](#)).

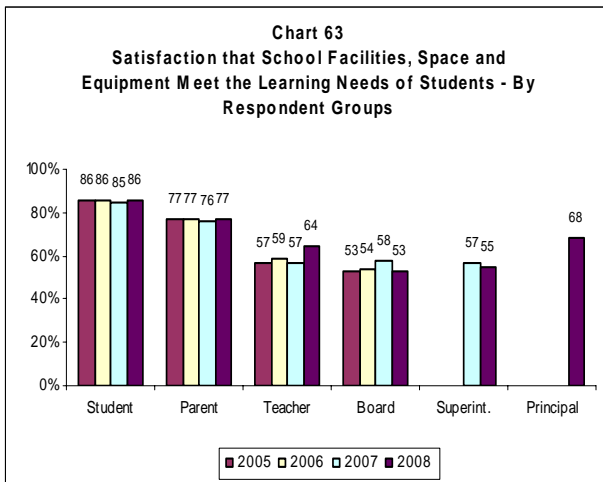
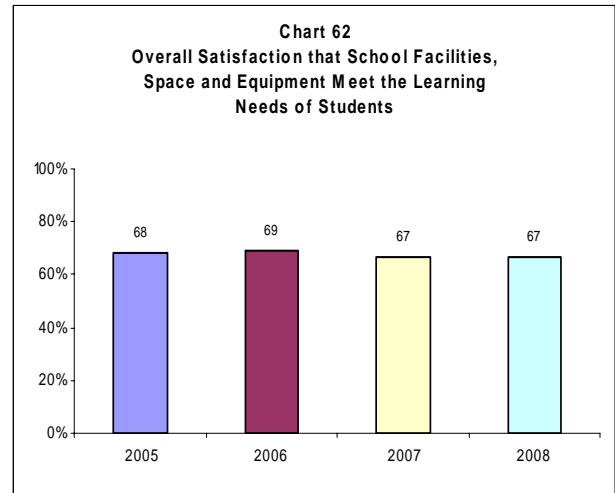
# Facilities

## RCO OUTCOME F.1.1:

*Facilities meet the learning needs of students and the program delivery needs of staff.*

**Measure F1.1:** *Percentage of parent, student, staff (teacher), board, superintendent and principal satisfaction that the facility, space and equipment meet the learning needs of students.*

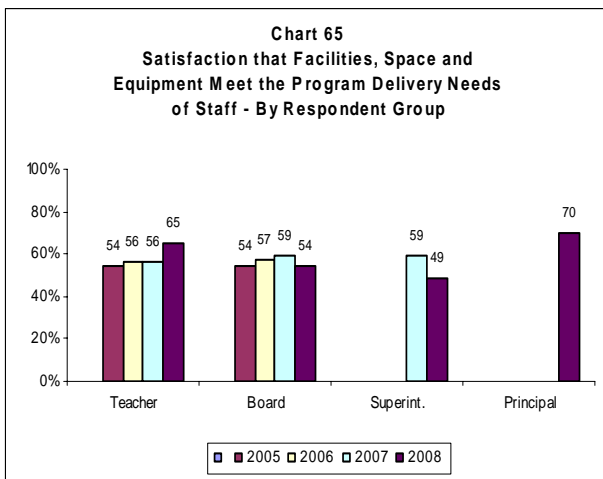
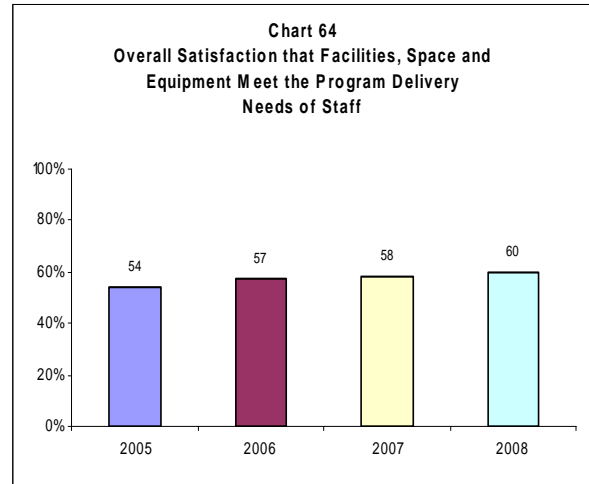
**Overall Results:** Overall, 67% of students, parents, teachers, board members, superintendents, and principals were satisfied that school facilities, space and equipment meet the learning needs of students. Respondents' overall satisfaction level is similar to previous survey results (see [Chart 62](#)).



In general, over 75% of students and parents were satisfied that school facilities, space and equipment meet the learning needs of students. However, relatively fewer board members (53%), superintendents (55%), teachers (64%), and principals (68%) were satisfied that these aspects of student learning needs are being met. Respondents' satisfaction levels are similar to previous survey results (see [Chart 63](#)).

**Measure F1.2:** Percentage of parent, student, staff (teacher), board, superintendent and principal satisfaction that the facility, space and equipment meet the program delivery needs of staff.

**Overall Results:** Overall, 60% of teachers, board members, superintendents, and principals were satisfied that school facilities, space and equipment meet the program delivery needs of staff. Respondents' overall satisfaction level is similar to previous survey results (see [Chart 64](#)).



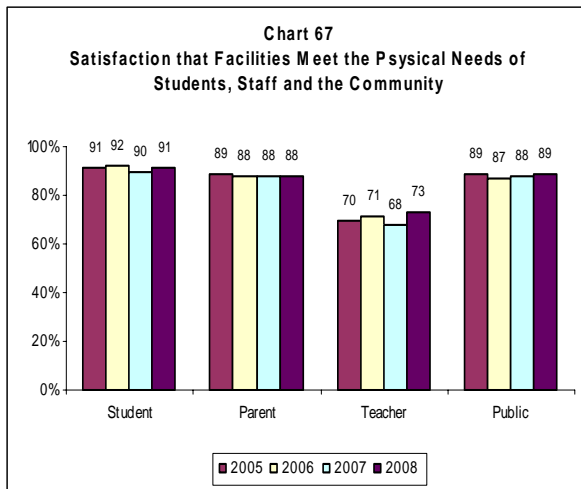
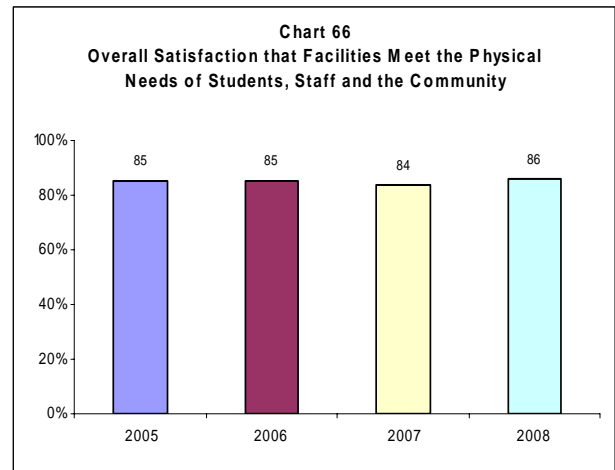
In general, seven in ten (70%) of principals were satisfied that facilities, space and equipment meet the program delivery needs of staff. However, relatively fewer superintendents (49%), board members (54%) and teachers (65%) were satisfied on this measure. Teachers' satisfaction level has increased compared to previous survey results (see [Chart 65](#)).

**RCO OUTCOME F.2:**

*Facilities meet the physical needs of students, staff and the community.*

**Measure F2.2:** *Percentage of students, staff (teacher) and community satisfaction that facilities meet the physical needs of students, staff and the community.*

**Overall Results:** Overall, 86% of students, parents, teachers and the public were satisfied that school facilities meet the physical needs of students, staff and the community. Respondents' overall satisfaction level is similar to previous survey results (see [Chart 66](#)).



A large majority of students (91%), public (89%) and parents (88%) were satisfied that school facilities meet their physical needs of students, staff, and the community. However, relatively fewer (73%) teachers were satisfied that facilities meet their physical needs. Respondents' satisfaction levels are consistent with previous survey results (see [Chart 67](#)).

## Sample Sizes and Confidence Intervals in the Satisfaction with Education in Alberta Surveys

Alberta Education annually commissions telephone satisfaction surveys of random samples of the Alberta public, teachers, board members, superintendents, principals, senior high school students and parents of ECS – Grade 12 students. The purpose of these surveys is to obtain perceptions of how the Education system is performing in meeting learners' and society's needs and expectations. Professional survey research firms are contracted to conduct the surveys for Alberta Education, using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to Alberta Education.

The following table provides sampling information about the Satisfaction with the Education in Alberta surveys (public, teachers, board members, superintendents, principals, senior high school students and parents of ECG – Grade 12 students) conducted by Alberta Education. The information includes the respondent groups surveyed, corresponding sample sizes and the confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95%). Sampling variation can account for observed differences in results from year to year.

Survey	Sample/Confidence Interval	2005	2006	2007	2008
<b>Public</b>	Sample	3,000	3,000	3,000	3,000
	Confidence interval	±1.8%	±1.8%	±1.8%	±1.8%
<b>Parents of ECS to Grade 12 students</b>	Sample	800	800	800	801
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%
<b>Senior high school students</b>	Sample	800	800	800	802
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%
<b>Teachers</b>	Sample	806	800	800	801
	Confidence Interval	±3.5%	±3.5%	±3.5%	±3.5%
<b>School board members</b>	Sample	350	350	350	306
	Confidence Interval	±3.2%	±3.2%	±3.2%	±3.8%
<b>Superintendents</b>	Sample	na	na	63	58
	Confidence Interval	na	na	±5.0%	±6.0%
<b>Principals</b>	Sample	na	na	na	621
	Confidence Interval	na	na	na	±3.2%

Unless otherwise noted, the survey instruments for these satisfaction surveys use four-point response scales (“Very Satisfied/Satisfied/Dissatisfied/Very Dissatisfied” or “Strongly Agree/Agree/Disagree/Strongly Disagree”), depending on the question. Although not asked, “Don’t Know” responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were “very satisfied/satisfied” or who “strongly agreed/agreed”. The survey results are available online at: <http://www.Education.gov.ab.ca/pubstats/research.asp>.