



**Alberta Regional Professional
Development Consortia**

*Dedicated to the provision of professional learning
opportunities at the local, regional and provincial levels*

Annual Provincial Assurance Survey Results

June 2024

Publication Information

This report was prepared for the Alberta Regional Professional Development Consortia (ARPDC) by Dr. Gloria Antifaiff.

For more information contact:

Dr. Gloria Antifaiff, Principal Leadership Consultant
College of Alberta School Superintendents (CASS)
Suite 1300, First Edmonton Place
10665 Jasper Avenue
Edmonton, AB T5J 3S9

P: 780.540.9205

gloria.antifaiff@cass.ab.ca

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Message from ARPDC Executive Director

ARPDC acknowledges and appreciates the 712 stakeholders from across Alberta who took time out of their busy lives to participate in the first 2024 ARPDC Assurance Survey. The information gathered from this survey will contribute to ARPDC's forward planning. Additional gratitude is expressed to all those that contributed to the shaping of this survey by providing feedback on the questions. Your opinions and feedback are valued and deeply appreciated.

Thank you to the following board, committees, and staff that contributed to the creation of the ARPDC Assurance Survey:

- CASS Board of Directors,
- CASS CEO – David Keohane,
- ARPDC Provincial Advisory Committee,
- Regional Advisory Committee – Calgary Regional Consortium (CRC),
- Regional Advisory Committee – Central Alberta Regional Consortium (CARC),
- Regional Advisory Committee Consortium provincial francophone (CPFPP),
- Regional Advisory Committee Edmonton Regional Learning Consortium (ERLC),
- Regional Advisory Committee Learning Network Educational Services (LNES),
- Regional Advisory Committee Northwest Regional Learning Consortium (NRLC),
- Regional Advisory Committee Southern Alberta Professional Development Consortium (SAPDC),
- Regional Consortium Directors and Staff, and
- ARPDC Assurance Framework Committee.

Sincerely,

Todd Robinson

Provincial Assurance Survey Results

Overview of Respondents

Current Role of Respondents	English Survey n	French Survey n	Combined n	Combined %
Regulated CASS Members/Division Leaders	109	12	121	17.0%
Teachers/School Leaders	433	27	460	64.6%
School Support Staff	70	3	73	10.3%
Other	54	4	58	8.1%
Total	666	46	712	100.0%

Note: All subsequent quantitative percentages are calculated with the combined results of the English and French ARPDC provincial assurance surveys.

Years of Experience in Current Role (%)	Less than 3 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
Regulated CASS Members/Division Leaders	32.2	21.5	23.1	11.6	4.1	7.4
Teachers/School Leaders	13.9	14.3	12.0	16.5	14.3	28.9
School Support Staff	17.1	21.4	18.6	12.9	12.9	17.1
Other	14.7	23.5	29.4	8.8	8.8	14.7

Earned Professional Practice Standard(s) (%)	TQS	LQS	SLQS	TQS/LQS	TQS/LQS/SLQS	NA
Regulated CASS Members/Division Leaders	21.5	12.4	1.7	33.1	21.5	9.9
Teachers/School Leaders	72.0	3.3	0.0	19.8	1.5	3.5
School Support Staff	N/A*	N/A	N/A	N/A	N/A	N/A
Other	12.9	N/R**	N/R	16.1	3.2	67.7

Attended an ARPDC Session/Meeting in the Past 12 Months (%)	Yes	No
Regulated CASS Members/Division Leaders	81.7	18.3
Teachers/School Leaders	63.0	37.0
School Support Staff	50.0	50.0
Other	N/A	N/A

*N/A = Not Applicable; **N/R = No Response

Goal 1

Description: Facilitate professional development which supports the effective implementation of components of the:

- Alberta Education Business Plan.
- Jurisdiction and school education plans.
- Education Partner Strategic Plans.

1. Delivers programming to support the professional learning needs of my school authority.	
	2023-2024
Regulated CASS Members/Division Leaders	91.7%
Teachers/School Leaders	86.1%
School Support Staff	70.0%
Other	67.0%
(% of respondents that agreed or strongly agreed.)	

Goal 2

Description - Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.

2. Delivers quality professional learning.	
	2023-2024
Regulated CASS Members/Division Leaders	95.0%
Teachers/School Leaders	88.7%
School Support Staff	75.7%
Other	83.3%
(% of respondents that agreed or strongly agreed.)	

3. Provides professional learning to support the implementation of new curriculum.	
	2023-2024
Regulated CASS Members/Division Leaders	87.6%
Teachers/School Leaders	72.4%
School Support Staff	N/A
Other	N/A
(% of respondents that agreed or strongly agreed.)	

4. Contributes to ongoing professional growth as described in the Professional Practice Standards for teachers and teacher leaders.	
	2023-2024
Regulated CASS Members/Division Leaders	92.6%
Teachers/School Leaders	88.5%
School Support Staff	N/A
Other	N/A
(% of respondents that agreed or strongly agreed.)	

Goal 3

Description - Coordinate, broker, and act as a referral centre to assist partners to identify available professional development resources.

5. My school authority consults with ARPDC to broker or seek professional learning services.	
	2023-2024
Regulated CASS Members/Division Leaders	63.6%
Teachers/School Leaders	N/A
School Support Staff	N/A
Other	N/A
(% of respondents that agreed or strongly agreed.)	

6. Identifies available learning/professional resources.	
	2023-2024
Regulated CASS Members/Division Leaders	N/A
Teachers/School Leaders	83.7%
School Support Staff	65.7%
Other	79.6%
(% of respondents that agreed or strongly agreed.)	

7. Provides research-based professional learning.	
	2023-2024
Regulated CASS Members/Division Leaders	93.4%
Teachers/School Leaders	81.3%
School Support Staff	67.1%
Other	60.8%
(% of respondents that agreed or strongly agreed.)	

8. Communicates information about sessions in a clear and accessible manner.	
	2023-2024
Regulated CASS Members/Division Leaders	N/A
Teachers/School Leaders	85.9%
School Support Staff	71.4%
Other	52.2%
(% of respondents that agreed or strongly agreed.)	

9. Connects with me through email or social media.	
	2023-2024
Regulated CASS Members/Division Leaders	N/A
Teachers/School Leaders	85.2%
School Support Staff	74.3%
Other	77.8%
(% of respondents that agreed or strongly agreed.)	

Goal 4

Description: Deliver professional development based on the identified and emerging needs of educational partners.

10. Collaborates with us to address the professional learning needs in our school/school authority.	
	2023-2024
Regulated CASS Members/Division Leaders	67.8%
Teachers/School Leaders	56.1%
School Support Staff	N/A
Other	N/A
(% of respondents that agreed or strongly agreed.)	

Goal 5

Description: Promote and support the development of professional development leadership capacity.

11. Contributes to the development of leadership capacity through professional learning.	
	2023-2024
Regulated CASS Members/Division Leaders	74.4%
Teachers/School Leaders	N/A
School Support Staff	N/A
Other	N/A
(% of respondents that agreed or strongly agreed.)	

12. I share my learning from ARPDC sessions with my colleagues.	
	2023-2024
Regulated CASS Members/Division Leaders	N/A
Teachers/School Leaders	75.7%
School Support Staff	62.9%
Other	52.1%
(% of respondents that agreed or strongly agreed.)	

13. Colleagues/Others have shared their learning from ARPDC sessions with me.	
	2023-2024
Regulated CASS Members/Division Leaders	N/A
Teachers/School Leaders	53.3%
School Support Staff	47.9%
Other	50.0%
(% of respondents that agreed or strongly agreed.)	

14. Sessions contribute to the development of my professional/work capacity.	
	2023-2024
Regulated CASS Members/Division Leaders	N/A
Teachers/School Leaders	83.9%
School Support Staff	68.6%
Other	83.8%
(% of respondents that agreed or strongly agreed.)	

Goal 6

Descriptions: Provide educational partners with access to professional development at a reasonable cost.

15. Sessions are provided at a reasonable cost.	
	2023-2024
Regulated CASS Members/Division Leaders	95.0%
Teachers/School Leaders	83.0%
School Support Staff	68.6%
Other	61.1%
(% of respondents that agreed or strongly agreed.)	

Overall Satisfaction

16. Given ARPDC's priorities of new curriculum implementation, quality teaching, and quality leadership, overall, I am satisfied with the quality of supports and services provided by ARPDC.	
	2023-2024
Regulated CASS Members/Division Leaders	86.0%
Teachers/School Leaders	79.6%
School Support Staff	65.7%
Other	75.9%
(% of respondents that agreed or strongly agreed.)	

Summary of Open-Ended Comments

The summary of the open-ended comments in the survey is based on the merged findings of all stakeholders that responded to the 2024 Provincial English and French survey. In total, six themes were identified. The six identified themes are communication, identity, sessions, personalized learning, reasonable cost, online/on-demand. Each theme is described below.

1. Communication

Several respondents to the survey indicated they noticed and appreciated ARPDC efforts to provide a provincial approach to professional learning. To them, this made sense and opened more opportunities to access sessions and different speakers. On the other hand, several of the respondents seemed unsure about how to access the services and supports that ARPDC can provide, expressed confusion about who can access ARPDC sessions, and wondered about how to become connected with ARPDC.

2. Identity

ARPDC is currently undergoing a rebranding process which will establish ARPDC as a provincial organization comprised of regions to deliver K-12 professional learning supports and services in a consistent and accessible manner. In the rebranding, ARPDC will need to consider that many of the respondents to the survey indicated they had more than 16+ years of experience in their current role. The comments on the surveys indicated a strong “brand” loyalty to the work of ARPDC, through local consortiums. Conversely, several people new to their roles, with less than 3 years of experience, asked the question: Who is ARPDC? Also, there appeared to be mixed levels of support across the regional consortiums when it came to collaborative engagement in the school or at central office.

3. Sessions

Respondents to the survey consistently identified the high-quality sessions and presenters that offered professional learning to educators. Some respondents referred to ARPDC as a “life-line” or a “go-to” organization for their professional learning. Some respondents wanted to have access to more educational experts, especially outside of the province to maintain currency, be prepared for future trends, and to be able to access this level of professional learning in a cost-effective manner. Some respondents seemed unaware of the ability to access provincial sessions and were concerned about the use of the same topics and presenters. Many of the respondents commented about the timing of the sessions. Some did prefer after school or evenings but the majority that commented on this topic wanted more professional learning available during the school day or more repeated sessions.

4. Personalized Learning

Across the categories of respondents, there were many requests for sessions and support for specialized topics. This notion of personalized learning is also present in research about the needs of adult learners. While this report is not focused on research about adult learners, CASS has been immersed in this research and some of those learnings are applicable for ARPDC.

5. Reasonable Cost

Most of the survey respondents indicated that ARPDC sessions were offered at a reasonable cost, and they appreciated the sessions that were available free of charge. For some respondents, there seemed to be confusion about the cost associated with attending sessions, and some respondents felt they should not be charged a fee to access professional learning that supported their work in schools. Others did not seem aware of the accessibility of free sessions.

6. Online/On-Demand

By far, the ability to access professional learning online and on-demand was noticed and appreciated by respondents across all the identified roles in the survey. For those that must travel long distances to access professional learning (e.g., rural school divisions), online access opened the doors to new ways of accessing professional learning and resources.

Focus Group Summary

During the week of April 8, 2024, online 60-minute focus groups were hosted over four days. Participation in the focus groups was voluntary. Participants indicated their interest in the focus groups after completing the provincial assurance survey in January 2024. Six overarching themes that emerged from the focus group conversations are below.

1. **Appreciation**

Focus group participants expressed gratitude for ARPDC's professional learning offerings and see the supports and services as a valuable resource for their professional growth and development. This theme encompasses satisfaction with PD opportunities, particularly the Summer Institutes.

2. **Online PD**

Focus group participants commented on the convenience of accessing PD sessions from anywhere in the province and the flexibility provided by virtual sessions. This theme highlights the ease of signing up for sessions and accessing recorded content later.

3. **Communication**

Focus group participants stressed the importance of clear communication and effective promotion of ARPDC offerings to maximize participation and engagement. Feedback was received on the lack of clarity of ARPDC's acronym as well as suggestions for improvement in communication and promotion.

4. **Specialized PD**

Focus group participants expressed interest in specialized PD opportunities tailored to their specialized professional needs. They highlighted the importance of cohort support, especially for new teachers. This theme encompasses the need for tailored support and collaboration provincially among educators.

5. **Accessibility of Resources**

Focus group participants expressed concerns about the awareness and accessibility of resources offered by ARPDC. They desired clearer communication and consistent messaging about available resources, especially for newer teachers who may feel overwhelmed.

6. **Evolution of PD Practices**

While expressing satisfaction with current offerings, the focus group participants recognized the need for continuous improvement and evolution in PD practices. Participants suggested ways to refine PD delivery to better meet the evolving needs of educators and enhance the overall professional learning experience. This theme encompasses suggestions for improvement and growth in PD practices.

These themes collectively reflect the multifaceted landscape of professional development in education, emphasizing appreciation for existing resources while also advocating for improvements in communication, accessibility, and tailored support to better meet the diverse

needs of educators.

Concluding Remarks

The 712 respondents to the first 2024 ARPDC Assurance Survey provided valuable insight and information about their perceptions regarding ARPDC. It is with gratitude that ARPDC acknowledges each respondent's participation and commitment to ARPDC. The survey demonstrates that ARPDC is a respected, valued, and integral part of professional learning for many K-12 education stakeholders in the province. ARPDC has the tremendous loyalty of those that are experienced in their current roles (15+ years), and there is room for ARPDC to build upon this type of loyalty for those that are new to their roles in education. The survey results and focus group feedback provide direction and assure stakeholders that ARPDC is succeeding in their mission to provide high-quality professional learning opportunities for Alberta's educational community.

Thank you to all that participated in the development and implementation of the 2024 ARPDC Assurance Survey and to those individuals that took time out of their busy lives to participate in focus groups.