



**The Consortium**

Alberta Professional Learning Consortium

---

# 2026 PROVINCIAL ASSURANCE SURVEY RESULTS

May 2026

**Publication Information**

This report was prepared for The Consortium 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](mailto:gloria.antifaiff@cass.ab.ca)

## Table of Contents

Message from The Consortium Executive Director .....	4
Overview of Respondents .....	5
Foundational Statement 1.....	6
Foundational Statement 2.....	6
Foundational Statement 3.....	7
Foundational Statement 4.....	8
Foundational Statement 5.....	8
Foundational Statement 6.....	9
Overall Satisfaction .....	9
Summary of Open-Ended Comments .....	9
Concluding Remarks.....	11

## Message from The Consortium Executive Director

The 2026 Assurance Survey offers an important opportunity to pause, listen, and reflect on how The Consortium is serving K-12 educators across Alberta. This year's findings are grounded in the perspectives of 207 stakeholders whose insights provide both affirmation and direction as we look ahead.

What emerges clearly from this year's results is the value of staying responsive and focused in a changing educational landscape. Your feedback highlights where our efforts are making a meaningful difference, while also pointing to areas where greater clarity, access, and impact are needed. This balance is essential because it ensures that our work remains both relevant and forward-looking.

The Consortium approaches this feedback not as a retrospective exercise, but as a catalyst for action. The insights gathered through this process will directly inform our priorities, shape program design, and strengthen how we engage with educators across the province. In this way, the survey is not simply a measure of assurance, but a mechanism for continuous renewal.

We also recognize that the strength of this work reflects a collective effort. Sincere thanks are extended to the 207 people who contributed their perspectives, as well as to those who supported the thoughtful design of the survey. Appreciation is also extended to the CASS Board of Directors, CASS CEO - David Keohane, The Consortium Provincial Advisory Committee, Regional Advisory Committees, and Regional Consortium Directors and staff for their ongoing leadership and commitment.

On behalf of The Consortium, thank you for your continued engagement and partnership. Your perspectives are instrumental in shaping a responsive and coherent approach to professional learning across Alberta.

Sincerely,  
Todd Robinson

## Overview of Respondents

Current Role of Respondents	2024 Total n	2024 Total %	2025 Total n	2025 Total %	2026 Total n	2026 Total %
Regulated CASS Members/Division Leaders	121	17%	76	43%	52	26%
School Leaders/Teachers	460	65%	80	45%	130	66%
School Support Staff	73	10%	21	12%	13	7%
Other	58	8%	0	0	2	1%
<b>Total</b>	<b>712</b>		<b>177</b>		<b>197</b>	

*Note: This report is based on responses from regulated CASS members, division leaders, school leaders, and teachers. Response counts for support staff (n = 13) and other respondents (n = 2) were limited; therefore, these data were examined and considered separately rather than aggregated. Similarly, responses from the French-language survey (n = 10) were reviewed independently due to the small sample size. Additionally, percentages may not total 100% due to rounding.*

Years of Experience in Current Role (%)	2024 Less than 3 years	2025 Less than 3 years	2026 Less than 3 years	2024 3-10 years	2025 3-10 years	2026 3-10 years	2024 11+ years	2025 11+ years	2026 11+ years
Regulated CASS Members/Division Leaders	32	38	37	45	50	56	23	12	8
Teachers/School Leaders	14	16	13	26	25	35	60	58	52
School Support Staff	17	11	N/A	40	47	N/A	43	42	N/A
Other	15	0	N/A	53	0	N/A	32	0	N/A

Earned Professional Practice Standard(s) (%)	TQS			TQS/LQS			TQS/LQS/SLQS			N/A		
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
Regulated CASS Members/Division Leaders	21	13	21	45	54	40	23	28	33	10	5	6
Teachers/School Leaders	72	70	65	23	26	26	2	3	1	4	1	5

Attended a Consortium Session/Meeting in the Past 12 Months (%)	2024 Yes	2025 Yes	2026 Yes	2024 No	2025 No	2026 No
Regulated CASS Members/Division Leaders	82	86	87	18	14	13
Teachers/School Leaders	63	58	41	37	42	59

## Foundational Statement 1

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

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

1. Delivers programming to support the professional learning needs of teachers and teacher leaders. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	92	96	98
Teachers/School Leaders	86	80	74*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (18%) indicated *I don't know*. Eight percent (8%) *disagreed* (4%) or strongly disagreed (4%).

## Foundational Statement 2

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

2. Delivers quality professional learning. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	95	97	92
Teachers/School Leaders	89	85	76*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (21%) indicated *I don't know*. Four percent (4%) *disagreed* (2%) or strongly disagreed (2%).

3. Provides professional learning to support the implementation of new curriculum.			
	2024	2025	2026
Regulated CASS Members/Division Leaders	88	86	92
Teachers/School Leaders	72	69	58*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (35%) indicated *I don't know*. Seven percent (7%) *disagreed* (5%) or strongly disagreed (2%).

4. Contributes to ongoing professional growth as it pertains to the professional practice standard for teachers and teacher leaders. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	93	96	92
Teachers/School Leaders	89	81	67*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (20%) indicated *I don't know*. Thirteen percent (13%) *disagreed* (11%) or strongly disagreed (2%).

### Foundational Statement 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 The Consortium to broker or seek professional learning services. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	64	75	85
Teachers/School Leaders	N/A	N/A	N/A
(% of respondents that agreed or strongly agreed.)			

6. Identifies available learning/professional resources. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	N/A	N/A	N/A
Teachers/School Leaders	84	76	70*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (21%) indicated *I don't know*. Nine percent (9%) *disagreed* (7%) or strongly disagreed (2%).

7. Provides research-based professional learning. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	93	92	85
Teachers/School Leaders	81	83	73*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (21%) indicated *I don't know*. Five percent (5%) *disagreed*(3%) or strongly disagreed (2%).

8. Communicates information about sessions in a clear and accessible manner. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	N/A	N/A	N/A
Teachers/School Leaders	86	90	73*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (18%) indicated *I don't know*. Nine percent (9%) *disagreed* (7%) or strongly disagreed (2%).

9. Connects with me through email or social media. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	N/A	N/A	N/A
Teachers/School Leaders	85	88	70*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (19%) indicated *I don't know*. Twelve percent (12%) *disagreed* (7%) or strongly disagreed (5%).

## Foundational Statement 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 authority. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	68	79	83
Teachers/School Leaders	N/A	N/A	N/A
(% of respondents that agreed or strongly agreed.)			

## Foundational Statement 5

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

11. Contributes to the development of leadership capacity through professional learning. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	74	84	87
Teachers/School Leaders	N/A	N/A	N/A
(% of respondents that agreed or strongly agreed.)			

12. I share my learning from The Consortium sessions with my colleagues. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	N/A	N/A	N/A
Teachers/School Leaders	76	70	59*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (20%) indicated *I don't know*. Twenty-one percent (21%) *disagreed* (15%) or strongly disagreed (6%).

13. Colleagues/Others have shared their learning from The Consortium sessions with me. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	N/A	N/A	N/A
Teachers/School Leaders	53	48	39*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (22%) indicated *I don't know*. Thirty-nine percent (39%) *disagreed* (26%) or strongly disagreed (13%).

14. Sessions contribute to the development of my professional/work capacity. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	N/A	N/A	N/A
Teachers/School Leaders	84	79	69*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (18%) indicated *I don't know*. Thirteen percent (13%) *disagreed* (11%) or strongly disagreed (2%).

## Foundational Statement 6

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

15. Sessions are provided at a reasonable cost. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	95	95	92
Teachers/School Leaders	83	79	67*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (27%) indicated *I don't know*. Six percent (63%) *disagreed* (3%) or strongly disagreed (3%).

## Overall Satisfaction

16. I am satisfied with the quality of supports and services provided by The Consortium. (%)			
	2024	2025	2026
Regulated CASS Members/Division Leaders	86	95	83
Teachers/School Leaders	80	74	67*
(% of respondents that agreed or strongly agreed.)			

\*A high number of teacher/school leader respondents (20%) indicated *I don't know*. Thirteen percent (13%) *disagreed* (8%) or strongly disagreed (5%).

## Summary of Open-Ended Comments

### 1. Strong Relationships and Responsiveness

Accolades:

- The Consortium is consistently viewed as a responsive, valued, and collaborative partner across jurisdictions.
- Stakeholders value the professionalism and adaptability demonstrated in meeting diverse system needs.

Opportunity for Growth:

- Some respondents indicated an opportunity to more intentionally differentiate and tailor supports to reflect the varying contexts, capacities, and realities of jurisdictions across the province, ensuring that responsiveness and relevance are experienced consistently by all stakeholders.

### 2. Quality and Relevance of Professional Learning

Accolades:

- Professional learning is widely regarded as high quality, practical, and aligned with system priorities.

- Offerings effectively translate complex initiatives into actionable practices for educators and leaders.

Opportunity for Growth:

- Some respondents indicated a need for expanded, targeted professional learning aligned to specific roles, with an emphasis on practical, implementation-focused and sustained learning opportunities.

### **3. Customization and Contextual Support**

Accolades:

- The Consortium is recognized for its flexibility in co-designing professional learning that reflects local contexts.
- Tailored, division-specific supports are highly valued and contribute to meaningful engagement.

Opportunity for Growth:

- Some respondents expressed a desire for more ongoing, job-embedded professional learning that is sustained over time and directly connected to their day-to-day practice.

### **4. Communication and Awareness**

Accolades:

- The Consortium's efforts to communicate opportunities and share resources are acknowledged and generally effective.
- Respondents demonstrated a baseline awareness of available supports and offerings.

Opportunity for Growth:

- Some respondents requested more streamlined communication for greater clarity, accessibility, and visibility.

### **5. Access and Participation Barriers**

Accolades:

- The professional learning opportunities offered by The Consortium are viewed as valuable and impactful when accessed.
- Respondents recognize the relevance of offerings to their professional growth and practice.

Opportunity for Growth:

- Some respondents identified participation barriers and felt they could be addressed through more flexible and accessible delivery models.

## 6. Equity, Inclusion, and System Capacity

Accolades:

- The Consortium is recognized for its contributions to priority areas such as Indigenous education and inclusive practices.
- Respondents value the expertise and leadership provided in advancing these areas.

Opportunity for Growth:

- Some respondents requested for The Consortium to expand capacity and resources to ensure sustainability and equitable access across the system.

## Concluding Remarks

The 2026 The Consortium Assurance Survey reflects the perspectives of 184 respondents from across Alberta, offering valuable insight into the evolving role and impact of The Consortium. Sincere appreciation is extended to all respondents for their thoughtful contributions and ongoing commitment to professional learning within the K–12 education system.

Findings from this year’s survey continue to position The Consortium as a credible and responsive partner in professional learning. Respondents highlighted the relevance and quality of offerings, as well as the organization’s ability to adapt to emerging system needs. These insights not only affirm current directions but also provide important guidance as The Consortium continues to refine its approach to supporting educators across the province.

The perspectives shared through this process will inform ongoing planning and decision-making, ensuring that professional learning remains purposeful, accessible, and aligned with the priorities of Alberta’s education community.