

K₂

Prairie Spirit School Division and Prairie Spirit Teachers' Association Teacher Time and Intensification Survey



- Report -



May 2016

K2 Research and Consulting Ltd.

www.k2mgt.ca

306.222.4447

Table of Contents

Introduction	1
Methodology	1
The Sample	1
Tool Development	1
Survey Results	2
Overall Satisfaction	2
Amount of Time Dedicated Last Week to Job at PSSD	3
Confidence in Assessment, Evaluation, Planning and Daily Activities	4
Support in Assessment, Evaluation, Planning and Daily Activities	5
Confidence Mapping	6
Amount of Time Spent on Assessment, Evaluation, Planning, and Daily Activities	8
Change in Time Spent on Assessment and Evaluation Compared to Three Years Ago	9
Reasons for the Increase in Time Spent on Assessment and Evaluation	10
Frequency of Work-Related Duties Outside of Teacher Assigned Time	11
Volunteer Hours per Year for School-Related Extra-Curricular Activities	12
Time/Value Trade-Off of Activities	13
Agreement or Disagreement with Statements	14
Assessments of Physical and Mental Health	15
Interest in Areas of Wellness Support	17
Barriers Affecting Engagement and Success at Work	18
Demographics	19

Introduction

K2 Research and Consulting Ltd. (K2) is pleased to present the Prairie Spirit School Division (PSSD) and the Prairie Spirit Teachers' Association (PSTA) with the following report of survey findings. The survey was conducted to engage PSSD 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 results are based on 423 responses to an online survey that was available between April 27th and May 12th, 2016.

Methodology

The following section outlines the methodology followed by K2 in conducting this study.

The Sample

On April 27, 2016, the Teacher Time and Workload Intensification Committee sent emails to the entire PSSD teaching staff, informing them of the survey and inviting them to participate. A reminder was emailed on May 9, 2016.

The survey remained open until May 12, 2016 and yielded responses from 423 participants.

In total, the link was emailed to 893 unique email addresses, yielding a response rate of 47.4%. Of those 893 email addresses, 731 were considered active at the time the invitation to complete the survey was sent. The remaining 162 email addresses were for teachers on leave. Since the sample is based on those who initially self-selected for participation, no estimates of sampling error can be calculated.

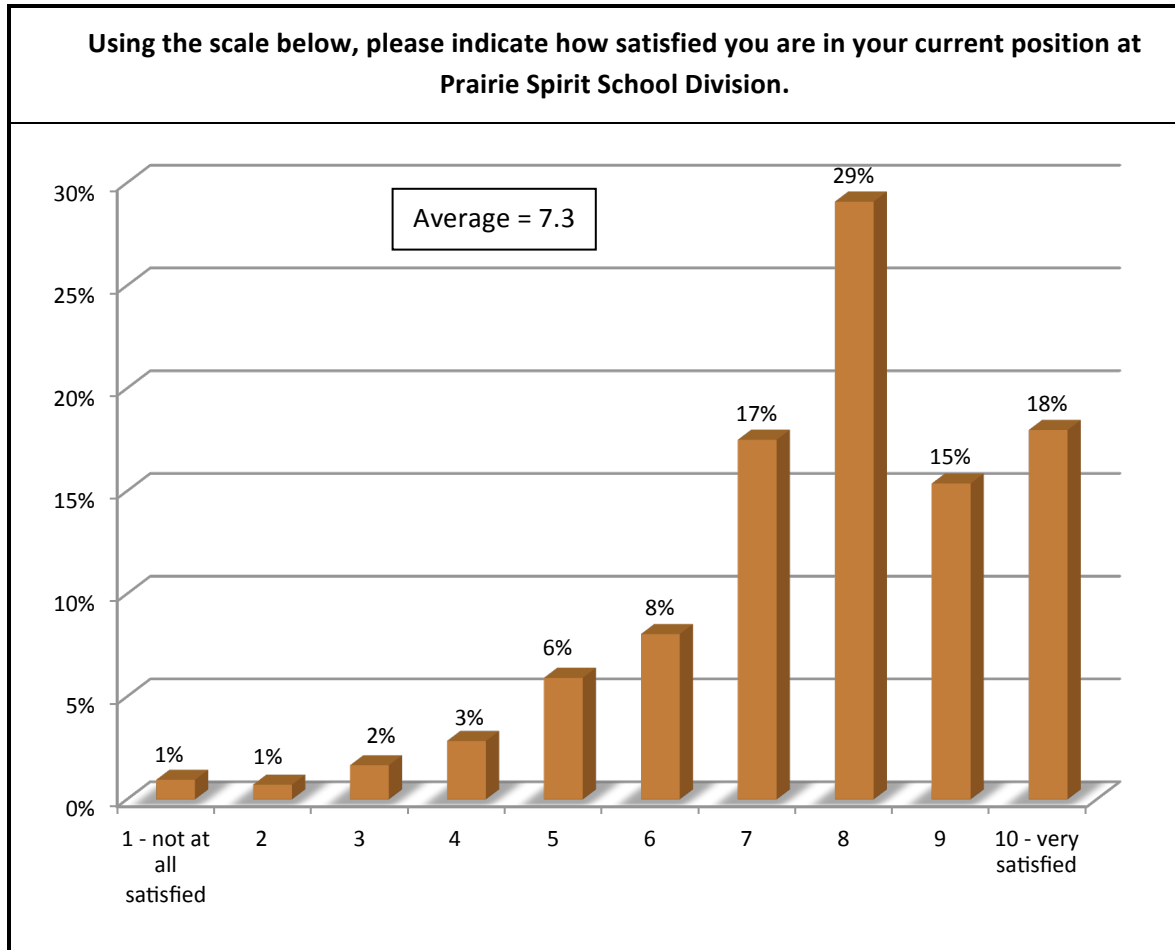
Tool Development

The survey instrument was developed by K2 and the Teacher Time and Workload Intensification Committee with the intent to collect teacher time and workload intensification data. The survey was tested internally and adjustments were made prior to releasing it to PSSD teachers.

Survey Results

Overall Satisfaction

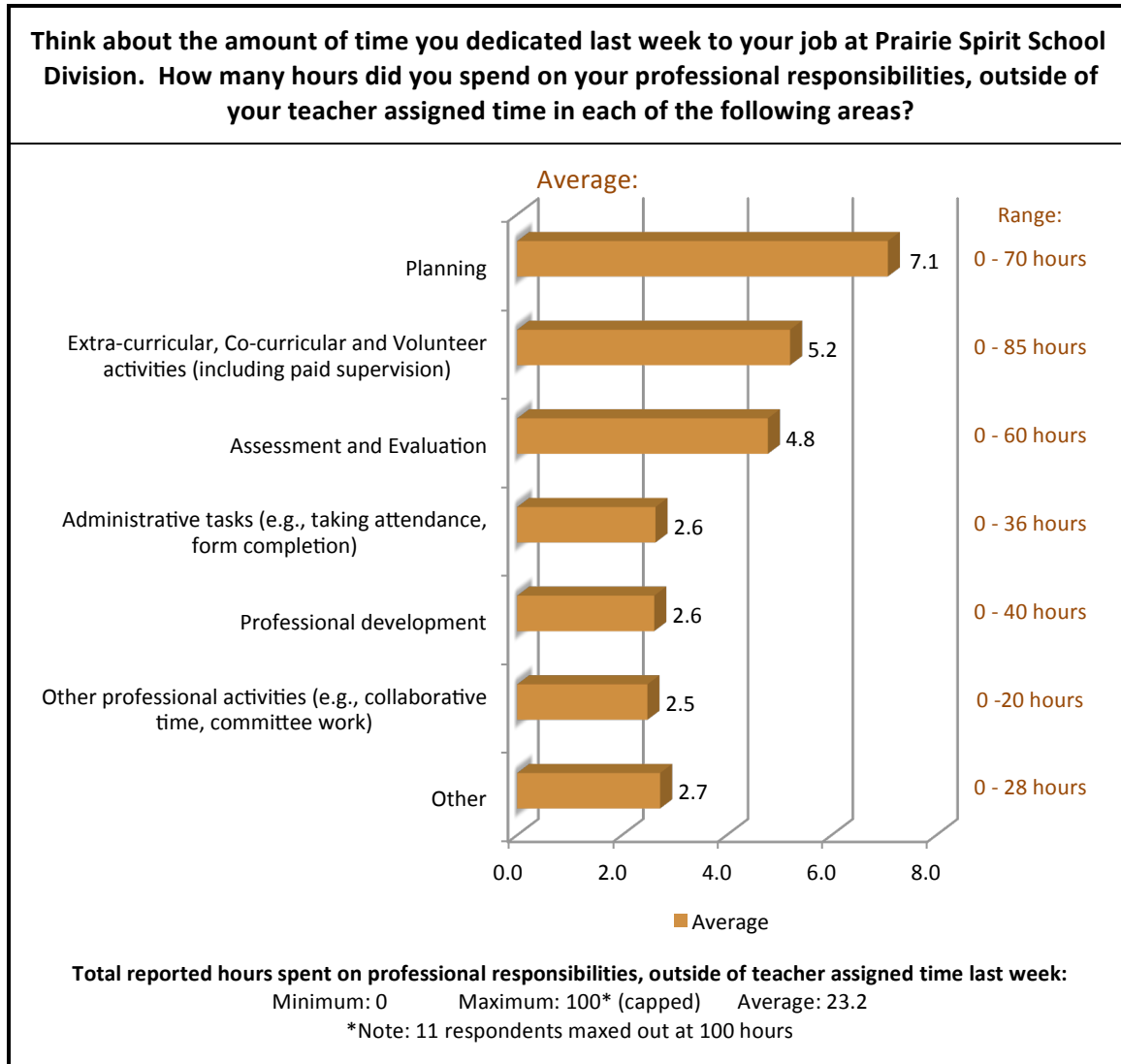
When asked to rate how satisfied they are in their current position at Prairie Spirit School Division, three-in-five teachers (62%) provide a rating of 8 or higher on a 10-point scale.



No significant differences among demographic groupings were found.

Amount of Time Dedicated Last Week to Job at PSSD

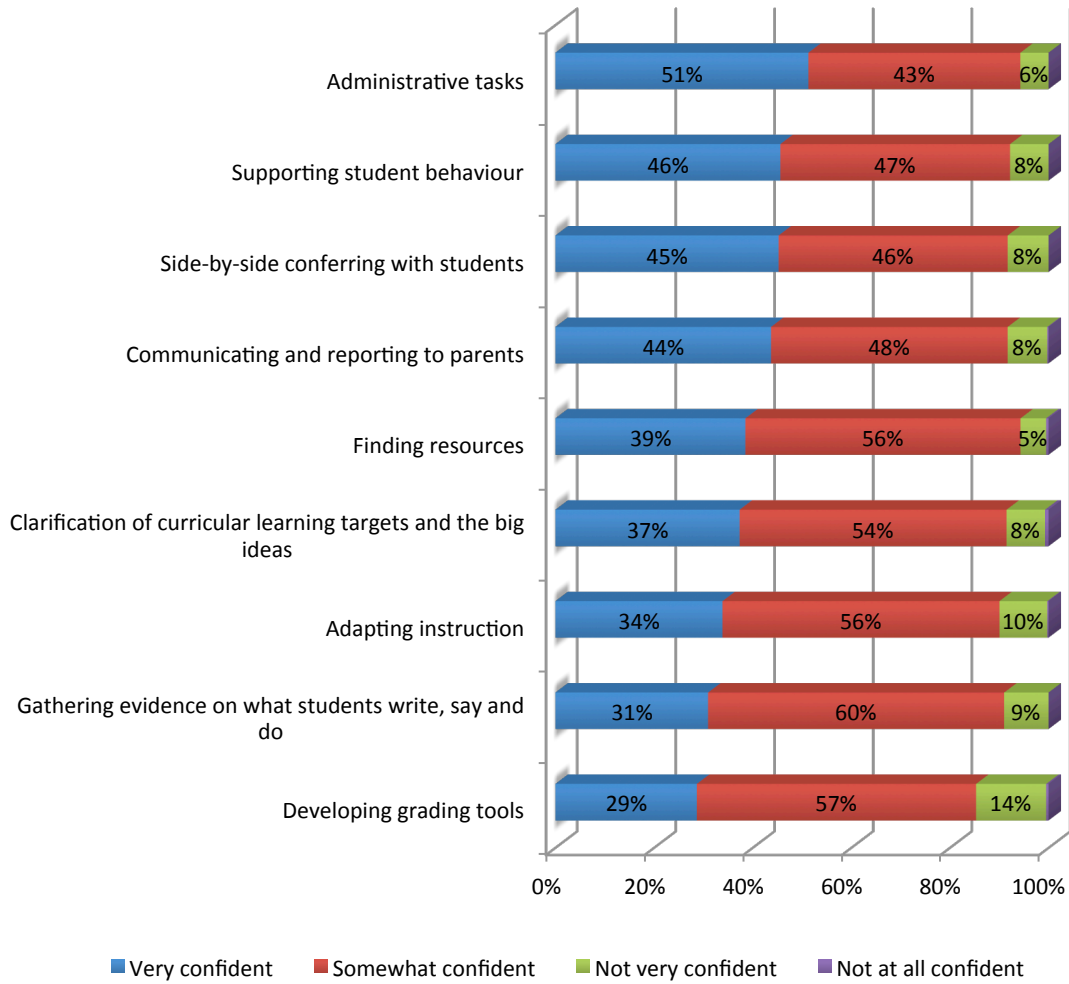
Respondents were asked to think about the amount of time they dedicated to their PSSD job last week. Teachers report having spent an overall 23.2 hours on average the previous week on professional responsibilities, outside of teacher assigned time. Respondents indicate that most of their time outside of teacher assigned time was spent on planning (an average of 7.1 hours last week), followed by extra-curricular, co-curricular and volunteer activities (an average of 5.2 hours last week) and assessment and evaluation (an average of 4.8 hours last week).



Confidence in Assessment, Evaluation, Planning, and Daily Activities

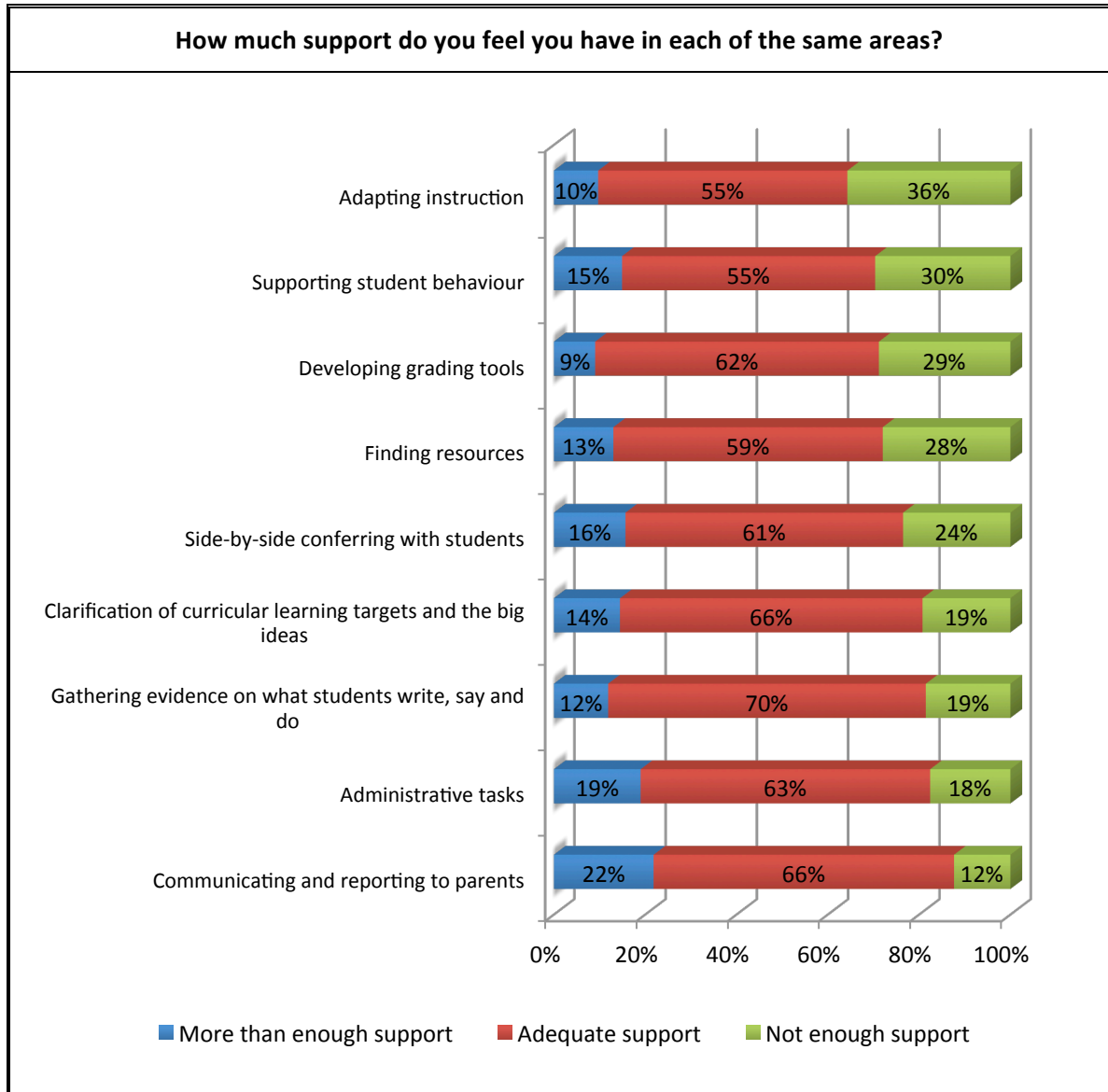
The majority of teachers indicate that they are at least somewhat confident with respect to the work they do in assessment, evaluation, planning, and daily activities. Among the areas tested, confidence is highest for *administrative tasks* and lowest for *developing grading tools*.

I'd like you to think about the work you currently do in assessment, evaluation, planning, and daily activities. For each of the following areas, please indicate how confident you are in your ability to do the task well.



Support in Assessment, Evaluation, Planning, and Daily Activities

Respondents were also asked how much support they feel they have in those same assessment, evaluation, planning, and daily activities. More than one-in-three teachers do not feel they have enough support in *adapting instruction* (36%).



Confidence Mapping

Confidence Mapping has been used as a means to help prioritize support among the tasks tested within assessment, evaluation, planning, and daily activities. The analysis directly compares and depicts confidence and perceived support scores for each area.

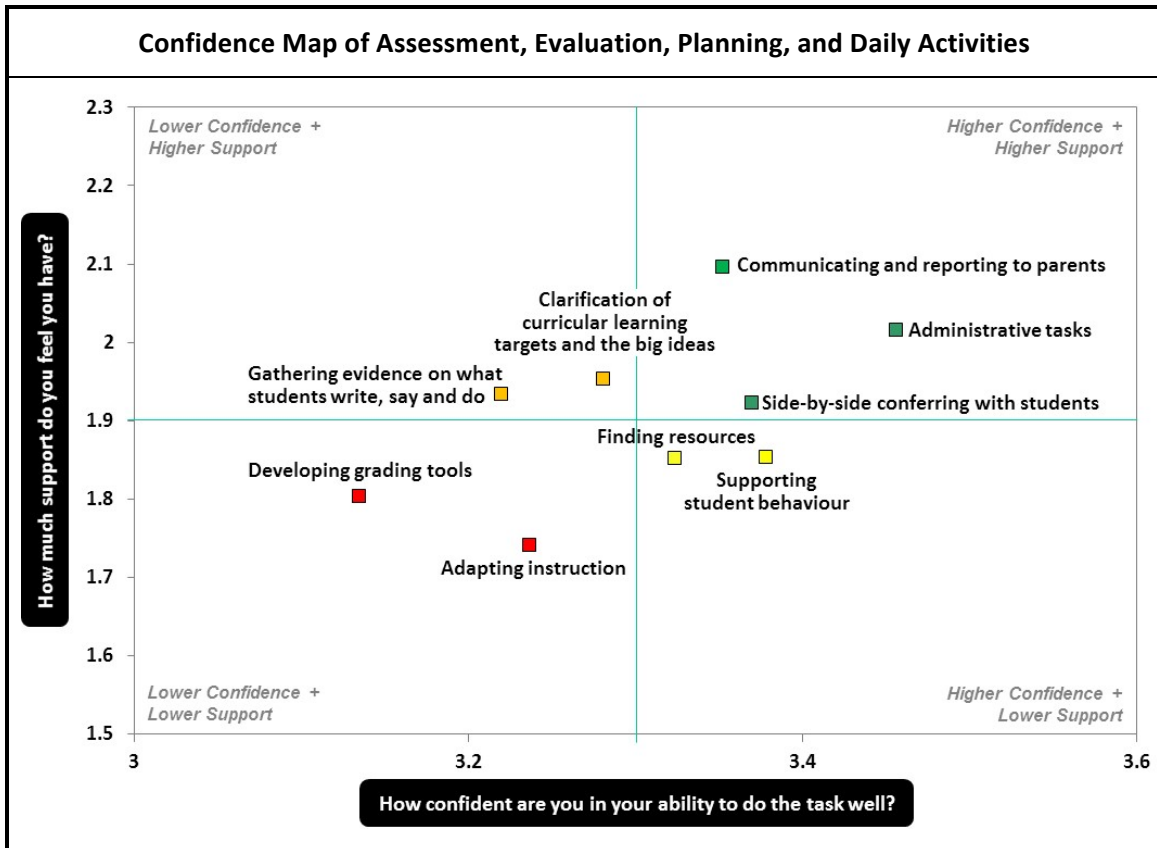
In order to create the Confidence Map, we first converted confidence and support ratings into mean scores. These means were calculated by assigning a number from one to four (for confidence) and one to three (for support) to each corresponding question category.¹ The mean confidence and support scores for each area were then plotted on a grid.

The grids were quartered based on overall means and show four quadrants:

- **Quadrant with Red Data Points** - *Lower Confidence with Lower Support*: The areas that land within this quadrant are the ones that need to be prioritized for additional support. These are the tasks that teachers have the least confidence in their ability to do well and the ones for which they feel they have the least support.
- **Quadrant with Orange Data Points** - *Lower Confidence with Higher Support*: While support is slightly higher for the tasks within this quadrant, confidence among teachers is relatively low compared to the other areas tested. The areas within this quadrant should also be prioritized for additional support to improve overall confidence.
- **Quadrant with Yellow Data Points** - *Higher Confidence with Lower Support*: While support is not perceived to be as good for these tasks, confidence is a little higher and thus the urgency is not as high to add support in these areas.
- **Quadrant with Green Data Points** - *Higher Confidence with Higher Support*: These are the areas that require the least attention given that confidence among teachers is high and they feel well supported.

The Confidence Map prioritizes *adapting instruction* and *developing grading tools* as areas in the most imminent need of additional support.

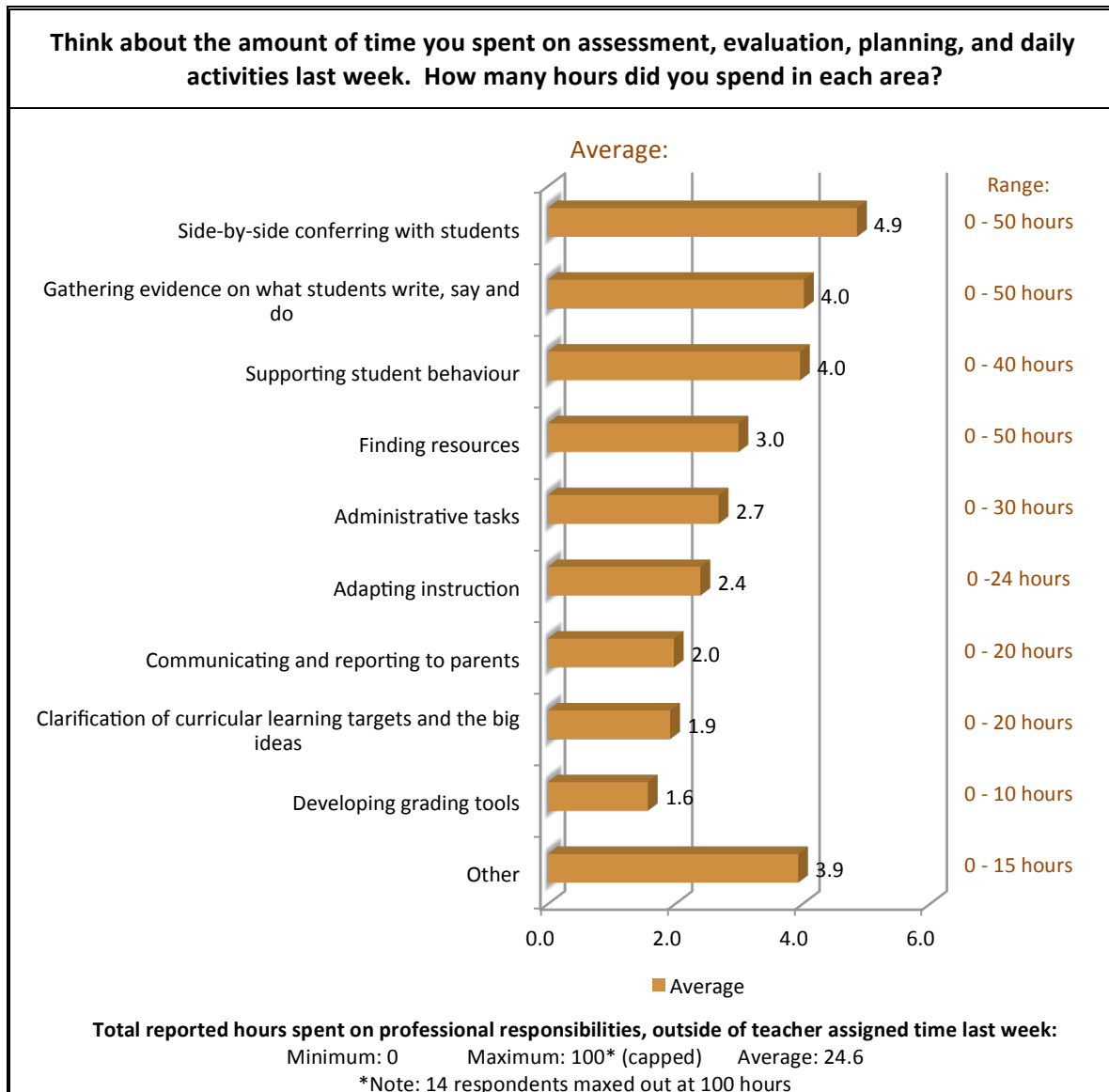
¹ 1 = 'not at all confident', 2 = 'not very confident', 3 = 'somewhat confident', 4 = 'very confident' and 1 = 'not enough support', 2 = 'adequate support', 3 = 'more than enough support'



Regression analyses were also performed in order to determine if confidence or support in any of the areas tested have an effect on overall job satisfaction. Interestingly, both support and confidence for **supporting student behaviour** were determined to drive overall job satisfaction. This means that improving support and confidence within this area will improve overall job satisfaction. Other drivers of job satisfaction include support for: **developing grading tools**, **finding resources**, and **side-by-side conferring with students**.

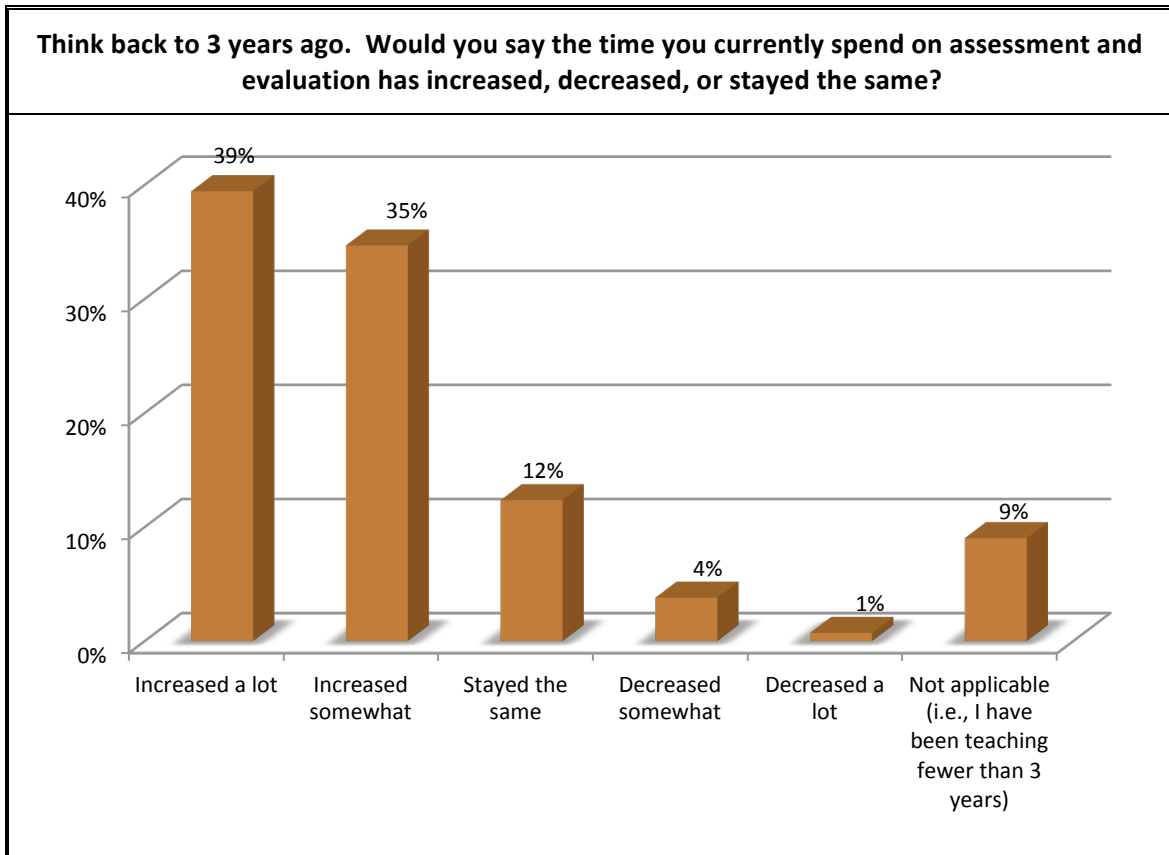
Amount of Time Spent Last Week on Assessment, Evaluation, Planning, and Daily Activities

When asked to specify the amount of hours spent last week on assessment, evaluation, planning and daily activities, respondents report an overall average of 24.6 hours. The greatest amount of time was spent on *side-by-side conferring with students* (4.9 hours on average), followed by *gathering evidence on what students write, say and do* (4.0 hours on average) and *supporting student behaviour* (4.0 hours on average).



Change in Time Spent on Assessment and Evaluation Compared to Three Years Ago

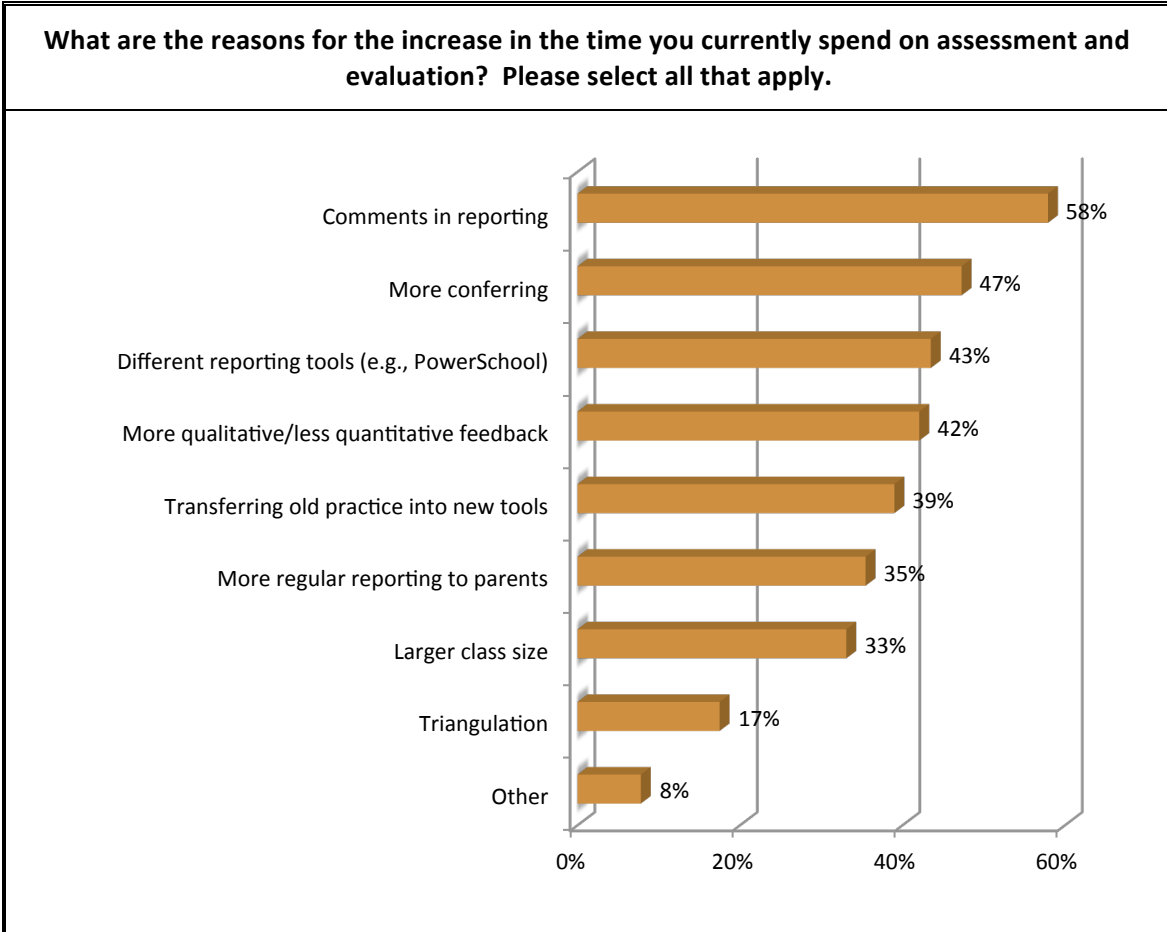
Three-quarters of respondents (74%) indicate that the amount of time they currently spend on assessment and evaluation has either increased *a lot* (39%) or *somewhat* (35%) compared to three years ago. An additional 9% were unable to answer the question due to having been teaching for fewer than 3 years.



Positive correlations exist between the amount of time currently being spent on assessment and evaluation and the length of time respondents have been both working for PSSD (0.153) and working in the school system (0.182). The positive correlations indicate that the longer teachers have been working, the more the time they currently spend on assessment and evaluation has increased.

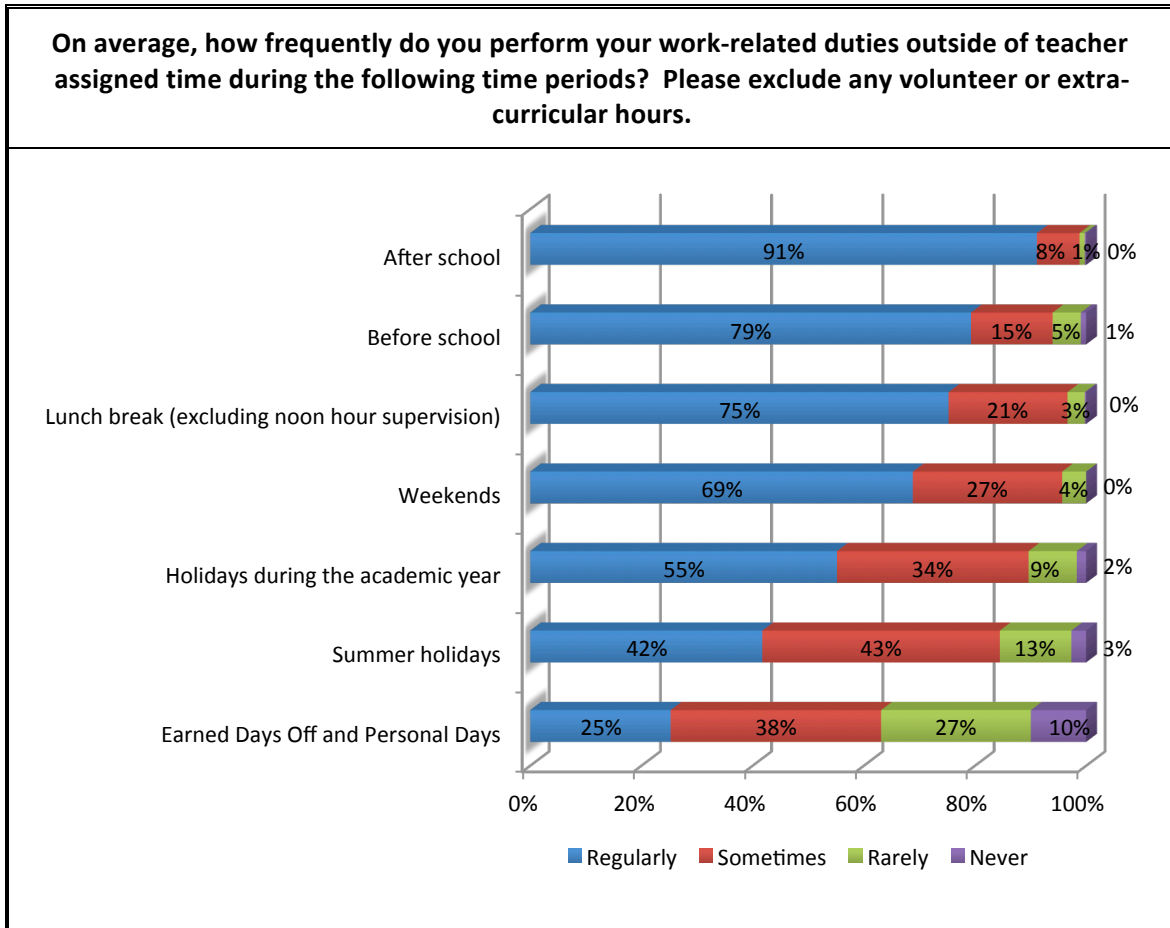
Reasons for the Increase in Time Spent on Assessment and Evaluation

Almost three-fifths of those who indicated that the amount of time they currently spend on assessment and evaluations has increased compared to three years ago cite *comments in reporting* as one of the reasons for the increase (58%).



Frequency of Work-Related Duties Outside of Teacher Assigned Time

Work-related duties outside of teacher assigned time is most regularly performed *after school* (91%). A strong majority also indicate that they regularly perform work-related duties *before school* (79%) and during *lunch breaks* (75%).

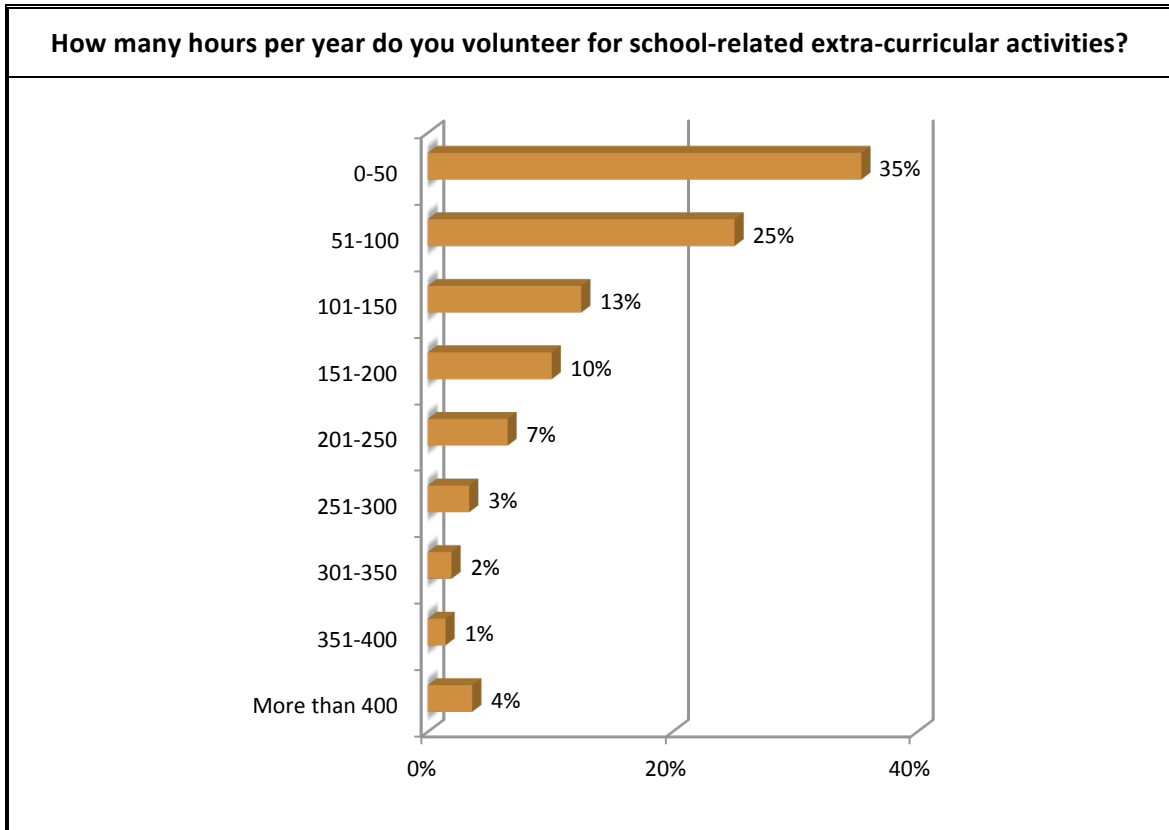


Additional analysis reveals that working during *holidays during the academic year* is the only time period to have a significant correlation on *overall job satisfaction* (-.106). The negative relationship between the two variables suggests that teachers who work during holidays are less satisfied in their current job at PSSD. Working additional hours during other time periods did not have a significant impact on overall job satisfaction.

Teachers of Grades Pre-K to 5 are the most likely to work *regularly* during *holidays during the academic year* (65%) and during *summer holidays* (55%).

Volunteer Hours per Year for School-Related Extra-Curricular Activities

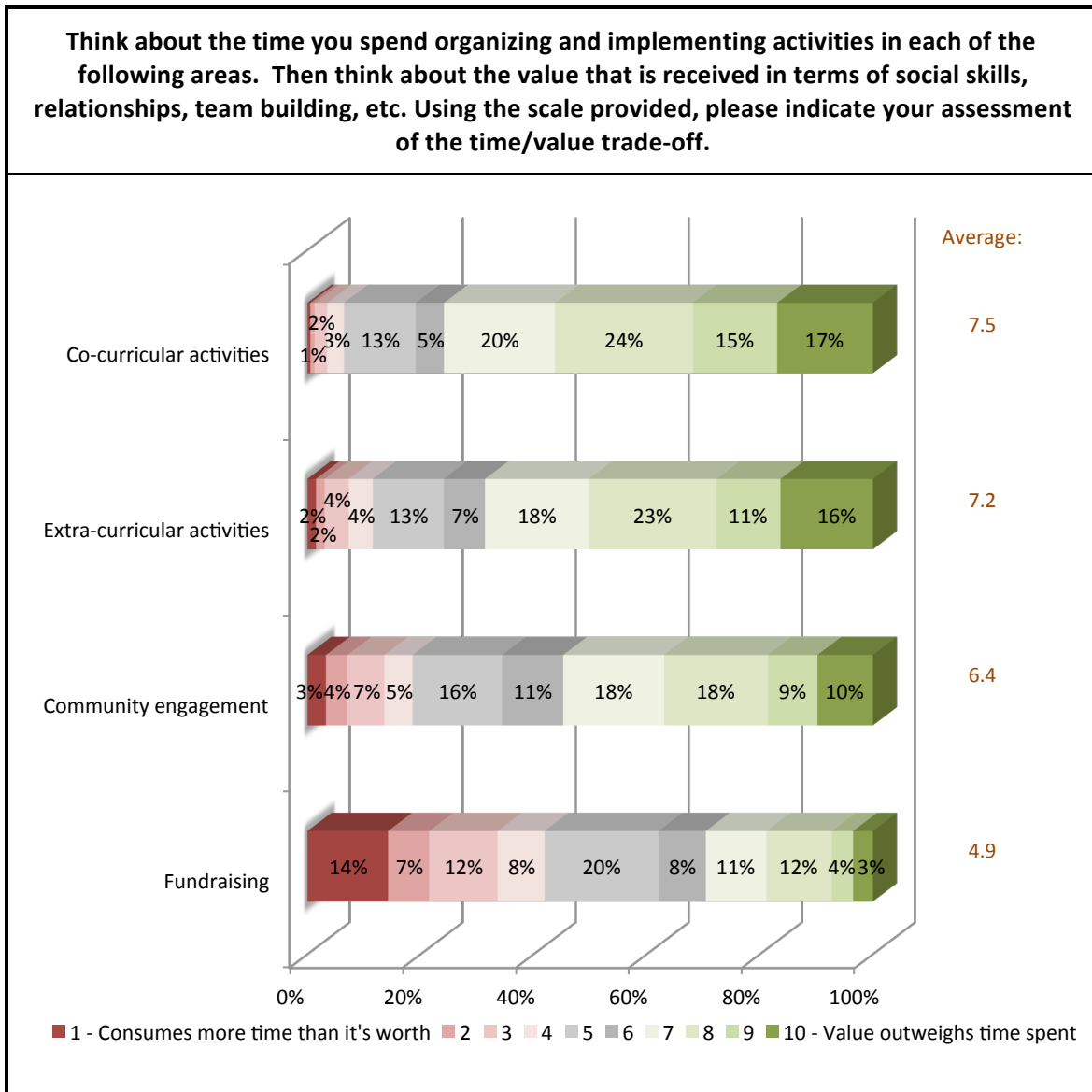
Just over one-third of teachers (35%) indicate that they volunteer for school-related extra-curricular activities 50 hours or less per year. Another one-in-four (25%) report volunteering between 51 and 100 hours per year. By comparison, 17% of teachers volunteer more than 200 hours per year.



While no significant correlation exists between *number of volunteer hours* and *overall job satisfaction*, a positive correlation does exist between *number of volunteer hours* and *confidence in supporting student behaviour* (0.157). This means that the more hours teachers volunteer, the more confident they are in their ability to support student behaviour.

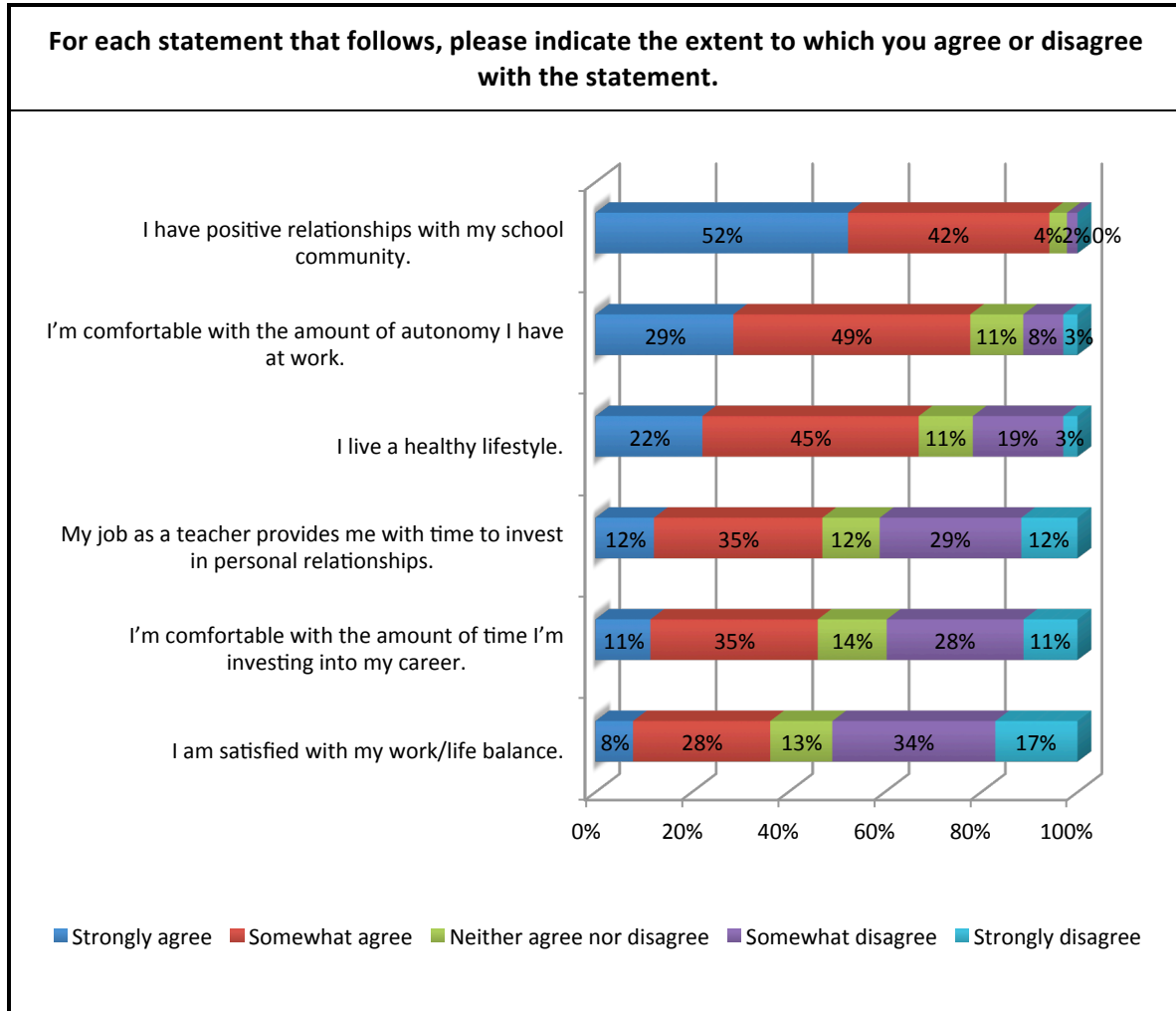
Time/Value Trade-Off of Activities

When asked to assess the trade-off between the time spent organizing and implementing certain activities and the value that is received in terms of social skills, relationships, and team building, teachers place the highest value on *co-curricular activities*, followed by *extra-curricular activities*. The value perceived for *community engagement* slightly outweighs the time spent, while *fundraising* tips the scale the opposite way, suggesting that teachers are inclined to feel that fundraising consumes more time than it is worth.



Agreement or Disagreement with Statements

The vast majority of teachers agree with the statement, “I have positive relationships with my school community” (52% strongly agree; 42% somewhat agree). The majority also agree with comments relating to the amount of autonomy they have at work and their healthy lifestyle. Conversely, half of teachers disagree with the statement, “I am satisfied with my work/life balance” (34% somewhat disagree; 17% strongly disagree).

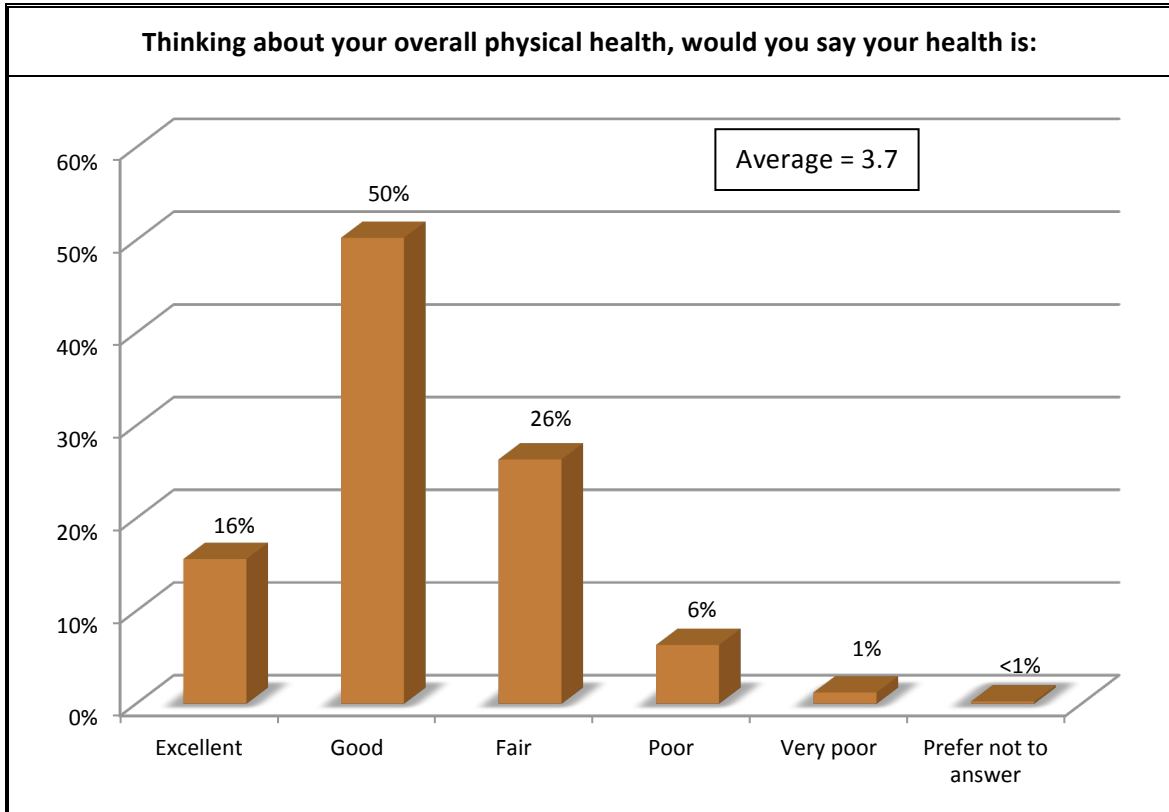


A regression analysis was performed in order to determine if any of the statements tested has an effect on overall job satisfaction. The three statements found to drive overall job satisfaction are: *I have a positive relationship with my school community*, *I am satisfied with my work/life balance*, and *I'm comfortable with the amount of autonomy I have at work*.

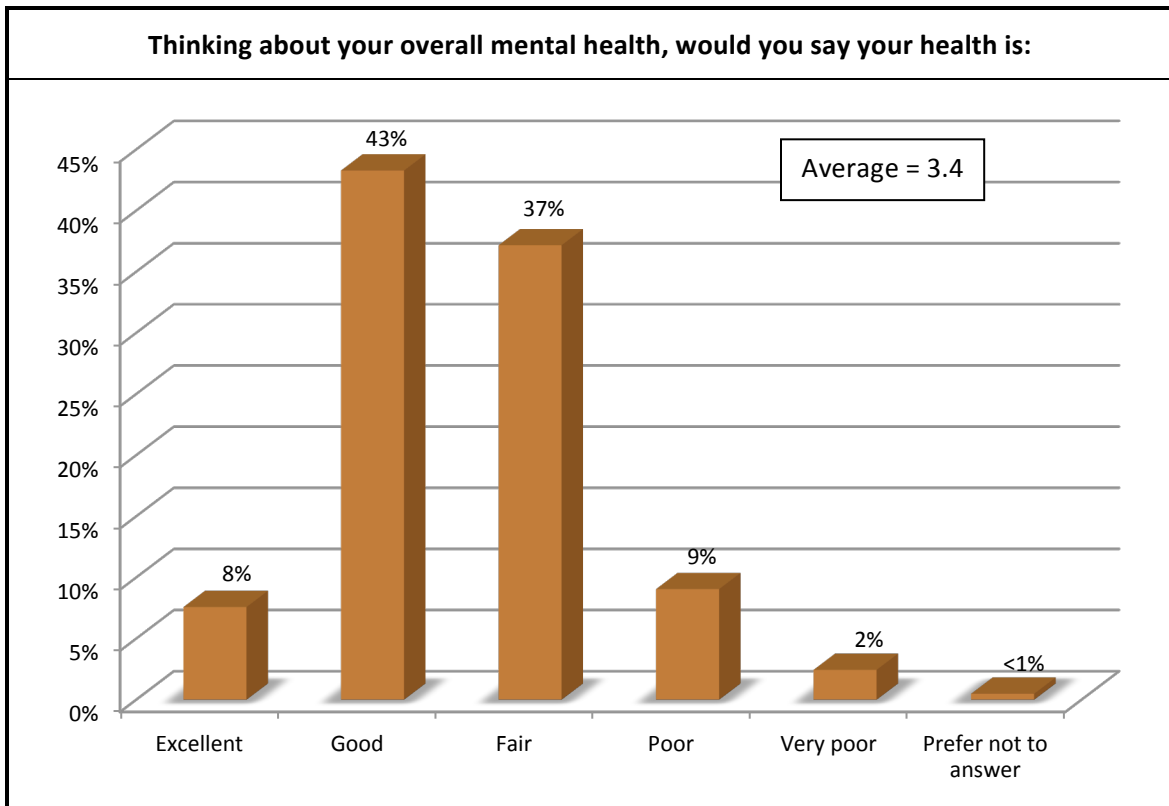
A weak negative correlation also exists between *I am satisfied with my work/life balance* and *number of volunteer hours* (-0.114), suggesting that the more hours teachers volunteer, the less likely they are to be satisfied with their work/life balance.

Assessments of Physical and Mental Health

Two-thirds of teachers indicate that their overall physical health is either *excellent* (16%) or *good* (50%).



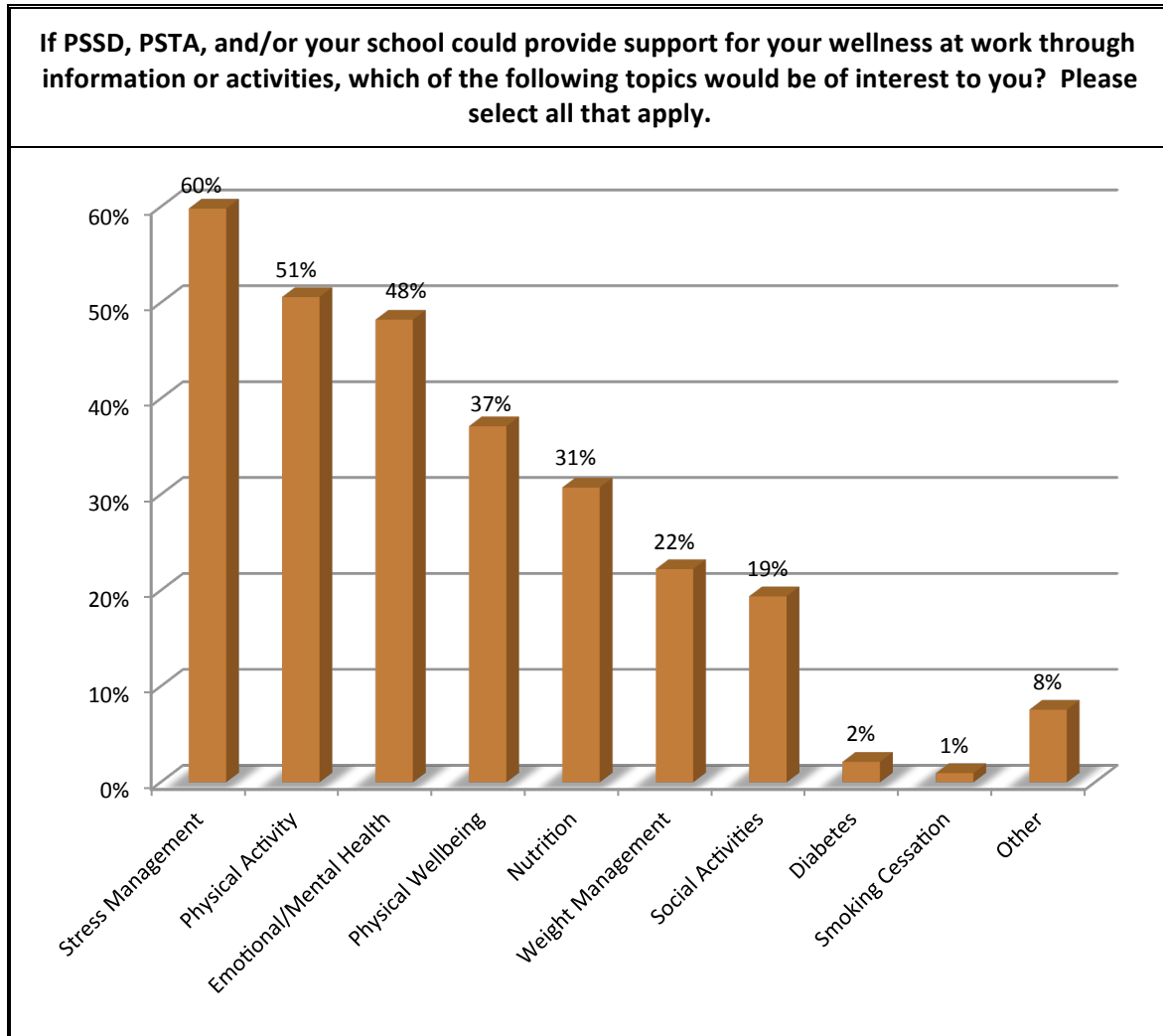
By comparison, half of teachers say their overall mental health is either *excellent* (8%) or *good* (43%). Another 37% rate their mental health as *fair*.



While a weak correlation exists between physical and mental health (0.198), a stronger correlation exists between mental health and overall job satisfaction (0.345). Interestingly, no correlation exists between physical health and overall job satisfaction.

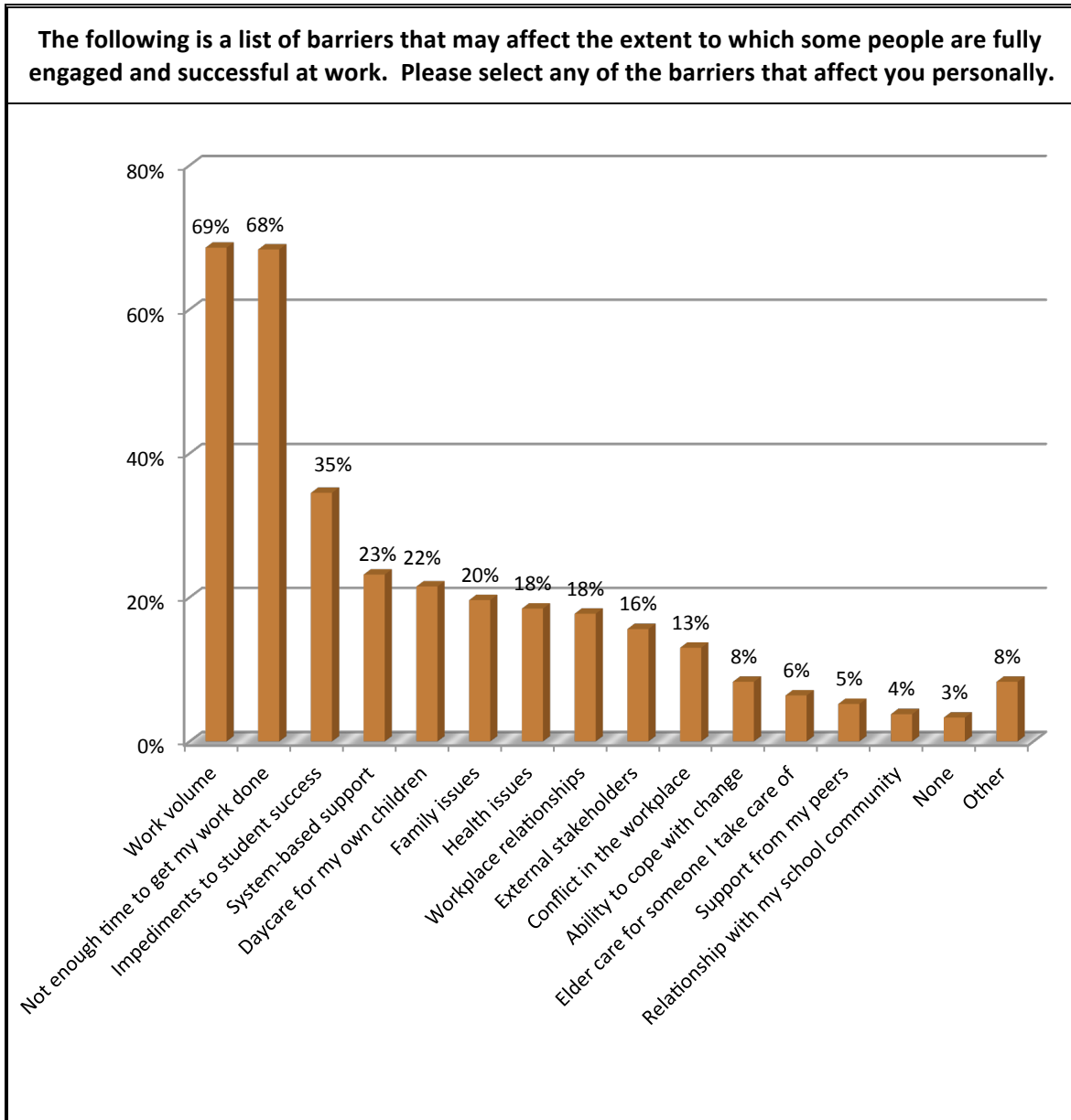
Interest in Areas of Wellness Support

Among a list of potential activities or information that could be offered by the PSSD, PSTA or at the school level to support wellness, *stress management* was selected the most often (60%), followed by *physical activity* (51%), and *emotional/mental health* (48%).



Barriers Affecting Engagement and Success at Work

Over two-thirds of teachers select *work volume* (69%) and *not enough time to get my work done* (68%) as barriers that may affect the extent to which they are fully engaged and successful at work.



Demographics

Prior to completing the demographic questions, respondents were reassured that all responses and comments would be kept anonymous and were for classification purposes only. They were given the option to opt out of providing any demographic data.

