



Literacy and Numeracy Screeners, Classroom Conditions, Cellphone Bans and AI in Alberta's K–12 Schools

ATA Pulse Research Study (January 9–31, 2025)





The Alberta Teachers' Association

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ISBN 978-1-990696-11-4

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Executive Summary

This ATA rapid research report presents key findings from a pulse research study conducted throughout January 2025. The study focused on three critical areas affecting Alberta's education system: (1) the impact of government mandated or approved literacy and numeracy screeners on elementary students, (2) the effects of Alberta's cellphone prohibition in schools and (3) the integration of artificial intelligence in education (AIED). The data is based on extensive feedback and research insights collected from 2,833 Alberta teachers. These respondents were drawn from a random stratified sample, highlighting both the benefits and challenges associated with these policies and tools. What follows is a synthesis of some of the key findings of this study.

Key Impacts of the Literacy Numeracy Screeners (Elementary Teacher Respondents Only)

1. High Negative Impact on Student Well-Being – Emotional Distress and Anxiety

Three out of four (73 per cent) of the 1,400+ elementary-only teacher respondents report that literacy and numeracy assessments contribute significantly to student anxiety and stress. Timed assessments, in particular, lead to emotional distress, causing students to cry, shut down or refuse to participate. Qualitative responses (spanning over 30 pages) emphasize the ethically and morally questionable use of these screeners on Division I students.

2. Developmentally Inappropriate Content

A strong concern (71 per cent) among respondents is that these screeners are misaligned with students' developmental readiness. Literacy screeners test phonics patterns and vocabulary that are not yet introduced in class, while numeracy screeners present mathematical concepts beyond grade level. Many of these expectations do not align with the Alberta curriculum or developmental best practices.

3. Limited Value of the Assessments

Teachers widely question the usefulness of the screeners, reporting that test outcomes fail to accurately reflect student abilities or guide instructional planning. Challenges include a lack of actionable insights (50 per cent), unclear benchmarks (over 40 per cent) and insufficient training on interpreting results (around 35 per cent). The repeated administration of these assessments further diminishes their value.

4. Challenges with Administration of the Screeners

Teachers face significant logistical issues, with 77 per cent citing insufficient time for data entry, 70 per cent reporting a lack of substitute teacher support and 49 per cent noting inadequate training. Additionally, 79 per cent state that the early timing of these screeners negatively affects relationship-building and classroom routines.

Other Key Findings on Standardized Diagnostic Assessments and Tests (SDATs):

- Disproportionate impact on vulnerable populations: Students who are English language learners (ELL) and those with exceptionalities struggle to engage with the tests, exacerbating inequities.
- Negative impact on student confidence: Exposure to assessments beyond students' current abilities undermines confidence and motivation.
- Behavioural reactions of early learners to the testing stress: Some students exhibit avoidance behaviours, frustration or disengagement due to testing pressure.
- Strain on teacher–student relationships: One-on-one testing reduces meaningful classroom interactions and disrupts instructional time.
- Redundant testing: Seventy-five per cent of respondents deem the January reassessment unnecessary for students who demonstrated proficiency in September.

Key Impacts of the Provincial Cellphone Prohibition (Four Months Post-Implementation)

1. Strongest Positive Impact

- Decrease in classroom disturbances: Seventy-four per cent of teachers agree that the ban has reduced disruptions, with 27 per cent strongly agreeing.

2. Strong to Moderate Impact

- Benefiting student mental well-being: Sixty-six per cent of respondents believe the ban improves student mental well-being, though 25 per cent remain neutral.
- Enhancing academic performance: Fifty-seven per cent of respondents believe the ban enhances academic performance, though 32 per cent are neutral.
- Improving physical well-being: Forty-nine per cent of teachers see improvements in student physical health, though neutrality remains high.
- Increasing teacher job satisfaction: Forty-seven per cent of respondents report increased job satisfaction, with 35 per cent remaining neutral.

3. More Limited Impact:

- Bullying: Only 39 per cent of teachers in this survey agree that bullying has decreased, while 38 per cent remain neutral, indicating continued skepticism.
- Student attendance: Fifty-eight per cent of respondents report no change, and 27 per cent disagree that the ban has affected attendance.

Pre-ban classroom disruptions and device use: Seventy-two per cent of respondents reported that smart devices were “Extremely or Very Detrimental” to the learning environment prior to the ban. Only 3 per cent saw no negative impact, suggesting device use was less problematic in some settings.

Artificial Intelligence in Education (AIED) – Second Large-Scale Baseline Study

4. Adoption and Usage Trends

- Seventy-eight per cent of Alberta teachers have used AI in the past six months, up from 50 per cent in November 2023.
- Sixty-eight per cent use AI for lesson planning, writing support and student feedback.
- Eighty-seven per cent use ChatGPT, followed by MagicSchool (38 per cent) and Kahoot! (30 per cent).

5. Perceptions of AI in Education

- Forty-six per cent express concern about AI negatively affecting classroom dynamics (for example, plagiarism), while 26 per cent disagree about this effect.
- Fifty-seven per cent agree that unequal AI access will widen educational disparities, with 34 per cent uncertain.

6. Concerns and Ethical Considerations

- Cheating and student over-reliance: Many respondents report that AI is used as a shortcut rather than a learning tool.
- Professional development gaps: Teachers express a need for professional development content related to integrating AI pedagogically and responsibly.
- AI and student creativity: Respondents worry that AI reduces student engagement in writing and critical thinking.

This report highlights significant concerns regarding literacy and numeracy screeners, particularly their negative impact on student well-being, developmental appropriateness and overall usefulness. Cellphone prohibition has yielded notable improvements in classroom environments but has had a more limited effect on deeper issues such as bullying and attendance. Meanwhile, AI adoption in education is growing rapidly, though concerns about equity, misuse and professional development persist. Addressing these issues will be crucial for refining educational policies and ensuring positive student outcomes in Alberta.

Background

The January 2025 Pulse (rapid research) survey was conducted between January 6 and 31, 2025. It examined data from a random stratified sample of 2,833 teachers and school leaders in Alberta.

The final set of quantitative and qualitative data provides a highly representative sample of the population of teachers and school leaders in Alberta and clearly documents member opinion on key issues. The margin of error for the final data set is ± 2 per cent on all questions (19 times out of 20). On questions with a large majority sentiment represented (for example, 80 per cent agreement/disagreement in one direction or the other), the statistical certainty increases to an even lower margin of error on that particular item.

The following findings serve as a valuable resource for informing the public, guiding the Association's strategic decisions and direction, and supporting educational researchers—both now and in the future—in understanding the state of the profession of teaching in Alberta.

RESEARCH METHODOLOGY AND SAMPLE STRATIFICATION LOGIC SAMPLE

For the January 2025 Pulse (rapid research) survey, the Association drew a randomized stratified sample from an algorithm that arbitrarily draws emails out of the Association's membership database. The stratification logic used to garner the thousands of responses was as follows:

- Sample randomized and stratified across all school authorities, ie it would include an equal percentage of members from each school jurisdiction relative to the size of the authority
- Active members only, no associate members
- Exclude anyone who was part of another sample during the current school year
- Every person has a contract with a primary board (board is associated with a local)
- Every person has a date of birth (DOB) recorded in the membership database
- The person is not deceased
- Exclude anyone on leave as of the date of the last member count (November of current year)
- Exclude anyone eligible for active membership who has ever elected associate membership or nonmembership in the Association
- If survey is being sent by email then every person must have a home email address recorded in the database

- Every person has been recorded in the last member count; if the last member count has not been completed, then every member must have a contribution for November of the current school year
- Exclude anyone who has a mail preference specifying they are not to be contacted
- Exclude anyone with an Association email address

RANDOMIZATION

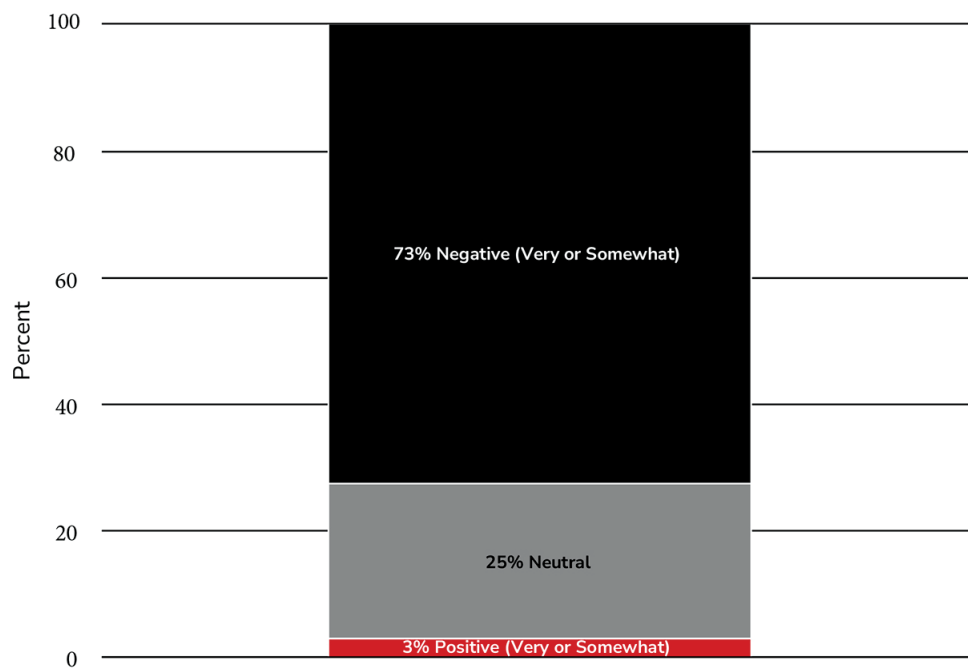
The randomized pool that we surveyed was selected based on indicators that most represented the population dynamics of the teaching profession in Alberta. Geography was one such key indicator. For the randomization, the Association draws depend on where the population of Alberta teachers are employed. For example, the sample drew randomly from a specific large metro area at 28 per cent while the sample from a rural area was at 3 per cent. Gender identity is another significant indicator of the teaching population in Alberta. Data suggests approximately 3/4 of the population identifies as female while 1/4 identifies as male; however, some respondents also preferred not to answer or preferred to self-describe. This study contains a complete breakdown of the demographics of the respondents.

METHOD

This Association research study was completed using an online survey and was voluntary (participants could withdraw at any point). It was activated online through our secure socket layer, the Alchemer platform, with data being stored in Canada.

Literacy and Numeracy Screeners (K-6) Standardized Diagnostic Assessment Tests (SDAT)

1. *Overall Impact on Student Emotional Well-being — How do you perceive the impact of SDATs on students' emotional well-being?*



Negative Impact on Student Well-Being (Key Themes and Representative Quotes)

Emotional Distress and Anxiety

- *“Students crying, having panic attacks, hitting themselves — declaring that they are stupid.”(43)*
“Grade One- They cry a lot and wonder why they have to complete all these tests. They freeze because of the stress and anxiety it induces.” (219)
- *“Students cry because they don’t understand.” (268)*
- *“Timed tests have brought my Grade 1 and 2 classes to tears. They are stressed and crack under pressure.” (307)*
- *“Students actively don’t want to come to school on those days, and feel badly if they don’t do well.”(370)*

Disproportionate Impact on Vulnerable Populations

- *“English language learners and students with exceptionalities still need to do the test, even if they cannot really access or respond to them.” (420)*
- *“ELL learners that are benchmark 1-3 often get emotional because they do not understand English and feel lost.” (254)*
- *“For students with complexities, these assessments are stressful and disheartening. It feels impossible and unfair.” (165)*

Developmentally Inappropriate Testing

- *“The tests are far beyond what students are expected to know coming into those grades.” (356)*
- *“Some of the questions are asking about the number 205. They barely know the number 10. Not fair, stressful.” (81)*
- *“The numeracy test especially is absolutely ridiculous and age-inappropriate. I had seven Grade 1 students crying because they were ‘not smart’ and couldn’t do it.” (331)*
- *“Timed assessments involving fractions of a set and recalling numbers in the millions only cause stress and feelings of inadequacy.” (424)*
- *“Students were being asked questions on content that hadn’t even been taught.” (269)*
- *“The Gr.4 numeracy screener does not align with what is expected of a Gr.4 student at the beginning of the year.” (424)*

Negative Impact on Student Confidence

- *"Students feel judged based on these scores and use them to rank themselves."*(276)
- *"We work hard to build up student confidence, then we force them to write tests on outcomes they haven't fully covered, and any confidence we have built is destroyed."* (337)
- *"Students who do poorly have poor self-worth when it is not their fault."* (420)

Behavioural Reactions to Stress

- *"Lashing out, hitting, throwing, swearing. Shutting completely down and going mute."* (172)
- *"Often this stress manifests in extremely poor test results or behavioural changes including aggressive and disruptive actions."* (246)

Strain on Teacher-Student Relationships

- *"Increased testing has created a strain on the teacher-student relationship, as they already experience anxiety in academic settings."* (201)
- *"Testing has been disruptive to our Kindergarten routine. It means I am out in the hallway more, doing one-on-one assessments, rather than in my classroom with my students."* (177)
- *"Testing takes away so much face-to-face interaction with these young students."* (82)
- *"Spending significant time assessing instead of teaching while my child gets busy work."* (301)
- *"Too much valuable teacher time is taken away from class when we already know where our students are without a standardized government test."* (175)

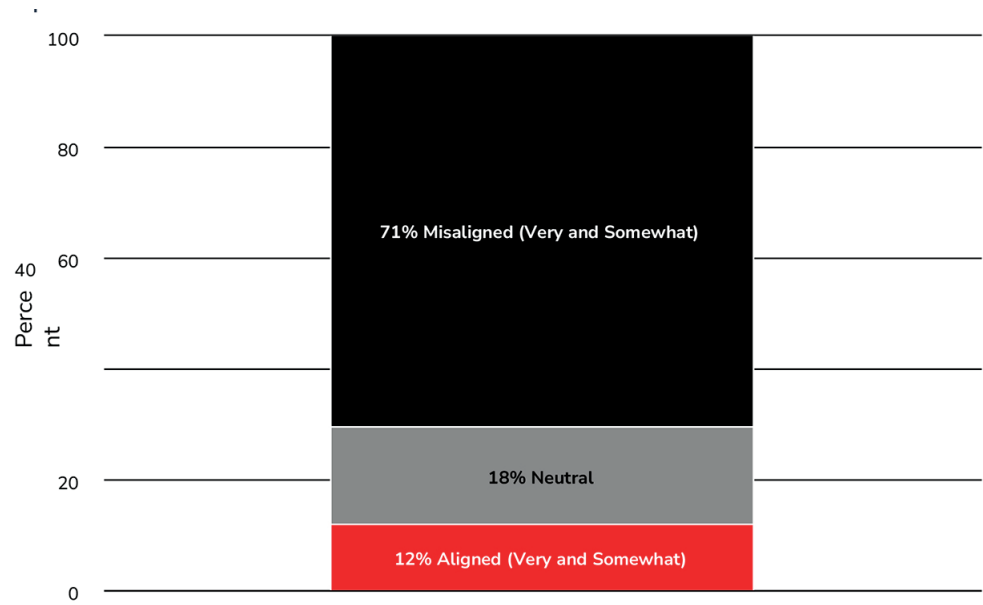
Stressful Timing of Tests

- *"September testing brought tears in the first days of Grade One. It is not fair to start the school year with this unnecessary testing."* (198)
- *"Students are very anxious at the beginning of the year to do a test early in September when we haven't fully built relationships yet."* (313)

Limited Value of the Assessments

- *"The tests do not accurately assess most students."* (420)
- *"I find that the mark the students go in with for testing is exactly the same coming out. It's a waste of time."* (341)

2. How aligned do you believe the SDATs are with your students' developmental readiness?



Value	Percent	Responses
Aligned (Very and Somewhat)	12.0%	173
Neutral	17.5%	252
Misaligned (Very and Somewhat)	70.5%	1,016
		Totals: 1,441

Qualitative Comments on Mandatory Screener Misalignment (Key Themes and Representative Quotes)

1. Number Line Assessments Are Developmentally Inappropriate

- **Theme Summary:** Many respondents highlighted the use of number lines as an unrealistic expectation for young learners, especially when numbers far beyond their grade level are included.
- **Representative Quotes:**
 - *"Grade 1 students are expected to locate where certain numbers fall on a 0-100 blank number line. It's very difficult for them with their developing spatial awareness."* (Respondent 272)
 - *"The number line portion of the test: First of all, the students are just learning how to be more proficient with understanding number lines and the SDAT expects them to be tested on this item in September."* (Respondent 1814)
 - *"Kindergarten students are being asked to use number lines. We were taught not to use number lines until a specific stage of numeracy readiness because it is confusing and unhelpful when the students are developmentally incapable of conceptualizing numbers in that way."* (Respondent 269)

2. Unrealistic Expectations for Early Numeracy Skills

- **Theme Summary:** The numeracy assessments require young students to perform tasks that exceed curriculum expectations and their cognitive abilities.
- **Representative Quotes:**
 - *"Grade 4 is too early to be comparing fractions with unlike denominators."* (Respondent 67)
 - *"Asking a Kindergarten student to read the number 4302 is ridiculous."* (Respondent 544)
 - *"Numeracy assessment on naming numbers into the thousands when they are only required to know numbers to 100."* (Respondent 770)

3. Literacy Assessments with Complex or Unfamiliar Words

- **Theme Summary:** The literacy tests contain words that are either too complex for the grade level or not aligned with students' learning sequences.

- **Representative Quotes:**

- *"The CC3 assessment expects grade one/two students to read words like bouquet, peril, creole, meringue, chamois, creole. These words include rules from languages other than English, and would not be recognized unless students have very specific background knowledge."* (Respondent 732)
- *"The words at the end of the CC3 are obscure words with sound patterns that students aren't exposed to and are unrealistic for them to read."* (Respondent 550)
- *"My students were not ready to do most of the tasks. They are not written and shown how we teach."* (Respondent 1461)

4. Timed Testing Causes Stress and Does Not Reflect Learning

- **Theme Summary:** Many teachers expressed concerns that the timed aspect of assessments does not accommodate the learning styles and needs of young children.

- **Representative Quotes:**

- *"Timed math operations test set up Grade 3 for failure. They panic when they see all the questions and know there is a time limit."* (Respondent 394)
- *"Life is not timed. The timed aspect is not an indication of what they know."* (Respondent 1285)
- *"The sheer NUMBER of questions that are asked of the students—38-40 adding/subtracting questions—but the threshold for 'concern' is so low. The students see a page of questions and get very anxious. For what!?"* (Respondent 701)

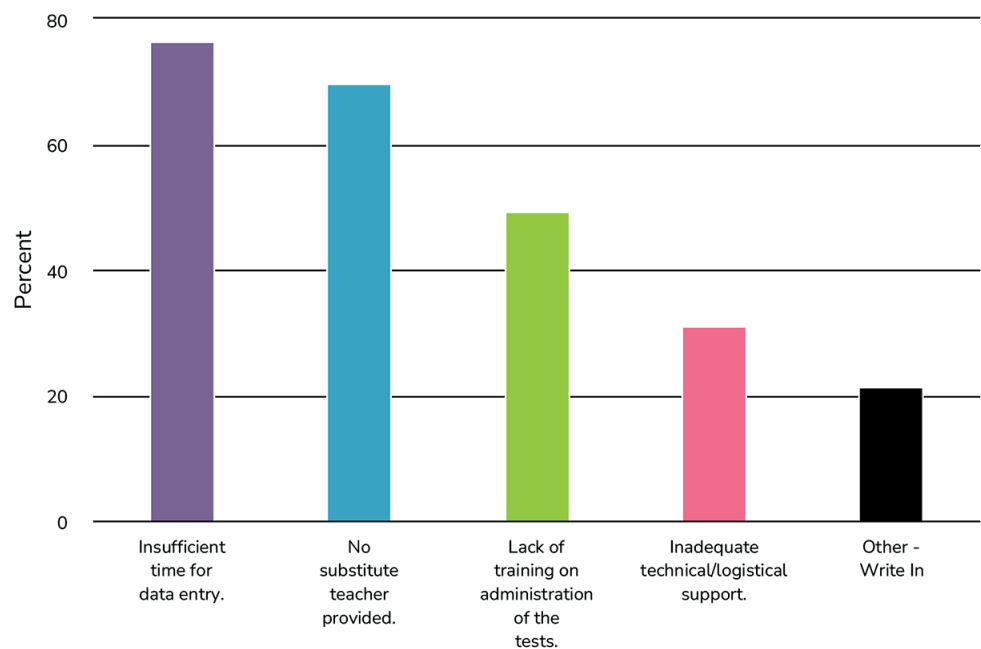
5. Disadvantages for English Language Learners (ELL)

- **Theme Summary:** The assessments do not account for the challenges faced by students who are still acquiring English language skills.

- **Representative Quotes:**

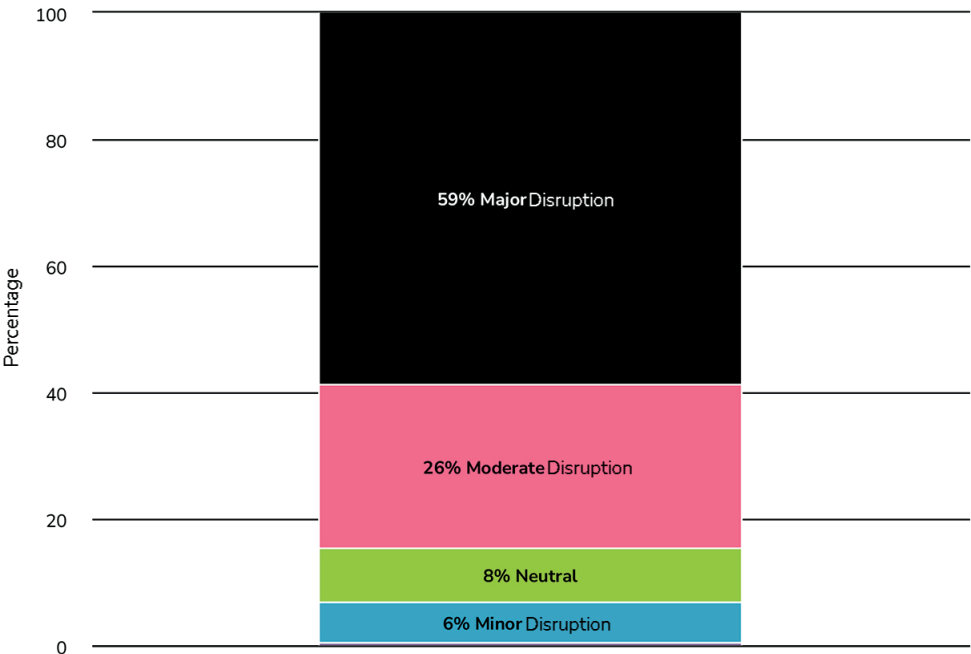
- *"Asking six-year-olds to write such huge numbers in French?! They can barely count to 100 in their home language, let alone an additional language. It makes them feel stupid and does not support them at all."*
- *"The literacy test does not consider our high English as a second language population."* (Respondent 684)
- *"Students that barely have fine motor skills are asked to be accurate when using a pencil on these assessments. Student are asked to estimate where numbers belong on a number line when they don't have the capacity to think abstractly."* (Respondent 978)

3. What support challenges have you experienced in administering SDATs? Please select all that apply:



Value	Percent	Responses
Insufficient time for data entry.	76.6%	722
No substitute teacher provided.	69.7%	657
Lack of training on administration of the tests.	49.3%	464
Inadequate technical/logistical support.	31.1%	293
Other - Write In	21.4%	202

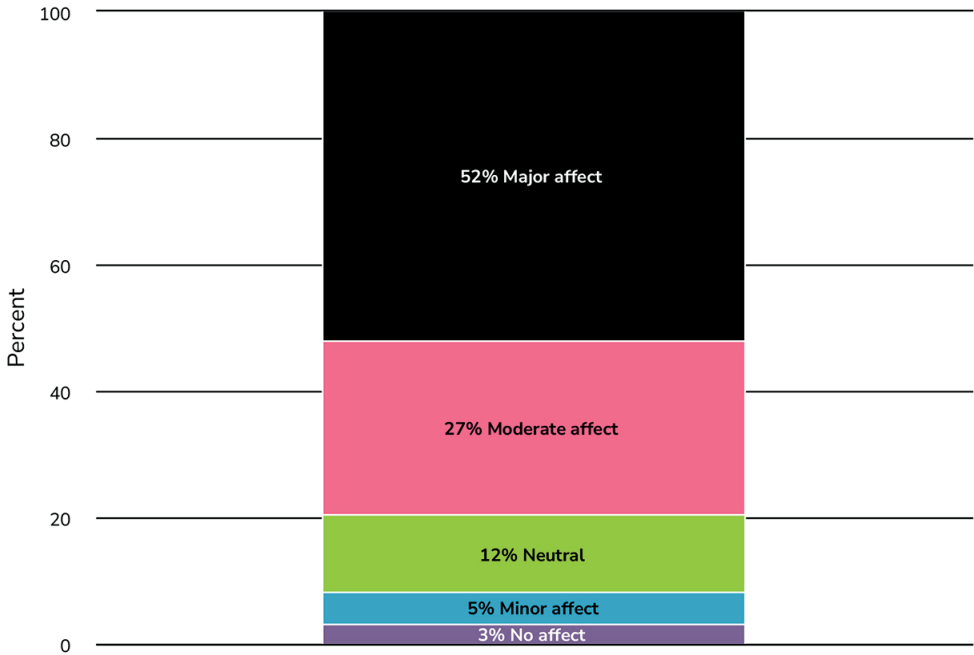
4. How would you rate the impact of SDATs on your instructional time and classroom environment?



Value	Percentage	Responses
No Disruption	0.6%	9
Minor Disruption	6.4%	92
Neutral	8.4%	120
Moderate Disruption	26.0%	373
Major Disruption	58.5%	838

Totals: 1,432

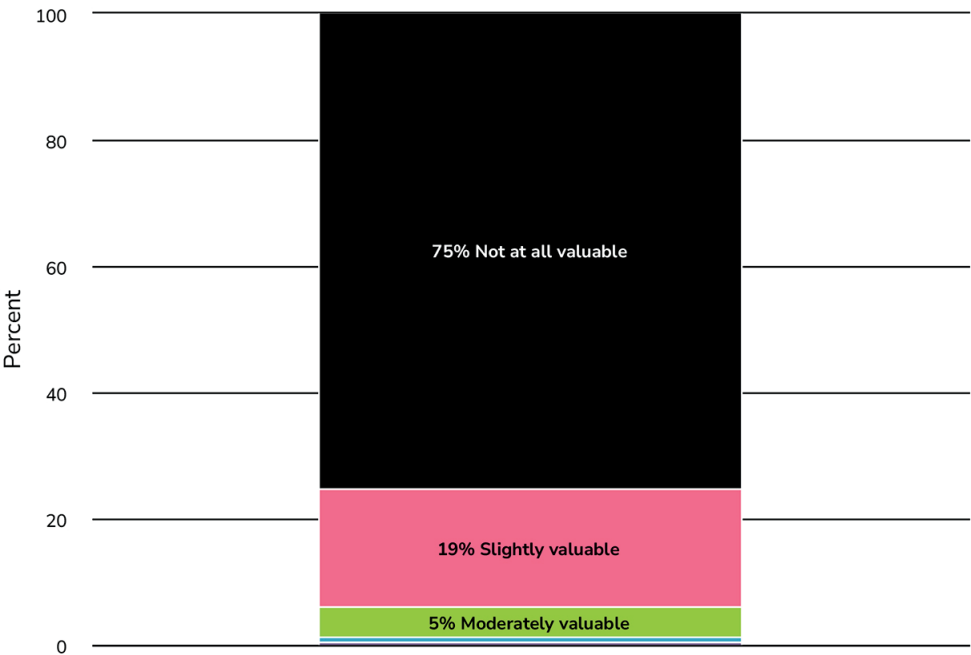
5. To what extent has the timing of SDATs (e.g., at the start of the school year) affected your ability to focus on student relationship-building and instructional priorities?



Value	Percent	Responses
No affect	3.1%	44
Minor affect	5.3%	76
Neutral	12.2%	174
Moderate affect	27.3%	389
Major affect	52.1%	744

Totals: 1,427


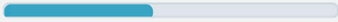
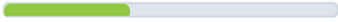
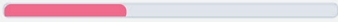

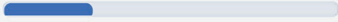
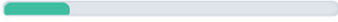
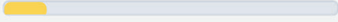
6. Some Alberta teachers are required to administer the SDATs to the same students in both September 2024 and January 2025. Considering students who achieved proficiency in the September 2024 assessment, how valuable do you perceive the repeated January 2025 assessments to be for these proficient students?





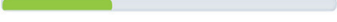
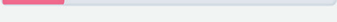
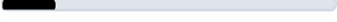
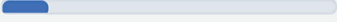

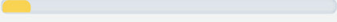
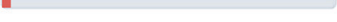
Value	Percent	Responses
Extremely valuable	0.5%	4
Very valuable	0.9%	7
Moderately valuable	4.7%	35
Slightly valuable	18.8%	139
Not at all valuable	75.0%	554

Totals: 739


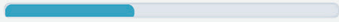
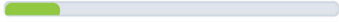
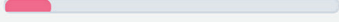
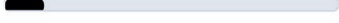
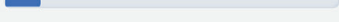
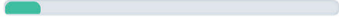
7. If any, what challenges have you faced in utilizing SDAT results effectively in your classroom?
Please select all that apply: 8. Literacy Assessments - —Among the following, please select the

Value	Percent	Responses
Lack of actionable insights.	50.4% 	715
No clear norms or benchmarks provided.	44.5% 	632
Lack of training on interpretation of the test results.	37.5% 	532
Results do not align with my professional judgment.	36.5% 	518
Results are delayed.	29.8% 	423
Difficulty interpreting the results.	27.0% 	384
Not applicable	19.6% 	278
Other - Write In	13.1% 	186

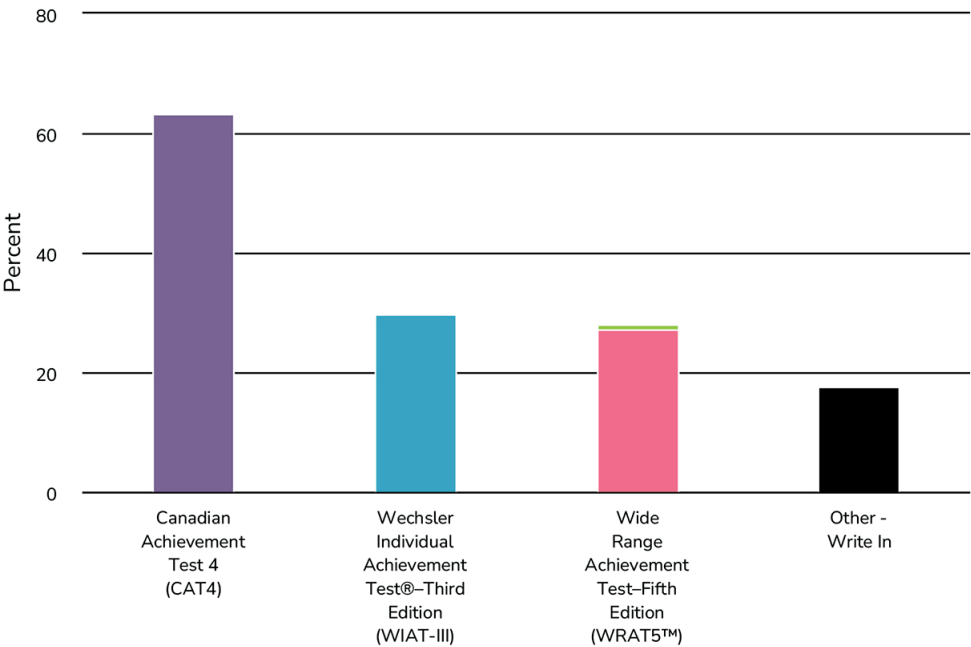
8. *Literacy Assessments—Among the following, please select the government (approved or provided) literacy assessments (SDATs) that you believe are most problematic? Please select all that apply.*

Value	Percent	Responses
Castles and Coltheart 3 (CC3) Test	57.8% 	503
Phonological Awareness Screening Test (PAST)	40.3% 	351
Letter Name-Sound (LeNS) Test	32.5% 	283
Early Years Evaluation-Pre-Reading Assessment (EYE-PR)	18.5% 	161
Test of Silent Reading Efficiency and Comprehension® (TOSREC)	16.1% 	140
Test of Word Reading Efficiency—Second Edition (TOWRE-2)	13.6% 	118
Other - Write In	11.7% 	102
Acadience Reading K–6	9.3% 	81
L'Acadience Reading Français	3.2% 	28

9. *Numeracy Assessments—Among the following, please select any of the government (approved or provided) numeracy assessments (SDATs) that you believe are most problematic? Please select all that apply.*

Value	Percent	Responses
Provincial Numeracy Screening Assessments: Based on EarlyMathAssessment@School (EMA@School)	66.7% 	523
Rapid Automatized Naming (RAN) Digits Test	39.3% 	308
Number Sense Screener™ (NSS™) Set, K-1	17.2% 	135
Acadience Math Early Numeracy K	14.2% 	111
Other - Write In	12.4% 	97
KeyMath™ 3 Diagnostic Assessment: Canadian Edition (KeyMath™ 3 DA)	11.2% 	88
Test of Early Mathematics Ability—Third Edition (TEMA-3)	11.2% 	88

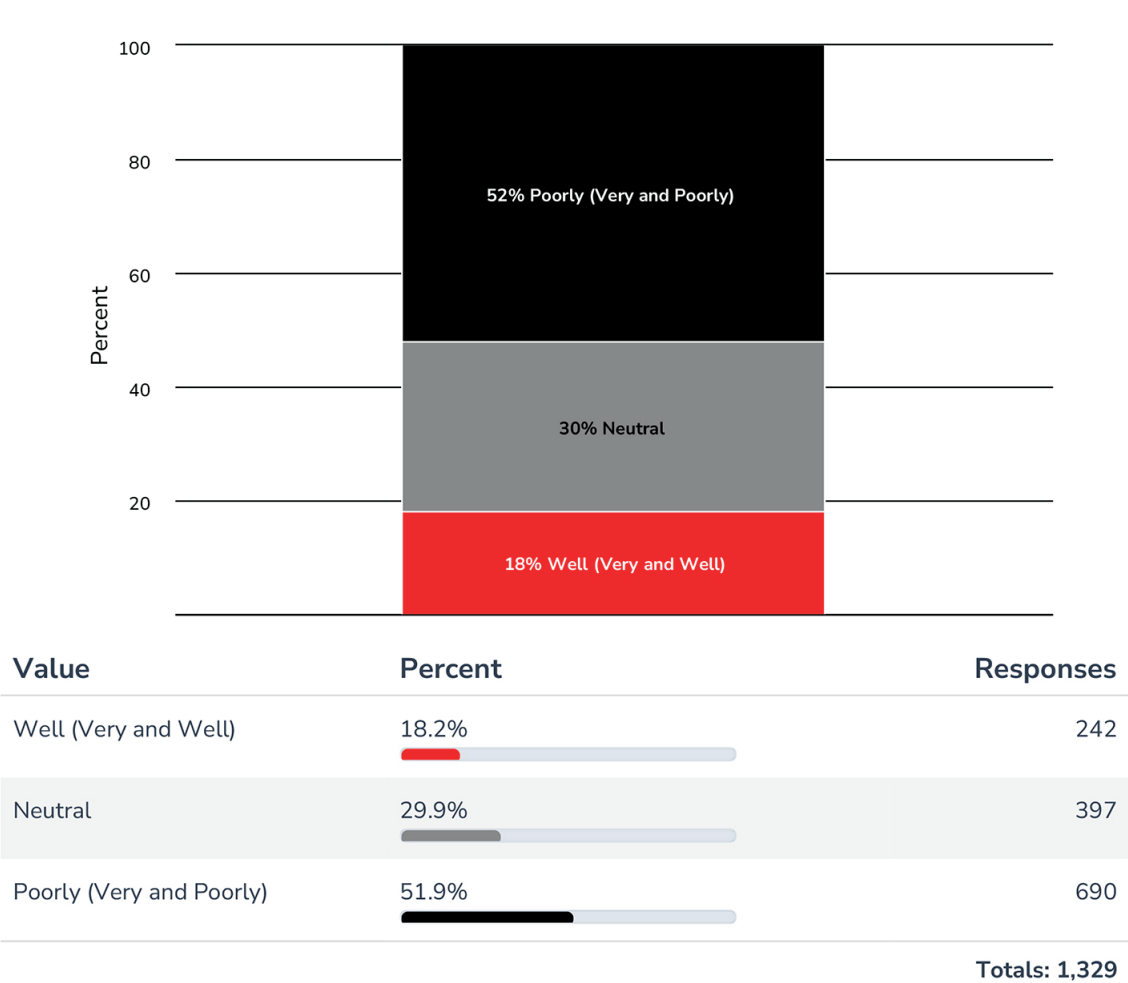
10. Combined Literacy and Numeracy (Global) Assessments Among the following, please select the Government (approved or provided) combined literacy and numeracy (global) assessments (SDATs) that you believe are most problematic? Please select all that apply.



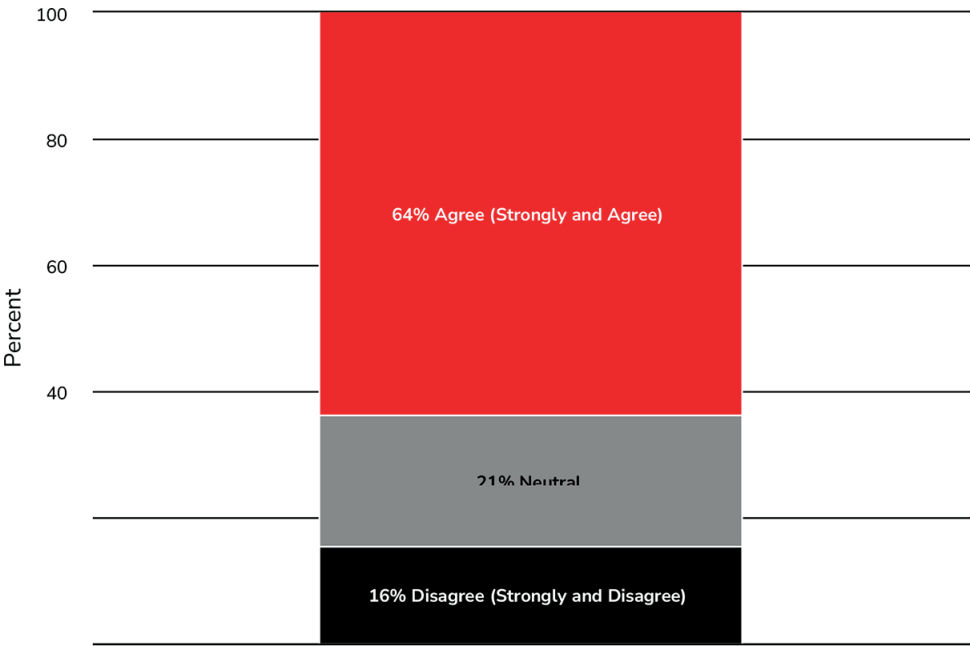
Value	Percent	Responses
Canadian Achievement Test 4 (CAT4)	63.4%	168
Wechsler Individual Achievement Test®-Third Edition (WIAT-III)	29.8%	79
Wide Range Achievement Test-Fifth Edition (WRAT5™)	28.3%	75
Wide Range Achievement Test-Fifth Edition (WRAT5™)	27.2%	72
Other - Write In	17.7%	47

Provincial Standardized Testing

11. Summary - To what extent do current Alberta provincial assessment practices improve student learning?

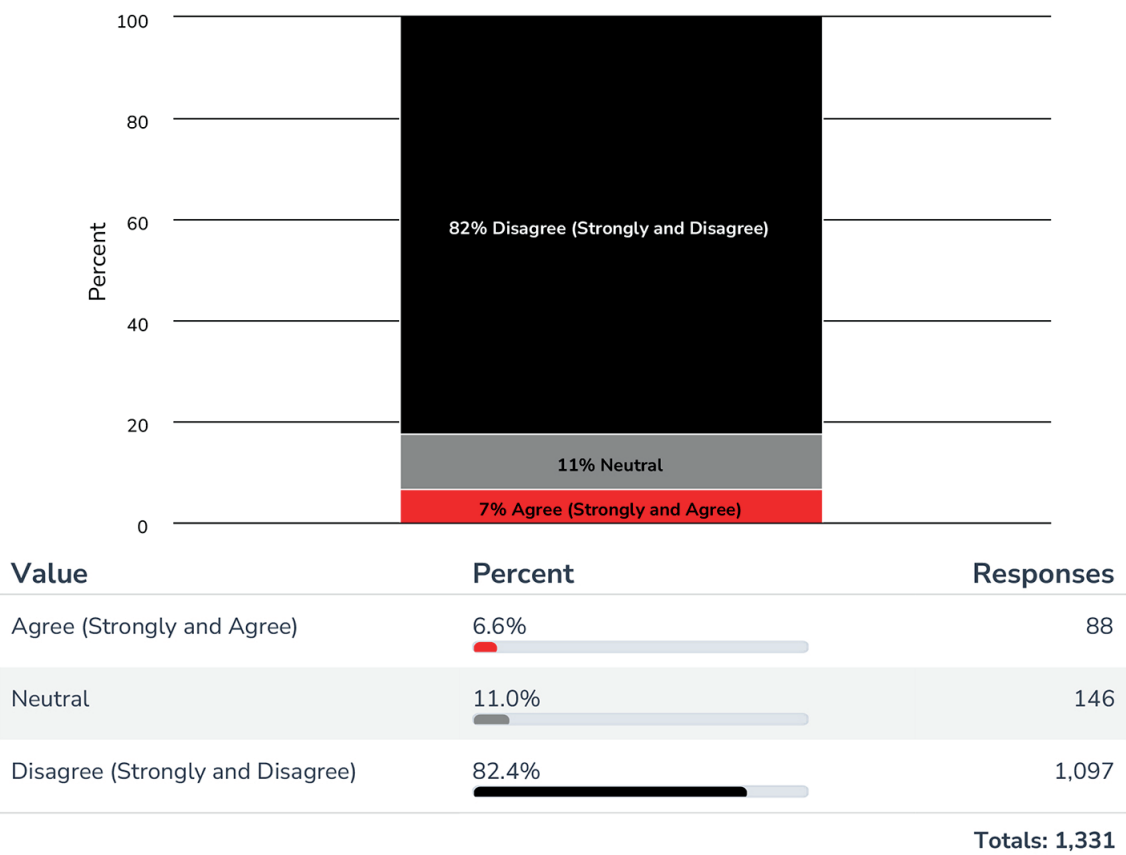


12. In your experience, do standardized tests contribute to student mental health concerns?

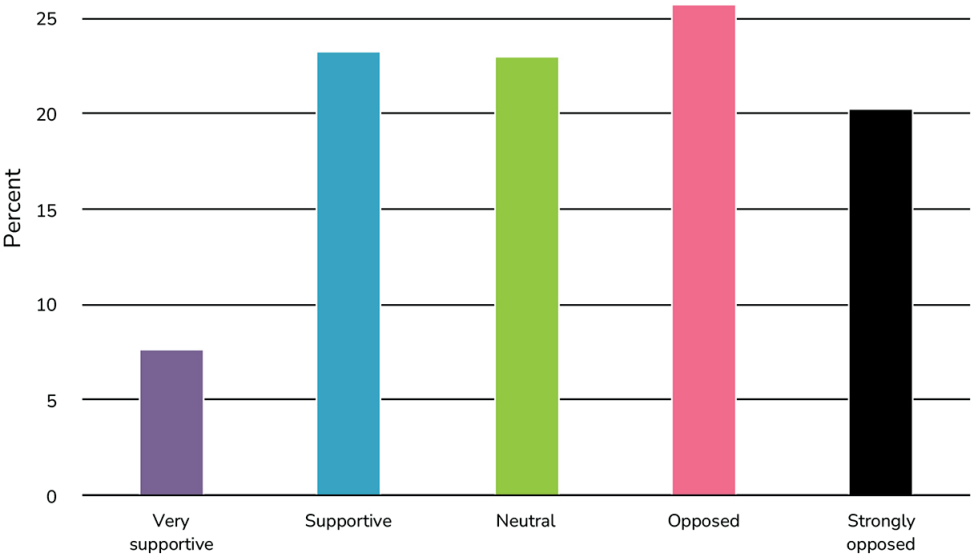


Value	Percent	Responses
Disagree (Strongly and Disagree)	15.5%	206
Neutral	20.9%	278
Agree (Strongly and Agree)	63.7%	848

13. Summary - Do you believe that the Government of Alberta sufficiently consults with certificated teachers on student assessment?



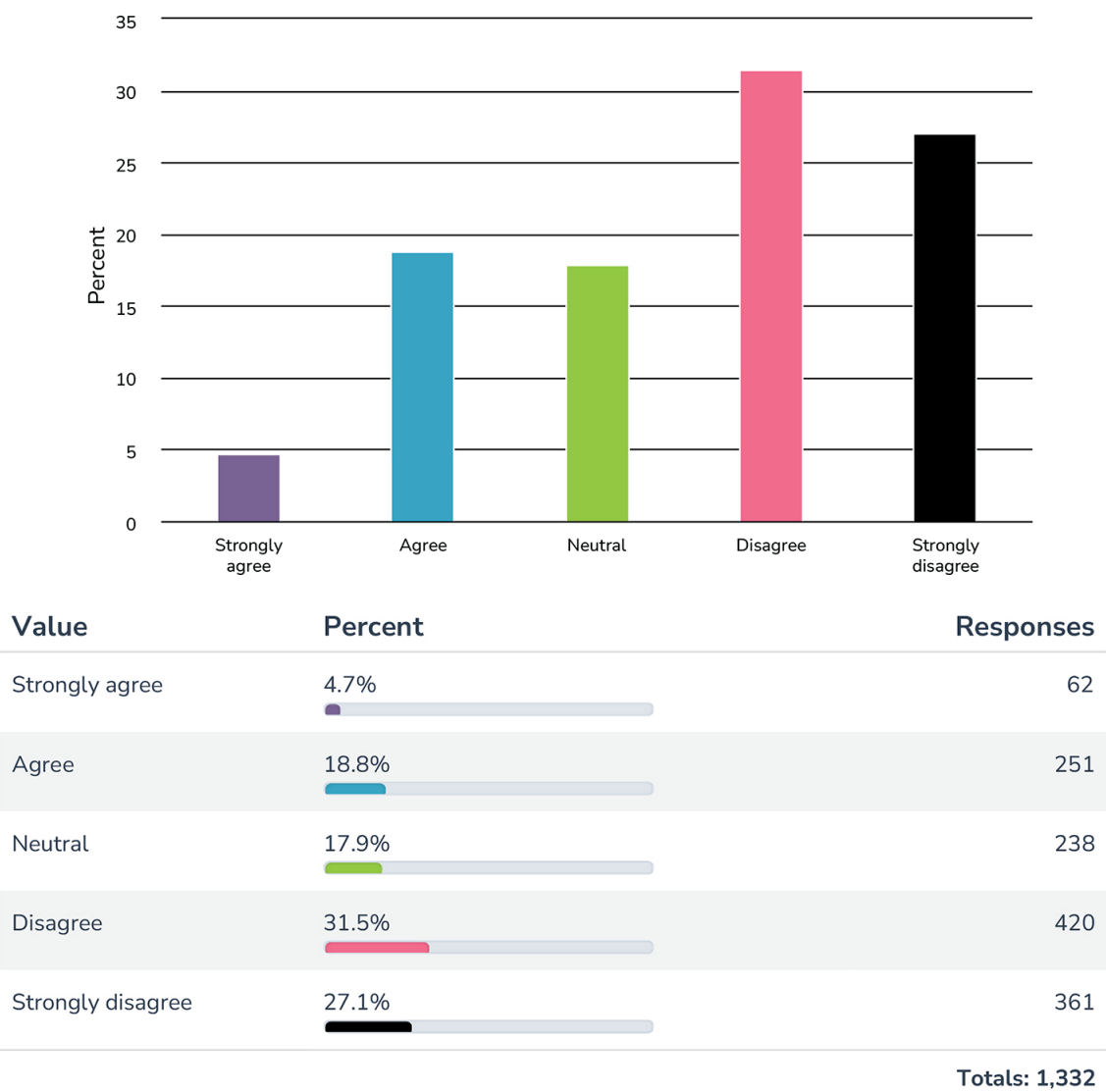
14. To what extent do you support the use of standardized achievement tests to evaluate your students' progress?



Value	Percent	Responses
Very supportive	7.7%	102
Supportive	23.3%	310
Neutral	23.0%	306
Opposed	25.8%	344
Strongly opposed	20.3%	270

Totals: 1,332

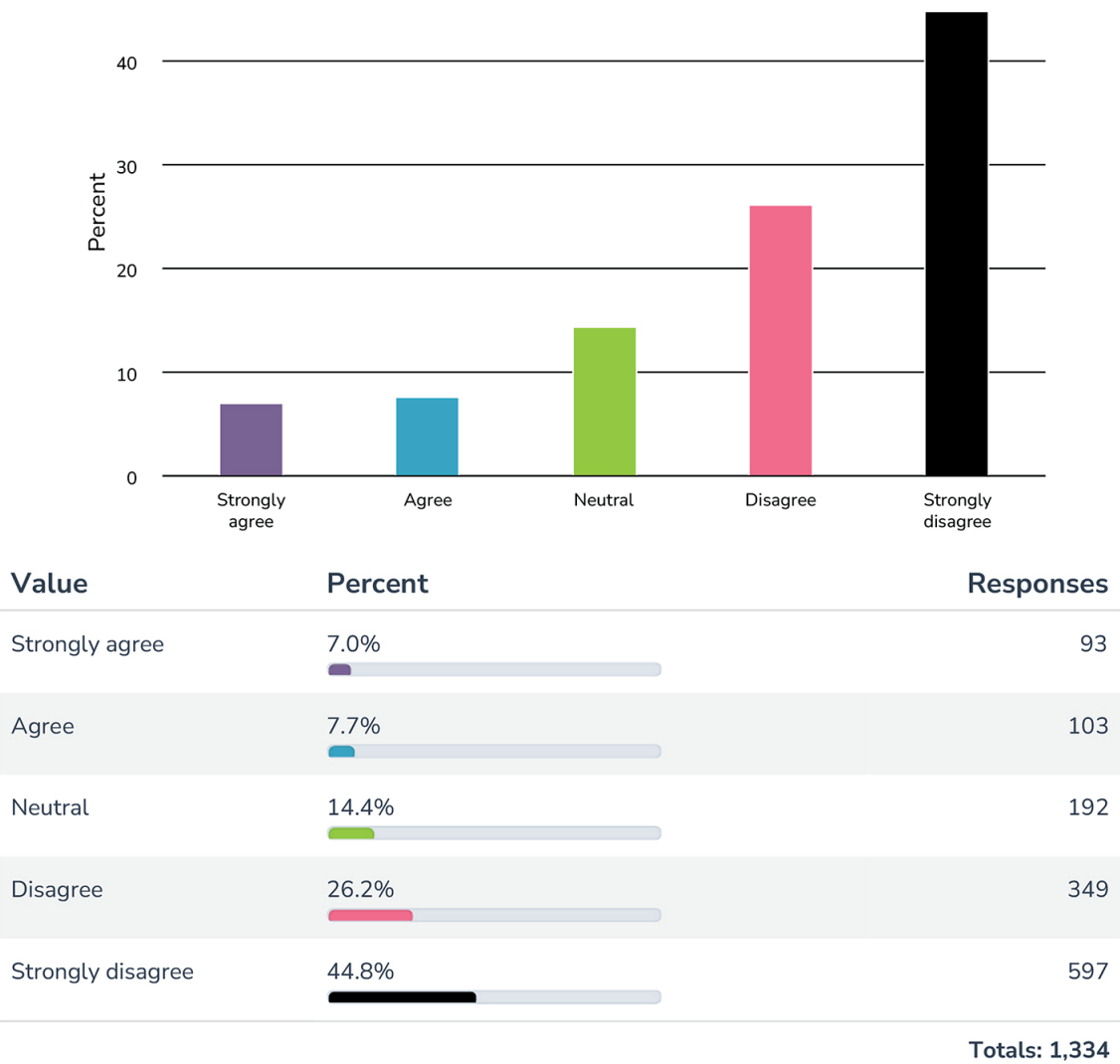
15. To what extent do you believe that standardized tests in Alberta are designed to be fair and equitable for all students?



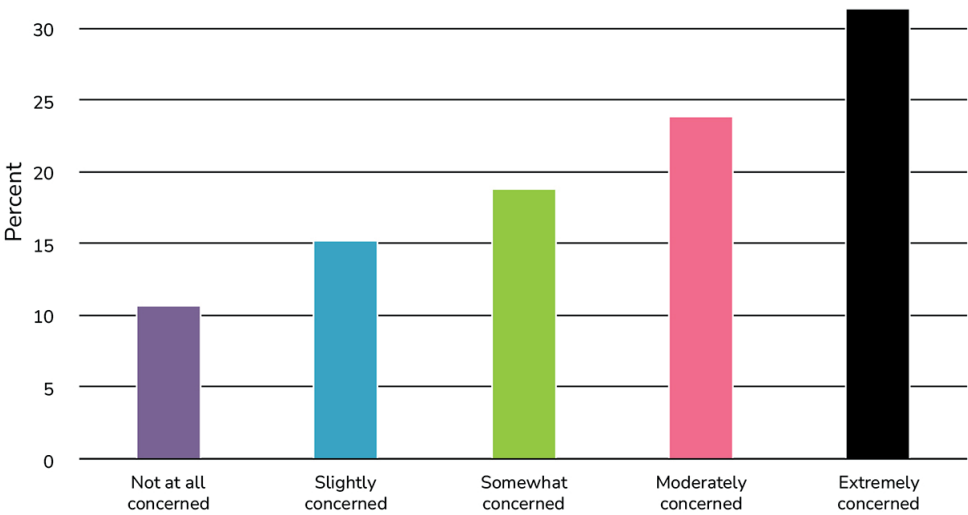
16. Summary - To what extent do you believe that standardized test results should be used to evaluate teachers and/or determine compensation?



17. Do you believe that the weight of the diploma exams should be increased to more than 30% of the final grade?



18. How concerned are you that the public release of standardized test results (provincial achievement testing, diplomas, diagnostic or screeners) leads to unfair comparisons between schools or communities?



Value	Percent	Responses
Not at all concerned	10.7%	142
Slightly concerned	15.2%	202
Somewhat concerned	18.8%	251
Moderately concerned	23.9%	319
Extremely concerned	31.4%	419
Totals: 1,333		

Perspectives on New Alberta Curriculum

Summary of Common Themes and Representative Quotes

The responses to the new curriculum implementation reveal a range of pressing concerns among teachers. Member feedback highlights a systemic failure to provide the necessary resources, training and planning for a successful curriculum rollout. Developmental appropriateness, workload pressures and systemic challenges have left Alberta teachers feeling overwhelmed and unsupported. Addressing these concerns through meaningful consultation, phased rollouts and resource provision will be critical to ensuring the success of future curricular reforms.

Below is a summary of the common themes identified, integrated with representative quotes to illustrate each issue:

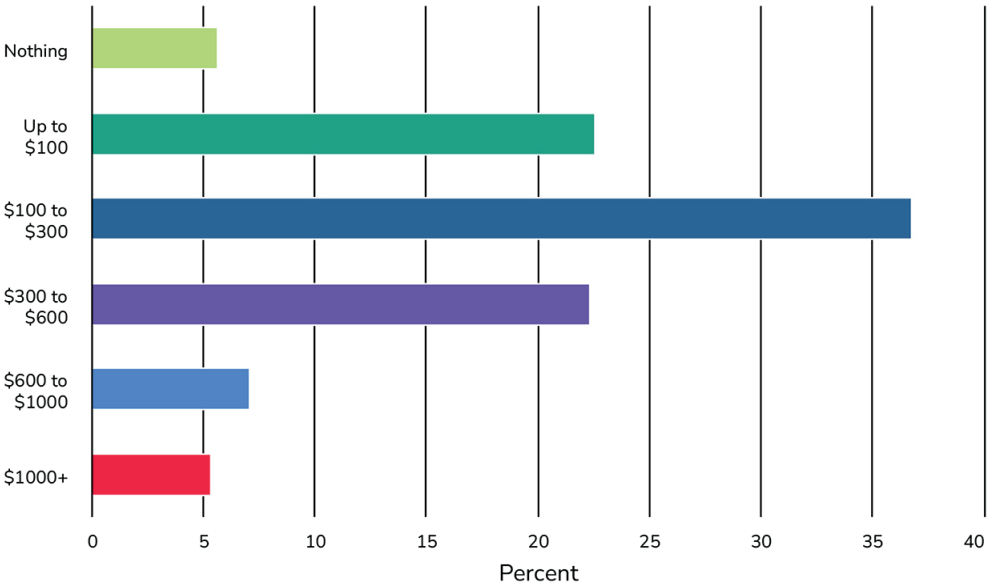
1. **Lack of Resources:** One of the most pervasive concerns is the lack of supporting materials and resources provided to teachers. Many have had to rely on personal funds or spend excessive time developing resources, which has created significant strain.
 - *"We require resources BEFORE the implementation of a new curriculum, not during the implementation stage."* (ResponseID: 981)
 - *"No resources and no time to implement means we are building the plane while we are flying it."* (ResponseID: 939)
 - *"Where are the resources? How are teachers expected to support students who are already behind?"* (ResponseID: 1069)
2. **Developmental Appropriateness:** Teachers express significant concerns about the developmental readiness of students for the content in the new curriculum. Many outcomes appear too advanced or abstract for the grade levels at which they are introduced, creating a mismatch between student abilities and expectations.
 - *"The new Social Studies curriculum for grade 3 is atrocious and SHOULD NOT BE IMPLEMENTED for next year. The outcomes are too complex, abstract, and NOT INCLUSIVE to be taught to 8-year-olds."* (ResponseID: 964)
 - *"The math curriculum is not developmentally appropriate, causing a lot of stress for students and parents."* (ResponseID: 1116)
 - *"The social curriculum is not aligned with child development."* (ResponseID: 1002)
3. **Rollout Issues:** The rapid rollout of multiple curricula across all grades simultaneously has compounded implementation challenges. Teachers emphasize the need for staggered rollouts to allow both students and educators to adjust to new content incrementally.

- *"It was pushed out too much too soon. We are still playing catch-up in Math. It should have been introduced grade by grade, starting at K/1."* (ResponseID: 928)
 - *"Too much new curriculum, too fast. I am still trying to catch up and finesse new curriculum I had to implement in previous years."* (ResponseID: 1023)
 - *"It came out too fast and put too much on teachers. We were forced to teach the curriculum without any teaching materials!"* (ResponseID: 1072)
- 4. Workload and Stress:** The new curriculum has significantly increased teacher workloads. Many feel overwhelmed by the expectations to plan lessons, assess students, and fill learning gaps created by the COVID-19 pandemic, all while adapting to new content.
- *"I'm wondering what will be available to start the year with, as we had nothing to start the new science with last year."* (ResponseID: 919)
 - *"I feel like the math curriculum is TOO heavy. It is also TOO DENSE. There is no way to master outcomes with the amount of skills we are expected to teach."* (ResponseID: 982)
 - *"We were just thrown to the wolves with no support, which has lowered the quality of teaching."* (ResponseID: 1137)
- 5. Content Concerns:** Many teachers criticize the new curriculum for being overly prescriptive, dense and focused on rote memorization rather than critical thinking. This approach is seen as detrimental to student engagement and inquiry-based learning.
- *"Some topics are completely irrelevant and not necessarily appropriate or accessible for their cognitive development."* (ResponseID: 920)
 - *"I think it's a rollback to a past way of looking at pedagogy that leans heavily towards memorization and away from building critical thinking and communication skills."* (ResponseID: 974)
 - *"The new science curriculum limits exposure to various fields of science. Majority of outcomes are heavily knowledge-based and do little to inspire interest or cultivate curiosity."* (ResponseID: 1081)
- 6. Professional Development and Teacher Input:** Teachers highlight the lack of professional development and training to support the new curriculum. Additionally, there is frustration over the limited consultation with educators during the curriculum development process.
- *"How many CURRENT teachers are involved in the decision-making process? I am not opposed to change, but these changes have to be in the best interests of our students."* (ResponseID: 1016)
 - *"Why are teachers not given adequate feedback opportunity that is actually heard and utilized? We are begging to be involved and ignored at every turn."* (ResponseID: 1176)
 - *"I am concerned with the lack of meaningful consultation with teachers and experts in the creation of the new curriculum."* (ResponseID: 1118)

7. **Systemic Challenges:** Broader systemic issues, such as large class sizes, diverse student needs and insufficient access to technology exacerbate the difficulties of implementing the new curriculum. Teachers note that these challenges hinder their ability to deliver effective instruction.
- *“Large class sizes, complexities on the rise with students, high ELL, then ADD on NEW curriculum... something has got to give... it might be our mental health.”* (ResponseID: 1035)
 - *“We lack the technology in schools to teach the new tech curriculum.”* (ResponseID: 1177)
 - *“The new curriculum doesn’t consider their unique learning styles and diverse experiences. Students should be learning skills, not so much checklist-style content.”* (ResponseID: 1208)
8. **Sustainability:** Teachers question the sustainability of the new curriculum, given the heavy content load, the pace of implementation and the persistent lack of resources. Many feel the curriculum changes are rushed and fail to build a strong foundation for students.
- *“Too much! I feel as though we are only able to lightly cover the main topics as the content is so heavy and deep.”* (ResponseID: 1379)
 - *“Way too many new curricula over the past few years with little time, resources, and money to implement them.”* (ResponseID: 1340)

Teacher Out-of-Pocket Expenditures

19. How much would you estimate that you have personally spent out-of-pocket this year on resources/materials in support of the curriculum that you teach?

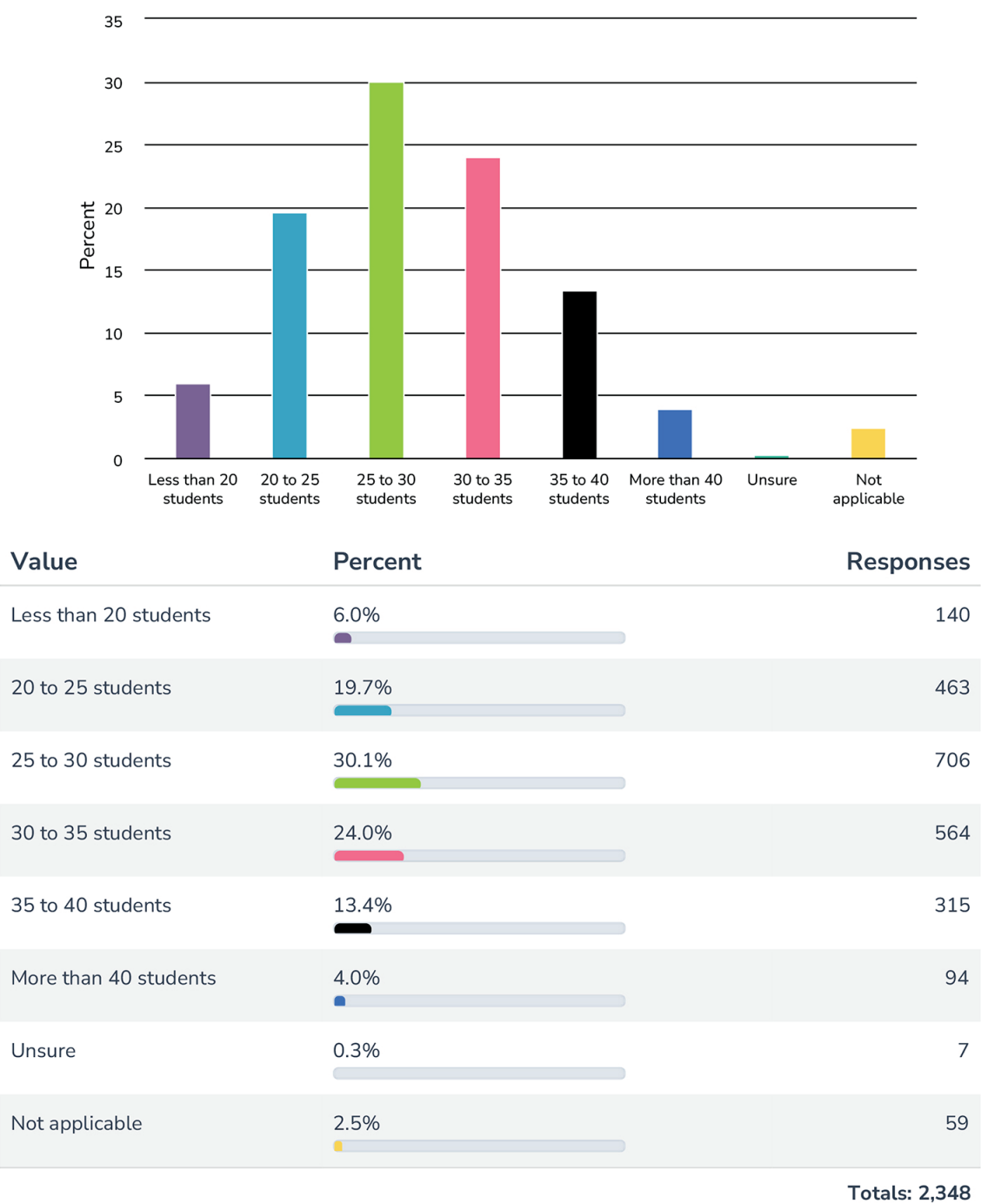


Value	Percent	Responses
Nothing	5.7%	135
Up to \$100	22.6%	539
\$100 to \$300	36.8%	876
\$300 to \$600	22.4%	533
\$600 to \$1000	7.1%	169
\$1000+	5.4%	129

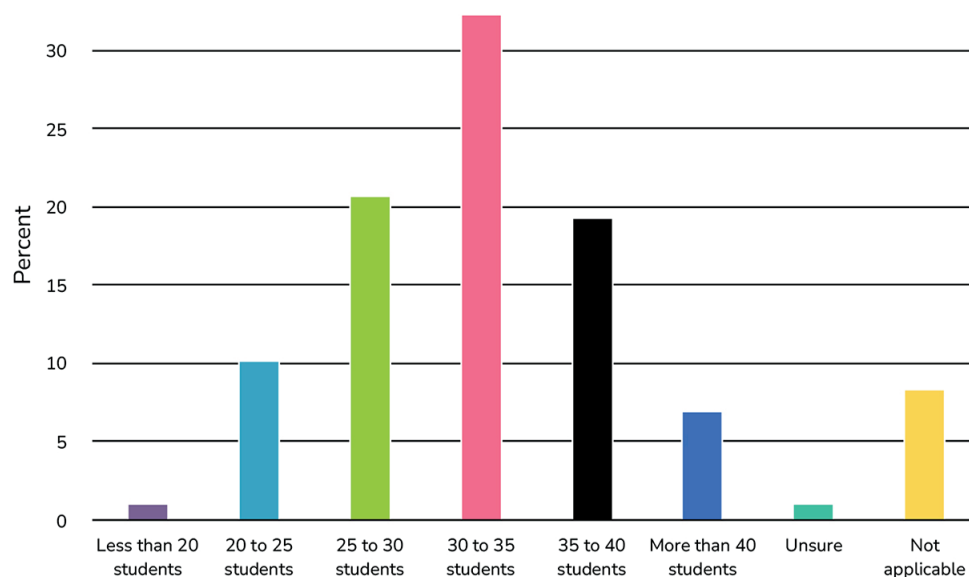
Totals: 2,381

Class Size and Complexity

20. Teacher - The size of the largest class that you are now teaching with students:



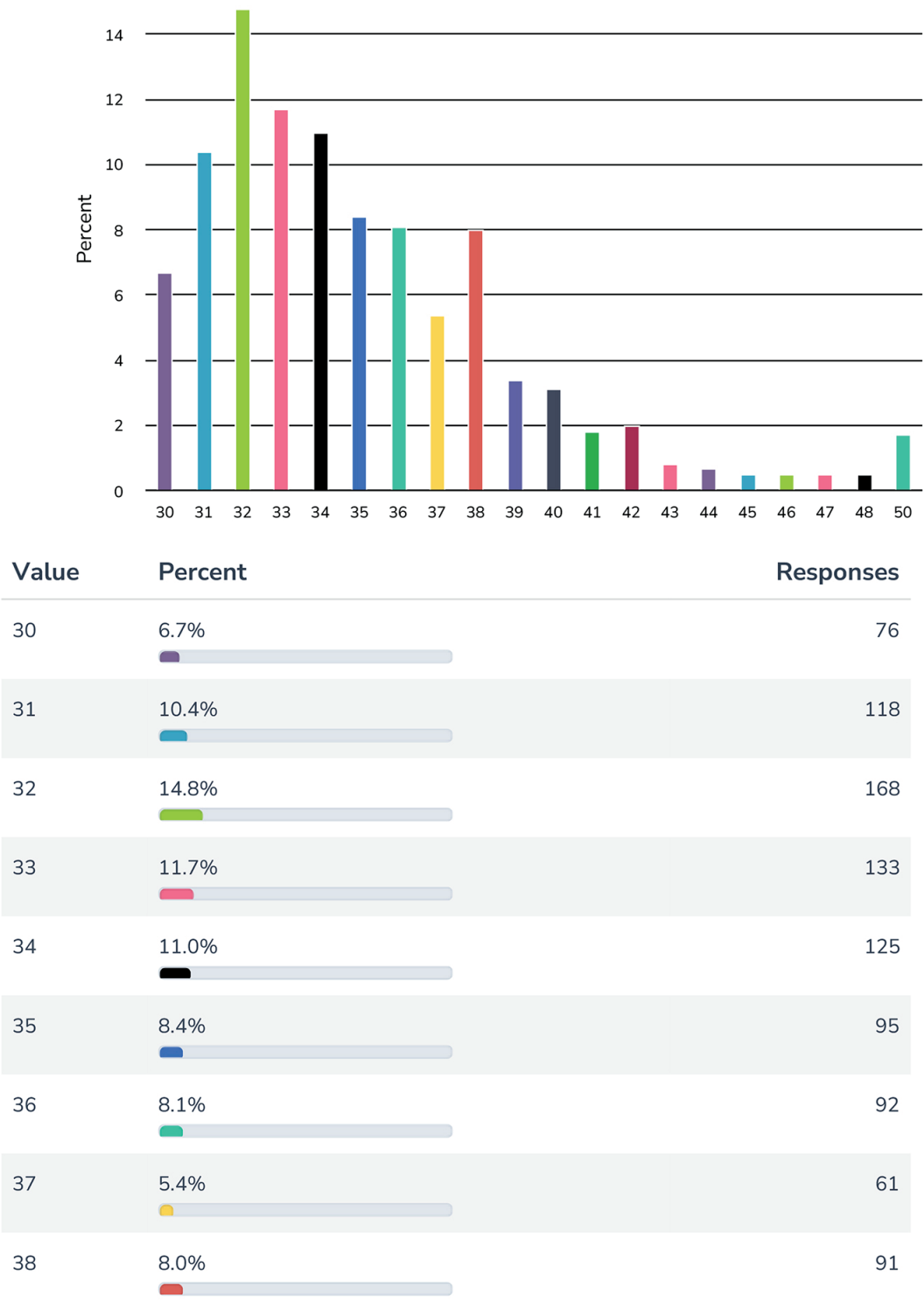
21. School Leader - The size of the largest class within my school:



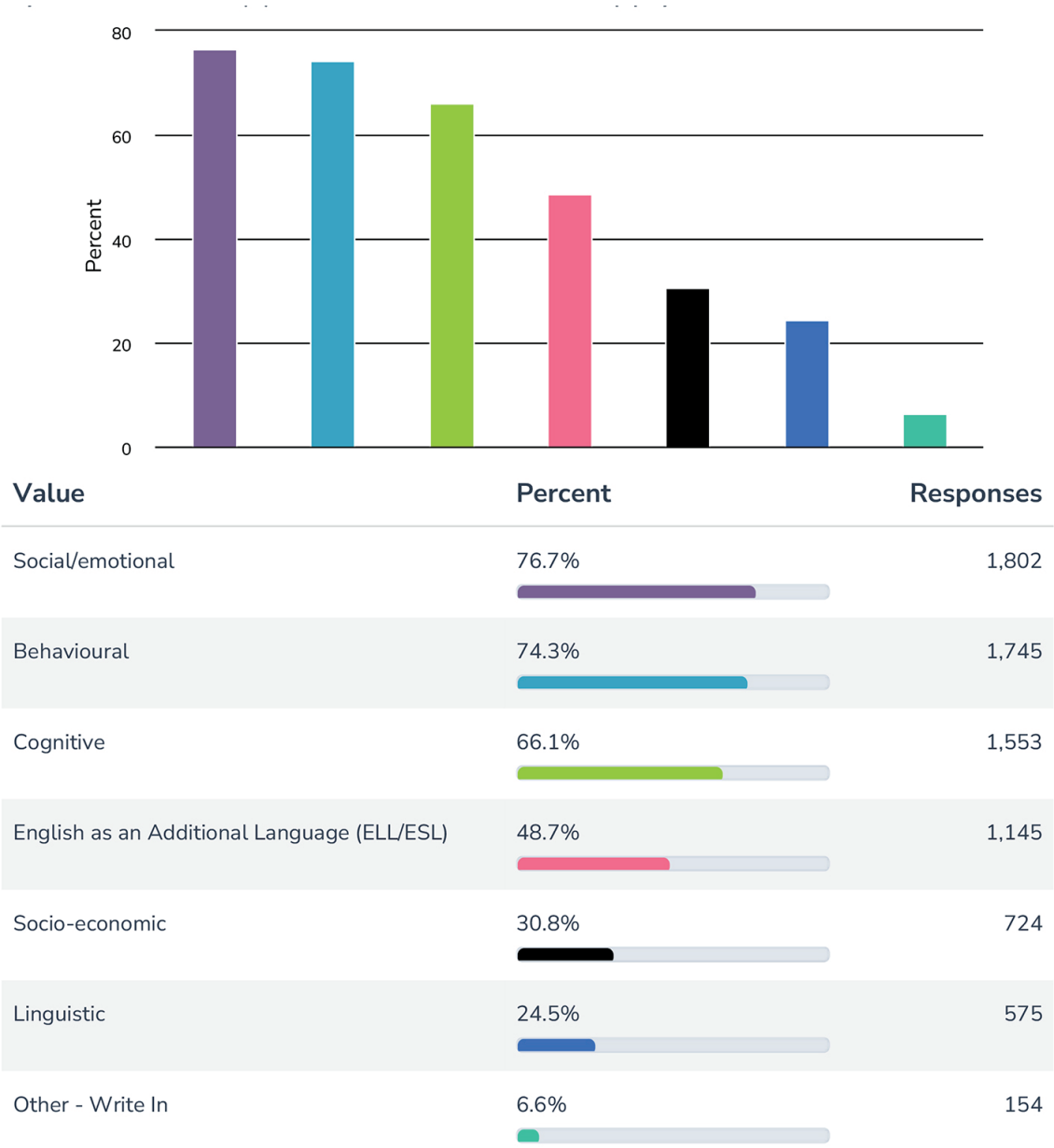
Value	Percent	Responses
Less than 20 students	1.1%	3
20 to 25 students	10.2%	29
25 to 30 students	20.7%	59
30 to 35 students	32.3%	92
35 to 40 students	19.3%	55
More than 40 students	7.0%	20
Unsure	1.1%	3
Not applicable	8.4%	24

Totals: 285

22. How many people are in your largest class with 30 or more students?



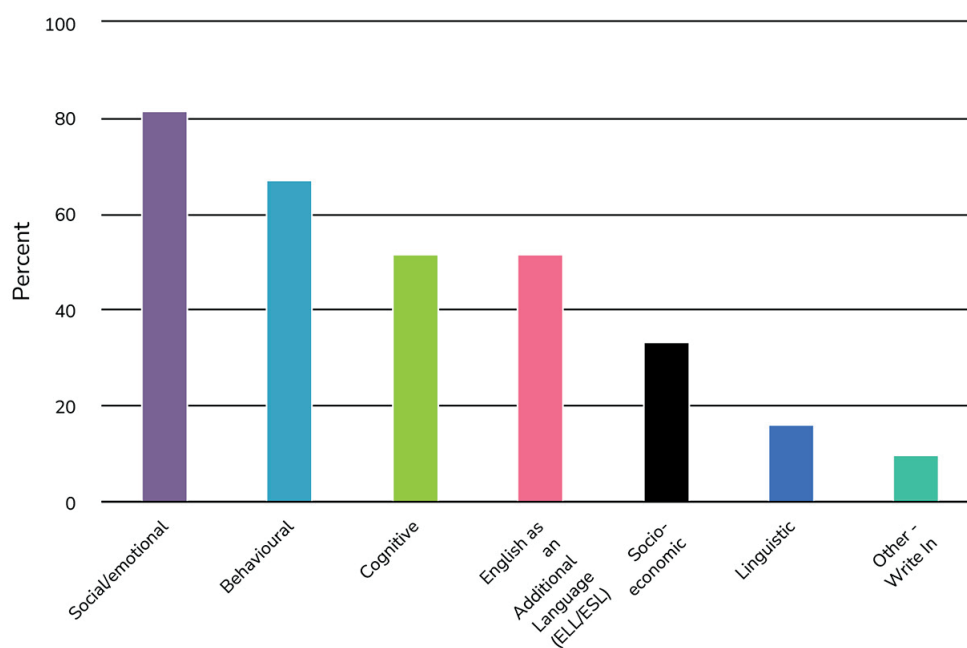
23. Classroom - In what areas do you see the greatest level of complexity in your classroom(s)?
Please select all that apply.



24. In which program of study is the largest class with over 30 students?

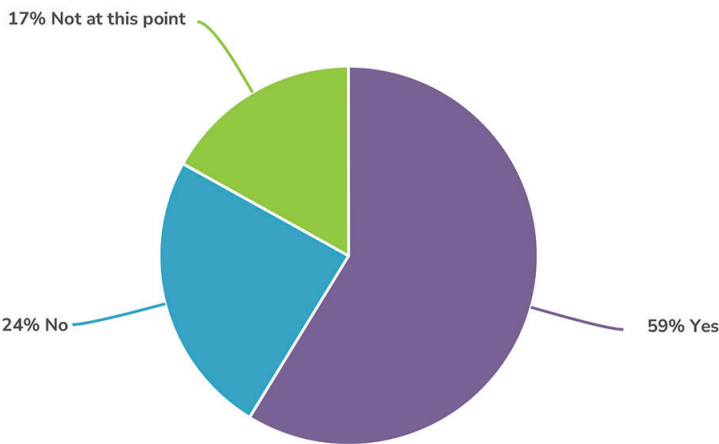
Value	Percent	Responses
Primary Grades (4 to 6)	15.6% <div><div></div></div>	176
English Language Arts (10 to 12)	9.0% <div><div></div></div>	102
Science (10 to 12)	8.2% <div><div></div></div>	93
English Language Arts (7 to 9)	7.6% <div><div></div></div>	86
Mathematics (10 to 12)	7.2% <div><div></div></div>	81
Mathematics (7 to 9)	6.3% <div><div></div></div>	71
Physical Education	5.7% <div><div></div></div>	65
Social Studies (10 to 12)	4.8% <div><div></div></div>	54
Career and Technology Studies	3.8% <div><div></div></div>	43
		Totals: 1,131

25. School - In what areas do you see the greatest level of complexity in your school? Please select all that apply.



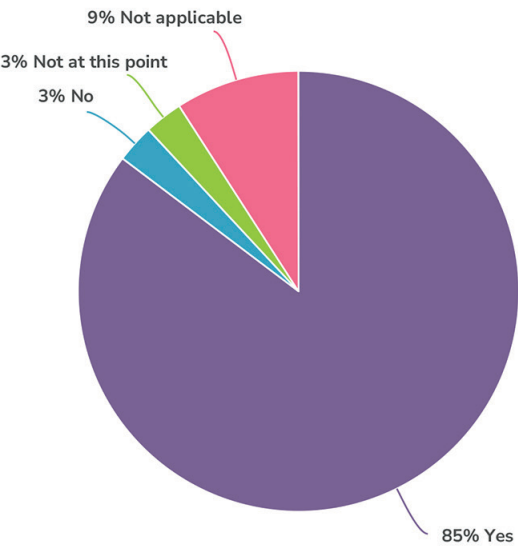
Value	Percent	Responses
Social/emotional	81.8%	233
Behavioural	67.4%	192
Cognitive	51.9%	148
English as an Additional Language (ELL/ESL)	51.6%	147
Socio-economic	33.3%	95
Linguistic	16.1%	46
Other - Write In	9.8%	28

26. Have you requested speech, occupational therapy, physical therapy, and/ or psycho-educational assessments for any of your student(s) this year?



Value	Percent	Responses
Yes	58.7%	1,241
No	24.3%	514
Not at this point	16.9%	358
		Totals: 2,113

27. Have you requested (or approved) speech, occupational therapy, physical therapy, and/or psycho-educational assessments for any of the student(s) in your school this year?



Value	Percent	Responses
Yes	85.3% <div><div></div></div>	243
No	2.8% <div><div></div></div>	8
Not at this point	2.8% <div><div></div></div>	8
Not applicable	9.1% <div><div></div></div>	26
Totals: 285		

Key Themes Regarding Changes to Alberta's Provincial Student Assessment Policies

Based on the responses, the most prominent themes regarding changes to student assessment policies include:

1. Reduction or Elimination of Standardized Testing

Many respondents believe that standardized tests, particularly at the elementary level, do not effectively measure student learning and add unnecessary stress. Teachers argue that these standardized assessments should either be eliminated or significantly reduced.

Representative Quotes:

- *"Standardized testing is a waste of time and resources in the classroom."* (Respondent 2140)
- *"Remove the notion that standardized tests are the most effective way to judge a student's learning. Remove PAT and Diploma Exams completely."* (Respondent 1675)
- *"Testing in general has led to increased student anxiety solely because of student lack of work ethic and emotional maturity."* (Respondent 381)

2. Diploma Exam Weighting and Structure

There is a strong divide on the role of diploma exams. While some believe they serve as a valuable benchmark, many feel they are too heavily weighted and disadvantage Alberta students compared to those in other provinces.

Representative Quotes:

- *"Diploma exams should be reduced to 20 per cent. Teachers should have significant input into the design of the exams."* (Respondent 2471)
- *"Get rid of Diplomas. They are causing emotional breakdowns and are actually leading to kids from Sask or BC taking seats in degrees at our universities and colleges that our AB students could be getting—but the Diploma brings their mark down."* (Respondent 1674)
- *"I would like Diploma exams to be abolished so that Alberta's educational requirements are in line with the rest of the provinces."* (Respondent 568)

3. Teacher Autonomy in Assessments

Teacher respondents widely express frustration with current assessment policies, arguing for more autonomy in designing and grading assessments. Many believe standardized approaches do not account for student diversity and that teachers are best positioned to evaluate student progress.

Representative Quotes:

- *"Assessment should be entrusted to those who deliver the program of studies: the teachers."* (Respondent 79)
- *"Teachers should have 100% control over student assessments in the school and school jurisdiction since they could most accurately assess their educational progress."* (Respondent 2940)
- *"Teacher professional judgment needs to be trusted above all else. Assessment practices must be determined by education professionals who know what they are doing, not government members who haven't stepped foot in a classroom."* (Respondent 2495)

4. More Flexible and Diverse Assessment Methods

Many respondents want to move away from traditional exams toward assessments that reflect student growth, critical thinking, and forms of "multiple intelligences." Suggestions include project-based assessments, oral presentations, and portfolio evaluations.

Representative Quotes:

- *"Students should be offered a variety of assessment methods to choose from. Standardized tests are not an accurate assessment of the variety of learning styles and multiple intelligences we value today."* (Respondent 2062)
- *"I think diverse learners would benefit from a more diverse selection of assessment tools."* (Respondent 2057)
- *"We should consider alternatives that reflect the holistic nature of learning, including project-based assessments, portfolios, or performance tasks that allow students to demonstrate understanding in ways that suit their strengths."* (Respondent 3)

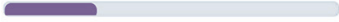
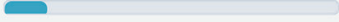
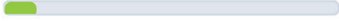

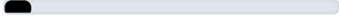
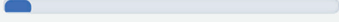
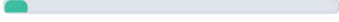
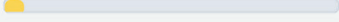
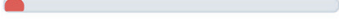
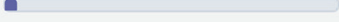
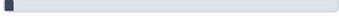
5. Reduction of Early Grade Testing

Several respondents emphasize that standardized testing in lower grades is developmentally inappropriate and places undue stress on young learners.

Representative Quotes:

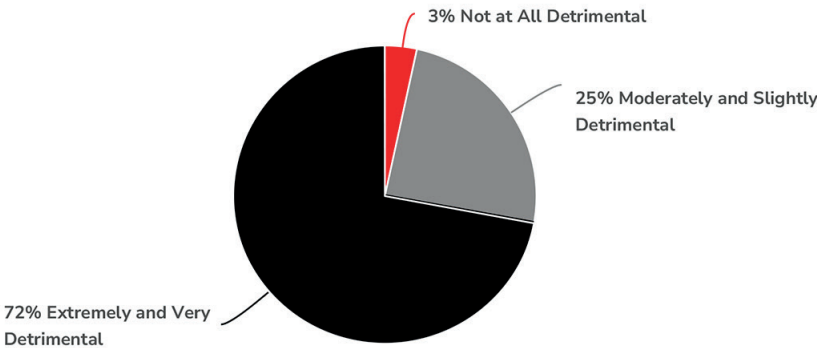
- *"No more standardized tests for elementary. Utilize testing to support student achievement of curricular outcomes versus teaching to the test."* (Respondent 1666)
- *"Stop the testing of young kids."* (Respondent 1685)
- *Cut back on testing kindergartens. The new testing is not developmentally appropriate."* (Respondent 2928)

28. How long do you estimate that you will be waiting this year for these assessments of exceptionalities to be completed?

Value	Percent	Responses
They will not completed	27.6% 	497
Not Applicable	12.8% 	230
10 to 12 months	9.6% 	172
3 months	9.3% 	168
6 months	8.2% 	148
6 to 8 months	8.0% 	144
4 months	6.5% 	117
1 month	5.5% 	99
2 months	5.5% 	99
8 to 10 months	3.8% 	68
5 months	3.2% 	58
		Totals: 1,800

Alberta Cellphone Prohibition 2024-25

29. How much of a negative impact do you think students’ smart devices had in the classroom before Alberta’s new cellphone ban was introduced this school year (2024–25)?



Value	Percent	Responses
Not at All Detrimental	3.4%	75
Moderately and Slightly Detrimental	24.5%	548
Extremely and Very Detrimental	72.1%	1,610
		Totals: 2,233

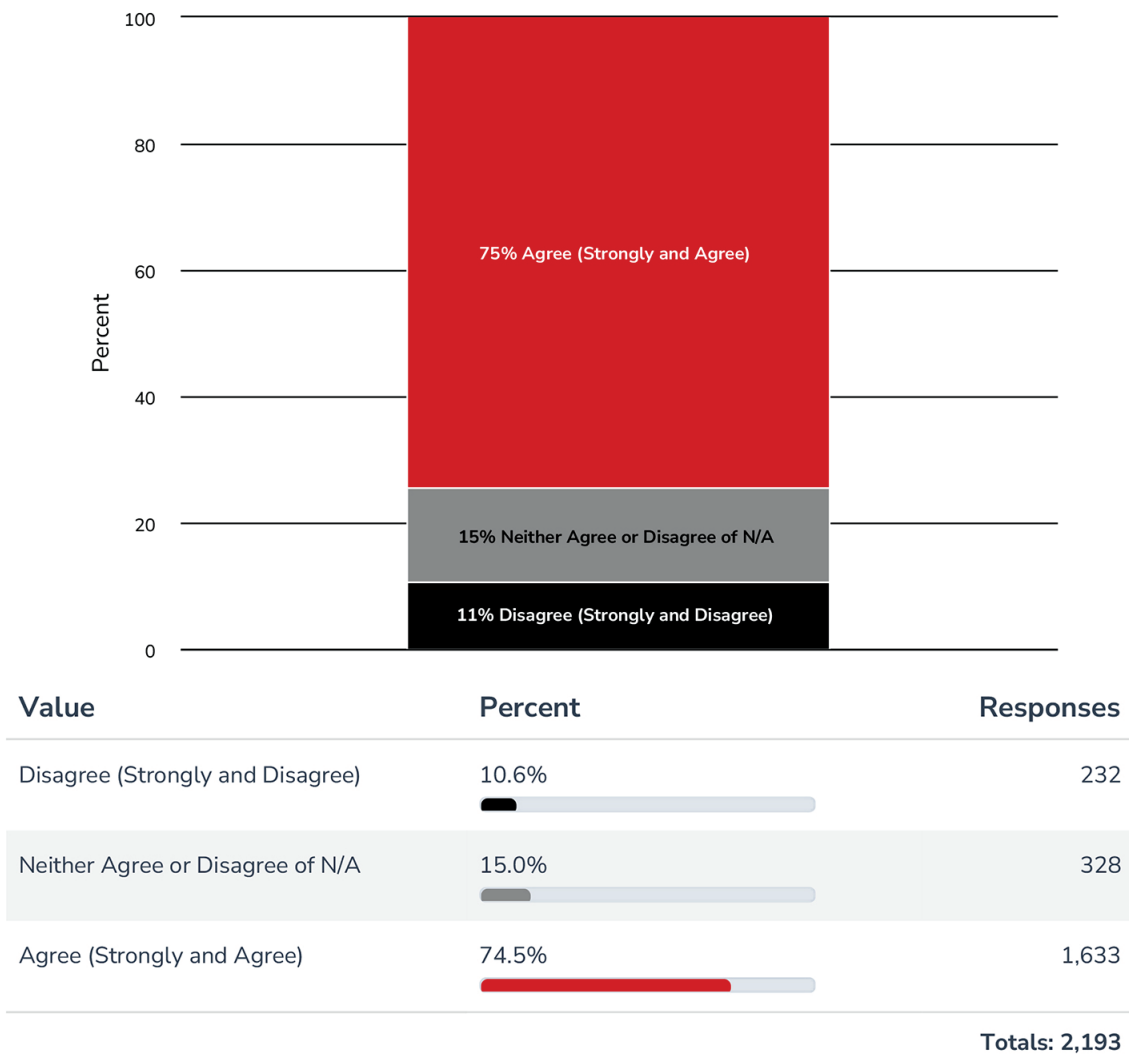
Note on the formation of Alberta’s Smartphone Prohibition

In May 2024, before the Government of Alberta introduced a provincial cellphone ban, Alberta teachers had already taken a proactive stance on the issue. At the Alberta Teachers’ Association’s (ATA) Annual Representative Assembly, teachers and school leaders passed a firm resolution addressing the use of smartphones and other smart devices in classrooms. This decision demonstrated the profession’s leadership in fostering a focused, engaging and safe learning environment. The May 2024 policy reads:

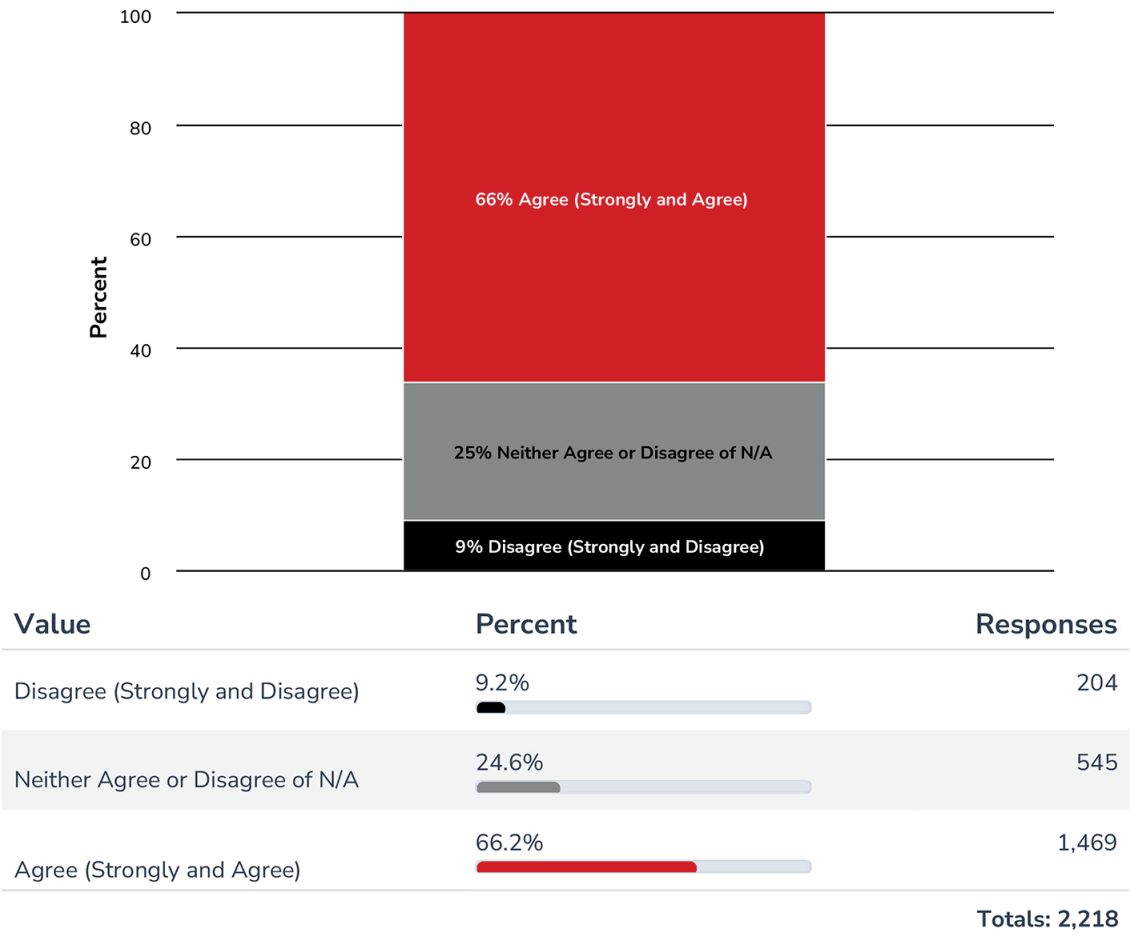
4.4.0.1 Be it resolved that the use of smartphones and other smart devices by students in Alberta classrooms during instructional time is prohibited to promote a focused, engaging and safe learning environment, except where teacher professional judgment identifies a pedagogical

purpose, including, but not limited to, enhancing digital literacy and engaging with the curriculum in interactive ways, instances where digital wellness education is being explicitly taught or applied, and accommodating properly documented student medical needs [2024].

30. Reducing classroom disturbances – To what extent do you agree that Alberta’s new cellphone ban (2024–25) has had a positive impact on decreasing classroom disturbances?



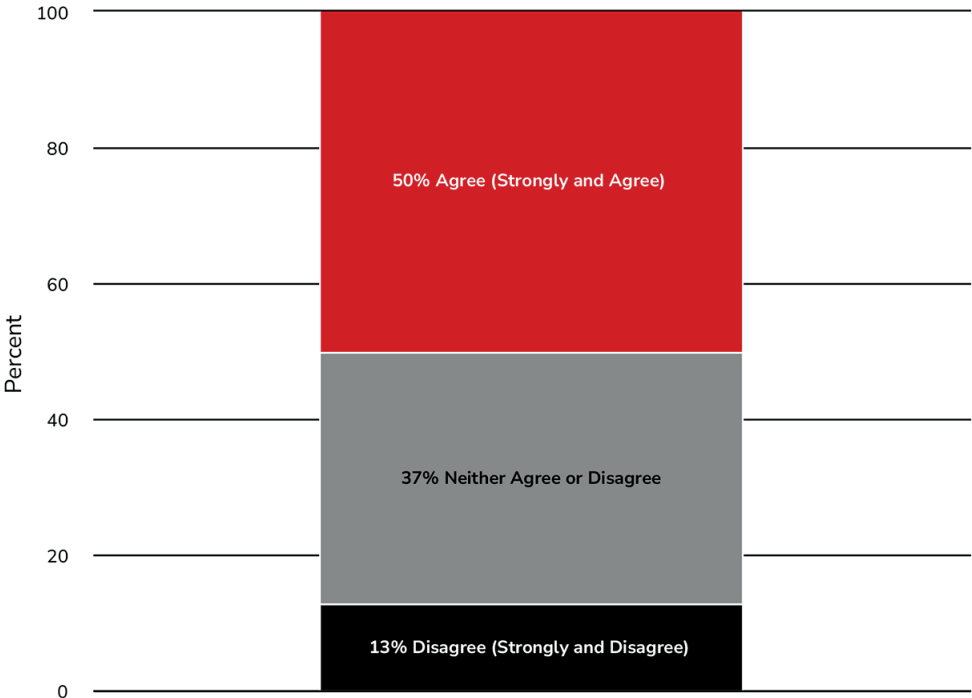
31. Improving student mental well-being – To what extent do you agree that Alberta’s new cellphone ban (2024–25) has had a positive impact on improving student mental well-being?



32. Improving academic performance – To what extent do you agree that Alberta’s new cellphone ban (2024–25) has had a positive impact on improving academic performance?



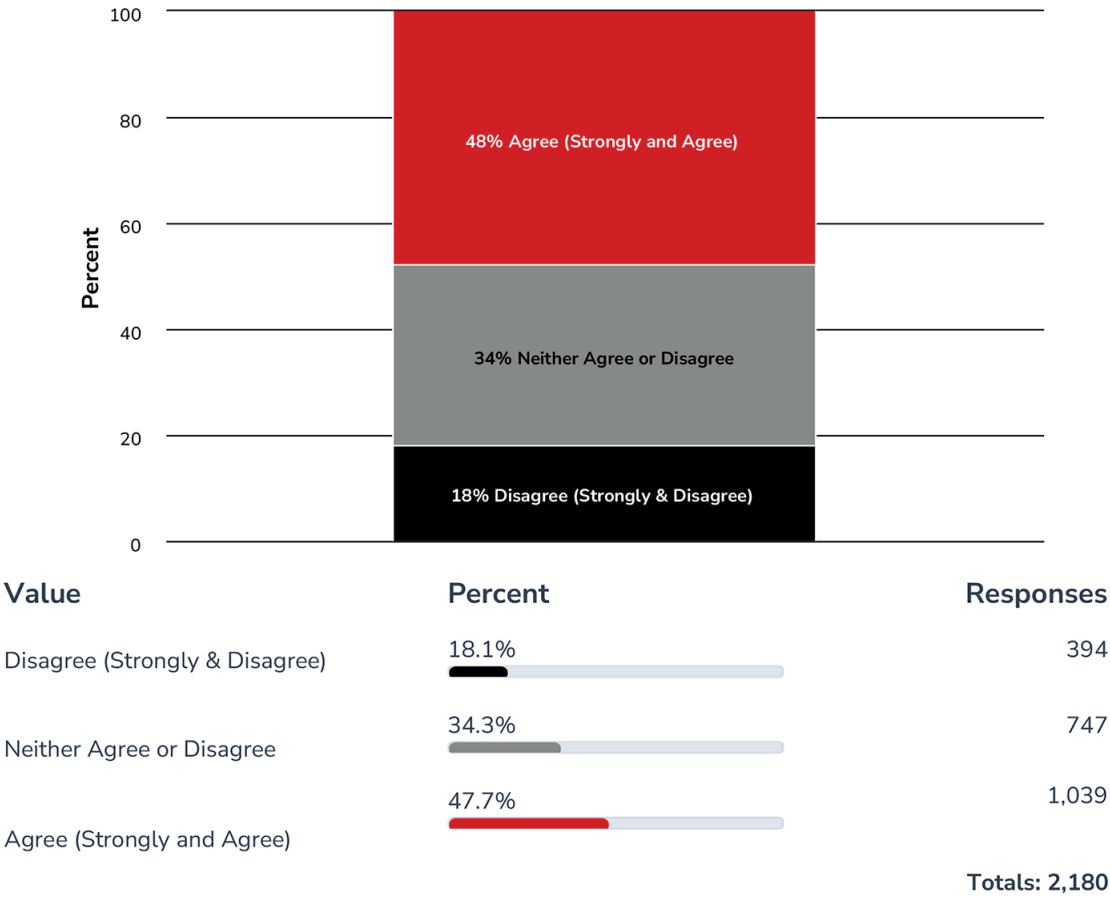
33. Improving student physical well-being.



	Percent	Responses
Value	12.8%	
Disagree (Strongly and Disagree)	<div><div></div></div>	280
	37.1%	
Neither Agree or Disagree	<div><div></div></div>	812
	50.1%	
Agree (Strongly and Agree)	<div><div></div></div>	1,096

Totals: 2,188

34. Improving teacher satisfaction with their job.



35. Decreasing school-based bullying.



Alberta Cellphone Prohibition - Key Trendlines

NOTE: Long-term effects remain uncertain, given that the prohibition had only been in place for four months at the time of the ATA Rapid Research Study (January 2025). Future research will determine if attitudes shift over time.

Strongest Positive Impact:

Decreasing Classroom Disturbances

- **Agreement Levels:**
 - 74.4%** (27.1% strongly agree + 47.3% agree) believe the ban effectively reduces classroom disturbances.
 - 14.7%** are neutral.
 - 10.9%** (7.5% disagree + 3.4% strongly disagree) oppose the notion.
- **Takeaway:** This is the area with **the strongest positive response**, indicating that the ban is widely perceived as effective in minimizing distractions.

Strong to Moderate Impact:

1. Improving Student Mental Well-Being

- **Agreement Levels:**
 - 66.0%** (21.0% strongly agree + 45.0% agree) believe the ban improves mental well-being.
 - 24.8%** are neutral.
 - 9.1%** (6.1% disagree + 3.0% strongly disagree) oppose the notion.
- **Takeaway:** The ban is largely seen as beneficial for student mental well-being, though a notable percentage remain neutral.

2. Improving Academic Performance

- **Agreement Levels:**
 - 57.3%** (14.0% strongly agree + 43.3% agree) believe the ban enhances academic performance.
 - 32.4%** are neutral.
 - 10.4%** (7.2% disagree + 3.2% strongly disagree) oppose the notion.
- **Takeaway:** While there is moderate support for the ban's role in improving academics, a large neutral group suggests mixed perceptions.

3. Improving Student Physical Well-Being

- **Agreement Levels:**
 - 49.5%** (13.7% strongly agree + 35.8% agree) believe physical well-being has improved.
 - 37.5%** are neutral.
 - 13.0%** (9.4% disagree + 3.6% strongly disagree) oppose the notion.

- **Takeaway:** There is moderate support for the ban's effect on physical well-being, but neutrality is significant.
4. **Improving Alberta Teachers' Satisfaction with Their Job**
- **Agreement Levels:**
 - 47.4% (12.4% strongly agree + 35.0% agree) believe the ban has improved job satisfaction.
 - 34.6% are neutral.
 - 17.9% (10.7% disagree + 7.2% strongly disagree) do not see a benefit.
 - **Takeaway:** While many perceive improvements, a substantial neutral group reflects mixed experiences among teachers.

More Limited Impact:

1. Decreasing School-Based Bullying

- **Agreement Levels:**
 - 39.4% (10.1% strongly agree + 29.3% agree) believe bullying has decreased.
 - 37.9% are neutral.
 - 22.7% (17.9% disagree + 4.8% strongly disagree) oppose the notion.
- **Takeaway:** Responses are highly mixed, with many neutral or disagreeing, suggesting limited confidence in the ban's effect on bullying.

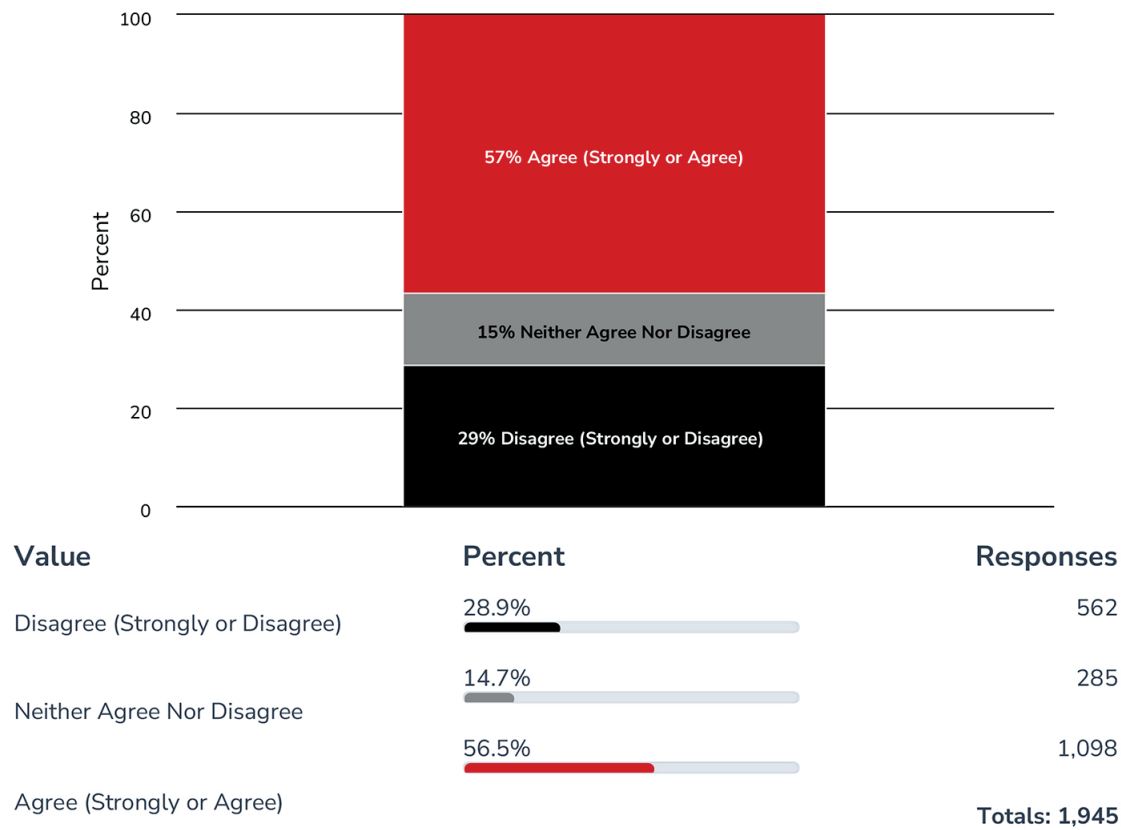
2. Improving Student Attendance

- **Agreement Levels:**
 - 15.6% (4.5% strongly agree + 11.1% agree) believe attendance has improved.
 - 57.5% are neutral.
 - 26.8% (18.7% disagree + 8.1% strongly disagree) disagree..
- **Takeaway:** The ban does not appear to have a strong effect on attendance, with the majority of teachers remaining neutral or skeptical.

36. To what extent do you agree that Alberta's new cellphone ban (2024–25) has had a positive impact on the following areas?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not applicable	Responses
Improving academic performance Count Row %	271 14.0%	838 43.3%	626 32.3%	139 7.2%	62 3.2%	0 0.0%	1,936
Decreasing classroom disturbances Count Row %	524 27.1%	916 47.3%	284 14.7%	146 7.5%	66 3.4%	0 0.0%	1,936
Improving student attendance Count Row %	88 4.5%	215 11.1%	1,113 57.5%	363 18.8%	157 8.1%	0 0.0%	1,936
Decreasing school-based bullying Count Row %	195 10.1%	568 29.3%	734 37.9%	346 17.9%	93 4.8%	0 0.0%	1,936
Improving student mental well-being Count Row %	407 21.0%	872 45.0%	479 24.7%	119 6.1%	59 3.0%	0 0.0%	1,936
Improving student physical well-being Count Row %	265 13.7%	694 35.8%	725 37.4%	182 9.4%	70 3.6%	0 0.0%	1,936
Improving teacher satisfaction with their job Count Row %	240 12.4%	678 35.0%	670 34.6%	208 10.7%	140 7.2%	0 0.0%	1,936
Totals Total Responses							1936

37. *Students getting up or leaving class when they are not supposed to*



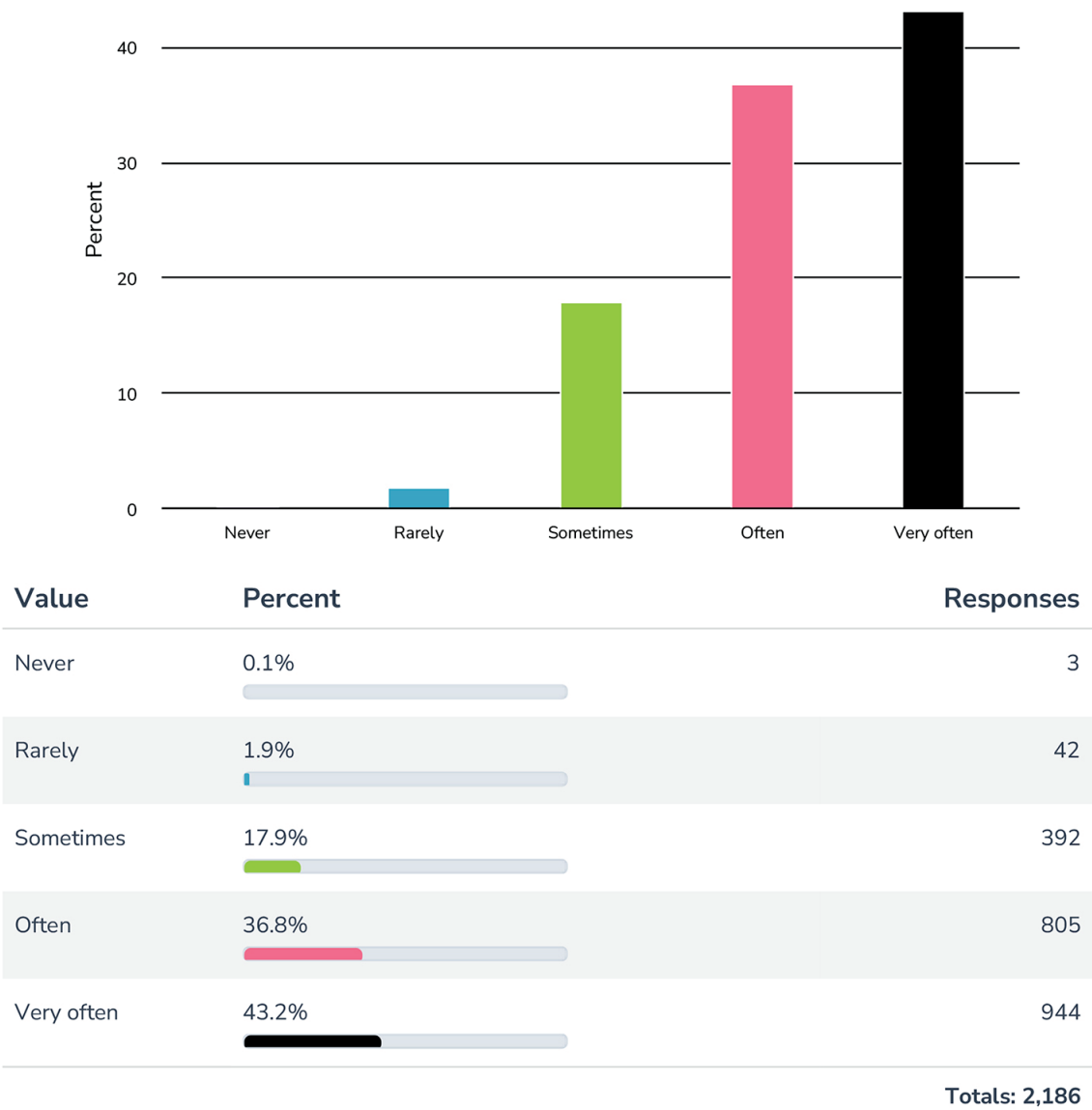
38. Classroom Context – To what extent do you think each of the following is currently a problem in your classroom?

	Strongly agree	Agree	Neither	Disagree	Strongly disagree	Not applicable	Responses
Students showing little to no interest in learning Count Row %	474 24.4%	771 39.7%	280 14.4%	298 15.3%	104 5.4%	15 0.8%	1,942
Students being disrespectful toward you Count Row %	402 20.7%	641 33.0%	270 13.9%	409 21.1%	200 10.3%	19 1.0%	1,941
Students getting up or leaving class when they are not supposed to Count Row %	371 19.1%	727 37.4%	285 14.7%	358 18.4%	204 10.5%	0 0.0%	1,945
Students being distracted by their smart devices or another student's smart device Count Row %	453 23.4%	450 23.3%	180 9.3%	301 15.6%	235 12.2%	315 16.3%	1,934
Students who do not have a smart device (e.g., smartphone) feeling "left out" Count Row %	78 4.0%	290 15.0%	399 20.6%	425 21.9%	432 22.3%	314 16.2%	1,938
Totals Total Responses							1945

39. To what extent do you think each of the following is currently a problem in your school?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not applicable	Responses
Students being distracted by their smart devices or another student's smart device Count Row %	53 18.5%	72 25.1%	32 11.1%	59 20.6%	35 12.2%	36 12.5%	287
Students showing little to no interest in learning Count Row %	31 10.8%	89 31.0%	51 17.8%	71 24.7%	25 8.7%	20 7.0%	287
Students being disrespectful Count Row %	36 12.5%	90 31.4%	42 14.6%	69 24.0%	30 10.5%	20 7.0%	287
Students outside of their classroom(s) when they are not supposed to Count Row %	34 11.9%	100 35.0%	40 14.0%	63 22.0%	21 7.3%	28 9.8%	286
Students who do not have a smart device (e.g., smartphone) feeling "left out" Count Row %	7 2.4%	38 13.2%	63 22.0%	69 24.0%	77 26.8%	33 11.5%	287
Totals Total Responses							287

40. Since Alberta’s new cellphone ban was introduced this school year (2024–25), how frequently do you see students engaging in face-to- face conversations at school?



41. Since the 2024/25 41. introduction of Alberta’s new cellphone ban, how has student discipline and behaviour in your classroom and/or school been impacted?

Value	Percent	Responses
Student misbehaviour has greatly decreased	6.6% <div><div></div></div>	128
Student misbehaviour has slightly decreased	39.5% <div><div></div></div>	766
No impact	43.4% <div><div></div></div>	842
Student misbehaviour has slightly increased	8.2% <div><div></div></div>	159
Student misbehaviour has greatly increased	2.3% <div><div></div></div>	45
		Totals: 1,940

Impact on Student Behaviour and Discipline Themes within Qualitative Comments

“Since the 2024–25 introduction of Alberta’s new cellphone ban, how has student discipline and behaviour in your classroom and/or school been impacted?”

Theme 1: Limited Impact in Elementary Grades

- **Explanation:** Many respondents, particularly those teaching younger grades (K–6), reported little to no impact given that early elementary classrooms have low smartphone penetration in the student population.

Theme 2: Challenges with Enforcement and New Misbehaviours

- **Explanation:** While the ban aimed to reduce cellphone-related disruptions, some teachers noted new forms of misbehavior, such as sneaky or confrontational actions, as students attempted to evade the rules. Teachers also expressed frustration over the additional burden of enforcement.
- **Verbatim Comments:**
 1. “Now students just break the rule, and it has created a different kind of problem.”
 2. “Students are trying to be sneakier about their cell phone use and being ruder when called out on it.”
 3. “No, we have to deal with discipline over phone use. One more task to add to our day that takes away from doing our jobs.”

Theme 3: Minimal Change in Overall Behaviour

- **Explanation:** Many educators observed no significant shift in student behaviour, attributing ongoing issues to broader societal or classroom management challenges rather than cellphone use specifically.
- **Verbatim Comments:**
 1. “It has not impacted student behavior but it has only created a platform on which teachers can tell them no.”
 2. “Banning cell phones is not to blame for student discipline and behaviour. It is the ability of the teacher to manage the class.”
 3. “Misbehaviour has increased slightly but primarily among struggling/immature students. Otherwise, behaviour has not changed.”

Theme 4: Reduced Cellphone Distractions

- **Explanation:** Some teachers reported a positive impact, noting fewer disruptions related to cellphone use and less time spent addressing conflicts stemming from social media interactions.
- **Verbatim Comments:**
 1. “I am no longer constantly dealing with things that are being said/done in group chats or online to fellow classmates.”
 2. “Less dealing with peer conflict issues being brought into the classroom stemming from social media interactions.”
 3. “The only change is I’m not sending kids to the office for phone misuse as much anymore.”

Theme 5: Broader Issues Overshadow Cellphone Ban

- **Explanation:** Some respondents emphasized that the cellphone ban is only one small factor in student discipline and that broader issues, such as societal challenges or other forms of student behavior, remain significant.
- **Verbatim Comments:**
 1. “I don’t think this is tied only to cell phones; there are many other societal issues at play.”
 2. “Overall the cell phone issues are decreasing; however racism, equity and inclusion bullying and intimidation and other forms of abusive behavior have continued because cellphones are just a medium.”
 3. “While certain misbehaviours have decreased in classrooms, I think there may be a redirection of where and when these behaviours show up.”

These themes collectively highlight that while the cellphone ban has addressed specific issues, its overall impact on discipline and behaviour varies significantly depending on the context, grade level and existing school policies.

Overall Qualitative Comments Thematic Analysis

The following thematic analysis illustrates the varied perspectives of Alberta teachers on the province-wide cellphone ban, revealing both the challenges, successes, as well as areas for improvement.

1. Local Autonomy and Governance Concerns

Many teachers believe that cellphone policies should be determined by individual schools or school districts rather than through provincial mandates. There is a recurring sentiment that the government has overstepped its role.

- **Representative Comments:**

- *"This doesn't need to be set up by the government and should be a school-based decision."* (ResponseID 20)
- *"Policies need to be created by upper admin under the guidance of what teachers need/don't want in their classroom."* (ResponseID 77)
- *"I don't think the province should have a say in this issue. It should be a school-based decision."* (ResponseID 935)
- *"A government ban does not accomplish much. Students don't care if the government says they need to put their phones away."* (ResponseID 452)

2. Ease of Enforcement with Provincial Backing

Some teachers appreciate that the provincial mandate reduces conflict with students and parents, as it provides external authority to support their actions.

- **Representative Comments:**

- *"I like being able to blame it on a government policy and to not feel/look like the 'bad guy' for once when telling them to put their devices away."* (ResponseID 34)
- *"It gives more backing to us as teachers — it's not just our rule, it's mandated by the gov't."* (ResponseID 431)
- *"I love it. It takes the pressure off of enforcement because the parents know it's a provincial thing."* (ResponseID 217)
- *"Having legislation to back schools in implementing a cellphone ban has been very helpful and took the pressure off of school districts and individual schools."* (ResponseID 958)

3. Challenges with Enforcement and Consistency

Teachers report struggles with enforcement due to inconsistent application across schools, lack of administrative support, and limited consequences for violations.

- **Representative Comments:**

- *"When it is left up to the classroom teacher to enforce it is impossible."* (ResponseID 70)
- *"It is inconsistently enforced, and there are no real consequences, so while good in theory, it does not have the hoped-for impact."* (ResponseID 408)
- *"There is no consistency. Some teachers use them, some teachers don't. They still are at school and used on breaks and at lunch, so it is not enough."* (ResponseID 901)
- *"Teachers don't want to be held liable for holding onto a \$1,500 device, and students come back saying we cracked their phone."* (ResponseID 636)

4. Displacement of Problems Outside the Classroom

While the ban has reduced in-class cellphone issues, teachers note that students now engage with their devices during breaks, in washrooms and outside of school, leading to a shift rather than resolution of problems.

- **Representative Comments:**

- *"More students now ask to go to the washroom and more frequently. The washroom breaks have increased in duration. I can only assume they are using the time to check their cellphones."* (ResponseID 640)
- *"Bullying with cellphones has decreased within the school day, but it continues to rise after school, and the drama is still being brought into the classroom."* (ResponseID 862)
- *"The problems are still there; they just happen outside the classroom, and now we have to deal with problems outside the classroom inside the classroom."* (ResponseID 776)
- *"Since students can have it at lunchtime, I don't know if it reduces any bullying behaviours."* (ResponseID 924)

5. Impact on Learning and Classroom Environment

The ban is seen by many as improving classroom focus, engagement and productivity, though some teachers express concerns about losing technology's benefits in learning activities.

- **Representative Comments:**

- *"It has improved participation, engagement and academic performance."* (ResponseID 980)
- *"Students are more focused in class. Actual reading in my classroom has greatly increased."* (ResponseID 831)

- *"Some positive teaching and learning activities that students could use their phone for are now not available."* (ResponseID 281)
- *"In a music classroom, students' phones were an excellent tool for tuning their instruments. There are not adequate substitutes for cellphones that are available."* (ResponseID 839)

6. Need for Parent and Societal Buy-In

Teachers emphasize that parental and societal support is crucial for the ban to be truly effective, as many problems stem from behavior and expectations established at home.

- **Representative Comments:**

- *"Parents need to buy into this policy for it to work well."* (ResponseID 67)
- *"Unless parents support us, it's useless. Parents are the ones contacting the students."* (ResponseID 895)
- *"We need a provincial campaign to shift the culture of cellphone use in society."* (ResponseID 888)
- *"There should be legislation put in place to limit or ban social media companies from marketing their apps to kids."* (ResponseID 767)

7. Technology Access and Resource Constraints

The ban has created challenges in classrooms that previously relied on cellphones for educational purposes, with teachers highlighting a lack of sufficient technology to replace these functions.

- **Representative Comments:**

- *"Schools don't have 1:1 technology available, so some positive teaching and learning activities are now not available."* (ResponseID 281)
- *"We need funding to replace the function that cellphones had in higher-level classrooms."* (ResponseID 392)
- *"There was no increase in technology given to schools, so they could access materials from a computer/laptop."* (ResponseID 900)
- *"More Chromebooks are needed at my school to support students without devices."* (ResponseID 669)

8. Preference for Digital Education Over Total Bans

Some teachers advocate for educating students on responsible cellphone use rather than outright bans, arguing that technology is integral to modern life.

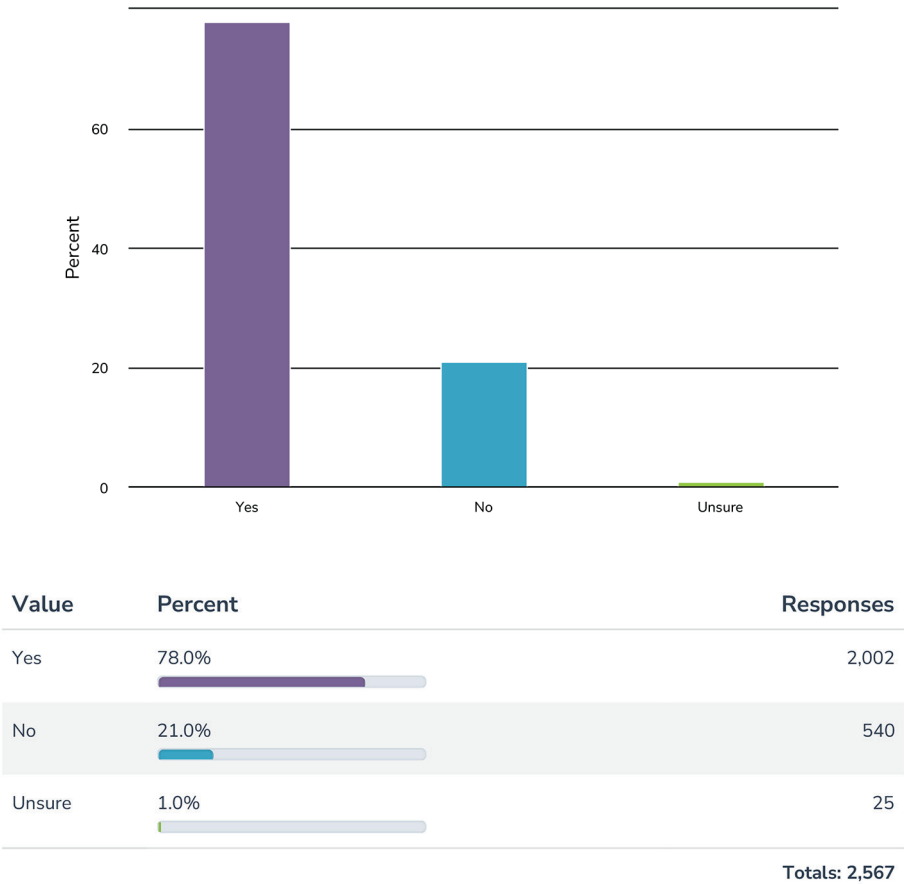
- **Representative Comments:**

- *“Rather than banning phones, we should be educating responsible use.”* (ResponseID 40)
- *“We need to teach students to use their devices in a responsible manner.”* (ResponseID 682)
- *“Students need to learn moderation and acceptable use of devices.”* (ResponseID 890)
- *“How might we support families in how to use tools safely at home?”* (ResponseID 478)

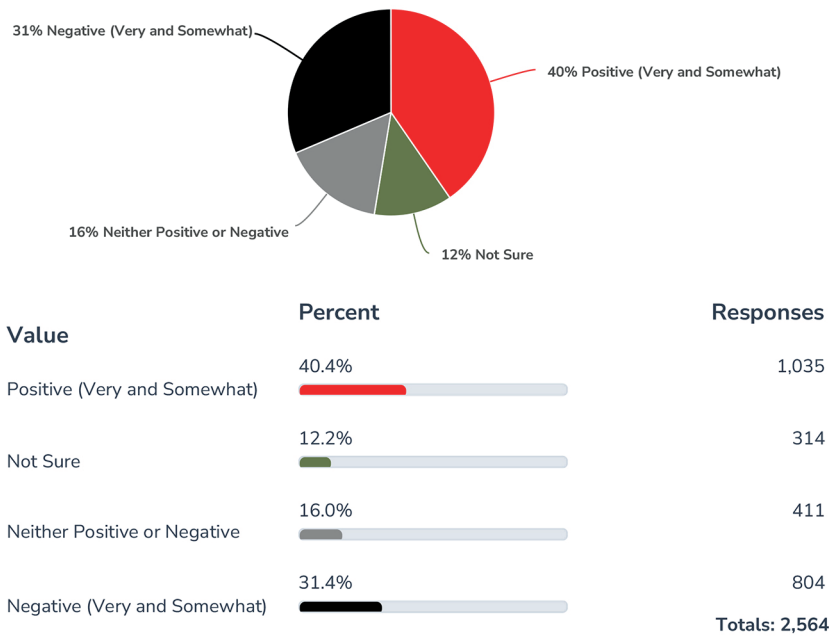
This thematic analysis illustrates the varied perspectives of Alberta teachers on the provincewide cellphone ban, revealing both benefits and challenges, as well as areas for improvement.

Artificial Intelligence in Education (AIED)

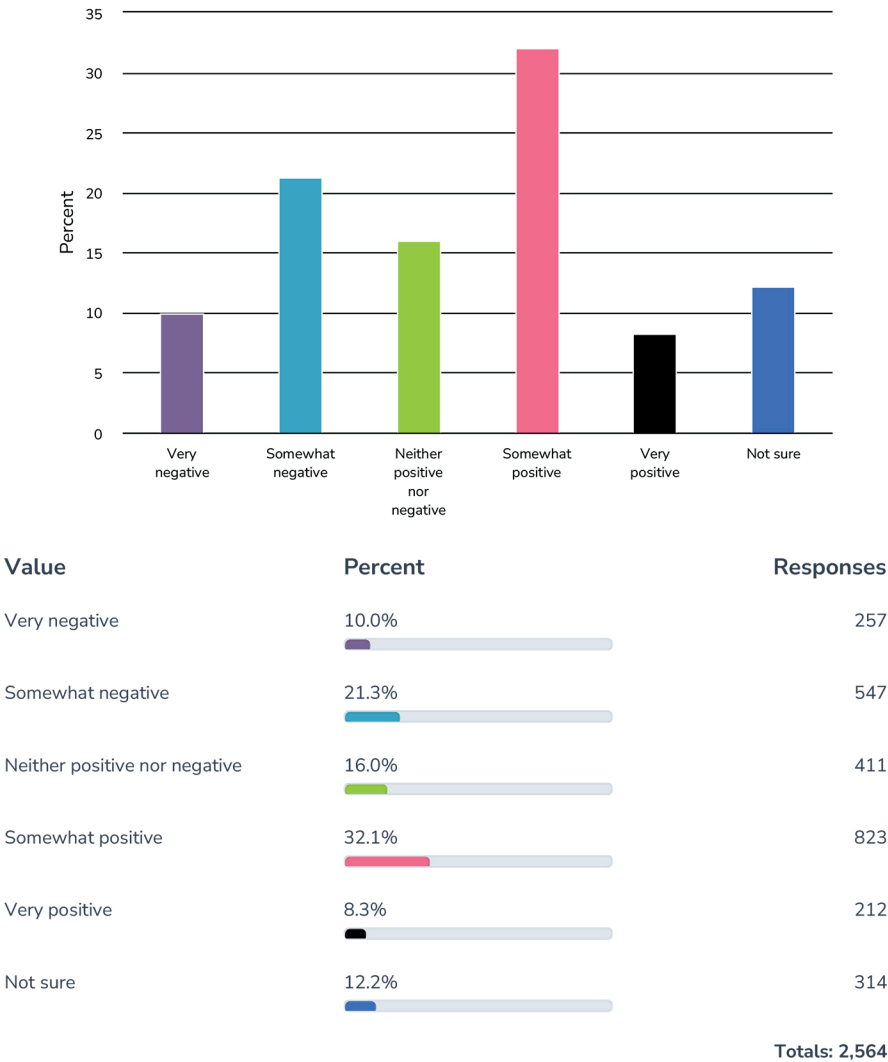
42. Have you used any artificial intelligence (AI) tools either professionally or personally in the last six months?



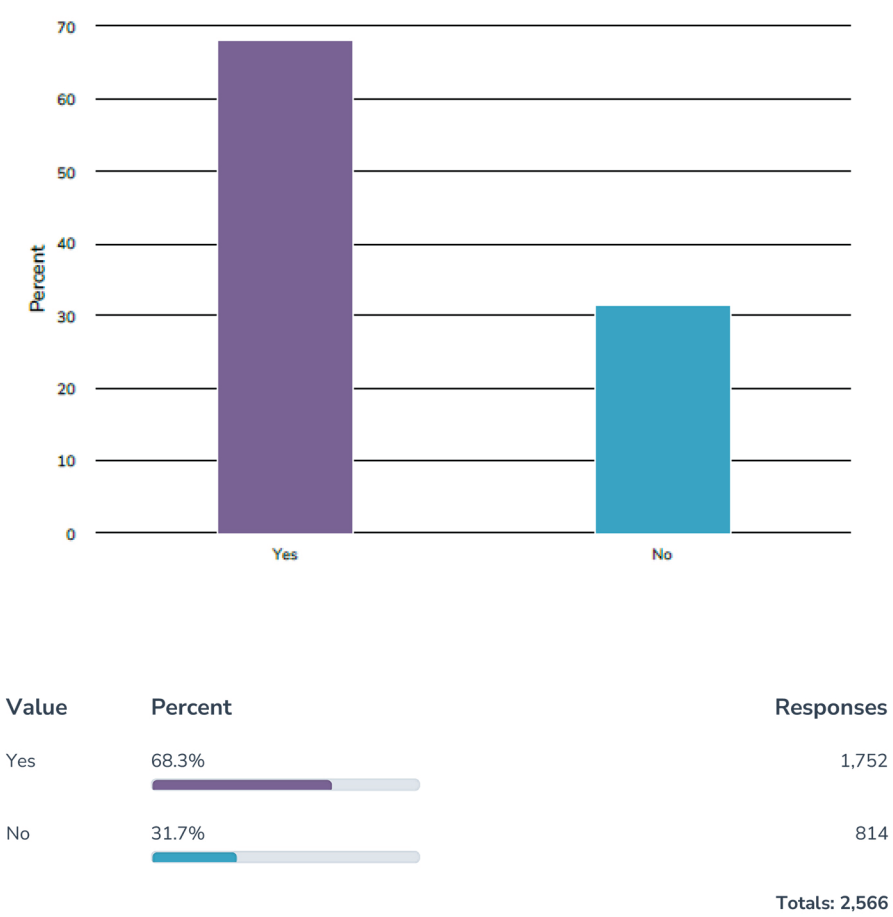
43. Summary - Do you think that advances in artificial intelligence (AI) will overall have a positive or negative effect on Alberta’s K–12 education system?



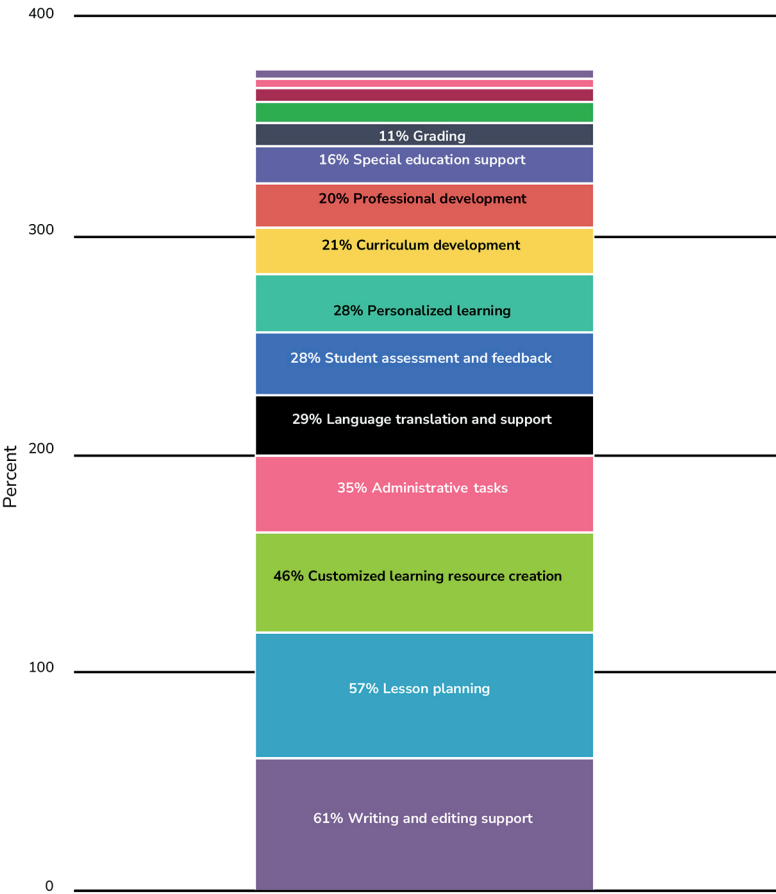
44. Detailed - Do you think that advances in artificial intelligence (AI) will overall have a positive or negative effect on Alberta's K-12 education system?




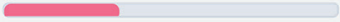
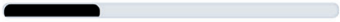
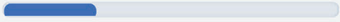

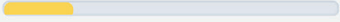
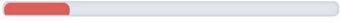
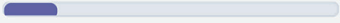
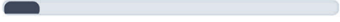
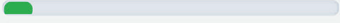
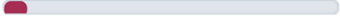
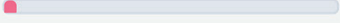
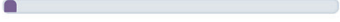
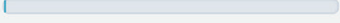


45. Have you used AI in your professional practice as a writing support, for lesson planning, curriculum, translation supports or grading tools?



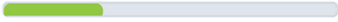
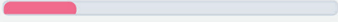

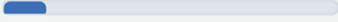
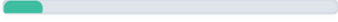
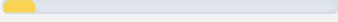
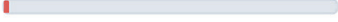
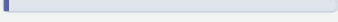
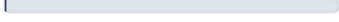


46. In your professional practice, have you utilized AI tools for any of the following purposes? Please select all that apply.



Value	Percent	Responses
Writing and editing support	60.9% 	1,064
Lesson planning	57.3% 	1,001
Customized learning resource creation	45.7% 	799
Administrative tasks	35.2% 	616
Language translation and support	28.5% 	499
Student assessment and feedback	28.0% 	490
Personalized learning	27.5% 	481
Curriculum development	21.3% 	373
Professional development	20.4% 	357
Special education support	16.1% 	282
Grading	11.2% 	196
Data analysis for student performance	9.4% 	164
Other - Write In	6.5% 	114
Classroom management	4.3% 	76
Virtual teaching assistants	3.8% 	66
Not applicable	0.9% 	15

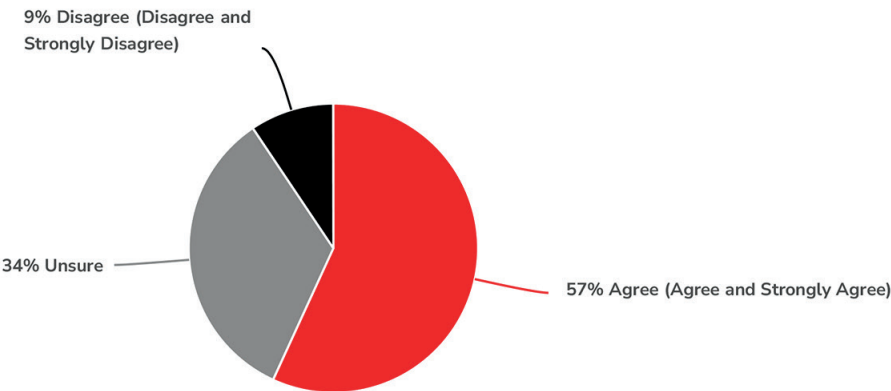
47. Which specific AI systems or tools have you used most frequently in your teaching practices?
Please select all that apply.

Value	Percent	Responses
ChatGPT	87.1% 	1,516
MagicSchool	38.5% 	671
Kahoot!	30.3% 	527
Grammarly	21.9% 	382
Other - Write In	15.8% 	275
Canva's Magic Write	13.3% 	232
Microsoft Co-Pilot	11.8% 	205
Quizizz	10.4% 	181
Turnitin	2.4% 	42
Teacher Time Machine	2.0% 	34
Not applicable	0.6% 	11

48. Please identify your level of agreement with the following statements related to students:

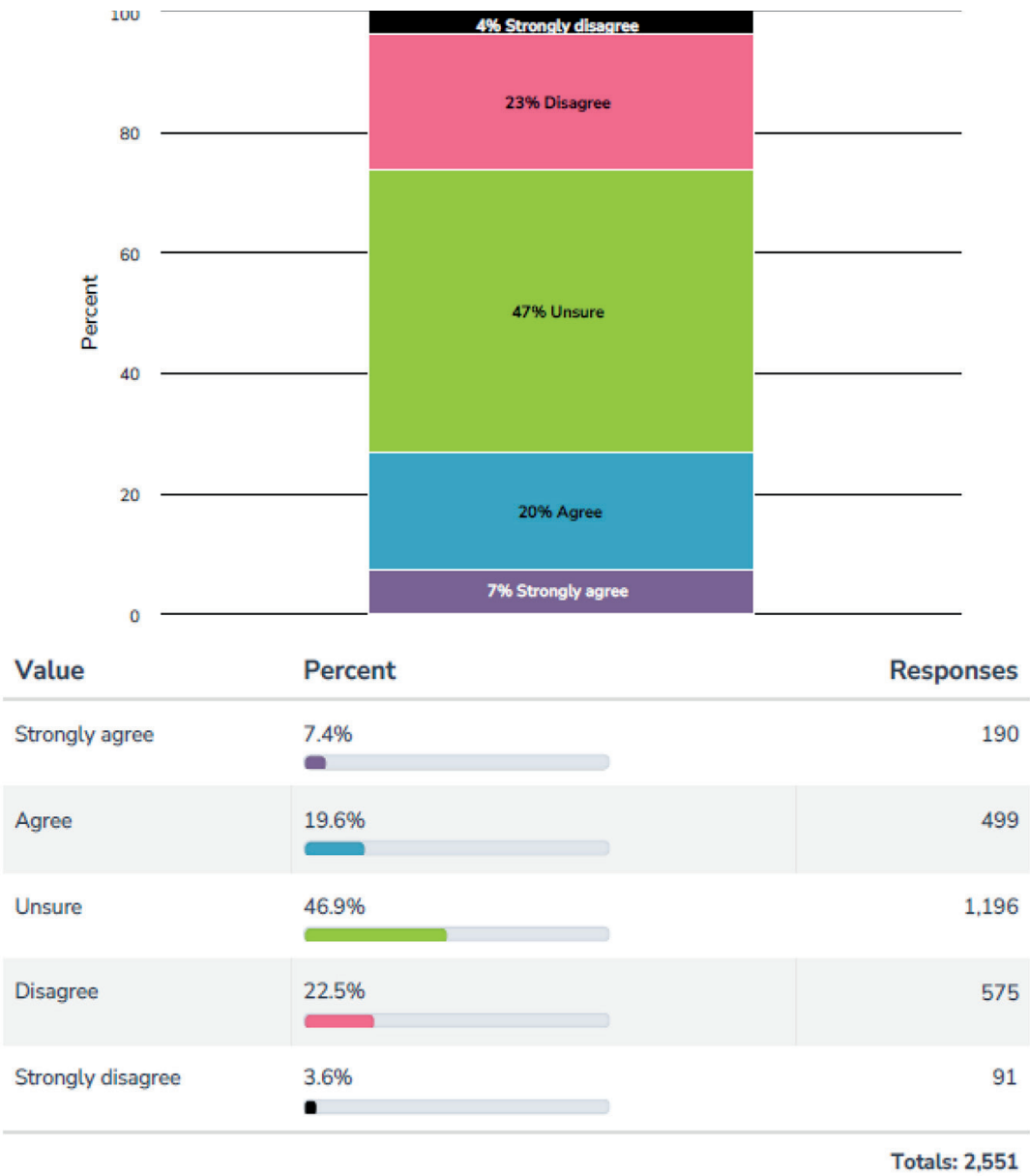
	Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Responses
AI will enhance student creativity and innovation. Count Row %	71 2.8%	383 15.0%	994 38.8%	689 26.9%	422 16.5%	2,559
AI will be detrimental to student learning. Count Row %	368 14.4%	699 27.3%	1,021 39.9%	412 16.1%	57 2.2%	2,557
AI will enhance personalized learning. Count Row %	138 5.4%	829 32.5%	1,006 39.5%	396 15.5%	179 7.0%	2,548
Uneven access to AI technologies will widen the educational divide for students. Count Row %	485 19.0%	966 37.9%	862 33.8%	205 8.0%	34 1.3%	2,552
Totals Total Responses						2559

49. Uneven access to AI technologies will widen the educational divide for students.



Value	Percent	Responses
Agree (Agree and Strongly Agree)	56.9% <div><div></div></div>	1,451
Unsure	33.8% <div><div></div></div>	862
Disagree (Disagree and Strongly Disagree)	9.4% <div><div></div></div>	239
Totals: 2,552		

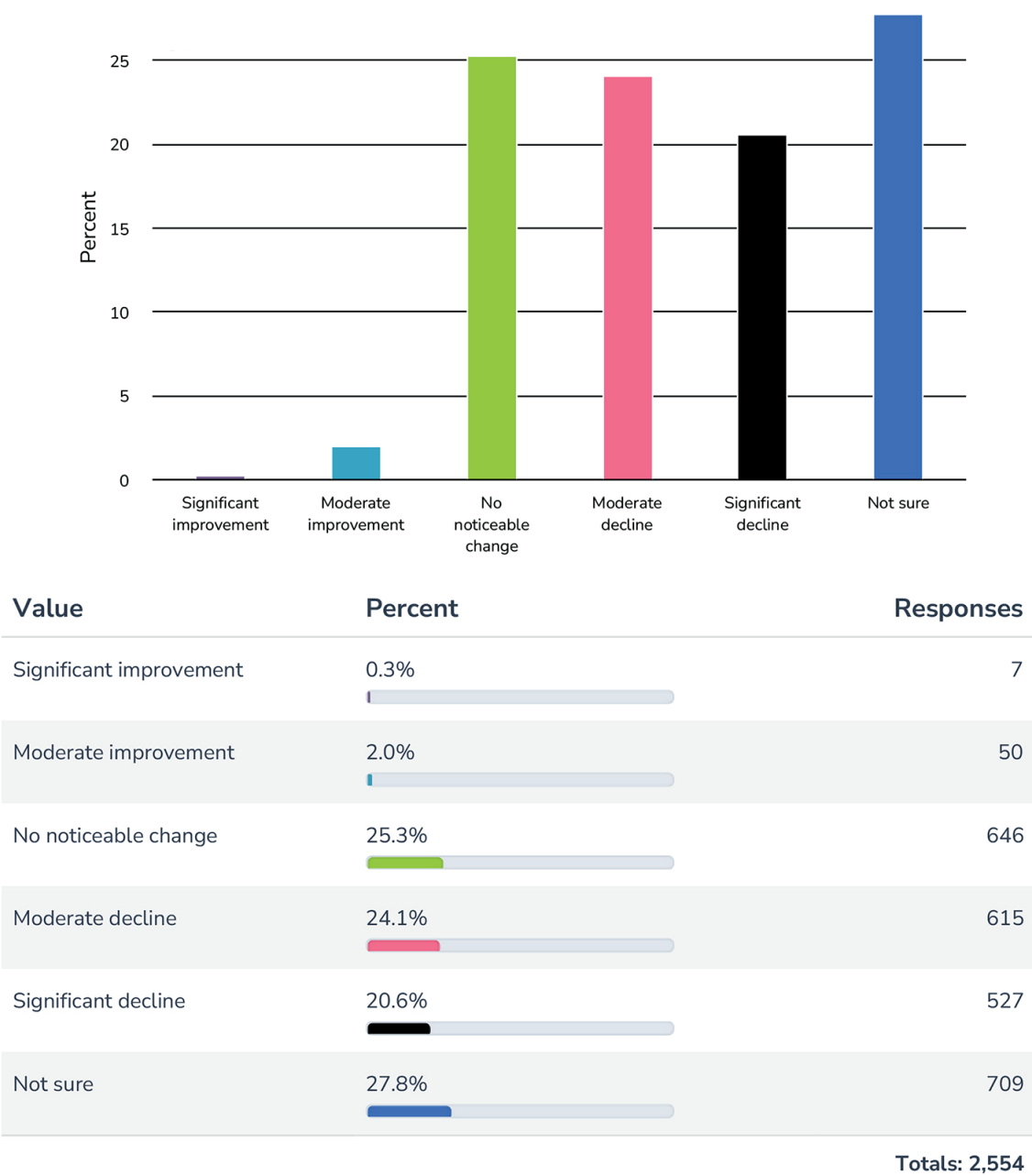
50. AI will be detrimental to classroom dynamics and student learning.



1. **Misuse and Over-Reliance on AI by Students:** Many Alberta teachers express concern that students misuse AI as a shortcut to bypass learning, leading to diminished creativity, critical thinking and fundamental skills.
 - *"Students are already too reliant on technology. They can barely print/write legibly, spell or write in complete sentences."*
 - *"Students attempting to use AI to complete their work removes their requirement to think."*
 - *"Students will use AI to cheat. I believe it will steal their ability to be creative."*
2. **Need for Proper Teaching and Ethical Use:** Teachers emphasise the importance of integrating AI education into the curriculum, focusing on teaching students how to use it ethically and effectively.
 - *"If students are taught how to use AI as a tool, then I believe it will be a major benefit, but if students are using it to do their work for them, it will be detrimental."*
 - *"We need to teach students how and when to use AI. Education is always changing, but we still need to gauge what each student is capable of without AI."*
 - *"Students must be taught educational ethics and to view AI as a tool to develop their product, not as it is often misused to be their end product."*
3. **Impact on Struggling and ELL Students:** Teachers are particularly concerned about the negative effects of AI on struggling learners and English Language Learners (ELL), as AI may create a false perception of proficiency.
 - *"It's even worse with ELL students, as it creates a false impression of what they know or can do in English, and as a result, they are grossly underprepared for the world."*
 - *"Teaching in a second language will suffer the most. When you can translate everything perfectly, there's no point in attempting a sentence on your own."*
 - *"Even with access to AI, I believe the educational divide will increase as not all students have the language abilities to make use of these tools equally."*
4. **Role of Teachers in AI Integration:** Many Alberta teachers stress that the success of AI in education depends on teacher preparedness, proper assignment design and professional development.
 - *"HOW we design our assignments is going to become extremely important, and I'm concerned that teachers will not get the information or training they need to manage the issue."*
 - *"I believe teachers will now have to change how they assess their students. It will need to be more project-based and through case studies, as well as in-person assessment."*
 - *"A strong teacher with a good grasp of AI tools (and their strengths and limitations) could support students in all these areas."*

5. **AI as a Potential Tool for Innovation:** Some teachers see the potential of AI to support creativity, research, and efficiency when used responsibly.
- *“AI is a powerful tool that students need to learn how to use effectively to explore the world and pursue their interests.”*
 - *“When used effectively and appropriately, AI is a sounding board for creativity. It can give specialized talents to those who have ideas but lack skills.”*
 - *“AI has significantly increased the quality of teaching I can provide for my students, as I am less limited by time in many ways.”*

51. Cognitive Atrophy — To what extent have you noticed a change in your students’ critical thinking or problem-solving skills with the increased use of technology and AI systems in Alberta classrooms?



52. Please identify your level of agreement with the following statements related to teachers:

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Responses
The use of AI tools will enhance teaching effectiveness. Count Row %	304 11.9%	1,037 40.7%	838 32.9%	267 10.5%	103 4.0%	2,549
AI will negatively impact my professional autonomy. Count Row %	107 4.2%	312 12.2%	1,139 44.7%	848 33.3%	141 5.5%	2,547
My school is ready to effectively leverage AI technologies to benefit students and teachers. Count Row %	58 2.3%	403 15.8%	977 38.3%	719 28.2%	395 15.5%	2,552
AI will be detrimental to classroom dynamics and student learning. Count Row %	190 7.4%	499 19.6%	1,196 46.9%	575 22.5%	91 3.6%	2,551
AI will save me time by reducing bureaucratic and/or administrative tasks. Count Row %	444 17.4%	975 38.2%	743 29.1%	281 11.0%	109 4.3%	2,552
AI driven analytics and data insights should play a crucial role in a school's decision-making processes. Count Row %	90 3.5%	386 15.1%	1,244 48.8%	571 22.4%	257 10.1%	2,548
AI will increase the time I spend on identifying cheating and/or plagiarism. Count Row %	668 26.2%	695 27.3%	806 31.6%	294 11.5%	84 3.3%	2,547
Totals Total Responses						2552

53. Please identify your level of agreement with the following statements related to teachers:

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Responses
AI will replace jobs in the teaching profession. Count Row %	123 4.8%	375 14.7%	721 28.3%	896 35.2%	434 17.0%	2,549
AI will decrease trust in teachers' professional judgment and decision-making. Count Row %	279 10.9%	678 26.6%	987 38.7%	494 19.4%	113 4.4%	2,551
AI will erode teachers' cognitive skills such as memory or critical thinking (cognitive atrophy). Count Row %	164 6.4%	411 16.1%	819 32.0%	879 34.4%	284 11.1%	2,557
AI will negatively impact human agency and reduce opportunities for teachers to make independent ethical or moral decisions in their daily teaching practices (moral passivity). Count Row %	238 9.3%	526 20.6%	1,029 40.4%	595 23.3%	161 6.3%	2,549
Totals Total Responses						2557

1. Concerns About the Impact of AI on Student Learning and Behaviour

- **Overview:** Many Alberta teachers expressed concerns that AI promotes reliance on shortcuts, diminishing students' critical thinking, writing, and problem-solving skills. Teachers see this as a barrier to authentic learning and academic growth.
- **Representative Quotes:**
 - *"Students immediately turn to AI tools—they do NOT engage in the material for themselves. Plagiarism is a major problem."* (Response 104)
 - *"Students are using AI to cheat constantly, and they don't use it for any effective purpose."* (Response 452)
 - *"I worry that as students use AI to write essays, we are missing the point where they don't see persuasive writing as a necessary skill."* (Response 647)

2. Lack of Professional Development (PD) and Resources for Teachers

- **Overview:** A recurring theme was the lack of training and resources to help Alberta teachers integrate AI effectively into their teaching. Many feel unprepared to address its challenges or leverage its benefits in the classroom.
- **Representative Quotes:**
 - *"We need more PD around it and positive ways to use it."* (Response 1396)
 - *"Teachers need to be educated more on the current ways students use AI and find creative ways to assess them."* (Response 1116)
 - *"AI has developed faster than we have been able to figure out its impact. There are not any rules guiding the use of AI. We are building the plane in the sky."* (Response 129)

3. Potential of AI as a Helpful Tool

- **Overview:** Despite concerns, many Alberta teachers recognize the potential for AI to streamline tasks like lesson planning, feedback generation and resource creation. However, responsible use and careful oversight are key.
- **Representative Quotes:**
 - *"AI has been very helpful in trying to decipher the new curriculum. With no approved resources and no training provided, we needed the help."* (Response 707)
 - *"AI can support my teaching and planning, but if leveraged incorrectly, it could lead to poor quality plans and assessments."* (Response 337)
 - *"I believe it is a good tool to help with difficult wording but does not replace my professional judgement."* (Response 792)

4. Challenges of Academic Integrity and Teacher-Student Trust

- **Overview:** Many teachers voiced concerns about AI's role in increasing plagiarism and undermining trust. They also mentioned the difficulty of authentic assessment in an AI-driven world.
- **Representative Quotes:**
 - *"AI has decreased my willingness to accept any student work not done in front of me. The lack of honesty and accountability has impacted trust at the instructional core."* (Response 303)
 - *"Plagiarism is rampant! Because of AI, we struggle to obtain fair and accurate assessments of student skills."* (Response 683)
 - *"We are advised to tread softly when accusing students of AI use without sufficient proof."* (Response 867)

5. Ethical, Environmental and Societal Concerns

- **Overview:** Teachers expressed worries about the ethical use of AI, its environmental footprint and its broader societal implications, particularly regarding data privacy and over-reliance on technology.
- **Representative Quotes:**
 - *"AI uses a ton of energy and contributes to climate change. Students' brains are still developing and need to learn critical thinking first."* (Response 108)
 - *"There are deep ethical concerns about how teacher and student information is being used, likely without proper consent."* (Response 432)
 - *"The environmental cost of using AI is huge! Please take that into consideration when using it."* (Response 784)

Summary Themes with Representative Quotes

1. Differentiating Instruction and Reading Levels

Teachers frequently use AI to tailor educational materials to meet diverse student needs:

- *"I use AI to change the reading level of articles to fit the diverse abilities of my students."*
- *"As a grade 7 and grade 8 teacher, I have students in my class that read at a grade 2 level... AI adjusts grade-level materials for me."*

2. Streamlining Administrative Tasks

AI simplifies time-consuming tasks like creating report card comments and communicating with parents:

- *"I use it for parent emails and helping to make report card comments."*
- *"It allows me to hit each point with minimal time wasted."*

3. Supporting Lesson and Resource Creation

AI is a significant aid in planning lessons, creating assessments and developing rubrics:

- *"I use AI to generate lesson plans as starting points."*
- *"It does in seconds what I would need hours to do."*

4. Enhancing Student Engagement

AI helps make lessons engaging through personalized and interactive content:

- *"Students were able to use AI to create characters from stories we read."*
- *"Creating more fictional ideas into formerly non-fiction assignments."*

5. Facilitating Inclusion and Accessibility

AI supports language translation and accessibility for EAL students and those with special needs:

- *"AI has been valuable for communication with parents who don't speak English."*
- *"It is extremely helpful with differentiating for EAL students and translating."*

Three Compelling Examples of Use

Creating Decodable Texts and Adjusting Reading Levels

Teachers use AI to adapt reading materials to the varying literacy levels in their classrooms, ensuring that all students can participate in lessons:

- *“Creating a decodable text on a topic of interest to students or connected to the new curriculum.”*
- *“AI allows me to find an article... and change the reading level so all my students can participate.”*

Enhancing Feedback and Reports

AI assists teachers in providing detailed, personalized feedback and professional communications:

- *“I use it to help me reword report card comments or come up with strategies for growth or improvement.”*
- *“AI helps generate constructive report card comments based on my input about a particular student.”*

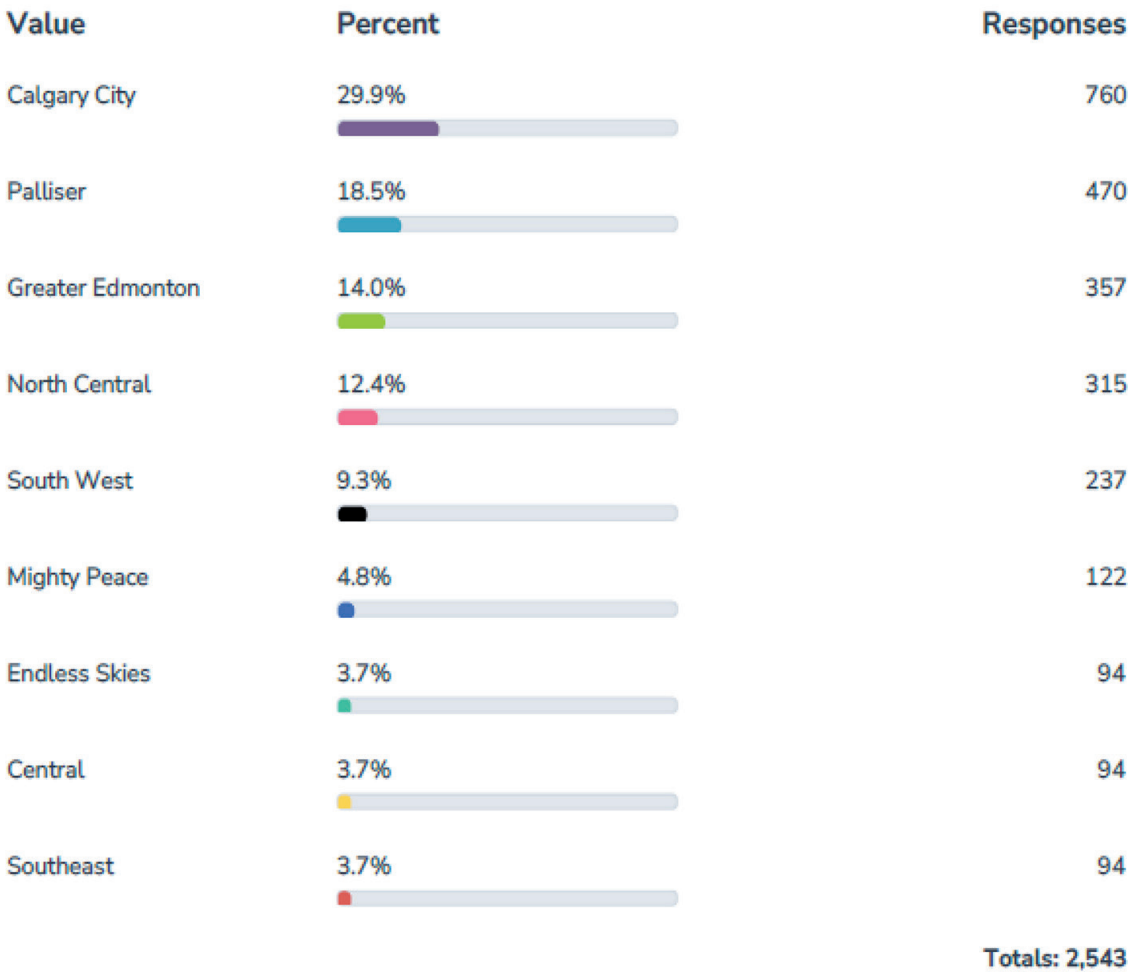
Engaging Students Through Creative Projects

AI tools inspire and facilitate creative assignments that integrate technology and curriculum:

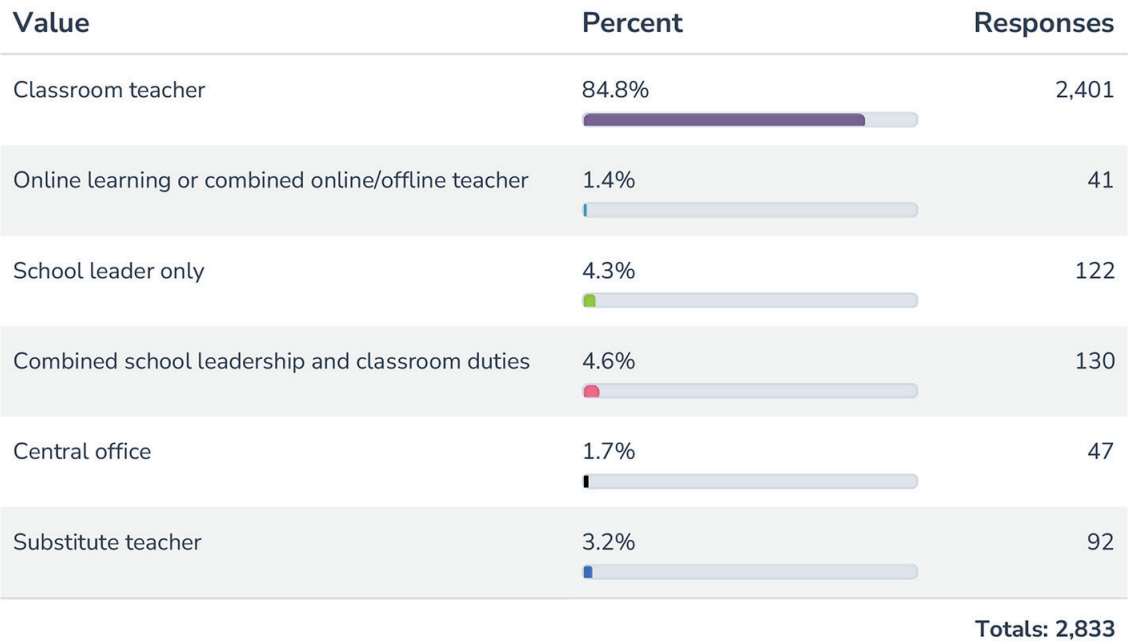
- *“Students debate/discuss and give AI a perspective to take.”*
- *“Using text-to-image AI for creative and descriptive writing.”*

Demographics

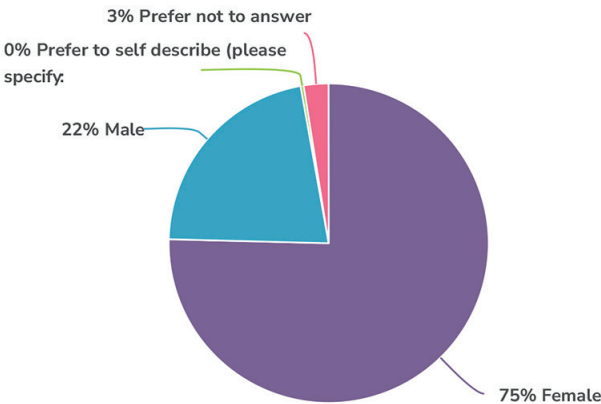
54. Geographic Stratification — Teachers' convention that you attend



55. Your current assignment

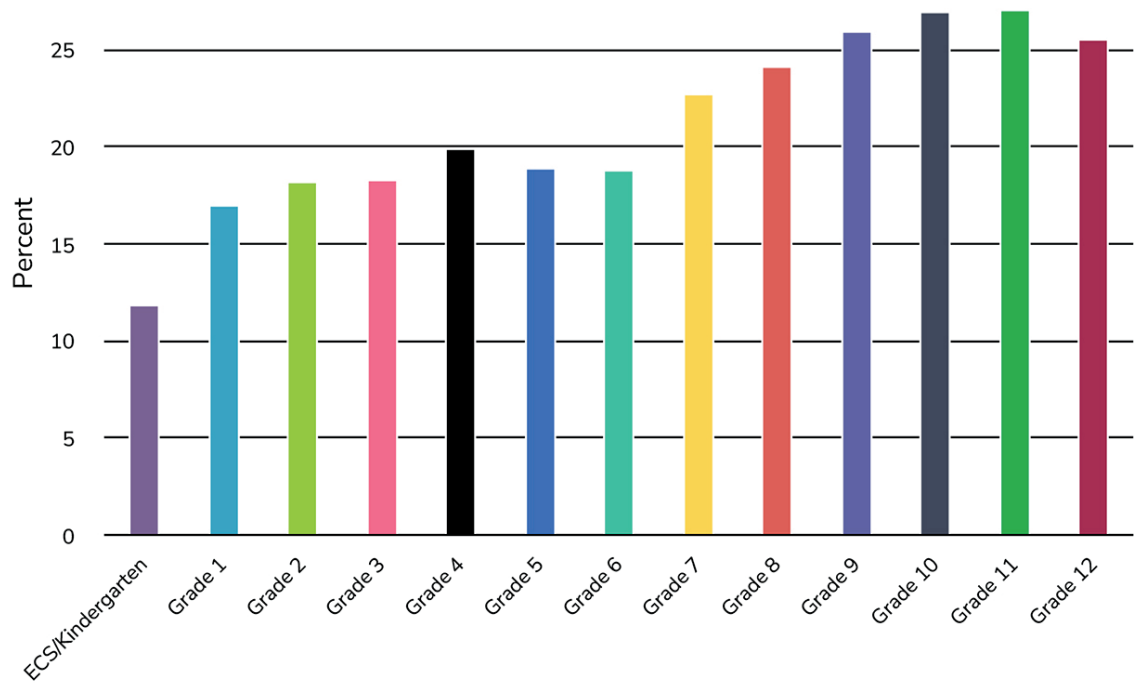


56. How do you identify?

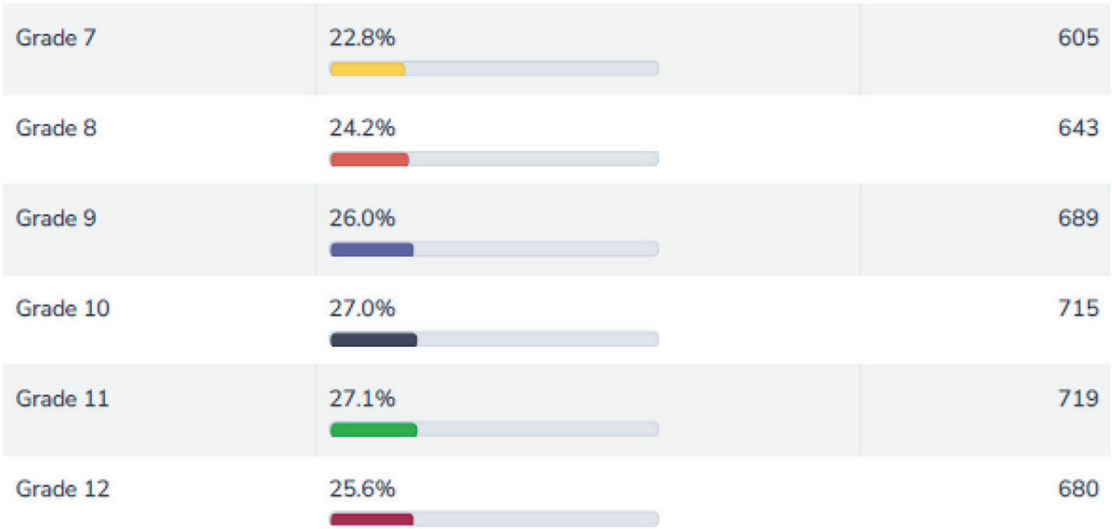


Value	Percent	Responses
Female	75.4%	1,922
Male	21.8%	556
Prefer to self describe (please specify):	0.3%	7
Prefer not to answer	2.5%	63
Totals: 2,548		

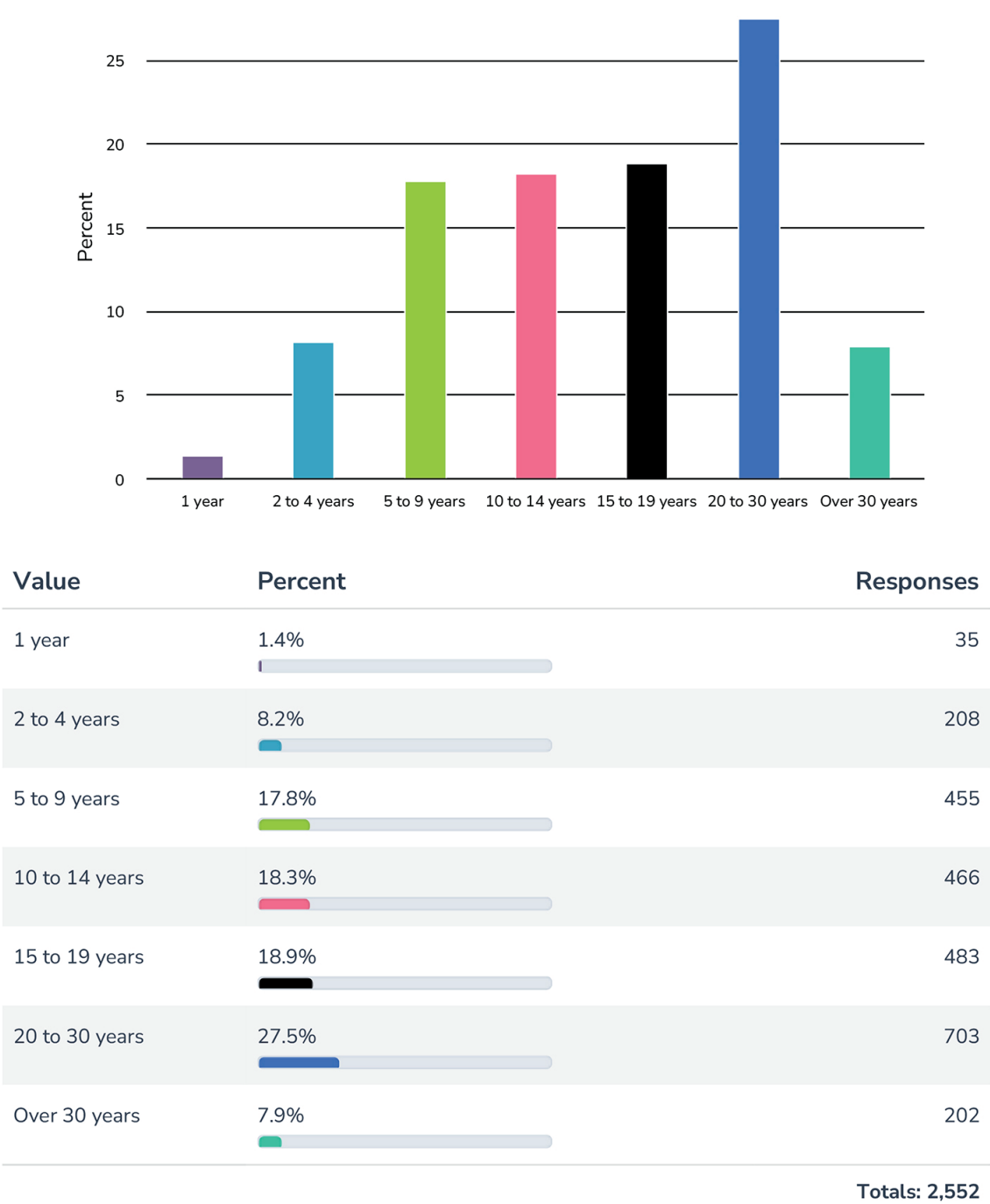
57. What grade levels are you currently teaching? (Please check all that apply).



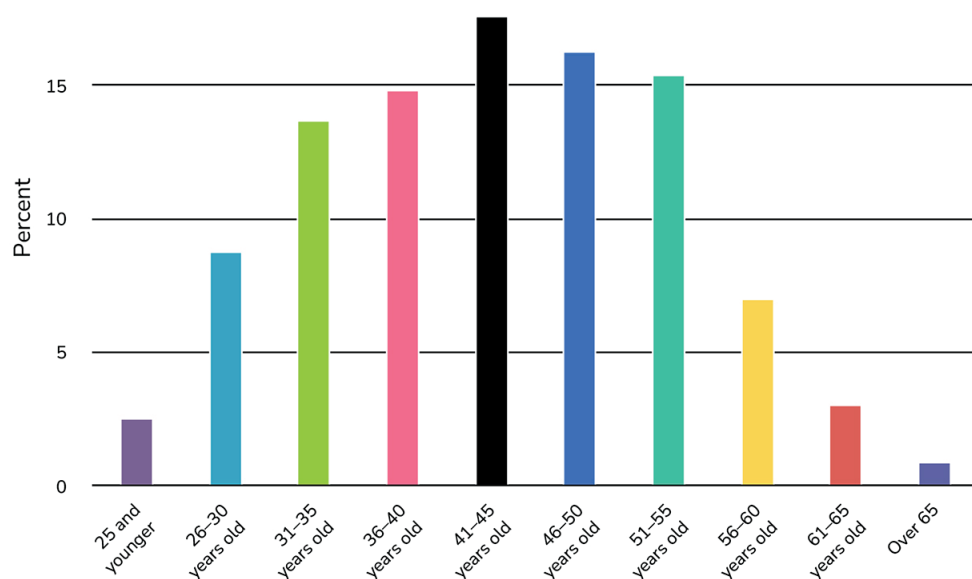
Value	Percent	Responses
ECS/Kindergarten	11.9% <div><div></div></div>	316
Grade 1	17.0% <div><div></div></div>	452
Grade 2	18.2% <div><div></div></div>	482
Grade 3	18.3% <div><div></div></div>	485
Grade 4	19.9% <div><div></div></div>	527
Grade 5	18.9% <div><div></div></div>	502
Grade 6	18.8% <div><div></div></div>	498



58. Your teaching experience, including current year



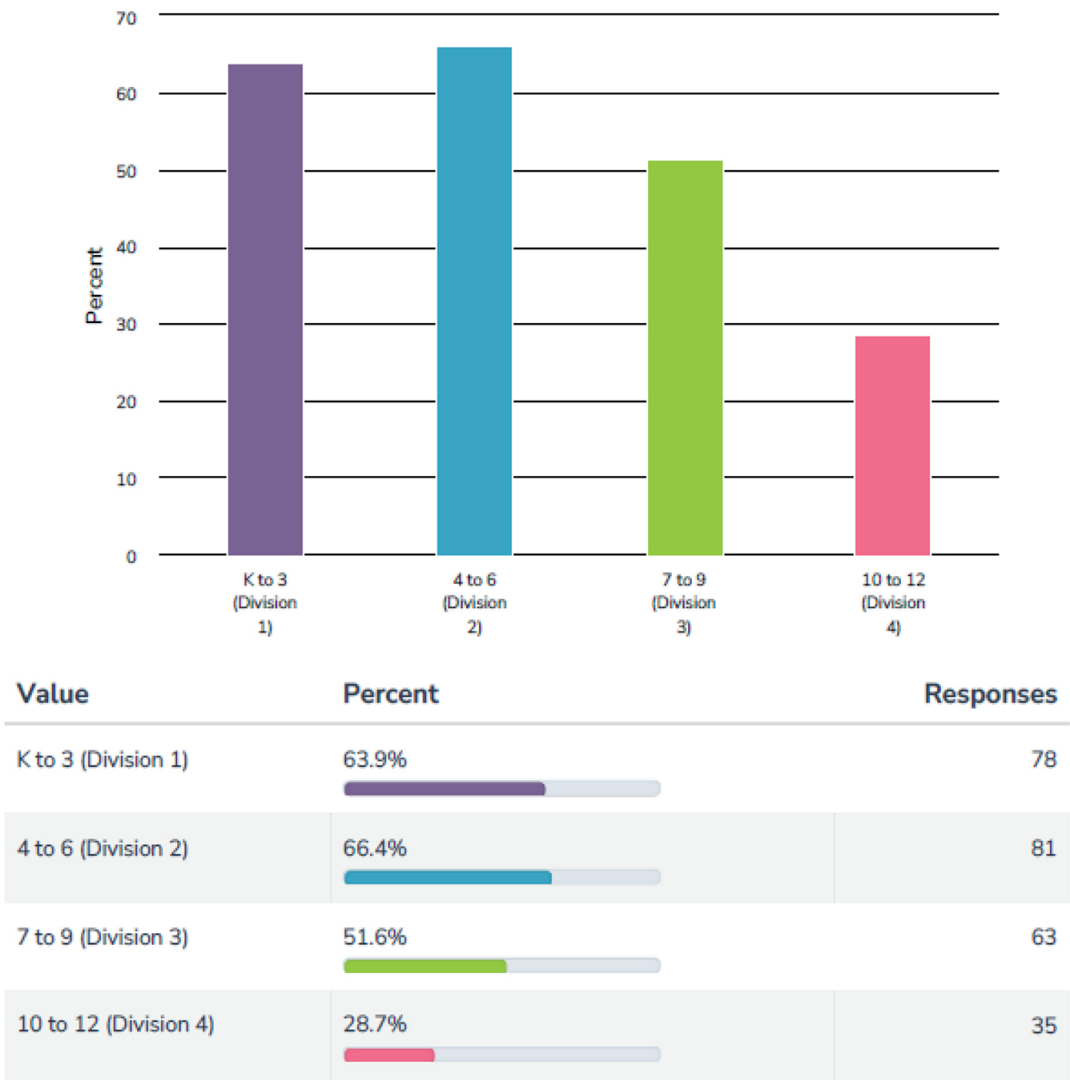
59. Your age



Value	Percent	Responses
25 and younger	2.5% 	64
26-30 years old	8.8% 	223
31-35 years old	13.7% 	348
36-40 years old	14.8% 	376
41-45 years old	17.6% 	449
46-50 years old	16.3% 	416
51-55 years old	15.4% 	391
56-60 years old	7.0% 	179
61-65 years old	3.0% 	77
Over 65	0.9% 	22

Totals: 2,545

61. School Leaders — What grade levels are represented in your school? Please check all that apply.



62. Type of school authority in which you are employed

Value	Percent	Responses
Public	77.2% <div><div></div></div>	1,970
Separate	22.2% <div><div></div></div>	567
Francophone	0.6% <div><div></div></div>	15
		Totals: 2,552

Note

1. Reports on the ATA's education research can be found at <https://teachers.ab.ca/professional-development/education-research/>.



The Alberta
Teachers' Association