



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

#### **Rationale**

The Catholic Independent Schools of the Kamloops Diocese (CISKD) believes that an on-going process of continuous growth, coaching, supervision, and evaluation for improved staff performance is essential in achieving the mission of Catholic education in the Diocese of Kamloops.

CISKD believes in self-directed professional growth, and that all staff members are responsible and accountable for meeting the performance standards of their positions. All staff members must be aware of the performance standards by which they will be assessed. This is accomplished through a collaborative process using the Catholic Independent Schools of BC Framework for Professional Growth.

Therefore, the Board requires that a systematic supervision program be established in the CISKD for the following purposes:

1. To confirm the paramount importance of the professional Catholic educator.
2. To confirm the educator's commitment and ability to fulfill the objectives of Catholic education in CISKD Schools.
3. To assist educators in helping students develop the skills and knowledge they need to live and compete in the twenty-first century.
4. To maintain high standards of evidenced-based learning and teaching performance based on current best pedagogical practice.
5. To provide staff with frequent, high-quality feedback of their professional practice.
6. To provide judgments about professional performance level and job status.
7. To ensure staff understand the performance expectations.

#### **Policy**

All educators serving in CISKD schools shall be responsible for their professional growth, assessed on their performance and will be coached, supervised, or evaluated annually. All teachers will participate in and shall receive ongoing documentation of their professional growth and contribution to their School: teacher visitations, classroom observations, day to day observations of interactions and work samples, and appraisals are of prime importance to assess the quality of educational programming, the maintenance of a high standard of instruction, the improvement of teacher effectiveness, and the achievement of academic excellence.

The process to be used for the formative growth and summative evaluation is clearly outlined in the "Catholic Independent Schools of BC Framework for Professional Growth: Teacher."

#### **Procedure**

##### **1. General**

The Board designates the Superintendent to have primary responsibility for the supervision of principals, vice-principals, teachers, and other certified staff as well as in identifying the instrument of choice for the supervision process to occur and its related documentation.



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

#### SUPERVISION OF TEACHERS - 404

Supervision of certified professional personnel shall involve a system of observation allowing for frequent, quality feedback of professional practice and coaching.

Supervision is intended to validate professional effectiveness in an authentic and strength-based approach, stimulating and facilitating professional growth.

The *Framework for Professional Growth* is the supervisory process used for all teaching personnel in CISKD. The *CISBC Framework for Professional Growth: Teacher's* instrument is the tool by which the process and final supervisory report is actualized for teachers. The Framework's domains are used to guide teachers and administrators in achieving effective practices. Each year, all teachers will be coached, supervised and/or evaluated.

#### a. Coaching

All teachers shall be coached annually. A supervisor who acts as a coach can help fulfill one's potential. A coaching model will be utilized with the walkabout/talk about process with all teachers wherein the teacher identifies *Annual Professional Goals* that support student learning and the teacher's formation in the Catholic faith.

The teacher will meet with the principal and/or vice principal at the beginning, and end of year to support progress.

A coaching approach aims to help teachers develop their goals, the strategies they will use to achieve those goals, the support(s) needed for success, and follow up.

#### b. Supervision

The following teachers will be supervised:

- i. All teachers new to CISKD or the School,
- ii. Teachers on a first and/or second year contract (temporary or continuing),
- iii. Teachers who have a new teaching assignment significantly different than the year previous,
- iv. Teachers in their fourth year of a four-year supervision cycle,
- v. Teachers for whom the coaching approach is not successful, and
- vi. Teachers requesting a supervisory report.

Throughout the supervisory process, the teacher will meet with their administrative supervisor to discuss their evidenced-based practice in each of the Framework's domains.

As part of the process, administrative supervisors observe and provide feedback on all aspects of a teacher's performance. Coaching is embedded in this process. Meetings between the administrative supervisor and the teacher may take place more frequently.

## 2. Teachers

All teachers shall complete an Annual Professional Growth Plan (Appendix A) to be reviewed with their principal or vice principal who shall utilize the coaching approach with the teacher. When a teacher is being supervised, the Supervisory Report (Appendix B) shall be completed.

After the first supervisory report, the teacher shall be supervised in the fourth year of a four-year cycle thereafter.



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

Teachers on a first and/or second year contract (temporary or continuing) shall be supervised over the course of the school year. This decision is made by the Superintendent and Principal.

When a teacher is under the supervisory process, walkabouts/walkabouts, lesson observations and coaching will be conducted by the school-based administrator. The *Annual Professional Growth Plan: Teachers (Appendix A)* will guide the process.

The Principal or the Superintendent will complete the Supervisory Report (Appendix B). The Teacher assists with identifying evidence from practice and identifying growth areas. The articulated growth areas identified on the completed Report shall guide the following year's professional growth plan, and/or the subsequent year's focus for professional growth.

For teachers experiencing challenges with the supervisory process, where coaching and supervision may not be effective, they will move to an evaluation process. This decision is determined by the Superintendent and the Principal. Evaluations are completed by the Superintendent of Schools.

A copy of the appraisal report is added to the CISKD personnel file of the teacher.

*Reference Documents:*  
*CISBC Framework for Professional Growth:*  
*Teacher Strand*

Date Approved: February 1981
Date(s) Revised: February 2017, October 2020, IP June 2023

### TEACHER PROFESSIONAL GROWTH PLAN Annual Professional Growth Commitment: Appendix A (Insert school year)

Name:

School:

Grade(s):

Subject(s) taught:

Years taught:

Years at this location:

*In British Columbia, we teach the designated Ministry of Education curriculum through the Catholic lens. The role of the teacher in the Catholic School is to ensure students are provided a variety of learning opportunities and experiences to achieve Catholic-enriched curriculum. When setting your personal professional goals, consider effective teaching practices that support the*



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

*School's Learning Improvement Plan goals. These goals are discussed with your Principal or Vice Principal at the start of the year (by October), mid-year (January), and end of year (May) and typically align with school, CISKD, and/or Ministry priorities. Add your successes in the provided column as they are discussed/achieved.*

<b>Professional Goal for supporting learning outcomes:</b>	<b>Professional development/learning I will pursue:</b>	<b>Strategies I will use to achieve the goal:</b>	<b>Successes (evidence from current school year)/reflections for next school year:</b>
SMART Goal 1 By June 30th, I will....			
SMART Goal 2 By June 30th, I will...			

As a Teacher in a Catholic School, you will be asked to set one goal related to your own Catholic faith formation. It is important that we maintain our Catholic distinctiveness and that we grow in our faith as we share in the mission of our schools. This goal can be personal or professional, it can be an individual goal or a goal set with other staff members or other individuals.

Some examples of potential goal areas may involve: new K-12 Catholic curriculum, Catholic literature, ministries at Church, resources to help permeate a Catholic worldview into curriculum, participate in personal retreats/missions, religious conferences (Vancouver CEC, L.A. Congress, CWL, Conferences, etc.), engage in social justice and/or volunteer work, or committing to attend Sunday Mass & Holy Days of Obligations.

<b>Goal for Catholic Faith Formation:</b>	<b>Professional development / learning/faith</b>	<b>Strategies I will use to achieve the goal:</b>	<b>Successes (evidence for current school year) /</b>
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# CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

## HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

	formation opportunities I will pursue:		<i>reflections for next school year:</i>
Smart Goal: By June 30 <sup>th</sup> , I will .....			

Initial Meeting Date: \_\_\_\_\_ Year End Meeting Date: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_ Signature of Teacher: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_ Signature of Supervisor: \_\_\_\_\_

*(Ongoing dialogue focused on best practise)*

## Appendix B: FRAMEWORK FOR PROFESSIONAL GROWTH – TEACHERS

Name: \_\_\_\_\_ Date of \_\_\_\_\_  
Report: \_\_\_\_\_ Current Teaching Assignment: \_\_\_\_\_

School: \_\_\_\_\_ Principal Completing \_\_\_\_\_  
Report: \_\_\_\_\_ Experience: Total: \_\_\_\_\_ CISKD: \_\_\_\_\_ in Present School: \_\_\_\_\_

### DOMAIN 1: TEACHING IN THE SPIRIT OF A CATHOLIC SCHOOL

Examples of Practice/Evidence      Standards of Practice/Elements      Next Steps



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

e.g.

•

**BC EDUCATORS** value the success of all **He/she** students. They care for students and act in their best interests. BC educators act ethically and maintain the integrity, credibility and reputation of the profession.

#### THE EFFECTIVE CATHOLIC SCHOOL TEACHER

- Witnesses and models the Catholic faith
- Commits to intentional, ongoing personal faith formation
- Contributes to the development of the school's faith community
- Permeates Catholicism/Christianity throughout the learning environment
- Infuses Catholic/Christian Worldview throughout the curriculum

#### COMMENT ON DOMAIN 1:

#### FRAMEWORK FOR PROFESSIONAL GROWTH: TEACHERS

##### DOMAIN 2: PLANNING FOR LEARNING

#### Examples of Practice/Evidence

e.g.

#### Standards of Practice/Elements

**BC EDUCATORS** demonstrate a broad knowledge base and an

#### Next Steps

**He/she**



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

#### SUPERVISION OF TEACHERS - 404

- understanding of areas they teach. BC Educators implement effective planning practices to create respectful, inclusive environments for student learning and development. BC Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future.

#### THE EFFECTIVE CATHOLIC SCHOOL TEACHER

- Creates long-term planning ('year at a glance')
- Creates short-term planning ('unit plans')
- Creates daily planning ('day plans')

#### COMMENT ON DOMAIN 2:

#### FRAMEWORK FOR PROFESSIONAL GROWTH: TEACHERS

#### DOMAIN 3: CREATING A POSITIVE, SAFE, AND INCLUSIVE LEARNING ENVIRONMENT



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

#### SUPERVISION OF TEACHERS - 404

##### Examples of Practice/Evidence

e.g.

- 

##### Standards of Practice/Elements

**BC EDUCATORS** understand and apply knowledge of student growth and development. They work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

##### Next Steps

**He/she**

##### THE EFFECTIVE CATHOLIC SCHOOL TEACHER

- Nurtures positive relationships.
- Promotes student self-regulation and resilience.
- Ensures the physical space is designed for learning.
- Establishes structures and procedures for successful classroom management.

**COMMENT ON DOMAIN 3:**





FRAMEWORK FOR PROFESSIONAL GROWTH: TEACHERS

DOMAIN 4: ENGAGING STUDENT LEARNING

Examples of Practice/Evidence	Standards of Practice/Elements	Next Steps
	<p><b>BC EDUCATORS</b> implement effective instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development. BC Educators communicate effectively and in a timely manner with parents/guardians.</p> <p><b>THE EFFECTIVE CATHOLIC SCHOOL TEACHER</b></p> <ul style="list-style-type: none"><li>• Personalizes student learning.</li><li>• Utilizes effective assessment practices.</li><li>• Utilizes assessment data to guide instruction</li><li>• Demonstrates effective instructional practices.</li><li>• Responds effectively to ensure student learning.</li></ul>	<p><b>He/she</b></p>

COMMENT ON DOMAIN 4:



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### HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

#### FRAMEWORK FOR PROFESSIONAL GROWTH: TEACHERS

#### DOMAIN 5: FULFILLING PROFESSIONAL RESPONSIBILITIES

Examples of Practice/Evidence	Standards of Practice/Elements	Next Steps
e.g.  •	<b>BC EDUCATORS</b> engage in professional learning and contribute to the profession.  <b>THE EFFECTIVE CATHOLIC SCHOOL TEACHER</b> <ul style="list-style-type: none"><li>• Demonstrates 'lifelong learning'.</li><li>• Fosters positive professional relationships.</li><li>• Exhibits professionalism at all times.</li><li>• Demonstrates service to the profession.</li></ul>	<b>He/she</b>

#### COMMENT ON DOMAIN 5:



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### HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

#### APPENDIX B: SUPERVISORY REPORT PROFESSIONAL LEARNING PLAN- TEACHERS

Name: \_\_\_\_\_ Date of Report: \_\_\_\_\_ Current Teaching Assignment: \_\_\_\_\_

School: \_\_\_\_\_ Principal Completing Report: \_\_\_\_\_ Experience: Total: \_\_\_\_\_ CISKD: \_\_\_\_\_ in Present School: \_\_\_\_\_

The Principal will provide commentary regarding teacher progress in each domain. In collaboration with the teacher, specific areas may be targeted.

<b>Goals</b>
The following priority domain goals have been identified by [teacher name]'s to guide his/her professional development over the next 4 years: 1. <u>Teaching in Spirit of Catholic School:</u>  2. <u>Planning for Learning:</u>  3. <u>Creating a Positive Learning Environment:</u>  4. <u>Engaging Student Learning:</u>  5. <u>Fulfilling Professional Responsibilities:</u>
<b>Feedback</b>
During the course of the _____ school year, this report was developed in collaboration with [teacher name], and based upon the daily observation of his/her work through professional discussions, formal and informal observation of duties, interactions with students, colleagues and parents, extra-curricular involvement, leadership opportunities, volunteerism as well as long range plans, student achievement data and [list other sources as applicable].



## CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

### HUMAN RESOURCES

### SUPERVISION OF TEACHERS - 404

Principal: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

*Copies of this supervisory report are retained by the Teacher, Principal and in the CISKD Employee Personnel file.*