

<b>Growth Planning</b>	<b>Methods of Delivery</b>
<p><b>School Growth Planning</b>                      School Growth is an ongoing process whereby a school community commits to enhancing student learning and development through focused and sustained action directed at agreed upon goals. A School Growth Plan resource document and template is available in the Administrators’ Download Area of our website to assist schools with this process.</p>	<ul style="list-style-type: none"> <li>• Encourage sound, student-focused and research-based practice.</li> <li>• Assist schools to develop meaningful goals and objectives, select appropriate instructional and assessment strategies, and choose effective ways to monitor progress.</li> <li>• Present updates at monthly Principals’ meetings.</li> <li>• Sponsor regional workshops for administrators.</li> <li>• Assist schools through on-site advice/support.</li> <li>• Attend and/or lead staff meetings.</li> <li>• Plan workshops throughout the year to address the individual, unique needs of the school.</li> </ul>
<p><b>Teacher Growth Planning</b>                      The CISVA <i>Teacher Professional Growth</i> planning model has been developed, in order to promote and facilitate a continuous program of teacher reflection, decision-making, and personal professional growth. It is expected that all teachers will be engaging in an ongoing, annual cycle of professional growth. Details of the materials and the process can be found on the CISVA website in the Administrators’ or Teachers’ Download Areas.</p>	<ul style="list-style-type: none"> <li>• Provide ongoing school-based support for administrators and/or teachers/departments.</li> <li>• Support individual teacher’s professional growth planning goals, (as identified by teachers), through regular interaction with the CISVA Educational Consultants.</li> <li>• Provide information and/or resources to teachers on the use of “Best Practice” classroom-based assessment materials.</li> <li>• Plan workshops, staff meeting presentations and other professional development opportunities on results-based, student-centered assessment.</li> <li>• Sponsor in-service sessions, where teachers can network across the CISVA.</li> </ul>
<p><b>Principal Growth Planning</b>                      The specific intent of the <i>CISVA Principal Professional Growth</i> plan is to provide a vehicle for principals to assess and reflect upon their professional practice and engage in sustained personal and professional growth. A document has been created to assist principals with the development of their own professional growth planning. It can be found on the CISVA website in the Administrators’ Download Area.</p>	<ul style="list-style-type: none"> <li>• Present updates at monthly Principals’ meetings.</li> <li>• Plan regional workshops for administrators.</li> <li>• Provide on-site school advice/support.</li> <li>• Schedule focus group meetings.</li> </ul>

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Faith Development	Methods of Delivery
<p><b>Foundations of the Catholic Faith</b>  <i>Foundations of the Catholic Faith</i> is a four-day course covering the four Pillars of the Catechism of the Catholic Church and is delivered by lay and religious presenters and priests. This is part of the contractual agreement that all teachers take this course along with the Called to Be Teacher Retreat within the first three years of employment in the CISVA.</p>	<ul style="list-style-type: none"> <li>• Offered as Section I and II in two, 2-day installments, twice each year.</li> <li>• For further information contact: Religious Education Consultant.</li> </ul>
<p><b>Called to Be Teacher</b>  The <i>Called to Be Teacher</i> retreat, which is connected to Basics of the Faith, serves as the spiritual component of the program. This retreat offers teachers the opportunity to deepen their own spiritual lives and further their collective identity as Catholic educators.</p>	<ul style="list-style-type: none"> <li>• Offered once per year and is a two day, over-night retreat at Rosemary Heights.</li> <li>• Hosted by a Priest, Principal, Associate Superintendent and Religious Education Consultant.</li> </ul>
<p><b>Called to Serve Retreat</b>  The <i>Called to Serve Retreat</i> has been designed by the Evangelization Leadership Team for those individuals already serving as formal/informal leaders within our school communities, as well as those seeking future CISVA leadership positions. It is based on the Servant Leadership style modeled by Jesus. This retreat will provide an opportunity for prayer, reflection and discernment. A Catholic retreat experience is an important component in leadership development.</p>	<ul style="list-style-type: none"> <li>• Offered annually, this Wednesday evening to Friday afternoon retreat is held at the Loon Lake Research and Education Centre.</li> <li>• Retreat leaders include: a Priest, Religious Education Consultant, Associate Superintendent and two Principals.</li> </ul>
<p><b>Staff Retreats and Presentations</b>  Opportunities for staff to collectively reflect on spiritual issues, from “celebrating what’s right” to deepening and enhancing prayer within the school, to practical approaches, to teaching scripture. These retreats/workshops offer something for everyone.</p>	<ul style="list-style-type: none"> <li>• Provide workshops for staff on religious education topics.</li> <li>• Make presentations and provide information at staff meetings.</li> <li>• Provide Professional Development opportunities, in school or off-site as per the individual school’s needs.</li> <li>• Facilitate overnight retreats.</li> <li>• Provide system-wide Faith Development Days on a variety of topics of interest/need.</li> <li>• Work with staffs to focus on prayer, Scripture, resources, theology of the body, or basic Church teaching on Morality to enhance adult faith development in their work with their students.</li> </ul>

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<p><b>Elementary Faith Development Facilitators’ Network</b></p> <p>The Religious Education Consultant coordinates school term meetings of Faith Development Facilitators from the CISVA elementary schools. These Facilitators are chosen by the principal to assist him/her with the spiritual leadership of the school to promote the faith development of staff and students and to support school growth in the area of our Catholic faith. These meetings provide a forum for discussion about topics connected with faith development for both the children and the adults in our schools.</p>	<ul style="list-style-type: none"> <li>• Plan a meeting each term to present information and discuss pertinent topics.</li> </ul>
<p><b>Classroom Support</b></p> <p>The Religious Education consultant can support schools and teachers in a variety of ways, as they develop plans, assess and work with students to foster their spiritual development.</p>	<ul style="list-style-type: none"> <li>• Provide teachers with information, consultation, resources, and support.</li> <li>• Support new teachers by helping them to plan their religious education instruction that takes into account the different learning styles of their students.</li> <li>• Help teachers to develop short-term lesson plans.</li> <li>• Model various instructional strategies.</li> <li>• Assist teachers with planning liturgies and paraliturgies.</li> </ul>
<p><b>Faith Development Day</b></p> <p>Faith Development Days serve as an opportunity for school staff to be involved with on going faith development. These days are not intended as teacher in-service nor as professional development but rather to as an opportunity for teachers to deepen their understanding of our Catholic Faith</p>	<ul style="list-style-type: none"> <li>• Two separate days per school year allocated for faith development – to deepen the understanding of the teachings of our Church.</li> <li>• Format – guest speaker(s) and interactive sessions.</li> <li>• Topics are selected based on CISVA/School Growth Plan spiritual goals.</li> </ul>
<p><b>Curriculum &amp; Instruction      Methods of Delivery</b></p>	
<p><b>A Toolbox for Teachers: Implementing Curriculum</b></p> <p><i>A Toolbox for Teachers: Implementing Curriculum</i> was written and compiled to help teachers implement a student-centered approach to education. This document presents a systematic process that links assessment with curriculum and instruction, based on contemporary theories of learning. As a resource for K-12 teachers, it not only presents a process for planning, assessment and evaluation, and reporting, but also includes many practical suggestions. It is our belief that if teachers follow this philosophy</p>	<ul style="list-style-type: none"> <li>• Encourage sound, student-focused and research-based practice.</li> <li>• Attend staff meetings or staff development sessions on-site, in schools, focusing on various aspects of the assessment/planning cycle.</li> <li>• Provide individual teacher/educational consultant instructional planning meetings.</li> <li>• Provide support for new teachers: a formalized Mentoring process.</li> <li>• Provide extended support for teachers, where units are planned, delivered and assessed collaboratively with an educational consultant, to further develop identified areas of teaching practice.</li> <li>• Provide research-based resource guidance from</li> </ul>

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<p>and use the strategies suggested the process of planning, assessing and reporting will be aligned in a logical way. As a result teaching will be improved and student learning enhanced.</p>	<p>educational consultants.</p> <ul style="list-style-type: none"> <li>• Facilitate teacher networking between schools.</li> <li>• Support for classroom-based assessment.</li> <li>• For further information contact one of your educational consultants.</li> </ul>
<p><b>Religious Education Curriculum/ Framework</b> The Religious Education Curriculum Framework (elementary) and Religious Education Curriculum (secondary) provide a comprehensive scope and sequence for the teaching of Religion in schools in the Vancouver Archdiocese.</p>	<ul style="list-style-type: none"> <li>• Provide assistance with curriculum planning, obtaining resources, supporting curriculum delivery and assessment, as described above.</li> <li>• For further information contact the Religious Education Consultant.</li> </ul>
<p><b>Board /Authority Authorized Course Development</b> Board/ Authority Authorized courses are offered or developed by school boards or independent school authorities to meet student needs and interests. They are authorized by boards/ authorities according to requirements set by the Ministry of Education. Consultants can assist in the development process.</p>	<ul style="list-style-type: none"> <li>• Facilitate email and in-person meetings with teachers interested in creating locally developed courses for graduation credit.</li> <li>• Provide assistance through the process/framework course development to ensure content and format meet B.C. Ministry requirements.</li> </ul>
<p><b>Special Education</b></p>	<p><b>Methods of Delivery</b></p>
<p><b>Individual Educational Planning</b> The CISVA is committed to providing educational programs that meet individual student needs and recognize the importance of corrective, remedial or compensatory instruction for students who are having difficulty in any subject or area. It is expected that each school will make every effort to provide appropriate support for such students. It is also expected that schools will make every effort to provide appropriate assistance in settings that minimize isolation and separation of the students involved and to integrate their programs into regular instructional activities.</p> <p>The individual educational plan (IEP) is a critical means of planning, communicating and collaborating, involving both educators and parents, in order to meet individual student needs. It facilitates the decision making process for students who require</p>	<ul style="list-style-type: none"> <li>• Provide principals, teachers, paraeducators, and parents with information, consultation and support.</li> <li>• Encourage sound, student-focused and research-based practice.</li> <li>• Attend school-based team meetings, IEP meetings, and/or case management plan meetings to assist school-based teams to develop meaningful goals and objectives, select appropriate instructional strategies, and choose effective ways to monitor progress.</li> <li>• Provide support in subject areas, organizational skills and learning methods, and motivational strategies.</li> <li>• Assist with adaptation and modification of strategies, assignments and evaluation methods.</li> <li>• Observe in classrooms to provide feedback on student behaviour (academic, behavioural &amp; social).</li> <li>• Assist teachers in developing or providing materials for students with special needs.</li> <li>• Provide direction for program planning including strategies for transition (i.e. PATH).</li> <li>• Provide direction for portfolio development for students with special needs.</li> <li>• Assist school-based teams to implement</li> </ul>

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<p>assistance in their educational programs.</p>	<p>recommendations from formal assessments (e.g., psycho-educational assessments, speech/language assessments, etc.).</p> <ul style="list-style-type: none"> <li>• Recommend resources and materials.</li> <li>• For further information contact our Director of Special Education.</li> </ul>
<p><b>Assessments &amp; Evaluation</b>            Early identification is essential to a successful program for students with special needs. In most cases the identification/assessment phase begins with the classroom teacher who may observe exceptionalities in a student’s learning or behaviour. Classroom teachers should begin by initiating systematic classroom observations and assessments. The learning assistance teacher may be required to support the classroom teacher with additional observations and individual diagnostic assessments.</p> <p>The teacher should consult with the parents and, when appropriate, suggest a vision and hearing assessment with the possibility of a referral to a physician for a comprehensive medical examination. On occasion, the school may recommend further assessments (e.g., psycho-educational assessments speech/language assessments, etc.) to better understand a student’s strengths and challenges.</p>	<ul style="list-style-type: none"> <li>• Recommend appropriate research-based assessment tools.</li> <li>• Provide teachers with information and training sessions on research-based assessment tools to screen students and identify those who may be ‘at risk’.</li> <li>• Assist with the administration of early identification screening and intervention strategies to improve early literacy and numeracy, and school success.</li> <li>• Support learning assistance teachers using diagnostic assessments to identify a student’s strengths and challenges.</li> <li>• Assist teachers with functional behaviour assessments.</li> <li>• Assist teachers to use assessment information to develop appropriate instructional strategies and address areas of need.</li> <li>• Provide guidance or assist with data analysis and programming using assessment data.</li> <li>• Provide guidance and support to teachers monitoring student progress.</li> </ul>
<p><b>Documentation &amp; Record Keeping</b>            Documentation and record keeping is a critical responsibility and essential to plan an appropriate educational program. It also serves to track the history of a student’s educational career. “<i>What records must I keep?</i>” “<i>What records should I keep?</i>” and “<i>Where should they be stored?</i>” are commonly asked questions. Assistance is available to clarify some of the common issues and concerns that often arise regarding record keeping procedures</p>	<ul style="list-style-type: none"> <li>• Provide guidance on ways to record minutes of meetings (e.g., school-based team meetings, IEP meetings, etc.).</li> <li>• Provide templates for and assist with the writing of individual educational plans, case management plans and safety plans.</li> <li>• Provide assistance and consultation regarding progress reports and formal written reports.</li> <li>• Provide principals and teachers with information regarding protocols for storage and distribution of important documents (i.e., permanent student records, student files, etc.).</li> </ul>
<p><b>Presentations, Workshops and Training</b>            The Superintendent’s Office provides both personal and professional learning opportunities in the area of special</p>	<ul style="list-style-type: none"> <li>• Present information at staff meetings, department meetings, or staff development sessions that focuses on a specific area of interest or need identified by the school.</li> <li>• Provide opportunities (i.e. network opportunities) for</li> </ul>

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<p>education. Opportunities range from simple short presentations to training that occurs over several days. System wide inservices provide opportunities for teachers with common interests to network across the CISVA and share valuable information, ideas and resources. These opportunities are available to all teachers, administrators, and support staff. Collaborative teams are strongly encouraged.</p>	<p>teachers with common interests to work together.</p> <ul style="list-style-type: none"> <li>• Invite speakers who specialize in specific topics or areas of interest to present system-wide inservices in the form of presentations, workshops or training sessions.</li> <li>• Provide links to other professions with expertise in related fields of interest (e.g., speech language pathologists, behaviour specialists, occupational therapists, etc.).</li> <li>• Provide information on special education opportunities external to the CISVA (e.g., conferences, workshops, training sessions). Information is sent to the Principal and the Special Education Department Head/Special Education contact person at each school as opportunities arise.</li> </ul>
<p><b>Paraeducator Support</b> With the rise in number of special needs students in the CISVA, the paraeducator has become increasingly important and plays a critical role in our schools. Knowledgeable, supportive and caring paraeducators are required to work collaboratively on school-based teams to assist schools in meeting the needs of all students.</p>	<ul style="list-style-type: none"> <li>• Provide information and training on specific areas of interest and/or need.</li> <li>• Assist paraeducators implement strategies and ideas to support student learning.</li> <li>• Model specific instructional strategies.</li> <li>• Encourage school-based teams to work in collaborative teams.</li> <li>• Provide paraeducators with opportunities to network with other paraeducators who have similar interests.</li> <li>• Recommend useful and practical resources.</li> </ul>
<p><b>Special Education Resources</b> A variety of teacher resources are available on specific topics, disabilities, strategies, etc. to provide information and assist teachers develop and support a student's educational program. These materials are available for short-term loan through the CISVA Superintendents' Office.</p>	<ul style="list-style-type: none"> <li>• Recommend various resources (e.g., books, DVDs, journals, etc.) to assist teachers and support staff with the implementation of individual student programs for students with special needs.</li> <li>• Provide consultation and support to teachers and paraeducators regarding the use of special education technology and software.</li> <li>• Assist schools in accessing special education resources.</li> </ul>
<p><b>Access to External Support</b> The Superintendent's Office facilitates access to additional school, district, and/or community services such as Provincial Resource Programs and university partnerships, etc. in order to build capacity within the system. Schools are informed of opportunities and are invited to participate in activities or projects that compliment or increase resources that currently exist in the school.</p>	<ul style="list-style-type: none"> <li>• Provide ongoing assistance with grant applications and appeals.</li> <li>• Offer an annual workshop to assist principals and teachers apply for Special Education Grants.</li> <li>• Assist school-based teams with referrals to Provincial Resource Programs (POPARD, SET-BC, PISP, etc.).</li> <li>• Plan and coordinate services from the Provincial Resource Program for Autism and Related Disorders (POPARD).</li> <li>• Facilitate collaboration with UBC to participate in ongoing projects (e.g., Early Intervention project).</li> <li>• Collaborate with UBC Department of School</li> </ul>

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<p>The Superintendent's Office also assists schools to obtain Special Education Grants to support their local programs.</p>	<p>Psychology to provide practicum placements and internships for UBC students.</p> <ul style="list-style-type: none"> <li>• Provide information and access to additional school, district, and/or community services (e.g. CLBC, Canucks Autism Network, etc.).</li> </ul>
<b>System-wide Initiatives</b>	<b>Methods of Delivery</b>
<p><b>Administrative Mentorship</b> Mentoring is a dynamic, mutually beneficial relationship in a work environment involving the pairing of a respected, experienced Catholic leader with a protégé. Mentoring has been on going in our profession for many years on an informal basis; but as the responsibilities and complexities of Catholic leadership positions have increased, a more formalized practice is required.</p> <p>A formalized CISVA mentoring program allows for the benefits of the relationship to continue and in addition, provides essential knowledge and skills to enhance the potential of all newly appointed Catholic leaders and to help them more fully understand the context of Catholic education in the CISVA for the good of the participants and the larger Catholic educational community.</p>	<ul style="list-style-type: none"> <li>• Provide an introductory workshop for new principals and their mentors.</li> <li>• Monitor and provide support for ongoing mentoring to occur throughout the first year of the new principal's role.</li> </ul>
<p><b>Networks</b> Knowledge-based organizations are webs of participation and networks honour and promote this. Networks are meant to support teachers in their efforts to identify and integrate suitable resources, structures and strategies into their practice. Members of the various networks share information and develop their knowledge and skills through various facilitated activities, both online and face-to-face. Outside experts from the specific discipline are sometimes invited to provide another perspective. From networks often emerge creative projects and initiatives that group members or sub-groups decide to develop.</p>	<ul style="list-style-type: none"> <li>• Coordinate networks of educators that are subsequently sustained by teacher leaders. Contact your regional consultants for more information about existing networks or initiating one.</li> </ul>
<p><b>Resources</b> The CISVA has a range of teacher resources and student curriculum materials</p>	<ul style="list-style-type: none"> <li>• The Eloquent Library System allows teachers to search for resources by subject, title or author and will allow users to request loans, using the courier system.</li> </ul>

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<p>available for loan. Teacher materials cover a range of instructional themes, from assessment to special education. Student curriculum materials include samples of many of the most current publications available to support the current BC curriculum. These are available through direct contact with a consultant or the CISVA office. A wide range of materials, for religious education, is also available through the Office for Religious Education.</p>	<p>(<a href="http://www.cisva.bc.ca">www.cisva.bc.ca</a>) Search under eloquent on the web page.</p> <ul style="list-style-type: none"> <li>• Consultants can suggest resources for specific classroom needs, and may bring these into schools to share with teachers.</li> </ul>
<p><b>Challenge of Leadership Course</b>          The Superintendents offer this locally developed course for all who are interested in pursuing a career in administration within the CISVA. Although it is open to all teachers, it is geared towards those individuals who will be applying to become a potential administrator. The content is designed to provide attendees with a deeper understanding of what it means to be an administrator, and in particular, an administrator in the CISVA.</p> <p>The course content is based on the <i>CISVA Principal Professional Growth Plan</i> document. Each week of this eight-week course will cover one of the six domains of the Growth Plan.</p>	<ul style="list-style-type: none"> <li>• Offer a course every year, during the Fall term, that consists of eight evening classes.</li> </ul>
<p><b>I'm a Gift from God</b>          This annual, one-day workshop hosted by our in-house experts examines the importance of elementary school teachers (<b>Kindergarten to Grade 3 teachers</b>, as well as <b>new Principals</b>) recognizing the signs of abuse and addressing the possibility through the appropriate channels. This <b>newly revised program</b> (originally only grades 1 and 3) has now been expanded to include some of the Health and Career Education learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Provide a one-day workshop offered to teachers.</li> <li>• Provide a comprehensive binder of resources and teaching materials for all grades K-3 teachers.</li> </ul>