

SALMON:

Seabird Assessment for Learning, Mentorship, and Ongoing Nurturing

An Evaluation Tool for Educational Leaders



VISION, MISSION & VALUES

Our Vision

To ensure that the Seabird Island Community School (SICS) promotes Stó:lō history, culture, and language are at the forefront of education, deeply embedded into the learning experience. We are committed to teaching the highly honored values of self-reliance, generosity, honesty, and respect to guide students in their personal and academic journeys.

Our Mission

At SICS, we believe in a holistic approach to education that fosters a partnership between home, school, and community. Our mission is to maintain open, honest, and positive communication between families and schools. By providing appropriate opportunities for family and community involvement, we aim to create an inclusive educational process that allows everyone to participate meaningfully.

Core Beliefs

We believe education at SICS is preparation for total living, supporting physical, social, psychological, spiritual, and academic growth.

We aim to provide students with the knowledge and skills needed to thrive in a multicultural society.

We are committed to raising academic achievement and increasing the number of Indigenous high school graduates.

We ensure that students at SICS have the opportunity to choose the best educational paths in a multicultural society.

We strive to ensure our students master the fundamental skills of reading, writing, and arithmetic, providing them with the tools for success.

DEDICATION & GRATITUDE



This tool is dedicated to the incredible students of Seabird Island Community School (SICS), whose unwavering spirit and determination are a testament to their resilience. Your strength, courage, and resolve inspire us all to work towards a more inclusive and equitable educational landscape.

I am deeply grateful to the Seabird Island Band (SIB) for granting me the opportunity to conduct my study within your community. Your unwavering support and openness have allowed me not only to work at your community school for two years but also to gain invaluable experiences, lessons, and cherished memories that will last a lifetime.

I extend my highest appreciation to my Stó:lō Education Committee – Camielle Laslo, Dianna Kay, Karla Kay, and Saylesh Wesley. Your collective expertise, guidance, and commitment have been invaluable throughout this process, and I am truly honored to have had the chance to collaborate with such a dedicated team.

To my colleagues at the SICS, thank you for your unwavering dedication to fostering a nurturing environment for our students and promoting educational excellence. Though I must maintain anonymity for the educators involved in this journey, know that your contributions have been pivotal in bringing this project to life. I am incredibly grateful for the opportunity to have worked alongside such inspiring professionals, and I will always treasure the experiences we shared during my time at SICS.

May the tools within these pages empower educators and communities to honor your unique identities, fostering a sense of belonging and pride that will light the path to a brighter future for all.

- Jason Bruce

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INTRODUCTION TO SALMON

The Seabird Assessment for Learning, Mentorship, and Ongoing Nurturing (SALMON) evaluation tool represents a significant departure from traditional approaches to teacher evaluation, embracing a holistic, community-centred framework explicitly designed for the unique cultural and educational context of the Seabird Island Community School (SICS). Developed collaboratively with contributions from the language and culture team, teachers, educational assistants, and the vice-principal, this tool offers a comprehensive yet practical means of assessing teacher effectiveness and growth. Its innovative design reflects the belief that evaluation should be more than a performance review—it should foster mentorship, continuous learning, and cultural responsiveness.

Unlike conventional evaluation models, SALMON is rooted in best practices for culturally responsive schooling for Indigenous students, integrating cultural responsiveness as an essential component of effective teaching at SICS. The tool is divided into ten primary sections, carefully balancing administrative oversight with teacher self-reflection and collaborative goal-setting. By addressing every facet of teaching practice—from instructional planning to community engagement and self-care—SALMON provides a comprehensive, nurturing approach that encourages personal and professional growth, drawing upon educator insights and cultural responsiveness.

Crucially, the tool also emphasizes the relational nature of evaluation. While administrators evaluate key aspects of instructional practice, teachers are encouraged to assess their own engagement with the community, their self-care routines, and even provide feedback on how the evaluation process itself is facilitated by administrators. This two-way dialogue ensures that evaluation is not a top-down process but one that promotes transparency, fairness, and mutual accountability, aligning the school's educational practices with its original community mission and vision.

The SALMON tool is designed to help teachers not only identify their strengths and areas for improvement but also to support them in setting actionable goals for future growth. Through this collaborative, reflective, and culturally responsive approach, SALMON aims to elevate the educational experience for both teachers and students at SICS, fostering a learning environment where continuous improvement is nurtured and celebrated.



SALMON:

Key Areas of the Assessment and Nurturing Tool

1. CULTURAL RESPONSIVENESS, FAMILY COLLABORATION & COMMUNITY ENGAGEMENT

Stó:lō Cultural Responsiveness & Halq'eméylem Integration: Teachers will be assessed on their ability to integrate Stó:lō cultural knowledge, traditions, and the Halq'eméylem language into their lessons. Collaboration with the language and culture team will be required. Evidence of culturally responsive lesson plans and classroom activities will be key in demonstrating effective integration.

Communication & Collaboration with Families: Teachers will be assessed on their communication and relationship-building with families, focusing on how family input is integrated into supporting student learning. Regular and meaningful interactions with families that foster trust and promote student development will be key measures of success.

Community Participation & Engagement: Teachers will be assessed on their involvement in community and school events, with a focus on building trust and fostering inclusivity in the classroom. Active participation in cultural gatherings and significant community activities will demonstrate their engagement and connection with the wider community.

2. INSTRUCTIONAL DESIGN, CLASSROOM MANAGEMENT & HOLISTIC ASSESSMENT

Curriculum Planning, Pacing, and Learning Objectives: Teachers' ability to plan and pace curriculum effectively throughout the year will be assessed. Clear, student-friendly learning objectives that align with long-term outcomes should be visible in the classroom to support student understanding and progression.

Classroom Management: Classroom management will be assessed based on how well teachers create a respectful and inclusive environment that supports students' emotional and cultural needs. Effective strategies that foster a positive classroom climate will be central to the assessment.

Holistic Assessment Strategies: Teachers will be assessed on their use of holistic assessments that capture a range of student abilities. Alternative assessments, such as portfolios and presentations, will be reviewed for their effectiveness in measuring student progress across different dimensions.

3. COLLABORATIVE GROWTH & LEADERSHIP DEVELOPMENT

Professional Development Plan: Teachers will set professional development goals that align with the school's strategic needs. These goals will focus on enhancing teaching practices and contributing to student success, ensuring alignment with both individual growth and the broader objectives of the school.

Collaborative Leadership: Teachers' contributions to leadership within the school, including mentoring peers, supporting collaborative planning, and taking part in school improvement initiatives, will be evaluated. The focus will be on how effectively teachers foster collaborative growth and contribute to building a strong leadership culture within the school.

Educator Self-Care Routine: Teachers will be assessed on how well they balance professional responsibilities with personal well-being. The evaluation will emphasize sustainable self-care practices that support long-term success in both their professional role and personal life.

4. EDUCATOR EVALUATION OF ADMINISTRATORS

Facilitation of the Evaluation Process: Teachers will assess how effectively administrators manage the evaluation process, focusing on whether it promotes transparency and professional growth. The emphasis will be on the overall structure and execution of the evaluation system to ensure it supports continuous improvement.



Using the SALMON Tool for Growth and Reflection

GUIDING YOUR JOURNEY IN STÓ:LO CULTURAL RESPONSIVENESS AND EDUCATIONAL DEVELOPMENT

The SALMON evaluation tool fosters ongoing dialogue between educators and administrators, supporting growth in key areas like curriculum planning, classroom management, holistic assessments, leadership, and Stó:ló cultural responsiveness. It combines self-evaluation and administrator input, leading to collaborative goal-setting for continuous improvement. Here's how to use the tool effectively:

1. Guiding Reflection Questions:

Begin by reflecting on the questions at the start of each section. These are designed to help you think about various aspects of your teaching practice, such as cultural responsiveness, collaboration, and fostering a sense of belonging. Use these reflections to guide your thoughts as you move through the evaluation process.

2. Self-Evaluation (Teacher Stream):

In the Self-Evaluation section, reflect on your progress and areas for growth. Use a highlighter to mark along the **inner lines** between the stages, showing the stage you believe you've reached: Spawning, Fry, Smolt, or Returning Adult. Highlight all the lines leading up to your current stage to visually track your journey.

As can be seen in the sample, the teacher self-evaluated at the 'Fry' stage, while the administrator's evaluation placed them at the 'Smolt' stage. This helps illustrate differences or alignment in perceptions between self-assessment and external feedback. The four stages—Spawning, Fry, Smolt, and Returning Adult—are discussed in depth on the following page. refer to that section for a detailed understanding of each stage.

2. Administrator Observation & Feedback (Admin Stream):

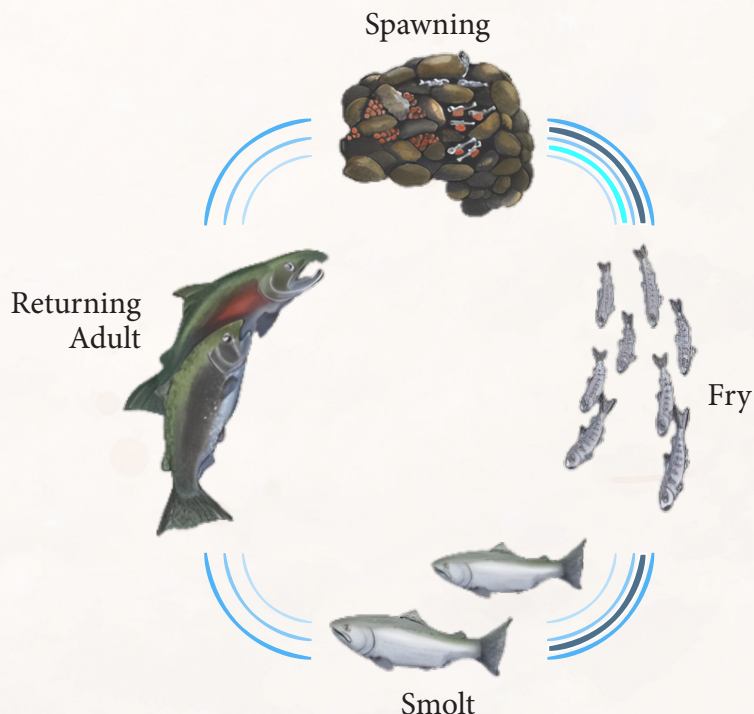
Following your self-evaluation, the administrator will observe your teaching and provide feedback. They will highlight the **outer lines** to reflect their assessment of your progress. Their feedback complements your self-reflection and offers insights to guide your development.

4. Coactive Goal-Setting:

After both evaluations are complete, you and the administrator will meet to collaboratively set goals. In the Coactive Goal-Setting section, document the key focus areas that you both agree on. These goals ensure alignment between your personal growth and the broader objectives of the school.

5. Revisiting the Evaluation:

The tool is flexible and can be revisited over time, with both streams updated to track ongoing progress. This ongoing reflection and adjustment encourage continuous growth in cultural responsiveness and professional development.



The SALMON Journey: Nurturing Educator Growth



1. Spawning (Initiating Growth)

The Spawning stage represents the very beginning of a teacher's growth journey. Just like salmon eggs full of potential, teachers in this stage are laying the foundation for future development. It is a time of exploration and discovery, where teachers are building their core skills and starting to integrate new strategies and cultural knowledge into their practice. This stage is about nurturing early efforts, with a focus on support, mentorship, and building confidence for the path ahead. It's the stage of promise, where teachers begin to realize their capacity for growth.

2. Fry (Emerging Growth)

In the Fry stage, teachers are starting to find their flow. Like young salmon navigating a stream, they are gaining independence and actively applying the foundational skills they've developed. This stage is marked by emerging confidence, with teachers building on their strengths and refining their practices. The focus here is on demonstrating progress and adapting to new challenges with support and feedback. Teachers in this stage are moving from learning to leading in their classrooms, developing a clearer sense of direction.



3. Smolt (Sustained Growth)

The Smolt stage reflects consistent and sustained growth. Teachers in this phase are confidently applying their skills, adapting fluidly to diverse classroom needs, and are culturally responsive in their daily practices. Like smolt transitioning into deeper waters, teachers in this stage are preparing for broader challenges and greater responsibilities. The focus is on maintaining strong practices and continuing to evolve as educators, with opportunities for leadership and collaboration. Teachers are no longer just applying strategies—they are mastering them.



4. Returning Adult (Thriving and Leading)

The Returning Adult stage represents teachers who are thriving in their roles and leading within their school and community. Just as salmon return to their home waters after a long journey, these teachers have completed a full cycle of growth and are now contributing their knowledge and experience to others. They are mentors, role models, and leaders, helping to nurture the growth of students and colleagues. At this stage, teachers are fully immersed in their practice, leading with confidence, cultural responsiveness, and a deep connection to the community.





Cultural Integration, Family Collaboration & Community Engagement

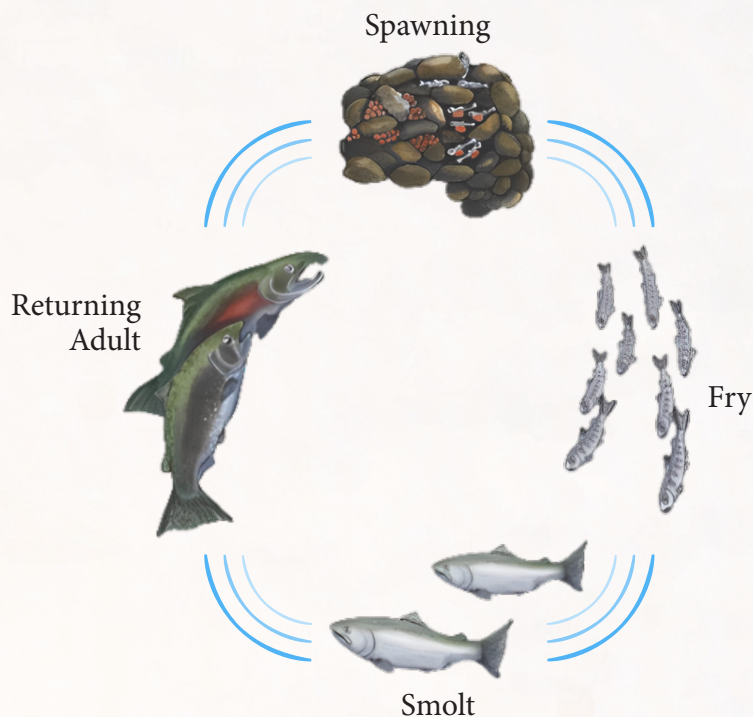
This section evaluates how teachers integrate Stó:lō culture and Halq'eméylem language into their lessons, work with cultural guardians, and collaborate with families. Teachers' participation in community events and their engagement with families are key indicators of their ability to foster trust and inclusivity in the classroom. Authenticity in cultural responsiveness and strong community bonds are crucial.



Stó:lō Cultural Responsiveness & Halq'eméylem Integration

GUIDING REFLECTION QUESTIONS

1. How effectively do you incorporate Stó:lō cultural knowledge and Halq'eméylem language into your daily lessons?
2. In what ways do you collaborate with community members or Elders to ensure authentic cultural content is integrated into your teaching?
3. How do you ensure that students feel a deep sense of cultural belonging and connection in your classroom?
4. What additional resources or support do you need to strengthen the integration of Stó:lō culture into your teaching practice?



SELF-EVALUATION

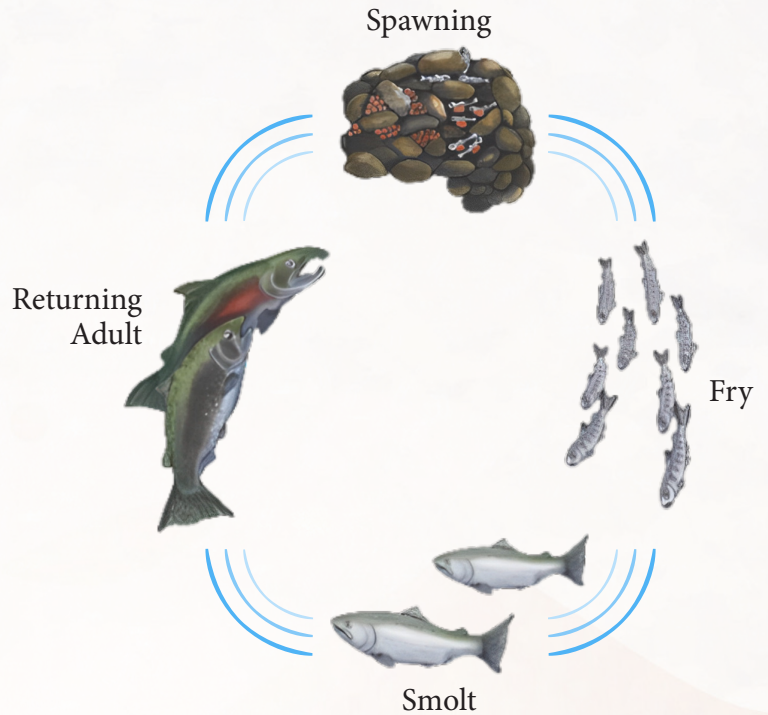
ADMIN. FEEDBACK

COACTIVE GOAL-SETTING

Communication & Collaboration with Families

GUIDING REFLECTION QUESTIONS

1. How consistently do you engage with families to understand their aspirations and concerns regarding their child's education?
2. What methods do you use to involve parents in their child's learning process, both inside and outside of school?
3. How do you ensure that communication with families is reciprocal and supports a collaborative approach to student success?
4. What strategies do you plan to implement to enhance family involvement in future classroom activities or school events?



SELF-EVALUATION

ADMIN. FEEDBACK

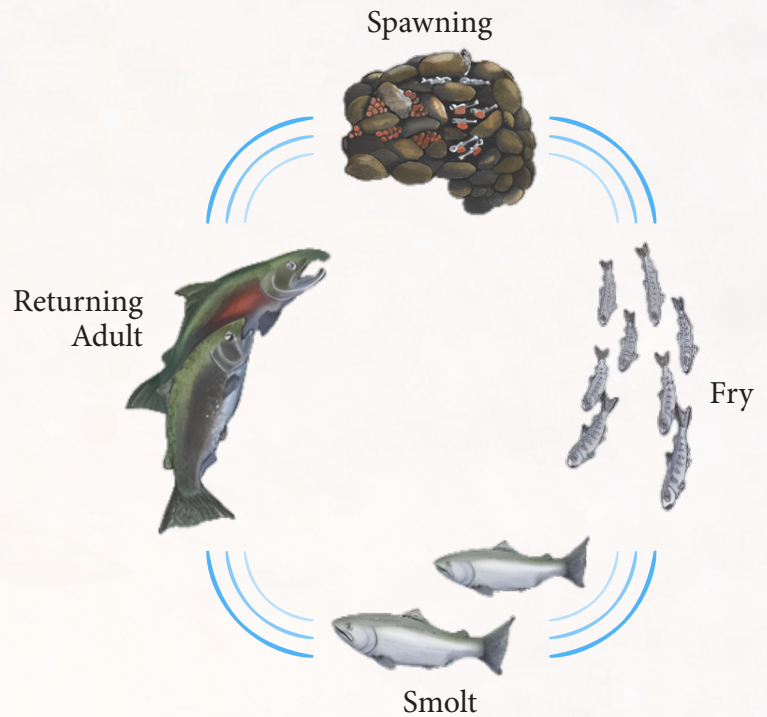
COACTIVE GOAL-SETTING



Community Participation & Engagement

GUIDING REFLECTION QUESTIONS

1. In what ways do you participate in community events and ceremonies to build deeper relationships with the Seabird Island community?
2. How do you incorporate community experiences and knowledge into the classroom to enrich student learning?
3. What steps do you take to ensure that your involvement with the community aligns with the educational goals of the school?
4. How can you further strengthen your connections with the wider Stó:lō community to support your students' learning?



SELF-EVALUATION

ADMIN. FEEDBACK

COACTIVE GOAL-SETTING



Instructional Design, Classroom Management & Holistic Assessment

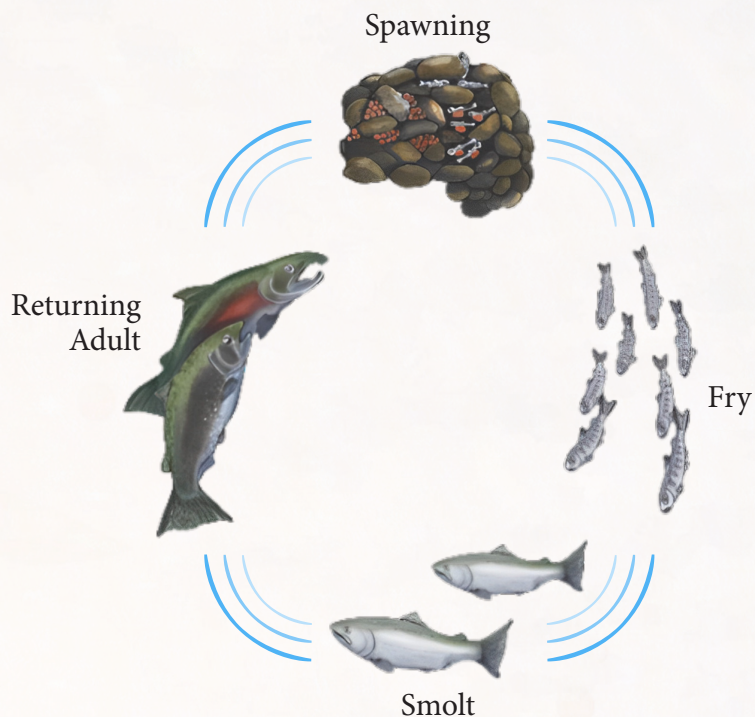
Focused on curriculum structure, pacing, and classroom environment, this section assesses how teachers manage diverse student needs. Emphasis is placed on using holistic assessment strategies that promote student growth, as well as maintaining a classroom that respects emotional and cultural needs. Teachers are also evaluated on their use of alternative assessments, with portfolios serving as a method to showcase a broad spectrum of student achievements.



Curriculum Planning, Pacing & Learning Objectives

GUIDING REFLECTION QUESTIONS

1. How do you ensure that your curriculum planning aligns with broader academic and cultural goals throughout the school year?
2. How do you incorporate student-centered goals and culturally relevant topics into your curriculum planning?
3. How do you ensure that your lesson pacing allows students to progress steadily while meeting both academic and cultural objectives?
4. What steps will you take to improve the alignment between daily learning objectives and broader curricular goals?



SELF-EVALUATION

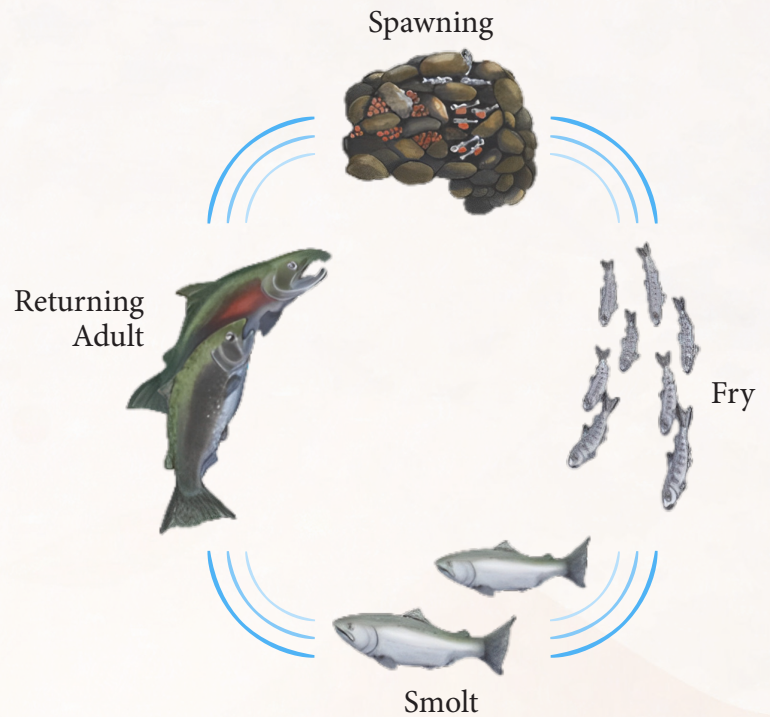
ADMIN. FEEDBACK

COACTIVE GOAL-SETTING

Classroom Management

GUIDING REFLECTION QUESTIONS

1. How do you create a classroom environment that fosters inclusivity, respect, and trust among your students?
2. What culturally responsive strategies do you use to manage student behavior while promoting a supportive classroom atmosphere?
3. How do you handle classroom disruptions in ways that respect the cultural and emotional well-being of your students?
4. How will you further develop your classroom management skills to ensure all students feel respected and supported?



SELF-EVALUATION

ADMIN. FEEDBACK

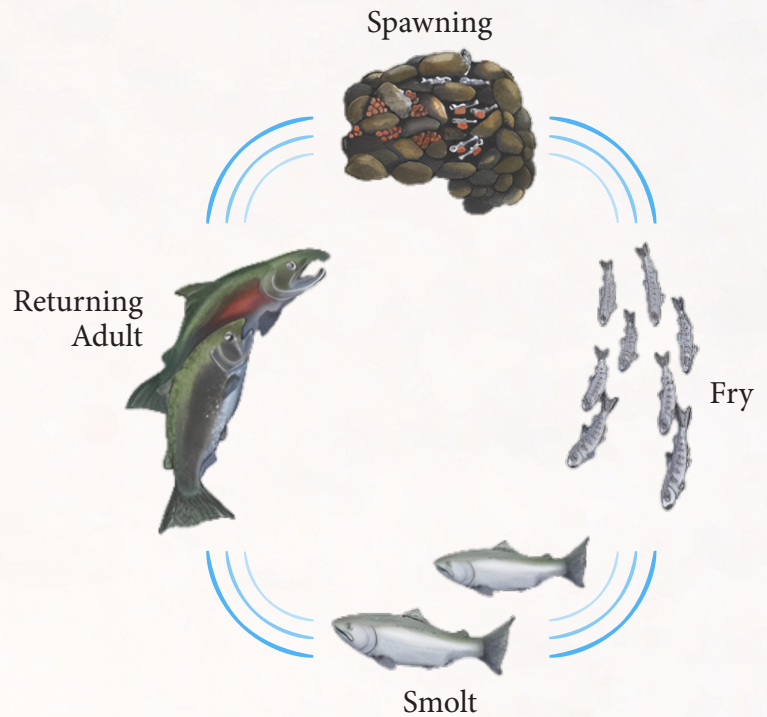
COACTIVE GOAL-SETTING



Holistic Student Assessment

GUIDING REFLECTION QUESTIONS

1. How do you implement diverse assessment strategies to capture the full range of student strengths and learning styles?
2. How do you incorporate self-assessment and reflective practices to help students take ownership of their learning?
3. What evidence do you collect to track student progress holistically, including academic, social, and emotional growth?
4. What steps can you take to enhance your use of formative and summative assessments in the classroom?



SELF-EVALUATION

ADMIN. FEEDBACK

COACTIVE GOAL-SETTING



Collaborative Growth & Leadership Development

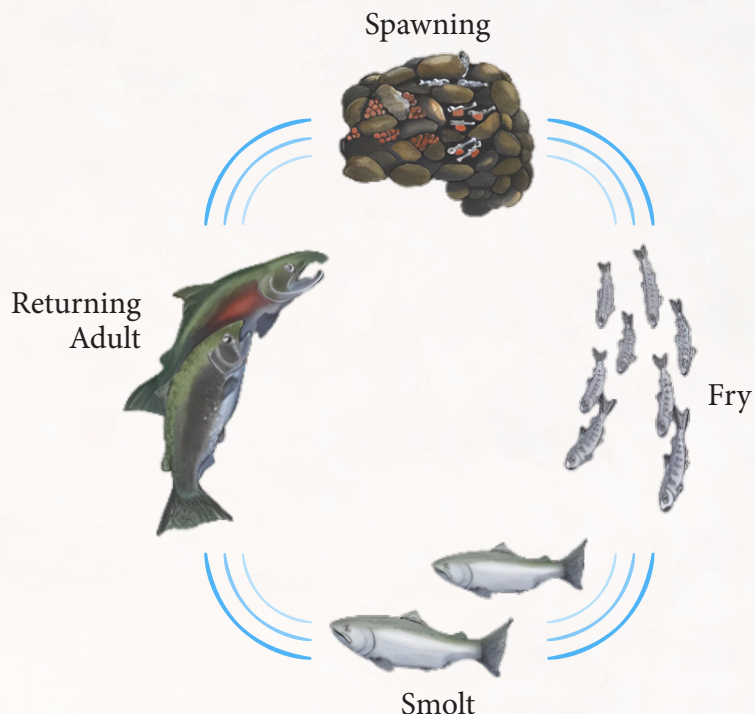
This section highlights the importance of professional growth and leadership within the school. Teachers and administrators collaborate to set development goals, reflecting on areas for improvement and leadership opportunities. Additionally, teachers are encouraged to focus on self-care routines to ensure a sustainable balance between personal well-being and professional responsibilities.



Professional Development Plan

GUIDING REFLECTION QUESTIONS

1. How do you identify areas for your own professional growth that align with the school's vision and your personal goals?
2. What steps have you taken to engage in professional development opportunities that enhance your cultural responsiveness?
3. How do you ensure that your professional development directly impacts and improves your teaching practices?
4. What specific goals will you set to further your professional development in the upcoming school year?



SELF-EVALUATION

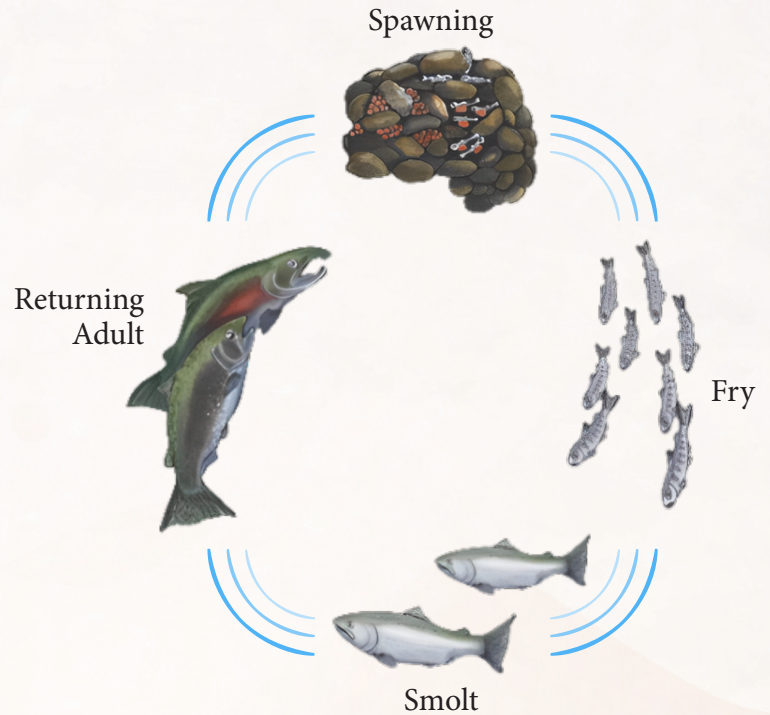
ADMIN. FEEDBACK

COACTIVE GOAL-SETTING

Collaborative Leadership

GUIDING REFLECTION QUESTIONS

1. How do you contribute to fostering a collaborative culture within the school community?
2. In what ways do you take initiative in supporting the school's strategic vision and collective educational goals?
3. How do you mentor or support less experienced teachers in developing their skills and understanding of culturally responsive education?
4. How will you continue to strengthen your leadership skills while supporting the collective growth of the school?



SELF-EVALUATION

ADMIN. FEEDBACK

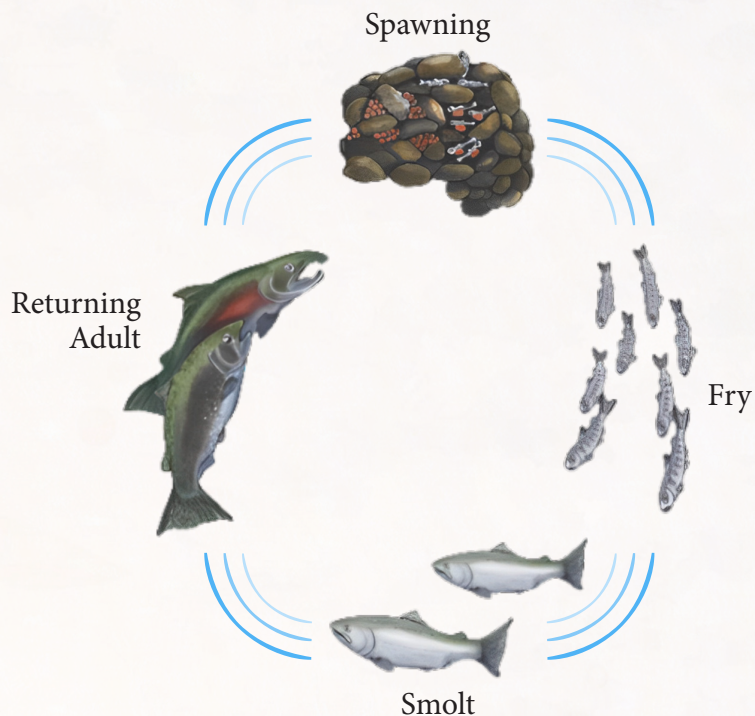
COACTIVE GOAL-SETTING



Educator Self-Care Routine

GUIDING REFLECTION QUESTIONS

1. How do you maintain a balance between your professional responsibilities and personal well-being?
2. What self-care practices do you engage in to manage stress and maintain emotional health?
3. How do you ensure that your self-care routine supports your long-term professional growth and effectiveness in the classroom?
4. What changes will you make to your self-care routine to ensure a sustainable work-life balance?



SELF-EVALUATION

ADMIN. FEEDBACK

COACTIVE GOAL-SETTING



Educator Evaluation of Administrators

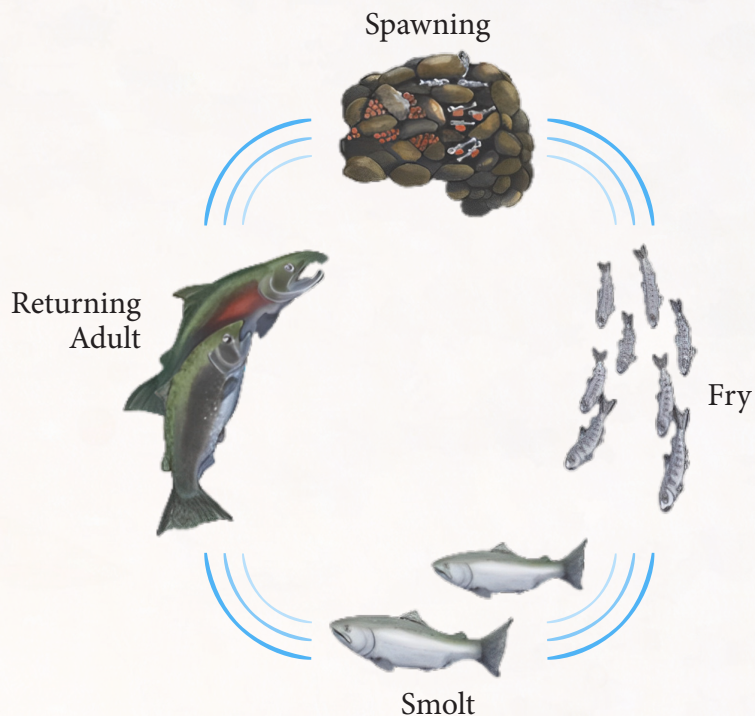
In a reciprocal evaluation process, teachers assess the effectiveness of administrators in facilitating the teacher evaluation process. Transparency, fairness, and the promotion of growth are key metrics. This feedback encourages open communication and collaboration between teachers and administrators, ensuring continuous improvement in evaluation practices.



Facilitation of the Evaluation Process

GUIDING REFLECTION QUESTIONS

1. How transparent do you find the evaluation process, and how well do you understand the criteria being used?
2. In what ways does the evaluation process provide meaningful feedback that supports your professional growth?
3. How can the evaluation process be improved to better support your development and align with your personal and professional goals?
4. What suggestions do you have for improving the evaluation process to better support teachers' growth and the overall school community?



TEACHER FEEDBACK

COACTIVE GOAL-SETTING

