

Teacher Name:	Jason Valleau		Date:	Evaluation 1:	1/27/2023
Contract Status:	Probationary			Evaluation 2:	3/21/2023
Teacher Assignment:	Music – Integrated Studies			Evaluation 3: (if necessary):	Enter Date
Purpose of Evaluation as per Procedure C1-Teacher Professional Growth Supervision Evaluation	1.	<input checked="" type="checkbox"/>	Probationary, Temporary or Interim Contract		
	2.	<input type="checkbox"/>	Teacher Request		
	3.	<input type="checkbox"/>	Evaluation of Continuing Contract Teacher based on concerns that the teacher may not be meeting the Teacher Quality Standard		
Evaluator's Name:	Cameron MacDonald		Evaluator's Position(s):	Assistant Principal- Teacher Growth	
<p>Yes, the teacher has been notified in writing of: The reasons for the evaluation, including being provided a copy of Procedure C1-Teacher Professional Growth Supervision Evaluation and the Teacher Quality Standard;</p> <ul style="list-style-type: none"> <li>• The process, criteria, and standards to be used;</li> <li>• The timelines to be applied; and</li> <li>• The possible outcomes of the evaluation of the competencies of the <a href="#">Teacher Quality Standard</a>.</li> </ul>					
Date:	2/2/2023				
Human Resources Use Only:	Date Received:	Enter Date	Entered By:	Click or tap here to enter text.	
Reviewed By:	Click or tap here to enter text.		Comments:	Click or tap here to enter text.	
Evaluator's Summary					
The teacher consistently demonstrates the Teaching Quality Standard (This does not constitute an offer of employment)				Evaluation 1	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
				Evaluation 2	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
				Evaluation 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>Evaluator's Opening Comments (teacher's background, preparation, suitability for position):</p> <p>Bachelor of Music 1996 – UofC, Secondary Education Toured the world as a musician. Owned businesses, ran music festivals, ran an amateur radio station, owned a restaurant. Program manager for jazz festival and other festivals here. Helped out with chamber of commerce for a few different towns. Sat on lots of arts board. Sat on Canada Council for Arts grants. Graduated from education degree in 2022 (UofC). Received PURE award for how to teach Indigenous Education as a non-indigenous person. Received a medal for outstanding achievement as part of Education degree.</p>					
<p>Evaluation Process (outline the steps followed in completing the evaluation including class context and evidence collected):</p> <p>Teacher notified of evaluation process by email on February 2, 2023</p> <ul style="list-style-type: none"> <li>- Formal observation 1 organized and negotiated by both parties <ul style="list-style-type: none"> <li>o Submission of lesson plan and resources for formal observation 3</li> <li>o Pre-meeting for formal observation 3 <ul style="list-style-type: none"> <li>▪ Discussion of observation form</li> <li>▪ Discussion of lesson and its context within the greater scope of the current unit</li> <li>▪ Discussion of specific feedback the teacher is looking for during the observation</li> </ul> </li> <li>o Formal observation 3 conducted <ul style="list-style-type: none"> <li>▪ Observation form used to take notes</li> </ul> </li> <li>o Post-meeting for formal observation 3 <ul style="list-style-type: none"> <li>▪ Teacher reflection and discussion</li> <li>▪ Ties to TQS</li> <li>▪ Discussion of detailed notes from lesson</li> <li>▪ Highlights</li> <li>▪ Areas for growth and goals set mutually for next observation</li> </ul> </li> </ul> </li> </ul>					

<ul style="list-style-type: none"> <li>▪ Observation form signed by both parties; both parties receive a copy</li> <li>- Process repeated for formal observation 4</li> <li>- Multiple informal observations conducted</li> <li>- Discussion with supervising Assistant Principal</li> <li>- Discussion with members of the learning team, where appropriate</li> </ul>															
Evaluation Timeline (observation dates, subject(s), and times):															
Evaluation 1 (minimum two observations):	December 14, 2022 – 11:10 AM – Music 6 January 18, 2023 – 10:30 – Music 8														
Evaluation 2 (minimum two observations):	February 9, 2023 – 8:30 am – Music 20/30 March 16, 2023 – 9:50 am – Music 3														
Evaluation 3 (if necessary) (minimum two observations):	Click or tap here to enter text.														
<p>Quality Practice Standard: Teachers must apply the following competencies toward student learning. Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. All Alberta teachers are expected to meet the Teacher Quality Standard throughout their career.</p> <p>Please refer to <a href="#">Alberta Education Website</a> for fully expanded competencies and indicators.</p>															
Check one box following each indicator: First Evaluation = 1; Second Evaluation = 2; Third Evaluation = 3			Y=Yes N=No												
<i>Competency 1: Fostering Effective Relationships</i>			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Eval</th> <th style="width: 15%;">Y</th> <th style="width: 15%;">N</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Eval	Y	N	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>
Eval	Y	N													
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>													
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>													
3	<input type="checkbox"/>	<input type="checkbox"/>													
The teacher builds positive and productive relationships with students, parents/guardians, peers, and others in the school and local community to support student learning.															
<p><i>Competency 1</i> is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>• Acting consistently with fairness, respect, and integrity;</li> <li>• Demonstrating empathy and a genuine caring for others;</li> <li>• Providing meaningful opportunities for parents/guardians to support student learning;</li> <li>• Collaborating with community partners; and</li> <li>• Providing culturally appropriate opportunities for parents, guardians, and students that support student learning, honour cultural diversity and promote intercultural understanding including First Nation, Métis, and Inuit.</li> </ul>															
Evaluation Comments:															
Evaluation 1:	<p>Supporting Evidence: Notes from supervision:</p> <p>Jason has established himself within the school as a person who contributes to the theme of community. Jason develops strong relationships with students and their parents, as well as colleagues. The students feel comfortable to make mistakes and try their hardest in his class, which is a direct result of the bonds he has formed with them. Furthermore, Jason invited parents into the school to see the end of semester performances by his students. These performances were well attended by parents and staff alike. Parents have been happy with the approach Jason has taken to music, which involves meeting students where they are at in order to help them be successful. Additionally, Jason has been active in developing community throughout the school by taking on a large portion of planning for the National Day for Truth and Reconciliation. Jason brought Indigenous musicians to the school for a workshop with his students, and as part of a whole school event. He also planned a winter festival prior to winter break that was a resounding success. The combination of student and professional acts</p>														

	<p>provided much joy for the school, and we received incredible positive feedback about the event from students and staff.</p> <p>Notes from meeting with Jason:</p> <ul style="list-style-type: none"> <li>- Wrote something unique for every student’s report card comment. Spent time getting to know every single student. Learned something unique about them and the things they did this semester.</li> <li>- Didn’t receive negative feedback from parents.</li> <li>- Provided opportunity for parents to come in and see students perform. Build the home-school connection. Gave them authentic opportunity to see student progress.</li> <li>- Owning a restaurant and being a musician helps build comfort with people.</li> <li>- Provide authentic and encouraging feedback to students</li> <li>- Parents have mentioned how excited students are for music. Students are buying instruments because they are excited</li> <li>- Collaborating with other IS department. Working together with drama teacher to build collaboration for students.</li> <li>- Not worried about embarrassing myself and being goofy. Students feed off it and get over their fears as well.</li> <li>- Being able to create a safe space in the band room for students to practice</li> </ul> <p>Recommendations: Continue the work you are doing in this area. Continue reaching out to parents to keep them informed of what happens in class and to highlight the positives, as well as address any concerns you may have.</p>		
<p>Evaluation 2:</p>	<p>Supporting Evidence:</p> <p>Notes from supervision:</p> <p>Jason continues to develop strong and meaningful relationships with students daily. He understands the different ages and stages of the students he teaches, and he adjusts his teaching style accordingly to suit the needs of the students. Jason knows his students deeply and understands their interests. During lesson observations, it was apparent that the students in the class enjoy their learning and are developing a passion for music. Jason has continued to collaborate with his peers, and he also connects with parents to keep them informed of student progress and concerns, where necessary.</p> <p>Notes from meeting with Jason:</p> <ul style="list-style-type: none"> <li>- Leadership 10 – been able to figure out each student’s interests. Building projects specific to their interests. Tailoring the course to their interests. That required getting to know the students well. Seeing students who were defiant turning the corner and engaging with the course</li> <li>- Meeting with assessment lead – doing lots of assessment based on observation and knowing the students deeply</li> </ul> <p>Recommendations: Continue the work you are doing in this area. Keeping parents informed goes a long way to establishing trust and building rapport, especially if there are concerns that arise at any time.</p>		
<p>Evaluation 3:</p>	<p>Supporting Evidence: <a href="#">Click or tap here to enter text.</a></p> <p>Recommendations: <a href="#">Click or tap here to enter text.</a></p>		
<p>Competency 2: Engaging in Career-Long Learning</p>			
<p>The teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</p>	<p>Eval</p>	<p>Y</p>	<p>N</p>
	<p>1</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
	<p>2</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>3</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	

Competency 2 is demonstrated by indicators such as:

- Collaborating with other professionals to build personal and collective efficacy and expertise; actively seeking feedback to enhance teaching practice;
- Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- Participating in ongoing professional learning to access, understand and apply educational research to enhance practice;
- Developing an understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages, and values; and
- Expanding knowledge and awareness of emerging technologies to inform practice.

Evaluation Comments:

<p>Evaluation 1:</p>	<p><b>Supporting Evidence:</b> Notes from supervision: Jason is working consistently to improve and hone his lessons based on feedback. He reflects often about structures and strategies for teaching music in the unique context of Calgary Academy. He also takes an iterative approach to teaching leadership, and he has found a way to ensure the leadership students are getting real world experience by planning school events. Jason attends all relevant new staff training sessions and all internal PL sessions, as well as external PL opportunities.</p> <p>Notes from meeting with Jason:</p> <ul style="list-style-type: none"> <li>- Collaboration with other members of the department</li> <li>- Getting very valuable feedback from drama and art teacher. Checking with peers to ensure things are being done properly and responding to feedback.</li> <li>- Constantly improvising and responding to students.</li> <li>- Constantly seeking out “what is going to be better for next term, next semester?” Finding out what the learners need and providing instruction based on that.</li> <li>- Working with external suppliers. Getting feedback and providing respect. Career growth on how to deal with relationships.</li> </ul> <p><b>Recommendations:</b> Continue the work you are doing in this area. Seek out opportunities to learn more about learning disabilities and how to best support our students.</p>
<p>Evaluation 2:</p>	<p><b>Supporting Evidence:</b> Notes from supervision: Jason continues to collaborate with his peers, including connecting with homeroom teachers of students in his classes. Jason also continues to reflect regularly on his practice and how to improve his lesson design and the music program as a whole. Jason has maintained commitment to new staff training and internal PL opportunities.</p> <p>Notes from meeting with Jason:</p> <ul style="list-style-type: none"> <li>- Went to Calgary Teacher’s convention. Connected with other teachers. Working on providing unique musical experiences for our students</li> <li>- Reading some books as resources</li> <li>- Continuing music career – keeping skills sharp to maintain credibility</li> </ul> <p><b>Recommendations:</b> Continue the work you are doing in this area. Continue thinking about ways the music program can grow for our school. Continue the commitment to finding out more about learning disabilities.</p>
<p>Evaluation 3:</p>	<p><b>Supporting Evidence:</b> <a href="#">Click or tap here to enter text.</a></p> <p><b>Recommendations:</b> <a href="#">Click or tap here to enter text.</a></p>

Competency 3: Demonstrating a Professional Body of Knowledge		Eval	Y	N
The teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.		1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		3	<input type="checkbox"/>	<input type="checkbox"/>
<p>Competency 3 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>• Intentionally planning, designing, and delivering engaging learning experiences for students that address outcomes outlined in the Alberta programs of study;</li> <li>• Ensure that all students continuously develop skills in literacy and numeracy;</li> <li>• Utilizing a variety of engaging instructional strategies reflecting student needs and development;</li> <li>• Applying formative assessment data to inform next steps in instruction and provide feedback to students; and</li> <li>• Using ongoing evidence to support a reasoned judgement to report on student learning and progress.</li> </ul>				
Evaluation Comments:				
Evaluation 1:	Supporting Evidence:			
	Notes from supervision: Jason demonstrates an expert level knowledge of his subject discipline, especially given his years of experience as a professional musician. Furthermore, he demonstrates a strong knowledge of pedagogy and how to best structure instruction for his students. During lesson observations, students are receiving real time feedback and instruction, both as a full group and individually or in small groups. Students want to be successful in Jason’s class, and therefore they go home and practice their parts to ensure they are ready for their performance. Jason demonstrates great detail and thought in his planning and assessment practices. He brings real world experiences to his leadership classes so that students are creating something tangible that has an impact on the school community.			
	Notes from meeting with Jason: <ul style="list-style-type: none"> <li>- Using mind maps to work through curriculum outcomes and tie it to learning activities. Everything linked to program of studies and to files to be used. Tying each outcome to various collaborative activities and CA events.</li> <li>- Looking at how REACH and CA principles are tied to what happens in my classroom.</li> <li>- Assessment is constantly formative in music. Can tell in an instant about how a student is doing, from a progress perspective, but also from an emotional standpoint</li> <li>- Final products are the “playing tests” based on end of term progress. Also based on progress throughout the term. Students can challenge themselves to get a better grade. Iterative process that students want to continually improve upon.</li> <li>- Final concerts are part of the assessment. Students learn from experience.</li> <li>- Leadership assessment is based on progress and performance throughout the term.</li> <li>- Don’t want anyone to be left behind. Work with students along the way if not meeting standards.</li> </ul>			
	Recommendations: Continue the work you are doing in this area. Continue to reflect on ways the CA lesson plan can be incorporated (in a modified way) into music and leadership classes.			
Evaluation 2:	Supporting Evidence:			
	Notes from supervision: Jason’s lessons provide an organic and authentic opportunity for students to learn. Jason has the unique challenge of teaching all students in the school from K-12, which means that lessons need to be developmentally appropriate for the learners. In the observed lessons, Jason adjusted his style to suit the learners, and provided learning activities that were engaging and interesting for students. His lessons also include a variety of learning activities to challenge learners in different ways and to			

	<p>maintain engagement. He knows his students and their strengths/challenges and creates experiences that are appropriate for them. Jason’s subject content knowledge is of an expert level, and he is able to unpack that knowledge for students so they can be successful.</p> <p>Notes from meeting with Jason:</p> <ul style="list-style-type: none"> <li>- Seeing growth and development of own programs. Rock band 6 is an advancement on Rock band 8 that was done previously</li> <li>- Developing sequence for leadership classes. Appointing managers in classes to help organize and run classes. Seeing progression in the learning activities in these classes.</li> </ul> <p>Recommendations: Continue the work you are doing. Continue thinking about ways to support transitions for the younger students in the classroom, and the variety of activities they need during a class period.</p>
<p>Evaluation 3 (if necessary):</p>	<p>Supporting Evidence: <a href="#">Click or tap here to enter text.</a></p> <p>Recommendations: <a href="#">Click or tap here to enter text.</a></p>




Competency 4: Establishing Inclusive Learning Environments	Eval	Y	N
<p>The teacher establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p>	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>
<p>Competency 4 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>• Fostering in the school community equality and respect with regard to Human Rights and Canadian Charter of Rights and Freedoms;</li> <li>• Using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth;</li> <li>• Demonstrating a philosophy of education affirming that every student can learn and be successful;</li> <li>• Recognizing and responding to the emotional and mental health needs of students;</li> <li>• Recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;</li> <li>• Employing classroom management strategies that promote positive, engaging learning environments; and</li> <li>• Incorporating opportunities for student leadership including capitalizing on students’ personal and cultural strengths.</li> </ul>			

<p>Evaluation Comments:</p>	
<p>Evaluation 1:</p>	<p>Supporting Evidence:</p> <p>Notes from supervision: To accommodate for a wide range of skill and experience levels in his music classes, Jason rewrote many of the parts of a student chosen song to be more accessible for students, while also providing them with the appropriate amount of challenge to help them grow. He provides individualized feedback and opportunities for students to receive one-to-one and small group support. Jason’s class is one of care and inclusion. Students feel safe and welcome to try without fear of failure. Mistakes and failure are embraced as opportunities to learn and improve.</p> <p>Notes from meeting with Jason:</p> <ul style="list-style-type: none"> <li>- Extra practice rooms are safe havens for students</li> <li>- Extra workshops after school, during lunch, etc.</li> <li>- Understand by facial and body language when students need something different</li> </ul>


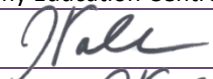

	<ul style="list-style-type: none"> <li>- Whole feel is meant to be inclusive. Students respect each other. Students provide support for other students. Only as strong as least experienced students. Others recognize.</li> <li>- Recognizing that all students have different learning styles. Have to modify for students based on their skill level and comfort (not all students read music etc.)</li> <li>- Customize learning experience for each student. It helps being able to play each instrument with them</li> <li>- Check in with other teachers on students that I am wondering about or concerned about. Emotional and mental needs, understanding the bigger picture.</li> </ul>				
	<p><b>Recommendations:</b> Continue the work you are doing in this area. Continue to learn more about learning disabilities to understand the specific challenges our students might be experiencing on a daily basis.</p>				
Evaluation 2:	<p><b>Supporting Evidence:</b></p> <p><b>Notes from supervision:</b></p> <p>Jason continues to provide a welcoming, caring, and inclusive learning environment. He continues to modify learning for students of all skills and abilities, which is not an easy feat, given his circumstances and the wide range of students he sees each day. Jason continues to provide 1-1 support to students as needed. He meets with homeroom teachers to develop plans for individual support for students.</p> <p><b>Notes from meeting with Jason:</b></p> <ul style="list-style-type: none"> <li>- More development around visiting other teachers. Checking in with homeroom teachers about the mental health needs of students.</li> <li>- Student in grade 7 who struggles – good connection with Jason.</li> <li>- Establishing self within school and getting to know students better. Students becoming more comfortable</li> <li>- More students coming in during lunch time. Door is always open to students. Students can come in and know it as a safe space.</li> </ul>				
	<p><b>Recommendations:</b> Continue the work you are doing in this area. Continue your journey to learn more about learning disabilities.</p>				
Evaluation 3:	<p><b>Supporting Evidence:</b> <small>Click or tap here to enter text.</small></p> <p><b>Recommendations:</b> <small>Click or tap here to enter text.</small></p>				
Competency 5: Applying Foundational Knowledge about First Nations, Métis and Inuit			Eval	Y	N
The teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.			1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			3	<input type="checkbox"/>	<input type="checkbox"/>
<p>Competency 5 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>• Engaging in collaborative, whole school approaches to capacity building in First Nations, Métis, and Inuit education.</li> <li>• Providing opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First nations, Métis and Inuit.</li> </ul>					
<b>Evaluation Comments:</b>					
Evaluation 1:	<p><b>Supporting Evidence:</b></p> <p><b>Notes from supervision:</b></p>				

	<p>Jason has rich ties to the Indigenous community that have allowed him to bring culture to his music students through workshops and full school events. Jason liaised with Indigenous dancers and drummers for September 30<sup>th</sup> and helped plan an event for the whole school to recognize, appreciate, and learn Indigenous culture. Jason works to incorporate Indigenous ways of knowing into his lessons where appropriate.</p> <p>Notes from meeting with Jason:          - important to me. Able to share with students. Have friends in that culture who can come share with students. Worked and lived on a reservation for a year.          - making connections with the outside community.          - not afraid to talk about it and happy to incorporate Indigenous music into classes          - recognizing that land-based learning has a rich history that goes beyond Indigenous ties</p> <p>Recommendations:          Continue your excellent progress in this area. You have the opportunity to be a leader in the school in this competency.</p>				
<p>Evaluation 2:</p>	<p>Supporting Evidence:</p> <p>Notes from supervision:</p> <p>Jason continues to incorporate Indigenous perspectives into lessons when appropriate. His ties to the Indigenous community continue to support his work in the classroom.</p> <p>Notes from meeting with Jason:          - Continues to be integrated into lessons. Studying origins of music – early music coming from the drum and recognizing various cultures          - Show videos to the students of collaboration with local nations</p> <p>Recommendations:          Continue the work you are doing in this area. We will continue to lean on your expertise and connections for whole school advancement in this area.</p>				
<p>Evaluation 3:</p>	<p>Supporting Evidence:          Click or tap here to enter text.</p> <p>Recommendations:          Click or tap here to enter text.</p>				
<p>Competency 6: Adhering to Legal Frameworks and Policies</p>			<p>Eval</p>	<p>Y</p>	<p>N</p>
<p>The teacher demonstrates an understanding of and adherence to the legal frameworks and polies that provide the foundations for the Alberta education system.</p>			<p>1</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
			<p>2</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
			<p>3</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Competency 6 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>Maintaining an awareness of, and responding in accordance with, requirements authorized under the Education Act and other relevant legislation;</li> <li>Engaging in practices consistent with policies and procedures established by the school authority; and</li> <li>Recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable, and reasonable adult entrusted with the custody, care or education of students.</li> </ul>					
<p>Evaluation Comments:</p>					
<p>Evaluation 1:</p>	<p>Supporting Evidence:</p> <ul style="list-style-type: none"> <li>Hour zero training</li> <li>Gone through Education Act as part of training recently</li> <li>Respect in Schools</li> <li>Supervision responsibilities adhered to – understanding legalities</li> <li>-</li> </ul>				



	Recommendations: N/A	
Evaluation 2:	Supporting Evidence: - Continuing from evaluation 1	
	Recommendations: N/A	
Evaluation 3:	Supporting Evidence: <small>Click or tap here to enter text.</small>	
	Recommendations: <small>Click or tap here to enter text.</small>	
<b>Evaluator's Closing Comments <sup>1</sup>(see footnote):</b>		
Evaluation 1:	<b>Final Comments and Commendations:</b> Jason has quickly established himself within the school as a person who goes above and beyond for his students and the greater community. He is excellent as fostering relationships, and his grade-wide and school-wide concerts have created a great deal of excitement among staff, students, and parents. Jason demonstrates a high level of proficiency with teaching and learning and is continually reflecting on his practice to improve. He uses authentic, performance-based assessment practices that have an organic feel for the students. Jason has established himself as a growing leader in applying foundational knowledge of First Nations, Metis, and Inuit. Jason's classroom is one of inclusion and equity, and he adheres to all legal frameworks, policies, and procedures.	
	<b>Next Steps:</b> Jason should look to continue growing his understanding of learning disabilities and how to best support these learners in the classroom. This can be accomplished through collaboration with his peers or by seeking out internal and external PL opportunities.	
Evaluation 2:	<b>Final Comments and Commendations:</b> Jason has continued his strong work through the second evaluation period. He knows his students deeply, and he provides a wide range of meaningful learning experiences for his students. His work at Calgary Academy is even more impressive when one considers the wide range of musical abilities in each of the classes he teaches. Despite the challenges he faces, Jason is solution-oriented and has found innovative ways to do his work. Jason's rich musical background and professional experience lend themselves to authentic, engaging learning experiences for our students. He has been a strong collaborator and someone who has garnered a significant amount of respect from his peers in his short time with us. I am extremely interested to watch Jason continue to grow as an educator.	
	<b>Next Steps:</b> Continue to reflect on your practice. Continue to challenge the status quo and look for innovative ways to approach your craft. Continue to learn more about learning disabilities and how to best support our student population.	
Evaluation 3 (if necessary):	<b>Final Comments and Commendations:</b> <small>Click or tap here to enter text.</small>	
	<b>Next Steps:</b> <small>Click or tap here to enter text.</small>	
Supervisors Name:	Cameron MacDonald	Supervisor's Position: Assistant Principal – Teacher Growth
Supervisor's Signature:	Evaluation 1: <small>Click or tap here to enter text.</small> 	Date: 1/29/2023
	Evaluation 2: <small>Click or tap here to enter text.</small> 	Date: 4/5/2023
	Evaluation 3 (if necessary): <small>Click or tap here to enter text.</small>	Date: Enter Date
Principal's Signature	 Evaluation 1:	Date: Enter Date Feb 1, 2023

<sup>1</sup> If evaluations of the teacher indicate that a further probationary period is required and the teacher agrees, please indicate in the closing comments words to the effect "the teacher could use another year of probation"

	Evaluation 2: Click or tap here to enter text. 	Date: Enter Date 4/10/23
	Evaluation 3 (if necessary): Click or tap here to enter text.	Date: Enter Date
Teacher Comments:	Evaluation 1: Click or tap here to enter text.	
	Evaluation 2: Click or tap here to enter text.	
	Evaluation 3 (if necessary): Click or tap here to enter text.	
I hereby certify that I have read and received a copy of this evaluation summary. I understand the contents of this document and acknowledge that a copy will be placed in my Education Centre Human Resources personnel file.		
Teacher's Signature:	Evaluation 1: 	Date: February 2, 2023
	Evaluation 2: 	Date: April 10, 2023
	Evaluation 3 (if necessary): Click or tap here to enter text.	Date: Enter Date
Original to Human Resources:	Date: Enter Date	
cc: Teacher Name	Jason Valleau	
Teaching Quality Standard – Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.		
Reference:		