



Final Evaluation Report: Teacher

Professional Growth System
Office of Human Resources and Development
Rockville, Maryland
MONTGOMERY COUNTY PUBLIC SCHOOLS

MCPS Form 425-39
January 2012

INSTRUCTIONS: Evaluators complete a narrative description based on the following performance standards. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent surveys, and review of professional growth plans and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle.

Teacher Mr. Kenneth R. Khalouf

Employee Number 81712

Years of MCPS Experience 6

Principal Casey Crouse

Type: ☐ First-year Probationary ☐ with CT ☐ without CT
☐ Second-year Probationary
☐ Third-year Probationary
☐ Tenured (3-year cycle) ☐ Tenured (4-year cycle) ☐ Tenured (5-year cycle)
☐ Special Evaluation
☒ First Year in Assignment

School Eastern Middle School

Subject or Grade Level Physical Education

Performance Standards:

- I. Teachers are committed to students and their learning
- II. Teachers know the subjects they teach and how to teach those subjects to students
- III. Teachers are responsible for establishing and managing student learning in a positive learning environment
- IV. Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement
- V. Teachers are committed to continuous improvement and professional development
- VI. Teachers exhibit a high degree of professionalism
- VII. Content specialists are committed to students and staff through effective school and department leadership.

Dates of Observations October 25, 2012 May 20, 2013

Dates of Conferences October 26, 2012 May 28, 2013

Final Rating ☒ Meets Standard ☐ Below Standard

Evaluator's Signature _____

Date _____

Principal's Signature _____

Date 5/30/13

Teacher's Signature Kenneth R. Khalouf

Date 5/30/13

(Teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

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Mr. Khalouf has been teaching for six years. This is his first year at Eastern Middle School, and his first year as a Content Specialist. In this role he teaches four physical education classes and supervises 3.4 physical education teachers, 1 health teacher, 1 art teacher and 1.2 music teachers.

Standard I: Teachers are committed to students and their learning.

Mr. Khalouf intentionally cued students to ensure his directions were explicit. (observation 10-25-12)

- "When I call your name, one person gets a pencil. Make sure it writes. One person gets a clipboard..." By including the cue to make sure it writes, Mr. Khalouf prevented students from any delay by having to return for another pencil.
- "Gentlemen, stand on the line. Toes on the white line beside each other." This cue made clear the teacher's idea of what it looks like to stand on the line.
- In order to get his students' attention, Mr. Khalouf employed the cue "eyes and toes" to ensure his students demonstrated paying attention with their bodies as well as their ears.

As a result, students clearly understood what was expected of them and were able to immediately engage in the learning.

Mr. Khalouf is committed to the success of his students. (portfolio artifacts)

- In response to a request for student feedback students shared the following:
 - ✓ "Thanks for a great quarter and helping me get caught up."
 - ✓ "You're my favorite teacher because I have problems with school and you gave me more chances than other teachers."
 - ✓ "You encouraged me to put my best effort in playing sports."
 - ✓ "You were such a good teacher and I always enjoyed being in your class."
 - ✓ One student went so far as to give Mr. Khalouf a THANK YOU certificate for *being a great teacher to me and helping me when I needed it.*
- Mr. Khalouf worked with his department to address the struggling students. He generated lists of kids with failing grades and the department discussed ways that they could improve student success.

As a result of Mr. Khalouf's commitment to his students the students engage in the class and the curriculum in a positive way.

Standard II: Teachers know the subjects they teach and how to teach those subjects to students.

Mr. Khalouf clearly framed the learning for his students. (observation 10-25-12)

- After reading the objective to the class, Mr. Khalouf asked the students to review the itinerary. "How are we going to do it? Looking at the sheet, tell me the first thing I'm going to do."
- Mr. Khalouf identified the criteria for success both verbally and on the handout provided to his students. He clarified the criteria further during instruction. "If Marlee's foot stops here, you wouldn't give her follow through."

- Mr. Khalouf provided his students with a reason the activity they were engaging in was worthwhile. "We are going to be grading this today, but not for Edline, for you. So you know you're doing this right."

As a result, students were able to assess and correct their own learning and provide critical feedback to their peers to help them do the same.

Mr. Khalouf effectively employed many principles of learning to assist students as they developed meaning. (observation 10-25-12)

- Not only did Mr. Khalouf employ a few student volunteers to help him model the objective, he also provided a handout that preserved the model pictorially for students to reference as they practiced.
- Throughout the lesson students had knowledge of their progress through their peer feedback. This timely knowledge of results allowed the students to self-correct during the lesson. The directions on the handout stated, "If you were not able to do all of the actions then get feedback from your group and redo your assessment. If you are able to do the action this time, change your mark."
- Mr. Khalouf broke the complex task of shooting a goal in soccer into smaller parts. "If you were able to do all of the actions [met the 3 shooting criteria for kicking the ball], then move on to the next step. Try to make a goal by shooting the ball low and away from the goalie."

As a result, all students were physically and mentally engaged in the learning.

Mr. Khalouf clearly uses explanatory devices purposefully and effectively. (observation 5-20-13)

- Mr. Khalouf directed the students' attention to the posted mastery objective by stating, "While I take attendance, pay attention to the objective. I will address it in a moment".
- Mr. Khalouf clarified the warm-up activity by stating, "We are doing something different. It will make sense when you see the western roll". The warm-up included slow jog, high knees, butt kicks, and power ups (easy, medium and high). During the skill demonstration Mr. Khalouf referred back to the warm-up activity connecting the western roll take-off to the power ups that were done in warm-up stating, "Step, plant your foot, that is what we did in the power ups".
- Mr. Khalouf used explicit language and physical demonstration to teach the skill. He provided the following initial directions, "Right arm out and touch left leg. Rotate. Right arm reaching and left is hugging. I know it sounds weird. OK, try it". After the verbal directions Mr. Khalouf had the students sit to watch as he demonstrated the western roll.
- As he summarized the lesson with the whole class Mr. Khalouf addressed the challenges that he saw during class. He stated, "If you plant your foot too far away it will cause you to dive like superman. When you rotate, take the time to make sure you do it right".

As a result of the explicit directions, the students were able to understand the expectations for the activity and safely progress towards mastering the lesson objective.

Mr. Khalouf uses instructional strategies that are engaging and make the content relevant to the students' lives. (portfolio artifacts)

- In response to a student feedback request with the prompt *what were some things that you liked about my teaching and what would you advise me to keep doing* students responded as follows:
 - ✓ "I like how you made the subjects that you taught about so personal. It made it easier to pay attention."
 - ✓ "You were very energetic and exciting"
 - ✓ "Created different activities to make it fun"
 - ✓ "I like that you include pictures in almost everything"
 - ✓ "You had really good management over students"
 - ✓ "Your upbeat attitude was very exciting and made me enjoy class"
 - Mr. Khalouf implemented a clock buddy system that was used daily to determine student partners and to increase opportunities for student discourse.
 - Mr. Khalouf's nutrition unit plan shows evidence of connecting the content to student's real-life and the awareness of the various student learning styles.
- As a result of the engaging instructional strategies the students valued the course content and were willing to engage at high level of interest.

Standard III: Teachers are responsible for establishing and managing student learning in a positive learning environment.

Mr. Khalouf maintained momentum effectively throughout the lesson to ensure a high level of student involvement. (observation 10-25-12)

- Though the gym was being used for a fundraiser party, the teacher flexibly responded to the loss of time due to an unfamiliar starting routine. "I don't think we have time to do our dribble warm up as we normally do." He then immediately directed students to do another familiar warm up.
- Mr. Khalouf subdivided his students during transitions which prevented traffic jams. "Ladies behind the gentlemen. We're going to do this in shifts. Boys jog up and back."
- Mr. Khalouf provisioned for his students by ensuring he provided all the materials they would need on the tennis courts. "Every group is going to get a clipboard and a pencil."

As a result, students maintained involvement in the learning experiences and maximized instructional time.

Mr. Khalouf masterfully manages the lesson activities and transitions. (observation 5-20-13)

- Throughout the lesson Mr. Khalouf was keenly aware of possible safety concerns. The group on the big mats was reminded of the safety expectation, "Remember we need one person on each side so the mats don't separate". He also reminded students to wait patiently to take their turn.
- Mr. Khalouf used a whistle to draw the students' attention at transition times. After he blew the whistle he would say, "talking stops" and pause for the students' attention. When all were quiet he gave the direction to rotate stations.
- Prior to transitions Mr. Khalouf would provide a verbal cue stating, "30 seconds. 30 seconds". After 30 seconds he blew the whistle. He used a countdown strategy when changing activities. After the independent practice he summarized the lesson as a

group. To get the students into the group he blew the whistle and stated, "Come close to the board. Take a seat in 10....4....1"

- At the conclusion of the lesson, Mr. Khalouf referred back to the mastery objective highlighting the word basic and reminding students that this was just their first time.
- As a result of effective management the students were able to maximize instructional time in a safe and orderly learning environment.

Mr. Khalouf effectively establishes a positive classroom climate that conveys a caring atmosphere and high expectations for the students. (observation 5-20-13)

- Mr. Khalouf refers to all students by name.
- The class is broken up into eight teams. Mr. Khalouf shared (post-observation conference) that the teams are purposefully created to be heterogeneous mixing both abilities and personalities. Team members were supportive and positive as they interacted with each other. Several students were observed clapping for their teammate and praising with comments such as *good job* and *that was good*.
- While the students practiced independently Mr. Khalouf moved quickly among the groups offered praise and feedback such as, "Just try your best. I will walk around to help. Good tuck. Good roll. Good, you've got to tuck your hand. Remember to kick and roll. The group over here did a fabulous job keeping the mats together. You did it!"
- In order to gather feedback on the students self-assessment of their mastery of the western roll, Mr. Khalouf had them close their eyes and then raise their hands in response to the following prompt, "Raise your hand if you are having difficulty and want more time". After gathering this feedback he shared with the class, "Based on the feedback we will start the next lesson with a review".

As a result of the positive learning climate the students were willing to engage in the activity and take learning risks with their peers.

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Mr. Khalouf utilized a variety of assessment strategies to determine student proficiency and used quantitative and qualitative data to inform instruction.
(portfolio artifacts)

- Students completed peer assessments to highlight components of a skill and to provide feedback to classmates.
- Mr. Khalouf incorporated rubrics into his lessons to clearly articulate to students the skills and knowledge that would be held accountable for mastering.
- In addition to performance assessments, Mr. Khalouf incorporated written assessments into his unit plans.

In response to Mr. Khalouf's use of data, both the teacher and students had a clear understanding of their progress toward the daily and unit objectives.

Standard V: Teachers are committed to continuous improvement and professional development.

Mr. Khalouf engages in professional development to hone his craft. (portfolio artifacts)

- Mr. Khalouf is an active participant in Eastern Middle School's professional development program.
- This year, Mr. Khalouf submitted a professional portfolio that documents his practice, and provides evidence of his work toward all six standards.
- Mr. Khalouf seeks out support and assistance from school resources as needed including department colleagues, staff development teacher and administration.
- Mr. Khalouf completed the Overviewing and Analyzing Teaching 1 course.

As a result, students benefit from a teacher committed to his own on-going learning to meet their ever-evolving needs.

Standard VI: Teachers exhibit a high degree of professionalism.

Mr. Khalouf understands and supports the vision of Eastern Middle School.
(portfolio artifacts)

- Mr. Khalouf plans for parent interaction and support at Back to School Night and parent conferences.
- Mr. Khalouf supports a safe and orderly school environment through his consistent presence at his assigned duty location.
- Mr. Khalouf participates in required staff, team, and department meetings.
- Mr. Khalouf plans collaboratively with his physical education and health cohort weekly.

As a result, Mr. Khalouf shows consistently through his words and actions that he is a committed member of the Eastern community.

Standard VII: Content specialists are committed to students and staff through effective school and department leadership.

Mr. Khalouf effectively leads the PE/Health/Arts department by modeling high expectations and commitment to the school vision. (portfolio artifacts)

- Mr. Khalouf was an active member of the Instructional Leadership Team.
- Mr. Khalouf worked collaboratively with the PE teachers to develop a departmental syllabus.
- Mr. Khalouf regularly attended the county-wide resource teacher meetings.
- Mr. Khalouf planned and led department meetings that were relevant and meaningful to his teachers.
- Mr. Khalouf established departmental expectations for instruction and management that he held all teachers accountable for consistently implementing.
- Mr. Khalouf created a yearly teaching schedule detailing the units that were to be taught during each quarter by each teacher.
- Mr. Khalouf was an active participant on the SALT committee that supported student testing throughout the year. As a member of this committee, Mr. Khalouf spearheaded the MSA Incentive program and promoted the MSA pep rally student vs. staff basketball game.
- Mr. Khalouf attended the musical performances throughout the year.
- Mr. Khalouf led the planning and organization for the Annual Arts Alive event that showcased music, arts and technology at Eastern.

As a result of Mr. Khalouf's leadership the departments that he supervised were organized and provided instruction and activities that supported the vision of Eastern Middle School.

Summary

Mr. Khalouf's overall performance is exemplary. Mr. Khalouf meets all standards based on all available evidence. Mr. Khalouf intentionally cued students to ensure his directions were explicit. Mr. Khalouf is committed to the success of his students. Mr. Khalouf clearly framed the learning for his students and effectively employed many principles of learning to assist students as they developed meaning. Mr. Khalouf clearly uses explanatory devices purposefully and effectively. Mr. Khalouf uses instructional strategies that are engaging and make the content relevant to the students' lives and Khalouf maintained momentum effectively throughout the lesson to ensure a high level of student involvement. Mr. Khalouf masterfully manages the lesson activities and transitions. Mr. Khalouf effectively establishes a positive classroom climate that conveys a caring atmosphere and high expectations for the students. Mr. Khalouf utilized a variety of assessment strategies to determine student proficiency and used quantitative and qualitative data to inform instruction. Mr. Khalouf engages in professional development to hone his craft. Mr. Khalouf understands and supports the vision of Eastern Middle School. Mr. Khalouf effectively leads the PE/Health/Arts department by modeling high expectations and commitment to the school vision.