

Office of Human Resources
MONTGOMERY COUNTY PUBLIC
SCHOOLS
Rockville, Maryland 20855

PROFESSIONAL GROWTH SYSTEM
FINAL EVALUATION REPORT:
Teacher

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 Khalouf

Employee Number: 81712

Years of MCPS Experience: 9

Principal: Irina LaGrange

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

School: Tilden Middle School Subject: Physical Education Teacher and Content Specialist

Mr. Kenneth Khalouf is completing his third year at Tilden Middle School as the Physical Education, Health and Music Resource Teacher. He teaches four sections of sixth through eighth grade physical education classes. During his nine year tenure in education, he has taught sixth, seventh, and eighth grade health and physical education. Mr. Khalouf has his Bachelor's Degree in Health and Physical Education and Exercise Science. He holds forty-one graduate credits in the Field of Education, which is a Master's Degree equivalency. He has sponsored and led several intramural sports for multiple grade levels, including basketball, soccer, volleyball, and strength training. He participates regularly in job-embedded staff development and works closely with the members of the Physical Education, Health and Music departments through on-going professional development and department meetings. Mr. Khalouf serves on the Instructional Leadership Team.

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

- Mr. Khalouf provided prompt and specific feedback to students on their work and progress toward goals. He said to a group of students, "Hey guys, you have all the space in the world. Take deep passes." He gave students direct feedback on distance passes. He encouraged them by saying, "There you go. That's a hat trick plus one." He said, "Okay group. Little bit less distance." He pointed out to Sam, "Get closer. I know you are trying to get closer, but they still need you on offense." He encouraged another student, "Keep your eye on the ball. Move to an open space. Good!" As a result, students were applying their learning as they engaged in the activity and participated in competitive handball. (IL, 4/29/2016)

- Mr. Khalouf effectively held students accountable for work and behavior. During the warm-up exercises, Mr. Khalouf reminded students to keep their hips low for a particular exercise. As he surveyed individual students he said, "Stephen, hips low buddy." Stephen adjusted his hips. He has students record themselves for video quizzes which he evaluates during his planning time. During the lesson Ralph, a student, was not dressed but was assigned to various tasks within the classroom which included recording classroom performance directed by Mr. Khalouf. Mr. Khalouf facilitated an archery lesson that was safe by clearly identifying rules and expectation. He provided frequent reminders about how to be safe before it became a safety issue. "Remember, if you drop an arrow just raise your hand." Later in class, two students dropped arrows and followed the correct procedures which helped maintain a safe learning environment. As a result, students achieved at the high standards that were set for them. (JL, 4/5/2016)

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

- Mr. Khalouf provided clear expectations and asked questions appropriate to the mastery objective. He explained, "You have one minute. Go to your goal. Get your cards and discuss your strategy." He encouraged students to reflect on their strategies and plays. He said, "Read those and see if there is something. See which one of those would apply right now." He emphasized, "Goalie change? Are the passes being accomplished? Change one thing." He said, "Alright yellow, de-thrown green!" As a result, students had a clear understanding of the process and the expectations as they reflected on their moves and strategies. (IL, 4/29/2016)
- Mr. Khalouf successfully anticipates student confusion by assessing student knowledge, highlighting important information and breaking multistep process into manageable segments. He provided visual aids in class, referred to those visual aids when appropriate and modeled important steps to help students be successful in archery. "If I'm on the white, what should you do to adjust my aim?" "Track over here to target." He then described how students would adjust their aiming for better results. "What does a successful shot look like?" Mr. Khalouf then facilitated students reviewing the proper steps before sending students to the firing line. As students were on the firing line, he said, "I should see shoulders back and a soft release." Two students on the firing line adjusted their posture. As Mr. Khalouf is monitoring the firing line he says, "Grip up and over. Remember don't overcompensate with your aim." Students checked their grips and made the necessary adjustments. Thus, students understood the common errors made with archery and were able to make the necessary adjustments to their technique to perform at a high level. (JL, 4/5/2016)

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

- Mr. Khalouf built positive interpersonal relationships with students and encouraged all students to participate in the class regardless of their skill level. He circulated the three courts and gave students constant feedback and praised them. He said, "Remember, lead distance passes. Eye on the ball. Slow it down. There you go! Good, good distance!" He said to a reluctant student, "Get a little closer. There you go. Good Leslie. Feet back on. There you go!" He said to a group, "You have about a minute left. Let's play!" He shouted, "Don't give up! It's not over yet!" He smiled at the student. As a result, students were comfortable participating and taking risk in the learning process. (IL, 4/29/2016)

- Mr. Khalouf masterfully established a positive class climate for learning with clearly defined routines. He has every student assigned in squad lines to facilitate taking role in a timely manner. Each class begin with students in squad lines. Directions on where the class will meet are posted outside the locker rooms to inform students where they will need to report for their location. Students on the firing line began hanging bow on the bow tree as soon as they finished firing and waited silently for their peers on the firing line, without any prompting. When told to retrieve their arrows one student would pull their arrows while the other waited at a line a safe distance from the target. When the first student finished the other student would move forward and retrieve their arrows as well. This again was done with no prompting. Each beep from the device had a meaning for the shooters on the firing line and every student correctly to the auditory signals. Hence, students were able to maximize their time developing archery skills throughout the lesson because a safe, friendly environment is well established. (JL, 4/5/2016)

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

- Mr. Khalouf assessed students' understanding throughout the lesson in order to guide instruction. He continuously circulated the three courts, took notes on the clipboard and gave students direct and specific feedback. He said, "Dillon, move to an open space if there is a defender on you." He pointed out, "Spread. Good! Way to get open." He emphasized, "The challenger gets the ball. Don't wait. Game play immediately." He told another group, "Yellow, don't get so close. Move. Grab and go! Good shift change." During the group reflection, he said, "Discuss one strength for the next forty seconds." He followed up by asking them direct questions about their play. He said, "So you are trying to shift charge. That's effective." He asked a student, "Can you leave the goal empty?" The student responded, "Yes, that is a strategy." As a result, students were provided with instant feedback on their plays, they were able to reflect with their peers and immediately implement the changes and upgrades. (IL, 4/29/2016)
- Mr. Khalouf consistently collected and analyzed data aligned with his curriculum to support his Students Learning Objective (SLO). The SLO target stated, "Students in physical education 8 will be able to explain and demonstrate how to successfully perform the 11 steps of archer success." In a pre-assessment test, 5 of my 36 students in 4th period scored 69% or less on an archery skills assessment. At the mid-point all students had made gains to achieving the targeted result. In the post assessment. 4/5 students reached the targeted goal. The other student made gains but did not reach the targeted goal. During the established timeframe, Mr. Khalouf provided teacher feedback, video feedback, one on one instruction, and small group instruction in the areas of identified need based on the pre-assessment and mid-assessment. As a result, four of the five identified students were able to achieve the established goal. (JL, 4/5/2016)

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

Mr. Khalouf completed the following trainings since his last evaluation:

Graduate Courses

17 Credits

Fred Jones Tools for Teaching Workshop, University of San Diego 2016

2 Credits

Innovative Curriculum Design, Dominican University of California	2015	6 Credits
Instructional Design, Dominican University of California	2014	6 Credits
Observing and Analyzing Teaching II- OAT II	2013	3 Credits

County Hours

18.25 Hours

Recognizing and Reporting Child Abuse and Neglect-Face-to-Face	8/21/15
Recognizing and Reporting Child Abuse and Neglect	8/17/15
Health Education Grades 6/7/8 Summer Training 2015	7/22/15
Health Education Spring Countywide Meeting	3/24/15
Middle School Health & Physical Education Countywide Meeting	12/4/14
Literacy & Leadership 2014- Rotation 2	7/10/14
Health Education for Family Life and Human Sexuality	6/24/14
Grade 6-8 Middle School Health Education Annual Online Update	5/30/14
Concussion in Sports-What you Need to Know	7/31/13
Bloodborne Pathogen Exposure Prevention FY14	7/11/13

Total Hours of Fitness Education Workshops and Home Study Programs

139 hours

End Neck and Back Pain	Exercise ETC	10 CEU's	6/29/2015
Bigger, Faster, Stronger	Exercise ETC	20 CEU's	6/29/2015
Women's Home Workout	Exercise ETC	16 CEU's	6/29/2015
Fitness Illustrated	Exercise ETC	10 CEU's	6/15/2015
Functional Mobility Drills	Exercise ETC	2 CEU's	4/12/2015
Fitness Trends: Microburst Workout	Exercise ETC	2 CEU's	4/12/2015
Exercise for Chronic Disabilities	Exercise ETC	2 CEU's	4/12/2015
Functional Anti-Aging Routines	Exercise ETC	2 CEU's	4/12/2015
Functional Training: Next Generation	Exercise ETC	2 CEU's	4/11/2015
The Core Training Continuum	Exercise ETC	2 CEU's	4/11/2015
Functional Exercises Complexes	Exercise ETC	2 CEU's	4/11/2015
The Shoulder Push, Pull, Rotate, Repeat	Exercise ETC	2 CEU's	4/11/2015
Dynamic Correspondence	NSCA Webinar	1 CEU	6/23/2014
Footwear and Function	NSCA Webinar	1 CEU	6/23/2014
Building Your Business	NSCA Webinar	1 CEU	6/23/2014
Higher Intensity Interval Training	NSCA Webinar	1 CEU	6/23/2014
Training Differences Between Men and Women	NSCA Webinar	1 CEU	6/22/2014
Top 10 Abdominal Exercises	NSCA Webinar	1 CEU	6/22/2014
Real World Recovery Techniques	NSCA Webinar	1 CEU	6/22/2014
Evidence Based Youth Training & Conditioning	NSCA Webinar	1 CEU	6/22/2014
Foam Rolling Training	DSW Fitness	4 CEU's	7/4/2014
Core Conditioning	DSW Fitness	3 CEU's	7/1/2014
Dynamic Warm-Up	DSW Fitness	4 CEU's	6/28/2014
Core Training Anatomy	Exercise ETC	12 CEU's	7/7/2014
Bosu Complete Moves International fitness		20 CEU's	8/10/2014
Prescriptive Stretching	Exercise ETC	16 CEU's	1/20/2014

Standard VI: Teachers exhibit a high degree of professionalism

Mr. Khalouf met professional expectations with quality.

- He collaborated with his department colleagues to support the mission of the school.
- He participated in required November parent conferences. (observation)
- He completed necessary substitute plans when absent from school. (observation)
- He reported to work and meetings on time. (observation)
- He participated on an interdisciplinary team weekly. (observation)
- He completed assigned chaperone and afternoon duties. (observation)

As a result, the overall school functioned with greater quality and efficiency.

Summary:

In conclusion, Mr. Khalouf effectively held students accountable for work and behavior. He successfully anticipates student confusion by assessing student knowledge, highlighting important information and breaking multistep process into manageable segments. He masterfully established a positive class climate for learning with clearly defined routines. He *consistently collected and analyzed data aligned with his curriculum to support his Students Learning Objective (SLO)*. He looks forward to continuing to increase his department's capacity and the overall fitness of students. **The goal for professional growth for Mr. Khalouf is for him to continue to build his departments capacity in effective data collection and remain reflective on his instruction.** (JL, 4/5/2016)

Mr. Khalouf engaged students in the lesson and created an atmosphere of trust that allowed risk-taking and collaboration. He planned and delivered a lesson that challenged students without overwhelming them. He provided prompt and specific feedback to students on their work and progress toward goals. Mr. Khalouf built positive interpersonal relationships with students and encouraged all students to participate in class discussions and take risks in the learning process. He assessed students' understanding throughout the lesson in order to guide instruction. **The goal for professional growth for Mr. Khalouf is to utilize technology during instruction in an effective manner.** (IL, 4/29/2016)

Dates of Observations: 4/5/2016 4/29/2016

Dates of Conferences: 4/5/2016 5/4/2016

(Both observations were conducted during the second semester due to extended medical leave)

Final Rating: (X) Meets Standard () Below Standard

Evaluator's Signature



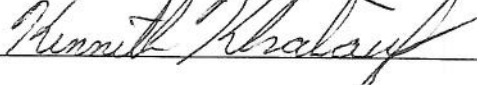
Date 5/21/14

Principal's Signature



Date 5/21/14

Teacher's Signature



Date 6/03/16

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