



Eastern Middle School

Professional Growth System Post-Observation Conference Report

Teacher Name: Mr. Ken Khalouf	Observation Date: May 20, 2013
Subject/Grade: 6 th Grade PE	Observation Time: 12:17PM-1:02PM (Period 5)
Observer Name: Casey Crouse	Post-observation Conference Date: May 23, 2013
Was this observation announced? No	Pre-observation conference Date: N/A

Mr. Khalouf has been teaching for six years. This is his first year at Eastern Middle School, and his first year as a Physical Education Content Specialist. He currently teaches three classes of 8th grade physical education and one class of 6th grade physical education. The observed lesson was a 6th grade class with 32 students; sixteen girls and sixteen boys. The class make-up is racially diverse and includes students of all academic levels.

The class is taught independently without a para-educator or special education co-teacher. The observed lesson is an MCPS approved unit for physical education and was part of the track and field unit. The class was taught using the full main gym and all equipment and materials were set-up prior to the start of the class. All students were dressed for class.

The mastery objective for this lesson was posted on the white board and was reviewed with students. The objective for the lesson was, "SWBAT demonstrate a basic proficiency of the western roll by following the rubric". The rubric for the was also posted:

- J shape approach with legs.
- Plant your take off foot as close to mat as possible.
- Kick opposite hand with trail foot.
- Tuck (hug) body with other arm.

The agenda and rubric were addressed with fidelity. All students actively engaged and participated in a positive manner following teacher directions consistently.

Mr. Khalouf clearly uses explanatory devices purposefully and effectively. (Standard II)

- 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 western roll.

Mr. Khalouf masterfully manages the lesson activities and transitions. (Standard III)

- 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. (Standard III)

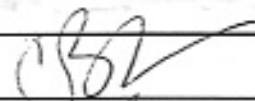
- Mr. Khalouf refers to all students by name.
- The class is broken up into eight teams. Mr. Khalouf shared (post-observation conference) that the teams are purposefully created to be heterogeneous mixing both abilities and personalities. Team members were supportive and positive as they interacted with 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.

During the post-observation conference Mr. Khalouf shared that at the end of the lesson 8 students self-reported that they did not get it but he felt that there were 11 that needed additional time to work on the skill. As a result he included a review of the western roll and provided focused support for those students who were struggling. He also offered some students the opportunity for additional practice time during lunch. Additionally, we discussed strategies for assigning student groups and lesson components that Mr. Khalouf would modify if he were to teach the lesson again.

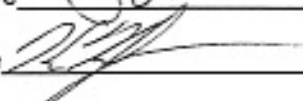
In summary, Mr. Khalouf implemented a well-planned lesson that engaged all students. Mr. Khalouf clearly uses explanatory devices purposefully and effectively. Mr. Khalouf masterfully manages the lesson activities and transitions. Mr. Khalouf effectively establishes a positive classroom climate that conveys a caring atmosphere and high expectations for the students.

Observer's Signature



Date 5-30-13

Teacher's Signature



Date 5-30-13

The teacher's signature indicates that the teacher has read and reviewed the Post-Observation Conference Report, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.