



## Eastern Middle School

### Professional Growth System Post-Observation Conference Report

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Teacher Name: Kenneth Khalouf

Observation Date: October 25, 2012

Subject/Grade: Physical Education Grade 6

Observation Time: 12:20 p.m. to 12:50 p.m.

Observer Name: Elizabeth Sandall

Post-observation Conference Date: October 26, 2012

Was this observation announced? Yes

Pre-observation conference Date: October 23, 2012

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#### Observer Description:

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 8<sup>th</sup> grade physical education and one class of 6<sup>th</sup> grade physical education. This was an announced observation. The observed lesson was a 6<sup>th</sup> grade class with 32 students. Three of the students qualify for special education services, one is currently receiving ESOL services, and two of the students are ESOL 10s (students exited from ESOL through parent requests). The students are racially diverse: nine Hispanic students, nine white students, three Asian students, and eleven African American students.

The following was the written objective:

- Students will be able to shoot an instep soccer shot by keeping their planter foot beside the ball and toward the target, the shooting foot contacting the ball on the instep of the foot, and following through with the shot while aiming at a stationary target.

The objective was written at the mastery level and communicated to the students on their handout and shared verbally with students. The observed lesson included a whole class model where the teacher and student volunteers modeled a successful kick (noting the criteria), the student to student feedback process, and the process for practicing in small groups. Then, the students worked in small groups to practice the shot. In any rotation of the small group, one person kicked, one provided feedback, and one retrieved the ball.

By the end of the observation, 27 out of 31 students met the objective as observed by the teacher during the lesson.

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

Mr. Khalouf intentionally cued students to ensure his directions were explicit.

- "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.

### **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.

- 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.

- 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.

### **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.

- 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.

### Post-Observation Conference

In the post-observation conference, we discussed the lesson and student work.

Mr. Khalouf shared that 27 out of 31 students mastered the objective of the observed lesson. Of the four who are still working on it, one is struggling with the planter foot, one with follow through, and two with shooting foot contact. Mr. Khalouf shared that he plans to reteach the skill to these four students during today's lesson while the other students move on to a moving pass to kick. Mr. Khalouf communicated his high expectations for his students. "It isn't a skill that can't be mastered. This is a skill all kids can get."

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

The observer commented on the fact that Mr. Khalouf revised his objective from the pre-observation conference to the observed lesson based on the conversation in the pre-observation conference. Mr. Khalouf shared that he decided to add the criteria in the objective. He "looked at resources and went to the detail right off the bat." When asked what he thought the impact of the revision was on the lesson, Mr. Khalouf shared, "It structured kids that weren't performing the task more and helped structure their feedback."

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

The observer asked how the routines were established for this class since all students appeared to move seamlessly through transitions and maximize instructional time. Mr. Khalouf shared that the entire department dedicated "a large portion in the beginning of the year to set up management." He also gave his students a lot of credit for this. "They're good kids. They know what we have to do it. They buy into maximum activity time." Mr. Khalouf identified a couple specific actions he has taken to develop a classroom climate where students are timely and attentive in their response to directions and classroom routines. First, he went back to basics. "If I'm talking, point your toes at me. It's ridiculous,

but it works." He also uses positive praise. Mr. Khalouf shared that he "just got his 6<sup>th</sup> period there, and then he got two new ESOL kids and one emotionally disturbed student." We discussed the amount of time it takes to develop these clear routines and expectations.

When asked by the observer what he wanted to work on this year, Mr. Khalouf shared his concern about getting a new 8<sup>th</sup> grade group each quarter. As a new member of the staff, he recognizes, "it takes time. They don't know me." Mr. Khalouf specifically wants to build relationships with the 8<sup>th</sup> graders, maintain the structure he has developed with his first quarter classes, and have the new 8<sup>th</sup> graders buy into a system that they aren't used to. We discussed that relationships could be built with the 8<sup>th</sup> graders through other venues in the school before they are in his class: at lunch, before school, afterschool activities, and/or chaperoning an 8<sup>th</sup> grade field trip. Mr. Khalouf shared that he's teaching during 8<sup>th</sup> grade lunch and usually setting up before school for instruction. The observer suggested that he invite one current 8<sup>th</sup> grade student to bring a friend and assist him in the morning. The observer also suggested that he gather some data on the management plan the he's currently using with his students. This could be a reflection done by the students to let him know what worked from their perspective. Mr. Khalouf shared, "I've kind of already done that with clear expectations." He went on to share that his sixth period is reading during our Drop Everything And Read time. "They're reading in DEAR!" Overall, Mr. Khalouf shared that his main goal is to "get above the management level to authentic instruction."

#### Follow up

Based on this observation, Mr. Khalouf should do the following:

- Gather data from students to evaluate the classroom management plan he has used this quarter.
- Seek out opportunities to build relationships with 8<sup>th</sup> graders before they are assigned to his class.

#### Summary

Mr. Khalouf is in his 6<sup>th</sup> year of teaching. Mr. Khalouf intentionally cued students to ensure his directions are explicit. Mr. Khalouf clearly framed the learning for his students. Mr. Khalouf effectively employed many principles of learning to assist students as they developed meaning. Mr. Khalouf maintained momentum effectively throughout the lesson to ensure a high level of student involvement. Mr. Khalouf should continue to gather data from students to evaluate the classroom management plan he has used this quarter. Mr. Khalouf should seek out opportunities to build relationships with eighth graders.

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Observer's Signature Elizabeth A. Sundall Date 10/31/12  
 Teacher's Signature Kenneth R. Khalouf Date 11/1/12

*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.*