



KALD Distinguished Teachers Award Manual

School Year 2022 - 2023

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KALD Chairwoman Message

Mrs. Amal Al Sayer

قم للمعلم ووفه التبجيلا

كاد المعلم أن يكون رسولا

The Lebanese poet, Ahmad Shawky, has said it in the beginnings of the last century; however, his message is still being believed by us up to now. And it is noteworthy to say that the validity and applicability of this poem will continue.

The teachers are soldiers in the front lines as they bear the good and the severe conduct of the academic management; that is, the philosophy of Ministry of Education, the decision-makers of educational plans, the strategies applied, and the school management. Of course, teachers' dedication is surely affected by the educational climate provided by those.

The above justifies the goad behind “**The Distinguished Teachers Award**” in the sense that if we do not recognize the important role of the teachers in teaching our children and cultivating their personalities, then we are not assessing our performance as leaders and our educational messages.

At the end, I would like to thank the award sponsors, the participating teams, and the planning committee hoping the best for all.

I consider this award very humble compared to the teachers' outcomes and dedication which are playing a fabulous role in creating the forthcoming of our future generation from young men and ladies.

Best regards,

Amal Al Sayer

PART I- The Kuwaiti Association for Learning Differences- KALD & KALD Distinguished Teachers Award 2022 -2023

1- Overview on KALD:

The Kuwait Association for Learning Differences (KALD) is a social welfare association that collaboratively works towards helping students with learning differences in private schools in Kuwait.

KALD was established in 2007 and is funded by Masharea Al Khair/ Kuwait Project Company. Its Board of Trustees is comprised of educators, specialists and parents who volunteer to offer their time and effort to serve students with Learning Difficulties.

Services offered:

- To help and support students with Learning Difficulties academically, psychologically and socially.
- To organize awareness programs for parents of children with Learning Difficulties that include lectures, workshops and articles published in the media, providing ways of living and adapting to those difficulties.
- To guide parents to diagnostic centers, schools and universities.
- To organize courses and host workshops on different Learning difficulties for the professionals working in this domain.
- To work and exchange information and experiences with local, regional and global institutions concerned with students with learning difficulties.

- To be up to date with current research and providing this information on our website, library, workshops and lectures held by KALD.
- To organize awareness campaigns and international conferences for people working in the educational field and parents.

2- About KALD AWARD

2.1- Award Objectives:

KALD Distinguished Teachers Award will be granted to teachers who exemplify the highest standards in teaching students with Learning Difficulties and Attention Deficit Hyperactivity Disorder. The purpose of this award is to:

- Acknowledge distinguished teachers working with LD/ ADHD students in private schools.
- Create motivation and stimulation to teachers to excel at their work and make significant contributions to their schools and communities.
- Promote self-assessment and reflection on practice.
- Urge teachers to work on their own professional growth plan.
- Enhance professional practices so as to positively impact student learning.

2.2- Award Criteria:

The Award Committee will select the Distinguished Teachers based on international criteria used in the education field as well based on international and national awards standards. The standards include but are not limited to:

- Inner and outer recognition for excellence and innovation in teaching students with Learning Difficulties and / or Attention Deficit Hyperactivity Disorder, as mainly observed by parents and colleagues at work.
- Commitment to excellence and originality in teaching as shown in:
 - Excellent performance of daily responsibilities.
 - Development of effective techniques and practices.

- Attractive and stimulating presentation of lessons.
- Demonstration of respect for student inquiry and discussion.
- Effective relationships with students.
- Continuous efforts to evaluate and improve one's own teaching.
- Match the criteria presented in Charlotte Danielson "Framework for Teaching Model".

2.2.1- Charlotte Danielson "Framework for Teaching Model"

- Charlotte Danielson "Framework for Teaching Model" is a research-based set of components of instruction that might be used for teacher evaluation, and professional development, helping teachers become more thoughtful practitioners.
- It is one of the most widely used systems by educators to identify a clear set of standards that define effective teaching.
- It describes not only the teaching that occurs in the classroom but also the behind-the-scenes work of planning and other professional work.

Domain 1 – Planning & Preparation

- ✓ 1a: Demonstrating knowledge of content & pedagogy
- ✓ 1b: Demonstrating knowledge of students
- ✓ 1c: Setting structural outcomes
- ✓ 1d: Demonstrating knowledge of resources
- ✓ 1e: Designing coherent instruction
- ✓ 1f: Designing student assessments

Domain 2 – Classroom Environment

- ✓ 2a: Creating an environment of respect & rapport
- ✓ 2b: Establishing a culture for learning
- ✓ 2c: Managing classroom procedures
- ✓ 2d: Managing student behavior
- ✓ 2e: Organizing physical space

Domain 3 – Instruction

- ✓ 3a: Communication with students

- ✓ 3b. Using questioning and discussion techniques
- ✓ 3c: Engaging students in learning
- ✓ 3d: Using assessment in instruction
- ✓ 3e: Demonstrating flexibility and responsiveness

Domain 4 – Professional Responsibilities

- ✓ 4a: Reflecting on teaching
- ✓ 4b: Maintaining accurate records
- ✓ 4c: Communicating with families
- ✓ 4d: Participating in a professional community
- ✓ 4e: Growing and developing professionally
- ✓ 4f: Showing professionalism

2.3 - Nomination procedures

2.3.1- Applicant to fill the application form which should include:

- The nominee’s CV, the current school, students’ information, a statement of his/her teaching philosophy, teaching experience, training courses, personal skills and any other relevant information.

3.2.1- Applicant to finalize the NOMINATION FILE which should include:

- A letter of nomination, recognition letters (from teaching colleagues, parents and schools 'administration)
- The candidate self-assessment narrative based on the framework For teaching rubrics.

Relevant documents such as, class schedules, seating charts, lesson plans, activity descriptions, classroom rules and discipline procedures, copies of worksheets, logs of parents’ contacts, student achievement data, copies of quizzes and tests, copies of grade book, example of student work. A videotaped teaching session (videotapes will be treated confidentially and will be returned to the teacher).

2.3.3 General conditions

The Candidate has to prove to be:

- An active teacher
- Has a Bachelor degree and at least five years of experience
- Knowledgeable of the curriculum the school has adopted and how it can be adapted and modified to suit the needs of students with LD.
- Nomination has to be done according to the procedures described in this guide.
- The candidate can nominate himself/herself –or- he/she can be nominated either by the school administration, the parents, or a teaching colleague.

2.4- Award Prizes:

2.4.1- Cash Prizes

The first place winner and the school in which he/she works will receive a cash prize of KD 3000 (2000 KD to the teacher and 1000 KD to the school to be used for professional development).

The second place winner will receive a cash prize of 1250 KD and another 750 to the school he/she works in.

The third place winner will receive a 750 KD and another 250 KD will go to the school in which he/she works in.

2.4.2- Other Benefits:

- Recipients will receive recognition plaques.
- Recipients will receive an invitation to the KALD end of year VIP dinner.
- Recipients will be featured in the 2014 KALD annual report
- Recipients will be granted the attendance to all KALD professional development events.

2.5- Structure Scope of work:

- **Phase 1: Review the nomination file**
 - ✓ Gather and assess all the evidence of performance collected.
 - ✓ Semi-finalists will be chosen)

- **Phase 2: Class Observation**
 - ✓ Classroom observation forms (based on Charlotte Danielson Framework for Teaching) will be applied as evaluation tools when the committee visits the schools to observe the semi-final candidates.
 - ✓ Examine the summative rating gathered from the rubrics (the components rating will be used to establish domains ratings which will lead to establish the final educator practice rating).

- **Phase 3: Personal Interview**
 - ✓ All evidence will be collected and analyzed.
 - ✓ Final selection will take place.

2.6- Award Timeline 2022 - 2023

- **September to November 2022 - Nomination announcement**
 - MOE announcement
 - Application form should be filled and handed to KALD not later than November.
 - Charlotte Danielson self-assessment rubric and guidelines will be available on the KALD website.
 - The media campaign will be launched.
- **December 2022 -** Nomination with all required documents are due.
- **January 2023 -** Award Committee reviews nomination and verifies eligibility.
- **February 2023-** First list of qualified candidates will be issued.
- **March to April 2023-** Schools' visits and candidates' observation.
- **May 2023 -** Personal Interview and the three finalists' selection.
- **June 2023 -** Award Ceremony

For more information

- Email **Dr. Huda Shaaban** the AWARD project Coordinator @ hudash@yahoo.com, Kaldkt@gmail.com
- You may **download KALD AWARD forms** from the Kuwaiti Association for Learning Differences – KALD website: www.kaldkuwait.com

PART II:

**KALD Distinguished Teachers Award Criteria/
Framework for Teaching – Charlotte Danielson**

Introduction

Charlotte Danielson's Framework for Teaching has been used by educators to identify a coherent, clear set of standards that define effective teaching and define areas for improvement and areas for growth.

It is a research-based set of components of instruction that might be used for teacher evaluation, and professional development, helping teachers becoming more thoughtful practitioners. This is why it has been referred to as the "**Educator Evaluation and professional Growth System**".

It is one of the most widely used systems that define good teaching, it describes not only the teaching that occurs in the classroom but also the behind-the-scenes work of planning and other professional work.

The Danielson Framework for Teaching is organized around four domains that represent distinct aspects of teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Within each domain are components and elements that identify skills and knowledge associated with that particular domain. For instance, six components make up the Planning and Preparation domain, specifically: Demonstrating Knowledge of Content and Pedagogy, Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, and Designing Student Assessments. Together, these components describe the skills or knowledge associated with an educator's competency in that particular domain.

This Interpretation Guidelines refers to each domain and give thorough explanations on each component and related elements. As well, it gives a list of indicators that educators should present as evidences that show their teaching performance. The levels of performance for each component is cited together with critical attributes and examples to make it easier to educators to define which category best describes their practices.

It is highly advisable to use this guide as a reference when filling the self-Assessment and the professional growth forms.

Domain 1 – Planning & Preparation

1a: Demonstrating Knowledge of Content & Pedagogy

- Knowledge of the content & the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b: Demonstrating Knowledge of Students

- Knowledge of child & adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge & language proficiency
- Knowledge of students' interests & cultural heritage
- Knowledge of students' special needs

1c: Setting Structural Outcomes

- Value, sequence & alignment
- Clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating Knowledge of Resources

- Resources for classroom use
- Resources to extend content knowledge & pedagogy
- Resources for students

1e: Designing Coherent Instruction

- Learning activities
- Instructional material & resources

Domain 2 – Classroom Environment

2a: Creating an Environment of Respect & rapport

- Teacher interaction with students
- Student interaction with other students

2b: Establishing a Culture for Learning

- Importance of the content
- Expectations for learning & achievement
- Student pride in work

2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials & supplies
- Performance of noninstructional duties

2d: Managing Student Behavior

- Expectations

Each **Domain** is broken up into **Components** which are then broken down into bulleted **Elements**

Domain 4 – Professional Responsibilities

4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Noninstructional records

4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d: Participating in a Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to school
- Participation in school's projects

4e: Growing and Developing Professionally

- Enhancement of content knowledge & pedagogical skills
- Receptivity to feedback from colleagues
- Service to profession

Domain 3 – Instruction

3a: Communication with Students

- Expectations for learning
- Directions & procedures
- Explanations of content
- Use of oral & written language

3b. Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging Students in Learning

- Activities & assignments
- Grouping of students
- Instructional material & resources
- Structure & pacing

3d: Using assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e: Demonstrating flexibility and Responsiveness

PART III:

General Information and Forms

KALD Distinguished Teachers Award

School Year 2022 -2024

General Instructions

1- The Self-assessment Form:

- To be filled and printed electronically.
- All the standards and the basic elements of performance should be covered (appraisal will be given based on all aspects).
- The notes are to be written in the “self-assessment form” in the “indicators” section. However, they should not exceed a page and a half.
- Font type: **Arial**
- Font Size: **14**
- Line spacing: **1.5 lines**

2- The Recognition letter:

- Four copies of the recommendation letter should be sent to whom it may concern as follow:
 - The school director
 - The academic supervisor
 - A teaching colleague
 - A parent
- Letters of recommendation received from concerned people should be added to the nomination file in sealed envelopes.

3- The Nomination file:

- Fill out the application form either in Arabic or English.
- Submit three complete hard copies of the “self-assessment form”.

- Enclose an electronic version of the “self-assessment form” on a USB.
- Enclose any relevant supporting documentation: Class schedule, seating charts, activity descriptions, classroom rules and discipline procedures, copies of worksheets, logs of parents’ contacts, student achievement data, copies of quizzes and tests, copies of grade book, example of student work, examples of written feedback, examples of student notebooks, examples of Parent communication book.
- Enclose the four letters of recommendation.
- Enclose CV with all the relevant documents.
- Relevant documentation to show years of experience.
- Copies of educational certificates.
- Training courses and workshops attended (if available).
- A recent personal photograph
- A copy of the civil ID
- A valid residence.

NB: In addition to the hard copies documents, softcopies of the CV, certificates, are preferably to be available on a USB together with the self-assessment form.

- ✚ The Acknowledgement form should be signed
- ✚ All the required documents and the USB are to be put in an A4 envelope and submitted to:

D. Huda Shaaban – Distinguished Teachers Award Coordinator
Kuwaiti Society for learning differences
 Center for Child Evaluation and Teaching
 Al Surrah- Block 4- Street 14
 Second floor room, 9 and 10
 Phone: 25353681/2/3 ext.: 300
 Fax: 25358914
 E-mail: kaldkt@gmail.com
 Website www.kaldkuwait.com

4- Important notes:

- All the information submitted to KALD will be handled confidentially.
- The candidate evaluation will be based on the information written in the self-assessment form, the data recorded in the formal forms and the accompanying documents.
- The Award Committee will not depend on the size of the information written and the number of documents, but on the accuracy of the information and relevant data.
- The Award Committee has the right to refuse any nomination which does not abide to the award conditions described in this manual and the rules and regulations affiliated with it.
- All the information provided by the candidate will be considered as rights of the KALD.
- Nomination files that do not adhere to all of the above criteria will be excluded.

Photograph

صورة شخصية

طلب الترشيح

Candidate Application

معلومات مقدم الطلب

Candidate Basic Information

Name:	الاسم الثلاثي:
D.O.B:	تاريخ الولادة:
Nationality:	الجنسية:
School's Name:	اسم المدرسة:
Current Class taught:	المرحلة التي يتم تدريسها حالياً:
Current Subject/s taught:	المادة / المواد التي يتم تدريسها:
MOE and HCD Teaching Approval Yes No	حصول المعلم على موافقة وزارة التربية والمجلس الأعلى لشؤون الأشخاص ذوي الاعاقة لممارسة مهنة التعليم في الكويت نعم لا
School's Director:	اسم مدير/ة المدرسة:
Director's Mobile #:	رقم الهاتف الخليوي لمدير/ة المدرسة:
Director's Email:	البريد الالكتروني لمدير/ة المدرسة:
Academic Supervisor:	اسم المشرف التربوي المباشر للمعلم:
Supervisor's Mobile #:	رقم الهاتف الخليوي للمشرف التربوي:
Supervisor's Email:	البريد الالكتروني للمشرف التربوي:

Teaching Experiences

الخبرات التعليمية

Qualifications:	المؤهل العلمي:
Major:	التخصص:
College/University:	اسم الكلية/ الجامعة:
Year of Graduation:	سنة التخرج:
Total Years of Experience in Teaching:	مجموع سنوات الخبرة في التعليم:
Accredited Training Courses Taken:	الدورات التدريبية المعتمدة:
Published Literature and Research (If Any)	المؤلفات المنشورة والبحوث (اذا وجدت)
Personal Skills (As wished by the teacher to add)	ما يرغب المعلم في اضافته عن نفسه (المهارات الشخصية):

تم ترشيح المعلم من قبل: مدير المدرسة المشرف التربوي زميل في العمل ولي أمر

Nominated by: School Director Supervisor Colleague Parent

نموذج رسالة التوصية
Recognition Letter

<p>From Mr./ Mrs.</p> <hr/> <p>To the Kuwaiti Association for Learning Differences – KALD. I recommend Mr/ Mrs.</p> <hr/> <p>applying for the Distinguished Teachers Award 2013 -2014. Find below a description for the educational situations that reflect the candidate personality in the shrerres mentioned:</p>	<p>من السيد / السيدة</p> <hr/> <p>الى ادارة الجمعية الكويتية لاختلافات التعلم تحية طيبة وبعد... أوصي بالمعلم /ة المتقدم /ة</p> <hr/> <p>لجائزة المعلم المتميز للعام 2013-2014 ، وسأذكر موقفا تربويا يعكس تميز شخصية هذا المعلم /ة في المجالات جميعها أدناه:</p>
<p>Teamwork / Team Spirit</p>	<p>العمل الجماعي بروح الفريق</p>
<p>Role ideal and Positive influence on others</p>	<p>القدوة والتأثير الايجابي في الآخرين</p>
<p>Flexibility and Adaptability</p>	<p>المرونة وقابلية التكيف</p>

المعلومات الشخصية لكاتب رسالة التوصية

Personal Information of the person concerned

Parent	ولي أمر <input type="checkbox"/>	School Director مدير المدرسة <input type="checkbox"/>
		Academic Supervisor المشرف التربوي المباشر <input type="checkbox"/>
		Teaching Colleague معلم زميل <input type="checkbox"/>
عدد سنوات معرفتي المهنية بالمرشح من عام () الى عام ()		
I professionally dealt with the candidates from year () to ()		
Email:	البريد الالكتروني :	
Landline#:	رقم الهاتف الارضي:	
Mobile #:	رقم الهاتف الخليوي:	

Acknowledgement

تعهد

اتعهد انا الموقع أدناه _____ بأن ما كتب عن المعلم /ة من قبلي، يعكس واقعه الحقيقي من وجهة نظري الشخصية، ولا مانع لدي من تفويض ادارة الجمعية الكويتية لاختلافات التعلم بالتصرف في محتوى رسالة التوصية للأغراض العلمية والإعلامية تعزيزا لنشر ثقافة التميز في الميدان التربوي، ولا مانع لدي من لقاء فريق التقييم يوم زيارة المرشح ميدانيا.

I, the undersigned, _____ acknowledge that all information provided reflects my own personal opinion and I grant KALD the right to use the information for scientific advancement, and advertising purposes and I agree to meet the Award Committee during the field observation of the candidate.

Date:	التاريخ:
Signature:	التوقيع:

ملاحظة: الرجاء التأكد من استكمال معلوماتك الشخصية قبل اغلاق الرسالة وتسليمها الى المعلم المرشح مغلقة.

Note: Kindly make sure that all your personal information is completely filled before submitting the sealed letter to the candidate.

نموذج الاقرار والتعهد

Acknowledgement Form

Acknowledgement		الاقرار
I Mr./Mrs_____acknowledge	أقر أنا _____	
that all information provided is accurate and reflects my own achievements and ideas. In addition, I grant KALD the right to use any materials presented to enhance excellence among candidates.	ان المعلومات المقدمة جميعها حقيقية وتعكس انجازاتي وافكاري الخاصة وغير منقولة. كما أقر بالتزامي بكافة التعليمات الواردة بطلب الترشيح وانه لا مانع لدي من تفويض ادارة الجمعية بالتصرف في المادة المقدمة تعريزا لنشر ثقافة التميز بين المعلمين.	
Teacher's phone:	رقم هاتف المعلم الأرضي:	
Teacher's Mobile #:	رقم الهاتف الخليوي:	
Fax #:	رقم الفاكس للمعلم:	
Teacher's Email:	البريد الالكتروني للمعلم:	
Signature:	توقيع المعلم:	
Date:	التاريخ:	

Committee Remarks	ملاحظات لجنة التحكيم:

اللائحة التقديرية

Checklist

حرصاً من الجمعية الكويتية لاختلافات التعلم على قبول كافة طلبات الترشيح المستوفية الشروط، الرجاء التأكد من مراجعة ما طلب منكم على النحو التالي:

Please ensure that you have provided all information in the checklist:

<p>تم ملء نموذج التقييم الذاتي مع اضافة الشواهد لكل مؤشر</p> <p>The Self-Assessment & professional growth forms have been fully filled with all the evidence required <input type="checkbox"/></p>	<p>ملئ نموذج التقييم الذاتي وعرض الشواهد لكافة المؤشرات</p> <p>The Self-Assessment form based on Charlotte Danielson standards</p>
<p>مرفق 3 نسخ ورقية من دليل المعايير</p> <p>Enclosed 3 hard copies of the Self-Assessment form <input type="checkbox"/></p>	
<p>مرفق نسخة الكترونية من ملف كتابة المعايير</p> <p>An electronic copy of the Self-Assessment form has also been enclosed <input type="checkbox"/></p>	
<p>طلب الترشيح معبأ بشكل كامل</p> <p>The candidate's application is complete <input type="checkbox"/></p>	<p>نموذج طلب الترشيح</p> <p>Application Form</p>
<p>الإقرار تم توقيعه من قبلك</p> <p>The endorsement has been signed by you <input type="checkbox"/></p>	
<p>مرفق صورة شخصية حديثة</p> <p>A recent personal photograph <input type="checkbox"/></p>	
<p>التأكيد على كاتب رسالة التوصية تعبئتها كاملة وتوقيعها</p> <p>Recommendation letters are completed and signed <input type="checkbox"/></p>	<p>رسائل التوصية</p> <p>Recognition Letters</p>
<p>ارفاق 4 رسائل توصية: مدير المدرسة، المشرف التربوي المباشر، ولي امر، زميل في العمل</p> <p>Enclosed the recognition letters from: 1- the school director, 2- the academic supervisor, 3- teaching colleague, 4- a parent</p>	
<p>طلب الترشيح</p> <p>Application Form <input type="checkbox"/></p>	<p>المرفقات</p> <p>Attachments</p>
<p>السيرة الذاتية مع الشهادات الجامعية وشهادات الخبرة والدورات التدريبية</p> <p>CV with all the relevant documents <input type="checkbox"/></p>	
<p>حصة تعليمية مصورة عن طريق الفيديو</p> <p>A videotaped teaching session <input type="checkbox"/></p>	
<p>الوثائق الداعمة: جدول الحصص، الإجراءات الصفية والانضباط، نسخ من أوراق العمل، سجلات الاتصالات مع أولياء الأمور، بيانات إنجازات الطالب، نسخاً من الاختبارات، أمثلة على عمل الطالب، دفتر التحضير، الخ</p> <p>Any relevant supporting documentation: class schedule, seating charts, activity descriptions, classroom rules and discipline procedures, copies of worksheets, logs of parents contacts, student achievement data, copies of quizzes and tests, copies of grade book, example of student work, examples of written feedback, examples of student notebooks, examples of parent communication book.</p>	

