Information for Prospective Faculty 2011/2012

“...where education meets the future.”
Introduction

We thank you for your interest in The American School of Doha. We are proud of our school and what our educational program offers to students. Every overseas school is unique and ours is no exception. Within the pages of this booklet, we hope you can discover more about who we are and about the vibrant Gulf country Qatar.

Applications from qualified teachers are accepted at any time, but non-local applications are best made between September and December. We look for teachers who have a passion for teaching, care deeply about students, enjoy working with others in a collaborative atmosphere, and who view themselves as life-long learners. Preference is given to applicants who have two or more years teaching experience within a western setting.

In assessing teacher qualifications for potential employment at our school the following criteria are considered:

1. All candidates must have an undergraduate degree. We look not so much at what schools you have attended, but at what schools you have taught at and how long you have committed to those schools. We also look for teachers who know who they are and are focused on a specific subject area and a specific grade level.

2. Personal interviews are required and are generally conducted in the United States and other international recruitment fair locations by recruiters in late January and most of February. Please bring resumes and a recent photograph to your interview.

The following pages have been created to provide information about our organization, the general living conditions in Doha, personnel policies and working conditions at ASD, and other relevant matters that affect faculty employed by The American School of Doha.
Dear Prospective Teacher,

We appreciate your interest in the American School of Doha (ASD). ASD, founded in 1988, is an independent vibrant preK-grade 12 school designed to meet the needs of the expatriate and local community in the safe and progressive country of Qatar. Learning at ASD extends within and beyond the walls of the school and is creative, innovative, authentic, collaborative, data-informed, technology infused, and fun.

With 1950 students from 76 countries, ASD’s impressive physical campus provides a backdrop for learning of the highest caliber. Providing an internationally enriched American curriculum, ASD students have multiple options such as earning an IB diploma or taking a full array of AP courses concurrent with achieving a standard US diploma.

Over 200 teachers are exceptional educators who place knowledge about teaching and learning consistently at the center of planning and instruction. The faculty engages in ongoing professional learning on their teams, with renowned consultants who partner at the school and at regional and international conferences.

ASD’s strategic plan was renewed in April 2010 to focus on four strategies:

1. We will review, deepen, and refine, as needed, the practices, tools and programs essential for each student to meet or exceed the ASD standards.
2. We will identify and integrate into the school community the skills, knowledge and understandings essential for students to succeed in a changing world.
3. We will review and develop the curriculum, programs and opportunities essential to all students becoming positive, active global citizens.
4. We will develop a stronger relationship with the Qatari community and expand our involvement with Qatar’s educational aspirations while being true to our mission, vision and identity.

The school community is positive, supportive and involved. After school and weekends, families are engaged in a plethora of activities from sports to cultural endeavors.

Living in Doha is easy. English and Arabic are widely spoken and Doha is a modern city with shopping malls, large grocery stores and its own American university complex in Education City. The country is embracing a vision of becoming a modern and progressive Islamic country.

What makes ASD attractive? The world class facility, the competitive salary and benefits package, the outstanding teachers with whom one collaborates, the school’s leadership and vision for learning, the engaged parent community and the students who quest for excellence and strive to make a positive difference in the world.

Thank you for giving ASD your consideration.

Warm Regards,

Deborah Welch, Ph.D.
Director
Our Vision

A dynamic learning community recognized as one of the leading international schools in the world through our commitment to student success.

Our Mission

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to provide the highest standard of educational excellence, through an enriched American curriculum. We draw from, and build upon, the uniqueness of our multicultural student body while preparing students for the challenges of a rapidly changing global society.

The school will accomplish this by providing a positive, safe and supportive environment, high measurable standards, and a clearly defined, integrated curriculum implemented by a highly qualified and motivated staff. In partnership with parents, and in an atmosphere of open communication, the school will enable each student to reach his or her full potential and to develop a lifelong love of learning.

Our Values

- Respect
- Honesty
- Responsibility
- Compassion
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The ASD community consists of expatriate families, the majority from North America, whose presence in Qatar is centered on the oil and gas business as well as an expanding presence in education, research, and finance. The Doha community is multi-cultural with a western perspective within the context of an Islamic host country.

A twelve-member board of directors serving for overlapping three-year terms governs the school. Nine members of the board are appointed representatives of the largest corporations within Doha and three seats are reserved for parents who are elected. Additionally, there is a Board of Trustees, chaired by the American Ambassador, and comprised of the CEOs of the largest corporations.

The director heads the American School of Doha. The elementary (grades pre-K-5) is administered by two principals and two associate principals for both lower and upper elementary, Middle (grades 6-8), and high (grades 9-12) schools are each administered by a principal and one associate principal. There is also a director of curriculum & professional learning and a director of information technology.
Faculty

The American School of Doha is currently staffed by approximately 200 professionals from the United States and around the world including Canada, Latin America, Europe and the Gulf countries. More than 50% of our staff have advanced degrees.

Student Body

The student population of approximately 2000 students, 60% North American, however the school seeks diversity and sees a diverse student body as a strong feature of the school and its learning environment. As a result, over sixty-eight countries, including 8% local Qatari students, comprise the student body.

Facilities

The present campus was opened in 1998 and is constantly expanding to meet the needs of the growing student population. Students and faculty have a range of facilities at their disposal in the purpose built premise. There are close to 500 computers on campus with three computer labs that includes eight mobile labs that travel to classrooms; a fully computerized library system, climate controlled swimming pools and fully grassed playgrounds and sports fields reflect the school's commitment to meeting all the students' needs.

Due to enrollment demands the school has expanded to a new complex that is comprised of a middle school, high school, Fine Arts Center, library-media center, and an athletic complex.

Accreditation

The American School of Doha is fully accredited by the New England Association of Schools and Colleges.

Orientation

Orientation for all new professional staff is held during the two weeks before school starts. Overseas hired personnel are expected to arrive in Doha in early August; the exact dates will depend on the school calendar.

Location

The school is located on what was recently considered the "outskirts" of the city of Doha on what is known as E Ring Road or Al Bustan Street. However, the rapid expansion of the city has placed us closer and closer to the city center.
Contact Information

If you should need to contact The American School of Doha, please note that most Qatari addresses are Post office box numbers and that there is NO postal / zip code. Our school address is:

The American School of Doha
PO Box 22090
Doha, State of Qatar

You may also contact the school by telephone at +974-4459-1500/450-1501 or by Fax +974-4459-1570. Remember that the time in Qatar is GMT/UTC +3hrs. The main email address is info@asd.edu.qa and the school website is http://www.asd.edu.qa

The courier address for the school is:

The American School of Doha
Al Bustan Street/Al Waab/South Al Soudan District
Doha, State of Qatar
The Academic Program

American School of Doha (ASD) is a pre-kindergarten through grade 12 school of approximately 2000 students now entering in its 22nd year of education in Qatar. ASD was created to serve an expatriate community as well as local students who aspired to study abroad in North America or Europe. The school consists of three divisions - elementary, middle and high. Classroom instruction is in English.

The curricular areas include Math, Science, Language Arts, Social Studies, French, Spanish, Arabic, PE, Art, Music, Drama (secondary only) and Computer. Instruction in English as a Second Language is provided in grades K-8 for those students who are not native English speakers. Specialists teach Physical Education, Art, Music, Drama, Learning Support, Computer and Library in addition to second languages of Arabic, French, and Spanish in the Middle School/High School and Spanish and Arabic in the Elementary School. Computers with internet connections are found in all classrooms from pre-kindergarten through grade 12. The campus also provides a completely wireless system for accessing the internet. The American School of Doha High School diploma prepares students for entrance to US colleges and universities worldwide.

Advanced Placement courses are offered in Biology, Calculus, Statistics, English Literature, English Language, European History, World History, French, Spanish, Physics and U.S. History. ASD began the IB Diploma in the fall of 2009. ASD administers the NWEA, SAT, SSAT, and PSAT tests. Testing in Math and English is required for admission. ASD also utilizes the MAP (Measure of Academic Progress) designed by Northwest Evaluation Associates (NWEA) to students in grades 3-9. A wide variety of after-school activities are offered for students of all ages. Activities include: National Junior Honor Society, National Honor Society, Model United Nations, Student Councils, an Instrumental Music and Vocal Music program for grades 5 through 12, Gulf-wide travel for grades 6 through 12, a range of girls' and boys' sports programs with travel opportunities, including swimming, volleyball, soccer, tennis, basketball and softball, plus Drama and Yearbook. For elementary grades, activities include beginners' swimming, board games, cookery, drama, gymnastics, team sports, instrumental ensemble, puppet making and grade 5 band.
Characterizing the Divisions

ASD Elementary School

Welcome to where it all begins………

Deeply embedded at the heart of the elementary program are the school values of Respect, Honesty, Responsibility and Compassion, which lay the foundation for nurturing and developing students in their voyage to becoming lifelong learners. Through the core curricula subjects and a balanced specialist program, students from Pre-K to Grade 5 receive an enriched education, which strives for academic excellence and overall student success. The elementary school is divided into two schools; those being lower elementary (Pre-K – 2) and upper elementary (grades 3-5).

The elementary program caters to children starting at 4 years of age in Pre-Kindergarten to Grade Five. While the Pre-K school day runs from 7:55am – 12:30pm, students in KG to Grade Five have a full school day, which ends at 3pm, punctuated with small breaks for snack and recess, as well as a longer lunchtime break. Students may bring lunches from home or purchase food and enjoy eating in the newly refurbished cafeteria. On Tuesday afternoons students are dismissed at 12:30pm, in order to provide faculty with the opportunity to participate in PACT (Professional and Collaborative Time). Students engage in core curricula schooling in homeroom settings; characterized by class sizes ranging from fifteen to twenty two students and qualified, dedicated educators. Guidance counselors work closely with both students and teachers to promote school values and life skills.

Literacy

In an aim to foster meaningful literary instruction, students are engaged in a variety of language experiences that focus on developmentally appropriate skill acquisition in listening, speaking, reading, and writing. A strong emphasis is placed on literature appreciation, with students involved in literary discussions in literature circles, class novel studies and daily teacher read aloud. Resources such as the Accelerated Reader Program, and both lower and upper elementary reading rooms, which house a vast selection of leveled literature, assist educators in instructing students at their ability levels and individualizing literary teaching and learning experiences to best meet varied student needs. Through Writers’ Workshops, all students are engaged in daily writing experiences, ranging from the very emergent writing forms in Pre-K and KG, to more developed ranges of written expression in grades one to five. Writing portfolios are developed throughout the year and used by students and teachers to monitor, measure and celebrate growth. The elementary Literacy Coach provides ongoing program support by fostering best literary teaching and learning practices in the area of language arts.

Math

The elementary math curriculum is delivered through an inquiry based approach, whereby students engage in in-depth hands-on investigations in the areas of: number sense, computation and estimation, geometry, measurement, problem solving, patterns, functions, and algebra, statistics, data analysis and probability. The elementary Math Coordinator works closely with teachers to provided continuous professional development, on-going curricular support, and guidance with the planning, delivery, and assessment of math units. Students work collaboratively to construct mathematical understandings and extend their
learning based on their individual abilities and needs. A strong emphasis is based on communicating understandings and sharing strategies with others.

**Science and Social Studies**

The elementary school facility is home to two newly built science labs and an outdoor science lab. A science coordinator is responsible for facilitating science teaching and learning experiences and coordinating the overall program. Science and social studies topics are explored and taught through an inquiry based approach; whereby students are involved in constructing knowledge by engaging in hands-on experiences and making connections between new learning experiences and prior knowledge. Teachers facilitate in the process of developing the skills of continually questioning, analyzing, and reflecting upon learning throughout topic exploration. Such inquiry-based programs effectively cater to the typical broad range of student needs in any given classroom and provide room for enrichment opportunities. Social studies skills are similarly developed in practical activities with topic related literature integrated within the language arts program.

**Technology**

Utilizing technology as a teaching and learning tool is at center stage with a strong focus on technology integration in the core curricula areas. Students also develop their information technology skills in computer lessons taught by specialist teachers, both in a computer lab setting and through the use of mobile labs and individual student laptops. Each student has a school email account and enrollment in a NESA Virtual School class web page, through which information pertaining to curricula documents, homework, discussion boards, and other student resources can be accessed. Media literacy is complimented by the development of library skills; instructed by the elementary librarian.

**Specialist Programs**

Concerts, Swimming Galas, and Fine Arts Week, to name a few, highlight the unique specialist program we have in place. Music, Art, and P.E. are taught by a team of specialized teachers, in a resource rich environment; which includes art rooms, a kiln room, an outdoor pool, a fully equipped gymnasium, and music rooms. With the exception of Pre-K, students receive foreign language instruction in either Spanish, Arabic as a Foreign Language, or Modern Standard Arabic. An English as a Second Language Program is in place for non-native speaking students who require further exposure to English. Furthermore, a Learning Support Program serves students who would benefit from additional instructional support, to better enable them to cope with the demands of the academic program. Though the school offers additional instructional support, it is important to realize that the school does not offer a special education program.

**School Trips and Activities**

School trips, at every grade level, are planned to support the instructional program and extend classroom learning. The school also seizes opportunities to integrate both national and international events that take place in the host country as they arise. After school activities are offered to students in grades one to five throughout the year, with KG students taking part in the second semester. Students are also able to take part in an after school sports program, which provides them with the opportunity to work within a team and compete against other schools.
**Special Events**

Events such as Halloween Carnival, International Week, Olympic Day, Qatar Night and Friendship Festival serve to enrich students’ overall school experience and promote much welcomed community involvement. Learning is celebrated regularly through events such as portfolio day, concerts, writing celebrations, poetry week, reading week, three way conferences, and numerous specific grade level events. ASD is proud of the high level of parental support and involvement it has maintained throughout the years, and places great emphasis on home school connections and parental partnerships in student learning.

**Middle School**

**A Journey . . . Not A Race**

Students enter middle school in the sixth grade from the secure and comfortable setting of the self-contained elementary classroom. It is here they begin the journey of social, emotional, physical, and psychological growth that leads to the young adulthood of high school.

At ASD, we recognize that sixth graders are as interested and aware of first experiences with lockers and changing for PE classes as they are in academics. They are well grounded in core academic classes along with World Language, Physical Education and Music, both vocal and instrumental. All students explore the worlds of Art, Computer, Drama and Robotics.

It is our goal as a middle school to develop the whole child. We seek to expose our students to a broad range of exploratory choices in our curriculum. In seventh and eighth grades, our students continue in a curriculum that is relevant, challenging and integrates multiple academic disciplines. Our focus is on the quality of learning that takes place in our school and we utilize multiple learning and teaching approaches to a diverse student population.

Looking for straight rows of desks in classrooms? It is hard to develop critical thinking skills, collaborative groupings, and creative work without the appropriate physical setting and educational philosophy. Our new middle school is purpose built to provide students the space and appropriate venues to follow their educational pursuits. Teachers in the ASD middle school collaborate together in teams to support each child's learning journey.

Technology is weaved into the daily fabric of life in the middle school. Groups of students in multiple settings can be observed utilizing wireless laptop computers as tools to integrate and extend their learning, as well as expand their literacy skills. ASD is dedicated to providing students the technological tools, guidance, and opportunities to demonstrate appropriate learning.
**Week Without Walls**

The middle school has developed a special Week Without Walls (WWW) program where we give students the opportunity to learn experientially without the confines of the regular schedule or classes. There is an exciting international travel component to this program. This year the seventh grade will travel to an outdoor adventure camps in the UAE and Oman and the eighth grade will travel to Malaysia for jungle adventure and service with local tribes and to Sri Lanka for a service learning opportunity with a school we support. WWW is an opportunity for personal growth, developing character and independence, social skills, and teamwork. WWW challenges students to grow outside their normal comfort zone and to live out the ASD values of respect, honesty, responsibility and compassion.

**School Activities**

The development of the after school activity program has grown along with the middle school. Many teachers sponsor activities such as movie making, climbing, literary magazine, photography, drama club, martial arts and study/help sessions. Middle school students can pursue their athletic interests in after school sports programs in volleyball, soccer, and basketball, table tennis, badminton and swimming. Many also participate in EMAC Junior Varsity programs like swimming, track & field, cross country, softball, tennis, as well as fine arts festivals and academic games.

We pay careful attention to transitions in the middle school. Just as it is a big jump for new sixth graders to join a middle school program, we recognize that eighth graders need preparation to join the independent world of high school. Along the way, this journey of discovery and self-exploration is what we call middle school.

**High School**

**Come be part of something special, join the growing ASD community!**

The American School of Doha is wonderful place to learn and grow. With more than 50 courses to select from, including 14 Advanced Placement (AP) offerings and 14 IB offerings there is something to challenge every learner to the full of their potential. Each ASD graduate must complete senior seminar, which is designed to help students write and research like a college student. Students will complete intensive research, develop thesis statements, and write two major papers synthesizing and analyzing information to support their arguments. Alumni tell us that senior seminar has prepared them very well for college.

**ASD offers 14 Advanced Placement and 14 IB Diploma course offerings.**

In addition to a strong academic focus, ASD has a magnificent Fine Arts program that include, band, vocal music, creative arts and numerous drama course offerings. Each year the band and choir engage audiences in Doha and throughout the Gulf region. Students who have successfully auditioned for Honor Band and Honor Choir also travel to Europe for this prestigious performance. The Thespians put on a number of very exciting and engaging performances each year, such as *West Side Story and Much Ado About Nothing*, in our 650-seat theater.

At ASD we believe that fitness and health are lifelong pursuits and offer classes such as Health/PE 9 and 10, sports for life, strength and conditioning, universal sports and sports leadership. Students also compete in more than 15 extracurricular events, including sports
such as volleyball, soccer, basketball, cross-country and track and field and activities which include Forensics, debate, MUN, and Senior Arts Festival. This past year, 22 of the 34 teams/activities placed 1st, 2nd or 3rd. More importantly, the students represented the school very well exemplifying sportsmanship and modeling the school’s values of Honesty, Respect, Responsibility and Compassion in every activity.

The technology curriculum is aligned to the ISTE NETS standards and our goal is to prepare students to lead in the 21st century. The integrated technology curriculum includes math class with TI 89 calculators, science class with Vernier probes and computer interfaces for data analysis, and classrooms with data projectors and interactive whiteboards that interface with the teachers’ computer. In technology classes students learn how to program and construct robots, multimedia skills, web design and those that are ready to be challenged enroll in AP Computer Science. ASD’s campus has complete wireless coverage.

What does the future hold?

ASD’s guidance counselors are available to help students plan for their future by selecting courses that challenge and prepare for life beyond high school. The college center is a wonderful resource for students as they explore college requirements and download admissions documents.

ASD students matriculate well and have been accepted at colleges and universities such as American University of Beirut, Carnegie Mellon University, Duke University, Harvard University, Johns Hopkins, Penn State University, Stanford University, Texas A & M University, University of Florida and University of Waterloo.

Construction of the new ASD High School was completed last year, so we are very excited to be in a new purpose-built, high tech learning environment ready for the 21st century. With 5 science labs, specially designed classrooms, commons areas for students to work and socialize, a double gym, indoor Olympic size swimming pool, 650 seat theater with orchestra pit, weight room and 400m track and field complex, the school is more like a college campus than a high school.

It is the People that make ASD a special place to be!

There are people from the four-corners of the world at ASD. Over sixty-five nations are represented, with each member and group easily fitting together in a harmonious fashion. In addition to a solid academic foundation and an active extracurricular program, students are given the opportunity to develop leadership potential through activities such as the National Honor Society and Student Government. Each year students raise money for charitable organizations throughout the world, such as Tsunami Relief in Sri Lanka and Earthquake Relief in northern Pakistan in addition to local organizations right here in Doha.

ASD has a strong faculty of professional educators, each with their own strengths. Most have experience teaching at a number of overseas schools refining and developing their craft. The ASD faculty works diligently articulating curriculum, developing standards based assessments and classroom activities and working one-on-one with students.
ASD is a community school where parents, students, teachers and administrators work collaboratively to construct a superb learning environment for students to grow and excel.

Come join the community of learners at ASD!

Reporting Student Progress

Use of PowerSchool - Portal

Student progress is reported through the use of our web-based student information system PowerSchool. Through PowerSchool, parents and students have real-time access to student academic progress. Several powerful features keep parents and students well informed in grades and attendance, through email and web-based access. Report cards are issued at the end of each term and school-wide parent teacher conferences are held at the end of the first Quarter. Conferences are also scheduled throughout the year, as needed.
Employment at ASD

Documents Needed
Unless otherwise waived, the following documents will be needed by ASD upon your arrival in Doha.

**HEALTH CERTIFICATE** – For the **EMPLOYEE** and each Authorized Dependent giving the results of a medical examination carried out not more than six (6) months prior to the beginning of the Provisions of Contract.

**PASSPORT SIZE PHOTOS** – Fifteen (15) of the **EMPLOYEE** and each Authorized Dependent

**PASSPORT COPY** – A photocopy of the information page from the valid passport(s) of the **EMPLOYEE** and Authorized Dependents.

**OFFICIAL TRANSCRIPT** – of the **EMPLOYEE**’s post-secondary education indicating credits earned and degrees from accredited institutions awarded.

**CURRENT TEACHER CERTIFICATION** – from an accredited state or national accreditation agency.

**PROFESSIONAL DOCUMENTATION** – statements and/or documents concerning education or work experience, recent references and any other verification of such statements which the **SCHOOL** may request.

**MARRIAGE CERTIFICATE** - A copy of the marriage certificate is required for all teaching couples.

**POLICE CLEARANCE** – All newly hired **EMPLOYEE**’s must submit a current Police Clearance from their country of record prior to the start of the school year.

Commencement and Duration of the ASD Contract

The initial term of an Overseas Hire contract is two (2) years, commencing on August 1, and expiring on July 31. All new teachers are hired subject to a probationary period as stated in the contract.
**Teacher Benefits**

- **International Major Medical Insurance**
  ASD provides international major medical insurance for Overseas Hired teachers and authorized dependents with the full premium paid by the school.

- **Life Insurance**
  ASD provides the teacher life insurance with US $50,000 of coverage with the full premium paid by the school.

- **Disability Insurance**
  ASD provides disability according to the coverage medical plan.

- **Leave**
  Teachers are provided with leave including sick and emergency leave, maternity/adoption leave, and personal/bereavement leave.

- **Recruitment Leave**
  In the event that a teaching contract is not to be extended, the Overseas Hired teacher is granted up to five (5) school days with pay for recruitment purposes. In addition, three (3) school days of personal leave may be used for recruitment.

- **Transportation**
  The American School of Doha provides the actual cost of economy class transportation from home of record at the commencement of the contract and return to home of record at expiration of the contract for the Overseas Hired teachers and their authorized dependents. In addition, the actual cost of round trip excursion economy class to home of record is provided for each year of the contract for Overseas Hired teachers and their authorized dependents.

- **Shipping Allowance**
  The American School of Doha shall provide the following shipping allowance upon arrival and final departure to/from the Home of Record for all Overseas Hires:
  - Single Teachers: QR 9,125 / (USD $2,500)
  - Teaching Couples: QR 8,212 each / (USD $2,250 each)
  - Authorized Dependents:
    - Ages 0-10: QR 1,643 / (USD $450)
    - Ages 11-18: QR 3,285 / (USD $900)
  *After completion of five (5) years of service, each adult is entitled to QR 9,125 (USD $2,500) upon final departure. Dependents, as stated above.

- **Relocation Allowance**
  The American School of Doha pays a one-time relocation allowance of QR 1,825 (US $500) to Overseas Hired employee upon commencement of this contract.

- **Car Loan**
  The Employee shall be eligible for a one time interest-free loan for purchase of an automobile as follows:
  - Single Teachers: QR 25,550 / (USD $7,000)
  - Teaching Couples: QR 18,250 each / (USD $5,000)
• **Housing**
ASD provides housing for Overseas Hires, based on the categories of singles, couples, and families, to include basic furnishings.

• **Savings Program**
The School shall offer an optional co-contributor savings program of eight percent (8%) in lieu of the Qatari End-of-Service Gratuity for all full-time employees. After completion of five (5) years of service at ASD, the Employee shall be eligible for an additional 2% contribution.

• **Utilities Allowance**
The American School of Doha pays 75% of the actual utility (does not include phone, cable, or internet) costs per month per household. Routine maintenance of the Overseas Hired teacher's housing (cleaning not included) is provided by school except in case of negligence or willful misconduct by the Overseas Hired teacher, authorized dependents or household guests.

• **Re-signing Bonus**
The American School of Doha provides a re-signing bonus of a one time payment of QR 9,125 (US $2,500) after completing three years and signing a new two year contract; QR 12,775 (US $3,500) at the completion of six years at ASD and signing a new two year contract; QR 16,425 (US$ 4,500) at the completion of nine years of teaching at ASD and signing a new two year contract.

• **Waiver of Tuition & Busing**
ASD provides a waiver of tuition and busing fees for three (3) authorized dependents to the SCHOOL for Overseas Hire teaching staff. For Local Hire teachers, ASD provides a waiver of tuition and busing fees for one (1) authorized dependent during the first two (2) years of full-time employment. After two (2) years of service, a second legally authorized dependent child will be granted a waiver of tuition. **If the sponsoring agency of the spouse pays for tuition, the benefit will be reduced by the amount of that sponsorship.**
Salary

All salaries are paid in Qatari Riyals (QR) - the Qatari currency. The riyal is easily converted into US dollars and other major currencies and is stable due to set exchange rates by the government. The school will assist you in opening a local bank account during orientation week. Your ASD pay will be deposited directly into your account on the last Thursday of each month. May, June, and July salaries are all paid at the end of May. Banks and their branches as well as ATMs are located throughout the city, as well as an ATM in the travel office at ASD.

Salary Schedule

ASD does not subscribe to a step salary system. Instead, the school employs a band approach in which faculty are placed according to experience and years at ASD. There is a range within each band in order to reward teachers for performance excellence. In addition, a re-signing bonus, an increase in pay, and the offer of a two-year contract marks the movement from one band to another at the completion of three years.

Other Salary Considerations:

Entry Visas
The American School of Doha serves as a sponsor for expatriates hired outside of Qatar for processing entry visas. The school will process all necessary documentation and assist expatriates hired outside of Qatar with the formalities such as alien registration, work visa application, fingerprinting, criminal check, driving license, etc.

Social Security
The American School of Doha does not pay U.S. Social Security (FICA tax).

Medical Insurance
The school carries a group health plan (TIECARE) and pays the premium for all Overseas Hire employees enrolled in individual or family plans.

New employees are covered under the school's TIECARE insurance plan from August 1 of the year that they sign their contract.

The American School of Doha does not provide dental insurance.

The Band System at The American School of Doha

Unlike most other schools, ASD does not compensate teachers based on a yearly step system nor does ASD pay any differentiation in salaries for teachers who have a Masters or a Doctorate. We believe that teachers should be compensated based on performance and that there is no research to support that a higher academic degree translates into greater success in the classroom. For these two reasons, ASD has created a Band/Performance system of compensation that we hope will encourage teacher excellence and encourage longevity at The American School of Doha.
The Band System consists of four distinct steps or bands with a range of compensation from top to bottom in each band. Each teacher stays in each band for three years. Teachers with 0-1 years of experience start in the Pre-band. Teachers with six or less years of experience begin in Band One. All other teachers with seven or more years of experience begin in Band Two. Each band consists of one two-year contract and then a second one-year contract. When a teacher begins their fourth, seventh, or tenth years at ASD, they change bands, which includes a salary increase, and they may be offered a two-year contract. If offered a two year contract and they accept it, they receive a re-signing bonus of US$2,500, US$3,500 or US$4,500 relative to the number of years at ASD.

While in each band, a teacher may increase their base salary each year by US$1,400 based on their performance (see adjoining page). In addition, the ASD Board of Directors pegs teacher compensation to the top quintile of all NESA schools based on the annual NESA Salary Survey. An adjustment to remain in this top quintile is done every two years and is an addition to teacher base salaries.

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<th>2010/11 Salary Band</th>
<th>Longevity Bonus</th>
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<tr>
<td><strong>Base Salary Band</strong></td>
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<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td><em>Pre-band</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>131,400</td>
</tr>
<tr>
<td>2</td>
<td>160,469</td>
</tr>
<tr>
<td>3</td>
<td>177,828</td>
</tr>
<tr>
<td>4</td>
<td>194,764</td>
</tr>
<tr>
<td></td>
<td>215,934</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Employee's salary band will move up one step when employee's service at ASD reaches 4, 7 or 10 yrs.
Prerequisites For Performance Increases: All these prerequisite standards must be met to be eligible for performance increases.

<table>
<thead>
<tr>
<th>NESA Virtual School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Posts announcements for students &amp; parents on a weekly basis</td>
</tr>
<tr>
<td>• Posts information about their class(es) including a syllabus and/or description of</td>
</tr>
<tr>
<td>the course curriculum</td>
</tr>
<tr>
<td>• Posts their class newsletters &amp; schedules (Elementary)</td>
</tr>
<tr>
<td>• Posts all homework and major assignments based upon team/dept decisions, as</td>
</tr>
<tr>
<td>appropriate per division</td>
</tr>
<tr>
<td>• Requires students to access NVS on a regular basis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Takes attendance</td>
</tr>
<tr>
<td>• Posts grades &amp; comments (MS &amp; HS only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Atlas Rubicon: Curriculum Mapping &amp; Unit Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completes Maps</td>
</tr>
<tr>
<td>• Agreed design work approved by principal or associate</td>
</tr>
</tbody>
</table>
TEACHING STANDARD #1: Pursues current knowledge of content and teaching practices, and is committed to continuous learning.

<table>
<thead>
<tr>
<th>Does not meet standard</th>
<th>Meets standard</th>
<th>Exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Does not seek professional development opportunities.</td>
<td>‣ Seeks opportunities for professional development to enhance content knowledge and teaching practices.</td>
<td>‣ Integrates learning from professional development opportunities into teaching practices and choice of content.</td>
</tr>
<tr>
<td>‣ Is inactive in school improvement initiatives.</td>
<td>‣ Honors school-wide agreements and expectations in sustaining well-defined common goals.</td>
<td>‣ Provides leadership in school improvement initiatives by working on committees such as PD council or other specific task forces or school wide committees.</td>
</tr>
<tr>
<td>‣ Does not change or adapt content or teaching strategies based on professional learning.</td>
<td>‣ Shares learning from professional development opportunities with colleagues in a structured environment, such as faculty, department, team meetings or PACT.</td>
<td>‣ Presents at NESA, QRA, or QMASTA, Mini-NESA, etc.</td>
</tr>
</tbody>
</table>

Self Reflections Notes: Comments:
**TEACHING STANDARD #2**: Uses effective instructional strategies that make learning meaningful and show positive impact on student learning.

<table>
<thead>
<tr>
<th>Does not meet standard</th>
<th>Meets standard</th>
<th>Exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>˙ Classes are teacher centered.</td>
<td>˙ Classes are student centered.</td>
<td>˙ Students clearly articulate ‘real world’ application and/or make connections between learning and transferable skills.</td>
</tr>
<tr>
<td>˙ Instruction and assessment seldom vary in strategies or form.</td>
<td>˙ Implements a variety of developmentally appropriate instructional strategies and resources.</td>
<td>˙ Differentiates instructional strategies and resources using student data.</td>
</tr>
<tr>
<td>˙ Does not encourage students to give input or take risks.</td>
<td>˙ Engages students in a variety of learning tasks, such as direct, indirect, cooperative, and independent.</td>
<td>˙ Engages students in making learning choices in order to pursue knowledge on their own, and work cooperatively/independently to develop, research, and complete learning tasks of their own design</td>
</tr>
<tr>
<td>˙ Does not align instruction and content with ASDS standards and benchmarks.</td>
<td>˙ Delivers ASD curriculum aligned with standards and benchmarks.</td>
<td></td>
</tr>
</tbody>
</table>

**Self-Reflection Notes & Comments:**
TEACHING STANDARD #3: Uses a variety of assessment strategies and data to monitor student learning and communicate with student and parents.

<table>
<thead>
<tr>
<th>Does not meet standard</th>
<th>Meets standard</th>
<th>Exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Inconsistently uses the ASD Essential Agreements on Assessment.</td>
<td>‣ Knows, understands, and uses the ASD Essential Agreements on Assessment.</td>
<td>‣ Consistently uses cornerstone, common and contextual assessments.</td>
</tr>
<tr>
<td>‣ Does not use common assessments.</td>
<td>‣ Uses common assessments.</td>
<td>‣ Collaborates with faculty and staff to create common assessments, analyze data and to improve student learning.</td>
</tr>
<tr>
<td></td>
<td>‣ Uses a variety of assessments.</td>
<td>‣ Uses assessment data to monitor student progress, improve instructional practices, and enhance student learning.</td>
</tr>
<tr>
<td></td>
<td>‣ Involves students in assessment process.</td>
<td>‣ Empowers students to become self-directed learners who are able to demonstrate, articulate, and evaluate their learning.</td>
</tr>
<tr>
<td></td>
<td>‣ Uses well-crafted rubrics as feedback tools.</td>
<td>‣ Shares Rubrics with students and teacher(s). Rubrics are discussed before, during and after for assessment and learning reflection.</td>
</tr>
<tr>
<td></td>
<td>‣ Shares appropriate and timely data about student progress with students and parents.</td>
<td>‣ Communicates assessment data with students and parents in order to develop a plan of action to improve student learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self-Reflection Notes & Comments:
## TEACHING STANDARD #4: Maintains and models ASD values.

<table>
<thead>
<tr>
<th>Does not meet standard</th>
<th>Meets standard</th>
<th>Exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ Does not demonstrate sensitivity, tolerance, understanding or respect for diverse cultures.</td>
<td>◦ Demonstrates sensitivity, tolerance, understanding and respect for diverse cultures.</td>
<td>◦ Seeks to promote sensitivity, tolerance, understanding and respect for diverse cultures.</td>
</tr>
<tr>
<td>◦ Does not support or inconsistently supports school-wide expectations for student behavior.</td>
<td>◦ Supports school wide expectations for student behavior.</td>
<td>◦ Works collaboratively to support school-wide expectations for student behavior. Identifies a student problem and proactively helps to find a solution.</td>
</tr>
<tr>
<td>◦ Does not use behavior management principles, processes, and practices to foster a safe, positive and student-focused community and environment.</td>
<td>◦ Uses behavior management principles, processes, and practices to foster a safe, positive and student-focused community/environment.</td>
<td>◦ Empowers students to have a voice pertaining to classroom standards, rules and consequences.</td>
</tr>
<tr>
<td>◦ Does not follow up with students who break trust or display irresponsible behaviors.</td>
<td>◦ Provides students with opportunities to demonstrate responsibility and trust.</td>
<td>◦ Actively looks for and creates additional opportunities to demonstrate independence and responsibility (i.e. student jobs in the classroom, eliciting and promoting students to help and care for the school environment).</td>
</tr>
<tr>
<td>Does not provide students with opportunities to demonstrate responsibility and trust.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectfully follows up with students who do not demonstrate trustworthy and responsible behavior. Models the values of honesty, respect, responsibility, and compassion toward all segments of the school community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates a dialogue with students who do not demonstrate trust and responsibility and facilitates their self-reflection on their behavior. Actively creates opportunities for students to demonstrate compassion, responsibility, respect and honesty.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TEACHING STANDARD #5**: Embraces and participates in effective collaboration.

<table>
<thead>
<tr>
<th>Does not meet standard</th>
<th>Meets standard</th>
<th>Exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Does not engage with colleagues or students in cooperative and productive relationships.</td>
<td>▶ Maintains collaborative and cooperative relationships with students and colleagues.</td>
<td>▶ Actively engages in inter-disciplinary collaboration.</td>
</tr>
<tr>
<td>▶ Does not collaborate with colleagues.</td>
<td>▶ Consistently collaborates according to the “7 Norms of Collaboration”.</td>
<td>▶ Facilitates collaboration among colleagues and students.</td>
</tr>
<tr>
<td>▶ Does not follow PACT Guidelines.</td>
<td>▶ Follows PACT Guidelines.</td>
<td>▶ Actively volunteers and collaborates in school committees and task forces for school improvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Acquires feedback from students/alumni/parents regarding teaching strategies that made a lasting and positive impact on them.</td>
</tr>
</tbody>
</table>

**Self-Reflection Notes & Comments:**
## Teaching Standard #6: Demonstrates involvement in student life.

<table>
<thead>
<tr>
<th>Does not meet standard</th>
<th>Meets standard</th>
<th>Exceeds standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Does not fulfill the contractual obligation of 20 hours of after-school service.</td>
<td>‣ Fulfills contract requirement of 20 hours of after-school service.</td>
<td>‣ Actively volunteers at, attends, and/or participates in a variety of school events, student activities and/or school improvement initiatives beyond the classroom expectation of 20 hours.</td>
</tr>
<tr>
<td>‣ Is not involved in any in-school activities.</td>
<td>‣ Actively involved with in-school activities.</td>
<td>‣ Coordinates and leads in-school activities.</td>
</tr>
<tr>
<td>‣ Does not support or participate in after school events.</td>
<td>‣ Attends and participates in after school events.</td>
<td>‣ Coordinates and leads after school events.</td>
</tr>
<tr>
<td>‣ Does not engage with students and families outside of class time.</td>
<td>‣ Engages with students and/or families when necessary outside of class time.</td>
<td>‣ Proactively engages with students and/or families outside of class time.</td>
</tr>
</tbody>
</table>
Self-Reflective Notes & Comments:
**TEACHING STANDARD #7: Uses technology effectively to achieve student learning objectives.**

<table>
<thead>
<tr>
<th>Does not meet Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>› Infrequently promotes student learning in the areas of</td>
<td>› Facilitates student learning in the areas of</td>
<td>› Facilitates and inspires student learning in the areas of</td>
</tr>
<tr>
<td>creativity and innovation, communication and</td>
<td>creativity and innovation, communication and collaboration, and problem</td>
<td>creativity and innovation, communication and collaboration, and problem solving</td>
</tr>
<tr>
<td>collaboration, and problem solving</td>
<td>collaboration, and problem solving</td>
<td></td>
</tr>
<tr>
<td>› Rarely uses digital-age learning experiences and</td>
<td>› Uses digital-age learning experiences and</td>
<td>› Designs and develops digital-age learning</td>
</tr>
<tr>
<td>assessments</td>
<td>assessments with available technology</td>
<td>experiences and/or assessments with available technology</td>
</tr>
<tr>
<td>› Shows little skill in digital-age work and</td>
<td>› Shows some skill in digital-age work and</td>
<td>› Models digital-age work and learning</td>
</tr>
<tr>
<td>learning</td>
<td>learning with available technology</td>
<td></td>
</tr>
<tr>
<td>› Violates codes of digital citizenship and</td>
<td>› Demonstrates digital etiquette and</td>
<td>› Promotes and models digital citizenship and</td>
</tr>
<tr>
<td>responsibility</td>
<td>responsible social interactions related to the use of technology</td>
<td>responsibility</td>
</tr>
</tbody>
</table>

**Self-Reflective Notes & Comments**
**TEACHING STANDARD #8:** Demonstrates effective communication and interpersonal relationships with students, parents, staff, administration, and faculty.

<table>
<thead>
<tr>
<th>Does not meet Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td> Does not consistently engage in open, honest and respectful communication.</td>
<td> Engages in open, honest and respectful communication.</td>
<td> Takes an active role ……</td>
</tr>
<tr>
<td> Has a negative impact and influence on the overall atmosphere of the school.</td>
<td> Is a constructive contributor to the overall atmosphere of the school. Maintains a positive attitude.</td>
<td> Encourages, respects, and/or shares multiple viewpoints, including dissenting opinions and constructive criticism.</td>
</tr>
<tr>
<td> Avoids or is reluctant to solve problems.</td>
<td> Recognizes and attempts to solve problems with a constructive attitude.</td>
<td> Takes initiative to build positive school morale in visible ways. Is optimistic and has a positive impact on the overall atmosphere of the school.</td>
</tr>
</tbody>
</table>

**Self-Reflective Notes & Comments:**

American School of Doha
Teacher Profile

An ASD Teacher is committed to:

Our Vision
ASD is a vibrant learning community...
where learning is fun
where learning is creative
where learning is authentic
where learning is innovative
where learning is collaborative
where learning is data-informed
where learning is technology infused.
ASD is where learning extends beyond walls...

Our Mission
The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

Student Learning Objectives
- Each student will demonstrate creativity, critical thinking, communication, and collaboration skills to respond to authentic learning experiences.
- Each student will take the initiative to improve his or her community.
- Each student will meet or exceed ASD's curricular standards and be able to reflect on and to articulate his or her performance.

Our Values

<table>
<thead>
<tr>
<th>Respect</th>
<th>Honesty</th>
<th>Responsibility</th>
<th>Compassion</th>
</tr>
</thead>
</table>

ASD’s Definition of Learning
Learning takes place when new knowledge, understanding or skills are being added or when prior knowledge, understanding and skills are being consolidated.

An ASD Teacher exhibits the following dispositions:
- Listens with empathy and understanding
- Thinks flexibly
- Questions and poses problems
- Thinks about your thinking: metacognition
- Creates, Imagines & Innovates
- Takes responsible risks
- Finds humor
- Remains open to continuous learning
- Thinks and communicates with clarity and precision
- Accepts and embraces change

An ASD Teacher is child centered and learning focused
An ASD Teacher is knowledgeable in:

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Unit Design</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ASD teachers know that the school is a standards-based school.</td>
<td>- ASD teachers are knowledgeable and adept at using the <em>Understanding by Design</em> format to design units that support learning through understanding.</td>
<td>- ASD teachers are knowledgeable in best practices in assessment.</td>
</tr>
<tr>
<td>- ASD teachers know that curriculum is anchored in standards and benchmarks refined through a curriculum review process.</td>
<td>- ASD teachers know that effective unit design is anchored in enduring understandings and essential questions.</td>
<td>- ASD teachers know the uses of formative and summative assessment.</td>
</tr>
<tr>
<td>- ASD teachers are knowledgeable and committed to delivering the curriculum that is grounded in the ASD standards, philosophy and essential agreements.</td>
<td></td>
<td>- ASD teachers know that grading and reporting reflects authentic student learning.</td>
</tr>
<tr>
<td>- ASD teachers are knowledgeable in the content area they teach.</td>
<td></td>
<td>- ASD teachers follow the guidelines of the ASD Essential Agreements for Assessment.</td>
</tr>
</tbody>
</table>

An ASD Teacher is skillful in:

<table>
<thead>
<tr>
<th>Curriculum Mapping</th>
<th>Collaboration</th>
<th>Analyzing Data</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using Atlas Rubicon to map units</td>
<td>- Using the Norms or Collaboration to enhance team planning</td>
<td>- Using protocols to reflect on student work</td>
<td>- Using NVS and meeting the NVS goals and expectations</td>
</tr>
<tr>
<td>- Using analysis tools to reflect on standards alignment and assessment</td>
<td>- Using protocols to reflect on assessment design</td>
<td>- Using data to guide instruction</td>
<td>- Using Atlas Rubicon and meeting the Atlas expectations</td>
</tr>
<tr>
<td></td>
<td>- Using protocols to look at student work</td>
<td>- Using data to differentiate instruction</td>
<td>- Using PowerSchool</td>
</tr>
<tr>
<td></td>
<td>- Using collaboration to plan effectively with colleagues</td>
<td>- Recognizing student needs</td>
<td>- Using technology as a communication tool</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Communication</th>
<th>Assessment</th>
<th>Technology Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using a variety of instructional strategies</td>
<td>- Communicating clearly with students</td>
<td>- Designing assessments that are aligned to the ASD standards</td>
<td>- Using technology as an instructional tool</td>
</tr>
<tr>
<td>- Using instructional strategies that are engaging for the student</td>
<td>- Providing students with clear expectations</td>
<td>- Designing quality contextual assessments</td>
<td>- Embedding technology within their curriculum</td>
</tr>
<tr>
<td>- Using instructional strategies that match student needs</td>
<td>- Communicating effectively with parents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Professional Learning at ASD

There is a strong belief at ASD that teachers should model and participate in learning that is aligned with the school's strategic plan and the yearly goals of the school. To this end, ASD sponsors professional learning in a variety of ways including attending NESA conferences within the region, summer workshops in the States, local workshops such as Qatar Reads, Qatar Math and Science Teachers Association, and school-based Teachers Teaching Teachers. ASD also collaborates with expert consultants who work with the faculty during designated professional learning days within the school academic calendar.

ASD does not provide a professional learning allowance for teachers pursuing individual interests; instead, the school funds according to needs that are aligned with school goals. The professional learning budget is generous and has enabled the school to support faculty in a variety of educational pursuits. Professional learning funds are awarded by the Professional Learning Council consisting of teachers and administrators.

At ASD we believe that professional learning is a shared responsibility that leads us all to improved student learning.

Technology at ASD

Technology is an integral part of the ASD strategic plan. To live, learn, and work in an increasingly complex and information-rich society, students must be able to use technology both effectively and ethically. At ASD we encourage students to reach their full potential and to aspire to standards of excellence in all of their activities. We believe that one of the best ways to enhance learning is to integrate technology into the learning process across the curriculum using stimulating and dynamic learning experiences.

ASD will provide an effective school environment, adequately supplied with educational technology so that students can become:

- capable, confident and ethical users of information technology
- information seekers who are capable of critically:
  - organizing
  - analyzing
  - evaluating
  - manipulating
  ...the information that they obtain.
- efficient users of information to solve problems and make decisions
- creative and effective users of productivity tools
- effective multi-media communicators and web publishers
- global citizens who make a contribution wherever they live in the world
- lifelong learners who have the necessary skills and attitudes to study online

All teachers are assigned laptops that can be used anywhere on our wireless campus and at home. Curriculum planning is done utilizing Atlas Rubicon, and NESA Virtual School is employed to communicate course information to students and parents. PowerSchool is used for our school information system. It allows anytime, anywhere community access to grades, student schedules, and other school information.
Overview 2010 - 2011

Strategic Plan for Improved Student Learning

Global Citizenship
- ASD Values
- Global Issues Network/ Educare
- Community Service
- Week Without Walls
- Local Service Projects
- Sister School Program – Sri Lanka
- Educare Symposium
- IB CAS/ Service Learning

Curriculum & Best Practice
- Math Instruction K-8 (MCI2 training) Erma Anderson
- Technology Integration / Information Literacy Review (continued)
- ES Literacy (Word Study &) Pete Bowers, Emily DeLiddo
- Looking for Learning Training
- Differentiation Powells
- UBD Jay McTighe

Collaboration
- Team Goals - focused on learning
  Collaboration Protocols and looking at student work
  Common Assessments
  Strategic Planning

Analysis of Evidence of learning
- Identifying data team tasks
- NWEA MAP 3 - 9
- Common Assessment Data / Cornerstones / Classroom Data Collection
- Use of protocols to look at student learning
- Grading Recording Reporting initiative moving forward at each division
- Looking for Learning Fieldworks

ONGOING SYSTEMIC WORK
- UBD Unit Design
- Atlas Rubicon Mapping
- NESA Virtual School
- Power School
Major School-wide Initiatives
Leading towards Improved Student Learning
2010/2011

NOTE: The focus of the first semester will be on Strategic Planning

The "Looking for Learning" Initiative (see one-page explanation)

- Continuation of the "Looking for Learning" training for teachers and leaders
- All classrooms are open for "Looking for Learning" visits
- Adding new groups to the cohort of trained teachers and leaders
- Gathering of "Looking for Learning" data using the L4L Tool Kit
- Feedback conversations after classroom visits

ASD is a "Learning Focused-School" (see one-page overview)

- Each class will display the Enduring Understandings/Essential Questions for each unit
- All student work displays are "learning focused" displays, identifying the targeted learning
- Continue to focus on learning through the embedded use of Understanding by Design (Wiggins and McTighe)(see one page overview UbD)
- Elementary School Subject Coordinators will do subject specific “learning visits”

Curriculum Mapping (see one-page overview)

- Continue refining unit maps on Atlas Rubicon (mapping software)
- Implement a unit review process through the Curriculum Council (2\textsuperscript{nd} semester trial)
- Focus on the quality of Enduring Understandings/ Big Ideas and Essential Questions for each unit of study (Understanding by Design, Wiggins and McTighe)

Curriculum

- Technology and Informational Literacy Integration Curriculum is being refined (2\textsuperscript{nd} semester)
- All subject specific mission statements and essential agreements will be aligned to the new ASD Mission

Assessment (see one page overview essential agreements, assessment practices, NWEA MAP)

- Continuation of NWEA Measures of Academic Progress testing in grades 3 - 9
- Continue to mine the MAP data and set improvement goals
- Continue to develop common/cornerstone assessments
- Continue to gather anchor papers for each assessment
- Define role of school-wide Data Team
• Data Analysis (Annual Report)

Instructional Strategies

• Continue to follow best practice for instructional strategies in each discipline
• Professional Learning will focus on differentiation (Bill and Ochan Powell)

Technology

• Extension of the Laptop One-to-One Pilot
• Ipod Cart Pilot

Dispositions and Trans-disciplinary Skills

• Reporting of behavioral "dispositions" separately from "academic learning"

Standards-based Reporting

• Report card pilot in ES

Collaboration (see PACT Guidelines)

• Continued use of Norms of Collaboration (Garmston and Wellman)
• PACT (Professional and Collaboration Time)

Strategic Planning

• Development of action plans (1\textsuperscript{st} semester)

Professional Learning Opportunities for 2010/2011

• Bill and Ochan Powell - Differentiation
• The Fieldworks Group - Looking for Learning
• Pete Bowers - Word Study Regional Workshop
• Erma Anderson - Math (MCI2 Instructional Practices)
• Emily Deliddo - writing
• NESA Conferences and Institutes
• Mini NESA with Qatar Academy
• IB Workshops
• The Arabian Reading Association
• Qatar Reads
• PLOT (Professional Learning Opportunities for Teachers - ASD based)
• Educare Symposium
Planning for the Future (see Yearly Focus Chart)

- Mapping of all ASD initiatives

ASD's Teacher Profile (see profile document)

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Planning Your Move to Doha

Start planning early. The human resources office, travel agent, and shipping manager will contact you very early in the process to begin your transition to Doha. There will be many things to do, and many questions. Rest assured that ASD is ready to support you and provide you with the information you need to make this transition as smooth as possible. There are five main issues that we will help you address very early in the process, including visa paperwork, shipping, flights, housing and dependent children registration. You are always welcome to contact our human resources department directly with questions at: mmitchell@asd.edu.qa

Entry Visas

Everyone needs a visa to enter Qatar. The American School of Doha serves as your sponsor in Qatar and will procure your entry visa(s). A copy of your visa will be emailed to you prior to your arrival.

Travel

In order to make your trip as pleasant and as safe as possible, ASD employs a full-time travel agent on campus to assist you with all aspects of travel. If you have specific questions pertaining to your travel needs, or bringing your pets into Doha, we will be here to help assist you with your individual needs.

Following are some specific regulations that apply specifically to pets:

Options

There are three ways of transporting your dog or cat by air. Bear in mind that if the kennel does not meet the requirements specified below, you can be denied boarding privileges:
• **In the cabin:** In the case of small cats and dogs, you have the option of allowing them to travel with you in the cabin under the seat in front of you. Since this space is small, you should keep the following points in mind:
  - Your pet will have to fit into a kennel no larger than 43 x 31 x 20 cm (length x width x height).
  - The combined weight of the kennel and your pet cannot exceed 4 kg.
• **In the hold:** Your pet can travel with you in a ventilated baggage compartment in the hold of the aircraft. To travel safely, your pet has to travel in a specially designed ‘sky kennel’. If your kennel does not meet the requirements specified here, you can be denied boarding privileges. Click here to read more about the sky kennel and traveling with pets.
• **Via Cargo:** If you wish your pet to travel unaccompanied.

**Travel documents and health certificates**

• All documentation in relation to your pet must be drawn up in English.
• To be able to travel, your pet must have a valid health certificate signed by a licensed veterinarian. This certificate must be issued between two and eight days prior to departure.
• Additional conditions often apply to puppies up to 12 weeks of age. As these conditions can differ per country, we would advise you to contact the embassy of the country that you are traveling to for further information.
• Your pet must have a valid certificate stating that the animal has been vaccinated against rabies at least 28 days before departure. This certificate must be signed by a local veterinary service officer or other official.
• Pets traveling from/to the European Union must have an identification microchip or tattoo and an official EU Pet Passport issued by a licensed veterinarian.

The pet passport must contain the following details:

• Name and full address of the owner.
• Description of the pet, such as the color of its fur.
• Type of identification: microchip or tattoo.
• The date and the brand of the vaccination against rabies.
• Rabies serological test.
• Tick treatment.
• Echinococcus treatment.
• Other vaccinations.

**Rules and restrictions**

Please take the following restrictions into account should you wish to take your pet with you on your flight:

• If your pet plus the basket exceeds the maximum weight of 75 kg, or the basket exceeds the maximum dimension of 406 cm (length+breadth+height), it will only be possible for your pet to travel via cargo.
• All airlines/airports have different rules and regulation for pets, so it is advisable to book them at least 21 days in advance so any additional paper work can be finished.
• FROM and TO QATAR pets can be booked as CARGO only.

**Costs**
Charges always apply for the transportation of pets. The rates in this regard depend on which baggage concept applies to your baggage. There are three possible baggage concepts which determine the rate that you pay for traveling with your pet. The piece concept, the weight concept or the costs of shipment with CARGO.

Prepare your pet

Please read the following instructions carefully prior to your pet’s trip.

- Be sure to arrange vaccinations, travel documents and other important matters well in advance. Contact the local embassy of your destination country for precise requirements.
- Remember that some countries have strict quarantine regulations.
- Secure a label to the side of the kennel stating the animal’s name and feeding instructions.
- Allow five days for your pet to get used to its kennel before the flight.
- Do not allow your pet to drink for four hours before departure.
- Do not feed your pet for 12 hours before departure.
- We strongly advise you not to tranquillize your pet. It will take longer to get accustomed to its new surroundings and its temperature may drop during the flight.

Below is our Pet Checklist.

Pet Checklist

KENNEL:
Dog/cat must be able to stand with head fully erect (without touching the roof), turn around, and lie down comfortably. For snub-nosed dogs, one kennel size bigger than usual is required to prevent breathing problems. Kennel must be made of rigid plastic with a built-in metal door. (Wooden kennels and kennels with plastic doors are not permitted.)

AGE/QUANTITY:
Dog/cat must be at least 10 weeks old. Limit one per kennel, unless under 6 months and of comparable size up to 9 kg each, then limit is two per kennel. Pup or kittens less than 4 months can travel in same kennel as mother.

DOCUMENTS:
Copies of pet passport/health certificate must be attached to the kennel. Therefore, please bring photo copies of the health certificate with you when you check-in.

PHYSICAL CONDITION:
Pet must not appear to be physically distressed, injured or over tranquillized.

DISHES:
Kennel must have two empty dishes attached or a single dish with two compartments for food and water, accessible without opening kennel door.

ABSORBENT MATERIAL:
Kennel must have blanket, newspaper or other absorbent material on floor. Straw is prohibited.

STICKERS:
Kennel must have at least one ‘Live Animal’ sticker and two ‘Arrow Up’ stickers.

**PASSENGER NAME TAG:**
Passenger's name, address, and phone contact must be completed and attached.

**LEASH/MUZZLE:**
Pet must not have a leash or muzzle on or left in kennel.

**LOCK:**
Door lock on kennel must be secure, but no padlocks. Door hinges and locking pins must extend beyond the horizontal extrusions above and below the opening by at least 1.6 cm (5/8 inch).

**WHEELS:**
Wheels must be locked, taped or removed.
Daily Life in Doha, Qatar

We hope that your time in Qatar and, particularly at the American School of Doha, will be a rewarding and enriching experience of living and growing in the context of another culture. We look forward to your special personality adding to the international flavor of the American School of Doha community. Here is some general information that hopefully will help answer your questions and assist you in your planning.

Banks

During the professional staff orientation, the school will help you establish an account with a local bank. This bank offers checking and savings accounts, wire transfers and other services to teachers. Many teachers choose to keep their accounts open in their own countries and move money between the two. ATMs are available throughout Doha, with one located on our ASD campus in the main administration wing.

Bookstores

There are two major English language bookstores in Qatar - Jarir and Virgin. They carry a decent selection of magazines and paperback books, both of which are expensive, compared to US prices. Many teachers bring a good supply of reading material and exchange books throughout the year. Other teachers buy online and have the books shipped to Doha.

Car Rentals

The school will assist you in the rental of a car shortly prior to your arrival. A rental car will be delivered to your house and you will have the freedom to venture off on your own. All premium standard size cars can be rented for approximately US$750-$900 per month. You can rent a car on most foreign licenses, and while driving can be a little intimidating, you’ll have no problem getting around-and gas is very inexpensive by U.S. and European standards. Please familiarize yourself with Qatari driving rules before you venture out – some penalties come with hefty fines.

Car Buying

All popular makes and models are available-new and used. You may purchase a car being sold by a departing teacher and have it waiting at school upon your arrival or you may rent a car upon your arrival and go "car shopping" at your leisure once you have your Residence Permit which usually takes six weeks. The cars of choice in Doha seem to be the Toyota Land Cruiser and the GMC Suburban-the bigger, the better - however, among ASD staff members Audi, Honda, Hyundai, Jeep, Kia, Nissan, Mitsubishi prevail! This prevalence of Land Cruiser and Suburbans say something about the driving habits in Doha. People drive fast and aggressively, but your personal comfort level will depend on your previous driving experiences. Many people buy used cars from expatriates who are moving back home, and we do live in a transit community so these are often available for a variety of prices depending on the make and model of the car.

New cars in Qatar are all generally fully optioned. A deposit is paid and bank financing is available for the balance. In addition to the cost of the vehicle, it is important to consider that you cannot purchase a car without having a Residence Permit. This usually takes about six weeks and you should be prepared to rent until your R.P. is complete.
Clothing and Accessories

Men's and Women's clothing is readily available in Doha. If you cannot find what you want, there are many tailors who do excellent copy work. You bring them a sample of the item you want copied and the fabric and they will create it for you. The quality is excellent and it is inexpensive. Children's clothing of all kinds and in every price range can be found here.

- Warm Weather Clothing

It is advisable to bring cotton and/or cotton-blend clothing. Generally, the lighter the weight the better. Expats men and women are often seen wearing t-shirts and shorts in public, although it is frowned upon and is not considered culturally appropriate by local custom. Non-Muslim women, however, are not required to wear the traditional long black dress/robe worn by most local Muslim women.

- Winter Clothing

It's all relative, but there are some colder / cooler months in Qatar and there is no central heating in homes. If "cold" weather affects you adversely, you may want to bring some warmer clothes for those cooler days and evenings. A variety of sweaters, jackets, and sweat suits are available locally in a variety of sizes and prices. A "cool" down in Doha is a temperature in the low 60’s.

- Footwear

Although available in Doha, it is recommended that you bring shoes, hiking boots, and all sports shoes as styles and size selection are more limited than in the U.S. Sandals are good for spring, summer and early fall. Men and women's larger sizes are difficult to find. You will initially be doing a lot of walking. Be sure to bring at least one pair of walking shoes that are comfortable and tested by time.

- Jewelry

Jewelry is readily available in Doha. There are many jewelry stores selling a wide range of watches, earrings, bracelets, etc. There is also the Gold Souq. Although not as large as those found in other Gulf countries such as Dubai and Saudi Arabia, this market offers many opportunities to purchase ready-made jewelry or to have designs created or copied.

- Personal Care Items

Imported personal care and cosmetic items, including such basics as shampoo, deodorant, toothpaste, and shaving creams are all readily available. Prices in large discount stores are fairly reasonable. Hair color kits, if you use them, should be shipped. Brands of tampons are limited and many of our women faculty prefer to bring their own supply.

Code of Conduct

Expatriate guests in Qatar are encouraged to dress modestly, however, compared to other Gulf countries the dress code is quite liberal. It is considered particularly important to dress
modestly and to respect the Islamic traditions during the Holy Fasting Month of Ramadan. Public displays of affection are discouraged and there are stiff fines for consuming alcohol other than on licensed premises. Driving under the influence of drugs or alcohol is a serious offence and if caught will result in immediate deportation. Qatar applies a zero-tolerance attitude toward drugs.

**Currency**

The unit of currency is the Qatar Riyal (QR), which is divided into 100 Dirhams. Notes in circulation are 1, 5, 10, 50, 100 and 500 Riyals. Commonly found coins are 25 and 50 Dirhams. The Qatari Riyal has a fixed rate against the US Dollar: $1 = QR3.65.

**Dining Out in Doha**

There are many restaurants in Doha. There are many expensive, upscale restaurants - several located in the major hotels - featuring Arabic, Asian, Chinese, French, Italian, Swiss specialties. There are mid-priced, family restaurants and fast food restaurants such as A&W, Arby's, Baskin Robbins, Burger King, Dairy Queen, Domino's Pizza, Hardee's, Kentucky Fried Chicken, McDonalds, Pizza Hut, Starbucks, Subway, TGIF, and TCBY. Restaurants you may recognize include Appleby's, Bennigan's, Chili's, Fuddruckers, and Ponderosa.

**Domestic Help**

A maid, generally from India, Sri Lanka, Indonesia or the Philippines can be employed on a full or part-time basis to clean, cook and baby-sit as required. The wage for a day-maid who comes in to work part time, but lives in her own home, is approximately QR25 ($7.00) per hour, more if cooking is involved. Wages for a full-time maid vary considerably depending on their responsibilities, and whether or not child care is required and whether accommodations, meals, etc. are provided, but expect to pay between US$400 and $600 per month.

**Driving Licenses**

Foreign residents of Qatar must change their country drivers' licenses to a Qatari driver's license as soon as possible if they wish to drive. During your initial orientation days, the school's expediter will take you to apply for your temporary Qatar driver's license. You will receive a temporary license immediately and your permanent license within a month or so. The cost is approximately US $140.

**Electricity**

Electricity is expensive in Doha. The voltage is 220 and most US-made appliances work, however, you will need transformers. Most teachers, however, purchase electrical appliances here.

**Electrical Appliances**

- **Stoves, Refrigerators, Clothes Washers and Dryers**

The school provides these major appliances for your household. Stoves are generally electric rather than gas. All brands are similar in style to US brands.
• Air Conditioners and Fans

All teachers have air conditioning in their homes and apartments. Depending on the year, AC is necessary from April/May through October/November. Ceiling and portable fans are available for purchases, if needed during the "fringe" months.

• Heaters

It can be "cold" during the winter months. Houses and apartments are neither heated nor insulated. You may require heat. Both kerosene and electric heaters are available here.

Clay convection electric heaters are excellent and are also available.

• Small Appliances

Toaster/broiler ovens, microwaves, mixers, blenders, electric fry pans, popcorn poppers, electric blankets, radios, hair dryers, and vacuum cleaners and bags are all available in Doha. Costs vary considerably depending on make and model.

• Television, Stereo, Radio, VCR, DVD, etc.

While you may choose to bring some or all of these items with you, however, there are several compatibility considerations, which need to be addressed, and these items are all readily available in Doha. There is a good selection of U.S., European, and Asian brands including Sony, Hitachi, Aiwa, Toshiba, to name a few and they are reasonably priced. Most teachers wait until they arrive and purchase these entertainment items here at one of several stores (Dasman, Carrefour, LuLu, or the company distributor which may be located on "Electrical Street"). These do not run well on transformers over time.

• Television and Radio Program Options

Most teacher households in Doha have cable TV. There are several packages to choose from and the cost will vary depending on the package you select. The cost of a package that includes CNN, Discovery, ESPN, Fox Sports, Hollywood, MSNBC, National Geographic, Star Movies, Orbit, etc. is approximately US$65-$100 per month.

Qatar Radio operates one English service and one French service, both on 97.5 FM.

Videotapes and DVDs are a popular option for home entertainment. Local video materials and equipment use the PAL standard; however, multi-systems are available. DVD players bought in the U.S. will likely only play US region DVDs. Multi system DVD players are available and quite popular. If not already equipped with the appropriate chip to allow general play, most stores will insert the chip at no charge.

There are several small rental shops where for QR20 you can rent videos, video CDs and DVDs. The selection is limited, but rapidly increasing.
Holidays and Qatari Celebrations

Qatar's holidays are primarily Islamic. The big one is Ramadan, a month when everyone fasts between sunrise and sunset to conform to the fourth pillar of Islam. Ramadan ends with a huge feast, Eid al-Fitr, during which everyone prays together, visits friends, gives presents and eats sumptuous meals. Eid al-Adha, is the other big feast of the year, marking the time when Muslims should make the hajj (pilgrimage) to Mecca. All of these holiday dates vary due to the following of the lunar calendar. Qatar's only non-religious holiday is National Day, on 18 December.

Household Furniture and Goods

- Furniture

The school provides all the basic furniture for your household. You will find table and chairs in the kitchen, and beds, nightstands, dressers and wardrobes in the bedroom. Your living room will include a variety of couches, chairs, coffee and end tables, and lamps. A dining room table and chairs, and a buffet will complete your furnishings. Most homes have a third bedroom / study which will have a desk for each household.

Additional accents items may be purchased locally. Home Center, The One, and other large stores offer a good selection of western furniture and goods at prices, which are competitive with U.S. prices. Upholstering can be done.

- Kitchen Utensils and Dinnerware

The school loans to each new household a "settling-in package" which includes all the kitchen basics including cookware, glasses, dinnerware, flatware, and serving utensils until you have had time to shop for your own. A wide-variety of household/kitchen "essential" including cookware, glasses, dinnerware, flatware, utensils, storage containers, dish drainers and ironing boards of U.S. & European quality and variety are available in Doha at reasonable prices. Locally made kitchen and dinnerware are of decent quality and relatively inexpensive.

- Carpeting and Rugs

Houses and apartments generally do NOT have wall-to-wall carpeting.

There are a large variety of area rugs available; however, prices depend on size and quality. Upon arrival, many teachers have purchased inexpensive machine-made Oriental-style carpets to cover their floors and later have paid more serious visits to the many quality carpet vendors that are here in Doha to purchase high-quality carpets.

- Bedding and Bath

The school provides mattresses and box springs for your bedrooms, which generally contain king and queen-size beds. Locally made mattresses are good, but tend to be firm. The are not "standard sizes" and tend to be 180 x 200 cm or 200 x 210 cm.

Imported bed and bath linens are available at reasonable prices; however, sizes tend to run smaller than in the U.S. Fitted sheets can be hard to find. Because of our cold winters, you may want to include an electric blanket or at least a warm blanket or comforter. Local towels,
pillows, sheets, comforters and blankets are available. However, mattress pads are difficult to find at reasonable prices, so if you like a softer bed, please include one in your shipment from home.

Although bathrooms vary according to the house, most are fully equipped and contain tub and shower. Shower curtain rods and curtains may be needed and are available locally.

**Internet Access**

The school does not provide Internet accounts for faculty use from home. If you plan to do e-mail or use the internet from your home, you will need to purchase an account from a local Internet Service Provider or buy a phone internet card during the first few months in Doha. After your residency permit is complete a DSL and cable connections can be purchased. There are a number of Internet service providers with English service. ADSL and Cable connects are also available.

**Language**

The official language of the country is Arabic, but English is widely spoken and understood. You should not have any great difficulties communicating with the Qatari or the multitude of expatriate laborers residing in Qatar.

**Laundry and Dry Cleaning**

Although houses are equipped with clothes washers, from time to time laundry and / or dry cleaning services are needed. These are located around the city and tend to be inexpensive by U.S. standards. Sample US $ prices: laundering of shirts (US$1.00), slacks (US$2.50), dry cleaning of dress (US$4.00).

**Newspapers**

There are three English language newspapers published in Qatar - the Gulf Times, the Peninsula and the Qatar Tribune. International newspapers such as the Herald Tribune are now printed in Doha but tend to be expensive. USA Today usually arrives 24 -36 hours after publication.

**Recreational & Leisure Activities**

There are a variety of recreational activities available in Qatar. Opportunities exist in amateur dramatics (Doha Players Theater), arts and crafts, billiards and snooker, bowling, chess, cooking classes, dancing, gardening natural history groups, photography clubs, and yoga, among other leisure time activities.

Sports play an important role in the social lives of Qatar residents. The year begins with the ExxonMobil Tennis Open, which has attracted the likes of Roger Federer and Andy Roddick. In March, Qatar hosts the Qatar Total Tennis Open for Women. The Qatar Masters Golf Tournament is being held at the end of January this year and was won by Ernie Els last year. There are several Health and Recreation (Fitness) Centers offering a variety of membership programs. Many include access to tennis, handball and squash courts, swimming pools, and the like. Sailing, golf, ice skating & hockey (yes, there are two ice skating rinks), horse racing and riding, motor sports, rugby and running clubs, sailing, scuba diving, sea fishing, a wide variety of water sports,
South of Doha, there are beaches along the road to Umm Said, but they're nothing to write home about. Ardent beachcombers should visit the beaches around Dukhan in the West of the country - especially near Bir Zakrit, where there are some interesting limestone rock formations. This is also a popular camping spot.

Desert excursions are a great way to wile away the time in Qatar - most head for areas southwest of Doha along the road to Salwa. Some of the beaches on the northeastern coast are additionally well worth a visit. You may want to try dune boarding, or dune surfing.

**Religion and Worship**

Islam is the official religion of the country, and Shari'a (Islamic Law) is the principal source of legislation. The Qatari government, however, endorses freedom of religion and various religious groups hold regular services throughout Doha.

**Shopping**

- **Groceries**

There are several options for grocery shopping in Doha. Although none of them may equal the enormous superstores of the U.S., Carrefour, Mega-Mart, LuLu, Family Food Center and Giant (among others) carry most grocery items the average family consumes. Expats generally experiment with different supermarkets and then settle on one or two that best meets their family needs.

Surprisingly, there are many American and European brands in most stores.

- **Alcohol**

Although driving under the influence of alcohol is a serious offence as it is worldwide, alcohol is NOT prohibited in Qatar as it is in most Islamic countries. Upon receipt of your Resident Permit, you may apply for a Liquor Permit through the Qatar Distribution Company. Upon completion of the application form and payment of a refundable deposit, you are issued a permit which entitles you to purchase beer, wine, and a variety of liqueurs and liquors at the Liquor "Syndicate" - a moderate sized, duty free type store with a reasonable stock of alcoholic beverages.

Please note that you cannot bring any alcohol into the country, not even from duty free shops in the airport.

- **Stores in Doha**

Shoppers in Qatar have never had it so good. There are a wide variety of stores for your shopping pleasure. Several large malls have opened - Landmark, The Mall, Villagio and Hyatt Plaza - in addition to a myriad of smaller plazas, shopping complexes and individual stores. Doha actually claims to have the largest shopping mall in the Middle East - the 5-floor, 350-shop City Center. Rather than just one main "downtown" area, Doha has several shopping districts. Store names you may recognize include Carrefour, Debenhams, Esprit, Floresheim Shoes, Giordano, Hush Puppies, Montana, Nine West, Osh Kosh B'Gosh, Tommy Hilfiger, and Toy's 'R Us.
• Telephones

The school does NOT pay for personal telephone service in the housing. Although we can help you arrange services to be connected prior to your arrival. During the initial orientation, cell phones are provided so that the new arrivals and school personnel are able to communicate if necessary. Qatar Telecom (Qtel) provides International Direct Dialing (IDD) to most countries. Many teachers buy pre-paid Qtel telephone cards that are available in bookstores and most supermarkets. For international calls, most teachers use skype or vonage services.

• Traditional Souqs

The traditional souqs -the markets and bazaars of the Middle East - still exist on Qatar in spirit, even if some are now housed in marble-clad, air-conditioned buildings. These local markets specialize in a variety of goods. Some sell clothing and other basics while others specialize in antiques, gold, fabric or flowers. There are fish markets, meat markets, etc. Exploring the souqs is fun - and can be an extremely rewarding experience. You can often find the same products there as in the shopping malls - but at lower prices AND you can practice your bargaining skills.

Utilities

Stoves and water heaters are generally electric.

Vacation Planning

Qatar is a small country, but boasts a large expatriate population. There are many schools that follow similar schedules to that of the American School. For these reasons and the fact that deposits are not generally required and full payment in full can be made shortly before the actual travel date, travel reservations should be made well in advance to assure confirmation of requested bookings. Although the school makes your initial travel arrangements to Doha, teachers make their own travel arrangements thereafter. Veterans are happy share their experiences concerning popular destinations as well as with a variety of travel agents.

What to See in Doha

• The Corniche

One of the finest features of Doha is its 8km-long paved corniche, or seaside esplanade. This curves round Doha bay from the Emiri Diwan to the Doha Sheraton and is a very popular location for strollers, serious walkers and joggers and even picnickers in the cooler months. Attractively planted with many shrubs, palm trees and bright flowers, the Corniche is kept clean and well maintained, and as a result is a very pleasant place to visit. Dog lovers should note that, in the interests of hygiene, no dogs are allowed on the Corniche. There is plenty of parking available along the roadside that borders the walkway, and there are even a few fast food outlets dotted here and there.
Dhow rides or tours around the bay can be chartered. These are very reasonably priced, and you can even charter your own private boat on request.

**Transportation**

Qatar is well served by the newly renovated and modernized Doha International Airport although the growth of Qatar and the increase in visitors to the country has made it necessary to begin construction on a new and larger airport. Doha does have a city bus system that is used primarily by local workers. Your best options are taxis and rented cars for getting around Doha and the outlying reaches of the country until you purchase your own car.