Our values
• Respect
• Responsibility
• Compassion
• Honesty

Our vision
ASD is a future-focused community where learning is...
• Collaborative
• Fun and engaging
• Extended beyond walls
• Creative to foster innovation
• Sustained by responsible practices
• Data-informed and evidence-based
• Authentic, solving real-world problems
• Encouraged in a technology-enhanced environment
• ASD is... where students are encouraged to extend their own learning

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

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.

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

An ASD Teacher exhibits the following dispositions:
• Listens with empathy and understanding
• Thinks flexibly
• Questions and poses problems
• Thinks about his / her thinking; metacognition
• Creates, imagines and innovates
• Finds humor
• Remains open to continuous learning
• Thinks and communicates with clarity and precision
• Accepts and embraces change

An ASD Teacher is knowledgeable in:
Curriculum
• knowing that the school is a standards-based school
• knowing that curriculum is anchored in standards and performance indicators and are refined through an ongoing curriculum alignment process
• and committed to delivering the curriculum that is grounded in the ASD standards, mission and essential agreements
• the content area they teach

Instruction
• knowing the best practices in their subject area
• what learning looks like
• that instruction should be differentiated
• knowing that instruction should be engaging and support learning

Unit Design
• and adept at using the Understanding by Design format to design units that support learning through understanding
effective unit design which is anchored in enduring understandings and essential questions

Learning
- understanding that learning takes place not only in the academic realm but also in other domains
- understanding about learning in cross-curricular dispositions, skills and global citizenship
- understanding that learning must be engaging, targeted and sufficient

Assessment
- the best practices in assessment
- the uses of formative and summative assessment
- understanding that grading and reporting reflects authentic student learning
- following the guidelines of the ASD Essential Agreements for Assessment
- the use of assessment data to guide instruction

Professional Learning (PL)
- and embrace the school’s PL initiatives
- seeking PL opportunities to improve their teaching
- knowing that professional learning is a shared responsibility
- knowing that PL decisions are strategic

An ASD Teacher is skillful in:

Curriculum Mapping
- using Atlas Rubicon to map units
- using analysis tools to reflect on standards alignment and assessment

Instruction
- using a variety of instructional strategies
- using instructional strategies that are engaging for the student
- using instructional strategies that match student needs through differentiated instruction

Collaboration
- using the Norms of Collaboration to enhance team planning
- using protocols to reflect on assessment design
- using protocols to look at student work
- using collaboration to plan effectively with colleagues
- using collaboration targeted goals

Communication
- communicating clearly with students
- providing students with clear expectations
- communicating effectively with parents
- communicating well with colleagues

Analyzing Data
- gathering the right data
- using protocols to reflect on student work
- using data to guide instruction
- using data to differentiate instruction
- recognizing student needs
- analyzing data to set goals
- using ASD data dashboards

Assessment
- designing assessments that are aligned to the ASD standards
- designing quality contextual assessments
- designing and using rubrics and scoring guides that are clear and aligned to the ASD standards
- reporting against standards

Technology
- using NVS and meeting the NVS goals and expectations
- using Atlas Rubicon and meeting the Atlas expectations
- using PowerSchool
- using technology as a communication tool

Technology Integration
- using technology as an instructional tool
- embedding technology within their curriculum