American School of Doha
Teacher Profile

An ASD Teacher is committed to:

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 and empowering them to become positive, active, global citizens.

Our Values
Respect
Responsibility
Compassion
Honesty

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:
- Listening with empathy and understanding
- Thinking flexibly
- Questions and poses problems
- Thinks about your thinking: metacognition
- Creates, Imagines & Innovates
- Finds humor
- Remains open to continuous learning
- Thinks and communicate with clarity and precision
- Accepts and embraces change

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

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

**Unit Design**
- ASD teachers are knowledgeable and adept at using the Understanding by Design format to design units that support learning through understanding.
- ASD teachers know that effective unit design is anchored in enduring understandings and essential questions.

**Assessment**
- ASD teachers are knowledgeable in best practices in assessment.
- ASD teachers know the uses of formative and summative assessment.
- ASD teachers know that grading and reporting reflects authentic student learning.
- ASD teachers follow the guidelines of the ASD Essential Agreements for Assessment.
- ASD teachers use assessment data to guide instruction.

**Instruction**
- ASD teachers are knowledgeable about best practices in their subject area.
- ASD teachers know what learning looks like.
- ASD teachers know that instruction should be differentiated.
- ASD teachers know that instruction should be engaging and support learning.

**Learning**
- ASD teachers know that learning takes place not only in the academic realm but also in other domains.
- ASD teachers are knowledgeable about learning in cross-curricular dispositions, skills and global citizenship.
- ASD teachers know that learning must be engaging, targeted and sufficient.

**Professional Learning**
- ASD teachers are knowledgeable in, and embrace the school’s PL initiatives.
- ASD teachers seek PL opportunities to improved their teaching.
- ASD teachers know that professional learning is a shared responsibility.
- ASD teachers know that PL decisions are strategic.

An ASD Teacher is skillful in:

**Curriculum**
- Using Atlas Rubicon to map units
- Using analysis tools to reflect on standards alignment and assessment

**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 to set targeted goals

**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

**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

**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

**Communication**
- Communicating clearly with students
- Providing students with clear expectations
- Communicating effectively with parents
- Communicating well with colleagues

**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 Standard
- Reporting against standards

**Technology Integration**
- Using technology as an instructional tool
- Embedding technology within their curriculum