



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge International School



edexcel



2016-2017 Academic Year

Al-Rowad International Schools

Teacher's Handbook

مدارس الرواد العالمية

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Vision

To be one of the leading international Islamic schools in the world.

Mission

To continuously improve the educational environment through understanding and acting on the needs and expectations of our school community. To implement advanced teaching methods and technology as well as established good practices, all of which are essential tools that enhance students' performance. To realize the maximum potential of each student, AIS is not only dedicated to develop academic achievement, but also to nurture physical development, social skills and Islamic values.

History

Al-Rowad International Schools was established at the beginning of the academic year 1420/1421 AH (1999/2000) in Sulaimania, Riyadh by Shaikh Abdullah bin Ibrahim Al-Khalaf.

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Philosophy

The Al Rowad International Schools (AIS) staff embraces the philosophy that every student is equal, unique, capable, and worthy of the best education possible. The future of the Muslim community depends upon an educated and responsible Ummah (community) that is grounded in Islamic tenets and principles. Islam encourages all Muslims to acquire knowledge throughout their life and elevates those who have knowledge over those who are lacking. Allah says in the holy Quran:

"Allah will exalt in degree those of you who believe and who have been granted knowledge and Allah is aware of what you do." (Al-Quran 58:11),

Also, as narrated by Abdullah bin Mas'oud (may Allah be pleased with him), the Prophet (peace be upon him) said, "Do not wish to be like anyone except in two cases. The first is a person whom Allah has given wealth, and he spends it righteously. The second is to whom Allah has given wisdom, and he acts according to it and teaches it to others".

Thus, Al Rowad International Schools (AIS) is dedicated to provide learning environment and academic preparation of Muslim youth under Islamic atmosphere to compete for success in this fast changing life and hereafter.

Our Core Beliefs

We aspire to realise the maximum potential of each student, not only developing outstanding academic achievement, but also nurturing physical development, social skills and Islamic values.

We at AIS believe in

- Cultural diversity and global awareness.

- A safe, nurturing and inclusive environment.
- Advanced learning environment that enhances students' critical thinking.
- A school that encourages moral and academic development of each student.
- Partnership between school administration, teachers, parents, students and community.
- Each student's uniqueness, right to learn and potential.

Teaching Duties and Responsibilities

School Teacher's Job Description

Title: School Subject Teacher

Reports to: Head of Department/Deputy Principals

Supervises/Responsible: Students

School Hours: School Schedule: Sunday to Thursday (Time: 6:30 -13:30) and *Saturday (if needed)*

Note: *This job description should be read in conjunction with the teacher's contract. The teachers are the essence of the work of the school. Each teacher is responsible for the education of the students in his/her class(es). In addition, it is the role of each teacher to be sure that all students are safe, secure and properly supervised at all times.*

Description of a School Teacher

AIS school teachers prepare and develop comprehensive lesson and weekly plans in line with curriculum objectives. They facilitate learning by establishing a relationship with students and by their organization of learning resources and the classroom learning environment. AIS school teachers are expected to develop and foster the appropriate skills and social abilities to enable the optimum development of their students, according to age, ability and aptitude. They assess record evaluation and progress reports and prepare pupils for examinations. They link students' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire students to help them deepen their knowledge and understanding.

Purpose: The school teacher serves as a facilitator to develop and implement the total school program. He/she is expected to carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal. To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

Functional Job Requirements

- To support the ideals and policies of the school and to implement the school's philosophy and objectives;
- To assume responsibility for the education of the students in his/her class(es);
- To assist in ensuring the safety of all children in the school and intervene if conflict should arise between any students;

Key Responsibilities

- preparing and delivering lessons to a range of classes of different ages and abilities;
- preparing lesson and weekly plans, and using appropriate instructional/learning strategies, activities, materials, and equipment that reflect accommodation for individual needs of students assigned;
- be aware of and make provision for students who are AEN/SEN, very able, or who have other particular individual needs;

- Working cooperatively with other teachers, coordinators and supervisors to modify curricula as needed for special education students.
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of the *Outline of Study (Syllabus Outline)*;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behavior, standards of work and homework;
- using a variety of teaching methods to ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically (***Self Evaluation***) to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- conducts assessment of student learning styles and use results for instructional activities;
- selecting and using a range of different learning resources and equipment, including projectors and interactive whiteboards (IWB);
- marking work, giving appropriate feedback and maintaining records of pupils' progress and development;
- keeping accurate, complete records of the progress of each student;
- informing parents of students' progress by way of evaluation/progress report cards and, where necessary, letters or individual meetings;
- Keeping him/herself informed, by way of personal files, of all factors relevant to each student.
- keeping the administration and Head of Department informed about student absence, lateness or discipline problems;
- researching new topic areas, maintaining up-to-date subject knowledge, and devising and writing new curriculum materials;
- undertaking pastoral duties, such as taking on the role of ***Homeroom Teacher, break, salah and dismissal duties*** and supporting pupils on an individual basis through academic or personal difficulties;
- if required, preparing pupils for qualifications and external examinations (such as IGCSE and SAT);
- Liaise with the Deputy Principals, Floor Supervisors, Student Counsellors and Head of Departments to ensure the implementation of school policies and best practices;
- managing pupil behaviour in the classrooms and on school premises in accordance to the school rules and regulations and applying appropriate and effective measures in cases of misbehaviour;
- participating in and organising extracurricular activities, such as trips, social activities and sporting events;
- undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD);
- Being informed about the aims and curriculum of the area in which he/she teaches. In the light of these aims and curricula, to select the lesson content and activities which are appropriate to the needs of each student in his/her class(es), in relation to the school's philosophy and objectives. ***The performance standards for the delivery of these are spelled out in the evaluation system documents.***
- Attending and participating in departmental meetings, available for all parent-teacher conferences, whole school training events and serve on staff committees as required;

Evaluation

The Academic Director, academic Supervisor and the HoD shall evaluate the teachers in accordance to the job responsibilities mentioned above.

Effective Classroom Management Techniques

- **Remain Calm**
Remember, the verbally escalating person is beginning to lose control. If the person you are intervening with senses you are losing control, the situation will escalate. Try to keep your cool, even when challenged, insulted, or threatened.
- **Isolate the Individual**
Onlookers, especially those who are the peers of the verbally escalating person, tend to fuel the fire. They often become cheerleaders, encouraging the individual. Isolate the person you are verbally intervening with. You will be more effective one-on-one.
- **Keep It Simple**
Be clear and direct in your message. Avoid jargon and complex options.
- **Watch Your Body Language**
Be aware of your space, posture, and gestures. Make sure your nonverbal behavior is consistent with your verbal message.
- **Use Silence**
Silence is one of the most effective verbal intervention techniques. Silence on your part allows the individual to clarify and restate. This often leads to a clearer understanding of the true source of the individual's conflict.
- **Use Reflective Questioning**
Paraphrase and restate comments. By repeating or reflecting the person's statement in the form of a question, you'll help the individual gain valuable insight.
- **Watch Your Preverbal**
Any two identical statements can have completely opposite meanings, depending on how the tone, volume, and cadence of your voice are altered. Make sure the words you use are consistent with voice inflection to avoid a double message.

Standards of Teaching

1. Instructions

- a. **Establishing Learning Expectations and Student Engagement**
 - Serves as a model in establishing, demands high expectations for student learning, behavior, and quality of work in a variety of ways.
 - Has developed a classroom culture where the students are engaged in the learning activity, as demonstrated by their attentiveness and participation.
 - Almost all student hands are raised or students are ready to answer immediately when "cold" called when reviewing taught material. Most of hands are raised during new material
- b. **Use of Instructional Strategies**
 - Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging.
 - Always ensures student learning through modeling, guided practice, and independent practice ("I-We-You" | Gradual Release of Responsibility Model).
 - Actively seeks and implements new instructional strategies

c. **Reaching the Range of Learners in a Classroom**

- Has established a consistent system of classroom procedures and assignments to reach a range of learners. These assignments are attainable to students with difficulties in the subject area and challenging to students who excel in the subject area.
- Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum.

d. **Pace of Instruction**

- Pace of instruction is always highly efficient, engaging, and urgent.
- Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson.
- Classroom time is considered sacred and is used in a highly efficient manners.

e. **Classroom Environment**

- Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Whiteboard/Smart board Configuration.
- Quality and updated student work is posted inside. The classroom is well organized, neat and free of clutter. Classroom Binders are consistently well maintained.

2. **Assessments**

a. **Classroom Assessments**

- Classroom assessments are models for measuring student learning.
- Classroom assessments cover all skill and content material as outlined in the curriculum.
- Classroom assessments are aligned with classroom activities and school assessments.
- Assessments are given at least every other week.

b. **Checking for Understanding and Responsiveness to Daily Student Learning**

- Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning.
- Frequently and consistently uses higher order thinking questions to push student thinking
- Always uses real-time data to adjust instruction.
- Unrelentingly focuses on student mastery of specific activities.

c. **Ability to Analyze Assessment Results**

- Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs.
- Thoroughly plans with detail to address learning needs.
- Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary.

d. **Appropriateness of Response to Assessment Results**

- Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment.
- Graded work is returned quickly.
- Always takes full responsibility for student failure and constantly works to respond to the students' learning needs.
- Uses tutoring strategically to address student learning needs.

e. Students' Level of Growth on Assessments

- Students have met or exceeded the school goal of international growth norms
- 75% proficiency on the latest school assessment in the areas for which the teacher is responsible.

3. Curriculum Planning

a. Curriculum and Syllabus Outlines

- Consists of teacher's content standards and content/subject

b. Lesson Design

- Lessons are clearly aligned with the objectives that are outlined in the curriculum.
- All mastery objectives are student-centered, measurable, attainable, and challenging.
- Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding.
- Goals and objectives are always being satisfied through the lesson's activities.
- All activities and objectives are well-aligned

c. Lesson Materials

- All student materials are always rigorous, attractive, error-free, and conducive to high-quality work.

d. Modification of Material for Students with Special Needs

- Always makes necessary curriculum modifications for students with special needs, communicating frequently with learning specialist(s) if any.
- Assumes full responsibility for student achievement and seeks innovative ways to support them.

4. Classroom Management

a. Classroom Tone: Strong Voice and Positive Framing

- The tone of classroom is always efficient, respectful and positive.
- Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.
- Always builds compliance through economy of language, quiet power, do not talk over, square up / stand still, and nonverbal authority.

b. Alignment with School Culture

- School rules, values, and behaviors are clearly enforced and emphasized.
- Implements a multitude of management strategies so well that the class appears to have few if any management problems.

c. Classroom Procedures and What to Do

- The classroom runs like clockwork, and students seem routinized to all procedures.
- Hallway transitions are a model of silent efficiency.
- Gives what to do directions that are specific, concrete, sequential, and observable.
- Always narrates compliance instead of narrating what not to do.

d. Level of On Task Behavior and 100% Compliance

- In a lesson, all students are on task at all times, and there are no side conversations.
- The teacher always notices and addresses off-task behavior.
- If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instructions.

e. Ability to Refocus a Class and Do It Again

- Always recognizes the need to refocus a class.
- Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success.
- There is little recognizable need for Do It Again because there is 100% compliance.

f. Dealing with Challenging Situations and Students

- Always deals appropriately with challenging situations and students without derailing the learning process.
- Deftly applies elements of strong voice to address challenges.
- Does not ever engage in student excuses/distractions during correction of student misbehavior.
- Students nearly always respond to correction respectfully and with compliance.
- Always knows when and how to diffuse situations with students and/or when to involve school leaders

g. Relationships with Students

- Creates a climate of caring in the classroom by addressing students in a respectful and positive manner.
- Positive relationships with students support learning in the classroom.
- Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates that s/he will not give up on students.

5. Professionalism

a. Relationships with Families

- Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students.
- Makes frequent, usually pro-active phone calls / communication, keeping parents informed of successes and struggles.
- Returns all communication from families within 24 hours.

b. Relationships with Colleagues / School

- Relationships with colleagues are extremely positive, collaborative, and generous.
- Assumes leadership among colleagues, often supporting them and engaging in professional exchange.
- Exerts a positive influence on the entire staff

c. Additional Contributions and Responsibilities

- Puts in an extraordinary amount of time and effort to contribute to student and school success.
- Independently assumes additional responsibilities when necessary and demonstrates leadership.
- Always willing to lead and /or pitch in with events or other school needs.

d. Timeliness (School Day, Classes, Meetings)

- Always punctual for the school day, scheduled classes/pick-up times, and/or meetings

e. Urgency

- Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparations.

f. **Ability to Meet Deadlines**

- Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections

g. **Professional Dress and Attitude**

- Attitude is positive and respectful of students, families, colleagues, and school leaders.
- Always positive during staff meetings and participates actively.
- Dress always models professional attire.

6. Professional Development

a. **Professional Development Participation and implementation.**

- Has a leadership presence in professional development workshops.
- Actively seeks out and implements professional development strategies in his/her classroom.
- Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video.
- Actively supports other teachers in their developed expertise.

b. **Openness to Feedback**

- Consistently seeks leader's support at appropriate times.
- Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude.
- Immediately implements feedback from school leaders and instructional leaders.

School Curriculum Framework

Al Rowad International Schools offer both: **The American and British Curricula**. Students are oriented throughout grade eight on the differences between the above mentioned curricula and they have to decide on what to choose by the end of the above mentioned grade.

The American Curriculum follows the Common Core State Standards and Next Generation Science Standards that award students with a high school Diploma or Advance High School Diploma. The Common Core State Standards (CCSS) Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based."

The (CCSS) prepares the students with the most important knowledge and skills to attain higher education or careers. The NGSS content is focused on preparing students for college and careers. The NGSS are aligned, by grade level and cognitive demand with the English Language Arts and Mathematics Common Core State

Standards. This allows an opportunity both for science to be a part of a child's comprehensive education as well as ensuring an aligned sequence of learning in all content areas. The three sets of standards overlap and are reinforcing in meaningful and substantive ways.

Using a **credit system**, students are given a wide foundation in General Education and are taught a broad range of subjects including Math (Algebra I and II, Geometry I and II, Calculus) English Literature, English Language, ICT, French, Arabic, Biology, Chemistry, Physics, World History, KSA History, P.E., Business and Economics.

The school prepares the students for SAT I and SAT II. The program starts at the beginning of grade nine and ends at the end of grade twelve. Students are registered by the school at the end of grade eleven for SAT I, and at the end of grade twelve for SAT II. AIS is recognized as one of the registered centers for SAT examinations.

The SAT I is a comprehensive exam that is given several times a year. This exam is broken up into three parts: critical reading, math and writing.

The SAT I is now offered four times a year: in October, December, March and, May. The test is typically offered on the first Saturday of the month for the November, December, May, and June administrations.

The SAT II subject Test is offered in: October, November, December, may and June.

The British Curriculum also starts in grade nine and ends in grade twelve. Students will be taught and prepared to take the Cambridge IGCSE external examinations at the end of grade ten. The IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is recognized by leading universities and employers worldwide, and is an international passport to progression and success. Moreover, it offers a flexible and stimulating curriculum, supported with excellent resources and training materials for all learners. The curriculum is structured to help and improve the academic performance of the students by developing their lifelong learning skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study. It offers a wide range of subjects including: Math, English as First and second Language, Arabic as first and Second language, Business, Biology, Chemistry, Physics, Accounting, ICT, Computer Studies and many more.

The IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities. Grades are benchmarked using eight internationally recognised grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade. Cambridge IGCSE examination sessions occur twice a year, in June and November and the results are issued in August and January. The school is a fully certified center with the University of Cambridge international Examinations,

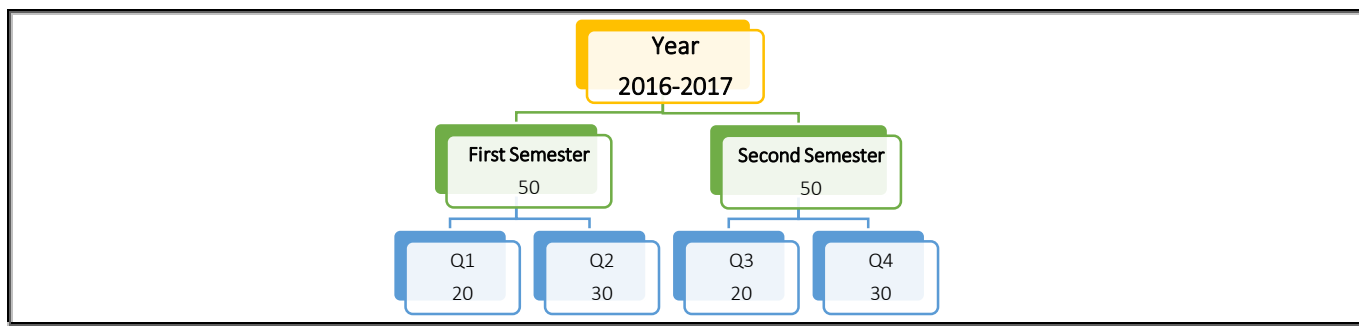
After completing the IGCSE courses, students can study up to 4 Advanced Subsidiary (AS) and Advanced level (A Level) courses offered at the school. The syllabuses prepare students for university study, which is why universities worldwide value and recognize Edexcel (**educational" and excellence**) International AS and A Level qualifications. They are the first step in providing access to a range of careers or further study. AS and A levels have been used as a benchmark to judge student ability for more than 60 years.

The school offers the opportunities to AS and A level students to move into two streams, either the Art or Science stream. Students once they have finished their IGCSE are asked to choose on one of the two main streams. In the Art stream a variety of subjects are offered: English, Math, Economics, Accounting, Applied ICT and Business Studies. The science stream includes: Math, Biology, Chemistry and Physics.

Al Rowad International Schools have been distinguished by not only educating students in various academic subjects, but also in enriching their knowledge with our Religion and ethics. In Al Rowad students have compulsory subjects in any of the two curricula and they are: *Qur'an*, *Islamic Studies in Arabic (ISA)*, *Islamic Studies in English (ISE)* and *KSA History*. We should always remember what our prophet (PBUH) said: Prophet Muhammad (s) said: *Whoever reads the Qur'an before becoming Baaligh, has indeed been given wisdom as a child*. The Holy Book is the best intellectual treasure a student can have. Prophet Muhammad (s) said: *The Qur'an is a wealth with which there is no poverty, and without which there is no wealth*. On the other hand not caring to read and study the Qur'an is a great loss. Prophet Muhammad (s) said: *Surely the person in whose heart lacks the trace of the Qur'an is like a ruined house*.

Students go beyond the textbooks to study complex topics based on real-world issues, such as the Ecology in Riyadh, Islamic History, and Effects of Chemicals on animals, etc, analyzing information from multiple sources, including the Internet and interviews with experts. Project-based classwork is more demanding than traditional book-based instruction, where students may just memorize facts from a single source. Instead, students utilize original documents and data, mastering principles covered in traditional courses but learning them in more meaningful ways. Projects can last weeks; multiple projects can cover entire courses. Student work is presented to audiences beyond the teacher, including parents and community groups.

Student Assessment and Reporting



Semester Breakdown	Quarters	Assessment Classified	Weighting (%)
First Semester (FS1)	Quarter 1	Continuous Assessment (including CW, HW, Quizzes & PBA if required)	20
	Quarter 2	First Semester Exam (plus CW, HW and Quizzes)	30
	Sub-Total Semester 1		50
Second Semester (SS2)	Quarter 3	Continuous Assessment (including CW, HW, Quizzes, PBA if required)	20
	Quarter 4	Second Semester Exam (plus CW, HW and Quizzes)	30
	Sub-Total Semester 2		50
Yearly Total			100

Q1 and Q3 (Continuous Assessment)

Quizzes	C.W	H.W	Exam (PBA/CA)
6.00	5.00	3.00	6.00

Components of the Continuous Assessment (Quarter 1)		
Assessments	PBA/CA Subjects	Non-PBA/CA Subjects
Quiz Mark	<i>Best mark out of ALL quizzes</i>	<i>Best mark out of ALL quizzes</i>
Exam/CA Mark	<i>Average of the BEST 3 quizzes</i>	<i>Average of the BEST 3 quizzes</i>
CW/HW Mark	<i>See Guidelines Below</i>	<i>See Guidelines Below</i>
Components of the Continuous Assessment (Quarter 3)		
Assessments	PBA/CA Subjects	Non-PBA/CA Subjects
Quiz Mark	<i>Average of the BEST 3 quizzes</i>	<i>Average of the BEST 3 quizzes</i>
Exam/CA Mark	<i>Project Based Assessment (PBA)</i>	<i>Best mark out of ALL quizzes</i>
CW/HW Mark	<i>See Guidelines Below</i>	<i>See Guidelines Below</i>

❖ **(Project Based Assessment)** = (i.e., presentation, research work, reports, essay writing, web based etc.)

(Grades 4-6)

➤ Core/Major Subjects (4 Quizzes per quarter)

- Arabic, English, Math and Science

➤ Minor Subjects (4 Quizzes per quarter)

- KSA, PE, Computer, Islamic Education, Art and French

(Grades 7-8)

➤ Core/Major Subjects (4 Quizzes per quarter)

- Arabic, English, Math, Biology, Chemistry and Physics

➤ Minor Subjects (4 Quizzes per quarter)

- KSA, PE, ICT, Islamic Education, Art, French and Business Studies

(Grades 9-12)

➤ Core/Major Subjects (4 Quizzes per quarter)

- Arabic, English, Math, Biology, Chemistry and Physics

➤ Minor Subjects (4 Quizzes per quarter)

- KSA, PE, Computer Science/ICT, Islamic Education, French, Business Studies, World History, Accounting, Economics

Q2 and Q4 (End of Semester Assessment)

Quizzes	C.W	H.W	Exam
6.00	5.00	3.00	16.00

Components of the Continuous Assessment (Quarter 2 & 4)		
Assessments	PBA/CA Subjects	Non-PBA/CA Subjects
Quiz Mark	<i>Average of the BEST 3 quizzes</i>	<i>Average of the BEST 3 quizzes</i>
Exam Mark	<i>End of Semester Exam</i>	<i>End of Semester Exam</i>
CW/HW Mark	<i>See Guidelines Below</i>	<i>See Guidelines Below</i>

(Grades 4-6)

➤ Core/Major Subjects (4 Quizzes per quarter)

- Arabic, English, Math and Science

➤ Minor Subjects (4 Quizzes per quarter)

- KSA, PE, Computer, Islamic Education, Art and French

✚ (Grades 7-8)

➤ Core/Major Subjects (4 Quizzes per quarter)

- Arabic, English, Math, Biology, Chemistry and Physics

➤ Minor Subjects (4 Quizzes per quarter)

- KSA, PE, ICT, Islamic Education, Art, French and Business Studies

✚ (Grades 9-12)

➤ Core/Major Subjects (4 Quizzes per quarter)

- Arabic, English, Math, Biology, Chemistry and Physics

➤ Minor Subjects (4 Quizzes per quarter)

- KSA, PE, Computer Science/ICT, Islamic Education, French, Business Studies, World History, Accounting, Economics

A. Distribution of Marks

Assessments	Allocated Marks	Responsibility
1. Classwork	5.0	<i>Teachers <u>MUST</u> record the marks on a regular basis.</i>
2. Homework	3.0	
3. Quizzes	6.0	
4. PBA/CA <u>(Q1 & 3)</u>	6.0	
5. Exam <u>(Q2 & 4)</u>	16	

B. Procedures for deducting marks from students

Students' Infractions	Deduction of mark	Responsibility
1. Incomplete classwork	0.25	<i>Teachers <u>MUST</u> record the marks on a regular basis.</i>
2. Incomplete home work	0.25	

C. Classwork marks will not be deducted if the student provides a valid reason for being absent

Progress Report and End of Semester Report Cards

Progress Report Cards

Students receive a progress report card every quarter. The Mid Semester-Progress report cards must be given to students in a timely manner. Teachers are expected to secure, submit and upload all grades from their record sheets to MyAIS. In the event that a student transfers from one class to another, both teachers are responsible for submitting a grade based on work completed in the class. Both grades will be used proportionately to assign the final grade. Teachers are required upload all grades by the designated deadline. Please refer to calendar for specific dates.

End of Semester Report Cards

Students receive a report card at the end of every semester. Teachers are expected to secure, submit and upload all grades from their record sheets to MyAIS. In the event of an error in the calculation of grades, teachers will be allowed to complete the ***Amendment Form*** with the required evidence and make the necessary changes on the grade(s) during a five-day period only, on/before the distribution of the report card.. All changes will be made under the direct Principal supervision of the HoD, Academic Director and General Deputy/Principal. No changes will be accepted beyond that time, unless the teacher sought the permission of the Academic Director/General Deputy/Principal. Teachers are required upload all grades by the designated deadline.

Semester I and Semester II Exams' Preparation Guidelines

According to school's policy, it is responsibility of the teacher should collaborate and coordinate with his/her respective HoD to prepare the Semester Exams and copies must be submitted to the Examination Dept. as indicated on the calendar or when requested by the School Administration/Examination Dept. The exam should be at least 1-2 hours long (i.e., depending on the nature of the subject) and must cover the material taught throughout each semester. Teachers are required to issue study guides for the purpose of narrowing down the subject matter learned in the semester. Semester Exams must be administered in school according to the exam schedule distributed. An exam schedule will be provided by the Examination Dept. .

RECORDS OF GRADES:

Teachers are expected to appropriately evaluate daily assignments, quizzes, tests and homework, and return the evaluated work to students as prescribed. The **grading sheet** should be part of the teacher's record sheet and a copy of it should be submitted to the students' affairs or examination dept. as required. Teachers are expected to explain the policy thoroughly.

Homework Policy

Purpose:

AIS considers homework to be an important part of a child's education and an integral component of the learning process based on the following goals:

- To provide extra practice for specific fundamental skills.
- To improve academic skills by reinforcing, enriching and extending classroom learning.
- To complete unfinished tasks.
- To promote and reinforce independent work-study habits.
- To establish regular homework routines and organizational skills.
- To increase communication between parents and the school and to encourage parents involvement and awareness of student learning.
- To keep parents abreast of the school's curriculum and to provide a means to make ongoing reevaluation of the child's progress.
- To develop abilities for studying for studying independently.
- To develop responsibility, accountability, self-discipline, self-reliance, self-confidence, independent thinking and time management.

Very Important: Teachers are not allowed to assign group projects as homework, since this will cause unnecessary hardship to the parents, due to the commitment involved.

Class Group Work Guidelines:

- Teacher is responsible to assign the group work and partners to ensure equitable participation and promote social harmony. Students may not select partners or individuals for groups.
- Teacher must assign individual task with a grading rubric to ensure equitable participation.
- Teacher must provide assignment grading rubric to all students.
- Teachers may hold students accountable for each other's work only without an academic penalty to an individual student for another student's work.

Amount of Homework Assigned

Educational research has shown that schools in which homework is routinely assigned and graded tend to have higher achieving students. It is important to mention that there is a general principles between educationalists that the amount of homework assigned increases significantly as a student progresses through school, be appropriate to the maturity and ability level of the students, and vary according to individual abilities and the speed at which children work and manage their time. Based on such principles, AIS follows the “10 minutes of homework per grade level” guideline when establishing its homework plan, except grades 10-12. It is important to remember that the time would be interrupted time, free from the interference of television, playing, eating, etc. This amounts to 10 minutes per subject in grade 8th etc.

Grade Level	Amount of Homework Assigned
Kindergarten	None
Grade 1	10-20 minutes daily (No Arabic Homework; Guided practice during class time only)
Grade 2	20-30 minutes daily
Grade 3	30-40 minutes daily
Grade 4	40-50 minutes daily
Grade 5	50-60 minutes daily
Grade 6	60-70 minutes daily
Grade 7	70-80 minutes daily
Grade 8	80-90 minutes daily
Grade 9	90-100 minutes daily
Grade 10	100-120 minutes
Grade 11	100-120 minutes
Grade 12	100-120 minutes

Homework Focus

- If the child is not bringing homework home on a regular basis or is excessively exceeding the time guidelines, it is the responsibility of the teacher to discuss the matter with Deputy Principal via the HoD/Academic Supervisor to contact his/her parents.
- Unfinished classwork or work missed due to excused absences, although accomplished outside of school, is not part of the regularly assigned homework.
- Weekend homework may be given to students in order to update class work and/or homework, to reinforce skills taught or to work on long-range projects.
- When no homework is assigned, the teacher should encourage students to do individual reading, practice math facts, review spelling words, etc.
- Teachers can provide extra support tutorial services before and after school. Students are highly encouraged to contact teachers to schedule tutorials to meet their individual needs.

Teacher' Homework Responsibilities:

- Provide homework regularly.
- Grade and return homework in a timely manner.
- Create and maintain a daily system of communication for informing parents regarding their child's homework.
- Pre-school and kindergarten teachers will provide weekly folders.
- First through third grade teachers will provide weekly assignments logs.
- Fourth through seventh grade teachers will diligently monitor the effective utilization of the school issued, student planner.

Parent Responsibilities:

- Provide an environment that is conducive to uninterrupted study time.
- Make sure the child has the necessary materials to do the assignments.
- Encourage the child to be neat and organized.
- Make school the number one priority during the academic school year.
- Model self-discipline, organization, time management and a positive attitude.
- Provide support and encouragement of the child's efforts.
- Ask the child to share his/her assignments with you and to ask for specific help.
- Contact the classroom teacher in the event of questions or concerns.
- Assist the child, if needed, without doing their work for them.

Student Responsibilities

- Understand what the assignments are and when they are due.
- Ask questions when instructions, assignments, or deadlines aren't clear.
- Organize time and other resources in order to complete assignments on time.
- Give homework your best effort before asking parents for help.
- Utilize the daily assignment notebooks in grades 5th –12th and the "take home" folders and/or homework assignment sheets in grades Pre K- 4th.
- Take homework home along with any required materials.
- Turn assignments in by the specific due date.
- Makeup any work missed due to excused absences from class.

School Calendar 2016-2017

First Semester

Day	Date	Correspond	Week	Subject
Sunday	04/09/2016		-	First day for all Staff members - Orientation Week
Sunday	18/09/2016		1	School starts for Grades 4-12
Monday	19/09/2016		1	School starts for Grades 3 and KG3
Tuesday	20/09/2016		1	School starts for Grades 2 and KG2
Wednesday	21/09/2016		1	School starts for Grades 1 and Kg1
Thursday	22/09/2016		1	Saudi National Day Celebration
Sunday	25/09/2016		2	Teachers Assign the PBA
Sunday	16/10/2016		5	First Formal Evaluation starts for Kg and Primary Grades.
Sunday	23/10/2016		6	Last week to do quizzes(First Quarter)
Sunday	30/10/2016		7	Last day for the teachers to enter quizzes/homework/ Classwork marks on the MyAIS system. (First Quarter)
Sunday	30/10/2016		7	Last day for the Floor Supervisors to enter conduct and attendance marks on the MyAIS system. (First Quarter)
Thursday	3/11/2016		7	Submission of Evaluation Sheets for KG, Primary and Upper grades to the Students' Affairs Office/Examination Dept. (First Quarter)
Thursday	10/11/2016		8	Regular working day for all staff members.
Thursday	10/11/2016		8	Mid-Semester Break Starts.

Thursday	10/11/2016		8	Issuing of report cards on the MyAIS System (First Quarter) (KG-12)
Sunday	20/11/2016		10	School starts after Mid- Semester break.
Wednesday	30/11/2016		11	Parent-Teacher Meeting Grades 4-6 4:00 p.m.- 8:00 p.m. (Boys' Section)
Thursday	1/12/2016		11	Parent Teachers Meeting Grades KG-12 4:00 p.m. - 8:00 p.m. (Girls' Section) Parent-Teacher Meeting Grades 7-12 4:00 p.m. -8:00 p.m. (Boys' Section)
Sunday	11/12/2016		13	HoDs review and submit Material Covered to the Curriculum and Assessment Chair (i.e. Academic Sup.)
Thursday	22/12/2016		14	Academic Supervisors Submit the Material covered to the students Affairs Office
Sunday	01/01/2017		16	HoDs submit the Final Exams (Two versions) to the students Affairs Office. Grades 4-12.
Sunday	01/01/2017		16	Second formal Evaluation starts for Kg and Primary grades.
Sunday	01/01/2017		16	Last week to do quizzes(Second Quarter)
Sunday	08/01/2017		17	Revision Starts. Grades 4-12.
Thursday	12/01/2017		17	Last day for the teachers to enter quizzes/homework/ Classwork marks on the MyAIS system. (Second Quarter).
Thursday	12/01/2017		17	Last day for the Floor Supervisors to enter conduct and attendance marks on the MyAIS system. (Second Quarter)
Sunday	15/01/2017		18	Final Exams Starts for Grades 4-12. *Note: HoDs are responsible to submit the Final Exam Evaluation Sheets (Second Quarter) to the Students' Affairs Office/Examination Department within 3 working days, including the examination day.
Tuesday	17/01/2017		18	Submission of Evaluation Sheets for KG, and Primary grades to the Students' Affairs Office/Examination Dept. (Second Quarter).
Sunday	22/01/2017		19	Final Exams Continue.
Tuesday	24/01/2017		19	Final Exams Ending.
Thursday	26/01/2017			Issuing of Report cards for KG-12 on the MyAIS system (Second Quarter).
Thursday	26/01/2017		19	End of First Semester Break Starts.
Sunday	05/02/2017		21	School re-opens. Second semester starts.

Second Semester

Day	Date	Correspond	Week	Subject
Sunday	5/2/2017		1	School reopens after the First Semester.
Sunday	5/03/2017		5	Teachers Start Collecting PBA
Sunday	12/3/2017		6	Formal evaluation for the Kg and grades 1-3 (Third Quarter)
Sunday	12/3/2017		6	Submission of material covered for the final exams (Mock Exams) for (10 IG, 11AS, 12A' Level) to the Students Affair's office
Sunday	12/3/2017		6	Last week to do quizzes (Third Quarter)
Thursday	16/3/2017		6	Last day to submit the PBA
Sunday	19/3/2017		7	Submission of material covered for the final exams (Mock Exams) to the students of grades (10 IG, 11AS, 12A' Level)
Sunday	19/3/2017		7	Last day for the teachers to enter quizzes/homework/Classwork marks on the MyAIS system. (Third Quarter)
Sunday	19/3/2017		7	Last day for the Floor Supervisors to enter conduct and attendance marks on the MyAIS system. (Third Quarter)
Sunday	19/3/2017		7	Mock Exam Starts for 10IG, 11AS & A2 Level
Thursday	23/3/2017		7	Submission of Evaluation Sheets for KG, Primary and Upper grades to the Students' Affairs Office/Examination Dept. (Third Quarter)
Thursday	30/3/2017		8	Mock Exam Ends for 10IG, 11AS & A2 Level
Thursday	30/3/2017		8	Regular working day for all staff members

Thursday	30/3/2017		8	Spring Break Starts
Thursday	30/3/2017		8	Issuing of report cards on the MyAIS System (Third Quarter) (KG-12)
Sunday	9/4/2017		10	School Reopens after Spring Break
Sunday	16/4/2016		11	Final exams start for 10 IG, 11AS, 12A' Level
Sunday	16/4/2016		11	HoDs review and submit Material Covered for Grades 11SAT & 12SAT to the Curriculum and Assessment Chair (i.e. Academic Sup.)
Wednesday	19/4/2017		11	Parent-Teacher Meeting Grades 4-6 4:00 p.m. - 8:00 p.m. (Boys' Section)
Thursday	20/4/2017		11	Parent Teachers Meeting Grades KG-12 4:00 p.m. - 8:00 p.m. (Girls' Section) Parent-Teacher Meeting Grades 7-12 4:00 p.m. -8:00 p.m. (Boys' Section)
Monday	24/4/2017		12	Academic Supervisors Submit Grades 11SAT & 12SAT Material covered to the students Affairs Office
Thursday	27/04/2017		12	Final Exam Ends for 10 IG, 11AS, 12A' Level).
Sunday	30/4/2017		13	Second Formal evaluation starts for KG and Grades 1-3
Sunday	7/5/2017		14	HoDs review and submit Material Covered to the Curriculum and Assessment Chair (i.e. Academic Sup.)
Sunday	14/5/2017		15	Revision starts for Grades 11SAT and 12SAT
Wednesday	17/5/2017		15	End of year event for Grade 3
Thursday	18/5/2017		15	Academic Supervisors Submit the Material covered to the students Affairs Office. Grades 4-9(IG and SAT) and Gr.10SAT
Thursday	18/5/2017		15	End of year event Grade 2.
Sunday	21/5/2017		16	Grades 11SAT and 12 SAT Final Exams Start
Sunday	21/5/2017		16	End of year Event KG2.
Sunday	21/5/2017		16	Submission of Material Covered to the students of grades 4-9(IG and SAT) and Gr. 10SAT.
Sunday	21/5/2017		16	Last Week for quizzes (Fourth Quarter)
Monday	22/5/2017		16	End of year event KG3
Tuesday	23/5/2017		16	End of year event Grade 1
Wednesday	24/5/2017		16	End of year event KG1.
Sunday	28/5/2017		17	Revision starts for grades 4-9(IG and SAT) and Gr.10SAT.
Thursday	1/6/2017		17	Issuing of the Report cards for KG and Primary grades (1-3) on the MYAIS (4 th Quarter)
Thursday	1/6/2017		17	Last day for the KG and Primary grades students.
Thursday	1/6/2017		17	Final exams end for grades 11SAT and 12SAT.
Sunday	4/6/2017		18	Final Exams start for grades 4-9(IG and SAT) and Gr.10SAT
Saturday	10/6/2017		19	Graduation for grades 12
Tuesday	13/6/2017		19	Final Exams ends for grades 4-9(IG and SAT) and Gr.10SAT
Thursday	15/6/2017		19	Students start their summer vacation on the afternoon of this day
Wednesday	21/6/2017		20	Issuing of Upper Grades report cards (4-12) on MYAIS (4 th Quarter)
Thursday	22/6/2017		20	Last day for grades 4-12 teachers
Sunday	2/7/2017		20	Make Up Exam Starts (grades 4-12)
Thursday	6/7/2017		20	Make Up Exam Ends (grades 4-12)
Sunday	10/9/2017		-	School starts for the students' academic year 2017-2018.

Please note that this calendar is tentative to change It is your sole responsibility to follow-up the dates= as = mentioned above, as memos will not be given as reminders. If changes are to occur, you will be notified through a circulated memo. It should be noted that the above dates in the Calendar includes only the actual number of weeks and not the order of teaching weeks.

Teacher's Obligatory Responsibilities

- The teacher shall respect the Principal/Head of the School's authority, follows given instructions, and demonstrates respectful and professional behavior/attitude towards him/her.
- Shall maintain classroom environment conducive to learning and academic progress.
- Shall take every necessary step and precaution to ensure the safety and wellbeing of the students.
- Must not use corporal punishment inside or outside the classrooms.
- Shall supervise the students at all times and never leave them unattended, or unsupervised at any time under any circumstances.
- Shall document and report all incidents or accidents related to students and staff to the principal's office right away, on the prescribed administrative forms (see Appendix A).
- Shall measure and report the academic progress of the students and provide quarterly progress reports to the parents or guardians.
- Shall obtain written permission, at least 3 days in advance from their HODS to make photocopies of the worksheets and quizzes etc..
- Shall confiscate non-instructional materials from students when they are deemed to be disruptive to the instructional climate.
- Shall refer a student to the Principal, if teacher could not correct the student's behavior.
- Shall develop lesson plans according to Section 3.4.

Non-Teaching Additional Duties

Teachers are required to support school accreditation through participation in committees that fulfill various duties. In addition, teachers may be asked to support curriculum design, development, implementation and evaluation tasks, as well as other related academic tasks. Teachers may also be asked to engage in professional development activities, including developing and delivering in-service training.

a) Break Time Duties

All teaching staff is required to perform brake duties .Teachers are expected to be fully active and vigilant during the duty making sure that students are safe and enjoying their brake.

b) Substitutions and Cover Lessons

It is the responsibility of the teacher to contact his/her respective Deputy Principal for substitute teacher arrangement as early as possible but no later than 6::30 a.m. in the morning of the absence, in the event of an illness/emergency. For teachers requesting a personal day, a three-day advance notice is required. Teachers are required to inform their respective HoD and Deputy Principal, then he/she must complete the request of leave form (i.e., the form can be obtained from the HR).

All substitute arrangements must be made through the Deputy Principal in collaboration and coordination of the HoD. It must be made clear that trading or combining of classes among teachers is not permissible. Teachers can request a day off, 3 days in advance, but it will not be guaranteed until the HoD, Deputy Principal, General Deputy and Academic Director approve it. This administration/committee will review the request on a first come first serve basis. The Committee/administration has the right to deny it if such a request affects the operation of the school system or the overall academic progress of the students. If a teacher request for any day(s) before or after an extended break will be granted only on an emergency basis.

c) Teacher's Cover Folders

To enable substitute teachers to provide better services to students during planned and/or emergency teachers' absences, each teacher must prepare a folder containing worksheets (as reinforcement of past lessons). This folder should be kept with the HOD and must be given to the substitute teacher. The folder must be updated periodically as necessary. **Please note:** Teachers may reschedule any test or quiz on the day of their absence.

d) Planning Periods

Professional planning periods (12:55 pm to 1:30 pm) and during non-teaching time are to be spent on the school campus and on performing work-related tasks. The planning period must be used on class related preparation, and may not be used for studying, socializing, napping, or conducting other personal and social tasks.

e) Staff Meetings

Staff meetings are an effective tool to periodically assess the operation of the school, check the status of discipline, know the student's academic and behavior performance, and to discuss school related issues. It provides a chance for the management and staff to listen and understand each other, exchange ideas, suggestions, share views, and to find working strategies, and practical solutions to the problems and challenges being faced by the administration and the teachers during the operation of the school. These staff meetings generate consensus and strengthen team work.

The management, in coordination with teachers, will schedule dates and times for the meetings. It is mandatory upon all staff to attend all scheduled or emergency staff meetings. Please inform the concerned manager (*i.e., HoD, Academic Supervisor or Deputy Principal*) ahead of time in case you are unable to attend. If teachers would like to schedule some of their class related issues for discussion in the staff meeting, they need to inform the management ahead of time. Personal issues must not be shared or discussed in any meeting under any circumstances. In order to maintain confidentiality it is highly recommended that personal issues should be addressed in a closed meeting with the concerned member of the management.

f) Teachers Training and Professional Development

Professional growth and development workshops will be conducted throughout the year. Staff members are required to be present on all professional in-service workshops. Their attendance should be the same as any other working day unless otherwise instructed by the management. Absence of the teacher on such day will be counted as absence towards the vacation/sick days. When workshops are held at other sites/venues other than Al Rowad International School, attendance is still required in order to receive pay for that day. Advance notice will be given for off-site meetings, and in some instances salaries may be paid to cover expenses. Excuses may be given only in case of emergency.

g) Parent-Teachers Meeting

Attending PTM is mandatory responsibility of all teaching staff. Teachers must arrive on time with full information about their students. In case of any conflict with a teacher must stay calm and refer the parent to the concerned member of the management.

h) Homeroom Teacher's Roles and Responsibilities

The Homeroom teacher is the most important part in the smooth operation of any good school. He/she is the one that will inspire school spirit in the class and be the normal channel of communication between the school administration, HoDs and subject teachers. Students are always invited and welcome to communicate directly with the administration, but to realize a greater efficiency of the normal channels, the homeroom teacher serves in the capacity on most matters. *(For more information, please see Homeroom Teacher/Student Advocate Duties and Responsibilities)*

i) Student Advocate

The Student Advocate is responsible for providing guidance and advocacy to a group of students to ensure they meet academic and behavioral requirements to move to the next grade level. He/she is responsible to link students and their families to school and community resources, monitoring attendance and discipline, communicating with administration, counselors, subject teachers, other students, and families. The Student Advocate strives to listen carefully to students' and parents' concerns, explain relevant policies and procedures, discuss possible courses of action, and provide guidance, while respecting students' rights to privacy within the confines of the school rules and regulations. *(For more information, please see Homeroom Teacher/Student Advocate Duties and Responsibilities)*

j) Weekly plans and Uploading Students' Marks on MyAIS

Unless otherwise directed by the school Academic Director, KG-8 teachers are required to submit weekly plans on a weekly basis. The plans must follow the school syllabus outlines and covers the standard based curriculum knowledge and skilled based requirements.

k) Invigilation of Exams

Teachers must return all exams to the examination that are not returned to students for a period of one year, or submit them to the department chair to be kept for one year. Exams can be requested for review by the school and/or the parents

l) Taking Care of School Equipment

Teachers must assume responsibility for seeing that equipment (CPU, Multimedia) installed in the classes are kept in as good a condition as possible. Destruction of any property should be reported to the Deputy Principal as soon as possible. The names of students known or believed to be responsible for such damage should also be reported. Teachers should ensure classrooms are clean at the beginning and end of each lesson.

m) Salah (prayer) Duties:

All teachers must be present in Salah time. No teacher should use this time for any other purpose. Teachers must refer to the Salah duty schedule and instructions for more details.

n) Classroom Parties and Treats

Teachers and students are not allowed to hold classroom parties during class time for any reason. However, lunch time parties or treats may be conducted with prior approval of the Vice/Deputy Principal. Classroom treats may be distributed in the classroom for special occasions with prior approval of the Vice/Deputy Principal. Teachers are encouraged to coordinate these events parties/treats with the Vice/Deputy Principal.

It is important to mention that the school does not permit the celebration of special student based parties, such as birthday. As such, any symbolic representation of birthday celebrations such as sharing of cake, lighting of candles, presence of decorations, balloons, gifts, cards, etc. will result into a serious disciplinary action.

Dress Code

Members of the staff/employees of Al Rowad International Schools (AIS) are required to dress in a way that is neat, clean, modest, dignified, and professional in appearance. Observance of AIS dress code for all teaching and non-teaching staff is mandatory to set the example of being a role model for young students. The following code shall apply:

- Al Rowad International Schools (AIS) staff members are required to dress in loose fitting clothes that cover legs, arms and chest.
- Shirts must have $\frac{3}{4}$ sleeves or longer, and legs must be covered to the ankle.
- Leggings, shorts, see-through clothing, low neckline and sleeveless shirts and blouses are not allowed.
- Heavy make-up, perfume, scented lotions are not allowed.
- Open-toed shoes and sandals are also not allowed.
- Sweatpants, cargo pants, jeans, or other clothes of this type are not to be worn unless required by PE teacher.
- Attire for female staff should include properly worn hijab, long and loose dress outfit knee length or longer, socks, and dress shoes. Teachers may not wear make-up, nail polish or excessive amounts of jewelry in the school. Failure to comply with policy will result in disciplinary action and possible termination of employment.

NOTE: *Failure to comply with this dress code may result in dismissal for any given day. Repeated violations may result in termination of contract.*

Required School Recordkeeping

1. Lesson Plan Book and Grading Book

Teachers are required to keep the following records throughout the school year in addition to following MLG policies.

a. Lesson Plan Book

Planning ahead is vital for successful teaching. Teachers are expected to have plan books in their rooms during the school day, and they are to leave detailed lesson plans when absent. Lesson plans are expected to be written and complete for the school week on or before the first day of the week. The principal may request copies of lesson plans. Digital copies are acceptable. **Lesson Objectives** These should be posted visibly at the beginning of every lesson for students and observers.

b. Students' Record Book

- Teachers roll books must be accurate and contain precise records of student attendance and tardiness.
- Homework, class participation, tests, quizzes, projects, portfolios.
- Teachers must take roll books with them during emergency drills.

c. Pupils Progress Monitoring Record

- This includes quizzes, classwork, homework, MAP results marks etc.

2. Teacher's Documentation Folder

What is a *Teacher Documentation Folder*?

A *Teacher Documentation Folder*:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation
- may be kept as electronic files or in paper form
- must include the required documentation listed on the cover sheet
- is a work in progress; it is to be continually developed throughout the evaluation period
- should be user-friendly (neat, organized)
- remains in teacher's possession except when reviewed by the evaluator
- belongs to the employee

What Items are Required?

Standards	Required	Item Examples of Evidence	Evidence Included
Professional Knowledge	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Samples of innovative approaches developed by teacher 	
Instructional Planning	Evidence of unit/lesson planning and using data about student learning to guide planning and instruction	<ul style="list-style-type: none"> • Unit/lesson planning documents • Differentiation in lesson planning and practice • Analysis of classroom assessment • Annotated list of instructional activities • Lesson/intervention plan 	
Instructional Delivery	<i>No item is required as Instructional Delivery is the focus of the classroom observation.</i>	<p>Samples of innovative approaches developed</p> <p>Examples of collaborative work with peers</p>	
Assessment, Monitoring and Follow up	Evidence of the use of baseline and periodic assessments	<ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool/electronic grade book 	
Classroom Management	<i>Evidence of effective learning environment: Summary of Student Surveys Form</i>	<ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines 	
Professionalism and Communication	<i>Evidence of commitment to professional growth and effective</i>	<ul style="list-style-type: none"> • Record of participation in extracurricular activities and events 	

	<i>communication/collaboration with community</i>	<ul style="list-style-type: none"> • <i>Record of professional development taken or given</i> • <i>Professional Development certificates</i> • <i>Examples of collaborative work with peers,</i> • <i>Evidence of Parent Communication</i> 	
Student Academic Progress	<i>Evidence of goals for student progress</i>	<ul style="list-style-type: none"> • <i>Student Achievement Goal Setting Document – Revised at midterm and end of year</i> 	

Teacher's Evaluation

Al Rowad international schools has been using James Strong's (a leading American educationist) teacher's academic performance evaluation system (TAPES) since last two years. This process involves formal, informal and walk through visits by HODS and academic supervisors. These lesson observations are concluded to declare the teacher as highly effective, effective, needs improvement or below standard.

James Stronge uses 7 educational standards to evaluate the academic performance of teachers which are as follows

- 1) Professional knowledge
- 2) Instructional planning
- 3) Instructional delivery
- 4) Assessment of learning
- 5) Learning Environment
- 6) Professionalism
- 7) Monitoring Student Academic Progress

Purpose

The primary purposes of TAPES are to:

- *optimize student learning and growth,*
- *improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,*
- *contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school,*
- *provide a basis for instructional improvement through productive teacher performance appraisal and professional growth,*
- *implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.*

The distinguishing characteristics of TAPES area focus on the relationship between professional performance and improved learner academic achievement, sample performance indicators for each of the teacher performance standards, a system for documenting teacher performance based on multiple data sources, a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and a support system for providing assistance when needed.

Teacher's Support Team (TST) Committee

The *Support process* is initiated by evaluators or teachers at any point during the school year for use with a teacher whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The TST committee is constituted by Deputy Principal, Academic Supervisor and HOD. During the initial session, both parties share what each will do to support the teacher's growth (*see AIS TAPES for more information*), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluators (*i.e., HoD, Deputy Principal and Academic Supervisor*) and teacher meet again to discuss the impact of the changes and a report will be sent to the Academic Director for review. The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvements not made, the teacher must be placed on a ***Performance Improvement Plan***. Once placed on a *Performance Improvement Plan* the teacher will have a predetermined time period to demonstrate that the identified deficiencies have been corrected otherwise the case is referred to the Academic Director for further action.

Conflict Resolution

The school expects the staff relationship among each other and with the administration to be based on Islamic principles of fairness and mutual respect. In case of any misunderstanding, teachers are expected to communicate their concerns first to the individual involved and search for ways of resolving the problem in a respectful and professional manner. If no satisfactory solution is reached, the individuals involved are to request a meeting with the /General Deputy/Principal/Deputy Principal to discuss the matter and to arrive at an acceptable resolution. If the disagreement is between an administrator and a staff member the parties will meet to discuss and reach a satisfactory resolution. If no solution is reached, the matter will be referred to the school governing committee.

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Please cut along the line and return the bottom portion of this page to your Deputy Principal and copy to your HoD.

I have received and read the school teacher handbook and agree to abide by the policies, procedures, and practices in the handbook.

Name of teacher (print):.....

Signature of teacher:

Date: