



مدرسة الإتقان الأمريكية
ALITQAN AMERICAN SCHOOL

TEACHING AND LEARNING POLICY AND PROCEDURE

POLICY INTENT

The policy serves as a guide for the effective delivery of teaching and learning in the classroom, intended to raise the students' attainment and progress. All stakeholders are expected to have their commitment to the implementation of the policy stated herein.

SUPPORTING DOCUMENTS

This policy is linked with the school's curriculum development, behavior, and assessment policies.

POLICY IMPLEMENTATION

The policy implementation date is September 2021. All stakeholders are expected to adhere to this policy with complete fidelity.

POLICY REVIEW

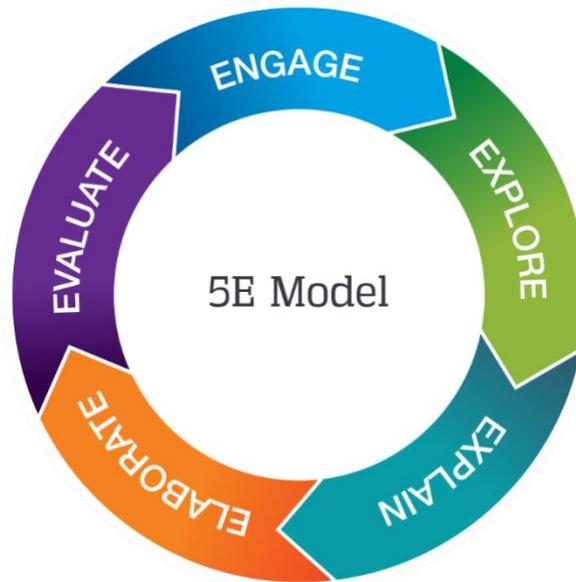
This policy will be reviewed periodically and not less frequently than once a year.

Date of Completion:	5 September 2018
Date of Current version:	12 April 2022
Date of Next Review:	12 April 2023

Part A. Instructional Model

AIAS teachers in all learning domains aim to follow the BSCS Instructional Model intended to enhance the students' interest, mastery, and reasoning skills in the classroom. The sequence of teaching and the expected teacher and student behaviors are listed as follows. The figure for the instructional sequence is shown on the following pages.

Figure 5E Model



The table breaks down the objectives for each step of the instructional model and the anticipated teacher and student behavior. The table serves as a guide to determine success in each phase. The table was based on the 5E Instructional Model presented by Dr. Jim Barufaldi at the Eisenhower Science Collaborative Conference in Austin, Texas, 2022.

Table 5: 5E Instructional Model

Instructional Objectives	Teacher Behavior	Student Behavior
<p>ENGAGE</p> <ul style="list-style-type: none"> • Generate interest • Access prior knowledge • Connect to past knowledge • Set parameters of the focus • Frame the idea 	<ul style="list-style-type: none"> • Motivates • Creates interest • Taps into what students know or think about the topic • Raises questions and encourages responses 	<ul style="list-style-type: none"> • Attentive in listening • Ask questions • Demonstrates interest in the lesson • Responds to questions demonstrating their own entry point of understanding
<p>EXPLORE</p> <ul style="list-style-type: none"> • Experience key concepts • Discover new skills • Probe, inquire, and question experiences • Examine their (student) thinking • Establish relationship and understanding 	<ul style="list-style-type: none"> • Acts as a facilitator • Observes and listens to students as they interact • Asks good inquiry-oriented questions • Provides time for students to think and to reflect • Encourages cooperative learning 	<ul style="list-style-type: none"> • Conducts activities, predicts and forms hypothesis or makes generalizations • Becomes a good listener • Shares ideas and suspends judgment • Records observations and/or generalizations • Discusses tentative alternatives
<p>EXPLAIN</p> <ul style="list-style-type: none"> • Connect prior knowledge and background to new discoveries • Communicate new understandings • Connect informal language to formal language 	<ul style="list-style-type: none"> • Encourages students to explain their observations and findings in their own words • Provides definitions, new words, and explanations • Listens and builds upon discussions from students • Asks for clarification and justification • Accepts all reasonable responses 	<ul style="list-style-type: none"> • Explains, listens, defines, and questions • Uses previous observations and findings • Provides reasonable responses to questions • Interacts in a positive, supportive manner
<p>ELABORATE</p> <ul style="list-style-type: none"> • Apply new learning to a new or similar situation • Extend and explain concept being explored • Communicate new understanding with formal language 	<ul style="list-style-type: none"> • Uses previously learned information as a vehicle to enhance additional learning • Encourages students to apply or extend the new concepts and skills • Encourages students to use terms and definitions previously acquired 	<ul style="list-style-type: none"> • Applies new terms and definitions • Uses previous information: to probe, ask questions, and make reasonable judgments • Provides reasonable conclusions and solutions • Records observations, explanations, and solutions
<p>EVALUATE</p> <ul style="list-style-type: none"> • Assess understanding (self- peer and teacher evaluation) • Demonstrate understanding of new concepts by observation or open-ended response • Apply within the problem situation • Show evidence of accomplishment 	<ul style="list-style-type: none"> • Observes student behaviors as they explore and apply new concepts or skills • Assesses students' knowledge and skills • Encourages students to assess their own learning • Asks open-ended questions 	<ul style="list-style-type: none"> • Demonstrates an understanding or knowledge of concepts and skills • Evaluates his/her own progress • Answers open-ended questions • Provides reasonable responses and explanations to events or phenomena

WHY BSCS 5E?

- Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp new concepts and information that are taught, or they may learn for the purpose of a test but revert to their preconceptions outside the classroom.
- To develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.
- A “metacognitive” approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them. (pp. 10–13)

WHY BSCS 5E in AIAS?

AIAS leaders and parents have expressed concerns on learning as students **grasp concepts and ideas moderately in class**. The reliance on the completion of lessons over learning retentions have been raised many times in individual, group meetings and conferences. If this is not addressed, student’s performance in UAE NAEM will not be significantly contribute to the nation’s educational targets.

On a comparison analysis made by Bybee (2009) of the effectiveness of 5E, it shows some evidence of **increased mastery** when it is compared to other model. It also shows some evidence of the **development of more sophisticated aspects of science reasoning**. Furthermore, he also found out the greater evidence of **increased interest**.

When BSCS 5E is **functionally adopted** across the school curriculum will further develop interest of the students over the subject matter which will consequently lead to mastery of the content and enhance reasoning.

So, in AIAS we are aiming for a successful implementation of BSCS 5E in terms of improving (a) learning gains, (b) reasoning; and (c) interests in learning. The assessment of these 3 improvement areas shall be done through our pre and post tests as explained further in part B of this document.

4CS OF LEARNING – LEARNING SKILLS

AIAS teachers believe that the success of teaching lies on their abilities to make each student capable to manifest the 21st century skills. Particularly,

- ❑ **C**ritical thinking. At Alitqan learners use various types of reasoning as appropriate to the situation; analyze how parts of a whole interact with each other to produce overall outcomes in a complex system; effectively analyze and evaluate evidence, arguments, claims and beliefs; synthesize and make connections between information and arguments; interpret information and draw conclusions based on the best analysis; reflect critically on learning experiences and processes.
- ❑ **C**ommunication. Alitqan learners can articulate and listen to thoughts effectively in a diverse environment. Teachers use communication in various purposes, utilize multimedia and technology to access information and assess their impact.
- ❑ **C**ollaboration. Alitqan community can demonstrate an ability to work effectively and respectfully with diverse people, exercise flexibility and willingness to be helpful and assume shared responsibility and accountability for collaborative work.
- ❑ **C**reativity. Alitqan learners can use a wide range of idea creation techniques; create new and worthwhile ideas; develop, implement and communicate new ideas to others effectively; be open and responsive to new and diverse perspectives; demonstrate originality and inventiveness; view failure as an opportunity to learn and act on creative ideas to make a tangible and useful contribution to the field in which innovation will occur.

Part B. General Teaching and Learning Provisions

1. AIAS teachers in all learning domains follow the BSCS Instructional Model intended to enhance the students' interest, mastery, and reasoning skills in the classroom.
2. Teachers may decide on teaching strategies that match the instructional model and lesson objectives or success criteria accordingly.
3. The optimum use of the complete model is a lesson with 10 to 15 periods to complete. Anything either less or more than the prescribed period per lesson will decrease the effectiveness of the instructional steps.
4. Pretest must be administered along with the interest inventory during the "engage" phase, while Posttest and the final interest inventory shall be administered in the evaluation phase. These tests, inventory, and other assessment data are the basis for curricular and instructional decisions.
5. Teachers should provide a variety of assessment strategies in every phase of the instruction sufficient to measure the students' attainment and progress against the success criteria.

6. Lessons should be presented in PPT with the sequence arranged to develop the success criteria.
7. Lessons should be developed using appropriate learning skills such as collaboration, communication, critical thinking and creative thinking.
8. The number of activities to be given to students must be sufficient to allow them to reflect on every period and foster mastery.
9. E-safety and wellbeing activities must be integrated into the lessons at the beginning, middle, or end where the teachers feel deemed appropriate.

Part C. Beginning and End of the Period Policy

1. The lesson should start with the
 - a. greetings of "Asalawalaykum," and the students are expected to respond by saying "walaykum salam"
 - b. attendance checking using their seat plan. Ensure that the supervisor's attendance form is complete and accurate.
 - c. completion of the entries of the following on the whiteboard (a) name of the teacher; (b) number of attending students; (c) name of subject, and (d) names of absentees.
 - d. presentation of the day's success criteria regardless of the instructional phase posted on the board.
 - e. starter activity where wellbeing or safety practices are embedded whenever applicable.
2. The lesson should end with the
 - a. opportunities for the students to reflect on the lessons presented and for understanding to be consolidated.
 - b. reminders of the tasks to be completed, if there are any, such as Exact Path activities, performance tasks, self-paced activities, or homework.

Part D. Differentiation

Opportunities for differentiation are provided in the lessons. This could be in content, product, or processes, preferably in the elaboration phase through differentiation can be done in any of the instructional phases at the teacher's discretion as they find fit. The below description is adopted from Model Teaching (2020) that AIAS follows:

1. **Content** – Content is differentiated when students are given fewer vocabulary terms or mathematical formulas to learn or a different text to read. This type of differentiation can also relate to the vertical alignment of standards. For example, suppose a third-grade student does not understand the idea that multiplication is repeated addition, something they should have learned in second grade. In that case, the current teacher will need to reteach that content before moving on to grade-level content.

2. **Process** – Teachers differentiate their instruction when working one-on-one with a student needing extra help or arranging a small group. Even something as simple as repeating directions, or offering written directions, is considered a way to differentiate instruction. For this type of differentiation, like setting/environment differentiation, the academic standards are not being changed or "watered down"; it is simply a scaffolding method so that students can be successful with grade-level content.
3. **Product** – Tasks are differentiated when one modifies the length or scope or offers extended time to complete it. When the scope of a task is modified, it may include lower-level thought processes, but only with the intent of scaffolding student learning so that eventually, they are ready to meet grade-level content expectations.

Students of Determination (SOD) and Gifted and talented (G&T) students are provided with the needed differentiation based on their IEP / ALP.

Part E. Homework and Classwork

1. Classwork is to be completed only in school.
2. Homework is not required but under the discretion of the teacher. If they see it fit, it must be given fortnightly. This can be completed at home in no more than 30 minutes, especially in the KG and Junior sections. However, teachers may assign more items to a few students based on their individual needs for differentiation purposes, especially for above and below-average students.
3. If required, performance tasks can be assigned as homework under the teacher's discretion, assuring the authenticity completed by the students. The exact Path Arrangements will remain the same.
4. If homework is given, strictly follow the homework turn-in schedule below. Subjects that are only once or twice a week may select any day of the week to turn in their student's homework.

Monday	English
Tuesday	Arabic
Wednesday	Math
Thursday	Science

5. During the holy month of Ramadan, HOMEWORK is *suspended*. However, Exact Path arrangements remain the same.

Part F. Portfolio

A student portfolio is a compilation of academic work and other forms of educational evidence assembled for:

- a. evaluating coursework quality, learning progress, and academic achievement;

- b. determining whether students have met learning standards or other academic requirements for courses, grade-level promotion, and graduation;
- c. helping students reflect on their academic goals and progress as learners; and;
- d. creating a lasting archive of academic work products, accomplishments, and other documentation.

Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and can do than more traditional measures—such as standardized tests, quizzes, or final exams—that only measure what students know at a specific point in time. (Glossary of Education Reform, 2016)

Section 1. Student Portfolio

1. Student portfolios should contain but are not limited to the following evidence on a digital or paper-based form agreed by the teachers and head of the department.
 - a. completed paper or digital worksheets
 - b. inventory checklists
 - c. completed performance tasks
 - d. learning activities, including those that appear in the textbooks
 - e. learning journal
2. The safekeeping of the portfolio is the responsibility of both teachers and students. KG should keep its portfolio in the school.
3. Student portfolios should be evaluated in each term. The Academic Supervisors arrange an evaluation committee to ensure an authentic portfolio assessment.
4. Heads of the department (HOD's) are expected to assess regularly the content and evidence of the student portfolio to keep track of whether the evidence compiled is authentic. Supervisors, on the other hand, oversee the implementation of this guideline.

Section 2. Teacher Portfolio

1. Teachers are required to keep a portfolio of his / her achievement, skills, and evidence of teaching and learning progress in a file folder. It should contain but is not limited to the following documents:
 - updated curriculum vitae (cv) indicating her qualifications, skills, achievements, and personal details.
 - copies of the job responsibilities, evaluation report given by the HOD, certificates of degree, ministry approval, and other relevant documents that support the teacher's performance.
 - copies of certificates received during the academic year.
 - updated time table

- seat plan of his or her classes, which contains the classroom layout with properly labeled names of the students. Emirati nationals should be appropriately labeled on the seating plan.
 - copies of the minutes of the department meetings one has attended or the agenda copybook provided to the teacher
 - plan of action for high level (HL) and low level (LL) learners in the classroom. The plan of action should contain lists of students' names with their classification and the plan of action to be done during the term/year.
 - Sample of Differentiated Worksheets
 - IEP or ALP if they have SOD or gifted and talented students identified by the IEAT
 - Updated CPD as per SPEA regulations.
 - updated grading book
2. Teachers should prepare a creative cover of a portfolio showcasing the teacher's individuality.
 3. Teachers should ensure the availability of the portfolio daily and it should be updated regularly. HODs may randomly inspect the portfolio of every teacher.
 4. The summative performance of the teacher will be based on the portfolio. As such, the teacher should ensure the portfolio's accuracy, authenticity, and completeness. Evidence not compiled in the portfolio during performance evaluation will not be credited.
 5. The Principal shall appoint a committee assigned to evaluate the portfolio. The committee will then use the summative evaluation form to match any supporting evidence compiled in the portfolio with their evaluation rating.

Part G. Classroom Seat Plan

1. The subject teachers must prepare a hard copy of the seating plan. A teacher may have her/his own layout for as long as the students can move to their seats in the shortest time possible during the transition.
2. Teachers should use any assessment data as a basis for grouping students. They can also be arranged based on their aptitude or interests. Groupings must be done effectively and must work in consonance with the teaching strategy. High school classrooms may arrange chairs in pairs.
3. Names of the students must be appropriately indicated in the seat plan layout. Emirati students should also be labeled with a UAE flag as a symbol to be identified in the plan efficiently.

4. Teachers should use this seating plan daily to monitor students' progress in class. Teachers may find a better way to promote high attainment and progress by using the seating plan.

Part H. Correcting / Marking Books, Worksheets, and Learning Checks.

1. When marking books and worksheets, do not cross out (X) wrong answers. It is advised that teachers return the materials to the students to write the correct answer or write the correct answer. Do not also write question marks (?) on unanswered items but rather write comments in positive form like "Is this item overlooked? Please do not forget to complete your tasks/assignments" or any constructive comments. Use proper communication forms and write legibly. Teachers should write descriptive ratings of the student's performance in the books or worksheets related to the standards. Teachers need to write feedback on books, copybooks, or worksheets on how to enhance their performance positively, as shown in the samples below (Natalie, 2021):
 - a. Inspire students to embrace their mistakes and try again
 - *"That's a really great start, but perhaps you could..."*
 - *"You're on the right track, but you're not quite there yet."*
 - b. Make students feel supported in their learning
 - *"Thanks for that idea! How about...?"*
 - *"Can anyone add to what ___ said to help us get to the right answer?"*
 - *"I love your suggestion!"*
 - c. Help students learn from their mistakes.
 - *"Can you tell me more about how you figured that out?"*
 - *"How did you arrive at your answer?"*
 - d. Encourage students to remember their prior learning
 - *"Do you remember how we did this last time?"*
 - *"You're on the right track, but you're not quite there yet."*
 - *"Did you think about...?"*
2. When marking mastery tests, learning checks, or posttests, only use a red pen, put a line on the items that are not answered and circle the item number with the wrong answer. Never cross mark (X) a wrong answer. Write the total marks in the designated place on the quiz papers and add descriptive performance ratings such as "Good Job" or "Excellent" that match the student's numerical ratings. Teachers need to consult with their HOD for the standard descriptive rating.
3. Books, learning checks, and worksheets must be corrected/marked on time. Papers must be checked no later than five days after completion of submission.

4. Paper assessments such as quizzes and worksheets should be returned after recording the ratings in the grading book. Consult HOD in case of any doubts or apprehension when giving back these papers.

Part I. Preparing Worksheets and Quizzes / Mastery Tests

1. Each department has a uniform template when preparing worksheets. Teachers should consult their HOD about it. However, it is a must that every worksheet should contain the school logo, worksheet title, and the statement of standards/competencies that can be achieved when done successfully.
2. Teachers should strictly follow the format in preparing learning checks, mastery tests, and posttests. By the rule, tests must be valid and should only contain items taught in class. The number of items should be commensurate to the periods allotted to answer it.
3. For open-ended questions, like essay type or drawing, it should have the corresponding rubrics when awarding points. The rubrics must also be in the worksheet or quiz papers to guide students.

Part J. Self-Pacing Activities

A self-paced classroom is one where students can complete learning tasks at speed customized to their personal levels of mastery. This means they may take longer with the material they struggle with, skip topics that cover the material they already know, or repeat topics as needed (Bray & McClaskey, 2010). AIAS shall offer self-paced activities for students to do either in school or at home whenever the time permits them.

1. Exact Path shall be used as a self-paced activity in English and Mathematics subjects from KG 2 to grade 12. Exact Path modules should be customized based on their MAP test results (whenever available). Students are expected to take at least 30 minutes per week to complete their modules.
2. Every student should be offered to do self-paced activities as a way to elaborate or challenge them further in the lessons. Credits shall be given to students who complete these activities voluntarily.

Part K. Bulletin Boards

By principle, classrooms and hallways must support instruction. **They should be updated and changed regularly.** They should elicit critical thinking, provide a creative exploration of the mind and contribute to making AIAS *a place where children love to learn*. Every corner of the room and any strategic place in the school should provide an opportunity for students to LEARN. However, decorations must be long-lasting, safe, grade-appropriate, and Islamically friendly.

Section 1. Material Resources.

- a. Primarily, teachers and staff should use recycled materials. Scrap materials from recycled bins can be re-used to re-design the board.
- b. A new set of materials can be requested with the supervisors' approval.

Section 2. Content.

- a. The content of the boards should always be grade-appropriate and Islamically friendly. Pictures of pig or pork delicacies, girls or women wearing provocative attire, and many more are prohibited.
- b. Spelling and grammar must be checked thoroughly.
- c. Bulletin boards should elicit critical thinking. Teachers and staff may use essential questions in the unit plans, inspirational quotes from influential people, recent news or updates, awareness campaign materials, etc. Subject area boards in the hallways must promote awareness of content that will support the curriculum.
- d. Bulletin boards in the classroom should be allotted for each subject, including English, Arabic, Science, Math, Social Studies/Islamic Studies, and Homeroom. Homeroom teachers are assigned to allot specific areas for these subjects, while subject teachers should post 'exemplary student's work', "performance rubrics," "project descriptions or deadlines," and others in their assigned areas.
- e. Homeroom bulletin boards must contain essential school policies, classroom rules, a list of students for group work, and a Calendar of Activities, etc. Homeroom teachers should post any positive messaging to promote the school's values every month.

Section 3. Posting.

- a. Pushpins are not allowed in the classroom and hallway boards, but they can use stapler wires instead. Never use a glue stick, paste, or liquids on the surface of the board or the wall. Do not stick anything on the wooden frame of the boards. Staff shall be accountable for the repair and cleaning if such is violated.
- b. Instructional charts or any creative and colorful visual aids can be posted on the classroom walls using only paper tapes. Double adhesive tapes, colored packaging tapes, and glue sticks are not allowed as they damage the wall's paint, which leaves undesirable marks.
- c. Staff and teachers may post work of the students on the tiled surface located on the walls of the hallways. Never post anything on the white cement walls

of the hallways. If unavoidable, they should seek approval from the supervisors. Post work that shows an **exemplary performance** of the students.

- d. Do not hang any decorative articles or educational materials that may block the CCTV view. Likewise, avoid sticking anything on the ceiling fan for safety purposes.

Part L. Policy on Structuring and implementing Collaboration in the classroom

Collaboration is a critical twenty-first-century skill. All subject teachers are required to implement collaboration in the classroom. Collaboration can be done by breaking the whole class into small groups based on given criteria. Below is all the necessary information that will guide teachers in structuring and implementing collaboration in the classroom.

Section 1. Definition of Collaboration

Collaboration (Kerrigan, 2011) is a complex set of skills, abilities, and behaviors that can be taught and modeled, including, to mention a few:

1. **Communication Skills:** listening, attending to verbal and non-verbal cues and information, giving and receiving positive useful critiques;
2. **Cooperation Skills:** leading and following and switching from leading to following, taking responsibility for group tasks, attending to group process;
3. **Emotional Skills:** being aware of one's own and others' feelings, expressing feelings appropriately, and showing compassion and empathy;
4. **Mental Skills:** focusing on a task until complete, following a conversation, processing it, summarizing it, and taking creative leaps based on it.

As such, collaboration is simply a group of students working towards solving a problem. This problem is formed in the lesson as tasks. This problem or task can be in a variety of forms like solving a mathematical problem together, completing worksheets together, role-playing, designing a project together, and many more.

Section 2. Forming small groups in the classroom

1. Homeroom teachers should divide the students into small groups based on any of the following styles and criteria:
 - a. **Heterogeneous Groups:** Students' academic levels are spread out in groups. Each group contains high, low, and average achievers. Teachers can use the academic ratings obtained by the students in core academic areas as a basis for identifying their levels. Teachers can also use the results of CAT-4, ensuring that a variety of learning modalities are spread out.

- b. **Homogeneous Groups:** Students are grouped based on their common attributes. They share common interests (sports they like, shared hobbies, color preferences, etc.); needs (shared learning needs as shown in the MAP learning continuum, common learning strengths as shown in the results of CAT 4, same results in quizzes, etc.) or learning styles (visual, auditory, kinesthetic, tactile).
2. Subject teachers may opt to change the small groups prepared by homeroom teachers for as long as she/he can manage the preferred seating arrangement during the period. Subject teachers may opt to use any grouping styles as a basis for grouping students, as mentioned in 1 of section 2.

Section 3. Seat Plan

1. The seating plan is the layout plan of the classroom specifying the location of the tables, whiteboards, and chairs. The names of the students are labeled in the layout plan.
2. Teachers should prepare a seating plan based on the grouping style. Emirati students should be appropriately labeled in the seating plan. The seat pan should be used functionally to monitor the student's attainment in the lesson and must always be used functionally during the actual teaching.
3. Each teacher should have printed copies of the seating plan based on the preferred groupings, and it should be kept in his/her portfolio.

Section 4. Cooperative Tasks

Effective 9th of May, the following policy has been implemented.

1. Teachers should always have an opportunity for collaborative work at least once a week for core academic areas and once a month for other minor subjects.
2. A task is collaborative if the activity in the group is assigned to solve a problem related to the lesson. A problem can be stated in a situation where the group has to solve or propose a solution together. Below are a few examples of collaborative work:
 - a. **SCIENCE:** The group will experiment to prove that oxygen is formed during photosynthesis.
 - b. **ENGLISH:** The group shall create a slogan for the anti-bullying campaign in the classroom.
 - c. **MATH:** The group shall propose a way to solve mathematical problems. For example, the Cooperative Problem Solving (CPS) strategy is an effective activity to promote problem solving. The teacher presents the problem, students work the problem alone, students work together to compare and

discuss answers with a partner or with a team, and finally class discusses solutions to reveal the answer to the class and call on students to share how they solved the problem.

3. Teachers should explain the task well and identify the roles of each person in the group. Ensure that the students understand the rules for collaboration as shown - GROUPS.
 - a. **G**ive encouragement
 - b. **R**espect others
 - c. **O**n task (stay)
 - d. **U**se quiet voices
 - e. **P**articipate actively
 - f. **S**tay in group
4. The acronym GROUP should be posted on the bulletin board or visible in the classroom.
5. The tasks given to all groups may be the same, but they produce different solutions to the problem for heterogeneous groups. Teachers may give different tasks to homogenous groups depending on their attributes, and they will be asked to solve them based on their shared interests, needs, or style.

Section 5. Group Assessment Scheme

Effective 9th of May, the following policy should be implemented.

1. Teachers should continually evaluate the group's performance based on the following criteria. Teachers may opt to develop this into more specific performance ratings.
 - a. **Communication Skills:** listening, attending to verbal and non-verbal cues and information, giving and receiving positive useful critiques;
 - b. **Cooperation Skills:** leading and following and switching from leading to following, taking responsibility for group tasks, attending to group process;
 - c. **Emotional Skills:** being aware of one's own and others' feelings, expressing feelings appropriately, and showing compassion and empathy;
 - d. **Mental Skills:** focusing on a task until complete, following a conversation, processing it, summarizing it, and taking creative leaps based on it.
2. Teachers should always give the criteria for evaluating the group performance prior to the collaborative activity. Likewise, students should be informed how they will be evaluated before conducting the activity. Numerical ratings obtained by the group should be reported to the class after completing tasks. Teachers may do the following variations whenever they are ready:
 - a. Teachers may also ask the group to evaluate themselves based on the same criteria. (Self-Evaluation). The self-evaluation and the teacher ratings can be averaged to obtain the final group ratings.

- b. Teachers may also ask students to evaluate other groups. This can be done if the students can see the final output of the other groups. Make sure that there is a clear performance rubric to be used for evaluation.
3. The final rating must be made clear in the grading criteria to report the final grade for the term.

Part M. Roles and Responsibilities

Academic Supervisor.

1. Monitors the implementation and review of the teaching and learning policy
2. Organizes and conducts meetings related to teaching and learning
3. Uses assessment data to measure the impact of teaching and learning policy on student achievement and teacher performance
4. Facilitates and delivers school-wide training to the middle-level leaders and teachers
5. Provides the latest updates and innovations on teaching and learning
6. Reports to the Principal and Vice-Principal the areas of strengths and challenges to enhance teaching and learning in the classroom

Educational Supervisors and HODs

1. Ensure the effective implementation of the teaching and learning policy in the classroom setting
2. Work together with the academic supervisor in using assessment data to measure the impact of teaching and learning policy on student achievement and teacher performance.
3. Conducts small group training within their area of purview
4. Reports to the academic supervisor the areas of strengths and challenges to enhance teaching and learning in the classroom within their department

Assessment Coordinator

1. Coordinates with the team of all the needed assessment data for analysis and interpretation required to adjust teaching and learning practices and policy

Part N. References

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