

HEBA SALEH Portfolio

Instructional Coaching | Curriculum Leadership | Mathematics Education

My professional journey spans more than ten years of teaching, supporting colleagues and leading improvements in learning. Mathematics is my main area of expertise, while my wider purpose is instructional coaching: helping teachers understand their learners, refine their practice and evaluate the difference they make.

My approach

Understand the learner. Support the teacher. Design purposeful learning. Use evidence to improve.

The work represented here

My experience connects elementary mathematics leadership with AP Calculus teaching, curriculum design, professional development and school initiatives. I work with assessment evidence, classroom practice and feedback from teachers, students and families to identify priorities and shape support.

Leadership focus	Contribution
Developing people	Coaching, co-planning, modelling and professional learning
Designing learning	Curriculum progression, inclusive tasks and meaningful application
Using evidence	Assessment analysis, intervention and progress review
Building opportunity	Digital learning, clubs, events and family engagement

What this portfolio brings together

Each division presents a distinct part of my work through actions, impact, evidence and reflection. The evidence includes assessment summaries, learning resources, teacher accounts, student reflections, parent feedback and records of initiatives I have developed.

HEBA SALEH

Educator · Instructional Coach · Curriculum Leader

Developing Teachers Through Instructional Coaching

Co-planning, feedback and reflection connected to classroom learning

Actions

I work alongside teachers through co-planning, modelling, co-teaching and focused feedback. We review learning objectives, assessment information and student work, then refine the activities, support and questions used in the classroom.

Coaching evidence	Change reported by the teacher	Classroom impact described
Grade 5 teacher account	More reflective planning and clearer alignment of objectives and assessment	More structured lessons and increased participation
Grade 2 teacher account	Stronger differentiation and assessment through scenario-based tasks	Greater interest and opportunities for practical problem solving
Grade 4 teacher account	More purposeful co-planning, resources and clearer explanations	More engaging and inclusive lessons
Grade 5 teacher account	Planning adapted through feedback and student-data discussions	Students explain reasoning and attempt challenging work more willingly
Grade 1 teacher account	Better use of assessment, practical tools and projects	Learning activities more responsive to students' starting points

Impact

The teacher accounts connect my support with changes in planning, confidence and classroom approaches. They also describe changes in students' participation, reasoning and willingness to engage with challenge. These are colleagues' observations of practice and learning.

Evidence

Teacher testimonials across year groups, co-planning resources and the leadership reflection chart support this account. The testimonials identify what teachers changed, rather than only expressing appreciation for support.

Reflection

Coaching is most useful when a teacher can explain the change made and what students showed afterwards. Pairing teacher feedback with revised plans and student work makes that connection clearer.

Turning Professional Development Into Classroom Practice

Training delivered to teachers and the changes described in their feedback

Actions

I deliver professional development and share practical resources on using external assessment information, Common Core standards, curriculum adaptation, growth mindset, Gizmos and responsible AI use in planning. I also support teachers in using NGRT and CAT4 information to understand learning needs.

Professional development focus	Application supported in classrooms
Assessment data and learning needs	Identify starting points, misconceptions and targeted support
Common Core standards and lesson expectations	Align learning objectives, tasks and checks for understanding
Curriculum adaptation and differentiation	Plan accessible activities with appropriate support and challenge
Concrete pictorial abstract learning and role-play	Use models and practical scenarios to explain mathematical ideas
Gizmos and AI-supported planning	Develop resources and explore concepts with a clear learning purpose
Growth mindset and reflection	Review practice and encourage perseverance with challenging learning

Impact

Teachers describe using more practical activities, stronger differentiation and clearer assessment after professional support. One teacher reports applying planning ideas across subjects. Another links curriculum guidance and student-data discussions with students explaining their reasoning more clearly and participating more actively.

Evidence

The training presentations, lesson expectations, adaptation resources, CPA session, PD reflection form and classroom activity photographs show the learning offered. Teacher accounts provide evidence of reported application. These accounts support the combined coaching and development approach; they do not isolate the effect of a single session.

Reflection

The value of professional development is in what teachers use afterwards. Follow-up discussion, observation and student work help show whether an approach improves access, participation and understanding.

Leading Induction Week Professional Development

Instructional Labs focused on evidence, decisions and every learner’s progress

Actions

During induction week, I led workshops helping teachers look closely at learning, identify the next teaching move and plan for progress across the class. I used The Inspector’s Eye as a lens for asking what students can demonstrate independently, beyond participation or completed activities.

Workshop	Teacher activity and classroom purpose
Evidence Speaks	Examine what counts as credible learning evidence; distinguish engagement and task completion from independent understanding
The Next Move	Connect a specific learning gap with reteaching, modelling, challenge and an independent follow-up check
Every Learner Every Lesson / Teaching Math for the Future	Plan for individual progress, inclusion and meaningful application, with attention to readiness for future learning

Evidence → Decision → Action → Impact

The Inspector’s Eye asks: What has each learner understood? What will I change? How will I know it helped?

Impact

The workshops established a shared focus for planning and coaching: teachers should identify the learner’s need, choose a purposeful response and check the result. Collaborative scenarios, progress maps, assessment investigations and Progress Bridge planning made these decisions practical.

Evidence

The workshop materials and documented lab outlines show the professional learning delivered. Scenario responses and planning activities capture teachers’ thinking. The wider teacher testimonials describe stronger planning, differentiation and assessment; classroom follow-up is needed to identify the effect of each workshop separately.

Reflection

Induction is a starting point for sustained development. Follow-up co-planning, observations and student work help turn a shared approach into consistent classroom practice.

Designing a Coherent Mathematics Curriculum

Connecting early foundations with readiness for secondary learning

Actions

I designed a 35-week K–5 mathematics framework that connects standards, prerequisite skills, vocabulary, activities and evidence of learning. Vertical alignment makes links between year groups explicit, while readiness checks help teachers identify the knowledge needed before new concepts.

Prior knowledge → New understanding → Application → Review
A connected sequence that supports progression and responsive teaching.

Design feature	Purpose
Standards and prerequisite skills	Maintain a clear mathematical progression
Concept-linked fluency	Prepare students for the demands of the current learning
Vocabulary and representations	Support explanation and access to concepts
Real-life scenarios and projects	Develop application, reasoning and decision making
Teacher pacing reviews	Allow purposeful extension or reteaching

Impact

The framework provides teachers with a shared planning reference and a clearer view of how learning develops. Its intended student impact is stronger number sense, reasoning, mathematical language and independence before secondary school.

Evidence

The curriculum workbook includes standards, weekly concepts, prerequisite checks, vertical alignment and planned learning evidence. These demonstrate the design; assessed work and transition checks show how effectively it is implemented.

Reflection

Coverage matters, but secure understanding matters more. Curriculum review should consider whether students can use prior learning independently in a new context.

Math for Future Careers

Making curriculum concepts meaningful through professional roles and real-life challenges

Actions

I designed Math for Future Careers as part of the mathematics curriculum. Weekly career themes give students a purposeful role and a problem to solve using the concepts they are learning. I support teachers in connecting each scenario with a clear objective, suitable representations, mathematical vocabulary and evidence of understanding.

Mathematical concept → Career challenge → Model and solve → Explain and reflect
The career context gives the mathematics a purpose while the learning objective guides the task.

Curriculum context	Mathematical learning it supports
Design Engineers	Multi-step problems, estimation and explaining decisions
Community Planners and Sustainable Homes	Part-whole relationships, fact families and practical number decisions
Digital Data and Information	Reading, writing, representing and comparing numbers
Manufacturing and Logistics	Equal groups, arrays, operations and checking quantities
Future Bankers and Entrepreneurs	Using number knowledge to explain financial choices

Impact

The initiative offers teachers a shared approach to purposeful application and gives students opportunities to see why mathematics matters. Teacher feedback on scenario-based planning describes stronger interest, practical problem solving and improved differentiation. These accounts support the approach, while assessed student work is needed to evaluate each task's effect on learning.

Evidence

The curriculum framework records weekly career themes, role-play scenarios, activities and expected student evidence. Lesson planning, project examples and teacher accounts show how the approach connects with classroom practice.

Reflection

The role should encourage mathematical thinking rather than distract from it. A successful career challenge allows students to model the situation, justify their decisions and apply the concept independently.

Connecting Learning With Financial Literacy and AI

A broader curriculum for informed choices and responsible innovation

Actions

I developed financial literacy and sustainability integration across K–12, alongside AI learning where it supports the mathematical purpose. Weekly career contexts, project tasks and mathematics magazines connect curriculum content with practical decisions and future opportunities.

Integration	What learners are asked to do
Financial literacy	Use quantities and calculations to explain choices
Sustainability	Consider resources, constraints and fair decisions
AI literacy	Check outputs, recognise the human role and use tools responsibly

Impact

The design gives teachers meaningful contexts for application and offers students opportunities to explain why mathematics matters. It broadens the curriculum beyond completing procedures, while retaining the learning objective as the starting point.

Evidence

The frameworks, weekly planning, role-play scenarios, project outlines and student-evidence expectations show how integration is planned. Business Day, financial literacy activities, sustainable landmark projects and AI-related tasks provide examples of application.

Reflection

A theme adds value when students use mathematics to make and justify a decision. The quality of the calculation, model and explanation is the evidence of learning.

Planning for Inclusive Learning

Appropriate support and challenge within the same classroom

Actions

I help teachers plan accessible tasks using practical materials, visual representations, scaffolding and mathematical language. Interest-based groups offer varied routes into learning. Class profiles and targeted standards guide intervention and enrichment.

Assessment access

I developed guidance for standards based assessment and an adapted Version S for students with special educational needs. Short instructions, visuals and suitable presentation support access. Revision resources include anchor charts, explanations, practice and digital learning links.

Impact

Teachers describe stronger differentiation and greater confidence in meeting learner needs. Parents report that visual and practical activities help children engage. One parent specifically valued group names that supported confidence without attaching an attainment label.

Evidence

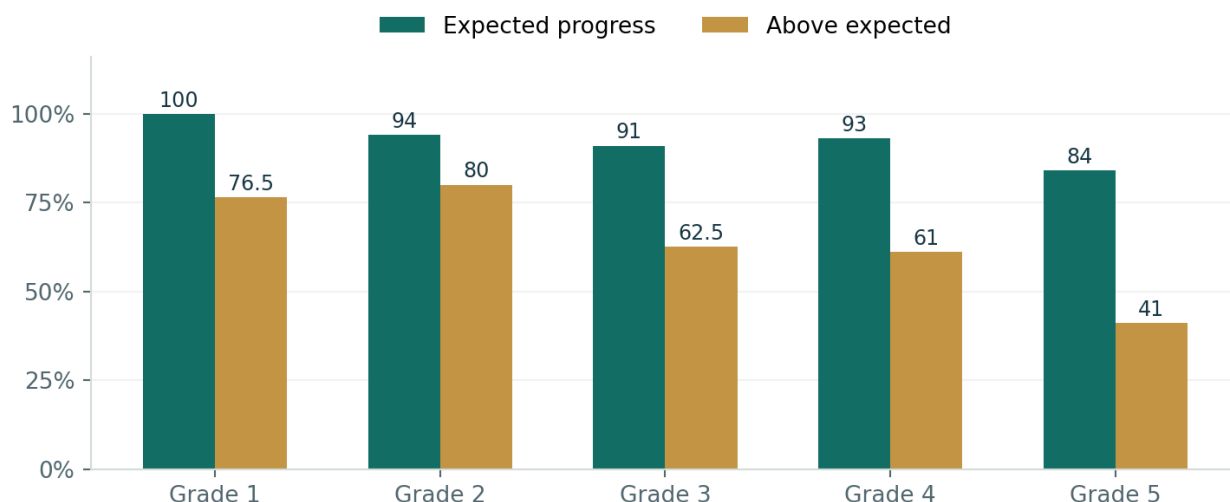
Adapted assessment specifications, revision materials, class profiles, intervention plans, teacher feedback and parent accounts demonstrate the approach. Targeted routines include printed support, Boddle practice and Level Up questions selected for identified needs.

Reflection

An activity is appropriately differentiated when students can access it, think for themselves and make progress. Independent work after support helps determine whether the level of challenge is right.

Using Assessment to Improve Teaching

Internal progress and attainment as evidence for action



Internal assessment snapshot. Categories retain the wording in the assessment summary and may overlap.

Actions

I analyse assessment information alongside student work and lesson observations. I use class profiles, formative checks, reteach provision and weekly review to help teachers identify gaps and choose the next response.

Impact and analysis

The elementary summary reports 92.4% expected progress and 64.2% above expected progress. Grade 5 has the lowest proportions in this snapshot, making it a clear priority for reviewing prerequisite knowledge and support. Internal attainment is reported as 82.1% at a score of 67% or above and 61.8% at 77% or above.

Evidence

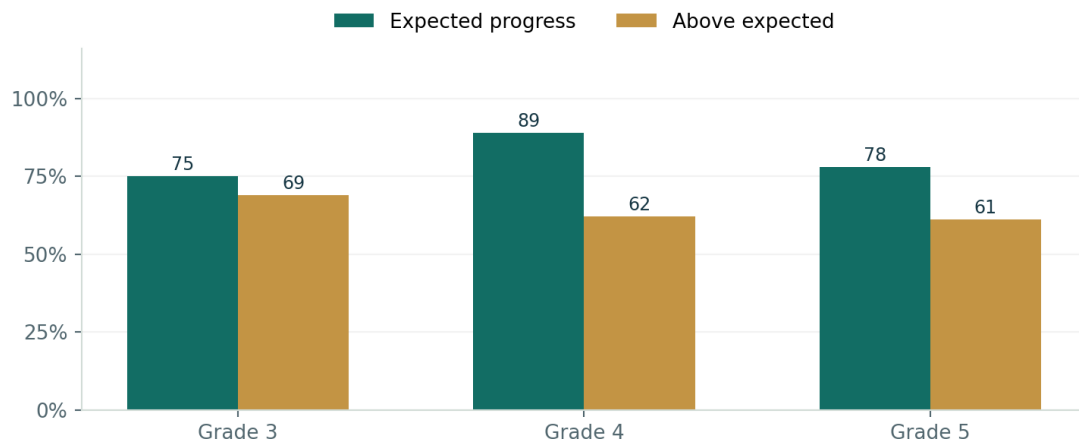
The internal assessment summary, tracking materials and intervention plans connect attainment information with instructional priorities. These are school outcomes reflecting the work of learners, teachers and leaders.

Reflection

A positive overall result can hide a learning need within a grade or group. The next check is whether the identified gap improves after targeted teaching.

Reading External Benchmarks With Care

A wider perspective on progress, attainment and language needs



External progress snapshot. Percentages describe the assessment summary, rather than the progress of every individual learner.

Actions

I draw on external benchmarks, including MAP, TIMSS and NGRT, as well as internal evidence. Mathematical vocabulary, journals, storytelling and precise notation support language access. Different measures are used for the questions they can answer.

Impact and analysis

The external summary reports 81% expected progress and 64% above expected. Its attainment summary reports 85% at or above the 41st percentile and 72% at or above the 61st percentile. Grade 4 is strongest at both attainment thresholds.

Evidence

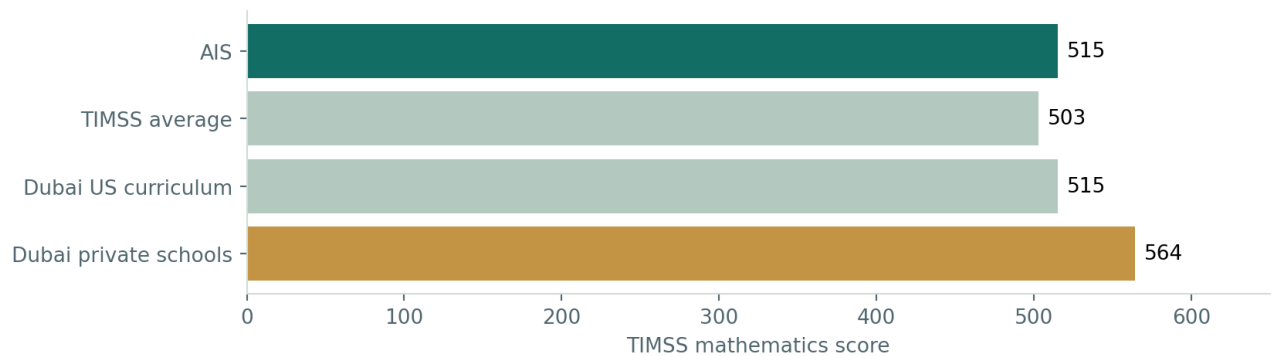
External assessment tables, NGRT trends and planning resources provide a second view of learning. The NGRT summary reports positive changes across its SAS thresholds; the calculation basis needs confirming before those figures are compared directly.

Reflection

External results are most useful when they inform classroom inquiry. Differences between measures should lead to a closer look at the learner, the task and the assessment conditions.

Understanding School Improvement and TIMSS

Recognising progress while keeping the comparison accurate



Actions

My portfolio connects assessment review, curriculum support and teacher development with the school's mathematics improvement journey. Inspection extracts record improvement in progress and attainment, while TIMSS provides an external benchmark.

Impact and analysis

The school's TIMSS score increased by 63 points between the two most recent cycles shown in the evidence. The score of 515 is above the displayed TIMSS average of 503, matches the Dubai US-curriculum figure and is below the Dubai private-school figure of 564.

Evidence

Inspection extracts, the school's TIMSS trend and the content and cognitive-domain chart provide external perspectives. The domain chart shows a shift towards intermediate performance bands and away from the lowest bands.

Reflection

The evidence recognises school improvement while identifying further ambition. It reflects collective effort and different student cohorts; it should be read alongside the contribution and classroom evidence described throughout this portfolio.

Making Progress Visible Through Progress NEXT

A shared process for identifying needs and following up

Identify → Respond → Check → Review

A learning concern becomes useful when it leads to a teaching decision and a follow-up check.

Actions

I developed a weekly dashboard approach bringing classroom and whole-section information together. Progress NEXT covers understanding, fluency, vocabulary, reasoning, communication and learners at risk, with a documented intended reach of 28 classes and approximately 900 learners.

Teacher view	Leadership view
Identify misconceptions and learning priorities	Recognise patterns across classes and grades
Plan reteaching, guided practice or extension	Focus coaching and allocate support
Review independent learning after support	Follow up intervention and implementation

Impact

The system is designed to make learning needs and follow-up clearer, support focused professional discussions and connect curriculum expectations with classroom evidence.

Evidence

Dashboard development records and the documented reporting structure show the system's purpose. Dated extracts linked to teacher actions and independent rechecks are needed to demonstrate its effect on learning.

Reflection

The value of a dashboard lies in the response it supports. A smaller amount of useful information can be more effective than a large amount of data without follow-up.

Building Fluency Through Practice and Feedback

Classroom routines, home practice and Boddle

Actions

I introduced a Mental Math and Fluency Notebook, dedicated Friday Fluency sessions and digital home practice. Boddle offers another route to practice, with learner reports helping identify skills requiring attention. AFL, AOL and Plickers support timely checks in lessons.

Impact

Parents and teachers describe greater engagement and willingness to practise. The platform examples show how practice, standards and learning gaps can be made visible. Student-attitude summaries also report enjoyment of mathematics and clear teacher explanations.

Evidence

Fluency materials, homework expectations, Boddle certificates, learner traces, class examples, standards reports and learning-gap screens show the provision and monitoring process.

Evidence	What it helps me understand
Practice records	Whether students are engaging with the assigned learning
Standards and gap reports	Which skills need a teaching response
Independent classroom work	Whether learning transfers beyond the digital platform

Reflection

Practice should strengthen understanding and useful strategies. A platform result becomes more meaningful when students can demonstrate the same learning independently away from the app.

Creating MathBoost Journey

A structured route towards independent learning

20 courses × approximately 30 minutes

Explore → Learn → Scenarios → Challenge → Evaluate → Reflection

Actions

I developed MathBoost Journey for Grades 3–5, combining mathematical vocabulary, scenarios, model answers, corrections and reflection. Students can return with a personal journey code, save their progress, collect badges and receive a transcript on completion.

Leadership and family follow up

The recorded dashboard includes participation and completion indicators, course information, current learning stages and a printable overview. The parent rollout encourages one or two courses each week so the journey is manageable alongside classroom learning.

Impact

The pathway is designed to make independent study more structured, encourage students to review mistakes and give leaders a clearer view of participation. Completion and attainment outcomes have not yet been established in the evidence available.

Evidence

Hub development records, the course structure, badge and transcript design, and leadership dashboard features demonstrate the initiative I created.

Reflection

Completion is a useful starting point. The more important question is whether students can explain what they learned and apply it to an unfamiliar problem.

Recognising Learning Through Math Stars

Making effort, responsibility and participation visible

Actions

I developed the Math Stars appreciation wall to recognise homework and classwork through a shared weekly process. Criteria include HMM homework, Boddle assignments, completed activities, notebook care, participation, following instructions and supporting peers.

Recognise → Submit → Review → Celebrate

Teacher submission and leadership follow-up connect classroom recognition with families.

Impact

The initiative is designed to strengthen learning habits, broaden recognition and keep families connected with classroom effort. The developed workflow allows teachers to save, submit, recall and update their wall.

Evidence

The teacher process, class and week views, leadership submission overview and parent-facing wall demonstrate the system developed. Follow-up should examine actual participation and the reach of recognition across learner groups.

Reflection

Recognition should encourage improvement and belonging. Its quality depends on clear criteria and whether different learners have a fair opportunity to be recognised.

Creating Opportunities Through Clubs

Different interests and different routes into learning

Club	Learning purpose
Digital Dragons	AI understanding, creative content and responsible digital use
Brain Battle	Reasoning, problem solving, teamwork and resilience
Math Games Lab	Number sense, fluency, logic and mathematical communication
Chess	Strategy, planning, concentration and perspective-taking
Little CEOs	A pathway for entrepreneurial interests within the wider programme
Media and Public Speaking	Communication and opportunities for student voice
Sustainability and Mad Scientist	Further routes for curiosity and exploration

Actions

I developed club outlines, promotional materials and a registration and allocation approach. Programme updates included replacing podcast provision with Media Club and refining grade access and group capacities.

Impact

The programme broadens opportunities for students to explore interests and practise thinking and communication beyond formal lessons. Participation and learning outcomes need to be reviewed through club records and student work.

Evidence

Club descriptions, flyers, grade allocations and teacher assignment materials demonstrate the programme design. The online Fast Math invitation and parent comments show a further learning opportunity beyond school.

Reflection

A club's value is shown through what students experience, create and learn. Clear expectations and equitable access matter as much as the range of activities offered.

Bringing Families Into Mathematics

MathFit, student leadership and shared learning

Actions

I organised the MathFit Family Challenge with Cuemath for children from KG to Grade 5 and their families. The free event model includes fluency, understanding, reasoning and application stations, with a personalised learning profile. Student leaders were asked to welcome families, guide participants and support activities.

Event element	Purpose
Four mathematics stations	Help families observe different aspects of mathematical thinking
Shared participation	Create opportunities for positive parent-child learning
Student leadership	Develop responsibility, communication and service
Personalised profile	Offer a basis for discussing strengths and next steps

Impact

The arrangements create an opportunity to connect families with the way children think mathematically. Attendance, feedback and learning outcomes require post-event records before a stronger impact statement can be made.

Evidence

Event invitations, bilingual parent communications, organiser materials, leadership arrangements and consent documentation show the coordination involved.

Reflection

Family engagement is strongest when parents leave with a clearer understanding of their child's thinking and a practical way to support learning at home.

Family Light Lab Ramadan Through Math

A family event connecting mathematics, creativity and the Year of the Family

Actions

I organised Family Light Lab: Ramadan Through Math as a shared experience for KG and elementary students and their families. The event brought mathematical ideas into a meaningful celebration, with families working alongside children to design Ramadan decorations.

Explore shapes → Create patterns → Design together → Share the learning

A 45-minute classroom experience, planned across 28 classes, connecting mathematics with family collaboration.

Learning opportunity	How the activity supports it
Shapes and patterns	Children select, arrange and describe mathematical features in their designs
Mathematical communication	Children explain their choices while working with family members
Creativity and collaboration	Families develop a shared product through discussion and practical work
School community	Ramadan designs contribute to a shared corridor display

Impact

The event created a practical opportunity for families to participate in children’s learning and see mathematics used creatively. The shared decorations made family contributions visible within the school community. The planned class reach describes the event’s scope, rather than a verified attendance total.

Evidence

The event outline, family communication and the original portfolio’s record of students, parents and staff designing and celebrating Ramadan document the initiative. Children’s decorations and the corridor display provide examples of the shared activity. No separate event-feedback percentages have been supplied.

Reflection

Family events are most meaningful when children can explain the learning within the celebration. A shared product becomes stronger learning evidence when the child can describe the shapes, patterns and decisions used to create it.

Encouraging Challenge and Celebrating Achievement

Competitions, chess and purposeful recognition

Actions

I organised and supported internal mental and reasoning challenges, Speedy Math Quest, chess tournaments and participation in external mathematics competitions. Recognition includes certificates, trophies and classroom celebrations linked to effort and learning habits.

Impact

The original account reports students progressing to internal and external finals, two students qualifying for a Global Mental Math final and an individual second-place UCMAS international result. The later chess initiative records a capacity of 36 and eight finalists. Capacity is the number of available places, not confirmed attendance.

Evidence

Competition announcements, finalist records, celebration posts and photographs document participation and reported achievement. Entry and score records are needed to confirm the approximate qualification percentages described in the original account.

Learning beyond competition

The online Fast Math experience generated comments about useful tips and enjoyment. One parent also identified a mismatch with the advertised experience, showing the value of listening to critical feedback.

Reflection

Competition should create challenge and motivation while preserving access and confidence. Participation, strategy and perseverance deserve attention alongside winning.

Global Money Week

Connecting mathematics with financial decisions and responsible choices

Actions

I led or supported Global Money Week within our wider financial literacy work, connecting mathematics with budgeting, financial decisions and real-life application. This gives students a purposeful context for using number knowledge and explaining their choices.

Understand the choice → Use mathematics → Explain the decision → Reflect

Financial learning becomes meaningful when students can explain the reasoning behind a decision.

Curriculum connection

My wider financial literacy framework includes needs and wants, saving, budgeting, UAE currency, banking, careers, enterprise and responsible decisions. Global Money Week provides a focused opportunity to bring financial decision making into learning. These wider curriculum topics should not all be read as confirmed GMW activities.

Impact

The initiative is intended to develop the connection between mathematical knowledge and everyday choices. It creates opportunities for students to consider priorities, work within a budget and justify a decision. GMW-specific attendance, completed-task results and family feedback have not been supplied, so no participation or learning-gain figures are attributed to it.

Evidence

The departmental improvement portfolio identifies Global Money Week as a student opportunity focused on financial decisions, budgeting and application. The financial literacy framework and grade maps provide the curriculum context. Completed GMW task products, individual application checks and student reflections would demonstrate what learners achieved.

Reflection

Financial literacy is more than finding a correct total. The important learning is whether students can explain their priorities, recognise a constraint and make a reasoned choice. A short independent decision task offers a useful check of that learning.

Applying Mathematics to Real Situations

Projects, community experiences and meaningful contexts

Actions

I connected mathematics with Mathematics Awareness Week, Business Day, bake sales, Financial Literacy Day and project-based learning. Examples include sustainable UAE landmark models and AP application projects linked to UAE priorities, including an AI and driverless-taxi scenario.

Community contribution

The portfolio also records a visit to an old-age home, creating opportunities for collaboration, responsibility and social connection alongside classroom learning.

Impact

The activities provide purposeful contexts in which students can use mathematical models, calculations and explanations. Photographs and event records show participation; the quality of mathematical learning is demonstrated through the work students produce.

Evidence

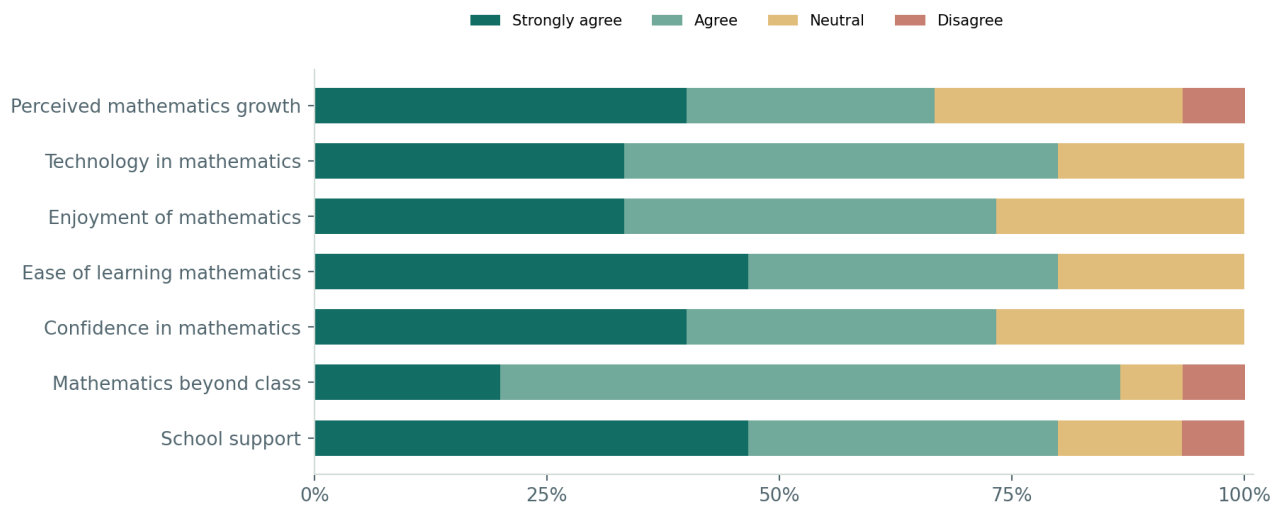
Project outlines, linked artefacts, photographs, school communications and classroom work illustrate the breadth of application and community involvement.

Reflection

An engaging context should make the mathematics more meaningful. The strongest project evidence shows the problem, the student's reasoning, feedback and an improved solution.

Listening to Parents

Using survey responses and testimony to understand experience



Parent feedback snapshot. Agreement combines “agree” and “strongly agree”. Response count, dates and response rate are not supplied.

Impact and analysis

Agreement is 86.7% for mathematics beyond class, 80% for technology, ease of learning and school support, 73.3% for enjoyment and confidence, and 66.7% for perceived growth. These are parents' views rather than direct measures of attainment.

Evidence

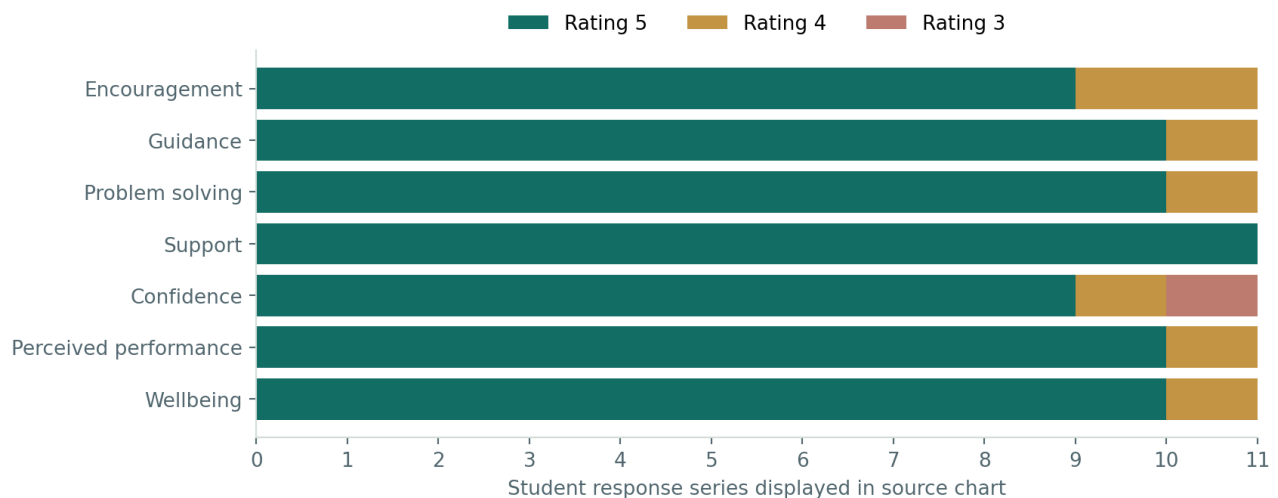
Parent comments describe enjoyment of practical tasks, Boddle and games, increasing independence and willingness to explain thinking. Some also describe continuing difficulty. Home discussion is reported as often or very often by 53.3%, sometimes by 40% and never by 6.7%. Mathematics games form the largest single labelled activity-preference category at 26.7%; other categories combine activities.

Reflection

Families value the learning approach, while perceived growth is less positive than the other items. Clear targets and examples of progress can make home-school conversations more useful, especially for families whose children still find mathematics difficult.

Listening to Students

Support, confidence and the experience of challenging learning



AP reflection snapshot. Eleven response series are shown anonymously. Numbers retain the source chart's rating labels; scale wording is not supplied.

Impact and analysis

All displayed students rated support at 5. Guidance, problem solving, perceived performance and wellbeing were also highly rated. Confidence shows the widest spread, including one rating of 3. A rating about performance is a perception, not an examination score.

Evidence

Student testimonials describe clear explanations, encouragement, regular checkpoints and a safe space to ask questions. Later reflections describe increased independence and perseverance. Some acknowledge continuing difficulty or a disappointing examination result.

Reflection

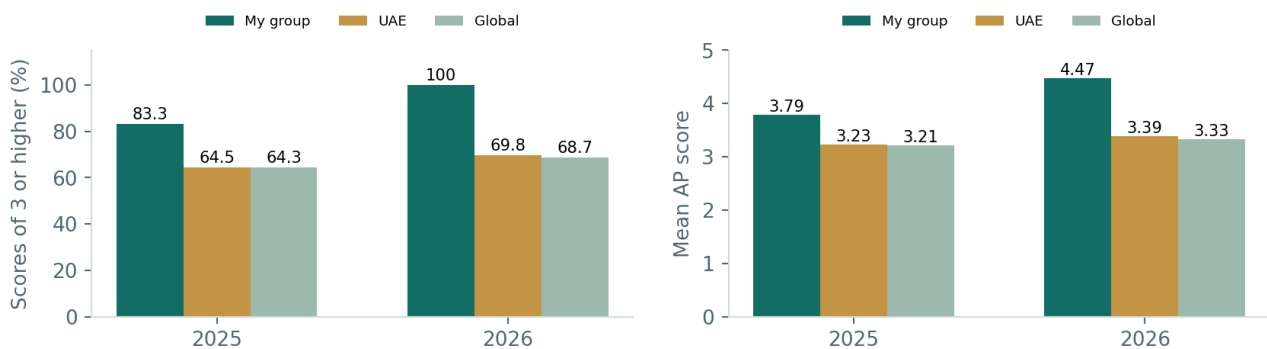
Strong support does not mean every learner feels equally confident. Listening to individual concerns alongside independent work helps identify the next academic or pastoral response.

Teaching AP Calculus With Ambition and Care

Clear explanation, disciplined practice and official achievement evidence

Actions

I use structured explanations, visual representations and real-world applications to make abstract concepts accessible. Additional online teaching, targeted feedback and revision support address gaps while maintaining attention to confidence and wellbeing. I select College Board questions aligned with the syllabus, including calculator and non-calculator MCQ and FRQ components.



Impact

The official 2025 roster reports 20 of my 24 students scoring 3 or above, with a mean of 3.79. The 2026 planning report records all 15 students scoring 3 or above, with a mean of 4.47: eight scores of 5, six of 4 and one of 3. Both groups exceed the UAE and global comparisons shown in their respective reports.

Evidence

College Board reports identify my selected Calculus AB sections. The 2026 report covers Form 5; its UAE and global figures refer to that form, not the whole exam population. The two groups are different cohorts, so their comparison is descriptive. Student names and identifiers are excluded.

Reflection

All six free-response question means and the reported multiple-choice summary exceed the listed comparisons. Item analysis still identifies precise next steps: justification and individual low-scoring requirements need attention. Strong results should sharpen feedback, rather than end the review of learning.

Contributing Beyond My Classroom

Professional learning, shared practice and wider responsibility

Actions

I contribute through school improvement work, curriculum development and the sharing of teaching resources. My professional journey also includes Chartered College learning and my reported selection for the first Dubai Educators Council associated with KHDA.

Professional recognition

The selection account describes a portfolio and face-to-face evaluation process. The original portfolio also includes professional recognition associated with an education summit. These experiences sit alongside the daily work of supporting colleagues and students.

Impact

Wider involvement provides opportunities to exchange ideas, learn from other educators and contribute perspectives grounded in classroom practice. The educational value lies in how that learning informs decisions and supports others.

Evidence

Professional learning records, shared presentations, recognition materials and appointment documentation provide the evidence for these aspects of my journey. Formal titles and selection details should follow the relevant appointment records.

Reflection

My main professional direction remains instructional coaching. Mathematics gives depth to my practice; collaboration, reflection and attention to learners make that experience useful across teaching contexts.

Continuing My Professional Journey

Connecting actions, evidence and reflection

Across my work, a consistent purpose connects coaching, curriculum, assessment and wider initiatives: helping teachers make informed choices and helping students access learning, develop confidence and think independently.

Professional commitment	What it means in my work
Develop people	Create supportive opportunities to plan, practise and reflect
Design for progression	Connect learning with prerequisites and future expectations
Listen to learners and families	Use feedback to understand experience and identify concerns
Use evidence responsibly	Recognise improvement while investigating what still needs attention
Build sustainable practice	Connect initiatives with clear purposes and practical follow-up

Reflection

The evidence shows a journey of creating opportunities, responding to needs and learning with colleagues. It also identifies the next step: making the link between an action and the change in learning more visible through focused follow-up.

I want my contribution to be recognised through the quality of the support I provide, the professional growth of colleagues and the learning experiences available to students.

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