



Teacher's Handbook

2011 -2012

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Belief Statements

Mission

The American International School of Lagos is committed to providing an exemplary American educational experience with an international perspective that leads to global opportunities. We celebrate the diversity of our student body in a safe and caring environment.

Vision

In a world class educational environment, the American International School of Lagos inspires students to discover their passion for learning, fulfill their potential, and become responsible global citizens.

Principles / Beliefs

1. We prepare students who will be capable of excelling in any future academic setting, either in the US or internationally.
2. We believe that education is a collaborative effort among parents, students, staff and other community members.
3. In a nurturing environment we challenge all students to achieve their highest potential academically, physically and socially.
4. The pursuit of knowledge, understanding and truth is a life-long process.
5. We provide an excellent education based on an American curriculum and the International Baccalaureate program of study.
6. We attract and retain a highly qualified and motivated staff and will invest in their professional development and growth.
7. We promote continuous improvement in all areas of the school through ongoing assessment and evaluation.
8. We embrace our diversity by promoting an inclusive environment; one of dignity, respect and tolerance.
9. Our community models and promotes honesty, responsibility and integrity.
10. We foster inter-cultural understanding through teaching and learning.
11. We value programs that embrace appreciation for and participation in the arts, athletic activities and a healthy, well-balanced lifestyle.

TEACHER RESPONSIBILITIES

American International School Of Lagos
Teacher Job Description

Planning

- Develops lesson plans using AISL Standards and manages the learning experiences, curricular and extra-curricular, to ensure the needs of the group and individual students are met.
- Plans innovative lessons, units and projects that integrate disciplines and adhere to the AISL adopted curriculum and standards.
- Plans collaboratively with other staff members.

Teaching

- Uses a balanced range of teaching strategies to provide maximum learning opportunities for all students.
- Insures that students receive maximum benefit from the use of all materials and resources.
- Provides guidance to students that promote welfare and proper educational development.
- Maintains an attractive, organized, and stimulating educational environment.
- Implements a fair and consistent classroom management plan consistent with AISL behavior expectations. (See Appendix)
- Uses a variety of technology tools to support instruction, integrating student technology skill development with content learning.
- Follows the lead of the technology integration specialist and provides collaboration and support. (See technology integration schedule/calendar under the “Technology” section)

Assessment

- Uses assessment as a tool for guiding the learning process and instruction.
- Maintains accurate student records.

Communication

- Maintains open communication with students, parents, and staff.
- Conducts parent conferences both formally and informally.
- 1. Updates Edline pages each Monday by 5:00 p.m.

Professional Development

- Participates in professional development opportunities provided by AISL, and pursues knowledge of current best practice in the field of teaching.

Expectations

- Follows the School Board Policies developed by the school which can viewed on the AISL website.
- Performs related duties as assigned.
- Supervises students and give student's feedback at all times during school hours.
- Maintains positive working relationship with administration, students, colleagues, parents and community.
- Works cooperatively with other members of the professional team to promote the educational, social, and emotional development of students.
- Participates in school and community sponsored events.
- Prepares and maintains records and reports requested by the school administration.
- Participates in the planning, development and evaluation of the school program.
- Attends staff meetings as scheduled by the school administration.
- Serves actively on school committees.
- Orders, inventories, and maintains materials and resources.
- Maintains professional confidentiality both in and out of school.
- Acts as an educational ambassador of goodwill to the community at large.

Teacher's Responsibilities and Expectations

Maintaining Work Hours

- a. Teachers are expected to sign in daily at the office by 7:15 a.m. to begin their duties, regardless of their daily class schedule (first period planning still requires presence at school by 7:15). The contractual obligation for teachers provides an 8-hour per day work schedule including a minimum half hour duty free lunch and planning time as scheduled. The normal workday ends at 3:15 p.m.
- b. Teachers living some distance from school should take into consideration the heavy morning traffic conditions on most main roads when planning departure times. Teachers may be excused prior to 3:15 p.m. only for legitimate and necessary reasons and with the prior expressed permission or consent of the grade level principal.

Release of Children

Students leaving early must be cleared through the office. Students being released must report to the registrar to be signed out by a parent or approved adult.

Reporting to Parents - School Newsletter

Each Friday, a school newsletter will be sent home.

You should continue grade level/subject matter informational letters regularly throughout the year to keep parents informed about their child's classroom activities and projects.

Personal notes, e-mails, phone calls, and casual meetings with individual parents are encouraged. If you feel that a note could cause a reaction, it should be shared with the administration prior to being sent home.

Academic concerns regarding student performance and/or failing a subject should be reported to parent(s) when a concern first arises and before an official referral to Student Support Services occurs. Parents of secondary students should be notified if the student is receiving a C+ or lower.

Supervision of Students

Teachers are responsible for the supervision of their students at all times during the school day. All teachers are responsible for all students. Though a child may not be assigned to you, a reminder to him or her regarding rules, disrespect, or behavior is in order.

Students Sent to the Office

All students sent to the office must have a written discipline referral from the teacher, indicating the reason for the referral and the time. A hand note needs to be completed before the student arrives in the office. Every effort should be made to keep the students in class, and office referrals should be used as a "last resort" or for immediate discipline needs.

Phone Calls

When receiving phone calls during class time, teachers should expect a email from the office giving the caller's name, number and the time of the call. Students may use the office phone or cell phone only when they have a note or a pass from their teacher, stating the reason for the call. All cell phones are to be turned off or be on silent mode during class time. Please inform your Instructional Assistants that they need to have their cell phones switched off or on silent mode during class time. Students are not to have cell phones in class turned on during school hours.

Permanent Records

Permanent records will be maintained in the office files and should be taken to the class only for marking and/or review. Records should NEVER be taken off campus. Requests by parents to review records should be directed to the grade level principal. Teachers must ensure that copies of report cards are filed each term. Any sensitive materials such as Ed Psych reports should be maintained in the counselor's office.

Professional Development (Board Policy 7.090)

The Board of Directors is committed to supporting the professional development of all certificated faculty and professional staff in ways that support and enhance the delivery of the School's educational program. The Board will include in the annual operating budget monies for staff professional development. The Superintendent is responsible for developing the annual professional development plan for all staff.

It is also the expectation that all certificated faculty and professional staff should engage in independent professional development activities which enhance their knowledge and performance. The participation in such activities will be at the employee's own expense and time.

Student Information

Absences

1. Elementary student absences should be recorded by their classroom teacher on AP Web-teacher by 8 am. A parent's note describing the child's absence should accompany the child upon returning to school. The absence shall be noted and the excuse filed by the Registrar.
2. Middle and High school students must report to the office upon returning to school after a prolonged absence (5 days or more). An e-mail, telephone call, or dated signed note detailing the reason for the absence must be presented to the office. The Registrar will file the note.
3. Since attendance is of great importance to every child's progress, teachers should call or e-mail the homes of those students that are absent for 3 days or more. Attendance & Tardiness Records

Elementary attendance will be taken each morning, middle and high school attendance will be taken each period. Attendance records and tardiness are a part of the reporting system to parents at mid-term and the end of grading periods. It may also be reported at other times if necessary.

Students who are required to be absent from school for prolonged periods of time (for sickness, religious, or bereavement), are required to make up the missed work when they return to school. They will have the same number of days to make up the work as they were absent. An elementary student may not be absent for more than eight days during any trimester while a middle or high school student may not be absent for more than ten days per semester. In these cases, the student may not receive credit for that grading period. See policy 3.700 for further details.

Students requesting to be absent from school for an extended period of time must bring a written note signed by the parent, or the parent must e-mail the appropriate principal, to request a "Pre-Approved Absence" form. Pre-approved absence form will be signed by each teacher with a

current grade in the class and the impact the absence will have on the student's grade. The appropriate grade level principal will determine if the absence will be approved. All "Pre Approved Absence" forms must be turned in to the appropriate principal 5 days prior to the absence commencing. Exception to this time line will be made for medical emergencies or death in the family.

School-sponsored trips are approved absences and do not count toward a student's overall absence total. Students who attend a school-sponsored trip must obtain a pre-approved absence form from their trip leader. Students who attend a school-sponsored trip will have the same number of days to make up missed work as their absence.

Student Withdrawal & Transfer

When a student withdraws or transfers from AISL to another school, there are two forms that must be completed by the teacher prior to the withdrawal. These forms will assist in the smooth transition and also ensure that the student has paid all fees and returned all school property before leaving. Please inform your school counselor of the withdrawal/transfer and (s)he will initiate the withdrawal process. Samples of these forms are found in the Appendix page.

Homework

Homework Regulation

R3.301

Homework is defined as specific tasks assigned by teachers to be completed during non-school hours. The purpose of homework is for practice, preparation, and the extension of the instructional objectives aligned to curriculum. Homework assigned will be at a level that students can complete independently whether done at home or in other educational settings.

Homework can have a positive effect on achievement and character development, and can serve as a link between the school and family. Homework communicates to parents the nature of the learning activity in which the student is involved and provides an opportunity for dialogue between the parent and child.

Purpose of Homework

Homework should:

1. Reinforce principles, skills, concepts, and information previously taught in the classroom.
2. Be meaningful and appropriate to the ability and instructional level of each student.
3. Support creative, logical and analytical thinking.
4. Foster self-discipline, self-motivation and how to constructively use time.
5. Be adequately explained by the teacher.

Homework Monitoring Systems:

Under the leadership of the principal, each grade level shall adopt homework guidelines. It is expected that the amount of time a student spends on homework is focused.

1. Elementary, Grades PreK - 5
 1. K: 15 minutes and nightly reading
 2. Grade 1: 20 minutes and 10 minutes reading
 3. Grade 2: 20 minutes and 20 minutes reading
 4. Grade 3: 30 minutes and 20 minutes reading
 5. Grade 4: 45 minutes and 20 minutes reading
 6. Grade 5: 60 minutes, 120 minutes reading per week, and band
7. Middle School, Grades 6 – 8
 1. Grades 6-8 students should not be assigned more than 90 minutes of combined homework per day.
 2. Grade-level teachers will work together to ensure that homework is scheduled and communicated to parents on a regular basis either electronically or in writing.
 3. Grade-level and subject area teachers will work together to ensure that student learning is not formally assessed in more than two content areas per day (excluding standardized tests and mid-term or semester exams).
 4. Homework will be worth no more than 20% of a student's grade.
 5. Grade-level teachers will work together to ensure that homework assignments and formal classroom assessments are implemented within the established limits of the homework policy.
6. High School, Grades 9 -12
 1. Grades 9 -10 students should spend on an average 150 minutes per day.

2. Non IB Diploma Candidates in Grades 11-12 should spend an average of 180 minutes per day.
3. IB Diploma Candidates in Grades 11-12 may be required to invest more than 180 minutes per day due to the rigor of the IB Diploma curriculum, projects, Extended Essay, TOK, and Internal Assessments.
4. Grade level teachers will work together to ensure that student learning is not formally assessed in more than two content areas per day (excluding standardized tests and semester exams).
5. Teachers will determine how homework is included in a student's grade.
6. Grade-level and/or content area teachers will work together to ensure that homework assignments and formal classroom assessments are implemented within the established limits of this policy.
7. Long-term student projects and Internal Assessment, will not be considered daily homework; however, teachers will ensure that special projects are given ample time to complete.

Responsibility for Homework:

Teachers are responsible for:

8. Communicating homework assignments to students and parents.
9. Monitoring the completion of assigned homework.
10. Conferring with parents regarding homework concerns.
11. Taking into account major after-school events in the school calendar for that grade to ensure students are not overly burdened with homework on the night of a major activity.

Students are responsible for:

12. Understanding what the homework is before leaving school.
13. Taking home all necessary materials to complete the assignment.
14. Working towards the goal of doing homework with a minimum of parental help.

Parents are responsible for:

15. Providing encouragement and support, and showing interest in the student's work.
16. Assisting students to develop good study habits by providing a comfortable well-lit area away from distractions.
17. Encouraging student to set regular time to study.
18. Evaluating student out of school activities to be sure the student has sufficient time to study.
19. Conferring with teachers regarding homework concerns.

The Board of Directors recognizes that academic achievement is a joint responsibility among the teacher, principal, student, and parent. In all levels of schooling, the parents are encouraged to be supportive of student learning and become a partner in independent practice activities designed to help develop student learning. Parents can establish a supportive learning environment in the home by helping establish good study conditions, monitoring the child's study habits, demonstrating a positive attitude toward student work, and providing other support to the child as needed.

Adopted: January 14, 2011

In-class Assessments

The purpose of in-class assessments is to authentically measure what the student knows and should be able to do. Effective assessment displays the actual learning of the child and his/her ability to independently apply this learning through various assignments/activities.

In-class assessments include oral or written exams/tests, quizzes, and performance. Students will be given multiple opportunities to be assessed, so there is an accurate reflection of the individual student's level of mastery of the AISL curriculum standards.

In-class Assessments should be:

- ✓ no less than 50% of a student's total grade.
- ✓ measurements of learning objectives currently taught in class.
- ✓ completed as independently as possible.
- ✓ various in type (e.g., oral, written, labs, etc.).

Responsibility for Assessments:

Teachers are responsible for:

- communicating objectives that are to be assessed in a timely manner.
- providing a rubric, where applicable, describing the meaning of each score.
- conferring with parents regarding assessment concerns.
- taking into account major after-school events in the school calendar for that grade to ensure students are not overly burdened with assessments the next day after a major school-sponsored activity.

Students are responsible for:

- managing their time to adequately prepare for an assessment.
- taking home all necessary materials to review objectives.
- using homework to practice objectives and skills learned in class.

Parents are responsible for:

- providing encouragement and support, and showing interest in the student's work.
- assisting student to develop good study habits by providing a comfortable well-lit area away from distractions.
- encouraging student to set regular time to study.
- evaluating student's out-of-school activities to be sure the student has sufficient time to study.
- conferring with teachers regarding assessment concerns.

******Extended projects, while valuable learning experiences, do not necessarily indicate a students' individual proficiency; therefore, projects are weighted separately from in-class assessments.***

Field Trips

- a. Field trips are encouraged as they provide unique opportunities for students to learn, first hand, many different aspects of living in Lagos. These trips should be scheduled and approved by the administration two weeks in advance to allow adjustments in the program.
- b. Before going on a field trip, parent's consent slips must be sent home with each student and signed and returned to the teacher. Please keep on file in the office. The parent consent slips are in the office. (Sample in the Appendix Page)
- c. Field trips should be planned and executed with a definite learning objective in mind. The end result should be that each student has gained knowledge in the subject area affected. Close supervision is necessary to enhance the effectiveness of the experience.
- d. Student and staff safety is paramount in planning or considering any field trip. Thus, the teacher must carefully consider the value of the learning opportunity with existing security and safety factors.
- e. Field trips should be planned and executed over the course of the entire calendar year, reducing the likelihood of scheduling conflicts with buses, special events, etc. at the closing of the school year.
- f. The following safety/security parameters will be utilized for the school year;
 - 1) Field trips which are scheduled for areas other than Victoria Island or Ikoyi, must use two vehicles with adequate radio or cell phone communication.
 - 2) During the last four weeks of the school year, field trips will only be permitted on either Victoria Island or Ikoyi area.
- g. Please submit field trip forms two weeks in advance to the principal. (Sample in the appendix)
- h. Only two groups on one day (i.e. 1st and 2nd grade) may take a local field trip.
- i. Educational relevancy needs to be stated on the form.
- j. To request field trip transportation contact appropriate grade level principal.

Classroom Planning

Lesson plans must reflect AISL established standards and skills. Curriculum maps should be developed to include special calendar events such as major projects and testing to alleviate overload on teachers and students. Lesson plans will be monitored monthly by the curriculum coordinator for review. They will include the following:

1. Lesson objective
2. Activities supporting objective
3. Standards and skills that are being addressed
4. Assessment strategies

Curriculum Coordinator will provide an in service on lesson plan requirements if needed.

Assessment

Assessment of student work should include a variety of methods, for example classroom and performance based, portfolios and self-assessment.

ELL

Students identified by the grade level Counselor as English language learners will receive literacy instructions in one of the ELL centers. Specific time for grade level instruction will be coordinated at the beginning of each school year, by the grade level counselor. There is an additional fee charged to the students for this service.

Grade or Level Meetings/Team Planning

Elementary, middle school, and high school planning time provides opportunities for grade level teaming, vertical learning, or subject planning. Shared planning time is provided. Teachers are expected to schedule and attend regular planning meetings with their teams.

Staff Apparel

Please remember our professional responsibility to model appropriate dress for our youngsters at all times on campus. As a reminder, spaghetti straps, strapless and backless tops, flip flops, cargo shorts, tee-shirts and shorts and/or skirts above the knee are not acceptable attire for the school day. Men should wear a collared shirt. Jeans are only acceptable only on Spirit Days or Fridays.

Use of the Internet

Internet use is for school related projects only during school hours. Staff may use the Internet for personal use before and after school hours. Students may not use the internet for personal use.

AISL Official Time

Check your watches with the office clock, which is the “official time”. The office clocks are set using the Internet. Classroom clocks should be checked and set regularly. **Do not dismiss students prior to the bell ringing.**

Staff Meetings

General Staff meetings will be held monthly on Wednesdays. Administrators will communicate venue and time in advance.

Professional Development Days

Wednesdays are meeting and professional development days. Teachers must keep their Wednesday afternoons open for these meetings.

Daily Program

Each teacher should have on file in the Vice Principal's office his/her substitute folder and a daily program for each of the five days of the week. Each folder should be clearly marked and contain a list of the subjects taught and the time scheduled as well as generic lesson plans for at least five days. Please hand in your completed daily programs to your Vice Principal by **August 21**.

Report Cards

Dates will be announced for each grading period for report cards. Elementary report cards must be sent to the elementary principal for review prior to going home.

Accident Reports

Any inquiry of a serious nature should be reported to the nurse. The nurse must notify the parent through a telephone call or e-mail. The supervisor or teacher, and nurse must complete an accident report. An administrator must be notified of any accident.

Requesting Substitute and Lesson Plans

1. Lesson plans are to be prepared and up-to-date for use by a substitute teacher in a substitute folder every Friday for the following week.
2. Contact Mr. De La Sobera if you need a substitute, grades 9-12, and Mrs. Mbanugo for grades Pre K-8. If at all possible please contact them by 9:00 p.m. if a substitute is required for the next day. Cell phone is the best way to reach them after school hours (Mr. De La Sobera 01-776-4512 & Mrs. Mbanugo 01-776-4530).

After School Activities

Staff are encouraged to participate in after school activities. These may include coaching, clubs and other special activities. Participating teachers will be paid a stipend for this service.

Holidays and Vacation (Board Policy 7.070)

Employees shall be entitled to all holidays authorized by the School. Holidays scheduled on the School calendar are subject to change.

Vacation leave for Overseas and Local Hire faculty and professional staff shall commence at the end of the school year in accordance with the School calendar.

Employees shall resume duties on the date specified by the Superintendent in accordance with the School calendar approved by the Board of Directors.

Sick Leave (Board Policy 7.071)

Overseas and Local Hire faculty and professional staff shall be granted twelve (12) working days of sick leave per School year. Sick leave may be accrued from year to year up to a maximum of

thirty-six (36) working days for Overseas Hire faculty and sixty (60) working days for Local Hire faculty. Unused sick leave shall have no monetary value at the termination of employment.

Accrued sick leave, up to the maximum number of days, may be applied to maternity leave (Policy 7.073). Sick leave used beyond the maximum allowable days shall be deducted from the employee's salary in the month during which the extended sick days were taken, calculated on Base Salary.

Sick leave may not be used to extend holiday, vacation, emergency, or leave without pay, unless expressly authorized by the Superintendent.

Full compensation shall be paid for any absence required for School-related injuries which occurred while performing assigned duties, but such leave shall not extend past 100 calendar days or beyond the completion of the current School year. If the disability continues beyond 180 calendar days, the Board of Directors may, upon the recommendation of the Superintendent, terminate the employee's contract. Absence due to an on-the-job injury shall not be deducted from accruable sick leave.

Emergency Leave (Board Policy 7.072)

Up to ten (10) days emergency leave per school year may be authorized for all certificated staff. Requests for emergency leave must have the approval of the Superintendent. Emergency leave is not accruable.

Emergency leave may be authorized under the following circumstances and/or in accordance with Policy 7.062.6.F.4 (Exceptional Travel and Transportation Allowances):

1. Urgent medical care is required for the employee, either in Nigeria or abroad or;
2. There is a death in the immediate family of the employee (spouse, parent or child).

The Superintendent may authorize extended emergency leave with full salary on a case-by-case basis, after consultation with and approval of the Board.

Emergency leave may not be used in conjunction with or to extend sick, maternity leave, holiday or vacation, or leave without pay.

Maternity Leave (Board Policy 7.073)

After completing one (1) academic year of employment, the employee may take maternity leave without reduction in salary for sixty (60) working days. The date on which the employee stops teaching and the date she intends to return to normal duties shall be decided by agreement between the Superintendent and the employee, on the advice of a qualified physician.

Accrued sick leave may be applied to maternity leave up to the maximum allowable days for Overseas or Local Hire faculty as stipulated in Policy 7.071 (Sick Leave).

Personal Leave and Leave without Pay (Policy 7.074)

The Board discourages staff from taking personal leave or leave without pay. While the School recognizes that circumstances may arise when such leave may be warranted, such leave should not be considered an entitlement. Leave taken under this policy may be subject to review under the current or any future employment contract.

Requests for personal leave or leave without pay must be submitted to the Superintendent seven (7) days in advance of the requested leave date, and shall not exceed five (5) days and is non-accruable. Any personal leave over five days which is authorized by the Superintendent will be considered leave without pay. The number of personal or leave without pay days taken shall be calculated on Base Salary and deducted from the employee's paycheck in the month the leave was taken.

Book Usage

The school library has a check-out system for issuing textbooks. Lost and damaged books will be assessed a fine by the librarian. A student who loses a book or causes serve damage to a textbook will be charged the full price plus shipping. The business office will have prices for books. Please include this information in your classroom expectations.

Communication

When a parent has a concern, administration's first step is to refer them back to the teacher. If a concern arises among colleagues, best practice is to discuss the issues with your team or the individual.

If the situation is not resolved the next step is to discuss the problem with your current administrator. The administrator will mediate the situation and hopefully come to an agreeable solution. Board members and parents are not to be used to "complain or criticize your colleagues". This does not mean don't discuss issues with them, but practice the utmost professionalism when discussing issues with parents or board members. Use these avenues of communication:

1. Discuss the issue or issues with the team or individual
2. If not resolved, speak to an administrator to assist in mediating the situation

Print Shop

Plan ahead for projects that require numerous copies. The office printer is for office use and single copies for non-office copies. Teachers will be issued passwords for using the office copiers in case of emergencies. This use is limited to an average of one class set per day (25 copies).

DVDs and Movies

If you are showing movies make sure you have previewed them and informed the administration of the titles. If the film has any questionable material you will need to get parental consent. No PG, PG-13 or adult rated films should be shown. Please check with your grade level principal if

you have any questions. **Movies must be pre-approved by the grade level principal in advance, via the video permission slip.** A copy is available in the forms section in the back of the handbook.

Purchasing Authority

According to Policy 1.813, requests for local purchases must be approved by the Principal. Any person who purchases material of any nature or kind as a school expense without prior approval does so at his /her own risk or expense.

Deployment of Support Staff

Support Staff at AISL are employed in various capacities. In order to expedite the working relationship with the teaching staff, please follow these guidelines:

- Contact the grade level principal regarding instructional assistants.
- If you need the assistance of maintenance personnel (carpenter, electrician, etc.) complete a “Request for Maintenance Form” and return to drop box in the office. (Sample in the appendix page).
- Submit a “Request for Supplies” in the box of your grade level Vice Principal.

ID/Security Badges

Security badges are to be worn daily by all AISL staff and should be plainly visible. All visitors must wear their ID badge where it can be immediately seen.

Teacher Observations and Evaluation

The evaluation process will include the following:

Phase I:	August – June of hire year
Audience:	Newly hired AISL teachers
Forms:	Teacher Self Evaluation, Pre-Observation form (twice), Observation Form based on the 5 Domains of Quality Instruction (twice).
Purpose:	To gather baseline data on teacher performance against the 5 Domains of Quality Instruction and to target areas of growth for Phase II
Process:	Teacher Self Evaluation is completed at the beginning of the school year. Grade-level principal establishes the observation schedule. During the process the teacher will have a pre-conference meeting (completed pre-observation form-Teacher), the observation, and a post conference meeting (completed observation form-Principal)

Phase II:	August – June of the 2 nd and 3 rd years in the process
Audience:	Teachers in the second and third years of the process who have demonstrated proficiency in all five domain areas
Forms:	Professional Learning Communities (PLC) goal sheet, teacher reflections
Purpose:	To give staff the autonomy to choose an area of focus supported by the baseline data collected during Phase One from the 5 Domains of Quality Instruction Tool. PLC have job embedded professional development with the focus of instructional improvement with support and assistance from staff members.
Process:	Teachers form PLC groups at the end of the year of phase one. Goals are set by the PLC's when the groups are formed and then are reviewed at the beginning of the academic year. During the fall, research is conducted, observations of master teachers are conducted and debriefed (by coach), and the new practices/techniques are incorporated into instruction. During the second half of the year, observations of the new teaching practice/technique are done and the coaches and PLC members give feedback. Teachers write reflections on their practices and the changes that have been made to their instruction. PLC's make a presentation to staff on their learning.

Performance Evaluation (Board Policy 7.080)

The purpose of evaluation of faculty and professional staff is to encourage excellence in the delivery of the School's educational program, either in classroom instruction for teachers or in the administration of the programs by professional staff. In addition, the evaluation facilitates staffing decisions. The results of performance evaluations are an integral component of the contract renewal decisions.

The Superintendent, in collaboration with the Principals, has the responsibility for developing an effective performance evaluation process and for implementing this process in consistent and timely manner. A review of the process shall be presented annually to the Board of Directors by the Superintendent.

The performance evaluation process will be based on the following guidelines:

1. The focus and desired outcome of the evaluation process is supporting continual performance improvement and achievement of the highest possible level of performance by an individual teacher or staff member.
2. Performance evaluation is a continuous process encompassing the total performance and professional effectiveness of the teacher or staff member.
3. The timing of the evaluation process should take into account and be aligned with the contract renewal decision process.

4. Formal, written evaluations are to be completed for each employee at a minimum on an annual basis.
5. As indicated in the Initial Contract Period policy, all faculty and staff are placed on 90-day probation at the beginning of employment, subject to satisfactory performance.

Performance evaluations for professional staff are the responsibility of the immediate supervisor, in most cases, the Superintendent. Performance evaluations for faculty are the responsibility of the Principals of the grade level to which the teacher is assigned.

To ensure that there is no conflict of interest in the supervision and evaluation of staff, no person shall be directly responsible for supervising and evaluating a spouse or family member.

Performance expectations and the evaluation process should be clearly communicated to all faculty and staff. Written evaluations will be signed by the employee, the supervisor and the Superintendent. The signed evaluation will become part of the employee's personnel file.

When either the formal evaluation or informal observation indicates a performance issue or issues, action should be initiated by the immediate supervisor to develop a remedial plan of improvement. The plan of improvement is to include specific, measurable performance goals and a definite timetable for achieving the goals. This plan should be developed with input from and in collaboration with the employee. The plan may or may not include a probationary period. The Superintendent will review, approve and monitor the plan of improvement along with the employee's immediate supervisor. At the discretion of the Superintendent, he/she may ask other faculty and/or member of the professional staff to assist the employee in achieving the objectives of the plan of improvement and to monitor the employee's progress against that plan. At the end of the improvement plan period, the Superintendent and immediate supervisor will determine if:

1. the performance issue has been remedied;
1. additional remedial action is appropriate; or
2. if termination for professional reasons is recommended.

AMERICAN INTERNATIONAL SCHOOL OF LAGOS

BOARD OF DIRECTORS

2011-2012

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Mr. Fred Armand	Secretary
Mr. Peter Brittingham	Member
Mr. Robert Onyejekwe	Member
TBA	Member
TBA	Member
TBA	Member
Mr. Tim Travers	Superintendent

STAFF ASSIGNMENT

- A. ADMINISTRATIVE STAFF
- B. ADMINISTRATIVE SUPPORT STAFF
- C. INSTRUCTIONAL STAFF
- D. ELEMENTARY EDUCATION PRE-K-5
- E. SECONDARY EDUCATION 6-12
- F. ASSOCIATE TEACHERS
- G. MAINTENANCE STAFF

Staff Roster 2011-2012

Administrative Staff

<u>Name</u>	<u>Position</u>
Timothy Travers	Superintendent
Garth Wyncoll	High School Principal
Carlos Dela Sobera	High School Assistant Principal/IB Coordinator
Justin Smith	Middle School/Elementary Principal
Ebele Mbanugo	Middle School/Elementary Assistant Principal
John Stewart	Admissions Director/Technology Coordinator
Eric Pedersen	Facilities/Maintenance Manager (VI/Lekki)
Tonya Oaks	Business Office Administrator
Gaye Lantz	Curriculum Coordinator
Barry Phipps	High School Counselor
Kelly Metcalf	Middle School Counselor
Andrew Neff	Elementary Counselor

Administrative Support Staff

Sue Stewart	Superintendent's Secretary(V/I)
Felix Ikenweji	Facilities/Equipments Supervisor (V/I)
Grace Adenusi	Admission/Elementary Education Secretary(V/I)
Bimbo Orogun	HS Secretary (Lekki)
Eyitemi Obaide	Elem/MS Registrar (V/I)
Bukky Ajayi	HS Registrar (Lekki)
Ronke Akintayo	Cashier (VI)
Nonso Okika	Network Manager (V/I)
Olugbeminiyi Oladeji	Computer Technician (Lekki)
Adeniji Akande	HS Network Manager (Lekki)
Ben Akanoh	HS Computer Technician (VI)

Instructional Support

Monday Etuk	Store Keeper
Lateef Balogun	Print Shop Manager
Cosmas Otaru	Machine Operator
Florence Joe-Cobham	Nurse (CRI) – V/I
TBA	Nurse (CRI) – V/I
Queen Nweke	Nurse (CRI) - Lekki
Ayodele Keshinro	Playground Supervisor

Elementary Education Pre-K-5

<u>Teacher</u>	<u>Class</u>	<u>Instructional Assistant</u>
Keshni Maharaj	Pre-Kindergarten	Roland Etebong Queenlizzy Fashugba Yemisi Okoya
Shannon Smith	Pre-Kindergarten	Yemi Adanike Henry Chimsunum Pauline Nwofia
Annie Thomas	Kindergarten	Andrew Akache
Britte Taylor	Kindergarten	Evelyn Clarke

Manal Ghandour	Kindergarten	Edith Nwude
Debbra Davis	Grade One	Bola Aderin
Deborah Williams	Grade One	Tonye Chris-Ossai
Deborah Brazeau	Grade One	Patricia Nnamdi
Pagia George	Grade Two	Bomi Akpan
Melanie Tolan	Grade Two	Joy Ozugha
Margo Carnahan	Grade Two	Felicia Michael
Andrea Aiken	Grade Three	Niyi Yisa
Lindsey Will	Grade Three	Chika Ogbuji
Linda Zook	Grade Three	Segun Olugboye
Maria Dissell	Grade Four	Victoria Oredipe
Henrique Guerreiro	Grade Four	Maureen Ndionyenma
Jane Olson	Grade Four	Sarah Akinrinde
Ann Travers	Grade Four	Ronke Ogunlana
Shawna Carnahan	Grade Five	Akintayo Ayeni
Linda Baietto	Grade Five	Niyi Ogunbekun
Bridget Malveaux	Grade Five	Varian Momodu
Liz Lawson	Art	Margaret Omagbemi
Kay Riley	Library	Gladys Okpara
	Library	Priscilla Alumona
Yetunde Ayoh	French- ES/MS	Agnes Ajinwo
Acacia Croft	Spanish – ES/MS	
Anne Idowu	Physical Education-ES/MS	Elkanah Harrison
Bereofori George	Physical Education-ES/MS	
Maria Zarkada	Elementary Music	
Nicole Turcotte	Student Support Services Coordinator	
Jackie Wyncoll	ELL	
Bola Body-Lawson	Elementary Computer	

Middle School 6-8

Folarin Ejiwunmi	MS ELL
Antoinette Go	MS Instructional Technology
Richard Golub	MS History & Geography
Binu Jacob	MS Math
Kirby Lowery-Ibrahim	Learning Support
Chris Mc Bride	MS Science
Dan Mckechnie	MS Social Studies
Terry Mackenzie	MS Science
Michael Mitchell	Activities Coordinator/MS Physical Education
Sandra Solano Mitchell	MS Spanish
Susan Ogunojemite	MS Art
Dominic Okosun	MS Physical Education & Health
Les Olson	MS Math
Kathy Pedersen	MS Math
Bernadine Rambaran	MS English
Gita Thadani	MS French
Brian Vaughn	Elem/MS Band & Choir
Carrie Whitney	MS English

Instructional Assistants

Mary Dillibe	Grade 6
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Secondary Education 9-12

Dan Dissell	HS Biology
Tom Bonnet	HS/IB History
Eman Passerella	HS Math
Anthony Omolu	HS French
Alfred Ohimain	HS Physical Education, HS Health & Athletic Director
Chet Passerella	HS Band Music& Drama
James Kelly	HS/IB English
Steve Edler	HS Math
Marc Powers	HS Spanish
Tim Stranske	HS Chemistry
Sarah Anaevune	HS Physics
Mariana Bonnet	HS Art
Romerus Sauerman	HS English
Don Blondin	HS PE/Athletic Director
Rae Ann Kelley	HS Library
Brenda Nicely	HS US/World History

Associate Teachers

Kingsley Nkwa	Instrumental Assistant
Bunmi Adenihun	Elementary Science
Nneka Hammond	HS English Language Learners
Patricia Anukwu	African Studies (K-5)
Paola DeLa Sobera	Elementary Spanish
Mabel Anaga	Student Support Services
Chukwudi Asobo	K-2 Computer
Mudirat Logun	French - ES
Kofoworola Adebara	French – ES/MS

Substitute/Part-Time Teachers

Elizabeth Ntan	Permanent Sub
Kristy Blondin	Permanent Sub
Victoria Okhawere	Permanent Sub
Yanira Puerta	
Geraldine Zaideh	HS French

Maintenance Staff (VI)

Abraham Udo Peter	Maintenance Staff
Adedeji Ehinmonorin	Masonry
Adewale Adeosun	Maintenance Staff
Allen Ogedengbe	Maintenance Staff
Amah Bernard	Maintenance Staff
Andrew Okehie	Plumber
Charles Ekeuhie	Carpenter
Comfort Usen	Maintenance Staff
Dapo Kolawole	Maintenance Staff
Desire Zohou	Driver
Donald Iroegbu	Maintenance Staff
Elkanah Harrison	Maintenance Staff

Emmanuel Abaku	Electrician
Emmanuel Amoni	Maintenance Staff
Emmanuel Bamgbopa	Electrician
Evans Dankwah	Driver
Geoffrey Ofurum	Carpenter
James Damisah	Maintenance Staff
James Onyerionwu	Maintenance Staff
Kolade Ajayi	Mechanic-Driver
Michael Akindoloni	Maintenance Staff
Morufu Akanni	Maintenance Staff
Moses Adenugba	Electrician
Moses Ebibi	Maintenance Staff
Noah Adefemi	Maintenance Staff
Olufemi Olarinde	Electrician
Paul Idubor	Driver
Sesan Odusolu	Electrician
Stephen Oguchi	Electrician
Sunday Etukudo	Maintenance Staff
Toyin Ololade	Driver
Victoria Udoh	Maintenance Staff
Yemisi Pedro	Maintenance Staff

Maintenance Staff (Lekki)

Anthony Oyewumi	Maintenance Staff
Ayo Otaru	Maintenance Staff
Ernest Ajayi-Bankole	Electrician
Eunice Okunola	Maintenance Staff
Fidelis Olatunji	Mechanic-Driver
Fustina Oyibocho	Maintenance Staff
James Israel	Electrician
Joel Ashamu	Maintenance Staff
John Alexander	HS Maintenance Staff
John Nsini	Electrician
Juliet Iheagwam	Maintenance Staff
Monday Etuk Essien	Maintenance Staff
Ochoule O. Daniel	Maintenance Staff
Patrick Udoh	HS Electrician
Samson Awopeju	Maintenance Staff
Tunde Williams	Driver
Uduak Udoma	HS Electrician
Victor Asuquo	Maintenance Staff

AISL STUDENT EXPECTATIONS



AISL Citizen Expectations

Area of School	Respect	Responsibility	Fair	Caring	Trustworthy
Classroom	<ul style="list-style-type: none"> -Wait your turn to speak -Be a good listener -Use polite manners -Treat others as you would like to be treated 	<ul style="list-style-type: none"> -Keep hands/feet to self -Follow Directions -Do your best -Bring completed work to class 	<ul style="list-style-type: none"> -Take turns -Share classroom materials 	<ul style="list-style-type: none"> -Help others do their best -Keep your classroom tidy and clean 	<ul style="list-style-type: none"> -Tell the truth -Do your work -Respect other peoples' property
Lunch Tables	<ul style="list-style-type: none"> -Use good table manners -Quiet voices in the courtyard 	<ul style="list-style-type: none"> -Don't waste food. -Throw your garbage away -Sit and eat your lunch for at least 10 min. 	<ul style="list-style-type: none"> -Take your turn in the lunch line 	<ul style="list-style-type: none"> -Leave lunch tables better than the way you found them 	<ul style="list-style-type: none"> -Walk at all times in the lunch area, including to and from the playground
Playground	<ul style="list-style-type: none"> -Greet AISL citizens with a smile or by saying hello -Follow all adult directions -Use respectful language 	<ul style="list-style-type: none"> -Pick-up trash as you see it -Walk to and from the field 	<ul style="list-style-type: none"> -Play by the rules -Take turns when playing 	<ul style="list-style-type: none"> -Help others who need it -Return lost items to the hub -Solve problems with others 	<ul style="list-style-type: none"> -Return borrowed equipment -Stay in the supervised playground area
Bathroom	<ul style="list-style-type: none"> -Use a quiet voice -Give others privacy 	<ul style="list-style-type: none"> -Flush the toilet when finished -Throw paper towels in dust bin after using them -Turn-off water when finished 	<ul style="list-style-type: none"> -Wait your turn 	<ul style="list-style-type: none"> -Report maintenance problems to your teacher or administrators 	<ul style="list-style-type: none"> -Clean-up spills -Return to class quickly
Assembly	<ul style="list-style-type: none"> -Listen when the speaker is talking -Keep your hands and feet to yourself 	<ul style="list-style-type: none"> -Sit facing the presentation -Walk with your class to and from assemblies 	<ul style="list-style-type: none"> -Sit in your designated area 	<ul style="list-style-type: none"> -Welcome new students to AISL -Provide space for others 	<ul style="list-style-type: none"> -Arrive on time
Hallways/ Stairwells	<ul style="list-style-type: none"> -Use quiet voices -Greet AISL citizens in passing with a hello or smile 	<ul style="list-style-type: none"> -Walk at all times in stairwells and hallways -Walk on the right -Carry all bags in the stairwells 	<ul style="list-style-type: none"> -Walk in a single file line 	<ul style="list-style-type: none"> -Give priority to lower grades to pass -Keep hands and feet to self 	<ul style="list-style-type: none"> -Go directly to your destination

APPROVED AISL DRESS STANDARD FOR ES AND MS

All clothing items need to be free of visible emblems and brand markings

APPROPRIATE SHIRTS/TOPS

BOYS

Colors – Navy blue, White, Red

1. Long or short sleeved
2. Polo tops – not baggy, must fit the person
3. Oxford button down – not baggy, must fit the person
4. Spirit T-Shirt – designated spirit days only

GIRLS

Colors – Navy blue, White, Red

1. Polo tops – not baggy, must fit the person
2. Peter Pan type polo shirt
3. Oxford button down – not baggy, must fit the person
4. Spirit T-Shirt – designated spirit days only

APPROPRIATE PANTS must fit at the waist. Cargo style bottoms are not acceptable, shorts, skirts and skorts length must be within one inch of knee.

BOYS

Colors – Navy blue, Khaki

1. Walking length shorts
2. Pleated or non-pleated chino style pants (no sagging)

GIRLS

Colors – Navy blue, Khaki

1. Walking length shorts
2. Pleated or non-pleated Chino style pants
3. Capri pants
4. Pleated or non-pleated skirt and skorts

APPROPRIATE SWEATSHIRTS AND SWEATERS must be a solid color; zip, button, and pull over are acceptable. Hoods are not allowed

Colors – Navy blue, Red and White

1. No graphics, printing, pictures or logos but AISL sweatshirt with the AISL logo is permitted.
1. Zipper or pull over (no hoods)

APPROVED SHOES (BOYS & GIRLS)

1. Trainers/sandals with back
2. Dress shoes,
3. No flip flops/sandals, “cros” without backs
4. Shoes must match

SOCKS (Boys and Girls)

1. Black or white only – must match

APPROVED BELTS (BOYS & GIRLS)

1. Colors: Solid color- Red, Navy blue, White, Black, Khaki, Brown or Black leather
2. No belts with studs, sparkles, holes all the way around the belt, or large buckles

MISCELLANEOUS (BOYS & GIRLS)

1. No chains hanging from wallets or belt loops
2. Sunglasses should not be worn in classrooms
3. No hats
4. No bandanas
5. Hair accessories should be limited to combs, 1 or 2 barrettes or a hair band that hold the hair off the face – and not used for decoration
6. No T-shirts except during PE class
7. Tops may not be layered

PE (BOYS & GIRLS)

1. Black or navy knee length shorts
2. White T-Shirt, round neck
3. Athletic shoes

For elementary students: only may wear their PE outfit (shorts & white T-shirt) on the day they have PE, but they need to bring a clean shirt to wear after their class. Secondary students may only wear P.E uniform during assigned P.E class.

SWIMMING

1. Girls - one piece: navy or cobalt blue swimming suit with a navy or black swimming cap
2. Boy – solid navy blue or black swimming trunks
3. Must bring a clean towel daily

BAND

1. Black slacks/long skirt, white shirt/blouse
2. No logo on any of the items

Where you can find these items in Lagos:

The School Kit Shop

Victoria Island

Shop 1 (1st Floor) Pinky Blue Mall

21B, Idowu Martins Street off Adeola Odeku Street

01-7378431

Ikeja

Shop 9, Adebola Shopping Mall

53, Isaac John Street Ikeja GRA

01-7378432

Administration reserves the right to determine if the student meets AISL Dress Standards.

DRESS CODE 2011 - 2012

APPROVED AISL DRESS STANDARD FOR HS

All clothing items need to be free of visible emblems and brand markings. All polos and shirts must have the new AISL Logo. The logo will be available to High School students only in the School Store.

APPROPRIATE SHIRTS/TOPS

BOYS

Colors – Navy blue and White polos with new AISL logo.

- Long or short sleeved • Polo tops – not baggy, must fit the person
1. White button down Oxford shirts (long and short sleeves)– not baggy, must fit the person

GIRLS

Colors – Navy blue and white polos with the new AISL logo.

- Polo tops – not tight, must fit the person
- White button down Oxford shirts (long and short sleeves) – not tight, must fit the person

APPROPRIATE PANTS must fit at the waist and no low rise cuts; **Cargo style bottoms may not be worn.** Walking shorts, skirts and skorts length must be no more than 2 finger widths above the knee.

BOYS

Colors – Navy blue, Khaki

- Long pants
- Walking Length Shorts (knee length)

GIRLS

Colors – Navy blue, Khaki

- Walking Length Shorts (knee length)
- Long pants
- Pleated, non-pleated skirts (A-Line) and skorts (must fit at the waist and no more than 2 finger width above the knee)

APPROVED FOOTWEAR (BOYS & GIRLS)

- Matching runners
- Sandals with back
- Dress shoes

For health and safety reasons flip flops are not appropriate school attire.

APPROPRIATE SWEATSHIRTS/ SWEATERS/ SWEATER/ VESTS

- Colors: Navy Blue, Khaki or White only

Must be a solid color; zip, button, and pull-over are acceptable; hoods are not allowed. No graphics, printing, pictures or logos

Students must be wearing a standard collared shirt/ top under sweatshirts and sweaters.

SOCKS (BOYS & GIRLS)

- Black, navy, or white only – must match

APPROVED BELTS (BOYS &GIRLS)

- **Colors:** Solid color Brown or black leather belts
- No belts with studs, sparkles, holes all the way around the belt, large buckles

MISCELLANEOUS (BOYS &GIRLS)

- No chains hanging from wallets or belt loops
- Sunglasses should not be worn in classrooms
- No hats
- No bandanas
- Hair accessories should be limited to combs, 1 or 2 barrettes or a hair band that hold the hair off the face and not used for decoration
- No T-shirts except during PE class
- Tops may not be layered

PE (BOYS &GIRLS)

- Black or navy knee length shorts
- White T-Shirt, round neck

SWIMMING

- **Girls:** one-piece navy or cobalt blue swimming suit with a navy or black swimming cap
- **Boys:** Solid Navy Blue or black swimming trunks
- Must bring a clean towel daily

HAIR

Students should maintain neat and well-groomed hair at all times.

Although coloring, highlighting, tinting, extending and braiding hair may be fashionable, students at AISL are expected to keep hair alterations to natural colors.

Hair accessories should be limited to combs, 1 or 2 barrettes or a hair band that holds the hair off the face and is not used for decoration.

BAND

- Black slacks/long skirt, white shirt/blouse
- No logo on any of the items

SPIRIT DAY DRESS

On Fridays and on other designated days, students may choose to wear Spirit Dress consisting of approved AISL HS spirit T-shirts and blue colored jeans only. Jeans may not have holes, rips, writing, sparkles, graphics, or metal studs. Although it may be fashionable outside school, extremely tight jeans deemed by the AISL Administration to be too tight or figure hugging, do not meet the intent of AISL HS Uniform Expectations.

WHERE YOU CAN FIND THESE ITEMS IN LAGOS

The School Kit Shop

Victoria Island: Shop 1 (1st Floor) Pinky Blue Mall, 21B, Idowu Martins Street off Adeola Odeku Street, 01-7378431

Ikeja: Shop 9, Adebola Shopping Mall, 53 Isaac John Street Ikeja GRA, 01-7378432

United Uniforms

Road 5-Block J 54 Ikota Shopping Complex VGC-Lekki

CLASSROOM MANAGEMENT

A Guide to Effective Classroom Management

Effective management skills are the prerequisite and foundations for good teaching. Management skills support and make instruction possible. Listed below are some helpful parameters for effective classroom management.

On Task: Engaging and involving students in a large group, small group, or individual learning experiences.

Space: How things are arranged in your classroom makes a difference in how students function. It is important to get the most out of your space and furniture. Match your space to your instruction. Also, consider student/teacher privacy and ownership.

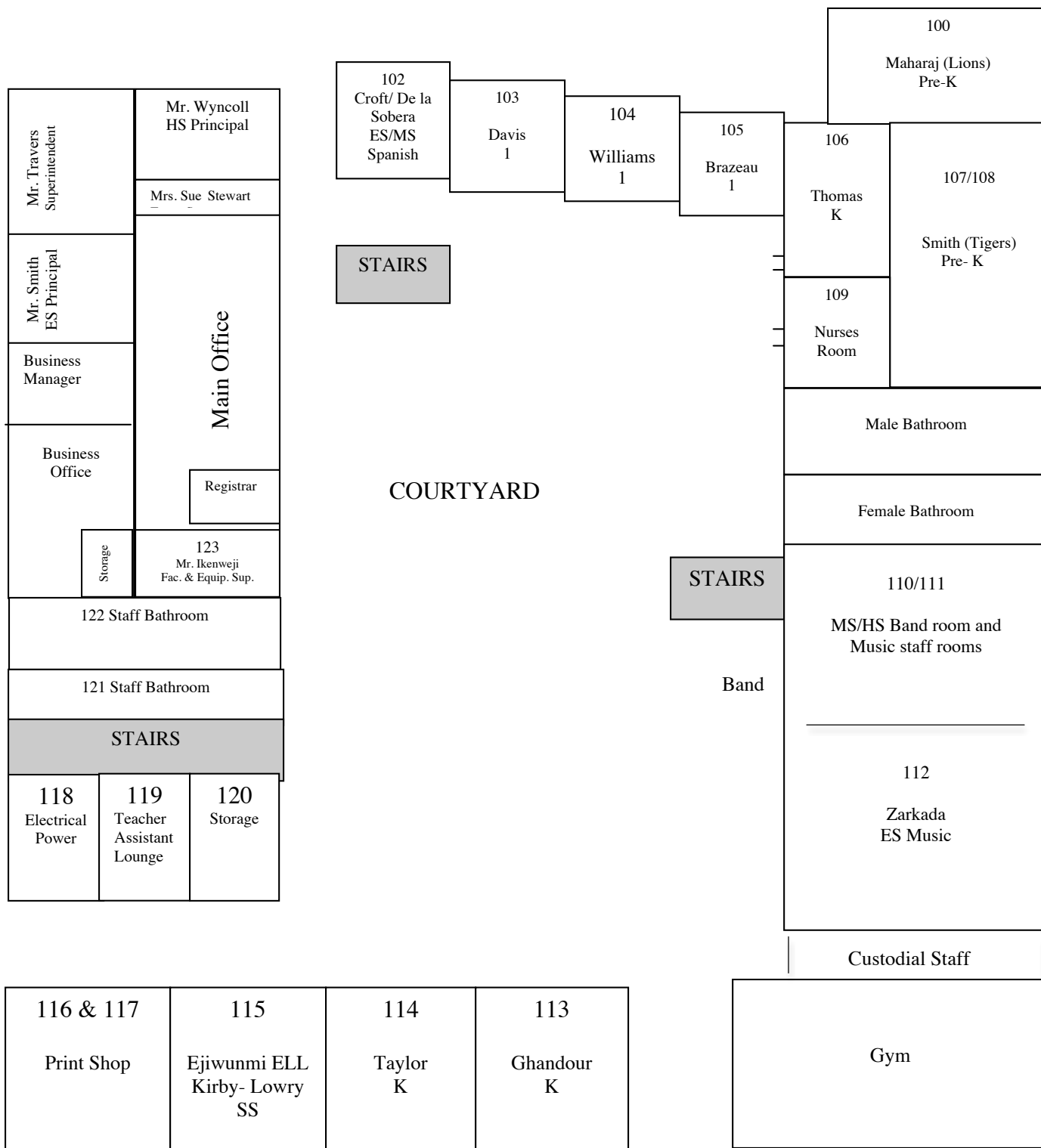
Time: Examine how you time events and regulate schedules so that the students get the most productive learning time. Time is the currency of life and teachers run the bank for their student. Teachers control how long students spend in each of the environments school offers and the quality of that time.

Routines: Teachers should determine what procedural routines are important and get the most mileage out of them. Good routines are essential, even vital, to successful classrooms. Poor routines result in disorganization, poor momentum and often discipline problems.

Discipline: Discipline problems are usually the result of poor management, inappropriate work, boring instruction, confusing instructions and unclear expectations and consequences. Ask yourself are the rules and consequences clear and specific enough, both to me and the students. In addition, to clear expectations building a community and relationships in your classroom is a powerful preventive force against discipline problems. Utilize a variety of methods to implement your discipline plan, find what works for you.

FACILITY MAP
2011/2012
Victoria Island Campus

AISL GROUND FLOOR
2011-2012



AISL SECOND FLOOR
2011-2012

201 Stewart Admiss. Director	De la Sobera HS VP
Curric Director Lantz	Mbanugo ES/MS VP
Metcalf MS. Counselor	Neff ES. Counselor
School Store	
225 Teacher's Lounge	
224 Anukwu	
	Store
Female Bathroom	
Male Bathroom	
221 MS Science MacKenzie	STAIRS

203 Aiken 3	204 Zook 3	205 Will 3	206 Travers 4	207 Guerreiro 4	208 Dissell 4
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STAIRS

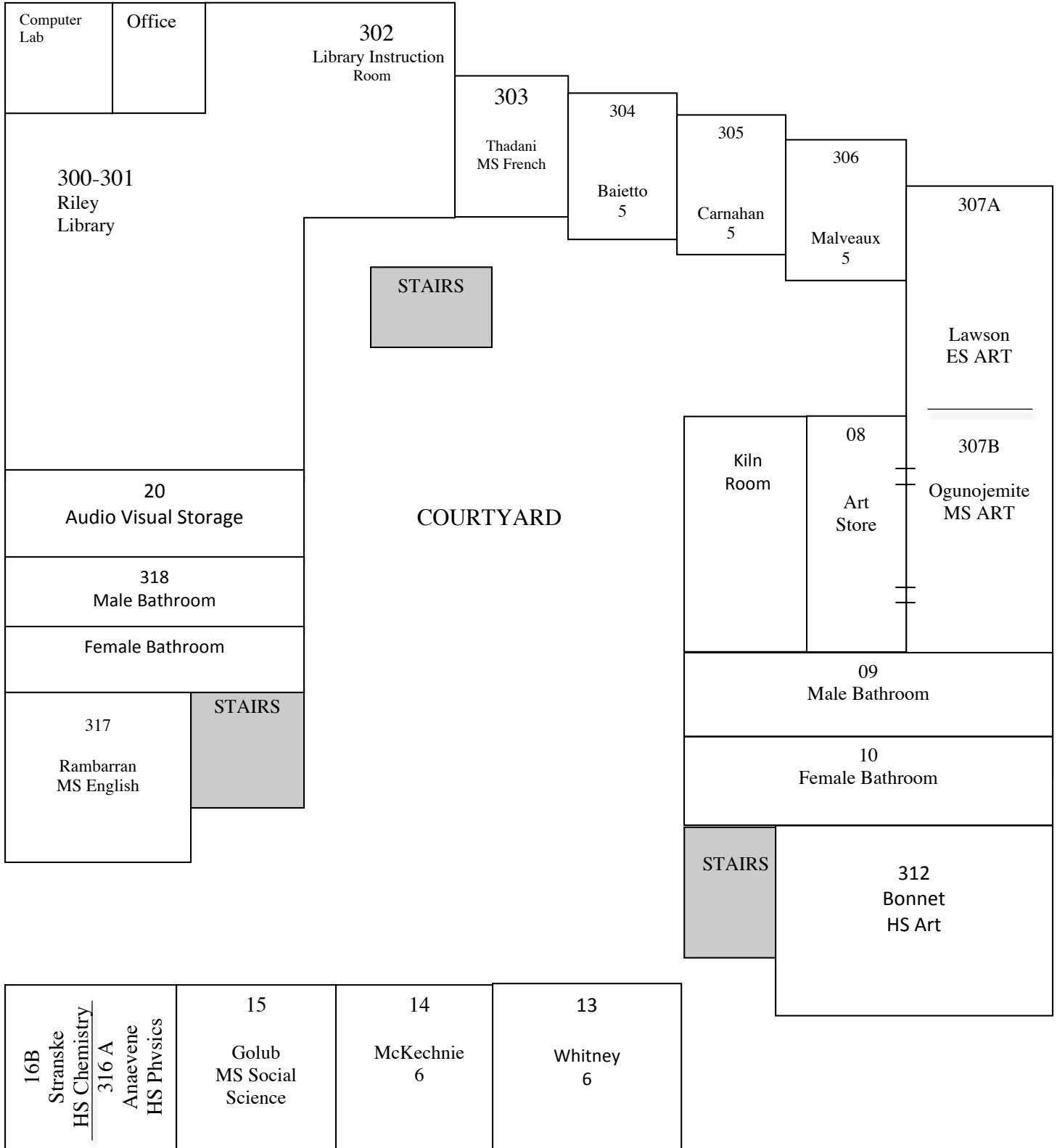
COURTYARD

210/211 Turcotte/Anaga K-5 Academic Support	209 Olson 4
212 Male Bathroom	
213 Female Bathroom	
214 IT Staff Room	
215 Wyncoll K-5 ELL	
Okika Server Room	

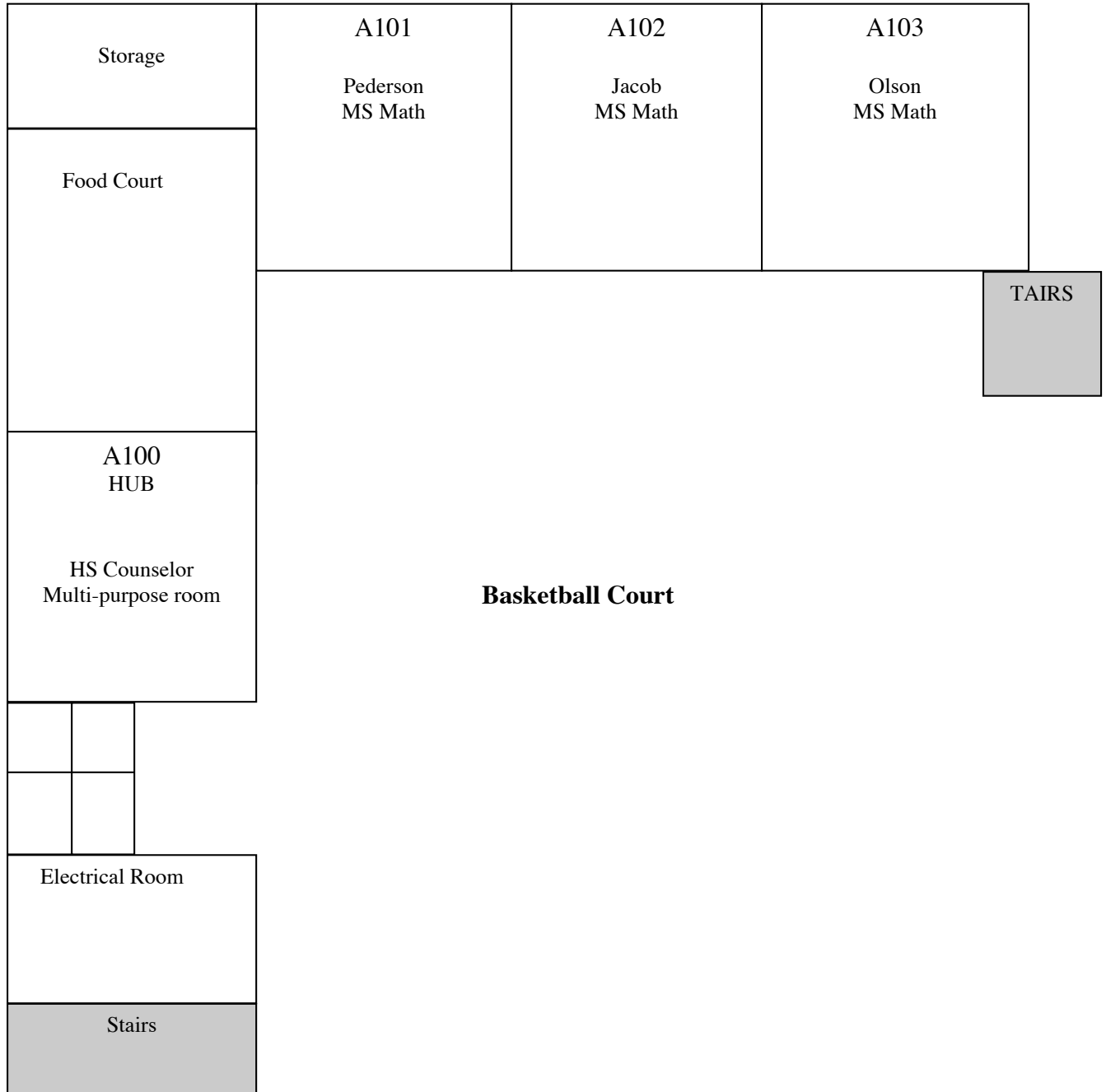
STAIRS

220 Carnahan 2	219 Tolan 2	218 George 2	217 Ayoh / Kofo 3-8 French	216 IT Lab Go	Entry to Upper level Bleachers in Gym
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AISL THIRD FLOOR
 2011-2012



ANNEX GROUND FLOOR
2011-2012



ANNEX SECOND FLOOR
2011-2012

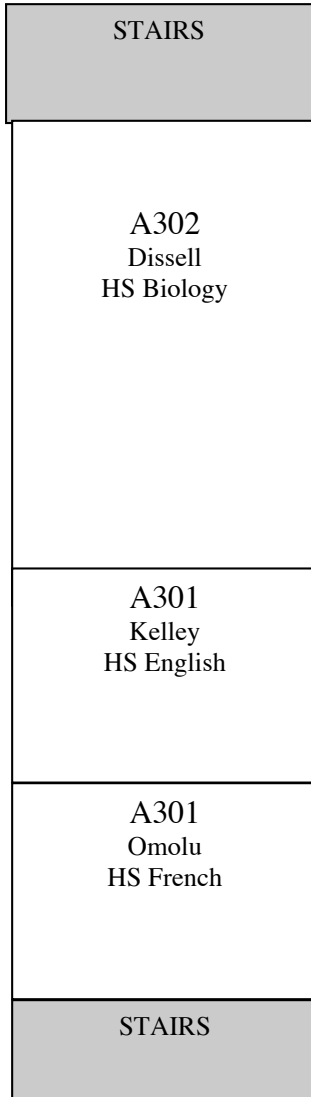
STAIRS
Powers/ TBA HS Spanish
<hr/> A203 Mitchell MS Spanish
<hr/> A202 Passerella HS Math
<hr/> A201 Edler HS Math
STAIRS

A205 Sauerman HS English	A206 Nicely HS Social Science	A207 Bonnet HS Social Science
--------------------------------	-------------------------------------	-------------------------------------

STAIRS

Basketball Court

ANNEX THIRD FLOOR
2011-2012



Basketball Court

GYM / POOL AREA GROUND FLOOR
2011-2012

Bleachers				
Gymnasium				
HALL	Stage			
STAIRS	PE Staff room	Girls Change Room	Boys Change Room	PE Storage
	Pool			
	Girls Change Room		Pump Room	Boys Change room
Staff Garage				
Tennis Courts				

GYM / POOL AREA SECOND FLOOR
2011-2012

Upper Seating				
Gymnasium				
HALL	Stage			
STAIRS		406 PE Staff room	407 Aerobics Room MS Science McBride	408 Weights Room
Pool				
STAIRS	Pool Bleachers			
Pool Upper Deck Area				
STAIRS	M/F Toilets	Little Theatre Passerella HS Performing Arts		

APPENDIX

AISL FORMS

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COPIES OF THESE FORMS
ARE
AVAILABLE IN THE OFFICE

Request for AISL Bus Reservation

When planning for a trip, please complete the following information and return it to Mr. Smith for approval 14 school days prior to trip.

Trip Date _____

Purpose of Trip _____

Time _____

Where _____

How many students/adults will be going _____

Buses needed: _____ **one** _____ **two**

What hours do you plan to be away from school? _____

Contact Person _____

Phone Number _____

Email _____

Signature _____ **Date** _____

Conflict? YES NO	Office Use Only
Approved? YES NO	_____ Date _____
Entered _____	Date _____

**2011-2012
AMERICAN INTERNATIONAL SCHOOL
END-OF-THE-YEAR CHECK LIST**

TEACHER'S CHECKOUT SHEET

Teacher _____

CLASSROOM – ALL STAFF

Kay Riley ___ All textbooks, Novel Sets, classroom library books returned

Justin, Ebele, Carlos, Garth

- ___ Room Inventory (Desks, chairs, shelves, file cabinets)
- ___ Boxed Items - labeled to move (If needed)
- ___ Keys (Room and cabinets) in envelop with room number turned in
- ___ Room Clean

Principal _____

- Temi/Buki ___ Grades/Report Cards- Book Fines
- Stewart ___ Personal computers signed for/Check out form
- Oaks ___ Business Office
- Grace ___ Summer Address/phone/email

Principal _____

- Felix ___ Flat clean schedule time
- Felix ___ Motorola Radios/Phones/Keys
- Felix ___ Cars upkeep – storage
- Felix ___ Summer Schedule – maintenance
- Sue ___ GQ balance

Superintendent _____

Assignment for Room # _____

FIELD TRIP PROPOSAL

_____ Date

_____ Approved (Signature)

_____ Disapproved (Signature)

Reason _____

When planning for a field trip, please fill out this form and submit it for approval to your grade level principal 10 school days prior to the field trip. Upon approval, proceed with the necessary action as stated at the bottom of the form.

Field trips are to be announced in the staff bulletin so all staff affected by the class's absence will be informed.

Class(es) Attending _____

What do you plan to visit? _____

Where is it located? _____

When do you plan to make the visit? _____

What and whose transportation will be used? _____

Transportation Arrangements have been made by _____

How many students will be going on the visit? _____

List name(s) of additional supervisors attending _____

Between what hours do you plan to be away from school? _____

Why are you planning this visit? (Purpose should be related to classroom activity)

STEPS TO FOLLOW

- _____ Notify teachers of time and number of students to be excused
- _____ Arrange proper coverage of your classes
- _____ Create Parent Permission Forms for the trip
- _____ Approve Permission Slip through Vice Principal
- _____ Arrange Transportation (see Grade level Principal)
- _____ Provide office with itinerary of proposed trip
- _____ Take the First Aid box with you (see nurse)
- _____ Take along cell phones with you.(make sure grade level secretary has your cell number



American International School of Lagos

Field Trip Permission Form

(Description of your event): _____

<i>Date</i>		<i>Time</i>	
<i>Location</i>			
<i>Cost</i>			
<i>Transportation</i>			
<i>Notes</i>			

Please return this permission slip by: _____

Please fill out the information in the section below and return it to (Your Name) by the above date.

I give permission for my child _____ in grade _____
to attend the _____ (Fill in your event) _____ on _____ (Fill in date) _____
from _____ (start time) _____ to _____ (end time) _____
Enclosed is \$ 0.00 _____ to cover the cost of the trip. (Exact cash or check made payable to school.)

In case of an emergency, I give permission for my child to receive medical treatment. In case of such an emergency, please contact:
Name _____ Phone _____

Parent/Guardian Signature _____ Date _____

American International School of Lagos

Maintenance Request Form

Please use a separate form for each request. Place completed form in tray by superintendent's office.

Name: _____ Date: _____

Location: Class Flat Other

Type of Request:		Description
Air-conditioning	<input type="checkbox"/>	
Carpentry	<input type="checkbox"/>	
Custodial	<input type="checkbox"/>	
Electrical	<input type="checkbox"/>	
Plumbing	<input type="checkbox"/>	
Technology	<input type="checkbox"/>	

Indicate the best time request can be carried out with minimum interruption to your schedule

For Office Use

Approval: _____ Priority

Date Assigned: _____

Description of Work Completed:

Material(s) used _____

Date completed: _____ Staff Signature _____

American International School of Lagos
Parent /Video Permission Slip

Teacher Name: _____ Grade: _____

Date(s) of intended viewing: _____ Rating: _____

Name of Production: _____

Length of film: _____

Subject related to video: _____

Instructional Purpose of the film: _____

* Teachers' Signature: _____

* Principals Approval Signature: _____

Comments: _____

(*) Required

Only G-rated movies (including National Geographic, History Channel, Science Channel, e.t.c) may be shown. If you want to show anything that is rated PG or higher, or may have questionable content, please complete this form and bring it to Mr. Justin Smith for review.



PURCHASE REQUEST FORM

To: _____

From: _____

Please approve the purchase of the under listed materials for our use.

S/No	Item Code	Description	Quantity	Date Required

Purpose/Justification: _____

Requested by: _____

Approved by: _____

Date: _____

Date: _____

American International School of Lagos
REQUEST FOR TEACHING SUPPLIES

Staff Member _____ Date Requested _____ Date Required _____

QUANTITY	DESCRIPTION (ITEM, COLOR, SIZE, ETC.)

**SUBMIT THIS REQUEST TO THE ADMINISTRATION
--ORDER AT LEAST ONE WEEK IN ADVANCE--**

American International School of Lagos
REQUEST FOR TEACHING SUPPLIES

Staff Member _____ Date Requested _____ Date Required _____

QUANTITY	DESCRIPTION (ITEM, COLOR, SIZE, ETC.)

**SUBMIT THIS REQUEST TO THE ADMINISTRATION
--ORDER AT LEAST ONE WEEK IN ADVANCE--**

American International School of Lagos Student Accident/Injury Report

1. Use the Student Accident Report to record any student accident coming under the jurisdiction of the school's authority.
2. Each item on the report must be completed and accurately. The document may be used in a legal context should litigation result from the accident.

A. Injured student

Name _____ School _____
 Student _____ Sex: M ___ F ___ Date of Birth _____
 Grade _____
 Home address _____ Home Phone _____

B. Description of accident

Date of accident: _____ Hour _____ A.M. _____ P.M. _____

Place of accident:

___ School Bldg. ___ School grounds

Person in charge _____

(Name & Title)

Was he/she present at scene of accident? ___ Yes ___ No

Describe accident fully:

Area of occurrence

1. School ___ Rm ___ 2. Physical education activities ___ 3. Recess Activities

C. Description of injury

Nature of injury or occupational illness (initial assessment):

___ Amputation ___ Exposure, frostbite ___ Shock, electrical ___ Bruise, confusion
 ___ Fracture ___ Shock, fainting ___ Burn, scald ___ Foreign body
 ___ Sprains, strains ___ Concussion ___ Heat exhaustion, sunstroke
 ___ Suffocation, drowning, strangulation ___ Cuts, open wound
 ___ Respiratory conditions due ___ Rupture, hernia
 ___ Skin disease disorders toxic agent ___ Dislocation ___ Internal injuries
 ___ Disorders caused by non-toxic material
 ___ Other- Please Describe _____

Part of body injured or affected (indicate left or right):

<input type="checkbox"/> Skull, scalp	<input type="checkbox"/> Other head	<input type="checkbox"/> Back	<input type="checkbox"/> Elbow	<input type="checkbox"/> Hip
<input type="checkbox"/> Foot	<input type="checkbox"/> Teeth	<input type="checkbox"/> Toe	<input type="checkbox"/> Lower Leg	<input type="checkbox"/> Ankle
<input type="checkbox"/> Eye	<input type="checkbox"/> Neck	<input type="checkbox"/> Pelvis	<input type="checkbox"/> Forearm	<input type="checkbox"/> Thigh
<input type="checkbox"/> Nose	<input type="checkbox"/> Spine	<input type="checkbox"/> Other trunk	<input type="checkbox"/> Wrist	<input type="checkbox"/> Knee
<input type="checkbox"/> Mouth	<input type="checkbox"/> Chest	<input type="checkbox"/> Shoulder	<input type="checkbox"/> Hand	<input type="checkbox"/> Finger
<input type="checkbox"/> Jaw	<input type="checkbox"/> Abdomen	<input type="checkbox"/> Upper arm	<input type="checkbox"/> Other	

Name of object or activity that directly caused injury _____

1. Response to accident.injury

Did injured:

Go to health room/center: Yes No

Receive first aid? Yes No Describe: _____

Treated by: School Nurse Name: _____

Other (name & title) _____

911 called? Yes No

Visit physician? Yes No Name & address _____

Require hospitalization? Yes No Name _____

Parent/guardian notified? Yes No Name _____

By whom? _____ Date: _____ Time _____

Comment:

Principal's signature _____ Date _____

American International School of Lagos
Behind 1004 Housing Estates, Victoria Island- - P.O.Box 2803, Lagos, Nigeria
Elementary Withdrawal Form - Example (2011-2012)

Student's Name:

Grade: Term: 1 2 3

Withdrawal Date:

Teacher's Name:

Subject	Teacher	Grade	Effort
Language Art			
Mathematics			
Social Studies			
Science			
Class Participation			
Completion of Classwork			
Completion of Homework			
Citizenship			
Art			
Computers/IT			
French			
Music			
Physical Education			

Check out Requirements (Signature required)
Please sign only if all books are returned and student has no outstanding debts.

Classroom Teacher _____

Nurse (Shot records) _____

Library _____

Business Office _____

Administrative Approval _____

Key

Grading Criteria:	Effort Criteria:
A=Superior Performance 90-100%	4=Excellent
B=Performs Above Expected Level 80-89%	3=Good
C=Satisfactory Performance 70-79%	2=Satisfactory
D=Performs Below Expected Level 60-69%	1=Needs Improvement
E=Unsatisfactory Performance Below 50% (Needs significant improvement to meet minimum standards)	



Teacher Self-Assessment

Name of teacher/ position: _____

Date: _____



1	Never
2	Sometimes
3	Usually
4	Almost Always
1	Never

Directions: For each of the criterion below, place a bullet along the continuum that best indicates your level of frequency.

Instructional Design

Standard 1- *The teacher designs instruction that (a) is aligned with the grade level/ core standards of the American International School of Lagos, (b) accommodates various learning styles and cognitive levels, and (c) maximizes class time.*

Criteria

a) My instructional objectives are clearly stated, and I make an attempt to connect them to meaningful learning.



b) I have a solid understanding of the different approaches to learning that different students need.

2

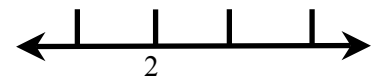
c. My lessons or units have a clearly defined structure that activities are organized around.

Safe and Effective Learning Environment

Standard 2- *the teacher maintains a safe environment to take educational risks, maintains standards for mutual respect and dignity, and demonstrates effective classroom management (i.e., rules, consequences, routines).*

Criteria

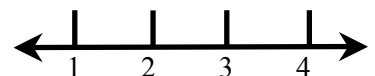
a) I often acknowledge my students for contributing appropriate responses that may or may not be “correct”.



b) My students’ interactions are generally polite and respectful.

1 2 3 4

c) My response to misbehavior is appropriate and respects the student’s dignity.



d) My standards of conduct or routines are clear to all students.

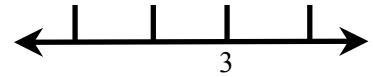
1 2 3 4

Assessment/Progress Monitoring

Standard 3- *the teacher continually assesses the student before, during and after instruction and chooses and/or develops multiple forms of formative and summative assessments aligned with the lesson/unit objectives to measure student progress and adjust instruction.*

Criteria

a) I assess most of the lesson outcomes throughout the lesson.



b) I provide feedback in a consistent and a timely manner.

c) I use formal and informal assessments to plan instruction for individuals and groups of students..



d) Some of my students self-assess, and they are aware of their progress.

Student Engagement

Standard 4- *the teacher presents and models instruction in a purposeful and engaging manner that connects background knowledge to content, requires the use of higher order thinking skills, and utilizes a variety of interdisciplinary resources with a strong emphasis on technology integration.*

Criteria

a) I convey enthusiasm for the subject I am teaching, and my students demonstrate consistent commitment to its value and understand the relevance.



b) Most of my questions are at a level that meets the needs of my students, and I give them adequate time to respond.

c) I match instructional materials and resources to the lesson outcomes and the instructional materials and resources engage the students mentally.



d) I use technology where appropriate.

Standard 5- *The teacher acts as a facilitator of learning through the appropriate and varied use of whole-class, peer, and group learning communities that require students to actively engage and problem solve while taking ownership over their own individual learning.*

a) I vary the grouping of my students according to the different lesson outcomes.



b) I allow some discussion in order to engage my students, and I step in when appropriate.

c) My students accept my insistence on work of high quality and, when prompted, they attempt to revise work.



My areas of strength:

1.

2.

3.

4.

5.

Areas I would like to focus on:

1.

2.

3.

4.

5.



Date of Observation: _____

Name of teacher, position: _____ Name of evaluator, title: _____

Unit topic: _____

1. **What are the expected learning outcomes of this lesson?**

1.

2.

3.

4. **How will I assess student progress during the lesson?**

1.

2.

3.

4. **Briefly describe the learning characteristics of the group of students in the class.**

**Please complete the front page and return it to your principal's box before the observation date.*

Please attach any forms that will be used during the lesson (e.g., worksheets, templates, assessments)



Teacher Observation Form

Rating
1 = Unsatisfactory
2 = Approaching Expectations
3 = Meets Expectations
4 = Exceeds Expectations
NE = Insufficient data to evaluate

Standard 1 (Instructional Design)- *The teacher designs instruction that (a) is aligned with the grade level /core standards of the American International School of Lagos, (b) accommodates various learning styles and cognitive levels, and (c) maximizes class time.*

Descriptive Feedback

Rating

Standard 2 (Safe and Effective Learning Environment)- *The teacher maintains a safe environment to take educational risks, maintains standards for mutual respect and dignity, and demonstrates effective classroom management (i.e., rules, consequences, routines).*

Descriptive Feedback

Rating

Standard 3 (Assessment/ Progress Monitoring)- *The teacher continually assesses the student before, during and after instruction. The teacher chooses and/or develops multiple forms of formative and summative assessments aligned with the lesson/unit objectives to measure student progress and adjust instruction*

Descriptive Feedback

Rating

Standard 4 (Student Engagement)- *The teacher presents and models instruction in a meaningful and engaging manner that connects background knowledge to content, requires the use of higher order thinking skills, and utilizes a variety of interdisciplinary resources with a strong emphasis on technology integration.*

Descriptive Feedback

Rating

Standard 5 (Flexible Grouping) - *The teacher acts as a facilitator of learning through the appropriate and varied use of whole-class, peer, and group learning communities that require students to actively engage and problem solve while taking ownership over their own individual learning.*

Descriptive Feedback

Rating

Areas of Commendation

Areas of Recommendation

By signing this document the teacher is acknowledging having reviewed and read the contents with the immediate supervisor. Any responses should be in written form and attached to this document.

Teacher signature & date

Evaluator signature & date



Professional Learning Communities Group Worksheet

Group Members:

- 1.
- 2.
- 3.
- 4.

Focus of Group:

Goal for the Year:

Steps to achieving your goal:

- 1.
- 2.
- 3.
- 4.

Summer Research/Resources:

- 1.
- 2.

5 Domains of Quality Instruction Rubric

Instructional Design

Standard 1- *The teacher designs instruction that (a) is aligned with the grade level/ core standards of the American International School of Lagos, (b) accommodates various learning styles and cognitive levels, and (c) maximizes class time.*

(1)

(2)

(3)

(4)

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
<p>-Instructional objectives are unclear.</p> <p>-Teacher is unfamiliar with different approaches to accommodate student learning.</p> <p>-The lesson or unit has no clearly defined structure.</p> <p>-The pacing of the lesson is too slow or too rushed.</p>	<p>-Instructional objectives are presented but lack connection to meaningful learning.</p> <p>-Teacher displays general understanding of the different approaches to learning that students exhibit.</p> <p>-The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.</p> <p>-Pacing is ineffective.</p>	<p>-Instructional objectives are clearly stated with an attempt to connect to meaningful learning.</p> <p>-Teacher displays solid understanding of the different approaches to learning that different students exhibit.</p> <p>-The lesson or unit has a clearly defined structure that activities are organized around.</p> <p>- Pacing is effective for most students.</p>	<p>-Instructional objectives are clearly articulated with an obvious connection to meaningful learning.</p> <p>-Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.</p> <p>-The lesson or unit's structure is clear and allows for different pathways according to student needs.</p> <p>- Pacing of the lesson is effective for all students.</p>

:

Safe and Effective learning environment

Standard 2- *the teacher maintains a safe environment to take educational risks, maintains standards for mutual respect and dignity, and demonstrates effective classroom management (i.e., rules, consequences, routines).*

(1)	(2)	(3)	(4)
<p>Unsatisfactory</p> <ul style="list-style-type: none"> -Students are reprimanded for making mistakes. - Student and teacher interactions are characterized by conflict, sarcasm, or put-downs. -Teacher does not respond to misbehavior, or the response is inconsistent. -No standards of conduct or routines appear to have been established, or students are confused as to what the standards or routines are. 	<p>Approaching Expectations</p> <ul style="list-style-type: none"> -The teacher only recognizes correct responses. - Student and teacher interactions are characterized by conflict, sarcasm, or put-downs. - Teacher attempts to respond to student misbehavior but with uneven results. -Standards of conduct or routines have been established for most situations. 	<p>Meets Expectations</p> <ul style="list-style-type: none"> -Students are often acknowledged for contributing appropriate responses that may or may not be “correct”. - Students’ interactions are generally polite and respectful. -Teacher response to misbehavior is appropriate and respects the student’s dignity, or student behavior is generally appropriate. -Standards of conduct or routines are clear to all students. 	<p>Exceeds Expectations</p> <ul style="list-style-type: none"> -Students are consistently rewarded for contributing appropriate responses that may or may not be “correct”. - Teacher has an obvious rapport with the students. Students demonstrate genuine respect and caring for one another as individuals and as students. -Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior. -Standards of conduct and routines are clear to all students and appear to be apart of the classroom culture.

Assessment/Progress Monitoring

Standard 3- *the teacher continually assesses the student before, during and after instruction and chooses and/or develops multiple forms of formative and summative assessments aligned with the lesson/unit objectives to measure student progress and adjust instruction.*

(1)

(2)

(3)

(4)

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
<p>-Content and methods of assessment lack congruence with lesson outcomes.</p> <p>-Feedback is either not provided or is of uniformly poor quality.</p> <p>-The formal and informal assessments have minimal affect on the direction of the instruction.</p>	<p>-Some of the lesson outcomes are assessed throughout the lesson, but many are not.</p> <p>-Feedback is inconsistent in quality and timeliness.</p> <p>-Teacher uses formal and informal assessments to plan instruction for the class as a whole.</p>	<p>-Most of the lesson outcomes are assessed throughout the lesson.</p> <p>-Feedback is consistent and provided in a timely manner.</p> <p>-Teacher uses formal and informal assessments to plan instruction for individuals and groups of students. Some students self-assess and are aware of their progress.</p>	<p>-All of the lesson outcomes are assessed in the lesson and the methods of assessment are congruent with the learning outcomes.</p> <p>-Feedback is consistently high quality and provided in a timely manner. Provision is made for students to use feedback in their learning.</p> <p>-Teacher uses formal and informal assessment results to plan instruction for individuals and groups of students. All students self-assess and are aware of how they are meeting the learning outcomes.</p>

Student Engagement

Standard 4- *the teacher presents and models instruction in a purposeful and engaging manner that connects background knowledge to content, requires the use of higher order thinking skills, and utilizes a variety of interdisciplinary resources with a strong emphasis on technology integration.*

(1)	(2)	(3)	(4)
<p>Unsatisfactory</p> <ul style="list-style-type: none"> -Teacher or students convey a negative attitude towards the content. The teacher does not communicate relevance to the content. -Teacher’s questions are virtually at a lower cognitive domain and do not challenge the student. -Instructional materials and resources do not engage the student mentally. -There is no use of technology as a tool where appropriate. 	<p>Approaching Expectations</p> <ul style="list-style-type: none"> -Teacher communicates relevance of the work but with little conviction and only minimal apparent buy-in by the students. -Teacher’s questions are a combination of low and high cognitive domain. Only some invite a response. -Instructional materials and resources are partially matched to the lesson outcomes and some students are engaged. -Technology is used sparingly where appropriate. 	<p>Meets Expectations</p> <ul style="list-style-type: none"> -Teacher conveys enthusiasm for the subject, and students demonstrate consistent commitment to its value and understand the relevance. -Most of the teacher’s questions are at a level meeting the needs of the learners. Adequate time is available for students to respond. -Instructional materials and resources are matched to the lesson outcomes and engage the student mentally. -Technology is used where appropriate. 	<p>Exceeds Expectations</p> <ul style="list-style-type: none"> -Students demonstrate through their active participation, curiosity, and attention to detail that they value the content’s importance and can articulate the relevance. -Teacher’s questions are consistently matched to the learning outcomes and are intentionally developed to solicit active student involvement. -Instructional materials and resources are matched to the lesson outcomes and engage students mentally. -There is challenging and creative uses of technology.

Flexible Grouping

Standard 5- The teacher acts as a facilitator of learning through the appropriate and varied use of whole-class, peer, and group learning communities that require students to actively engage and problem solve while taking ownership over their own individual learning.

(1)

(2)

(3)

(4)

Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations
<p>-Instructional groups do not support the lesson outcomes and offer no variety.</p> <p>-Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers.</p> <p>-Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than doing high quality work.</p>	<p>-Instructional groups are inconsistent in suitability to the learning outcomes and offer minimal variety.</p> <p>-Teacher makes some attempts to engage students in a true discussion, but does not follow-through.</p> <p>-Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of work.</p>	<p>- The lesson groups are varied, as appropriate to the different lesson outcomes.</p> <p>-The teacher allows some discussion in order to engage the student and steps in when appropriate.</p> <p>-Students accept teacher insistence on work of high quality and, when prompted, students attempt to revise work.</p>	<p>-Instructional groups are intentionally varied, as appropriate to the different lesson outcomes. There is obvious student engagement as a result of the grouping.</p> <p>-Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</p> <p>-Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring their best effort towards ensuring high-quality work is put forth.</p>