



- Position Title:** High School Learning Specialist: 11th-12th Grade English Language Arts Focus, including responsibilities as
- Writing Center Coordinator
 - Assessment Accommodations Coordinator (ex. College Board SSD Coordinator)
- Reports to:** Dean of Student Learning and Enrichment
- Calendar:** Teacher calendar: Mid-July to mid-June with the possibility of subsequent one or two-year renewal
- Schedule:** Monday, Wednesday, Thursday and Friday from 7:20 AM to 3PM; Tuesday 7:20 AM-4 PM
- Other Expectations:** CAG High School Learning Lab Specialists are responsible for supporting periodic special events such as Open House, school/section events, supervision during arrival and transition times, attending grade level and/or planning meetings, advisory, etc., and leading one after school “club” per week.

About the American School of Guatemala/*Colegio Americano de Guatemala (CAG)*

The American School of Guatemala was founded in 1945 and is an independent, non-profit, non-denominational, college preparatory institution that offers a rigorous academic program modeled after the best educational practices and methodologies of the United States of America. We are founded on the principles of a co-educational, bi-cultural (Guatemala-United States), bilingual (Spanish-English) program and are fully accredited in the U.S. by the New England Association of Colleges and Schools and recognized by the Guatemalan Ministry of Education as a Laboratory School.

With an enrollment of approximately 1,700 students primarily from Guatemala, CAG focuses on continuity in a P-12 one-school model, committed to student-centered learning and community connectedness.

Overview of the Position

In its effort to be a leader in regional independent education, CAG works to promote a robust educational experience through the articulation and implementation of standards across content areas and grade levels. All CAG High School teachers are responsible for setting the foundation for post-secondary life and education with adolescents in Grades 9-12 through positive interactions, enriching and constructive learning experiences, and a continued focus on creativity, problem solving, and inquiry skills. Learning Lab Specialists work with general education teachers in core subject areas to provide support and enrichment where needed within the established curriculum and according to student needs. Learning Lab Specialists support teachers to differentiate instruction and implement accommodations within the general education classroom.

The Learning Lab Department helps students develop appropriate grade level skills in all subject areas with specific focus on literacy, math, and language acquisition as well as executive functioning skills and a positive attitude towards learning.

DETAILS OF THE POSITION

General Responsibilities:

Cooperative Planning/Teaching:

- Coach, assist, and maintain joint responsibility with classroom co-teacher(s) to create and implement differentiated instruction, intervention strategies that support learning objectives, individual student plans, and assess student progress toward meeting academic standards.
- Support classroom teachers and/or social-emotional development specialists/psychologists to develop, share, and implement behavior management strategies.
- Collaboratively (with teachers, administration, grade level teams, and/or Learning Lab Department) use data to analyze student progress, assess the effectiveness of services, augment learning plans, and make decisions regarding the continuation or cessation of learning support services.

Program Implementation, Assessment, and Instructional Strategies:

- Provide direct English and Language Arts support to identified students (consultation, co-taught, small group, or one-on-one).
- Co-teach with 11th and 12th grade English and Language Arts Teachers (This includes co-planning, co-teaching, and co-assessing).
- Maintain accurate information in CAG's HS Caseload document.
- Write annual Individualized Learning/Accommodation Plans.
- Advocate for and support the implementation of all student Individualized Learning or Accommodation Plans.
- Utilize technology in an effective way to support student learning virtually and/or in person.
- Meaningfully participate in the Child Study/Student Success team.

Communication:

- Facilitate a team approach with parents/family and staff to support each student
- Provide clear, timely, and consistent information to all stakeholders regarding the needs of the student, student progress, and ways that student learning can be supported.
- Support open communication and collaboration that fosters a strong, productive working relationship between section staff and Learning Support personnel.
- Support the classroom teacher, social-emotional development specialist/psychologist, and administration in working with families, including participation in parent meetings and conferences.
- Attend appropriate meetings as scheduled and/or requested (ex. P-12 Learning Lab Department, High School Staff, Grade Level Teams, Subject Area Department, etc.).

Student Growth and Development:

- Believe and project that all students can find success with the appropriate instruction, support, and interventions.
- Develop and foster the appropriate skills and social abilities to enable the optimum development of students.
- Promote the development of self-confidence, agency, and independence in students.

Building School Culture:

- Maintain the confidentiality of school and student records.
- Maintain professional relationships with students, faculty, staff, parents, administrators, and community members in accordance with the Staff Policies of the American School of Guatemala.
- Foster a positive school climate that is conducive to learning.

- Embrace feedback and constructive criticism in the spirit of constant improvement and collegiality.
- Discuss, celebrate, and deeply believe in the values, vision, and mission of the American School of Guatemala and that all children can meet high academic expectations.

Professional Growth and Development:

- Maintain and enhance professional learning through participation in workshops and appropriate faculty development programs.
- Remain current on best practices and scientifically based researched strategies for all facets of Learning Support including, but not limited to differentiated instruction, assessment, learning styles and strategies, and MTSS/RTI.
- Collaborate with section and department teams, taking part in planning PD opportunities
- Develop professional goals within the CAG Faculty Reflection and Growth Framework.

Writing Center Coordinator Responsibilities:

- Review current Writing Center services and develop plan for continued growth.
- Provide writing support to students during writing center hours (ex. writing conferences, writing instruction reinforcement, etc.).
- Develop and provide writing workshops through the year.
- Collaborate with teachers to provide support with in-class writing projects/resources.
- Promote community awareness of the Writing Center through school-wide communication structures.

Assessment Accommodations Coordinator Responsibilities:

- Support the management of student diagnosis and evaluation records to determine who may qualify for accommodations on outside assessments (ex. College Board, ACT, etc.).
- Communicate effectively and in a timely manner with the parents of students who may qualify for accommodations regarding steps they can take to apply for accommodations and follow up regarding registration and receiving accommodations if received.
- Facilitate the process of applying for accommodations on major assessments and college entrance exams.
- Communicate and follow up with outside assessment providers to ensure that applications are processed correctly.
- Manage the proctoring of accommodated assessments as necessary (this may include days in which school is not in session).
- Collaborate with the Technical Director, Dean of Student Learning, and College Counselors regarding assessment accommodations.

SUPERVISION / CHILD PROTECTION & SAFEGUARDING

The American School of Guatemala promotes a safe and positive community and takes its obligation to protect all students with the utmost seriousness. All faculty and educational staff have some responsibility for supervising students and assisting in maintaining a safe environment at all times. All members of the community are responsible for the safety and well-being of every child. At the onset of the school year and every six months, all employees and BCO Fellows assigned at the school are required to submit police clearance certificates and related documentation. Throughout the school year, all professional faculty and staff participate in related professional development.

MINIMUM QUALIFICATIONS

- Qualifications for and experience working with adolescent children (Grades 9-12), their families and teachers, an understanding of students with specialized needs, and the skills to support students and teachers
- Related degree in education and appropriate coursework in content area to be taught and/or a degree in Special Education or Dual Language Acquisition.
- Experience teaching at the high-school level

PREFERRED QUALIFICATIONS

- At least three years of teaching experience in learning support or special education and/or at the high school level.
- Master's degree or higher in Special Education, Psychology, and/or English Acquisition
- Experience working in a school environment with English Language Learners
- Bilingual (English/Spanish)



CAG Faculty Profile

At the American School of Guatemala/Colegio Americano de Guatemala (CAG), our Student Learner Profile is encapsulated in the acronym VIDAS (Spanish for LIVES, and representing the various components that lead to an individual growing and developing meaning and purpose for their own life.) CAG embraces a constructivist philosophy to learning across all grade levels and content areas and seeks faculty who are equipped to nurture these qualities in our students through a robust academic and student life program.

Values Oriented	Innovative	Dynamic	Actively Engaged	Service Driven
<p>How does a CAG faculty member instill a values oriented culture in students and in the classroom?</p> <p>A CAG faculty member who is values oriented is...</p>	<p>How does a CAG faculty member inspire an innovative mindset among students?</p> <p>An innovative CAG faculty member can be described as...</p>	<p>How does a CAG faculty member encourage students to be dynamic learners, citizens, thinkers?</p> <p>A dynamic CAG faculty member is...</p>	<p>How does a CAG faculty member lead students to be actively engaged at school, in service, in learning?</p> <p>A CAG faculty member who is actively engaged is....</p>	<p>A faculty member who models a service driven perspective for students is...</p> <p>A service driven CAG faculty member is...</p>
<ul style="list-style-type: none"> ● Demonstrates respect ● Embraces diverse perspectives ● Models ethical decision making in and out of school ● Maintains accurate records ● Shows commitment to the profession through contributions and their own continued learning 	<ul style="list-style-type: none"> ● Creates space and facilitates opportunities for students to innovate ● Allows students to take risks ● Sees themselves as a designer ● Recognizes education as a constantly evolving field and actively works to stay engaged with new and emerging trends 	<ul style="list-style-type: none"> ● Proactive ● Shows flexibility ● Communicates effectively to different audiences (students, parents, colleagues, community) ● Engages collaboratively ● Is inspirational 	<ul style="list-style-type: none"> ● Seeks feedback ● Committed to personal and whole school improvements ● Reflective ● In tune with student needs ● Promotes student voice ● Actively engages in Professional Learning structures in the school. ● Seeks and actively engages in other networks to support learning. 	<ul style="list-style-type: none"> ● A systems thinker ● Aware of social and cultural needs in the communities they serve ● Aware of their own impact ● Incorporates opportunities for students to understand their impact, responsibilities, and possibilities

CORE VALUES OF THE AMERICAN SCHOOL OF GUATEMALA'S PROFESSIONAL LEARNING COMMUNITY

1. Protect and project the established mission of the school.
2. Provide student centered instruction commensurate with class needs and individual abilities; aspire to provide such in a manner that students will want to learn.
3. Pursue school-wide goals of healthy socialization and self-concept by supporting all students in each of their school-related activities. At all times, in and out of school, be clear in the limitations of this support by avoiding in fact or appearance inappropriate fraternization.
4. Collaborate to the maximum extent possible with colleagues, establish and maintain a healthy, cooperative working relationship with other CAG staff. Aspire to practice same in the spirit of collegiality and common cause.
5. Establish and maintain a system of education accountability approved by the General Director and Section Principals.
6. Establish and maintain healthy communication with parents and students; avail yourself of their concerns to the maximum extent possible without compromising the collective judgment or authority of the school.
7. Provide all relevant and required information and reports to the General Director and Section Principals in a competent and timely manner.
8. Attend staff and faculty meetings and take initiative to acquire a sound knowledge base in the theory and practice of behavior management, content area expertise, and topics that advance the interests of CAG's learning community.
9. Manage personal and professional differences in such a way that presents a coherent administrative and organizational climate to parents, students, staff, and board. Acknowledge and seek to resolve differences in a respectful and discreet manner.
10. Take initiative to investigate, understand and solve problems at the most immediate effective organizational level. Keep the General Director, Section Principals and others informed of sensitive information on a proactive and need-to-know basis.