



- Position Title:** Lower School Learning Lab Specialist
- Profile:** Expatriate professional educator contracted through Bucks County Association of Intercultural Advancement (BCOIA)
- Reports to:** Dean of Student Learning
- Calendar:** Teacher calendar: Mid-July to mid-June for an initial period of one or two academic school years (2021-22 and 2022-23) with the possibility of subsequent one year renewal
- Schedule:** Monday, Wednesday, Thursday and Friday from 7:20 AM to 3PM; Tuesday 7:20 AM-4 PM
- Other Expectations:** CAG Lower School Learning Lab Specialists are responsible for supporting periodic special events such as Open House, Literacy events, etc., supervision during transition times, attending grade level and/or planning meetings, 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 1,600 students, we focus on continuity in a P-12 one school model, committed to student-centered learning and community connectedness.

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

The Learning Lab is an extension of core instruction that uses data-based decision making to serve teachers and all students by implementing differentiated and research-based practices that allow each to reach their full potential.

While the Learning Lab includes an innovative space for students to receive both enrichment and support services, it extends to all areas and classrooms of the CAG campus to ensure student needs are met.

### **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. CAG begins with Lower School and lays the foundation for a meaningful life and educational experience that extends throughout a child’s life. All CAG Lower School teachers are responsible for establishing our students’ first formal experiences with schooling through positive interactions, enriching and constructive learning experiences, and a foundation in creativity, problem solving, and inquiry skills. Learning Lab Specialists will work with general education teachers in core subject areas to provide support, remediation, 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 Spanish as well as executive functioning skills and a positive attitude towards learning by providing:

- remediation and reinforcement of important curricular standards/skills.
- implementing learning strategies and addressing specific learning difficulties.
- activities to reinforce language acquisition.

The Learning Lab department assists students through its use of multi-tiered interventions and strategies designed to maximize academic achievement and language acquisition.

### **DETAILS OF THE POSITION**

The Lower School Learning Lab Specialists should have qualifications and experience working with young children (Pre-Kindergarten - Grade 5), their families and teachers, an understanding of students with specialized needs, and the skills to support students and teachers. A successful candidate will:

- Demonstrate proficiency in leading and researching best practices in early childhood and elementary levels, including differentiation and integrated approaches to learning.
- Have an understanding about teaching and learning in language, literacy, writing, and math, as well as social and executive functioning skills.

### **Responsibilities:**

#### **Cooperative Planning/Teaching:**

- Collaborate with teachers to determine the most effective strategies and interventions to support student learning and design appropriate tiered instructional interventions for identified students.
- Coach, assist, and maintain joint responsibility with classroom teacher(s) to create and implement differentiated instruction, intervention strategies that support learning objectives (small group and 1:1), individual student plans, and formally and informally assess student progress toward meeting academic standards and behavioral expectations.

#### **Program Implementation, Assessment, and Instructional Strategies:**

- Develop and implement a schedule to service students in need.
- Utilize technology in an effective way to support student learning virtually and/or in person.
- In cooperation with faculty, conduct formal and informal assessments, use multiple measures and recommendations to identify students in need, to group students into appropriate tiers, and plan appropriate interventions.
- Work directly with students on a daily basis, inside and/or outside of classrooms, to implement, guide, and model developmentally appropriate teaching strategies and interventions for academic and/or functional needs (co-teaching, small groups, and/or one on one).
- Collaboratively (with teachers, administration, grade level teams, and/or Learning Lab Department) collect and use data to analyze student progress, assess the effectiveness of

interventions, augment intervention plans, and make decisions regarding the continuation or cessation of learning support.

**Communication:**

- 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.
- Supports open communication and collaboration that fosters a strong, productive working relationship between classroom teachers and Learning Support personnel.
- Attend P-12 Learning Lab and Content Department meetings as scheduled and/or requested.

**Student Growth and Development:**

- Believe all students can find individual academic success with the appropriate instruction, support, and interventions.
- Develop and foster the appropriate skills and social abilities to enable the optimum development of students.
- Encourage students to develop self-confidence and independence.

**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 multi-tier interventions to help students maximize their opportunities in class.
- Collaborate with section and department teams, taking part in planning and PD opportunities
- Develop professional goals within the CAG Faculty Reflection and Growth Framework.

**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 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. Additionally, all faculty members are required to engage in training about best practices in child safeguarding and protection measures.

#### **MINIMUM QUALIFICATIONS**

- Related degree in education and appropriate coursework in content area to be taught and/OR a degree in a specific content area, Special Education, or Dual Language Acquisition
- Experience teaching at the elementary level

#### **PREFERRED QUALIFICATIONS**

- At least three years of teaching experience in learning support, special education and/or at the early childhood/elementary 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.

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

## **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.