



Position Title: High School Math Teacher
Profile: Local or Expatriate Educator
Reports to: High School Principal
Calendar: Teacher calendar: January-June
Schedule: Monday, Wednesday, Thursday and Friday from 7:20 AM to 3PM; Tuesday 7:20 AM-4 PM

Other Expectations: CAG educators are responsible for supporting periodic special events such as Back to School Night, Section-specific events, etc., supervision during transition times, attending grade level, department, and/or planning meetings, etc., and leading one after school extracurricular activity 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. CAG is founded on the principles of a co-educational, bi-cultural (Guatemala-United States), bilingual (Spanish-English) program and is fully accredited in the U.S. by the New England Association of Schools and Colleges (NEASC) and recognized by the Guatemalan Ministry of Education as a Laboratory School.

With an enrollment of approximately 1,800 students, we focus on continuity in a P-12 one-school model, committed to student-centered learning and community connectedness. We seek educators who value cultural context and find ways to innovate the teaching and learning experience at CAG. Therefore, CAG educators are collaborative, enthusiastic and optimistic about a student-centered learning environment.

School Mission

The mission of the American School of Guatemala is to empower its students to achieve their full potential and to inspire them to lead meaningful lives as responsible members of a global society.

Definition of Learning

Aspirational learning at CAG is a dynamic and iterative process that engages learners in authentic experiences that further develop their unique values, voice, and purpose. In a physically, socially, and emotionally safe environment, learners are empowered to be the co-designers and co-creators of their own learning as they collaborate, innovate, and act ethically and empathetically to make an impact on an ever-changing world.

Overview of the Position

The High School Math Teacher will deliver rigorous and engaging instruction in Integrated Math I and II, while collaborating with the math department to align learning outcomes across grades 6-12. This position requires a commitment to developing confidence in mathematical skills, fostering critical thinking, and preparing students for advanced courses in high school.

Primary Responsibilities

Learning Environment

- Foster a safe, inclusive, and collaborative classroom culture where students feel supported in academic risk-taking.
- Promote a growth mindset, encouraging students to embrace challenges and learn from mistakes.
- Create a classroom atmosphere that inspires curiosity, problem-solving, and critical thinking.

Planning

- Implement a standards-based curriculum for Integrated Math I and II aligned with the Common Core Math Standards and the school's curriculum resources.
- Collaborate with colleagues to align curriculum across grades 6-12 and ensure vertical consistency in math instruction.
- Integrate project-based and cross-curricular learning opportunities into lesson plans to enhance engagement.
- Design learning experiences that incorporate technology and real-world applications to deepen mathematical understanding.

Instruction and Assessment

- Deliver daily lessons that actively engage students and promote mathematical reasoning and problem-solving skills.
- Use differentiated instruction to meet the needs of diverse learners and provide targeted support as needed.
- Administer a variety of assessments, including formative and summative evaluations, to measure student growth and understanding.
- Provide timely, constructive feedback to students and parents to support continuous improvement.

Professional Collaboration

- Participate in regular department and grade-level meetings to align instruction and share best practices.
- Collaborate with colleagues to integrate math with other disciplines through interdisciplinary projects.
- Actively contribute to the school community through participation in professional development and extracurricular activities.
- Work together with students and their families to support the success of all students.

Professional Growth

- Participate in professional development to stay current with best practices in math education.
- Actively engage in the professional learning community at CAG through informal and formal teams (ex. Department, Grade Level, and/or PLCs).

Advisory and Student Support

- Serve as an advisor or mentor to students, guiding their social-emotional and academic growth.
 - Provide one-on-one and small-group support to help students develop executive functioning and problem-solving skills.
 - Build strong relationships with students to foster a sense of belonging and motivation.
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SUPERVISION / CHILD SAFEGUARDING & PROTECTION

The American School of Guatemala promotes a safe and positive community and takes its obligation to protect all students with the utmost seriousness. All members of the school's professional community are responsible for the safety and well-being of every child. All faculty share responsibility for supervising P-12 students and ensuring a safe and productive learning environment at all times.

Background checks are required of all faculty and educational staff members in order to be employed by the school. Every six months of employment at the school, all employees are required to have on record a clearance certificate from the Guatemalan Public Ministry's sex offender registry. Additionally, all faculty members are required to engage in periodic training about best practices in child safeguarding and protection as well as safety and emergency response measures as established by the school.

Minimum Qualifications

- Bachelor's degree in Education, Mathematics, or a related field
- Teaching certification in Mathematics or equivalent qualifications
- Experience teaching Mathematics at the high school level

Preferred Qualifications

- Master's degree in Mathematics, Education, or a related field
- Experience teaching Common Core-aligned courses, particularly at the High School level
- At least two years of teaching experience in High School math
- Experience with Project-Based Learning, Standards-Based Grading, or interdisciplinary instruction
- Proficiency in using technology to support instruction and assessment
- 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.