



- Position Title:** Co-Director of College Counseling
Reports to: High School Principal
Collaborates with: General Director and Deputy Director
Director of Curriculum, Teaching and Learning
Chief Advancement Officer
Alumni Network Manager
Profile: Expatriate through Bucks County Association of Intercultural Advancement (BCO)
Calendar: Mid-July to mid-June for an initial period of two academic school years (2019-2020 and 2020-2021)
Teacher calendar: Mid-July to mid-June for an initial period of two academic school years (2019-2020 and 2020-2021) 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: All CAG teachers are responsible for advising and, as needed, one student club and/or activity.

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

A PreK-12th grade school, 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 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.

CAG is a member of a variety of professional educational organizations, including the Association of American Schools in Central America (AASCA), the Association of American Schools in South America (AASSA) and the National Association of Independent Schools (NAIS).

The school published a strategic plan in 2016 and is centered on the development of teaching and learning excellence, excellence in contribution back to Guatemala, facility excellence, excellence in the delivery of a cohesive and comprehensive value proposition and ongoing excellence in financial sustainability.

With enrollment of approximately 1,615 students, we focus on continuity in a PreK-12 one-school model, committed to student-centered learning and community connectedness, which are three focal points to accomplish the six strategic initiatives.

Overview of the High School

The CAG High School has over 460 students and 51 faculty members with a ratio of about 70% local Guatemalan hires and 30% expatriate hires. The majority of the High School students currently graduate with a US High School diploma and the Guatemalan Ministry of Education's *Bachillerato en Ciencias y Letras*. As shown in the CAG School Profile, 100% of graduates attend university and approximately 70% of the Senior class apply and are accepted to universities outside of Guatemala.

In recent school years, the CAG High School has focused its attention on the development of a project-based learning (PBL) program and dedicating faculty development hours towards the opportunities in teacher collaboration within the section. The High School currently offers approximately 13 Advanced Placement (AP) courses as enriched learning opportunities for students.

Aligned with school wide programming and the School's strategic plan, CAG has advanced student-centered purpose, one school development (P-12 alignment) and outreach with community partnerships. As such, the High School has also rolled out new initiatives this school year by implementing a new rotating student schedule in order to accommodate growing course offerings, electives and exploration programs. The high school is also in year one of rolling out a student advisory program. An additional goal of the strategic plan is the enhancement of the High School Section's scholarship program, currently known as the *Programa de Bachillerato Avanzado* (PBA), so that participants will benefit from the full scope of CAG's High School program during the full four years of the program.

Overview of the Position

The Co-Directors of College Counseling at CAG share overall responsibility for guiding the members of each year's graduating class (100 to 125 seniors) through the transition to post-secondary education. Though not all graduates go directly to college, parents, teachers, and the college counseling staff assume that each graduate will eventually study in a four-year institution of higher learning. Some transitions take a few years; the office helps graduates for as long as they need help.

DETAILS OF THE POSITION

- Work collaboratively with the counseling team, and the partner college counselor in the high school
- Prepare annual reports on the college admission process
- Organizes standardized testing for appropriate grades in the High School
- Attends curriculum and grade level meetings to support teacher understanding of college preparatory needs for CAG students
- Supports the high school faculty in writing their university recommendations

- Establishes and teaches the college counseling curriculum in small group sessions or full class meetings from August through May.
- Coordinates at least three parent events throughout the academic year: Senior Parents (August); Junior Parents (September/October); and Looking Ahead to College (for parents of students grades 6-10 in February). Additional parent events may be required (I.E: Korean University Parent Meeting)
- Meets with students individually throughout the school year to support their needs in preparing for the application process, throughout the application process, and preparing for the university experience.
- Writes letters of recommendation. S/he accomplishes most of this writing in the summer in order to be available to students, their families, and their advisors during the fall.
- Reviews, adjusts, and improves the college counseling program each year and oversees progress through the spring process of preparing a summer visit list.
- Advises on course selection and its consequences in the college selection process.
- Prepares regular newsletter articles and email communication with families.
- Coordinates with the English department to offer a college essay and application workshop in April/May of junior year or September senior year
- Presents workshop(s) on unique aspects of the university experience according to student needs, i.e, playing athletics at the university level.
- coordinates with Life Skills teacher(s) to present resume workshops/Naviance activities to grade 9 and 10 students.
- coordinates with PBA teacher(s) and local counselor(s) to guide PBA students in college search and application process (including offering resume workshops, instructions on how to identify best-fit colleges, and how to work with their language skills)
- Supports seniors to understand and decide among their financial aid packages in April.

Collaborates with college and university representatives:

- Visits college campuses to establish and maintain mutually beneficial relationships with college admission staffs. Counselor tours hosted by multiple, geographically-linked colleges are particularly useful. They usually take one week or ten days at various time of the year. The director participates in three or four such tours each year.
- Attends at least one international conference:
 - The National Association for College Admission Counseling conference, September.
 - The International Association for College Admission Counseling conference, July.

- CIS Tri-Regional Conference, October.
- CIS International Fair, November.
- Invites and receives more than 75 college visitors to campus each fall.
- Speaks on the phone with college representatives to discuss our applicants for the ‘early’ round in December and for the ‘regular’ round in March.

A successful candidate will demonstrate:

- A strong work ethic, excellent organizational skills, flexibility, ease and experience with computers, and a willingness to coordinate efforts with others will be important qualifications in the director of college counseling.
- Enthusiasm for teaching adolescents and working with parents of adolescents is also essential.
- Above all, the next director of college counseling must bring to this job abundant energy and a lifelong desire to learn.

SUPERVISORY RESPONSIBILITIES

All High School staff have some responsibility for supervising students and assisting in maintaining a safe environment at all times.

MINIMUM QUALIFICATIONS

- Master’s degree preferred and/or related degree in Education
- At least three years working in a school
- Experience as either a school counselor or college prep counseling

PREFERRED QUALIFICATIONS

- At least three years college prep counseling at the high school level.
- Bilingual (English/Spanish)
- Experience in a college admission office

Child Protection and 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 members of the community are responsible for the safety and well-being of every child. At the onset of employment and every six months, all employees and BCO Fellows assigned at the school are required to submit a police clearance certificates.



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 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 faculty member inspire an innovative mindset among students?</p> <p>An innovative CAG faculty member can be described as...</p>	<p>How does CAG faculty member encourage students to be dynamic learners, citizens, thinkers?</p> <p>A dynamic CAG faculty member is...</p>	<p>How do faculty members 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 • 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.