

Date Modified: November 8, 2018



Job Title: Dean of Learning Enrichment Center (LEC), administrative level position
Operating within: The Department of Curriculum, Teaching, and Learning (CTL)
Reports to: Director of Curriculum, Teaching, and Learning
Profile: Expatriate or locally-hired position
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: Academic Administration Schedule (Monday to Friday from 7 AM to 4 PM)

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 is 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) and the Association of American Schools in South America (AASSA).

The school published a strategic plan in 2016 and is centered on the development of teaching and learning excellence, faculty 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 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 early childhood and lays the foundation for a meaningful life and educational experience that extends throughout a child's life. Recognizing the uniqueness of each child, CAG values unique levels of support for students of varying abilities. As a result, the CAG Learning Enrichment Center is being developed.

The Dean of Learning Enrichment is a new position at CAG beginning in the 2019-2020 academic year. The Dean of Learning Enrichment leads, supervises, and coordinates the CAG Learning Enrichment Center with the ultimate goal of effectively teaching and supporting students with learning differences and potentials.

General Responsibilities

- Work closely with the CTL Director, develop foundational documentation and goals of the Learning Enrichment Center.
- Oversee the monitoring of and ensuring all support services at CAG, PreK-4 to 12.
- Understand the vital role of the variety of evaluation protocols and assessment at CAG and oversee the implementation of standardized assessments across the sections
- Effectively manage assessment data to drive decision making and support for differentiation
- Guide the Learning Support Services (LSS) Team and work closely with CTL Director to facilitate development and implementation of Learning Enrichment Center:
 - Overview of the center
 - Funding
 - Development of space
 - Foundational documentation
 - Scope of the center
 - Intervention services
 - Diagnostics
 - Data collection (and definition thereof) and survey of student feedback and needs
 - Mentorships
 - Global collaborations
 - Differentiation
 - Creation of meaningful experiences linked to the CAG Learner Profile.
 - Define which CAG employees will work within the Learning Center and the scope of those positions
- Work closely with section LS liaisons and counselors to facilitate growth towards schoolwide improvement goals.
- Collaborate with CTL Director and each section administrative and LS team to plan and participate in professional development opportunities, including finding and developing faculty experts.
- Develop professional goals within the CAG Faculty Reflection and Growth Framework, both personally and for the Learning Enrichment Center.
- Collaborate with the Central Administration (Deputy Director and CTL Director) in the recruiting and hiring practices for the Learning Enrichment Center.
- Support onboarding for Learning Enrichment staff for the 2020-2021+ school year.

- Formulate policies and procedures for new or revised programs and activities, including screening, placement, education and training of students.
- Evaluate the CAG Learning Enrichment programs in order to ensure that objectives for student education are met.
- Seek out opportunities for meaningful learning experiences at all levels for CAG students, including high performing students in all areas.
- Collaborate with the CAG Technical Director to interpret the Guatemalan Ministry of Education's (MINEDUC) laws, rules, and regulations to students, parents, and staff.
- Prepare budgets to create financial support for the programs.
- Prepare reports detailing the status of the LEC program.
- Administer achievement tests to measure student level of performance.
- Work closely with the CTL Director to oversee the section level CST Teams to meet the requirements of the Individuals with Differences in the least restrictive environment.
- Manage the day-to-day operation of all LEC support programs.
- Conduct management team meetings in order to plan and implement school policies/procedures and to set goals.
- Manage the resources for which he/she is responsible including personnel, finances, facilities, programs and time.
- Coordinate student placements with outside consultants.
- Ensure that accurate, measurable progress monitoring is completed for all student profiles (Narratives and Action Plans).
- Submit content and updates for the department web pages and/or family and faculty handbooks.
- Make formal and informal presentations to educators, administrators, parents and community.
- Participate in ongoing personal professional development.
- Actively lead the LEC team.
- Participate and consult on Admissions across the CAG sections.
- Uphold and promote the LSS team's fulfillment of the Core Values of a Professional Learning Community.

Parent Communication

- Establish systems and policies for effective communication with parents.
- Communicate program information to parents.
- Ensure that the child find process is explained to parents.
- Ensure that parents receive answers to their questions.
- Ensure that parents receive accurate explanation of the results of the child's screening/assessment.

Intake and Screening

- Review referrals and perform pre-assessment activities.
- Perform initial intake and screening of children by using screening tools and personal observations.
- Coordinate with CAG doctor and medical files.
- Refer for evaluation and /or reviews other options (i.e. not referring for evaluation, using existing reports, etc.) with parents.

Evaluation and Assessment

- Ensure that intake information is collected and elicits relevant additional information from parents and team members.
- Ensure that the team is adequately prepared for evaluation and assessment activities.
- Conduct observations in least restrictive environment as appropriate.
- Gather and review documentation specific to the child's developmental history.

CST Team

- Define a structure for Child Study Teams (CSTs) across all school sections.
- Provide guidance to the section lead in organizing and facilitating the CST's.
- Ensure that screening and assessment findings are reported to the team.
- Facilitate and ensure the development, review and evaluation of each child's individual profile.
- Ensure parental involvement in and creation of the student profile (Narrative and Action Plans).

Coordination of Services

- Facilitate/coordinate services across the three sections (ES, P-5; MS, 6-8; HS, 9-12).
- Identify services to be provided in subsequent years (including Speech, Occupational Therapy, etc).
- Identify staff who will work with students and the scope of the case load for each.
- Facilitate, coordinate, and monitor the timely delivery of available services.

Record Keeping, Profiles and Other Documentation

- Ensure that a complete profile; electronic and hard copy, is developed for each student.
- Document that children are served in least restrictive environments.
- Ensure that communication (i.e. personal contacts, e-mail. Letters, phone calls etc) are documented as they occur.
- Maintain documentation appropriate to procedural safeguards under MINEDUC and the CAG school policies.
- Ensure that screening summaries, evaluations and observations are documented.
- Provide information for, or completes data entry and electronic documentation tasks necessary to meet CST and department requirements.

Required Knowledge, Abilities and Skills:

- Working knowledge of child development, disabilities, family systems and special education methods.
- Ability to interact with a wide variety of people and all CAG community stakeholders.
- Ability to effectively communicate, orally and in writing.
- Ability to maintain composure in stressful situations.
- Ability to establish an effective rapport relationship with children, parents and staff.
- Ability to work collaboratively as a member of the CST team.
- Special Education procedures, policies and regulations.
- Methods, practices, terminology and procedures used in Special Education.
- Principles of training and providing work direction.

- Ability to search for professional development opportunities and devote time to attending.
- Ability to articulate and move LEC team towards a shared vision.
- Experience with staff supervision/evaluation.
- Proficiency in technologies needed to perform duties.

Minimum Qualifications

- Master's degree preferred and/or related degree in Education and appropriate coursework in content area to be taught OR a degree in the Special Education or Dual Language Acquisition.
- At least five years of teaching experience, preferably in learning support or special education.
- Able to interpret psycho educational assessments.

Preferred Qualifications

- Master's degree or higher in Special Education, Psychology, and/or Language Acquisition.
- Experience working in a variety of school environments (both in the US and internationally) with English Language Learners.
- Experience in an administrative or school leadership position.
- Experience with building programs, as well as financial and facilities planning.
- Bilingual (English/Spanish).

CORE VALUES OF CAG'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.

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

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.