



- Position Title:** High School Principal, Grades 9-12
- Reports to:** General Director
- Collaborates with:** Deputy Director  
Director of Curriculum and Learning
- Member of Profile:** Educational Leadership Team (ELT), CAG Principals Group  
Expatriate through Bucks County Association of Intercultural Advancement (BCO)
- Calendar:** Mid-July to mid-June for an initial period of three academic school years (2019-2020, 2020-2021 and 2021-2022) with the possibility of subsequent one or two-year renewal
- Schedule:** Academic Administration Schedule (Monday to Friday from 7 AM to 5 PM with some weekend responsibilities throughout the year)
- High School Leadership Team:**
- High School Principal
  - High School Assistant Principal (expatriate); reports to the HS Principal
  - High School Dean of Students (local); reports to the HS Principal

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

A PreK-12<sup>th</sup> 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). CAG students participate in a range of activities hosted by AASCA, including sports competitions, arts showcases and Knowledge Bowl.

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.

### **About the CAG High School in the Greater Context of CAG**

The High School Principal supervises a section comprised of

- 460 students (50 Students on Full Scholarship as part of our merit/need based PBA program)
- Approximately 51 Faculty
- High School Assistant Principal
- High School Dean of Students
- 2 Guidance Counselors
- 2 Co-Directors of College Guidance
- 1 ESL Teacher

### **The High School Principal Collaborates and works in alignment with the**

- The Educational Leadership Team (ELT), led by Central Leadership (General Director; Deputy Director; Director of Curriculum, Teaching and Learning; the Chief Advancement Officer and the Chief Operating Officer)
- PreK-12 Athletic Director
- PreK-12 Dean of Student Life
- Lower School Principal
- Middle School Principal
- Office of Curriculum, Teaching, and Learning (CTL)
- *Petit Comité* (Assistant Principals group)
- Education Committee (Board Committee led by CTL Director)
- Crisis Management Team (CMT)

### **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.

Finally, the faculty throughout the school have started to move through a reflection and growth program which includes student survey and evaluation tools. This is imperative work to continue, especially as we continue to shape the faculty profile, define FTE in High School and work to identify department leaders.

### **Challenges and Opportunities**

- The High School Principal will value the school and its traditions and will advance these traditions into the life of the school - creating milestones, rituals and rites of passage, and programs that all CAG families will look forward to in building upon the traditions that are shared with the Lower and Middle Schools, (working to bridge the sections with programs, traditions and ceremonies where appropriate).
- Student-centered leadership: we seek a leader to join us who can make a large CAG community and larger legacy connection feel small and personal, advancing a sense of nurturing and embracing the learning environment for all students.
- Induction of new students to the section with careful planning focused on deliberate student-centered approaches. These induction plans should include family orientations as well.
- Keeping an open-door policy in listening, counseling, and interacting with the parent community will be important for the next High School Principal.
- CAG students are earnest and hard working. They are good people who understand, appreciate, and help to shape the needs and values of the school as a whole. They have a love for teachers and advisers and look up to and respect the adults in their lives and are proud to be a part of the CAG legacy. This not only should continue, but needs to be harnessed. Students and teachers need more opportunities to work and collaborate together.
- It will be important for the next High School Principal to be present and visible in the day-to-day life of CAG students, perhaps even teaching a class or being involved as an advisor, coach, or in some other way.
- The CAG faculty are proud teachers, advisers and coaches. They value the students and the rigor of an excellent curriculum. They will continue to need exposure to professional development, ideas from other progressive schools, exposure to innovation, and need support in understanding how to harness flexibility in scheduling.

- The next High School Principal should continue the work to engage the teachers in intellectual contribution to the academic life of the school and to model for the faculty the role of teacher-adviser-coach as is seen in all excellent independent schools. This means the High School Principal should be visible and supportive among the ranks of the faculty and perceived as the academic leader and visionary of the section.
- The High School Principal should be organized, a strong communicator, empathetic, and a visionary for what defines an excellent high school. It is also important for the High School Principal to lead in ways that are inspirational for parents, students and faculty.
- The High School Principal should understand the role of the strategic plan, the School's vision projects and the importance of strategic and visionary leadership in the role of defining section wide goals. . . and how these goals play a role in supporting the goals of the Assistant Principal, the Dean of Students, and the Faculty in the section.
- The High School Principal is an ethical leader who holds high expectations for the potential of the High School.
- The High School Principal is well-versed in cutting edge international and independent school education and best practice.

### **General Responsibilities**

- The High School Principal is responsible for the academic course of study, student life programs, and supervision of students and faculty in the High School.
- The HS Principal is directly involved with student concerns and academic progress and has direct responsibility for the supervision of High School leaders, teachers, and support staff in his/her area.
- The HS Principal is also responsible in collaborating with members of the Central Leadership Team (Deputy Director, Director CTL, Chief Advancement Director, Chief Operating Officer and the General Director) in supervising enrollment management plans specific for the High School, and our scholarship programs, managing budgets and recommending renewal, hiring and onboarding plans for faculty based on the school's Faculty Reflection and Growth Framework and Observation Cycle.
- The HS Principal serves as a member of the ELT, led by the General Director, and reports to the General Director.

### **Specific Responsibilities**

- To maintain congruence between the school's mission and vision and all activities of the High School (one-school alignment).

- To act as the academic leader of the High School and be responsible for its day-to-day operations of the section, directing the activities and members of the section's staff and faculty in ways that support school culture, strategic goals, and budget parameters in responsible ways.
- To serve as the chief articulator and advocate for the section's academic program, school culture and behavioral guidelines, and student life activities to ensure that all stakeholders are fully informed.
- To observe, supervise, and evaluate the faculty in meeting and embodying the standards of teaching excellence and professionalism as expressed in the school's Core Values of a Professional Learning Community and Faculty Reflection and Growth Framework. To supervise the instructional process, and to review and evaluate the articulation of the programs.
- To support the development of a learning environment that models the Core Values of the school, that respects the traditions of independent and international schooling and to nurture a professional and student culture in which teaching and learning can take place efficiently and effectively
- To enhance a school climate which is supportive and which reflects high morale and ethics across all stakeholders.
- To uphold and promote the fulfillment of the school's policies.
- To be aware of the educational, physical, social, and psychological needs of the members of our school community and to develop plans for meeting these needs.
- To establish an atmosphere of mutual respect and inclusion among all stakeholders.
- With the CTL, to support the activities of the Professional Learning Teams (PLTs), the Curriculum Liaisons, and faculty committees as they relate to the High School.
- To support the College Counseling team's endeavors to promote opportunities for students and parents aligned with their aspirations for university education.
- With the Dean of Student Activities and Athletic Director, to support the sponsors of various student organizations, activities and athletic teams as well as the service learning program.
- To make recommendations to the General Director, Deputy Director, and Director of CTL regarding the hiring, renewal and placement of faculty.
- To conduct regular meetings with faculty which will deal both with routine school matters and with the stimulating exchange of ideas on issues of educational/philosophical interest and concern.
- To support the Dean of Student Life and the coordination of the co-curricular and extra-curricular activity programs of the school incorporating service learning and internship opportunities.
- To assist in the planning and the presentation of school assemblies and programs.
- To assist in maintaining a comprehensive calendar of school events.
- To keep the entire school community informed of various school programs and activities specific to the high school (communicating to the ELT and working with the communications officer).
- Working with the School's Technical Director, to provide for the academic guidance of students for both program diplomas and to maintain complete academic records on all students.
- To oversee the grading and the reporting of standards and methods used by teachers in measuring student achievement.
- To be responsible for sustaining guidelines for proper student conduct and dress.
- To maintain student discipline consistent with school policies.
- As needed, to co-chaperone students on international trips, such as AASCA events.
- To monitor students' adherence to established school rules.

- To attract thought leaders and speakers to model for our students the proper choices they should make.
- To be responsible for the supervision of accurate records of student achievement, attendance and citizenship.
- To be a visible presence in all areas of the school and to work toward a resolution of all problems—both routine and unique—as they arise, to keep the General Director informed of the general programs, activities, challenges, and opportunities of the school.
- To assist in the admission process for the testing, interviewing, and evaluating of applicants for enrollment (domestic and international) and advocate for the students to fit the profile of the CAG student.
- To establish an enrollment management plan that advances the message as it relates to the ‘CAG advantage’ (value proposition), making sure there is a healthy balance of incoming 9th graders (re-enrolled combined with new students) that will enhance the school’s reputation for academic excellence, student service and leadership and complement the many athletic and extra-curricular programs on campus (performing arts, music, art, robotics, student government, etc.).
- To guide the process in preparing a master school class schedule (monitoring the process of the registrar) and to assign teachers and students to classes and other obligations.
- To serve as a consultant to teachers in matters of classroom management, teaching methods, and general school procedures.
- To represent the school in local and regional organizations, such as AASCA, and participate in their annual meetings.
- To support the school and its leadership, including actively contributing to the school’s re-accreditation and strategic planning process.
- To perform other duties as assigned by the General Director.

### **Important Qualities We Seek in Candidates**

The next High School Principal will have leadership experience, especially in high school administrative roles such as High School Principal, Assistant High School Principal, Dean of Students, or Department Chair.

The candidate will demonstrate substantial experience in teaching and passion for the improvement of all programs, but especially in the academic life of the section.

The next High School Principal will be an energetic visionary who effectively communicates vision. Preferably, the new Principal will speak at least basic Spanish. By knowing our competitors, he/she will work to innovate the High School program, support the advancement of student electives and new graduation recognitions, while work to respect the school’s tradition of academic excellence, support the evaluation of faculty, develop and execute plans for new and innovative programs, build relationships with parents and key stakeholders, advance the sections achievements and hallmark programs within the broader CAG community, and advance the co-curricular and extra-curricular programs to support the goals of the 2016 strategic plan.

## **Academic**

- Provide intellectual and educational leadership to faculty and students through formal discussions and casual conversations.
- Demonstrate experience as a teacher, and master teacher, to model best educational practices.
- Understand and appreciate the delicate balance between tradition and innovation in the curriculum and teaching, and between educational theories and proven practices.
- Communicate warmly, sincerely and empathetically with families in the community and be the leader in championing a CAG education for young adults.
- Connect with young people and their interests and ensure the High School balances the value of tradition while evolves and grows to keep relevant in keeping students interested and intrigued to participate in and contribute to school life.
- Inspire new ideas while model a respect for the school history.
- Demonstrate a working knowledge of educational theory and practice.
- Offer experience in supporting and evaluating teachers as well as proposing relevant professional development.
- Understand and show commitment to the most effective use of technology in teaching and learning, creating new concepts within academic subjects to support classroom instruction. Demonstrate passion and knowledge in own academic discipline.
- Model the qualities of an outstanding advisor, serving as the section's lead advisor for students, faculty, and parents.
- Facilitate strategic plan initiatives so the teaching community embraces the goals of the school for the enhancement of curriculum and programs.
- Champion students' university aspirations and support opportunities for students and parents to pursue those goals.

## **Administrative**

- Demonstrate excellent communication and organizational skills.
- Establish a culture and demeanor that invites confidence and conversation.
- Remain visible to students, faculty, and parents.
- Balance long-range vision and creative problem-solving with managerial detail.
- Understand consultative, visible and decisive decision-making processes.
- Make decisions and complete projects within a reasonable time.
- Approach difficult conversations with context, transparency and respect.
- Balance autonomy and authority without transparency and expertise.
- Organize carefully and gracefully many responsibilities and solve problems thoughtfully.
- Articulate eloquently and with confidence the mission of the school and the educational purpose and direction of the High School and the CAG community.
- Possess and demonstrate a keen intellect, while also being grounded and down-to-earth.
- Model the use of technology to advance curriculum and mission.
- Coach and assess faculty in guiding them to be successful in meeting professional development goals.

## **Personal**

- Project warmth, approachability, and engagement with the school community
- Willing to make a commitment to CAG and living in Guatemala
- Be a self-aware, self-reflective persona and leader.
- Show resiliency and a sense of humor.
- Exude confident leadership skills and decisive decision-making skills.
- Model empathy for faculty and for students so that proper context is provided for all members of the community to be successful.
- Appreciate and respect the larger community of Guatemala City.

## **Credentials and Experience Required of Candidates**

The candidate should hold an advanced degree in an academic discipline, education, leadership or a related field and have substantial experience in leadership roles, ideally in international and/or independent schools.

## **Application**

- Cover letter explaining his or her qualifications for becoming the next High School Principal at CAG.
- Current resume.
- Brief personal statement/philosophy (no more than 2 pages) that includes the candidate's thoughts on the essential components of High School and academic leadership in the 21st century.
- At least two letters of recommendation and the names, e-mail addresses, and telephone numbers of three professional references

## **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.

## **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.

### 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>  | <b>Innovative</b>   | <b>Dynamic</b>   | <b>Actively Engaged</b>   | <b>Service Driven</b>   |
|---|---|--|---|---|
| <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 <b>values oriented</b> is...</p>  | <p>How does a faculty member inspire an innovative mindset among students?</p> <p>An <b>innovative</b> 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 <b>dynamic</b> 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 <b>actively engaged</b> is....</p>  | <p>A faculty member who models a service driven perspective for students is...</p> <p>A <b>service driven</b> CAG faculty member is...</p>  |
| <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>• 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> |