



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



Job Title: Middle School Math Teacher
Reports to: Middle School Principal
Job Schedule: BCO or Locally-hired Position, Two academic years
Monday-Friday 7:25am-4pm
Course runs on a trimester schedule (one grade level per trimester)
with expectations of periodic evenings and events
Other Expectations: All CAG teachers are responsible for advising and one student club
and/or activity.

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 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 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.

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. As such, the seventh-grade mathematics teacher works as a collaborative member of the middle school to implement Common Core Math Standards, as well as with the P-12 Math departments to align the Mathematics learning experience across the school. This course builds on the foundational math skills from elementary and sixth grade in preparation for the eighth-grade math program and the rigors and demands of the CAG high school math program. CAG Middle School follows the philosophy of the National Middle School Association and believe that Middle School students have special and unique needs that need to be addressed by teachers that fully understand this stage on the life of young adolescents. Teachers work in grade level teams and promote communication among the members of the teams as well as subject integration.

The CAG seventh-grade math instructor should have experience with Common Core standards and be equipped to teach a competitive math class that provides students with the opportunities to develop proficiency in the Real Number System, Operations of Rational Numbers, Algebraic Expressions, Equations, Inequalities, Geometry: Angle Properties and Straight Lines, Geometric Construction, Statistics and Probability.

DETAILS OF THE POSITION

A successful candidate will:

- Possess a Math endorsement and have experience teaching mathematics at the middle or high school level.
- Collaborate constructively on a grade level team (planning, development of interdisciplinary work, following student progress, etc) and with a grade level teaching partner.
- Collaborate with Middle School Faculty to integrate project based learning opportunities and find meaningful ways to integrate relevant cross curriculum teaching to support Mathematics learning.
- Develop curriculum with curriculum leaders and P12 Math faculty to achieve alignment throughout the school.
- Support the development of prerequisites that will prepare students to be successful at the eighth-grade level and into high school.
- Support math achievement among all seventh graders at the highest level of standards.
- Effectively use technology to support instruction and assessment, while also explore opportunities for virtual learning.
- Model academic excellence for students by holding self and students highly accountable to achieve excellence.
- Engage students actively and positively in classroom discussions and work to inspire students through teaching and learning.
- Actively engage in student life activities outside of assigned course schedule.
- Communicate student progress and engagement with confidence and consistency.
- Develop appropriate and unique forms of assessment to demonstrate curriculum breadth and student achievement.
- Implement the Common Core Math Standards with rigor, purpose, and planning.
- Develop professional goals with the CAG Faculty Reflection and Growth Framework.

SUPERVISORY RESPONSIBILITIES

All middle 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 and appropriate coursework in content area to be taught OR a degree in Mathematics with Teacher Certification
- Experience teaching Mathematics at the middle or high school levels

PREFERRED QUALIFICATIONS

- Experience teaching Common Core middle school level.
- At least three years of Math teaching experience at the middle school level.
- Experience with Project Based Teaching and Learning/Integration and Collaboration
- Bilingual (English/Spanish)
- Experience with advisory programs and advising middle school clubs