

Leadership Search



The **American**
School of Madrid

Upper School Director The American School of Madrid

Madrid, Spain

Application Deadline: October 14, 2019

Start Date: August 1, 2020

ISS is pleased to conduct this full search.

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Introduction

The American School of Madrid (ASM) is a private, independent, not-for-profit co-educational day school for children in grades pre-k (age 3) through 12 (age 17/18). ASM enjoys a very strong international reputation as a premier American school with high academic standards, a commitment to professional development, a thoughtful and innovative approach to instruction, and a warm and supportive school community. Currently, the school enrolls approximately 990 students from over 50 countries around the world. Founded in 1961, the school aims to provide students with an outstanding college-preparatory education. Today, ASM offers the U.S. high school curriculum, the International Baccalaureate as well as preparing students to meet the requirements to attend



Spanish universities. The Lower School (pre-k age 3 to grade five) curriculum provides students with a strong foundation in language arts, mathematics, social studies, Spanish, and a hands-on, inquiry based- science program. Learner support teachers are teamed with grade levels to support differentiation and the accommodation of minor learning difficulties and disabilities. Additional support is provided by interns, many of whom are young, qualified teachers, in a co-teaching arrangement with classroom teachers and grade level teams. Specialists provide instruction in art, music, physical education, STEM integration, library science, and Spanish.

ASM is fully accredited by the Middle States Association of Schools and Colleges. The School's present accreditation by Middle States expires in 2022. ASM went through the period of preparation and self- study leading to the development of new strategic objectives during the 2014-15 school year. The school developed student learning goals in the areas of reading and math as well as a global citizenship goal that focuses on the diversity, environmental stewardship, and service learning.

Mission and Learning Beliefs

Mission

"The American School of Madrid, founded in 1961, is a private, non-profit, American college-preparatory educational organization offering the traditional U.S. high school diploma, the International Baccalaureate, and Spanish Ministry of Education requirements for university. The School has as its primary responsibility the recognition and development of the intellectual ability of its students. The School also recognizes its responsibility to attend to the emotional, moral, physical, and social needs of its students. The principal objective of ASM is to provide an elementary and secondary education program in Madrid consistent with that of the best American international schools in the United States and abroad. It makes possible the acquisition of knowledge, skills, attitudes, and behavior that will prepare its students to be critical and concerned members of a changing society, aware of their responsibilities to themselves, to others, and to future generations."

In addition, and to complement the School's Mission, ASM developed a set of Learning Beliefs. During the 2016-17 and 2017-18 school years ASM set about to engage the ASM community in the development of a set of learning beliefs to help guide us and inform our decision-making process.

Interactive sessions, called Voices to Vision, were held with ASM parents, students, and staff between April 2017 and October 2018. The sessions were structured to allow active participation, provide opportunities for discussion and reflection, and to gather data on the characteristics of important learning from different members of the ASM community.

Learning Beliefs

Important Learning:

- Should be purposeful and relevant.
- Involves real world experiences, risk and failure, self-reflection, and choice.
- Is a continuous process.
- Requires pushing through challenges and perceived limits.
- Is facilitated by skillful, caring teachers.
- Requires students to actively own their own learning.
- Takes place within a positive, supportive school community.
- Is supported by perseverance, problem solving, self-reflection, time management, empathy, and collaboration.
- Requires creativity by teachers and students.

The School

American School of Madrid Overview

There are an increasing number of international schools and schools that offer a program in or with English language. What sets ASM apart is both its history and its clear sense of itself as an American School first. ASM was founded in the early 1960s by the then US Ambassador and other American business leaders who saw the need and opportunity for an American school in Spain. They had the foresight to purchase property well outside the city and design a school for the future. The location, on the far side of La Casa de Campo (the King's old hunting grounds), was a set of sleepy villages and sheep farms. It is now one of the premier residential areas around Madrid and in Spain. The founders also established ASM to be governed by a self-perpetuating Board of Trustees, the majority of whom must be Americans and developed what they called the "magic mix" for enrolment, one third Spanish, one third international and one third American. The ethos of being future oriented, American based, and diverse has been preserved and carried forward making ASM the dynamic, stable, and successful school it is today.



Upper School Overview

The Upper School at ASM has 344 students in grades 9-12 class size maximum is 25. The day is arranged in an A/B Day Block Schedule with 80-minute blocks. An alternative “flex-day” schedule allows for a 35-minute advisory period once a week and/or for special presentations.



Upper School Profile

The Upper School academic program is extremely rigorous and well-rounded. The ASM Upper School program is able to meet the range of talents and interests of our diverse student body by offering diversity in subjects and levels. The Upper School Program culminates in a US high school diploma for all students with the additional options of the International Baccalaureate Diploma Program or the Spanish *Programa Oficial*. Online opportunities may be available as a further option once the student has completed the highest level of the regularly scheduled academic offerings.

List of minimum requirements for graduation from The American School of Madrid:

English	4
Social Studies	3
Math	3
Science	3
Foreign Language	2
Physical Education/Health	2
Visual or Performing Art	1
Computer Technology	$\frac{2}{3}$ *
Electives	6*

**One of these elective credits must be from the following list: mathematics, social studies, or science.*

- All students must take Spanish through grade 11.
- Two consecutive years minimum in a modern foreign language.
- The computer technology requirement can be met with a variety of classes including Robotics, ITGS, Digital Arts, Digital Animation, Video Art, Digital Photography, and Filmmaking.
- Any course taken beyond the number of units required in a given subject area is regarded as an elective in that subject area.

All students are encouraged to take 4 years of mathematics and science, history and foreign language. The Upper School curriculum provides sufficient flexibility so that students may tailor their program to meet their needs and interests with specialized elective courses and advanced courses in each department. Students entering Grade 9 in September 2020 will be required to obtain a total of 26 credits (an additional elective, as well as rounding out the technology requirement to a full credit).

Curriculum/Academic Program

The Upper School Program at ASM is composed of a four-year curriculum designed to meet the requirements for entrance to American colleges and universities and other institutions of higher learning in Spain, Europe and around the world.

It is the purpose of the Upper School is to give students a rigorous and well-rounded education across disciplines with a particular focus on developing 21st Century skills and competencies that will enable them to adapt to an unpredictable future with confidence and compassion. The Upper School program considers of equal importance both academic and social-emotional preparedness that is required of successful, responsible and ethical future adults.

In addition to having the longest-tenured American diploma curriculum in Madrid, ASM also offers the International Baccalaureate Program and the Spanish *Programa Oficial*. We encourage students to create an academic schedule that is both rigorous and consistent with curricular interests in preparation for post-secondary study. Students are given a breadth of opportunities representative of the varied lifestyles, values and customs that surround us, including the traditions of our host country, Spain.



Students

The Upper School student body is highly diverse. The Upper School enrolment follows the same guidelines as the rest of the school and reflects the “Magic Mix”; one third Spanish, one third international, and one third of United States citizens. There is a significant number of “Golden Oldies”, students who have been at ASM since they were in Pre-K, in each graduating class. There is about 20% turnover in the student population with families on shorter term assignment or posting to Madrid. There is also a mix of corporate sponsored families and privately paying families. The result is a dynamic and healthy mix of perspectives, experience, and contexts.

Facilities

The Middle School (Grades 6-8) and Upper School (Grades 9-12) currently occupy three connected buildings. The facilities for Upper and Middle School students include a state-of-the-art Learning Commons, newly constructed science center and gymnasium, as well as a beautiful center for the arts. A new, separate, Middle School is under construction and scheduled to open in August of 2020. When the new Middle School opens, the Upper School will inherit a significant number of teaching spaces.

The Lower School is in a single two-story building. Early childhood classes for 3 and 4-year olds (one class of Kinder-1 and two classes of Kinder-2) are full-day programs. The Lower School building includes three classrooms of each grade in Kinder – 3 through grade 5. The Lower School facilities include a full gymnasium, a newly constructed science lab, a Learning Commons, and art and music rooms.

In 2016, ASM developed a new Master Plan for facilities. The school engaged Flansburg Architects to work with the community to develop a long-range plan to support learning for and in the future. As part of this process the school began a series of World Café style conversations about important learning and the contexts and resources that make that learning possible. With the Board of Trustees and the ASM community the ASM Leadership Team created a set of beliefs about learning to use as a strategic guide to create a unique, connected, and integrated learning environment. ASM is currently in Phase 2 of the five-phase plan. Phase 1 saw the development of a new multi-purpose sports field and an Athletics Annex. Phase 2, currently underway, is the construction of a new, purpose-built, Middle School. Phase 3 will be a renovation and expansion of the existing Lower School and Phase 4 will be a comprehensive renovation of the Upper School.



Professional Learning

ASM has developed a strategic focus on in-depth, job-embedded PD opportunities with outside consultants and experts. These opportunities along with Professional Learning Communities, collaborative planning, and working with ASM coaching staff form the majority of our Professional Growth and Learning Program. In addition, we recognize the value of and need for individual learning and growth opportunities and provide the opportunity for staff members to apply for individual professional development. These opportunities are subject to the approval of the Educational Leadership Team and must be an integral component of a teacher's learning and growth plan.

ASM has developed a unique collaboration with four other international schools in Spain. The four schools share the costs of consultants and/or teacher leader facilitators and take turns hosting professional learning workshops in areas of mutual interest. These workshops are also opportunities for staff members to share expertise and gain leadership experience.

Faculty

ASM has a highly experienced faculty, about three quarters of whom hold advanced degrees. Turnover is relatively low for an international school with about 10% turnover in the last few years. ASM has increased staffing levels in the last few years in part to keep pace with enrolment (about 100 students have been added in the last 4 years). ASM has also added staff to increase Learning Support, Social and Emotional Learning, College Counseling, Instructional Coaches, and to increase student choice in Upper and Middle school.

Administration

The Upper School Director is supported by a team consisting of the Social and Emotional Counselor, two College Counselors, the IB Coordinator, and the Learning Support Teacher. The Upper School Office has a full-time secretary as well as a secretary for the College Counselors. The IB Coordinator also has a secretary.

Accreditation, Associations & Memberships

ASM is accredited by the Middle States Association of Schools and Colleges and is a member of the Mediterranean Association of International Schools (MAIS).

Governance

ASM is governed by a 12-member, self-perpetuating, Board of Trustees.



Academic Calendar

ASM typically develops a calendar with 176 +/- student days and 182-185 teacher days. The first day for students is generally in early September and the last day is in the third week in June. The calendar includes two teacher/parent conference days.

Technology

ASM has a well-developed 1:1 program. Students in the Upper School bring their own devices or can rent a laptop from the school at a nominal cost. The school is fully Wi-Fi. Tech integration is supported by a 4-person Tech team and the Upper school Tech integration teacher. The Upper School has a tech requirement for graduation. Currently there are several art classes as well as Robotics and Computer Science which meet the requirement; Digital Art, Digital Animation, Video Art, Digital Photography, and new this year, Filmmaking.

Athletics & After School Activities

Beginning in October and continuing throughout the year, ASM offers numerous after-school activities and sports for students. In the Upper School, many of these activities are student initiated and take the form of clubs with a faculty sponsor. Student clubs include Global Citizens, Gay Straight Alliance and Endangered Animals. Others, such as Model United Nations, are more structured



Most activities are paid for by the school, but some are sponsored by private teachers such as music lessons. There is a 5:15 pm bus available for those who normally ride the bus.

The ASM Athletics program includes competitive teams who compete in local leagues. Sports include football (soccer), volleyball, gymnastics, and basketball, golf, and cheer. Varsity and Junior Varsity teams travel to play in regional tournaments with other international schools.

Fast Facts

Year Established:	1961
Accreditation Agency:	MSA
Total Enrollment:	990
Early Years School Enrollment:	60
Lower School Enrollment:	366
Middle School Enrollment:	227
Upper School Enrollment:	344
Nationalities:	50-60
Percentage of Annual Student Turnover:	15 - 20%
Percentage of Annual Faculty Turnover:	+/- 10%
Student/Teacher Ratio:	8:1 (only teaching staff)
Average % Home Country Nationals:	30%
Tuition (2018-2019):	€17.000 (average)
Operating Budget:	€14 Million
Number of Faculty:	134
Number of Executive Board:	12

Position Overview

The Position

The Upper School Director has overall responsibility for the planning and day-to-day administration of the educational and co-curricular program in the Upper School. The Upper School Director reports to the Head of School and is a key member of the ASM Educational Leadership Team. In collaboration with the Upper School Leadership Team they will provide leadership to ensure an excellent, well-managed educational program. They will achieve this through routine management of the school in accordance with the policies and directions set by the Board of Trustees and Head of School. Primary responsibilities include long term and short-range curricular assessment and planning, teacher supervision and evaluation, student care and discipline, communication with the school community and budgeting and facilities management.

Duties & Responsibilities

The Upper School Director is a key member of the ASM Educational Leadership Team. S/he supervises and evaluates the Upper School staff, develops the Upper School budget, implements the ASM Strategic Goals in the Upper School, and creates both a separate identity as a high school and a real sense of K-12 unity, with consistency and coherence. The Upper School Director works in collaboration with the Upper School Leadership Team to review curriculum, track student learning, and reflect on program development and implementation. The Upper School Director is engaged and connected on a day-to-day basis with what is happening in classrooms and, with the Upper School Leadership Team, develops the focus of Professional Learning in the Upper School.

Academic & Professional Qualifications

The ideal Upper School Director will be strong at building trust, with a focus on effective teaching and learning practice in a way that feels supportive and caring while not sacrificing a realistic and knowledgeable perspective. S/he is a strong team player, who can collaborate with teacher teams and with the school's leadership team. S/he will bring skills, experience, and a fresh perspective to the different groups and is someone who has and can model the practices and structures invested in the Upper School. The Upper Schools Director is responsible for:

- Maintaining the focus on openness of practice, collaboration, and professional learning;
- Ongoing instructional initiatives in the implementation of Standards Based Grading, service learning, inquiry and project-based learning;
- Continuing initiatives to help promote a healthier, more balanced workplace such as bringing reflection, appreciation, mindfulness and play into faculty meetings;
- Implementation of a learning and growth focused supervision model of goal setting, review, peer coaching, and classroom observation and feedback using the Danielson Framework;
- A culture focused on teambuilding, collaboration and professional learning;
- Implementation of an integrated math with the 6-12 math department;
- Development of an effective and meaningful advisory program in the Upper School;
- Continuing the development of the Upper School Team (IB Coordinator, Counselors, and Learning Support) to support social-emotional-discipline-learning needs of our students as well as career and university guidance and the IB program;
- Working with the parent community toward openness, transparency, and partnership;
- Continuing initiatives in the direction of more inquiry-based integrated learning opportunities;
- Communicating change and program development effectively with parents;
- Managing implementation so all stakeholders are aware and understand the direction and rationale;
- Using data effectively to explain and refine programs;
- Balancing innovation and focused implementation;
- Results oriented.

Qualities and attributes of the successful candidate include:

- An advanced degree in education;
- Excellent proven leadership and administration skills gained in an educational environment;
- Outstanding ability to develop and implement a clear vision for the continuous improvement of the Upper School Program, motivating, inspiring and challenging students, faculty, staff and the parent community;
- Experience in an international school setting and proficiency in Spanish preferred;
- Cross cultural openness and understanding;
- A model for ethical action and decision making;
- An ability to set high standards of academic excellence and establish a constructive and dynamic work ethic among faculty, and
 - Previous teaching experience at the High School level; recognized as a master teacher
 - Experience and knowledge of recent research in education particularly in instructional leadership in the core curriculum: language arts, mathematics, science, and social studies;
 - Ability to lead change initiatives effectively and to communicate educational changes to the community in a way that inspires and connects them with the school's vision and direction;
 - Strong team-building skills with exceptional interpersonal and communication skills that will enhance the collaboration and partnership between faculty, staff, parents and the wider ASM community;
 - Experience in effectively integrating meaningful service learning and global citizenship initiatives into the Upper School curriculum.

Salary & Benefits

The initial contract will be three years with an option to extend. The contract is renewable at the discretion of the Head of School. Salary and benefits for this post are competitive and will be commensurate with the responsibilities of this prestigious position.

Application Instructions

Effective Date: August 1, 2020

Application Deadline: Monday, October 14, 2019

ISS Vice President Administrative Searches & Governance Services, Dr. Beth Pfannl, will serve as the lead consultant for The American School of Madrid Upper School Director search. She will be assisted by Ms. Ashley Wotowey and other members of the ISS staff.

Please send a formal letter of interest (cover letter) specific to this position no longer than two pages, along with your CV both in PDF format to bpfannl@iss.edu and copy awotowey@iss.edu. You will be contacted by Ashley Wotowey regarding the next steps to follow for consideration.

Applicants are asked to submit their letter of interest and CV and complete all necessary application steps as early as possible, as ISS and ASM reserve the right to close the selection process at any time if an ideal candidate is found.