Singapore American School (SAS) is committed to providing each student with an exemplary American education. Central to that work are our six "Institutional Commitments". We are seeking faculty and staff who subscribe to these ideals and who wish to collaborate, innovate, and make a positive difference within the SAS community. Our Institutional Commitments are:

1) Healthy Organizational Culture - culture is comprised of the shared values and beliefs and is reflective of the collective personality of a school. Culture takes many years to evolve and informs how employees work together. Climate is based on perceptions and reflects the morale of a group. If culture is the personality, then climate represents the school's attitude.

- Commitment to the SAS strategic direction: Employees know and are committed to the school's strategic direction
- Lifelong learning: Employees model their belief that the pursuit of knowledge can have a positive impact on the world around them
- Interpersonal relationships: Employees build strong interpersonal relationships by acting responsibly and with integrity
- Respect and diversity: Employees maintain an open mind while seeking to understand the world view and perspectives of others
- Collaboration: Employees work with others to further the overall goals and vision of the school

2) Professional Learning Communities
- Focus on learning: All of our students learn at high levels, developing a passion for and commitment to learning.
- Focus on collaboration and collective responsibility for all students: Faculty members work collaboratively to ensure that all students learn at high levels.
- Focus on evidence of student learning: PLCs focus on evidence of student learning to assess effectiveness in ensuring all of our students learn at high levels.
- Structures to support Professional Learning Community (PLC) collaboration: PLCs utilize established supports to ensure they are having a positive impact on student learning.

3) Integration of Technology
- Personalized digital age learning experiences: Educators facilitate learning with technology to support the DSLOs. Educators design, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- Digital citizenship and responsibility: Educators guide and inspire students to positively contribute to and responsibly participate in the global community, through the use of technology.

4) Common Guaranteed, Viable Curriculum

- SAS Learning Framework: SAS learning process and curriculum (DSLOs, competencies, standards, learning progressions, learning targets) drive the development of common units
- Inquiry-driven, culturally responsive, and relevant: Units are culturally responsive, provide opportunities for inquiry and result in application and transfer of learning.
- Focused on embedded performance assessments: Unit design incorporates ongoing formative assessments that build toward the completion of challenging, competency-based summative performance tasks.
- Well-scaffolded for student agency: Units are well-scaffolded and provided opportunities for student voice and choice.

5) High Impact Instruction

- Student Relationships: The teacher fosters and manages a safe and inclusive learning community that takes into account physical, emotional and intellectual well-being of students.
- Inquiry-based approach: Inquiry lessons prompt learners to question, investigate, create, and reflect in order to deepen learning, develop transferable skills and make connections.
- Explicit teaching of skills and strategies: Purposeful and transparent teaching of skills and learning strategies is central to developing student competence and preparing them to be self-regulated learners
- Aligned instructional practice: Selection of instructional methods purposefully matches learning targets and student needs.
- Student talk: Students routinely talk about their learning, using appropriate academic vocabulary to communicate to the teacher and one another.
- Flexible student groupings: Grouping is based on student needs, interests and/or specific learning targets and enables timely. Differentiated supports.
- Flexible learning environments: Environments enable multiple teaching and learning modes simultaneously, laying the groundwork for appropriate self-pacing and self-regulation.

6) Evidence of Learning
- Moment by moment formative assessments: Formative assessments are regular occurrences and are not limited to written, end-of-period checks for understanding. Assessments include a broad range of formats and inform instruction.
- Consistent feedback: Feedback lets students and teachers know where students are in relation to the learning targets and how they can close the gap or extend their learning.
- Embedded performance assessments: An Arc of assessment tasks (both formative and summative) occurs throughout a unit leading towards the successful demonstration of knowledge and skills applied to an authentic problem or "real-world" task, tailored to a specific audience and evaluated by clear standards/outcomes for success.
- Evidence of learning: Evidence of learning guides next steps for students and teachers in the learning process.
- Competency-aligned grading and reporting: Grading and reporting practices are progress oriented in order to enhance learning.