



ALEXANDER DAWSON SCHOOL

Director of Co-Curricular Programs

SUMMARY

Location | Las Vegas, NV

Post Date | February 20, 2020

Application Deadline | March 12, 2020 at 5:00pm PDT

Remote Semifinal Round | March 16, 2020

On-site Final Round | March 30 and 31, 2020

Decision Announced | April 10, 2020

Start Date | July 1, 2020, or earlier by mutual agreement

Reports To | Director of Teaching and Learning



SUMMARY

Not far from Red Rock Canyon in Southern Nevada sits a mature-for-its-years early childhood to grade 8 independent school with an amazing history behind it and an exciting trajectory in front of it. The Alexander Dawson School, located on 33-acres in the beautiful community of Summerlin—about fifteen minutes west of the Las Vegas airport—has had the financial and operational support of the Alexander Dawson Foundation since its doors opened in 2000. In the last twenty years, the school has embraced all aspects of student-centered education and modern learning as it continues to build and improve upon an exceptional core academic program.

Dawson has created a new role—director of co-curricular programs—to oversee three essential programs outside the core academic day: Athletics, Summer Camp, and After School Enrichment. As the assistant head of school for teaching and learning becomes Dawson’s next head this July, the director of co-curricular programs will be integral in designing and expanding co-curricular offerings to align with the progressive, innovative, and experiential academic program for which Dawson is nationally known. The director of co-curricular programs reports to the director of teaching and learning and starts July 1.

MISSION AND HISTORY

MISSION

The Alexander Dawson School at Rainbow Mountain is a nurturing learning community for boys and girls in preschool through grade eight that challenges students to achieve excellence in mind, body and character.

HISTORY

In 1996, the Alexander Dawson Foundation decided to open a school in the Las Vegas Valley, the Foundation's home for more than 30 years. The Foundation spent \$58 million for the land, facilities, the interest expenses on the construction bonds and budget support during the School's early years. Groundbreaking occurred in 1999, and the Alexander Dawson School at Rainbow Mountain opened in 2000, with over 150 students from kindergarten through fifth grade. As word spread and demand grew, so, too, did the school. From 2001-2003, the school added a middle school, and a three-year-old preschool was launched in 2009.





CORE BELIEFS

Graduates of The Alexander Dawson School will be ready to achieve their individual potential, savor life and meet the challenges of the world. To achieve this bold vision, the teaching and learning program comprises three core beliefs, around which all instruction is designed.

1. TEACHING AND LEARNING

- Dawson graduates are complex problem solvers and collaborators; empathetic, flexible, and innovative; and critical thinkers who develop into resilient lifelong learners and leaders.
- Through choice and reflection, Dawson students are active agents and advocates for their learning experience.
- A Dawson education facilitates deeper learning because students approach tasks from multiple perspectives, and draw connections across disciplines and the outside world.
- Through collaboration and healthy competition, students find value in both successes and failures.
- Teachers best engage and motivate students through encouragement, nurturing, inspiration and inquiry.
- We recognize students learn at different paces and in different ways, and we differentiate instruction accordingly.
- We continually reevaluate the curriculum for relevance, current methodologies, quality of intellectual content and intrinsic interest.
- We are a true learning community. Dawson's faculty and administrators model lifelong learning by investing in educational best practices, advances in technology and relevant world development.





2. THE DAWSON COMMUNITY

- We choose to be part of the Dawson community because we share in the Vision and values of the Dawson educational experience.
- We find strength in our diversity and commit to learning from each other.
- Although families are the primary educators of their children, student achievement throughout life is increased when the School and families work together as partners.
- Each of us is a model for the rest of us; each of us interacts with integrity and cares for the rest of us.



3. THE WORLD

- With an appreciation of the sacrifices others have made for freedom and social justice, our students learn what it means to be engaged and contributing global citizens.
- Our students commit themselves to the responsibility of being agents of positive change.
- Global citizens investigate root causes, analyze solutions, connect with people in need and become empowered activists in the problem-solving process.
- As members of the desert environment, we strive to foster an awareness of and responsibility for the preservation and sustainability of our natural resources.



The Alexander Dawson School at Rainbow Mountain provides equal employment opportunity to all individuals regardless of their race, color, creed, religion, gender, age, sexual orientation, national origin, disability, veteran status, or any other characteristic protected by state, federal, or local law.



PORTRAIT OF A DAWSON GRADUATE

OVERVIEW

The Alexander Dawson School believes that:

- Student success should be defined on an individual basis beyond grades;
- An individual's emotional needs fuels their individual growth;
- Student voice must drive decision making;
- Research must influence the design of a well-balanced student experience; and,
- Schools cannot be afraid to adapt and must be willing to change.

As it designs a forward-thinking and dynamic teaching and learning program, Dawson has adopted a three-tiered learner profile of a graduate.

A DAWSON GRADUATE WILL...

Celebrate community, by:

- Living compassionately and respectfully with others
- Developing sense of service and citizenry
- Engaging actively in collaborative discussions and tasks
- Respecting opinions and beliefs of others
- Managing emotions and solves problems

Savor learning, by:

- Developing curiosity and love of learning
- Demonstrating a growth mindset and perseveres when challenged
- Taking risks in learning and seizes opportunities for growth
- Accepting mistakes as part of the learning process
- Engaging in classroom activities with confidence and enthusiasm

Strive for excellence, by:

- Seeking to develop mind, body, and character
- Creating work that is reflective of best effort
- Adjusting behaviors and actions based on feedback
- Reflecting upon experiences and sets meaningful goals
- Managing time and materials to optimize learning





CHALLENGE SUCCESS AT DAWSON

A BEACON SCHOOL FOR STUDENT VOICE

The Alexander Dawson School is proud to be Nevada’s first Challenge Success school. Challenge Success is a nationally acclaimed nonprofit organization that provides schools and families with the information and strategies they need to create a more balanced and academically fulfilling life for their kids. Parents are given custom tools to help their children regain their balance, strengthen their sense of self, increase their motivation and critical thinking skills, and learn how to deal effectively with the inevitable challenges of life.

The Challenge Success program helps school communities lessen the focus on grades and test scores, while allowing kids to develop the necessary skills to become resilient, ethical, and motivated learners. Next year, Dawson will be come one of the first schools in the country to introduce the Challenge Success framework into an early childhood program—allowing the benefits of this successful initiative to take root at the entry point of the academic program. Dawson will emerge as a beacon school for Challenge Success where student voice is the fabric of the entire school culture. Dawson’s goal is for the community to adopt a cohesive climate of care, in which the definition of success, engagement and life satisfaction is authentic to the individual experience.

THE CHALLENGE SUCCESS “SPACE” FRAMEWORK

S: Students schedule and use of time

Examples: Floating schedules, and coordinated homework loads

P: Project and problem-based learning

Example: A design thinking cultural mindset to solve problems

A: Alternative and authentic assessment

Examples: Rubrics instead of standardized grades, and student portfolios

C: Climate of care

Examples: Relational discipline to help resolve conflict, and social-emotional learning

E: Education for the whole community

Example: Hosted workshops for parents and guardians





BACKGROUND AND OPPORTUNITIES

Over the last twenty years, Alexander Dawson has built an exciting, innovative, and progressive curriculum for its core 8am to 3pm academic program. On July 1, 2020, the current assistant head for teaching and learning—who in many ways was the architect of this multiyear curricular redevelopment initiative—will assume the helm as the next head of school at Dawson. One of her most important strategic goals is to bring the same levels of excitement, innovation, and progressivism to Dawson’s co-curricular programming.

Thus, Dawson has created a new strategic position: director of co-curricular programs. Reporting to the director of teaching and learning, this role will be charged with overseeing and growing three co-curricular programs, which all take place outside of regular classroom hours: Athletics, Summer Camp, and After School Enrichment.

ATHLETICS

Dawson is part of the Red Rock Athletic Conference. Formal teams run over three seasons—fall, winter, and spring—for students in fifth through eighth grades. Sports include:

- Basketball
- Cross country
- Flag Football
- Soccer
- Swimming
- Tennis
- Track and Field
- Volleyball



Athletics are an essential component of Dawson, and the athletics department works hard to create an inclusive yet competitive team environment. Dawson teams focus on developing sport-specific skills and knowledge, cooperation and collaboration among teammates, good sportsmanship and respect of opponents, and the appreciation for and commitment to hard work, leadership, and a healthy lifestyle.

Dawson maintains a no-cut policy to encourage multi-sport athletes and risk-taking in learning new skills. With the aforementioned Challenge Success program in place, Dawson athletes also gain experiences in life skills such as time management and student wellness.



SUMMER CAMP

Over the years, Dawson Summer Camp, or Bears By Design, has offered a variety of unique adventures for rising kindergarten through fifth-grade students. This summer camp experience allows students to explore the design-thinking process through engaging, collaborative activities and classes. Dawson Summer Camp is open to the public as well as Dawson students. Recent classes and their synopses include:

Invention Lab

What do you get when you combine electric circuits with household materials? New inventions for real-world problems! In the Invention Lab, students spend the week as designers and inventors to solve guided and open-ended challenges. Students sharpen their creativity and problem-solving skills and reflect on the design process.



Ready, Set, STEAM!

A fun and exciting week of STEAM challenges! Each student conducts science experiments; gains experience in coding; explores building and engineering with recycled materials; problem solves independently and as a team; investigates color and patterns with tie-dye, and much more!

Medieval Madness

Here ye, here ye, come one and all! This medieval class does enthrall! Students learn what it was like to live in the medieval times with knights, princesses, dragons and jousts. This class offers a glimpse into a world of artists, intellectuals and architects.

AFTER SCHOOL ENRICHMENT

The Bear After-School Experience (BASE) is a child-centered environment focused on the development of social responsibility, intellectual curiosity, self-esteem, and discovery of new passions and affinities. The goal of this program is to offer an array of activities, so that all students can find something that interests them. The goals are to broaden their horizons and help identify passions that contribute to Dawson's goals of savoring life and striving for personal excellence. The BASE program is divided into two components: BASE Camp and BASE Enrichment.

STATEMENT ON DIVERSITY

The distinct Dawson learning environment is reflective of the diverse community that surrounds us. The celebration of differences drives the Dawson Mission and unifies the school-wide focus of self and social awareness. Students benefit from working with and learning from other students and teachers who are varied in learning styles, socioeconomic backgrounds, race, religions, ideology, sexual orientation, gender identity and expression, culture, and ethnicity. We are committed to creating an inclusive and welcoming learning community.



BASE Camp

BASE Camp is a before- and after-school program that provides a warm, caring environment in which students can play with school friends and do homework before going home. BASE Camp utilizes age-appropriate materials, equipment, and activities. From the library to the playground, students spend out-of-school hours in safe and stimulating environments. BASE Camp coordinators work in conjunction with the Dawson program to provide extended support for the learning that takes place during the school day.

BASE Enrichment

BASE Enrichment provides an array of diverse, quality elective classes and athletic opportunities for students in preschool through grade eight. Enrichment courses appeal to a wide range of experiences for students including: ceramics, Mad Science, Math Olympiad, chess, computer programming and animation, strategy games, tennis, flag football, cheer, and dance.

GROWTH AND INTERSECTIONS

First, Dawson sees great potential for each of these programs individually. For example, the athletics program is very popular in grades five and six, but attendance currently wanes in the upper grades. Thus, the director will need to assess attrition factors and identify retention opportunities across all aspects of the program, from communication to hiring to team management. Meanwhile, summer camp has a set of core offerings, but it runs only a few weeks each summer. And while the camp is open to the broader community, the summer camp has been limited to lower school students—thus excluding a large segment of the market. Finally, after school enrichment has maintained a steady attendance figure, but surveys show that most families choose it for convenience rather than enrichment.

Meanwhile, school leadership sees great possibilities for intersections *among* these programs, and for intersections *with* the core academic program. A savvy director might, for example:

- Design after school sports classes to feed into the core athletics program
- Use summer camp as a testing ground for experimental and experiential pedagogy to inspire innovation within the core academic program
- Develop a school spirit program to increase athletics participation and retention
- Scaffold curriculum between after-school enrichment cycles, and explore ways to bring modern learning techniques from the core academic program to after school

In July, Dawson is excited to welcome an engaging, energetic, and entrepreneurially minded school leader to lead these three programs under one unified umbrella. The synergy between the core and co-curricular programs has the potential to inspire a new and exciting chapter of innovation and modern learning at Dawson.



KEY STATISTICS

Founded: 2000

Location: 33-acre campus in the community of Summerlin, located approximately 15 miles west from the Las Vegas airport and just a few minutes from Red Rock Canyon

Students: Approximately 520 students from early childhood through grade 8

Faculty and staff: Approximately 100 full- and part-time employees, including nearly 70 faculty; faculty-to-student ratios of 8:1 (kindergarten through grade 8) and 5:1 (early childhood)

Athletics: Red Rock Athletic Conference

Accreditation: Northwest Association of Independent Schools (NWAIS) and National Association for the Education of Young Children (NAEYC)

Relevant Associations and Memberships: National Association of Independent Schools (NAIS), Northwest Association of Independent Schools (NWAIS), National Association for the Education of Young Children (NAEYC), National Business Officers Association (NBOA), Independent School Management (ISM), The OESIS Group

Tuition: Early childhood (\$17,730); Kindergarten through grade 8 ranges from \$25,440 through \$26,260

Financials: Operating budget of approximately \$12,300,000; endowment approximately \$2,800,000 as of June 2019

Website: www.adsrm.org



QUOTE FROM THE HEAD OF SCHOOL ELECT

"With the right leader, the entire co-curricular program has the potential to become the experiential engine for our core academic program. The possibilities for innovation, creativity, and growth are nearly limitless, and we are eager for a great leader to join the Dawson community."

Roxanne Stansbury, Head of School Elect



DIRECTOR OF CO-CURRICULAR PROGRAMS

SPECIFIC DUTIES

Athletics Program

- Oversee all operational aspects of the athletics program, including: game and field scheduling, coach hiring and evaluation, parent communication, and registration.
- Develop and achieve strategic goals of the athletics program, including: expanded offerings, increased student participation, and connecting athletics to school spirit.
- Supervise the athletics coordinator.

Summer Program

- Oversee all operational aspects of the summer program, including: marketing, registration, scheduling, staff hiring and evaluation, and third-party partnerships.
- Develop and achieve strategic goals of the summer program, including: expanded offerings, increased student participation, development of experiential learning, and making connections to the core academic program.
- Hire and manage the seasonal summer coordinator.

After School Enrichment

- Oversee all aspects of the after school enrichment, including: marketing, staff hiring and evaluation, registration, scheduling, attendance, and third-party partnerships.
- Develop and achieve strategic goals of the summer program, including: expanded offerings, increased parent satisfaction, scaffolded curricula, and making connections to the core academic program.
- Hire and manage the part-time after school enrichment coordinator.

General leadership

- Develop connections among the co-curricular programs, as well as connections between the co-curricular programs and the core academic program.
- Develop and manage budgets—and identify opportunities for increasing revenue and savings.
- Oversee auxiliary use of campus facilities, including rentals and events.
- Create and oversee a dynamic offering of middle school clubs.
- Perform other duties as assigned.



DAWSON IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications:

- Experience as an administrator coordinating or directing all-school programs—preferably at a progressive school offering an early childhood, elementary, and/or middle school divisions
- Experience designing, implementing, and improving co-curricular programs and events that connect directly to a school’s mission and values
- Experience in hiring, supervising, and evaluating staff
- Experience as a teacher of young students and/or coach of student athletes
- Immersion in diversity work—both in training and in implementation—and a commitment to fostering culturally competent and inclusive classrooms
- Possession of a bachelor’s degree from an accredited college or university, which is a minimum requirement, though preferably possession of a graduate degree

Leadership and Personal Qualities:

- Ability and willingness to work evenings and weekends as required, and to be present at major events—particularly major athletics events
- Proven ability to effectively manage multiple tasks with minimal supervision and work in an environment subject to frequent interruptions
- An ability to create systems and manage complex projects concurrently
- Authentic empathy, warmth, and collegiality, and an ability to spread these qualities across an entire staff
- Savvy communication and dynamic presentation skills—both written and oral
- A collaborative, cooperative, growth-oriented, and entrepreneurial mindset
- Enthusiasm for students and teachers to pursue their passions, talents, and interests, both in and out of the traditional classroom
- A vision that is aligned with the needs of a dynamic and diverse student population
- Ability to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl; frequently lift and/or move up to 10 pounds; occasionally lift and/or move up to 25 pounds



HOW TO APPLY

12M Recruiting is acting on behalf of The Alexander Dawson School to identify exceptional teaching and learning leaders to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas
Principal, 12M Recruiting
jobs@12MRecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH MARCH 10, 2020.

Candidates should email the following four separate PDF attachments to jobs@12MRecruiting.com with the subject heading **ADSRM DCCP**:

- Cover letter introducing yourself to the Dawson search committee
- CV or résumé
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you—though we will not contact any references without obtaining your permission first)
- Response to the following prompt:

Where do you see growth opportunities within the co-curricular program as a whole, and what intersections would you pursue with the core curricular program?

