



PHILLIPS BROOKS SCHOOL

Assistant Head of School for Academics

SUMMARY

Location | Menlo Park, CA

Post Date | October 29, 2020

Application Deadline | November 30, 2020 at 5:00pm PST

Semifinal Round | December 11 and 14, 2020

Final Round | Week of January 11

Decision Announced | January 29

Start Date | July 1, 2021

Reports To | Head of School



12M
RECRUITING



EXCEPTIONAL OPPORTUNITY FOR A LEADER IN EDUCATION

The current school year has been anything but normal. Teachers and learners across the globe have been required to use new learning models and modalities of instruction. Success depends on an inventor's mindset: Being nimble, drawing on faculty expertise, finding creative ways to deliver the curriculum, and developing strategies to embrace change through the lens of empathy. This mindset is part of the academic culture at Phillips Brooks School (PBS). During this uncertain and challenging time, the school is on a strong footing to realize its dual goal of offering a premier academic program while nurturing kind and emotionally resilient children.

PBS views this time in its history as a transformative opportunity. The school is poised to leverage its strengths and build an ambitious and aspirational future. As a top-notch elementary school, PBS wants to be an educational model that others schools look to for inspiration.

The PBS community looks forward to welcoming a new senior leader to achieve this exciting future: assistant head of school for academics (AHOs). Reporting to the head of school, the AHOs will lead the academic program, engage other school leaders as a strategic thought-partner, and drive academic strategy. This position will be an essential member of the administrative team, oversee daily academic operations, and partner with faculty and other leaders. PBS is excited to onboard this new position on July 1, 2021.

MISSION AND PROMISES

MISSION

The PBS community inspires students to love learning, to develop a spiritual nature, to communicate effectively, to be kind to others, and to respect the uniqueness of each person.

FIVE PROMISES

- To live our compelling mission and core values every day
- To deliver a challenging and collaborative curriculum
- To hire and develop inspiring teachers whose expertise and growth mindsets ensure a high-quality classroom experience
- To embrace a child-centered philosophy and know and love each student
- To build authentic partnerships with families





ABOUT THE SCHOOL

OVERVIEW

PBS is an independent, co-educational day school offering a truly child-centered learning program for preschool through 5th grade. PBS is located in Menlo Park on the San Francisco Bay Area peninsula and just minutes from Stanford University.

The learning environment features a spacious, joyful campus with several classroom buildings, multi-use structures, and play spaces. Designed for a one-classroom preschool and two classrooms per grade-level from pre-kindergarten through 5th grade, PBS offers intimate student-to-teacher ratios, thorough teacher understanding of each child, and a diverse family community committed to partnering in support of the learning environment.



CORE VALUES

PBS's four core values serve as guiding beacons for academic and operational decision-making. Community members truly model them and live them out on a daily basis.

Courage: PBS values strength of character and the integrity to do what is right in spite of the risk of fear or discomfort.

Kindness: PBS values empathy and respect for self and others through honest and effective communication.



Community: PBS values its responsibility as a member of both the local and global communities and in doing so demonstrates a deeper understanding and compassion for others.

Love of Learning: PBS values learning as a lifelong process, driven by intrinsic motivation and focused on process rather than product.



ABOUT THE CURRICULUM

KEY OBJECTIVES

Academics are the heart of what PBS does. But the PBS approach teaches students much more than how to read and write or add and subtract. Across all grade levels, the academic program outlines three key objectives:

- Deliver a challenging and collaborative curriculum
- Balance outstanding academics and integrated emotional intelligence
- Hire and develop inspiring teachers whose expertise and growth mindsets ensure a high-quality classroom experience



PBS teachers carefully craft curricula around the cognitive and social-emotional needs of their students. Students question, investigate, iterate, and explore. Challenge, creativity, and choice are woven into each unit. PBS has published an extensive curriculum guide on its website to document its rigorous curriculum for all subjects across every grade level.

RIGOROUS AND ENGAGING, AND INFORMED BY RESEARCH: TWO EXAMPLES

Literacy: PBS uses the Reading & Writing Project at Columbia University's Teachers College for direction and inspiration in leading students to joyful engagement in literacy. Foundational skills are further developed through word study and phonics instruction using Wilson Language's Foundations, a multi-sensory, structured language program that provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Students are ultimately exposed to a literacy curriculum that includes word study, interactive read aloud, shared reading, strategy groups, independent reading, phonics, and an independent reading conference.

Math: PBS utilizes *Bridges in Mathematics*, published by the Math Learning Center, as the foundation of its K–5 math curriculum. Class time includes a balance of teacher-guided instruction and student-directed inquiry. Since 2015, PBS has also drawn inspiration from Dr. Jo Boaler and her Stanford-based math education organization, youcubed. Like the youcubed team, PBS believes that challenge is an important component of learning math, and speed is not an indication of skill. Core teaching principles include intentional exploration, differentiation, ownership, communication, flexibility, justification, and reflection.



INSPIRING YOUNG LEARNERS

PBS teachers guide children to cultivate their individual talents, explore, and dig deep—all while working together collaboratively. In the process, students discover their best selves and truly flourish. Following are ten things that PBS knows and loves about how to inspire young learners.

You can have it both ways: Top-notch, engaging academics can — and should — be seamlessly integrated with thorough social-emotional development.

One size does not fit all: PBS knows students learn differently and helps all children reach their full potential.

A little power goes a long way: PBS cultivates empowered, independent thinkers by guiding students to be agents of their own progress.

We're better together: The PBS community collaborates to support and inspire one another.

Play is good, very good: At PBS, purposeful play inspires, engages, and motivates, creating a joyful foundation.

Educate the whole family: PBS brings home and school together to support and fully maximize each child's potential. In the process, the entire family benefits.

Timing is everything: While virtually every student at every elementary school will learn how to read and write, what makes PBS different is how students feel about their learning and how thoroughly they embrace their experiences.

Think outside the desk: PBS believes in fully engaging students throughout the campus and the surrounding region.

The most important lessons aren't in a textbook: PBS practices its core values in all daily actions, large and small.

Take a risk or two: By the end of their journey, PBS students are intellectually and socially mature, and they are ready to thrive in their community because they know how to relate to each other and, most important, because they know who they are.





PORTRAIT OF A PBS STUDENT

OVERVIEW

PBS has high hopes for all students. The school values each student individually, treasuring their differences while celebrating common ground among its diverse student body. PBS wants to inspire all students to find and follow their passions, to challenge themselves, and to learn to find their best selves every day.

FOUR COMMON CHARACTERISTICS OF PBS STUDENTS



PBS students are kind: They respect themselves and the uniqueness of others. They are compassionate. They are learning to communicate honestly and effectively. They show strong sportsmanship and are team players.

PBS students are courageous: They do what is right in spite of the risk or fear of discomfort. They accept their mistakes and view them as part of the learning process. They resolve conflicts and overcome obstacles. They self-advocate. They are up-standers.

PBS students are community-minded: They are learning to be responsible members of their local and global communities. They use social awareness and interpersonal skills to establish and maintain positive relationships. They are collaborative.

PBS students love to learn: They are curious and eager to learn. They ask “juicy” questions. They take ownership of their learning. They explore their interests. They are learning how to manage, regulate, and express emotions.





DIVERSITY, EQUITY, AND INCLUSION

STATEMENT ON DIVERSITY

PBS is committed to creating and sustaining a diverse, inclusive, equitable, and just community that is safe and welcoming for all. The school also strives to build and support an environment in which each child can become a confident, respectful, and compassionate individual by accepting and valuing the uniqueness of self and others.

PBS respects, affirms, and protects the dignity and worth of each member of the community. The school values the representation and full engagement of individuals within its community whose differences include, but are not limited to, age, ethnicity, family makeup, gender identity and expression, learning ability, physical ability, race, religion, sexual orientation, socioeconomic status, or any characteristics that contribute to each individual's full identity.

A diverse student population enhances the educational experience for all of the children at PBS. When learning with a diverse group of peers, PBS's students become deeper thinkers, better learners, and compassionate citizens who are able to thrive in a multicultural, global community.

PAST, PRESENT, AND FUTURE

As a school in the heart of Silicon Valley in the San Francisco Bay Area, PBS has always valued a diverse and inclusive community. Like many great institutions, PBS constantly strives to do more. Eighteen months prior to the global reckoning this past summer around racial and social injustice, the school initiated a deep-dive study focused entirely on DEI-related issues. What came out of that was a formal DEI committee comprised of board members, parents, faculty, and staff. PBS designated a member of the faculty to serve as a DEI coordinator for faculty and programs. The DEI committee has been discussing and is focused on four key areas: professional development and programs, financial aid, parent communities, and long-term sustainability. PBS is eager to do even more in this critical area of curriculum and community development.





EMOTIONAL INTELLIGENCE

OVERVIEW

Emotional intelligence is a pillar of the PBS experience. The school knows that children can only thrive in their academic learning if they possess the awareness and strategies to regulate their emotions. PBS embeds teaching and learning about key social-emotional competencies throughout the daily routine and academic program with an intentional practice of its four core values: courage, kindness, community, and love of learning.

INSPIRATION AND GROUNDWORK

Numerous nationally acclaimed, research-based frameworks and models guide PBS in its commitment to understanding and honoring the social-emotional development of children. Some examples include:

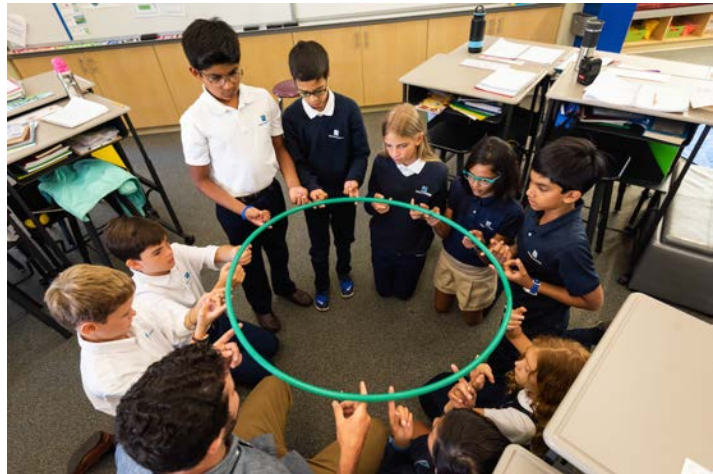
Responsive Classroom: A student-centered, social and emotional learning approach to teaching and discipline developed by the Center for Responsive Schools

RULER: A systemic approach to SEL developed at the Yale Center for Emotional Intelligence

Conscious Discipline: An evidence-based, research-backed, trauma-informed approach to social and emotional learning developed by Dr. Becky Bailey

Alert Program: A self-regulation program developed by TherapyWorks to help children stay centered, concentrate, and cooperate throughout the day

The Zones of Regulation: A systematic, cognitive behavioral approach designed to foster self-regulation and emotional control developed by Leah Kuypers



Collaborative for Academic, Social, and Emotional Learning: A nonprofit association founded in 1994 to establish high-quality, evidence-based social and emotional learning in preschool through high school education



BACKGROUND AND OPPORTUNITIES

A SCHOOL THAT LOVES TO SOLVE PROBLEMS

As a community of empathetic innovators, PBS loves to identify and solve problems that positively impact its community and the surrounding region. Invention, creativity, and human-centeredness are not simply ideologies that PBS instills in its students but also intellectual approaches to prepare them for regional and global challenges. Just as important, these are guiding principles that PBS uses to continually improve this vibrant independent school that has served a diverse population of young learners for over 40 years.

PBS values and honors its rich history and tradition but does not use either as an excuse to shy away from change. Under the stable and accomplished leadership since 2011 of its current head of school, PBS has strived to create the “extraordinary every day” by passionately pursuing core teaching beliefs that set it apart. During the last eight months of the global pandemic, PBS has received national acclaim by sharing frameworks, strategies, and roadmaps for how other schools might reimagine elementary education in an increasingly online and uncertain world.

RECENT INVESTMENTS

Over the last several years, PBS has invested significant time, intellectual capital, and financial resources to enhance and augment specific aspects of the program, including:

- Amplifying its curriculum with additional resources in educational technology and emotional intelligence, a dedicated mathematics enrichment coordinator, and a dedicated literacy enrichment coordinator
- Ensuring highly competitive faculty compensation, professional development, and increasing diversity to make PBS stand out among its peer schools
- Conducting intensive and annual *Curriculum Deep Dives* to support program innovation and research funding for evidence-based curriculum development
- Launching a unique initiative called *Ready? Set...Go!* to give students the skills they'll need for the middle school placement process and life after PBS
- Instituting a new departmentalized model to allow teachers to specialize and students to experience the approach to curriculum delivery they'll encounter in middle and high school
- Creating a new *Family Connections Program* to expand parent education and support school-home partnerships
- Restructuring the Early Learning Center to better support the youngest learners



PLANNING AHEAD

PBS is at an exciting inflection point to transform and accelerate its ability to continue delivering the best-possible education to its students. In January of 2019, the Board of Trustees voted to set PBS on a path to achieve an ambitious set of priorities over the next several years. The school has begun to build a strategy, called the *SPARK Campaign*, which will rely on the generosity of the entire community to achieve three key objectives:

Faculty First: Attract, retain, and develop an exceptionally talented faculty

Curricular Innovation: Design a new Invention Program at PBS

Campus Transformation: Upgrade and enhance teaching and learning spaces

SPARK is the single-most ambitious fundraising campaign in the school's history, and the school is in a position to embark on such an effort thanks to the dedication and commitment of its faculty and staff, students, administration, board, and families.

A NEW ROLE THAT BUILDS ON PAST EXPERIENCE

The assistant head of school for academics (AHoS) will be tasked not only with continuing and strengthening the recent investments to the academic program, but also driving academic strategy. To achieve its curricular goals and program objectives, PBS needs an AHoS that brings experience, expertise, and decisive leadership to a faculty and parent community that values collaborative *and* decisive academic leadership.

This is both a new and previous role for the school. It is not new in the sense that the school had an assistant head position during a period of campus growth and curricular



transition. For the last several years, however, two directors have steered academic operations as they split responsibilities between two grade ranges: Preschool - 2, and 3 - 5.

With a recent move to the East Coast by the director of grades 3-5, the school has astutely realized that its bold strategy for the future now calls for an accomplished academic leader with gravitas and an inventor's mentality to shepherd the community through its next period of change and growth. This evolution of the

administrative team is a shining example of how PBS lives out its mission and values of innovation and invention — by embracing change not for change's sake, but by assessing current needs. Very soon PBS will need a thoughtful, collaborative, and talented assistant head of school, and in 2021 the entire school will welcome that leader to this remarkable community.



KEY STATISTICS

Founded: 1978

Location: Six-acre campus in a residential neighborhood of Menlo Park on the San Francisco Peninsula, approximately five minutes from Stanford University

Students: Nearly 300 students from preschool through grade 5; 69% students of color

Faculty and Staff: 67 full- and part-time employees, including almost 50 faculty

Admission and Retention: Retention rate of 93%; admission yield of 70% (three-year averages)

Matriculation: Nearly 90% of students admitted to one or more of their top-three choice schools; 73% of students admitted to their first-choice school (three-year averages)

Accreditation: California Association of Independent Schools (CAIS) and Western Association of Schools and Colleges (WASC)

Relevant Associations and Memberships: National Association of Independent Schools (NAIS), California Association of Independent Schools (CAIS); California Independent Schools Business Officer Association (Cal-ISBOA); Council for the Advancement and Support of Education (CASE)

Tuition: Preschool (\$23,940); Pre-Kindergarten (\$29,775), Kindergarten through grade 5 (\$36,090)

Annual Fund Participation: 94% of parents; 100% of faculty and staff; 100% of trustees (three-year averages)

Financials: Operating budget of approximately \$11,700,000; endowment of approximately \$10,800,000 as of June 2020; over 10% of the operating budget supported by the Annual Fund

Website: www.phillipsbrooks.org



QUOTE FROM THE HEAD OF SCHOOL

"Over the past several years, PBS has invested in growing, improving, and developing our academic program. These efforts have been essential in supporting the success of our students and faculty, as well as the long-term vitality of our school. I am fortunate to have an exceptional leadership team and am excited to add another academic leader to this team. This new role will help the school to continue providing an exceptional curriculum that addresses current needs and challenges in an ongoing way. I look forward to welcoming our new leader as an active thought-partner in delivering the best program to our students."

Dr. Scott Erickson, Head of School (2011 – Present)



PRINCIPAL RESPONSIBILITIES

ACADEMIC LEADERSHIP

- Run the day-to-day operations of the academic program, including all aspects of teaching and learning, curriculum, and assessment
- Foster a culture of faculty growth and oversee the annual process of teacher goal setting and evaluation
- Provide counsel and guidance to families, faculty, and staff on matters of curriculum and pedagogy
- Serve as an active, engaged, and collaborative member of the administrative team, and run the daily operations of the school as needed if the head of school is away
- Promote a culture of academic excellence and innovation by serving as a visible presence and confident spokesperson among faculty and parents

DESIGN AND BUILD THE PROGRAM OF THE FUTURE

- Oversee academic innovation and curricular change, and lead the implementation of the strategic vision for PBS's academic program
- Stay on top of current trends, research, and emerging ideas in the education landscape in order to support academic invention and transformative change
- Lead evaluations — both quantitative and qualitative — of the academic program to measure the impact and efficacy of student learning
- Establish and maintain thoughtful curricular and programmatic partnerships both regionally and nationally





PBS IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications and Experience:

- Possession of a graduate degree in education or in a relevant field from an accredited college or university
- A successful track record leading major academic initiatives and programs comparable to those typically overseen by an assistant or associate head
- Expertise leading complex, ongoing, and consensus-building change management and innovation initiatives in a fast-paced school environment
- A minimum of three years of school administration and supervisory experience
- Immersion in diversity work—both in training and in implementation—and a commitment to fostering culturally competent and inclusive classrooms
- Prior teaching in an elementary school

Leadership and Personal Qualities:

- Accomplished leadership rooted in experience, resourcefulness, and gravitas
- An inventor's mentality that is aspirational, inspirational, and visionary
- A patient and diplomatic approach to community building and decision-making by deftly guiding constituents through periods of divergence to final convergence
- An ability to architect and implement organizational systems, educational models, and operational protocols in support of all aspects of the academic program
- Authentic empathy, warmth, and collegiality, and a true desire to build community togetherness and connectedness
- A sense of passion and excitement for effecting institutional change, balanced with a judicious understanding that successful innovation at an independent school requires establishing lasting peer-to-peer relationships
- Dynamic communication and presentation skills—both written and oral
- A collaborative, creative, nimble, and growth-oriented mindset
- A love of early childhood and elementary school education, and a readiness to support all learning journeys of a diverse student body and faculty



HOW TO APPLY

12M Recruiting is acting on behalf of PBS to identify exceptional educational leaders to fill this extraordinary opportunity. Please direct any inquiries to:

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

APPLICATIONS ACCEPTED FROM OCTOBER 29 THROUGH NOVEMBER 30, 2020

All applications must be submitted online, via:

www.12MRecruiting.com/jobs/PBS

An application requires submitting four PDFs:

- Cover letter introducing yourself to the PBS 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:

Over the last several years, PBS has augmented and strengthened its rigorous and multifaceted curriculum, the guide to which is published in detailed fashion on its website. If you were hired as the assistant head of school for academics, how would you lead the ongoing process to evaluate the academic program, explore new initiatives, and implement change?

PBS provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type with regard to race, color, religion, age, sex, national origin, disability status, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

