

Lower School Campus



# Westmark School

## DIRECTOR OF LOWER SCHOOL

**LOCATION**

Encino, CA

**SEMIFINAL ROUND**

Mid-April

**START DATE**

July 1, 2024

**POST DATE**

March 8, 2024

**ON-SITE FINAL ROUND**

Late April

**DECISION ANNOUNCED**

Early May

**PRIORITY DEADLINE**

March 31, 2024

**SALARY**

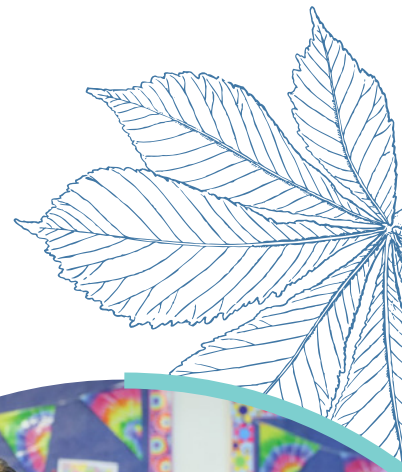
\$130,000 to \$145,000

# Summary

Westmark School is a creative and supportive college preparatory school dedicated to educating, empowering, and celebrating students with distinct learning styles, providing the tools necessary to achieve successful and fulfilling futures.

Over the past forty years, the School has earned acclaim for transforming the lives of Grades 2–12 students with dyslexia, dysgraphia, dyscalculia, and other diagnosed language-based learning differences (LBLD). Situated in Encino, California, about ten miles north of UCLA, it currently serves approximately 225 students.

Westmark School is seeking a Director of Lower School (Grades 1–5) to join a forward-thinking team that specializes in serving LBLD students and seeks to deepen the School's commitment to early intervention and a research-based approach to instruction. With the recent opening of a new, state-of-the-art Lower School Campus and an admission expansion to include first grade, this is a very unique and exciting time in the School's history. The Director of Lower School works creatively and collaboratively with the Associate Head of School, the Directors of the Middle School and Upper School, and the Head of School to sustain and enhance all mission-aligned programming in the Lower School. This position reports to the Associate Head of School and starts July 1, 2024.





## HISTORY

Throughout its incarnations over nearly forty years, the mission and educational philosophy of Westmark School has remained the same: to empower students with language-based learning differences (LBLD) to successfully pursue their dreams.

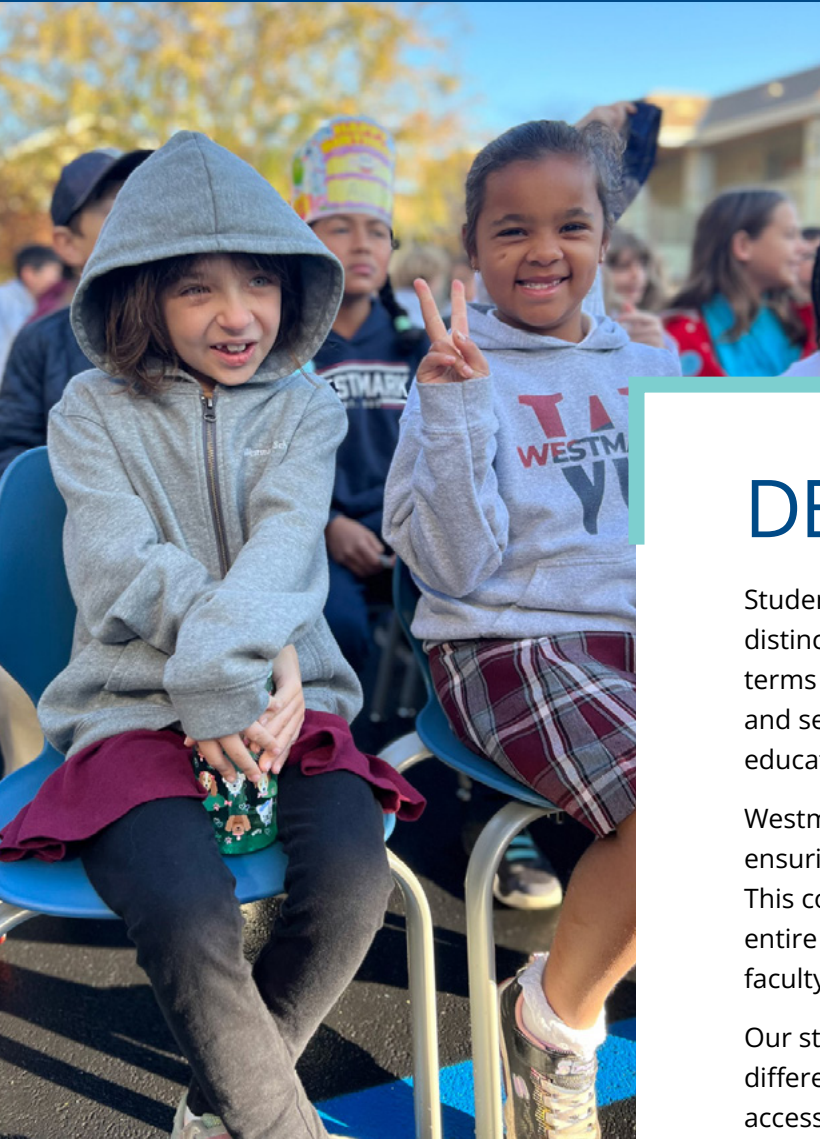
In 1983, Landmark School of Massachusetts opened Landmark West in Culver City as a West Coast extension of their school. The Landmark Foundation purchased the Encino campus in 1994. In the fall of 1997, Landmark School was purchased by a nonprofit corporation, Learning with a Difference, Inc., to provide local control over the development and implementation of the program. These leaders renamed the school Westmark School.

In 2002, Westmark began its expansion, and over the next decade, added a Science, Technology and Media Building, a new classroom wing, an upgraded sports court, and a new Fine Arts building.

Westmark continued to transform itself with changes to its mission statement, curriculum, and administration. In March of 2005, the decision was made to become a fully independent school. This decision supported Westmark's goal of implementing more individualized programming to best serve its students.

Westmark also added a Student Life program to enhance the activities related to student life for the whole school, and integrated both service and experiential learning programs into the curriculum.





## DEIB at Westmark

Students, faculty and staff, and families bring more than distinct learning styles to Westmark School. Differences in terms of ability, economics, race, ethnicity, religion, gender, and sexual orientation enrich our community and the educational experience of our students.

Westmark is committed to embracing individual identities and ensuring that everyone in our community feels welcome. This commitment begins in the classroom and extends to our entire school community through co-curricular offerings and faculty and staff professional learning.

Our students learn differently, and our faculty teach differently — which allows all of our students to have equal access to curriculum and programming. One of the key ways we prepare our students for successful futures is teaching them how to become responsible members of society. To succeed in this endeavor, we integrate multicultural practices and perspectives into curriculum — promoting awareness of identity, diversity, equity, and inclusion across grade levels and throughout our community. While learning to interact with and respect other individuals and cultural groups, students develop a strong sense of self and the ability to understand and analyze their own culture. We believe this work positively impacts the school culture as a whole.

The new Lower School Director will be an essential part of Westmark's DEIB leadership team. The Associate Head of School and all Division Directors work closely with teachers, advisors, administrators, curriculum team members, and school counselors to integrate multicultural practices into the classrooms and overall school culture.



# Key Statistics

FOUNDING YEAR

**1983**

GRADES

**1-12**

Grade 1 beginning in fall 2024

ENROLLMENT

**230** students

**80+** ZIP codes represented in the student body

AVERAGE CLASS SIZE

Lower School: **4-8**

Middle / Upper School: **5-12**



ATHLETICS

**17** Sports Teams

**57%** of students participate in athletics

**21** Clubs

ACCREDITING BODIES

CAIS, WASC

ELECTIVES

Lower School: **11** Middle School: **15** Upper School: **14**

MATRICULATION TO 2-4 YEAR COLLEGES

**97%**

TUITION ASSISTANCE

**26%** of families receive tuition assistance each year

TRANSPORTATION

**5** bus/transportation routes throughout Los Angeles

**100%** of students who choose to apply to 4-year colleges have been accepted

[www.westmarkschool.org](http://www.westmarkschool.org)



# The Westmark Difference

Westmark School is a nationally recognized leader in language-based learning differences (LBD) education. In recent years — under the leadership of its visionary head of school, Claudia Koochek — Westmark has distinguished itself especially for its deep commitment to bridging research to practice and pursuing the best academic and social-emotional outcomes for every student.

This commitment to offering an evidence-based curriculum and continually innovating upon its methodologies has established Westmark as a model for educating children with LBD. This is made possible in large part by its investment in professional development and its partnerships with renowned experts at leading institutions. Throughout the year, faculty and staff benefit from ongoing training based on Universal Design for Learning (UDL) principles and the RULER approach (Yale Center for Emotional Intelligence), which translates directly into student achievement and well-being.



## TEACHING STRATEGIES AND METHODOLOGIES

Explicit strategies and methodologies are used in Lower, Middle, and Upper School classrooms that enable students to effectively access the curriculum and find their strengths. These same explicit strategies and methodologies engage students so they enjoy coming to school each day.

Using the kinesthetic classroom model, students are often not in their seats, but walking, standing, and moving during instruction time. Class sizes are small and instruction is individualized so each student is taught according to their personal learning profile. Westmark uses a multisensory approach, meaning teachers and students use multiple modalities as they teach and learn. Westmark teachers are trained to support students' executive functioning skills to help them stay focused and organized.

Throughout the curriculum, teachers scaffold instruction and support for students so that they can increase their independence in academic and executive functioning skills.





# Expected Schoolwide Learning Results

Westmark School students exhibit self-confidence/self-esteem, and exemplify literacy as they become...

## **SUCCESSFUL COMMUNICATORS WHO...**

- Use oral, written, and creative forms of expression to communicate information, ideas, and emotions
- Utilize technology to enhance communication
- Receive and interpret the communication of others in an effective manner

## **SELF-DIRECTED LEARNERS WHO...**

- Demonstrate responsibility for self and others
- Assess needs and learning styles while applying appropriate strategies to set and achieve goals
- Reflect on experiences and apply the knowledge gained to plan for the future
- Accept responsibility for their own behavior and actions
- Demonstrate ability to complete assignments and projects independently

## **RESPONSIBLE MEMBERS OF SOCIETY WHO...**

- Contribute time, energies, and talents to improve the quality of life in the school, community, nation, and world
- Promote mutual respect, appreciation, and acceptance among people of different backgrounds, cultures, and abilities

## **CRITICAL THINKING / PROBLEM SOLVERS WHO...**

- Use technology effectively
- Design, implement, and evaluate appropriate strategies to solve a wide variety of problems
- Use evaluation, synthesis, and analysis to establish and apply criteria to support judgment
- Apply complex problem-solving processing and critical thinking to real-life scenarios while cooperating and collaborating with others



# Three Innovative Programs

Westmark School transforms the lives of students at every age and every grade level. Westmark sparks the imaginations of its youngest learners, ignites passions in its middle school students, and illuminates the future for its high schoolers. Since Westmark's students learn differently, Westmark teaches differently. And the difference is brilliant. Below are three examples of exemplary partnerships and programs that benefit Westmark's amazing and unique learners.



## RULER FROM YALE UNIVERSITY

As a RULER school, Westmark implements an evidence-based SEL/DEIB approach to social and emotional learning from Yale's Center for Emotional Intelligence. Implementing RULER at Westmark strengthens community, improves educational outcomes, and fosters an equitable, meaningful school culture and environment. The RULER approach helps Westmark leaders, teachers, students, and families practice the skills to create and sustain a positive emotional climate within the school community.

RULER teaches 5 key emotional intelligence skills:

- R** Recognizing emotion in oneself and others
- U** Understanding the causes and consequences of emotions
- L** Labeling emotion with a nuanced vocabulary
- E** Expressing emotions in accordance with cultural norms and social context
- R** Regulating emotions with helpful strategies

## UNIVERSAL DESIGN FOR LEARNING (UDL)

Westmark also integrates these RULER skills into its Universal Design for Learning (UDL) approach through the Harvard School of Education. UDL is a multipronged approach to whole-child, student-centered education and a means to provide opportunities for deep learning through the design of highly flexible methods, materials, and assessments. The goal is expert learning, which provides flexible options for Westmark's students. UDL teaches three principles:

**ENGAGEMENT:** The "Why" of Learning

**REPRESENTATION:** The "What" of Learning

**ACTION AND EXPRESSION:** The "How" of Learning

## WESTLAB

Westmark Learning About Business (WestLAB) is a key component of the Upper School experience that inspires students to learn outside the classroom and prepare for life after Westmark. The program empowers Westmark's neurodiverse learners by teaching them to leverage their strengths as they gain a sense of project ownership and practical business and life skills.

Through Industry Chats and WestLAB Symposiums, students gain a sense of optimism about the future as they link their academic studies to practical experience. WestLAB teaches students to conduct research, write a paper, create a proposal, and deliver a presentation. Students have an opportunity to work with a local organization on a project of interest. The WestLAB experience concludes at the end of their senior year, when students share their achievements with their parents, mentors, teachers, and peers at the annual WestLAB fair.





# A Bold Vision for the Future

## CLAUDIA KOOCHKEK, HEAD OF SCHOOL

Claudia Koochek is an innovative and admired head of school. Her passion for social justice has led her to the creation of a strategic vision that aims to expand educational access to students with learning differences across the country.

Claudia has bold ideas for positioning Westmark as a private school with a public purpose. Over the course of the last several years, Westmark has become a national leader in utilizing neurodiversity research to tailor its educational programs to each individual student's needs. The school invests significant resources every year in faculty and staff professional development to help them understand at a neuropsychological and neurobiological level who they teach and how best to teach. Westmark's 230 students benefit from this investment in training each day, but Claudia's vision goes beyond the school.

## RESEARCH PARTNERSHIPS

Westmark is partnering with universities across the country to stay on the cutting edge of neurodiversity research. The school recently formed a partnership with the UC San Francisco Dyslexia Center, whose mission is to eliminate the debilitating effects of developmental dyslexia while preserving and even enhancing the relative strengths of each individual. Furthermore, it aims to develop best practice protocols to implement individually catered interventions in classrooms throughout the country.

In addition, Westmark has partnered with the USC Mark and Mary Stevens Neuroimaging and Informatics Institute. The Institute applies innovative imaging and information technologies to the study of the brain. Its interdisciplinary team investigates brain structure, function, and disease, using techniques such as mathematics, genomic analysis, and ultra-high-field MRI scanning.

Each of these partnerships positions Westmark to continue making groundbreaking strides in the area of neurodiversity research, and remain a leader in changing the lives of its students and beyond.

Claudia's goal is to create an institute for research and training that will enable Westmark to use its knowledge and insights to impact the lives of more children and become a vital resource for the community. The institute will focus on early intervention through screening and assessment tools, reducing the stigma surrounding dyslexia and other learning differences, and providing training for Westmark's public school colleagues on best practices in teaching students with learning differences. This vision is fueled by Westmark's lower school campus project, and its external partnerships with universities, K-12 school districts, research institutes, and organizations across the country.





## A New Lower School Home

In the summer of 2022, Westmark School broke ground on a new and expanded Lower School Campus. The promise of this long-planned project is bold: to create an optimal learning environment that matches the excellence of its academic programs for young learners with language-based learning differences (LBLD).

Completed in January of this year, the new campus includes ten new classrooms, outdoor areas promoting a connection to nature, a black box theater, a dedicated occupational and speech therapy room, and state-of-the-art technology. This new building represents the School's investment in early intervention, as the new facility offers space for greater enrollment while maintaining small class sizes and low student-teacher ratios.

### ABOUT THE DESIGN

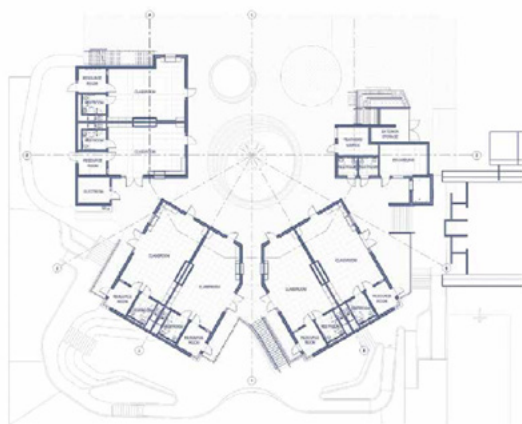
To help Westmark achieve its vision for the Lower School Campus Project, the school engaged world-class architectural firm NBBJ and industry-leading builders Suffolk. Every square foot of the two-story structure has been designed with the student top of mind.

- Ten classrooms reflecting the ecology best suited for a variety of distinct learning styles and differentiated instruction
- Outdoor areas that promote a connection to nature
- A black box theater to encourage creative expression and build self-confidence
- A dedicated occupational and speech therapy room
- State-of-the-art technology to support teaching and learning
- LEED® certification



# A CLOSER LOOK AT THE NEW BUILDING

The new Lower School Campus will heighten Westmark’s ability to empower its youngest learners to believe in themselves and pursue their dreams. With the opening of the facility in January 2024, the School has created the optimal learning environment for its current Grades 2–5 students; enabled the School to expand to Grade 1 next school year; and provided a springboard for its long-range plans to serve as a private school with a public purpose.



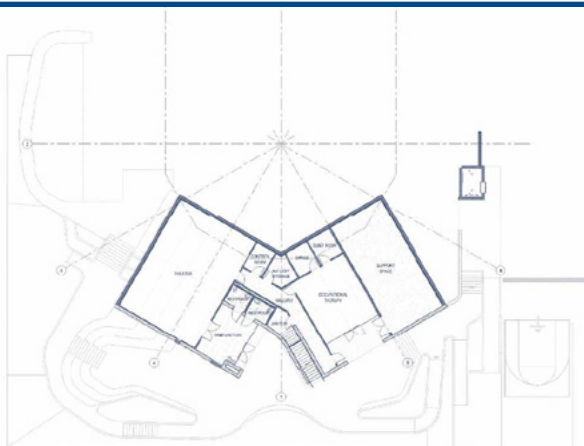
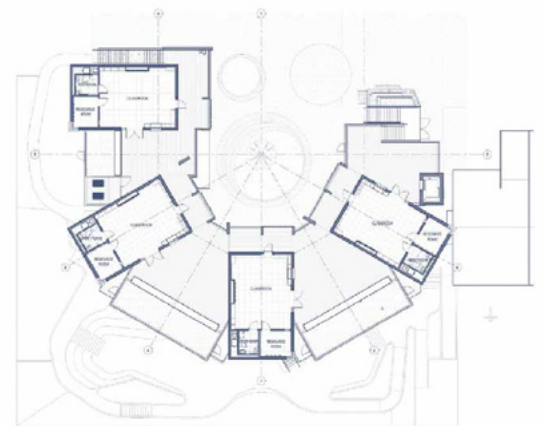
## LEVEL 1

- California Sycamore Courtyard
- 3 Classroom Buildings
- Lunch Area
- Play Area
- 2 Gardens
- Gaga Pit
- Grand Staircase



## LEVEL 2

- 4 classrooms
- 4 terraces



## LEVEL 3

- Lower Level Plaza and Amphitheater
- Black Box Theater
- Occupational/Speech Therapy Room
- Basketball Court





## Seeking the Right Candidate

With the opening of the new Lower School Campus and the expansion of the division to include Grade 1, the search for a new Lower School Director comes at an exciting time in the School's history. The ideal candidate will possess four main qualities and experiences.

First, the candidate must be mission-aligned, with a strong track record supporting students with LBLD; working in the field of special education; or otherwise serving students for whom traditional instructional methods have not proven effective. Candidates who do not have this experience must demonstrate a passion for the mission of the School and the student population it serves. Because many families come to Westmark disillusioned by mainstream neurotypical schools, the Director of Lower School must be oriented and equipped not only to create and sustain an optimal LBLD learning environment, but also to reassure parents and guardians that their children will grow, thrive, and succeed in the School's highly specialized setting.

Second, because the position oversees all Lower School faculty, candidates must possess administrator-level experience. This is especially important because several major projects are underway in the Lower School. These include rolling out two new curricula this school year — Jump Math and The Writing Revolution — and laying the groundwork to redesign its model of faculty evaluation. These and additional initiatives require a Director of Lower School who has led curricular and pedagogical change in schools; successfully hired and onboarded new teachers; and fostered a growth mindset among faculty.

Third, it is of course critical that candidates have experience working in an elementary school setting. The next Director of Lower School will be succeeding a retiring director who served in the position for seven years, brought extensive experience working with young learners, and earned the appreciation and respect of Lower School faculty for her decades-long career in elementary and special



education. Candidates must be committed to honoring and building upon the strong foundation that has been built in the Lower School over the last several years.

Finally, the next Director of Lower School will join a highly collaborative administration, led by a nationally recognized and deeply engaged Head of School. This year, she introduced a leadership model that brought in two new academic administrators: an Associate Head of School and a Chief Academic Officer. Each has taken on different areas of oversight, enabling the Head of School to invest more time building external partnerships and working with the Board of Trustees to expand the School's impact and reach. The three division directors now report to the Associate Head of School. Each of them brings different skill sets, experiences, and styles that are complementary. Candidates must embrace a team approach to decision-making and commit to communicating regularly and collaborating closely to achieve shared goals and fulfill the School's mission.

Westmark School is excited to welcome its next Director of Lower School this summer, in advance of the 2024–2025 school year. This position reports to the Associate Head of School and serves on the academic leadership team that includes the Head of School, the Director of Middle School, the Director of Upper School, and other academic leaders.



**JENNIFER STROUD, M.ED.**  
Associate Head of School

“As I envision the future of Westmark, I see us welcoming a Lower School Division Director who echoes our steadfast dedication to social justice, recognizing that literacy is a cornerstone of equity in education. We are in search of a collaborator at heart, someone who understands that meaningful progress is forged through teamwork and shared aspirations, grounded in research-based practices. This individual will possess a remarkable emotional intelligence, capable of forging deep connections with our families and students, offering unwavering support and guidance along their educational journey.

At Westmark we view education as a vehicle for transformation, a catalyst for positive change in our community and beyond. We are committed to research-based approaches that drive excellence and innovation in teaching and learning. Moreover, we seek a leader who is committed to guiding the Lower School into its next chapter, shaping its evolution with creativity and vision.”

We invite you to watch our [INTERVIEW](#) with Jennifer, who discusses the importance of finding a highly skilled and mission-aligned educational leader to join the Westmark community.



# Academic Leadership Partners



**STEPHANIE BRAUN, ED.M.**  
Director of Middle School

Stephanie Braun joined Westmark School as Director of Middle School in 2022. A native Angeleno, she began her career teaching LD students as part of Teach for America in the Bronx while earning a master's degree in Adolescent Special Education. It was during these years that Stephanie cultivated her passion for creating personalized education plans that meet each student's distinct learning style. She brings a commitment to creating equitable, inclusive learning environments and curricular programs to Westmark School. She is currently focused on fostering a sense of community and belonging for her Middle School students, developing the Advisory program, expanding elective opportunities, and individualizing instruction for each student based on their learning profile. Stephanie looks forward to partnering with a new Director of Lower School who shares her commitment to building relationships with students and families as they develop a sense of self and build confidence as learners through the Westmark program.



**AMY DUGRÉ, M.ED.**  
Chief Academic Officer

A vital member of the Westmark School community since joining last year, Amy Dugré serves as Chief Academic Officer. With nearly three decades of experience in educational leadership, Amy brings unwavering commitment, innovative thinking, and a passion for student success to the community. She oversees Westmark's educational technology initiatives and curriculum. She is dedicated to exploring new horizons of educational innovation and growth, championing initiatives to create adaptable learning environments that meet the unique needs of every student. Currently, Amy is spearheading transformative programs that integrate interdisciplinary, personalized, project-based learning for our students. Looking ahead, Amy's strategic roadmap includes expanding professional development opportunities for teachers, enhancing digital literacy across grade levels, and fostering cross-disciplinary collaborations that ignite intellectual curiosity. Amy eagerly anticipates collaborating with a new Director of Lower School who shares her passion for student-centered education and is a visionary leader who values collaboration, embraces innovation, and champions inclusivity. The ideal candidate will inspire our Lower School faculty, engage families, and create a vibrant learning environment where every child thrives. Together, they will shape the future of our School, ensuring that each student's journey is marked by curiosity, resilience, and boundless possibilities.





**JAY JOHNSON, M.M.E.**  
Director of Upper School

As Director of Upper School since 2019, Jay Johnson has remained committed to fostering a strong sense of identity, camaraderie, and support among Grades 9–12 students, families, and faculty. Rooted in his belief that young people thrive when they are known well by the adults in their lives, he strives to create an environment that champions equity and inclusion for all. At Westmark, Jay has worked to contribute to the alignment of the School's educational practices with its mission. His efforts have led to the redesign of the faculty evaluation process and improved scheduling, ensuring that each division's unique needs are met while promoting overall coherence. Jay has also worked to enrich the high school curriculum by introducing varied electives, catering to a wide range of student interests, and preparing them for future challenges. Furthermore, he has led initiatives to enhance college preparedness, such as student-led conferences and an executive functioning curriculum. Jay's leadership has been characterized by a holistic approach that balances academic excellence with student well-being, driving positive change across Westmark School. He looks forward to a Director of Lower School whose approach to teaching young learners aligns with the School's vision for graduating emerging adults well-equipped to pursue bright futures.



**JENNIFER STROUD, M.ED.**  
Associate Head of School

Jennifer Stroud began her tenure as Associate Head of School in 2023. Her responsibilities include leading the day-to-day operations of the School; providing guidance on matters of curriculum, pedagogy, and student success; and fostering a culture of faculty growth. Throughout her career, she has engaged in equity-driven leadership and has drawn from her postgraduate research on examining college readiness and equity gaps for LD students and deepened her commitment to diversity, equity, and inclusion in schools. At Westmark, Jennifer is focused on cultivating systems and procedures, nurturing a community of belonging, and supporting faculty learning in Westmark's research-to-practice model. Jennifer is impressed and motivated by Westmark's community morale and the compassionate educators who are focused on strengths-based teaching and learning. Jennifer hopes that the new Director of Lower School will be a collaborative builder that will thoughtfully guide the Lower School team into this next exciting chapter for Westmark.



# Current Lower School Initiatives

## ADDING GRADE 1

With the opening of the new Lower School Campus, Westmark looks forward to adding a new grade level — Grade 1 — in the fall of 2024. Coupled with Westmark's plan to increase tuition assistance, the school will be able to welcome many more neurodiverse learners from across the Greater Los Angeles area so that they can access Westmark's highly specialized, research-based curriculum and thrive in the innovative, inclusive environment.

## INNOVATIVE MATH AND READING CURRICULUM

Beginning this year, the Lower School implemented the Jump Math curriculum, a research-based approach informed by the latest science on how students learn. Rather than relying on textbooks, rote learning, or memorization, Jump Math enables students to tackle increasingly more challenging concepts at each stage of learning and thereby overcome any math anxiety they may have. Additionally, Westmark has introduced The Writing Revolution's Hochman Method, which embeds writing curriculum in the content being taught in any subject area and at any grade level.

# Could This Opportunity Be Right for You?

## WHAT WESTMARK SEEKS MOST

- A passion for educating and changing the lives of students with language-based learning differences (LBD), and a readiness to support all learning journeys of a diverse student body and faculty
- An understanding of current trends, research, and emerging ideas in the domain of educating students with LBD in order to foster continued growth and improvement to the academic program
- Expertise overseeing student, faculty, and curriculum development
- A devoted work ethic with a relational approach to solving tough problems
- A desire to be a part of organizational transformation, as Westmark aims to expand its outreach and commitment to serving public students with LBD

### THE DIRECTOR OF LOWER SCHOOL IS...

Relational  
Innovative  
Thoughtful  
Inquisitive  
Open-Minded  
Curious  
Creative  
Analytical  
Collaborative  
Hardworking





# Duties



## ACADEMIC AND DIVISIONAL LEADERSHIP

- As the educational leader of the Lower School, create a dynamic learning environment, by directing the activities of the members of the School's instructional team in a way that inspires collaboration and growth.
- Thoroughly understand the profile of students with language-based learning differences; develop plans for meeting their needs and engaging all members of the community in student success throughout the school year as well as during the summer academic program.
- Continually evaluate and improve upon course objectives, materials, methods, and means of assessment that incorporate best practices and standards.
- Serve as an active member of the curriculum team that participates in the advancement of the School's mission.
- Assist in the admission process for testing, interviewing, and evaluating applicants for enrollment which may include coordinating IEP paperwork from outside agencies and attend IEP meetings as requested.
- In collaboration with the Head of School, Associate Head of School, and administrative team, play an active role in all areas of the School; work toward a resolution of problems and conflicts effectively, strategically, and tactfully as they arise; inform and collaborate with the Associate Head of School on issues and opportunities within the Lower School program and activities.
- Foster partnerships with external organizations to bring diverse voices, experiences, and resources to the school community for the purpose of community education and informing best practices.
- Stay current on research, best practices, and emerging trends in the field of DEIB, and share relevant information with the school community.

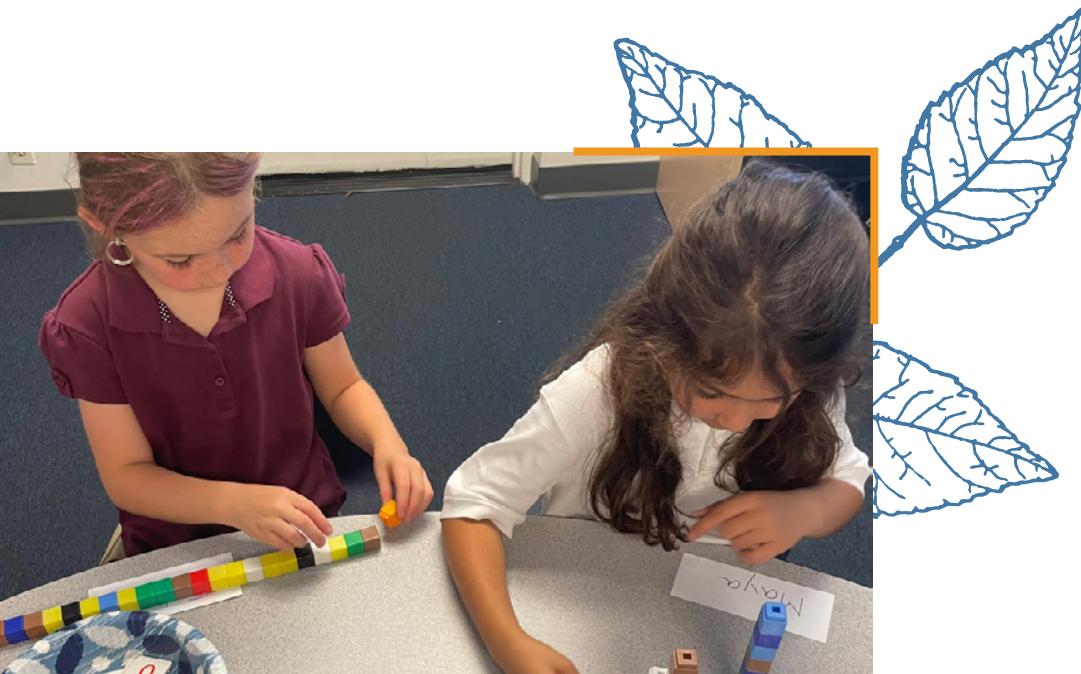


## STUDENT AND FAMILY RELATIONS

- Ensure that Lower School faculty provide appropriate academic instruction and guidance for students, while fully integrating parents and guardians in the process.
- Create opportunities for family involvement and engagement through strategic activities and parent education sessions.
- Continually assess and improve Lower School curricula, processes, programs, practices, pedagogies, and schedules, with a focus on opportunities for student improvement.
- Maintain complete academic records of all students; oversee the grading and the reporting of standards and methods used by teachers in measuring student achievement.
- In collaboration with the Director of Student Enrichment and Innovation, support and work toward continually enhancing field trip activities of Lower School students.
- Support social-emotional needs of Lower School students in conjunction with the School Counselor.

## FACULTY RELATIONS

- Observe, mentor and evaluate faculty while providing a model for positive leadership and continual reflection and evolution.
- Oversee day-to-day activities and assignments and ensure a culture of teaming and collaboration.
- In close coordination with the Associate Head of School, recruit and retain educators with the expertise, positive energy, and focus required to serve Westmark families and support students.
- Work collaboratively with technology committees and specialists to support educational technology initiatives and dynamic needs in the Lower School.
- Work closely with the senior leadership team in planning and implementing a comprehensive professional development program for faculty.
- Report to the Associate Head of School, manage the Lower School budget, and perform other duties as assigned.
- Provide coaching and support to teachers in integrating diverse perspectives and culturally responsive teaching practices into the curriculum, and to staff members for incorporating culturally responsive practices into their roles at the school.
- Assist in the recruitment and retention of a diverse faculty and staff, ensuring that hiring practices promote equity and inclusion.



# Qualities/Qualifications

## QUALIFICATIONS

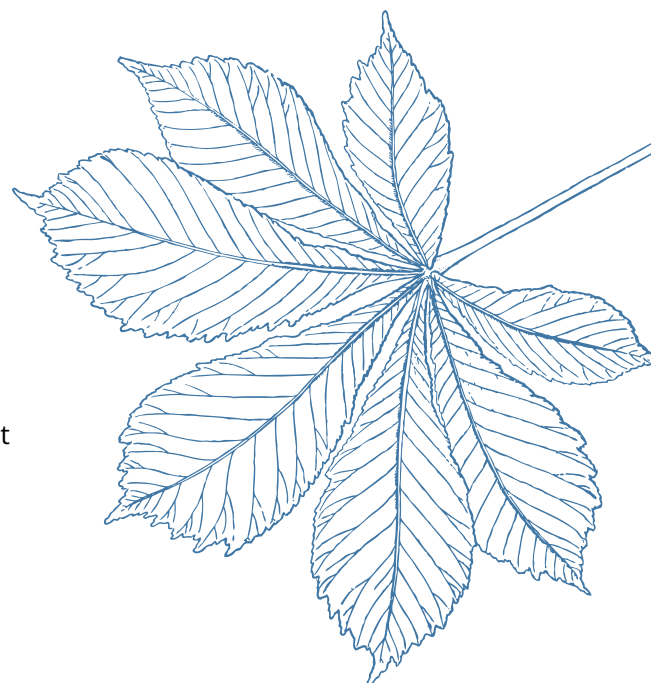
- Master's degree; minimum of 7 years progressive experience in administration or equivalent managerial expertise in grades 1-5
- Experience working in an educational environment serving students with language-based learning differences preferred
- Curricular experience, with particular knowledge of trends, research, and best practices around child development and special education
- Demonstrated success in working collaboratively and flexibly with colleagues, staff, parents, volunteers, and the broader community
- Excellent written and oral communication skills with an ability to effectively communicate with all stakeholders of the School

## PROFESSIONAL AND LEADERSHIP QUALITIES

- A mission-driven leader who models a growth mindset, adaptability, and commitment to fostering an inclusive learning environment that cultivates an awareness of and sensitivity to all differences
- A leader who values and respects children in the developmental ages and stages present in the division and seeks to bring their voices forward
- Ability to innovate and enhance a robust and sustainable program
- Ability to manage complex communication within the Lower School division, School, and parent community
- An ability to create a caring and dynamic culture for students and faculty
- A good listener and strategist; comfortable receiving input from many sources and able to analyze and formulate disparate information into a sound, well-organized plan

## PHYSICAL DEMANDS AND WORK ENVIRONMENT

While performing the duties of this job, the employee is required to sit in on meetings and work on a computer for long periods of time; and is occasionally required to walk, reach with hands and arms, balance, stoop, talk, and hear. The employee must occasionally lift and/or move up to 15 pounds. Specific vision abilities required by the job include close vision, distance vision, and the ability to adjust focus.



# How to Apply

12M Recruiting is acting on behalf of Westmark School to identify exceptional lower school divisional leaders with a passion for LBLD education to fill this extraordinary opportunity. Direct inquiries to:

[jobs@12MRecruiting.com](mailto:jobs@12MRecruiting.com)



## APPLICATIONS SUBMITTED BY MARCH 31, 2024 WILL RECEIVE PRIORITY REVIEW.

All applications must be submitted online: [www.12MRecruiting.com/jobs/Westmark/DLS](http://www.12MRecruiting.com/jobs/Westmark/DLS)

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Westmark School search committee
- CV or resume
- 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)
- A response to the following prompt:

*Please include a one-page statement of educational philosophy that speaks either to the experience and knowledge you have as an LBLD educator and administrator, OR to the passion and interest you have to potentially work at a school that serves students with LBLD.*

Westmark School is an equal opportunity employer and makes employment decisions on the basis of merit and job performance. School policy prohibits discrimination based on race, color, creed, gender, gender identity or expression, religion, marital status, age, national origin or ancestry, physical or mental disability, medical conditions (including genetic characteristics or information), sexual orientation, or any other consideration made unlawful by federal, state, and local laws.

