

Head of School

Leadership Opportunity
July 2012

THE ROEPER SCHOOL



Carney, Sandoe  Associates

800-225-7986 ▼ www.carneysandoe.com

Detroit metropolitan area
570 students
Preschool – grade 12
www.roeper.org

THE POSITION

The Roeper School in Oakland County, Michigan, seeks a Head of School to lead a community of 570 students and 76 faculty. Roeper is a nationally recognized co-educational day school for gifted and talented children in preschool through twelfth grade. At this point in the school's history, Roeper has sound leadership from its Board of Trustees, dedicated and mission-driven teaching by its faculty, creative learning by its gifted student population, and ongoing support and participation from parents, former parents, alumni, and friends. This is a beloved school where all constituent groups are deeply passionate about the school, reflecting a deep, historic and institutional commitment to the Roeper philosophy. The school environment is vibrant and nurturing for both students and teachers and some faculty members are leaders in the field of gifted education. Roeper classrooms are alive with enthusiastic exchanges of ideas, experiences, and discoveries.



Roeper is a unique place and seeks a special leader who is broadly informed about progressive and gifted education, delights in children, and possesses the ability to create a vision deeply rooted in the principles of the Roeper philosophy that will take the school forward to yet greater excellence, accomplishment and recognition.

The Roeper School benefits from seven years of steady leadership from Head of School Randall C. Dunn. Randall worked exceptionally well with the Board of Trustees to keep the school a financially strong, educationally rigorous, community engaged, and creatively aware school. Among his many accomplishments are the completion of the Community Center, the final approvals and fundraising for the Children's Library, and the annual fund and endowment gifts that have changed the culture of giving at Roeper. Randall focused much of his attention on actively listening to constituents, building community, and reaffirming Roeper's historical and intellectual foundation. He enhanced collaboration among constituency groups and increased the community's ability to support a shared vision. Philip Deely will serve as Interim Head of School for the 2011-12 school year.

THE SCHOOL

The Roeper School, with campuses in Bloomfield Hills and Birmingham, Michigan, was founded in 1941 by George and Annemarie Roeper, German educators forced to flee the Nazi regime. Raised in an idealistic boarding school in Germany that had been founded by Annemarie's parents, George and Annemarie instituted the same philosophy in their own school, educating children to have a strong sense of self; a deep understanding of our social, intellectual and physical interdependence; and a commitment to making the world a better place.



44 Bromfield Street, Boston, Massachusetts 02108
 TEL 800.225.7986 • FAX 617.542.9500
 search@carneysandoe.com • www.carneysandoe.com

In 1956, George and Annemarie made the school one of the nation's first devoted to gifted education, believing that the needs of gifted children were neither well understood nor well served. Today the school continues the approach pioneered by the Roepers, which focuses on the whole child while uniquely accommodating the complexity of gifted children.



Educationally, it provides the type of intellectual challenges gifted children crave and accommodates their passion to explore topics of personal interest deeply and imaginatively. Emotionally, it embraces the complicated path gifted children travel to maturity as they juggle cognitive abilities and emotional development that are frequently out of sync. Developmentally, it teaches gifted children, who have a fierce desire to control their own learning, how to do so productively and responsibly.

From the moment a student joins the Roeper community, he or she is encouraged to become a self-directed and motivated learner. Courses provide in-depth studies, hands-on learning, and a strong core curriculum augmented by a wide array of electives and independent study opportunities. The school fields highly competitive athletic teams and presents accomplished drama and dance productions. Students participate in local, state, national and international Model UN, engineering, robotics, debate, forensics, and other academic competitions.

A conversation with any Roeper student, from the youngest to the oldest, usually demonstrates another hallmark of the school's philosophy. Roeper students enjoy strong and authentic relationships with peers and adults, as well as the freedom to engage in critical thinking and intellectual exchanges. As a result, they tend to be quick, articulate, confident and attentive.

Today, the school attracts students from 60 diverse communities throughout the Detroit metropolitan area. Roeper also runs a highly regarded summer camp program, which includes a day camp, a summer stock theater program, and a variety of enrichment classes.

The Roeper Institute, a separately incorporated non-profit

The Roeper School at a Glance

Grades: Preschool – 12th
Current enrollment: 570
Faculty: 76
Faculty with advanced degrees: 57%
Student-Teacher ratio: 7.8:1

Students of color: 29%
Faculty of color: 12%

Operating budget: \$10.0M
Indebtedness: \$3.5M
Endowment: \$5.4M
Annual giving most recent year: \$200,000
Capital giving most recent year: \$700,000
Parent participation in giving: 65%
Alumni participation in giving: 15%

Financial Aid budget: \$1.8M
Students receiving aid: 39%



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108
 TEL 800.225.7986 • FAX 617.542.9500
 search@carneysandoe.com • www.carneysandoe.com

organization, provides outreach and support to educators and families of gifted children. The Institute publishes *The Roeper Review*, a peer-reviewed, professional quarterly devoted to gifted education research and inquiry.

Roeper is active with The Association of Independent Schools of Michigan (AIMS), the Michigan Association of Gifted Education, and consults with area independent schools. The school is accredited by the Independent School Association of Central States (ISACS) and is a member of AIMS, the National Association of Independent Schools (NAIS), and the National Association of Gifted Children (NAGC).

STATEMENT OF THE PHILOSOPHY OF THE ROEPER SCHOOL

George and Annemarie Roeper founded The Roeper School on a vision and philosophy forged from their heritage in a family and community of educators and child development experts, and tempered by their experiences in Nazi Germany. Their philosophy has been lived and practiced here for seven decades. It lives today at the core of our life at The Roeper School.

We understand each person, child and adult to be a whole human being, worthy of respect and recognition, deserving every opportunity to fulfill his or her potential. We celebrate each child's development and achievements without defining the child based on how he or she appears in comparison with others.



We understand diversity as fundamental to the human condition. We value diversity of all kinds — including for example thought and background as well as race and religion — and because we encourage differences, we learn things from one another that we could not learn in a homogenous setting. Diversity and interdependence foster competence as much as compassion, and nurture excellence as much as empathy.



We believe that each person has responsibilities as a member of communities — the family, the school and, ultimately, the world. In our learning community, relationships are important and central. We help each learner find the essential balances between rights and responsibilities. We hope to develop independent thinkers who are constructive and caring within family, school and community.

Our philosophy requires a community in which we live and learn by trusting one another, relying on one another, listening to one another, accepting differences and seeing one another truly as equals. It requires extraordinary teachers who understand that children learn better when they



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

want to know; teachers who empower and encourage each child to be adventurous, to take risks and not to fear failure. It requires a school that not only prepares, but also allows, each child to make meaningful decisions and solve important problems.

On the foundation of this philosophy, we create a safe, rigorous, and joyful learning environment. Here, each student is encouraged to find his or her own voice and to pursue his or her intellectual, artistic, and athletic passions. Each child takes a responsible role in his or her own learning. In this environment, children feel happy, emotionally secure and confident, and they develop into self-motivated learners and critical thinkers who pursue excellence in a way that has meaning for them. They discover their own intellectual, artistic and practical abilities, they find their place within an ever-changing world, and they learn to react in a flexible, clear-minded and intelligent manner to the complexity of modern life.

George and Annemarie Roeper's vision lives today in our commitment to this philosophy and to the community of learners that it inspires.

Approved by Board of Trustees, June 7, 2010

CAMPUS, SETTING AND LOCATION

The Roeper School is located on two campuses totaling 14 acres, approximately four miles apart from each other in Oakland County. The Middle and Upper schools (6th-8th and 9th-12th) and related administrative offices are located in a single three-story building situated on one acre in a residential neighborhood in the city of Birmingham. The Lower School and most administrative offices are located on a beautiful 13-acre wooded campus in the city of Bloomfield Hills.

Hill House, once the home of George and Annemarie, contains Stage I (the preschool) and the offices of the Head, Admissions, Business, Development, and the Roeper Institute. Stage II (kindergarten and 1st grade) are housed in "the Domes," a series of connected domed buildings. In 2004, the 20,000-sq.-ft. classroom building that houses Stage III (2nd and 3rd grades) as well as art and foreign language classrooms opened.



Stage IV (4th and 5th grades) as well as other elective classes are situated in several other buildings. Recent additions to the campus include the Community Center, which opened in 2008 and includes a gymnasium, multi-purpose/lunchroom, and music classrooms. Groundbreaking ceremonies in May 2011 heralded the construction of the \$1 million, 2,700-square foot Children's Library on the Lower School campus.



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

STUDENTS

The school enrolls more than 570 students from 60 communities throughout the greater Detroit metropolitan area. From its inception, the student population represented a wide variety of ethnic, cultural, racial, and economic backgrounds, and this continues to be the case. The school was the first independent school in Oakland County to admit African American students. Currently, 29% of the students are students of color. While Roeper students are all intellectually gifted, the consultant found that the students are extraordinarily diverse and understanding, appreciative, and respectful of their differences. Roeper students recognize that their individual voices and talents can grow here, and even those students who have always attended the School speak of the privilege it is to be at Roeper.



The School's commitment to economic diversity is reflected in its strong commitment to financial aid and last year Roeper awarded more than \$1.8 million in financial aid to students with demonstrated need, almost 40% of its students. Enrollment stability is a challenge Roeper shares with independent schools across the country. Enrollment peaked in the fall of 2008 with 630 students, but has slipped to 570 for the 2010-11 school year. Ideally the number will climb back to 600.

FACULTY

There are 76 faculty members, affording the exceptionally low student-teacher ratio of 7.8:1. Teachers are selected for their ability to provide continuing challenges and stimulation, to develop a world- and future-oriented curriculum, to foster problem-solving as well as fact-finding approaches, to create a learning experience which is creative, disciplined and meaningful, and to promote an environment that encourages parental participation. Faculty at all levels of the school are dedicated to the Roeper model of personalized and relationship-based education. They share a special camaraderie with their students – a non-hierarchical relationship based on mutual respect and caring. Among the top benefits of teaching at Roeper commonly mentioned by faculty are the ability to teach and build strong relationships with bright, creative, and sensitive children, as well as the teaching freedom faculty enjoy in their classrooms. Roeper seeks a broad and representative composition of its staff and 12% of the school faculty and staff are people of color. Proactive hiring provides for full consideration and opportunity for building a truly diverse community.



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

ACADEMIC AND EXTRACURRICULAR PROGRAMS

The structure of Roeper's curriculum emphasizes conceptual and experiential learning opportunities that facilitate specific goals for individuals in response to their intellectual and personal/social characteristics, needs and interests. The program at Roeper adapts to the needs of its students rather than expecting the students to adapt to a curriculum. This is a child-centered school that respects the thoughts of each child while providing a rigorous learning environment and curriculum that ultimately helps students to become internally motivated and focused on making the world a better place.



In the Lower School, homerooms serve as the centers for language arts activities, social studies and mathematics. Additional classes in science, music, French, art, dance and movement, physical education, library and computer skills are part of the curriculum. The Lower School, with more than 300 students from under age three to age eleven, is organized into “stages” rather than grades, with students spending two years in a classroom with the same homeroom teaching team (a head teacher and a team teacher). This allows for beneficial interactions with wider age ranges as well an enhanced opportunity for teachers and students to build the relationships so important to Roeper’s learning environment. The curriculum in the elementary grades responds to all areas of a child’s growth – intellectual, creative, physical, social and emotional – and emphasizes the relatedness of all subject areas. Theme-based units are explored so that problem-solving strategies, multicultural perspectives and community responsibilities are learned and valued. With each advance into the next stage, the opportunity for electives and choice expands so that children enjoy a growing sense of freedom of choice and the responsibilities that attend it. Aftercare is offered at the Lower School, as well as specialized enrichment programs, such as guitar, chess, and golf.

The Middle School on the Birmingham campus has approximately 140 students in grades 6-8, meeting the students’ intellectual needs and supporting the unique emotional, social, and developmental needs of young adolescent gifted students. Developmentally appropriate choices and individual instruction through core courses and electives are the basis of the academic program. The atmosphere in the Middle School is nurturing and supports growth and independence. Middle School students may take advanced work in the Upper School. The Middle School curriculum includes English literature, composition, social studies, foreign language, mathematics, computer study, science, fine arts, physical education and interscholastic sports. A recent example of a Roeper



Carney, Sandoe & Associates

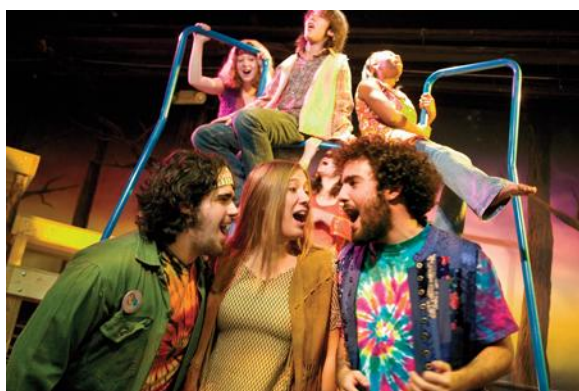
44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

student following his intellectual curiosity to the next level is the eighth-grader who was awarded first place at The 2011 Science and Engineering Fair of Metropolitan Detroit for his project entitled “The Effect of Foreign Substances (spit, pine tar, Vaseline) on the Curve of a Baseball.”

In the Upper School, with approximately 170 students in grades 9-12, small classes provide intellectual stimulation and challenge. Core classes include English, history/social studies and many electives, including computer, foreign languages, mathematics through post-calculus, biology, chemistry and physics, as well as many Advanced Placement classes. Opportunities for independent study, self-directed study, internships, and mentorships allow students to pursue their passions within – and beyond – the classroom. The humanistic values of the founders are evident in the respect between students and faculty and cooperation between students and staff.



Advisors work with students and their families to plan their course of study according to their personal goals. Virtually all of Roper’s graduates go on to college, prepared for the rigor of higher education and grounded in a philosophy that values learning for life. Roper alumni attend a wide variety of the nation’s finest colleges and universities. The University of Michigan awards applicants from Roper its highest rating in recognition of Roper’s challenging program. Roper students consistently attain the highest

honors awarded in academic and extracurricular areas such as fine arts, Model UN, world languages, science, mathematics, journalism, and athletics. Though Roper students are high achievers, the Roper culture does not foster a competitive environment or emphasize the use of rankings or marketing based on academic awards. Roper is unique in this regard, compared to independent peer schools in the area.

THE ARTS

The Fine and Performing Arts Program at The Roper School is comprehensive, with diverse offerings in both the visual and performing arts. The philosophical underpinnings of the school are well reflected in the program as the study of arts enhances one’s self-knowledge and self-expression. The arts courses are personalized by faculty through thoughtful communication with students – listening to what they want, balancing their desires with sound, educational pedagogy and then guiding them both individually and as members of various groups. Students, regardless of talent or ability level, are encouraged and supported in participating in any course or group in which they have an interest. The school believes the arts not only contribute to self-knowledge and expression, but allow students to represent, understand and impact the world around them.



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

PHYSICAL EDUCATION AND ATHLETICS

The Lower School physical education program emphasizes basic skills, discovery of talent, and the values of building character and strengthening integrity. The Upper School offers all students the opportunity to engage in a serious, competitive sports program. Roeper teams frequently advance to district, regional and even state play-offs, an impressive achievement given the small student body. There is a focus on playing with integrity and good sportsmanship, and for junior varsity and varsity sports, there is a no cut policy.

GOVERNANCE

The Roesper School is governed by a self-perpetuating 26-member Board of Trustees composed of parents, current students, staff, alumni and community leaders. The Board includes seven trustees voted in specifically as representatives of the parents, staff, students and alumni, and 22 at-large members. Eighteen percent of the current Board of Trustees are people of color. While the Board oversees the management of the business and affairs of the School, the Board is careful not to impinge upon the roles of the school's administrators, and acts as a support and resource for the Head of School and administration.



The annual budget for the 2010-11 school year is \$10.0 million. Tuition for 2011-12 ranges from \$4,550 for the half-day program in Stage I to \$22,250 for Upper School students. This budget appropriates approximately \$1.8 million for financial aid and scholarships. Financial aid includes tuition remission for children of faculty and staff, full "Roeper Scholar" scholarships, and foundation and family-funded scholarships. While the School continues to grow its financial aid endowment, grants, and awards, the principal source for financial aid and scholarship continues to be the operating budget. Roesper's current endowment exceeds \$5.4 million and the annual fund in recent years has ranged from \$128,000 to \$200,000.

DETROIT AND SOUTHEAST MICHIGAN

Situated between Lakes Huron and Erie, Detroit is the eleventh largest metropolitan area in the country with more than 4.5 million people. The City of Detroit dominates the national image of Michigan, but the region is much more vibrant and diverse than many outsiders realize. The metropolitan area has a rich mix of cultures and demographics. In addition to its white, African-American and Hispanic populations, the region has the largest Arabic population outside the Mideast, and Asians, South Asians, and Europeans drawn to the region's importance as a hub of the global auto industry. It has dynamic and successful music, art, and sports scenes and a gritty energy that [Chrysler's 2011 Super Bowl commercial with Eminem](#) captured perfectly.



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

Economists recently noted that Michigan has moved into the early stages of a sustained recovery and are predicting net job growth for the state for the next three years. In addition, planners around the world have become captivated by the idea of Detroit as a laboratory for ideas to “right-size” our older cities. There is no denying the challenges in the city of Detroit, but for perspectives on the current scene in Detroit – an intriguing and complex reality that most national media miss – look at the Facebook pages for the Detroit Regional News Hub, the League of Adventurous Detroiters, and the Greening of Detroit. Another look at the region’s diverse and sophisticated amenities can be seen in Hour magazine <http://www.hourdetroit.com>.



The Detroit metropolitan area boasts more than 20 institutions of higher learning; 14 museums and cultural centers; a symphony, opera, jazz festival, and arts festival; a wide range of museums and arenas; professional sports teams in football, hockey, baseball, and basketball; and more theater seats than any other city east of the Mississippi River with the exception of New York City. Popular cultural venues include the Detroit Institute of Arts, the Detroit Science Center, Charles H. Wright Museum of African American History, and the Museum of Contemporary Art Detroit.

The State of Michigan enjoys a glorious natural landscape, especially the vast lakes that give it the nickname The Third Coast. With an average annual temperature of just under 50 degrees Fahrenheit, Detroit boasts a relatively temperate climate for such a northern locale, rated a surprising 5-6 Plant Hardiness Zone. Appreciating winter is an asset, though, as Detroit receives an annual snowfall of 45 inches. Michigan has 97 state parks, six state forests and over 11,000 inland lakes. International wildlife refuges, managed by both the United States Fish and Wildlife Service and the Canadian Wildlife Service, preserve coastal wetland areas, marshes and islands along 48 miles of the Detroit River and Lake Erie shoreline. For more about the natural beauties of Michigan, visit www.puremichigan.org.



THE OPPORTUNITY

The Head of The Roeper School is the chief executive officer and academic administrator of the school, reporting to the Board of Trustees, promoting and executing the distinct mission of the school to educate the gifted, and carrying out the policies determined in conjunction with the Board. The Head’s responsibilities include oversight of all academic, enrollment, personnel, compensation, and fund-raising matters, as well as management of the budget and school facilities. The Board seeks an experienced Head of School, committed to progressive education



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

and aligned with Roeper's philosophy and principles. The broad focus will be on continuing the school's trajectory of growth, development and learning, with an emphasis of implementing and building consensus around the major recommendations from ISACS. Compensation will be competitive and commensurate with experience.

The Board seeks a candidate with a strong alignment with the Roeper philosophy who has the demonstrated experience to excel at the following responsibilities:

- In collaboration with the Board, Chair and Administrative teams, the Head will be responsible for providing oversight and management to the daily operations of the School, serve as a key point of contact with the community, and actively participate in fundraising.
- Provide support and leadership of all administrative groups around their identified goals.
- Facilitate discourse and consensus regarding Roeper's identity as a leader in progressive education, serving gifted students in Preschool through 12th grade.
- Facilitate discourse among the administration, alumni, faculty, parents, staff, students, and trustees regarding the revised (June 2010) Roeper School philosophy statement.
- Support the Board in devising an immediate, interim plan to address the pressing financial challenges, relative to economic challenges in Southeast Michigan.
- Support the Board in developing a new strategic plan, which includes a sustainable business model.
- Assist administrators in developing fair, supportive and consistent reviews of all employees.

STRENGTHS OF THE SCHOOL

- Open, authentic relationships school-wide
- The Roeper mission and philosophy involve a deep and satisfying commitment to gifted education focused on each student's learning and development
- An innovative and varied educational program with valuable enrichment programs
- A commitment to diversity and inclusivity in many forms
- An established and well-integrated focus on the social and emotional needs of children
- A customized educational program with individualized attention
- A respectful school-wide ethos of collaboration, thoughtful discourse and a commitment to shared decision making
- A dedicated and experienced faculty and administration, working collaboratively and innovatively in an intellectually supportive environment
- A deep respect for each individual, honoring differences in interests, gifts, viewpoints and abilities



44 Bromfield Street, Boston, Massachusetts 02108
 TEL 800.225.7986 • FAX 617.542.9500
 search@carneysandoe.com • www.carneysandoe.com

- Loyalty to teachers and a robust professional development program
- Strong and productive teacher-student relationships

OPPORTUNITIES AND CHALLENGES FOR THE HEAD OF SCHOOL

Marketing and Public Relations

The Head of School is a national spokesperson for gifted children and for progressive, personalized education. Therefore, a passion for the mission and an ability to articulate its importance to the internal and external community are critical requirements. Marketing the school, especially externally in terms of student recruitment and community visibility, is crucial going forward as the school transitions to new administrative leadership. This person should possess the talent, experience and essential enthusiasm for external marketing, spreading the word of Roeper's strengths throughout Detroit, and nationally. On campus, the next Head of School should be a visible, approachable, and accessible leader for all students, parents, faculty and staff and an effective listener and communicator.



Mission

The Roeper School will need to stay true to the mission, ensuring that academics, arts and athletics remain strong, balanced, and consistent with the Roeper philosophy. The school will continue to incorporate up-to-date pedagogy and best teaching practices to guarantee a fine, consistent classroom experience for all students at all levels.

Faculty

The next Head of School will develop strategies to support and retain the finest faculty, which will include mission-driven professional development, and formalizing evaluation and assessment systems for faculty, administrators and programs with full participation by all constituents.

Facilities

With the assistance of an architect, Roeper is in the midst of designing a master plan to determine the facilities the school will require over the next 30 years in order to best fulfill its mission. Several older buildings will require substantial renovation in the next few years. The new Head will have the opportunity to examine space issues and ensure that the condition of the facilities and technology upgrades keep pace with the school's needs.

Financial Resources

The school seeks candidates with experience dealing with complex financial issues, including establishing, balancing, and funding priorities with limited resources; fundraising; developing

marketing plans; and experience in strategic planning and/or implementation. The Board has prioritized the need for improved development efforts, including a stronger endowment, increased fund raising for financial aid, and growing annual fund campaigns, in order to change the tuition-dependent financial model to maintain economic diversity within the community. The next Head will, by necessity, need to focus on fund-raising and external marketing and be an active participant in all campaigns.

Leadership and Decision Making

One of Roper's many strengths, its commitment to shared decision making and open conversation for conflict resolution, is both a strength and a challenge. Listening to others is a cherished value at the school, ensuring mutual respect and inclusivity. This thoughtful interaction carries with it an open-mindedness to change and continuous improvement, though at times Roper's values-based decision making can seem overly complex and unhurried. The community is seeking a Head who is comfortable with and skilled in shared decision making, knows how to value input and collaboration, and can effectively communicate decisions. The successful leader will be one with the ego strength to solicit and value divergent opinions, make informed decisions, and tolerate the conflict and anxiety that this might produce in the short term. Managing the latter requires a leader who is able to identify and build on the strengths of all constituents to maintain engagement and build support for decisions. This is not a position for a leader who is used to reaching decisions based on power and authority, which the Roper community roundly rejects.



QUALITIES DESIRED IN THE HEAD OF SCHOOL

- Excellent interpersonal and communication skills, comfort with all constituencies and thoughtful, reflective listening skills
- Passion for the Roper Philosophy and the enthusiasm to articulate its distinctive message
- The capacity to be a creative visionary
- Cultural sensitivity
- Problem-solving skills and the ability to plan strategically and achieve goals
- A strong sense of fairness and justice, providing wise and objective leadership
- Patience and perseverance
- Exceptional ethical standards and personal integrity
- Good leadership skills in a shared decision making environment
- A strong desire to participate fully in the community



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108

TEL 800.225.7986 • FAX 617.542.9500

search@carneysandoe.com • www.carneysandoe.com

- A deep respect for teachers and the ability to mentor and inspire them

Finally, the school seeks an individual who can make others feel valued and important, and who approaches all tasks with a child-centered priority. The Head should demonstrate a visceral love of young people and an enthusiasm for their events, activities and interests.

TO APPLY

Interested and qualified candidates should submit electronically in one e-mail and as separate documents the following materials:

- cover letter expressing interest in the Roeper School Head of School position
- current résumé
- statement of educational philosophy and practice
- list of five references with name, phone number, and email address of each to:

Trina Robinson Secor
Senior Search Consultant
CARNEY, SANDOE & ASSOCIATES
44 Bromfield Street, Boston, MA 02138
trina.secor@carneysandoe.com



Carney, Sandoe & Associates

44 Bromfield Street, Boston, Massachusetts 02108
TEL 800.225.7986 • FAX 617.542.9500
search@carneysandoe.com • www.carneysandoe.com