



THE ALLEN-STEVENSON SCHOOL

New York, New York

HEAD OF SCHOOL
Start Date: July 2022
allen-stevenson.org



**Carney
Sandoe**
& ASSOCIATES



MISSION

Allen-Stevenson’s distinctive “enlightened traditional” approach educates boys to become scholars and gentlemen. In the belief that there are many ways to be a boy, the School offers an ongoing commitment to each student and uses the best insights and tools available to understand him as a whole person. We inspire in each boy an appreciation of responsible citizenship and a lifelong love of learning.

20/20 VISION STATEMENT

At Allen-Stevenson we help every boy achieve his best potential within an inclusive community of joyful learners and their families. We expect him to be active and engaged in his own learning, so that he becomes intellectually, socially, and emotionally strong. We help boys learn that they can make a difference, that is, to make the world a better place.

As teachers and educators, our role is to empower each boy’s natural curiosity to develop his capacities, values, and skills, not only to learn about the world around us but also to value the diverse fabric of humanity. Through a collaborative culture of inquiry, we design learning experiences that challenge boys to take thoughtful risks in pursuing excellence in achieving their best potential.

We educate each boy to acquire cultural competence and global understanding, to appreciate community and engaged citizenship, and to develop the drive to share responsibility for promoting a sustainable and equitable world.

OVERVIEW

The Allen-Stevenson School has been educating boys grades K-8 for nearly 140 years. With a rich history of educational innovation and an esteemed collaborative culture of inquiry, Allen-Stevenson designs learning experiences that challenge boys to take thoughtful risks in pursuing excellence. This approach helps build responsible, emotionally intelligent, intellectually curious young men who become passionate learners and compassionate achievers.

Allen-Stevenson strives to give boys the foundation they need to become conscientious, impactful global citizens. As such, the School continually evaluates its curriculum to ensure that the learning is challenging yet developmentally appropriate. Intentionally small class sizes permit more intimate focus on the 3 A’s—Academics, Athletics, and the Arts—allowing each boy the opportunity to have experiences that fuel his curiosity and connect learning across all disciplines.

The wonder of Allen-Stevenson boys lies in their desire to grow and learn, and to take advantage of all opportunities without feeling that success is measured in only one way. This journey is possible because of Allen-Stevenson’s engaged and supportive faculty who believe that there are many ways

FAST FACTS

Founded: 1883

Total students: 392

Students of color: 38%

Teaching faculty: 89

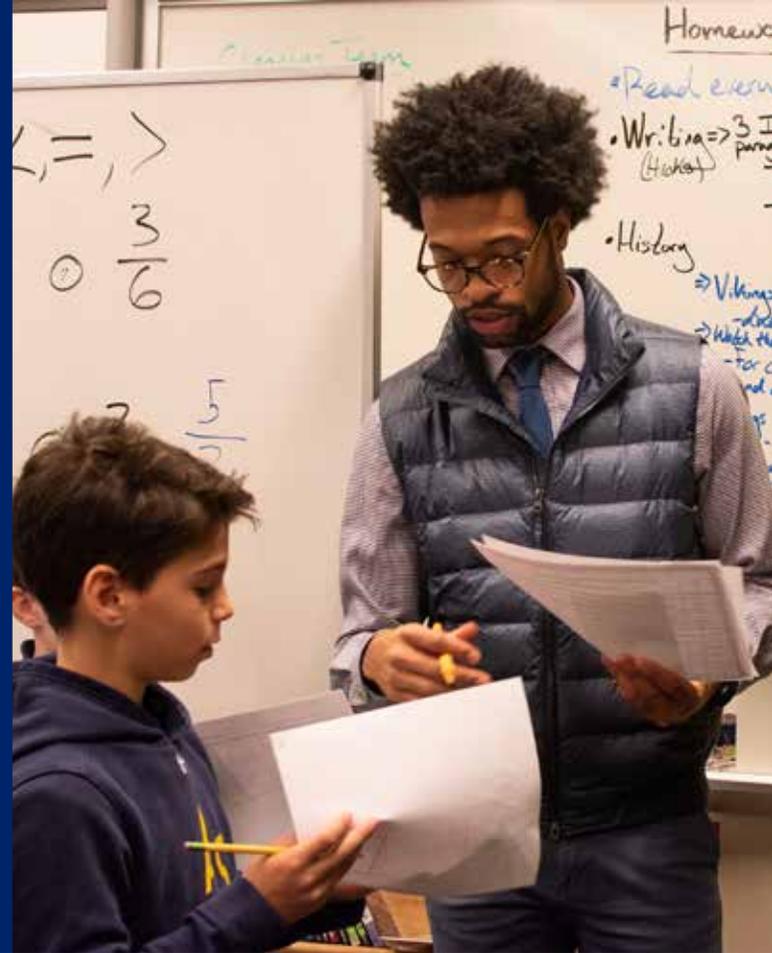
Faculty of color: 21%

Faculty with an advanced degree: 46%

Student/faculty ratio: 5:1

Financial aid awarded: \$2.463M

Students awarded aid: 17.3%



to be a boy and commit to always recognizing Allen-Stevenson boys for their varied interests and accomplishments. They really endeavor to understand the story of each boy as a student and as an individual.

Allen-Stevenson seeks a new Head of School to succeed long-time Head, David Trower, in July 2022. Strong candidates will be well-versed in the opportunities and challenges boys will experience tomorrow and be able to facilitate an educational experience palpably different from the schooling of previous generations. Strong candidates will also position themselves and Allen-Stevenson at the nexus of learning in academics, athletics, and the arts, and recognize how these three disciplines symbiotically lead to student growth. The new Head will collaborate with faculty to empower every boy's curiosity, build confidence, and inspire lifelong learning.

SCHOOL HISTORY

The Allen School opened its doors in 1883. Two years later, the School moved to rented rooms at Madison Avenue and 44th Street with an enrollment of 20 boys. By 1902, The Allen School employed six teachers to educate 50 students. This is also the year when Mr. Allen met Robert Alston Stevenson, a tutor, who by chance had taken a room at 509 Fifth Avenue, where the School was then located. Quickly, in 1904, Mr. Allen and Mr. Stevenson joined forces and moved to 50 East 57th Street with 100 students.

In 1918, enrollment exceeded 200. The School began to expand its extracurricular programming, too. It published its first newspaper, *The Spotlight*, and introduced an exercise program, as well as team sports. Shortly thereafter, in 1924, the School purchased two brownstones for a new schoolhouse and moved to its present location on the Upper East Side.



Over the last quarter of the 20th century and into the 21st, as enrollment flourished, the School reintroduced Kindergarten classes, an addition was built, and the School ran several successful and intentional advancement campaigns. In 2007, Allen-Stevenson completed a total renovation-expansion of the interior, preserving the School's Classical Revival brick and Victorian brownstone facades.

In 2019, A-S undertook a comprehensive Strategic Planning Process, which has reshaped the School's teaching and learning philosophy and influenced its future. The School is about to complete an ambitious, transformative building expansion project with superb new facilities to support these ambitious educational goals.

THE SCHOOL

Allen-Stevenson's vigorous, pre-secondary program of academics, athletics, and the arts teaches boys to value the gratifying process by which excellence is attained. By creating a joyful, safe environment for learning, the School seeks to ensure a productive, diverse community of learners. Faculty challenge the students to take suitable risks, learn from their mistakes, and support each other. Ultimately, Allen-Stevenson boys move through life strongly and rightly—with confidence, knowledge, enthusiasm, resilience, and respect for all. Alumni refer to their experience as students as having the most impact on them of any of their schools—lives steered by the values they learned at A-S, while also making lifelong friends.

Allen-Stevenson promotes diverse perspectives, honest dialogue, and mutual respect. As participants in a vigorous learning environment, everyone in the broader Allen-Stevenson community is expected to accept the experiences, dignity, and rights of others and to demonstrate an awareness of and respect for the human experiences that exist within the diverse cultures that make up our world. Through



student, parent, and faculty/staff affinity groups; educational events; and guest speakers, the School supports its community members in promoting mutual understanding and a culture of acceptance. Allen-Stevenson’s commitment to an inclusive educational community informs its admissions policies, hiring practices, curriculum, and the allocation of resources.

A-S faculty appreciate the strong sense of community and belonging they feel (“it’s a great place to work”) while also being pushed to become better at their craft. They appreciate the opportunity to teach the whole boy, finding ways to help bring out the strengths of a student through his time at the school.

Allen-Stevenson is accredited by The New York State Association of Independent Schools; CSEE (Center for Spiritual and Ethical Education); International Boys School Coalition; The National Association of Independent Schools; and The New York State Association of Independent Schools. Allen-Stevenson is also the first Primary School in the country to Receive LEED Gold for Existing Buildings Award.

ACADEMICS

Allen-Stevenson’s academic programming is based on the belief that life is intrinsically interesting and that a good education unlocks its mysteries. The School refuses to educate solely within the context of achievement testing or secondary school placement; rather, it educates young men with respect for the wonder, play, exploration, and discovery that only childhood can afford. As a result, Allen-Stevenson alumni are self-aware, compassionate, and world ready.

Lower School

The Lower School (Kindergarten through Third Grade) is where life at Allen-Stevenson begins. During these four years the boys are exposed to a rich, broad curriculum through which they develop a strong



foundation of basic academic skills, as well as a vast range of experiences in which they can learn, create, and imagine, culminating in the Third Grade with opportunities to lead.

The program challenges each boy, as appropriate, and helps develop a love of reading and writing, competence in and excitement about mathematics, and the beginning skills of inquiry and research. Boys explore the worlds of music, art, and drama, giving voice to their creative spirits, and participate every day in physical activities that utilize their innate need for movement and exercise. Spanish is introduced to boys in Kindergarten.

Middle School

The Middle School program, for boys in Fourth through Sixth Grades, is steeped in the development of basic skills and enhanced with rich content. The emphasis is on research, questioning, discussion, making connections and articulating thoughts and ideas within the structure of the various disciplines.

Each boy receives instruction in writing and reading skills, attends study skills classes, develops knowledge of spelling and grammar, and gains an understanding of how words are formed through the study of Language Fundamentals. Research and technology broaden these skills and form the foundation of the academic program. The boys continue their study of Spanish throughout the Middle School and into the Upper School. STEAM is a trans-disciplinary (science, technology, engineering, arts, math) curriculum that focuses on student-centered collaboration, communication, and critical thinking, and has been fully integrated into the Middle School program. Each grade level is engaged in project-based learning that encourages this type of teaching and learning.

In the Middle School, boys may participate in chorus, various orchestra programs, drama productions, athletic teams, and a host of electives, in addition to a variety of community service activities.



Upper School

The goal of the Upper School is to bring together all the different qualities of an Allen-Stevenson experience to prepare boys for the next steps in their education. Seventh and Eighth Grade offer a unique environment in which boys can develop leadership skills by serving as models for all of the younger boys.

In the classrooms, boys engage in hands-on physics experiments, integrated use of laptop computers throughout the disciplines, expository and creative writing, and an approach to learning which provides a deep understanding of the topic covered.

In conjunction with this vigorous program, as well as top-flight athletic options, the boys have the flexibility to continue to participate in many activities such as art, music, drama, and journalism. It is not unusual for an Upper School boy to be on an athletic team, sing in the chorus, act in a play, and work on the yearbook all at the same time. They move onto high school ready to accept the academic challenges that face them and be major contributors to the extracurricular life of their new community.

To create a greater sense of cohesiveness and connectedness between divisions, beginning in the 2021-2022 school year the School will move to two divisions—Lower and Upper—from its current three-division structure.

COLLEGE MATRICULATION

Graduates of Allen-Stevenson attend a variety of independent schools around New York City as well as boarding schools. Members of the Class of 2015, 2016, and 2017 then matriculated at the following colleges, among others:

American University
Babson College
Barry University
Bentley University
Brown University
Claremont McKenna
Colgate University
Columbia University
Cornell University
Dartmouth College
Duke University
Emory University
Fordham University
Georgetown University
Harvard University
Lehigh University
Michigan State University
Middlebury College
New York University
Northwestern University
Parsons School of Design
Princeton University
Stanford University
SUNY Albany
Syracuse University
Tufts University
University of Chicago
University of Michigan
University of Pennsylvania
University of Richmond
University of Southern California
University of Wisconsin
Vanderbilt University
Villanova University
Williams College
Wake Forest University
West Point
Yale University



THE ARTS

Art is an integral part of an Allen-Stevenson student's education, and a hands-on experience of discovery and joy. Art teachers are professional exhibiting artists and bring their expertise and passion for art to the classroom. They nurture the individual abilities and ideas of the students, while imparting a love for art and creation. The art processes taught at Allen-Stevenson are contemporary, integrating engineering with a strong sense of design, paired with a deliberate balance and respect for traditional methods. Faculty interweave cross-curricular themes and social-emotional learning to complement the work they are doing in their classrooms.

The music department uses an eclectic approach to music education that keeps in mind the differing levels, abilities, and learning styles of students. While fostering students' personal growth in music, faculty stress the boys' ability to work, play, and create together. Practical experience is emphasized in the classroom through the playing of instruments, singing, and musical games. The ability to sing accurately, to interpret pitch and rhythmic notations, and to participate in group ensembles are three primary goals of the curriculum. Sixty percent of A-S boys participate in the music program outside of classroom instruction.

The theater program harbors a unique artistic environment where students can thrive in the classroom, onstage, and behind the scenes. In theater, boys are provided a safe haven where they are free to experiment and critically examine the results of their own work and that of their peers. Believing that theater is a fundamental part of a well-rounded education, the School offers a wide range of theater classes, electives, and performances in all three divisions.



PHYSICAL EDUCATION AND ATHLETICS

The physical education program at Allen-Stevenson develops the health and well-being of the whole child and serves as the skills foundation for the athletics program. The experienced physical education staff, through the use of creative movement, modified games, and a sports education theme, provides boys with the experiences and skills to succeed not only in athletics but in life. Allen-Stevenson strives to develop boys who are passionate about staying healthy and physically active.

The athletics program offers an opportunity for every boy to participate (and has also garnered 42 League Championships). The School has a no-cut junior varsity program and a varsity program for the more advanced and competitive student athlete beginning in grade 7. Lessons in sportsmanship, teamwork, competition, and the ability to win and lose gracefully are fundamental components of the process that helps Allen-Stevenson teams be successful. Eight interscholastic sports—cross country, soccer, flag football, basketball, wrestling, track, lacrosse, and baseball—provide a range of choices for the student-athlete.

SCHOOL LIFE

While very much a forward-thinking institution, Allen-Stevenson is also rich with traditions. Some are cherished events held every year and have become ingrained in many aspects of the School. Others include the School's symbols, songs, and codes. Alumni often recall these traditions with great fondness and return to visit to share in and contribute to these special events.



On Founders Day, one of the most beloved traditions, the School honors its founders, Francis Bellows Allen and Robert Alston Stevenson, with an all-school celebration on the Friday before Columbus Day weekend. Different grades are paired to work on projects and take part in the festivities that celebrate the School's birthday. A guest speaker—an alumnus or a former member of the faculty—tells of his relationship with Allen-Stevenson years ago.

For several decades running, a spectacular production of one of Gilbert & Sullivan's operettas is performed in March by boys in grades 5-8. The musical score is played primarily by the School's instrumental instructors. Parents take part in this celebrated tradition by helping with costumes and make-up. These performances are a memorable and beautiful example of the entire community working together toward a common goal.

Another favored tradition is Arts and Music Festival, part of a series of cultural events held in the late spring. The celebration begins with the Spring Concert which is followed by the Seventh Grade being joined by the girls from the Nightingale-Bamford School for a performance of a classic dramatic work. In this exciting setting, Allen-Stevenson families are invited to view student artwork, watch a Third Grade production, listen to studio music recitals, and peruse the book offerings with their son's class.

Believing that service to others cultivates community, empathy, and awareness of local and global communities, A-S has developed a service program that involves all students in age-appropriate ways. For example, Middle School boys make 150 sandwiches each Friday for the Friday Lunch Program at the neighboring All Souls Church. On a rotation, Sixth Grade boys serve lunch to the guests at All Souls on Fridays. The Fourth Grade boys have a clean-up day in Central Park each year. The Fifth Grade boys also set the tables for school lunch in the mornings, and so on.



The School's relationship with local New York City public school PS 83 has also been a pillar of the service program and continues to grow each year. Each Allen-Stevenson student has his own role to play in the partnership, whether it be collecting art supplies and engaging in an art activity with PS 83 kindergartners, collecting books and reading to the students, or inviting students to Allen-Stevenson for games and to enjoy a concert.

CAMPUS

While honoring Allen-Stevenson's long-standing traditions and core values, the School is actively following and selectively adopting fresh research, new technologies, and adjusting to changing family needs. The School is also sensitive to changes in the way boys learn and what enables teachers to offer adaptable academic programming. To support this, Allen-Stevenson's overhaul of its physical facilities will provide a robust educational learning foundation for Kindergarten through Eighth Grade. When the entire project is completed in the fall of 2021, Allen-Stevenson will have a state-of-the-art schoolhouse that will enable inquiry, project based, and interdisciplinary learning programs in the sciences, humanities, and other areas; create high quality educational facilities with appropriate opportunities for flexibility, transparency, and collaboration; provide additional space for physical education and wellness; add a new multi-purpose arts space to accommodate classes, rehearsals, and recitals for music, dance, and drama; and use the best technology available to enhance teaching and learning.



NEW YORK, NEW YORK

New York City, with an estimated population just under 8.5 million and the most populous city in the U.S., covers a land area of approximately 300 square miles. Situated on a massive natural harbor, New York City today consists of five boroughs, each of which is a separate county. At its core, New York is an international city. Over one-third of the population was born somewhere other than the U.S., making it one of the most multicultural cities in the world.

New York is a global power city with significant influence in nearly every sector, from finance to the arts. Any resident or visitor will attest that the attractions available are, quite literally, unparalleled. The city offers stunning views from the Top of the Rock, the Empire State Building, and One World Observatory. For those who prefer to keep sightseeing at ground-level, the city has an everchanging rotation of shows and a breathtaking range of permanent exhibits at the Metropolitan Museum of Art, the Whitney Museum of American Art, the American Museum of Natural History, the Brooklyn Museum, and New York Hall of Science, as well as at countless small-scale galleries...and 23,000 restaurants. Additionally, adults and children alike can enjoy thrilling performances on Broadway and at the Lincoln Center, Brooklyn Academy of Music, Madison Square Garden, and Barclays Center, among other venues.

OPPORTUNITIES AND CHALLENGES

David Trower has led Allen-Stevenson through an impressive three decades of growth and development. The next Head will arrive at a school in which the sense of community thrives and a palpable commitment exists to support each individual boy in becoming his unique version of himself. The next Head will be expected to continue this positive sense of momentum.



Excellence: Allen-Stevenson is committed to remaining an outstanding K-8 boys' school undergirded by a commitment to excellence in Academics, Athletics, and the Arts. Building on these three pillars, the next Head of School will possess a growth mindset and the intellectual curiosity to help create a compelling vision for Allen-Stevenson's future.

Sustaining a Community in Which Individuals Are Celebrated: Parents, teachers, and students cite Allen Stevenson's exceptionally passionate, diverse, and international community as one of its most important strengths. The Head will be a visible presence who delights in knowing the community and being known.

Advancing the Work of Diversity, Equity, and Inclusion: The strong sense of community and the celebration of individual uniqueness form the foundation for Allen-Stevenson's work on diversity, equity, and inclusion. As one would anticipate, members of the community occupy different stages on the journey towards greater inclusivity, and the next leader will need to work with the Board, Administration, teachers, and parents to move the community forward. The efforts will be aided by a student body that includes 38% students of color and in which 21% of the faculty and staff identify as people of color.

Value Tradition and Innovative Approaches to Learning: Allen-Stevenson has many proud traditions that help shape the School's identity and give added coherence to the sense of community. At the same time, all members of the community view Allen-Stevenson as child-centered, dynamic, and innovative. The new Head will be expected to help Allen-Stevenson's programs to continue to evolve while also honoring the traditions that have fostered the sense of community that is so beloved.

Communicating Allen-Stevenson Distinctive Approach: New York City is home to many excellent religious and independent schools, several of which are K-12. The next Head will be asked to continue to communicate the benefit of Allen-Stevenson's values and forward-looking approach to educating boys.



DESIRED QUALITIES AND QUALIFICATIONS

The next Head will exude optimism and a growth mindset, while also being warm, approachable, and down-to-earth. The favored candidate will be a person with a passion for academic excellence, intellectual curiosity, and a keen sense of inquiry who is also outgoing, energetic, and confident, with strong emotional intelligence, fine personal values, and excellent communication skills. Allen-Stevenson is an aspirational and caring community. As such, the School is seeking a visible and inspiring leader, a strategic thinker, a collaborative team builder, and a skillful manager who can mobilize and direct the passion and commitment of the entire educational community. Successful candidates will have a background and skills that include most or all of the following:

- A forward-looking educator who understands important trends and research in boys' education and the ability to combine that understanding with an appreciation for Allen-Stevenson's values, culture, and traditions in order to define and articulate the School's "true north" across academic and social/emotional issues.
- A genuine and deep commitment to excellence in Academic, Athletics, and the Arts.
- Demonstrated success in recruiting, retaining, and supporting the professional development of a highly qualified and diverse faculty.
- A track record of promoting 21st century skills in creativity, critical thinking, global awareness, and meaningful STEAM educational programs.
- A demonstrable belief in the importance of character education and the promotion of strong moral and ethical values.
- An understanding of the particular challenges and opportunities inherent in educating boys and an informed appreciation of how they learn.

- An excellent communicator who can inspire through written communication and oral presentations and who encourages dialogue and models collaboration and reflection.
- A leader who delegates while being consultative and supportive of all members of the team and alert to the pulse of the School, yet understands that the ultimate accountability to the school community lies with the Head.
- The capacity to oversee enrollment management, fundraising, and broader community engagement to ensure the financial and human capital to support the School's ambitious aspirations.
- Prior experience living and leading diversity and inclusion initiatives, skill in building inclusive communities, and the ability to respectfully navigate diverse cultural and social situations.
- An approachable and authentic presence who enjoys the "mayor of the village" role around the school and at school events.
- An ability to connect and communicate effectively and transparently with faculty members, administrators, parents, students, community members, and the Board of Trustees so that these groups are appropriately informed of school events, potential issues, key decisions, and needs.

TO APPLY

Interested candidates are invited to contact the consultants in confidence. Applicants will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position.
- A current and thorough résumé of no more than four pages.
- A one-page statement of educational philosophy and leadership practice.
- A list of five professional references with name, relationship, phone number, and email address of each (references can be supplied later and will not be contacted without the candidate's permission) to:

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