



THE DALTON SCHOOL
New York, New York

DIRECTOR OF COLLEGE COUNSELING
Start Date: July 2022
dalton.org



**Carney
Sandoe**
& ASSOCIATES

TheDaltonSchool®

Mission

The Dalton School is committed to providing an education of excellence that meets each student's interests, abilities and needs within a common curricular framework and reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. Dalton challenges each student to develop intellectual independence, creativity and curiosity and a sense of responsibility toward others both within the School and in the community at large. Guided by the Dalton Plan, the School prepares students to "Go Forth Unafraid®."

OVERVIEW

Founded in 1919 by Helen Parkhurst, The Dalton School is an independent, coeducational K-12 school in New York City. Dalton has actively embraced an innovative and progressive tradition for more than 100 years, offering its 1,300 students a wide array of stimulating and challenging programs guided by the Dalton Plan, Parkhurst's bold and unique educational model. A rigorous and challenging curriculum combined with a dedicated faculty enables each individual student's abilities and potential to be maximized while encouraging the young person to contribute his or her imagination, curiosity, and special interests to the entire Dalton community.

The High School is an academically rigorous educational environment that offers a vibrant, dynamic, and caring atmosphere in which to learn. Students seize opportunities to shape their educational experience and take responsibility by further developing skills of decision-making, self-evaluation, and high-level achievement to create a meaningful and relevant future. Outstanding academic offerings taught by passionate and dedicated faculty are complemented by exemplary performing and fine arts curricula and a full range of athletic teams and extracurricular activities. The successful Dalton graduate values respect, integrity, compassion, and justice, understanding these as vital to the school's mission of fostering community responsibility, combating prejudice, and participating in a democratic society and global community.

The school is seeking a Director of College Counseling effective July 2022. The Director will be an experienced, student-oriented, strategically-minded, and dynamic leader with extremely strong communication skills and broad connections in the college admission community. Ideal candidates will be able guide parents and students through a thoughtful journey that emphasizes reflection, discovery, and excitement. The Director will work to balance the ambitions of both students and parents and, above all else, help them to understand the importance of a strong match.

At a Glance

Founded: 1919

Total enrollment: 1,300

High school students: 457

Students of color: 49%

High school faculty: 75

Faculty of color: 23%

Faculty with advanced degrees: 84%

Student/teacher ratio: 12:1

Students receiving financial aid: 25%



SCHOOL HISTORY

The Dalton School, originally called the Children's University School, was founded by Helen Parkhurst, a pioneering figure in progressive education. After experimentation in her own one-room school with Maria Montessori, Parkhurst developed her philosophy of education which she termed the Laboratory Plan. The Plan was put into effect as an experiment in the High School of Dalton, MA, in 1916. From this beginning, the Laboratory Plan and The Dalton School eventually took their names and their mission.

In 1919, Helen Parkhurst opened her first school on West 74th Street in New York City. Larger facilities soon became necessary; the Lower School was moved to West 72nd Street, and the High School opened in 1929 in the current building at 108 East 89th Street. Enlarged and modified through the years, Dalton has served as the center of an ever-expanding community, always alert to promising innovations in education and yet, in the best sense, committed to traditional values.

Dalton has gained international recognition for its academic excellence, and schools all over the world have adopted the Dalton Plan. Today, there are three schools founded on the Dalton Plan in Japan. Leading educators from public and private schools and universities visit Dalton on a regular basis to observe its system of education and to learn more about the school's recognized achievements in the area of technology.

Dalton's population and facilities have grown considerably in the last three decades. Most recently, Dalton's newest facilities opened in September 2019. 12,200 square foot, two-story rooftop expansion to our existing 12-story 89th Street building. a dedicated STEAM facility and open space for meetings and community events. The Ellen C. Stein Center for Collaborative Study, the addition of a robotics field, prototyping space, an engineering lab, computer science and digital media rooms, a machine room, a nutritional science kitchen, a stunning greenhouse skylight, and glass-enclosed art studios adjacent to a dance studio – which doubles as a black-box theater.



THE DALTON PLAN

The Dalton School has flourished and grown in ways only imagined when it was founded in 1919, and today it is an international model for progressive education. As in the early years, Dalton is committed to educating students in accordance with the [Dalton Plan](#). The Dalton Plan has three objectives: to tailor each student's program to his or her needs, interests, and abilities; to promote both independence and dependability; and to enhance the student's social skills and sense of responsibility toward others. This three-part plan that continues to be the structural foundation of a Dalton education: House, Assignment, and Lab.

In the High School, House is the daily gathering of 16-25 students with two faculty advisors. Each House consists of students from all four grades who serve as resources for each other. The relationship between House Advisor and advisee is generally a four-year relationship. The Assignment structures the classroom experience and represents a contract between student and teacher. In addition to defining common obligations for daily class work, long-term projects, and homework, Dalton Assignments are uniquely structured to promote the internalization and refinement of time-management and organizational skills, while offering students opportunities to develop their individual strengths and address their specific needs. Finally, the word "Laboratory" refers to the one-to-one and small group sessions between students and teachers which augment the traditional classroom instruction, combining study, research, and collaboration. In the High School, there are special rooms for each subject area that give emphasis to this independent interaction between faculty and students. Through Lab, students may individualize and extend their learning.



THE SCHOOL

Guided by the Dalton Plan, the school is an intentionally diverse community committed to a tradition of life-long learning and educational innovation. Dalton continues to welcome the challenges and opportunities of working as a community to adapt to rapidly changing times. To that end, the school is focused on incorporating the wealth of new information into the curriculum, on implementing new methods of teaching and learning, and on instilling community values in all students.

One of the school's distinguishing characteristics has been and will continue to be the people of Dalton. Dalton has been blessed with a vital, colorful, and superbly talented faculty. Teachers make their courses come alive for their students and instill in them the love for learning that is a hallmark of a Dalton education. They are committed to developing relationships with their students that nourish students' souls as well as their minds. It is the school's teachers who educate students to be active participants in society and leaders for the 21st century.

Dalton's student body is a microcosm of New York City's culture and reflects diversity in the broadest sense of the word. Learning from peers with varied experiences and backgrounds provides a critical component of a Dalton education. Dalton's core values of honesty, integrity, compassion, kindness, courage, humility, citizenship, justice, and responsibility are an essential part of Dalton's identity and support how it develops students of strong character.



Dalton is also a place of belonging. The school is actively and thoughtfully engaged in rethinking how its commitment to diversity, equity, and inclusion is realized in the curriculum and in student and community life. In June 2020, Dalton committed “to becoming a visibly, vocally, structurally anti-racist institution.” Since that summer, the Board of Trustees established an [Anti-Racism Vision](#) and the School delivered a list of goals and actions that will advance its anti-racism and inclusion work, entailing engaging the Dalton community in an intensive, comprehensive, ongoing examination of cultural norms, policies, and programs. Understanding that becoming an anti-racist institution is not an outcome but rather a process that is never finished, Dalton’s DEI work is grounded in its belief that this commitment is clearly aligned with its mission, strategic plan, and values as a culture and a community.

ACADEMICS

With a unique educational philosophy based upon individualized learning, the Dalton High School fosters excitement and joy in the ongoing process of learning. At its core, the High School focuses on advancing each student’s intellect by engaging and inspiring innovative and resilient young people to develop independence and take responsibility for their learning. It is at the High School level that the Dalton Plan reaches its full evolution. High school students have the unique opportunity to delve deeply into their studies individually with their teachers. The relationships between students and faculty are strengthened by this approach to academic discourse and the shared pursuit of greater understanding.

In the High School, students encounter a distinctive curriculum with many opportunities for choice and individualized work in academics, the arts, and physical education. Students must fulfill carefully defined departmental prerequisites and school-wide distribution requirements before the extensive elective catalog is available to them. Graduation requirements include fulfilling coursework in English, history, foreign language, mathematics, science, the arts, physical education, and health.



Dalton does not offer Advanced Placement courses, though some students choose to take AP exams. Students are encouraged to employ an inquiry based, interdisciplinary approach to learning, especially in the pursuit of Independent Studies in a variety of academic areas.

As a progressive school, Dalton engages eagerly within a traditional physical classroom, across multiple online platforms, and through a plethora of global educational opportunities such as Global Online Academy (GOA), of which Dalton is a member. Other examples are the Dalton Science Research Program (DSRP) that pairs students with Dalton faculty and local research scientists to pursue year-long projects, and the Dalton Global Initiatives (DGI) program that engages students in global experiences through academic collaborations, language and cultural immersion opportunities, and service learning programs.

The Dalton Internship Program is a unique opportunity for motivated High School students to tap their intellectual curiosity and explore their passions, talents, and interests. Qualified students who have demonstrated academic strength and maturity can work either part-time after school or full-time during summer and school vacations. The Community Connections Committee works to set up internship opportunities for students in science and several other fields, including architecture, art (museums and galleries), publishing, public relations/communications, fashion, media, theater, and foundation work.

The senior year at Dalton possesses its own unique set of dynamics. The Senior Project gives High School seniors the possibility of creating a special course of study that will allow them to unify their program in ways the curriculum may not ordinarily be able to achieve. The Senior Project represents an extraordinary challenge and responsibility and is often an opportunity not seen again until the final year of college.

College Matriculation

Of the 553 graduates from the classes of 2017-2021, nearly 100% have matriculated to four-year colleges, including but not limited to (number noted indicates number of Dalton alumni enrolling):

Cornell University 39
Harvard College 35
Brown University 32
Yale University 22
Columbia University 20
University of Pennsylvania 19
Wesleyan University 18
University of Chicago 18
Northwestern University 17
Washington University in St. Louis 17
Tufts University 16
Princeton University 15
Hamilton College 14
Dartmouth College 12
New York University 12
Duke University 11
Emory University 11
Georgetown University 10
Bowdoin College 8
University of Michigan 8
Stanford University 7
Williams College 7
Amherst College 6
Boston College 6
Kenyon College 6
Middlebury College 6
Pomona College 6
University of St Andrews 6
Carnegie Mellon University 5
Johns Hopkins University 5
Colby College 4
Colgate University 4
Grinnell College 4
MIT 4
Skidmore College 4
Swarthmore College 4
Syracuse University 4
Vassar College 4



The Senior Initiative Program is open to all second semester seniors and provides an opportunity during their last semester to engage in a project that will provide a significant educational and intellectual experience through which to conclude their academic careers. Projects can take several forms, including the expansion of a Senior Project, an internship, an independent study, a group seminar focused on a specific scholarly topic, or enrollment in classes outside the school which offer specific experiences unavailable within the High School's existing curriculum.

ARTS AND ATHLETICS

The dance, drama, music, and visual arts departments express the soul of the Dalton program. With the Performing Arts Center, the Martin Theater, and extensive dance, visual, and media arts studios, the school offers its students access to outstanding facilities. However, the true strength of the arts program comes from the faculty, professionals in their fields who guide and educate students with the utmost dedication and enthusiasm.



Course options at the High School level are extensive and unique in breadth and focus. They provide a non-competitive environment where students can shed their inhibitions, expand their focus, discover a talent, and find their voice. It is not surprising that so many students dedicate a large portion of their time and energy to the arts. Each year, nearly a third of the school's graduating seniors, including many who wish to pursue the arts in college, undertake seminar-based independent programs in the arts. These Senior Projects often lead to community-wide exhibitions and performances realized through rigorous, in-depth work.

As one of the largest and most diverse among independent schools in New York City, the Dalton Athletics program offers a wide array of sports, sponsoring more than 50 interscholastic teams. Dalton was one of the founding schools of the Manhattan Private Middle School League and the Girls Independent Schools Athletic League. The school is also a member of the Ivy League of Preparatory Schools, an eight-team league that includes the premier athletic and academic institutions in the metropolitan area.

The Dalton athletic program competes at the highest level of interscholastic competition while emphasizing the values of teamwork, sportsmanship, and individual growth. Sports include cross country, football, soccer, tennis, volleyball, basketball, indoor track, squash, swimming, wrestling, baseball, lacrosse, softball, and track and field. The success of Dalton's sports program has drawn praise from its peers as well as from the media. Many teams have won league championships and competed for state championships over the past several years, compiling outstanding winning records. Many athletes have continued their athletic careers at the collegiate level.



STUDENT LIFE

Along with the high school's rigorous academics, Dalton is equally committed to the expansion of awareness of self and others by encouraging the pursuit of passions and expecting students to self-advocate within a community defined by acts of civic engagement, kindness, and social justice.

High School students' interests span beyond the academic curriculum into a wide range of sports, clubs, and organizations. Many students participate in several activities beyond their academic coursework, including Student Government, working with Middle School students in the Peer Mentor Program (PALS), developing leadership skills and learning to cultivate an inclusive community in the Peer Leadership Program, and Peer Tutoring.

Since Dalton's earliest days, service learning has been an integral part of the school. High School students' commitment to service learning builds upon their early school experiences by fostering individual responsibility for service. Students pursue individual and group projects and must complete 40 total hours of service by graduation, with a minimum of five hours per year. They are encouraged to foster partnerships outside of Dalton, as well as create community-building opportunities within.

The Dalton Internship Program is a unique opportunity for motivated High School students to tap their intellectual curiosity and explore their passions, talents, and interests. Qualified students who have demonstrated academic strength and maturity can work either part-time after school or full-time during summer and school vacations. The Community Connections Committee works to set up internship opportunities for students in science and several other fields, including architecture, art (museums and galleries), publishing, public relations/communications, fashion, media, theater, and foundation work.



THE POSITION

The Director of College Counseling reports to the Assistant Head of School for Academic Administration/ High School Director and serves on the high school leadership team. The Director oversees an office of five (the Director, three Associate/Assistant Directors, and the College Office Assistant) and is responsible for articulating and facilitating the vision of the department.

Starting in junior year, the College Counseling office meets with students and their families in both group and individual meetings. During the spring of junior year and the fall of senior year, students' schedules include weekly College Group Meetings (CGM). The counseling team divides responsibility for the senior class (approximately 110 students) so that each counselor has a caseload of 25-30 students. The college counselors share responsibility for writing recommendations, designing programming, representing Dalton at regional and national conferences and communicating with colleges and universities as they support students in their goals post-Dalton.

Information about The Dalton School Head of School Search

Dalton recently announced its Head-Elect, José Manuel De Jesús, who is currently Head of School at Lake Forest Academy just outside of Chicago. The announcement may be reviewed [HERE](#). Given this, candidates advancing to the finalist stage of the Director of College Counseling search may anticipate interviewing with and gaining a sense of the newly named Head of School in addition to the balance of the School's administrative team members.



OPPORTUNITIES AND CHALLENGES

Provide Stability and Direction. Due to a variety of circumstances, the Dalton college counseling office has seen an unusual amount of transition during the last five years. In order to best serve students and families during these transitions, experienced counselors with ties to the Dalton community have stepped into short-term roles in the office. The current team, though at Dalton for a relatively short period of time, has established a collaborative and trusting working relationship. They look forward to supporting and having support from the new Director who will have the opportunity to assess the office's needs and grow the program appropriately.

Assess Programming and Resources. From case study programs to college fairs to a college night for juniors, the office has sponsored a range of programming to help students and families learn about and engage with the college search and application processes. The team would like to explore what programs are most effective and helpful to students and their families, including whether engagement with students and families earlier in their high school experience has merit. The office used Naviance through the 2019-20 school year and is contracted with MaiaLearning through the 2021-22 school year.

Support Dalton's Anti-Racist Vision. The next Director has the opportunity examine and reframe the college counseling program to align with this vision and to better support all Dalton students and families. The Director should anticipate partnering with the DEI Office and the balance of the College Counseling Team to examine current programs and practices.

Continue to Build College Office Practice. As the Office evaluates and evolves its programming, the Director will also model and guide continued professional development, including focusing on the ways in which staff can further identify and center the individual needs of students in the college search process so that they feel fully seen, heard, understood, and supported.

Partner with Faculty to Best Support Students. The College Counseling Office has the opportunity to work closely with the faculty who serve as House Advisors. House Advisors typically work with students throughout their four years of high school and often have important insight to their advisees' overall experiences and family dynamics that may support the work of the college counselors. The Director will also have the opportunity to continue to guide and support faculty who write letters of recommendation on how to best represent students in their college applications.

DESIRED QUALITIES AND QUALIFICATIONS

Dalton seeks an experienced leader who has:

- excellent communications skills, especially engaging public speaking, close listening, and clear and dynamic writing abilities;
- superior organizational skills;
- significant experience in highly-selective college admissions or leadership in independent school counseling and commitment to continued professional development and growth;
- a strong professional network amongst the college admission and college counseling community;
- knowledge of curriculum development and an understanding of the curricular landscape as it pertains to college admissions;
- a strategic thinker with the ability to critically evaluate processes and implement change;
- a broad knowledge of the programs and requirements at a wide range of colleges and universities;
- an appreciation of progressive education and its pedagogy;
- a flexible mindset, able to embrace change;
- emotional intelligence and cultural sensitivity;
- the skills and knowledge to advance and integrate Dalton's ongoing work in the area of DEI;
- a bachelor's degree (required); advanced degree preferred.

And who is:

- warm, patient, and empathetic, but firm and clear about boundaries;
- a collaborative leader committed to supporting and developing a team;
- accessible and responsive;
- able to share the optimism and hope around the college search and application process as well as the realities;
- committed to building strong, individualized relationships with students and their families;
- delighted about being part of a school community, eager to engage, and willing to be a visible presence;
- confident and comfortable in the spotlight yet humble and open to constructive criticism;
- a lifelong learner;
- invested in understanding Dalton's unique culture and approach to teaching and learning;
- able to manage and navigate the expectations of invested and aspirational families with grace and aplomb.



TO APPLY

Interested and qualified candidates are invited to contact the consultants in confidence at their earliest convenience. Ideally, this search will conclude in mid-March. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing interest in this particular position;
- A current résumé;
- Writing samples: Two redacted letters of recommendation written about former or current students and another sample of a communication piece directed at parents or community;
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

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