



DREW SCHOOL
San Francisco, California

**ASSISTANT HEAD OF SCHOOL
FOR ACADEMICS**

Start Date: July 2022

drewschool.org



**Carney
Sandoe**
& ASSOCIATES

DREW

Mission and Values

Drew knows and believes in teenagers. We engage each student in a process of intellectual discovery to develop an individual voice, the confidence to express it, and the empathy to understand its impact.

Our Beliefs

We believe in teenagers.

We believe “The Why” is missing from high school curricula.

We believe equity, inclusion, and belonging is imperative.

We believe relationships matter.

We believe society defines success too narrowly.

We believe teenagers need a second home.

We believe high school should not be a race to college.

OVERVIEW

Founded in 1908, Drew is an independent urban high school in San Francisco enrolling students in grades 9 through 12. The school community is centered on an experienced, dedicated, and passionate faculty, and engaged, committed students.

Under the dynamic leadership of Head of School David Frankenberg (now in his sixth year) and bolstered by a nimble and innovative culture, Drew is emerging from the pandemic reaffirmed in its approach to education and with big ambitions about how to continue to pursue a modern, student-centered pedagogical model. The school combines a firm commitment to progressive education with a deep understanding of the need to educate the whole student through relevant educational experiences that include experiential learning, global awareness, local community involvement, social justice, DEIB, and support of individual talents and strengths.

Drew School is seeking an Assistant Head of School effective July 2022. The Assistant Head will be a key partner with the Head of School to ensure that the school’s educational philosophy and innovative vision is alive in every classroom and becomes a lived reality for all students at Drew. The individual in this role will supervise programs and departments; partner with academic departments to develop curricula and programs that serve the school, and support faculty, staff, and administrators in their continued growth.

At a Glance

Founded: 1908

Total students: 290

Students of color: 44%

Total faculty: 40

Faculty of color: 30%

Faculty with advanced degrees: 87%

Student/teacher ratio: 9:1

Financial aid budget: \$4M

Students receiving aid: 35%

Zip codes represented: 54

Endowment: \$600,000



THE SCHOOL

Drew believes in challenging students to engage in meaningful learning every day, in every aspect of their lives. To be sure they are learning well, topics need to come alive; students must be able to use what they learn in new situations, unprompted, to solve problems and envision the world years down the road. The traditional model of education was not designed to support this kind of learning and growth. And, as the world shifts, Drew is dedicated to making sure students are prepared to navigate challenges with confidence, thoughtfulness, and nimbleness.

To support meaningful learning, Drew is reorienting the curriculum away from rote content and coverage and towards the development and integration of six student-centered learning outcomes:

- **Intellectual Engagement:** students actively engage in the pursuit of knowledge in order to fulfill a deep commitment to learning about the world, themselves, and their place within it.
- **Creative and Critical Thinking:** students explore, question assumptions, apply an investigative lens, and utilize a rich imagination in order to envision and express innovative approaches to challenges.
- **Communication:** students cultivate effective written, spoken, and visual expression, and understand the power of quiet and listening, in order to engage in open and substantive exchange with those around them.
- **Global Perspective:** students demonstrate curiosity about the diversity of the human experience in order to pursue an egalitarian, multicultural perspective that values interconnectedness, justice, and peace.
- **Integrity:** students display compassion for fellow humans in order to approach each encounter with self knowledge, honesty, kindness, and empathy.
- **Balance:** students practice mental, physical, social, and emotional wellness and balance in order to maintain a productive and fulfilling life of learning, growth, and meaning.



Drew builds and maintains a positive and dynamic learning community by committing to the following learning principles:

- **Learning requires a safe space.** All individuals must approach the learning process with open and eager minds as well as the desire to listen.
- **Learning includes diverse perspectives.** All voices and diverse identities are welcome and contribute to the learning process.
- **Learning is an active process.** Learning is non-linear, takes time, and has moments of risk, struggle, and perseverance. It requires ownership, curiosity, engagement, and reflection.
- **Learning is a collaborative process.** Learning is enhanced by cooperative and social interactions, with the generous and respectful exchange of ideas at the center of meaningful learning.
- **Learning is an individual process.** People learn differently. Understanding and meaning are constructed upon prior knowledge and experience.
- **Learning requires a cycle of feedback and growth.** Everyone must have the opportunity to grow from meaningful, timely, and actionable feedback.
- **Learning must be relevant and transferable.** Learning allows for the application and adaptation of knowledge to a variety of circumstances for one's life.

Individuality is celebrated at Drew. The inclusive community is strengthened by the intercultural fluency of students, faculty, and staff where differences are explored and challenging conversations that lead to authentic relationships are embraced. Equity and social impact work at Drew fosters an environment in which equity and respect for others are core and where you can show up without concern of prejudice. The Drew community respects and appreciates the wide range of diversity within family, socioeconomic, racial, ethnic, sexual orientation, and religious backgrounds. The entire Drew community, including the Board of Trustees, Head of School, faculty, and staff understand the importance of inclusion and actively promote strategies and policies that support diversity within the entire school.

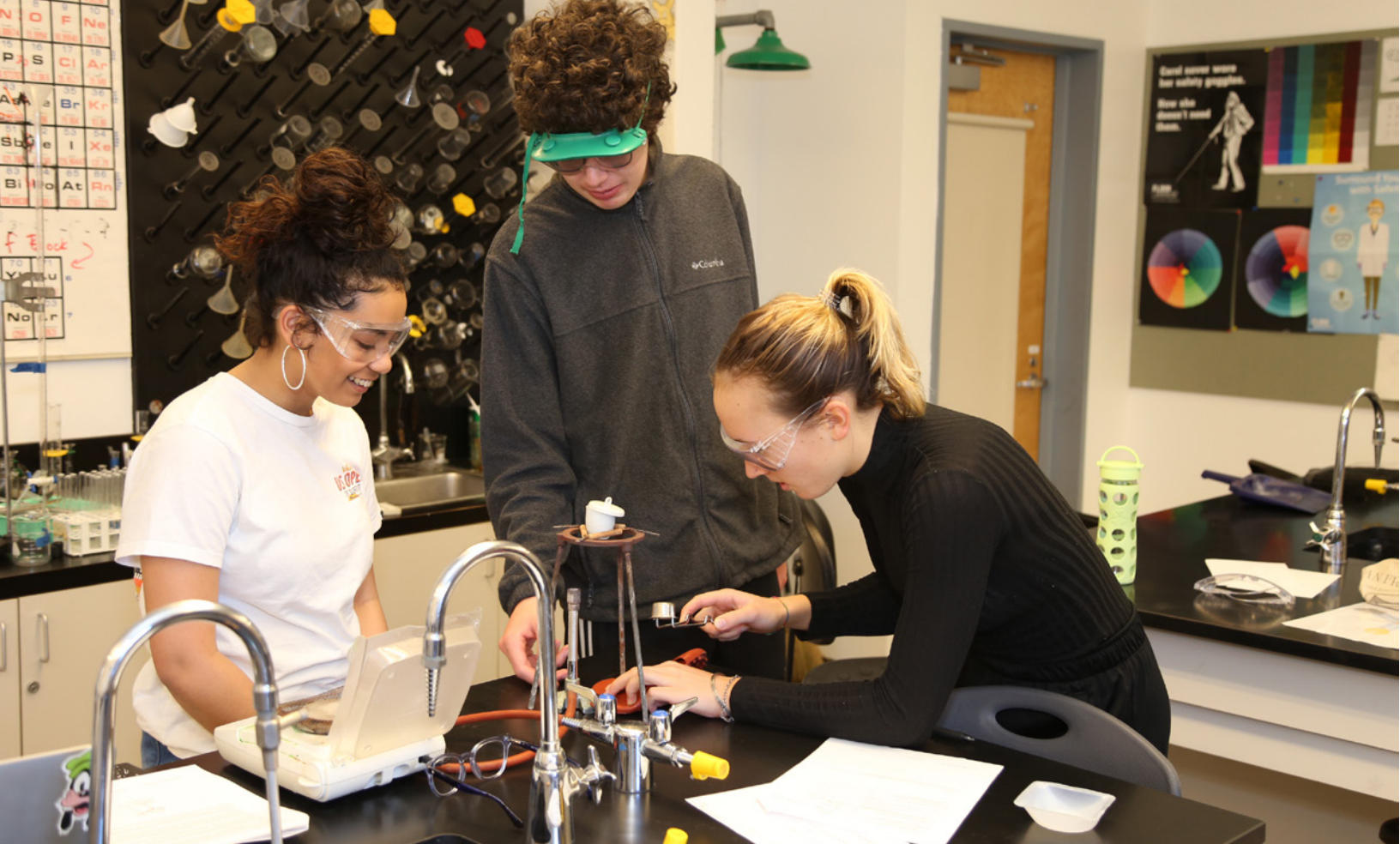


ACADEMICS

Building on a four-year partnership with Understanding by Design, Drew's teachers craft essential questions that inspire the collaborative pursuit of transferable learning goals. Students learn by doing and collaborating, searching not just for knowledge and answers, but for deep understanding and application of learning. By inquiring, persuading, assessing, building, and performing, Drew students acquire empowering skills and real-world problem solving agency.

With an average class size of 14, students enjoy an engaging learning environment with more personalized attention dedicated to discussions, problem solving, and opportunities to apply understanding to the real world. Students benefit from a unique bell schedule designed to maximize learning and are enrolled in six classes each semester with one free "prep" period to socialize, meet with teachers, or work on schoolwork. An overwhelming amount of research has emerged that decisively shows how more sleep in the morning benefits teenage health and performance in school. That's why at Drew, the school day begins at 8:50 a.m.

With a 9:1 ratio of students to full time faculty, the Drew classroom is an engaging learning environment designed to channel curiosity and creativity into purposeful excellence. The curriculum is designed to help students develop an understanding of the world around them and their place in it. Drew recognizes that this can be hard work. However, if learning really matters, the hard work is worth it. Drew's teachers specialize in this kind of rich, meaningful learning. They want to teach students how to think on their own. They want students to speak with conviction about what they understand and believe. And they want students to listen and collaborate to evolve their thinking.



The Drew curriculum is full of amazing opportunities to learn in this way across all four years of high school. Students will build a solid foundation in their first few years before exploring a rich array of academic electives that allow them to carve their own path.

For over two decades Drew has been a leader in the development of hands-on experiences that give students the opportunity to make connections between themselves and the world around them. Deep learning happens when students are supported to step out of their comfort zone and see how their learning connects to the wider world. That is why Drew gives students consistent time, both inside and outside of their academic courses, to have hands-on opportunities to practice real-world problem-solving, collaboration, and creative and critical thinking within the local and global community.

Experiential learning at Drew allows both students and teachers to become life-long learners who creatively explore their joys and passions, build connections, and challenge their ideas about identity, social justice, and their place in the world.

There are three main elements of experiential education at Drew:

1. Experiential Electives
2. Drew Education for Active Lifelong Learning (DEALL)
3. The Capstone Senior Project



THE ARTS

The Arts are more than an elective at Drew—they are an integral part of Drew’s core curriculum with full equity in the schedule. Through engaging with the Arts curriculum, students develop their creative thinking and expressive capabilities as they find their voice.

Throughout their years at Drew, students develop as an artist through authentic, engaging experiences within a comprehensive curriculum that includes honors level courses and even a portfolio development course. No matter their level of ability, students will integrate theory and practice in each discipline as they experiment, collaborate and develop their craft in Drew’s dynamic learning environment where Drew’s Arts faculty emphasizes a strong foundation in core skills.

Students make use of Drew’s incredible facilities including:

- Theater/Concert hall;
- Painting, drawing, and printmaking studio;
- Digital arts lab for photography, digital filmmaking, and graphic design;
- Rehearsal and teaching spaces with quality instruments, including practice rooms;
- Recording studio with state-of-the-art equipment and technology.



ATHLETICS

At Drew, the process of intellectual discovery doesn't stop in the classroom: Drew is proud to support the 70% of students who participate in one or more of Drew's 25 teams. Drew athletes find their voice by building a commitment to competition, athleticism, fitness, and teamwork that helps bolster confidence, leadership, and school spirit. Teams include baseball, cross country, golf, soccer, swimming, basketball, tennis, badminton, volleyball, and track & field. Drew is a member of the Bay Area Conference (BAC), which is comprised of 29 schools; the conference includes many small independent, charter, and public schools in the Bay Area.



College Matriculation

Matriculations for the class of 2021 include the following colleges and universities, among many others;

Baylor University
Boston University
California Institute of the Arts
California Polytechnic State
University - San Luis Obispo
California State University - Chico
Chapman University
Colorado College
DePaul University
Drexel University
Elon University
Georgia Institute of Technology
Hawaii Pacific University
Howard University
Indiana University
Jewish Theological Seminary
of America
Loyola University - New Orleans
New York University
Northeastern University
Oberlin College
Pratt Institute
Purdue University
Reed College
Rensselaer Polytechnic Institute
San Francisco State University
Santa Clara University
Sarah Lawrence College
Scripps College
Seattle University
Syracuse University
The American University of Paris
Tufts University
Tulane University
University of Arizona
University of British Columbia
University of California - Berkeley
University of California - Santa
Barbara
Yale University

ADVISORY

Drew's Advisory Program integrates social emotional learning, diversity, equity, inclusion, and belonging, and experiential education while placing students' deep sense of self and mental health at the core of their education at Drew. Students develop an understanding of the core tenants of social emotional learning, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students also develop healthy strategies and tools to strengthen these areas, as well as overcome challenges. Each grade focuses on a different aspect of character and leadership development with the final year focusing on social action projects.

COLLEGE COUNSELING

At Drew, students will find their voice, explore various interests, and discover the scholar within. The college application process is an opportunity to showcase all they have learned and accomplished. Drew's college counseling office provides comprehensive college planning guidance throughout students' junior and senior years. Drew's college counselors tailor their guidance to individual educational goals, post-secondary plans, and personal needs. By partnering with the College Counseling Office and engaging in a curriculum and approach aligned with Drew's institutional learning outcomes, students learn how to best communicate their potential to colleges and universities.



STUDENT LIFE

Drew's warm, inviting community and beautiful campus serve as a second home - a place where students are comfortable arriving early, staying late, and finding their community. Drew's mission emphasizes a process of intellectual discovery to develop an individual voice, but also the empathy to understand the impact of that voice. Students are challenged to display honesty, compassion, self-knowledge, and kindness.

Drew's inclusive and diverse community allows every single person to show up and be their authentic selves. Equity and social impact work at Drew fosters an environment in which respect for others is core and where students can show up without concern of prejudice.

The goal of equity and social impact work at Drew is:

- To allow students to learn about themselves as multifaceted individuals.
- To learn about and how to respect the differences and similarities of others.
- To be able to broaden awareness about the world and how it interconnects with one's own life.
- To develop cultural competency.
- To build a community of trust, honesty, openness, dialogue, and respect at Drew.



SAN FRANCISCO, CALIFORNIA

Drew School is located in the beautiful neighborhood of Pacific Heights in San Francisco, lined with historical architecture and a short distance from the Bay. Known as the cultural, commercial, and financial center of Northern California, San Francisco is a hilly city on the tip of a peninsula surrounded by the majestic Pacific Ocean and picturesque San Francisco Bay. Long known for its scenic beauty, its multicultural communities, and a vibrant business culture, San Francisco is a unique and breathtaking metropolis. Culturally rich, the city offers music, art, theater, museum, and literary events year around. In addition, the city is close to nature with spectacular beaches, 3,500 acres of green space as well as easy access to miles of hiking and bicycle trails in some of the most beautiful parts of the West Coast.

San Francisco is home to a little bit of everything: year-round fog, the iconic Golden Gate Bridge, cable cars, Fisherman's Wharf, and Victorian houses. In the Bay sits Alcatraz Island, site of the famous former prison. With a population of around 875,000, San Francisco is a popular tourist destination but also ranks highly on world livability rankings. The city's colorful neighborhoods provide distinct and unique areas to enjoy culture and arts events, food, and shopping. Many localities feature a mix of businesses and venues that serve both residents and visitors and contribute to the city's lively atmosphere. San Francisco also has a very active environmental community and has been at the forefront of many global discussions about our natural environment.

With sweeping views from every hill, an entrepreneurial spirit, year-round free cultural activities, some of the best food, art, and music in the country, it is easy to see why San Francisco scores top rankings for being one of the fittest, healthiest, and happiest cities in America.



OPPORTUNITIES AND CHALLENGES

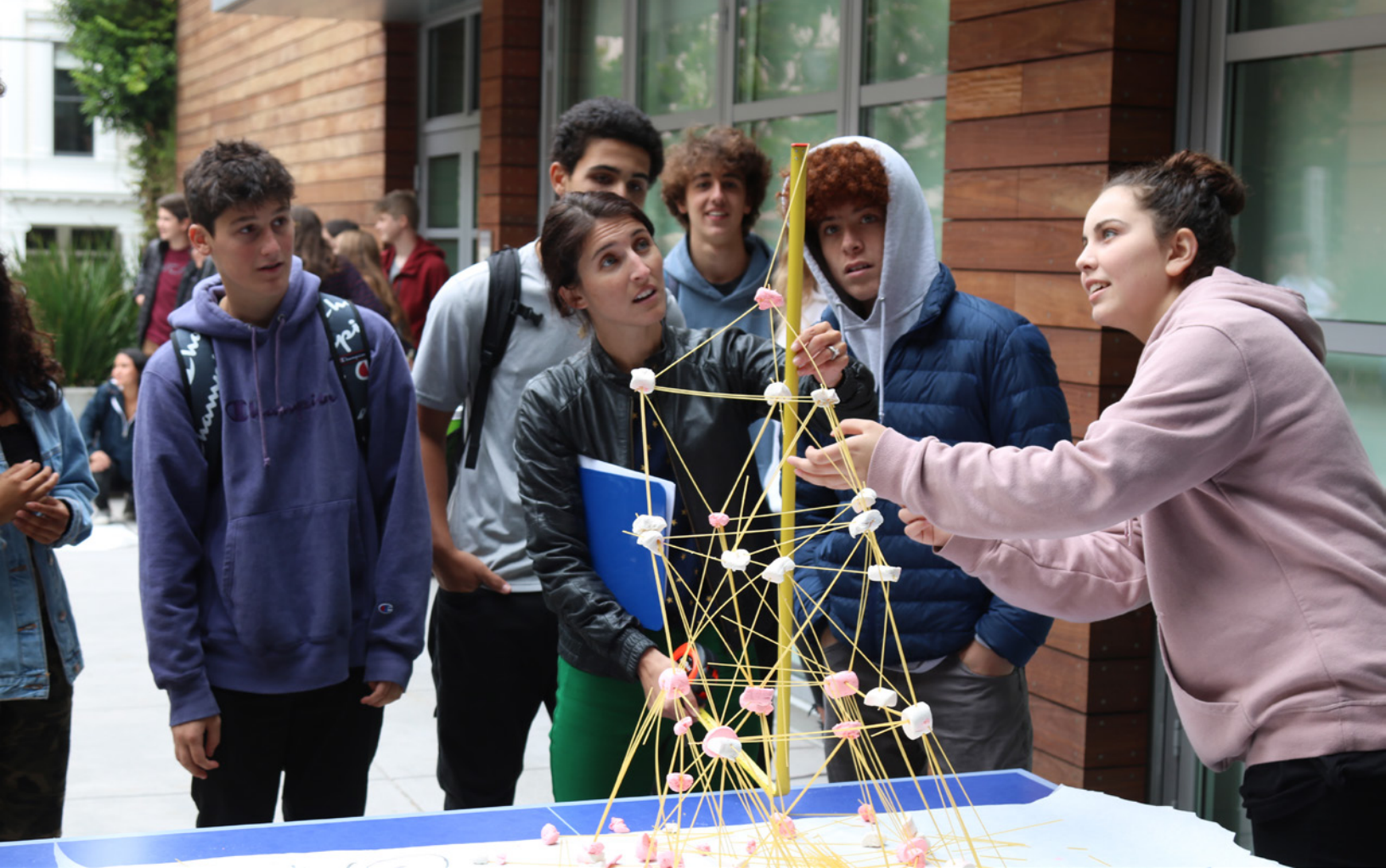
Head of School David Frankenberg and the leadership team seek a partner in envisioning and delivering an innovative and student-centered program that fosters intellectual engagement, creative thinking, and global perspectives while developing students' agency to seek their passions and contribute positively to the world. While in recent years Drew has had both an Academic Dean and a Dean of Faculty, the opportunity to combine these responsibilities will bring greater coherence and clarity to the academic program. The Assistant Head of School will have a broad portfolio, including academic vision and program, mentoring faculty, and designing systems and processes that strengthen communication and collaboration. Specific opportunities and challenges include:

Clarify, Communicate, and Support Academic Vision

Drew has been immersed in a reflective examination of curriculum and pedagogy. The Assistant Head will lead this ongoing work to center inquiry, experiential learning, relevance, critical thinking, and student agency through the Understanding by Design framework. While this work is well underway with Learning Outcomes articulated by each department, the Assistant Head will sustain the process of refining the courses and teaching practices that deliver these outcomes for Drew students.

Strengthen Systems to Support Teaching and Learning

Drew teachers are eager to collaborate and enhance their practices. The Assistant Head will assess and improve the underlying systems that support and sustain student-centered, constructivist pedagogy. The Assistant Head will oversee professional development to enhance teachers' ability to analyze how lessons allow multiple points of entry into the curriculum, opportunities for differentiation, and alignment with formative feedback practices. Additionally, the Assistant Head will collaborate closely with the Director of Learning Support to enhance faculty expertise in differentiated instruction and how to offer tiered levels of support in response to neurodiversity.



Mentor Faculty

The Assistant Head will prioritize knowing, understanding, and appreciating the strength and potential of the faculty. In collaboration with Department Chairs, the Assistant Head will communicate clear professional standards, deliver timely and actionable feedback, define pathways for professional growth, and enhance distributed leadership. Additionally, the Assistant Head will support Department Chairs in their roles as instructional leaders and critical stewards of faculty well-being.

Embed Equity and Social Impact Across All Aspects of School Life

As is true in many schools, there is work ahead at Drew in equity and social impact, including ongoing curricular review, training and practice in the protocols developed by Courageous Conversation, hiring and retaining a more diverse faculty, and implementing restorative justice protocols. The Assistant Head will collaborate closely with the Dean of Equity and Social Impact to support this work.

Collaborate with Leadership Partners

The Assistant Head will be transformational leader of and coach to colleagues who manage signature programs at Drew: the Director of Experiential Education, the Director of Learning Support, the Department Chairs, the Athletic Director, and the Director of College Counseling. As well, the Assistant Head will be an integral part of the Strategic Leadership Team (which, in addition to the Dean includes the HOS, CFO, Director of Admissions, and Director of Advancement) in their responsiveness to day-to-day operations and their implementation of long-term strategic goals.



DESIRED QUALITIES AND QUALIFICATIONS

- A visionary leader who can inspire faculty to evolve through close, collaborative relationships;
- A strategic thinker and adroit implementer, with a systems-based approach to change;
- A master teacher with a deep understanding of constructivist pedagogy;
- Capacity to build strong relationships with faculty while being comfortable holding them accountable to high standards;
- Sophisticated emotional intelligence and multicultural competency;
- High levels of self-awareness and a calm demeanor to navigate the complexities and ambiguities of managing change;
- A superb communicator, both in writing and as a public speaker;
- Advanced degree in educational administration or a related field preferred;
- Experience with Understanding by Design framework preferred;
- Experience in a senior academic leadership position with a proven record of driving instructional improvement.



TO APPLY

Interested and qualified candidates should submit electronically in one email and as separate documents (preferably PDFs) the following materials:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- A one-page writing sample which may include statement of educational leadership, an article, a blog post, or other writing which communicates leadership voice;
- 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:

Karen Whitaker

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Karen.whitaker@carneysandoe.com

John Faubert

Search Consultant
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