THE HOCKADAY SCHOOL

DALLAS, TEXAS

ASSISTANT HEAD OF SCHOOL FOR ACADEMIC AFFAIRS

START DATE: JULY 1, 2020

www.hockaday.org
The Hockaday School—a rigorous, innovative, independent school for girls located in Dallas—seeks an Assistant Head of School for Academic Affairs to lead its academic initiatives and contribute importantly to the School’s strategic plan, *The Hockaday Difference: Educating Girls for Extraordinary Lives*. The strategic plan charts an ambitious course for Hockaday to remain a leader in educating girls for a complex, diverse, and rapidly changing world. The Assistant Head of School for Academic Affairs is a full-time, 12-month salaried position reporting to the Eugene McDermott Head of School, Dr. Karen Warren Coleman, and becomes effective July 1, 2020.

The School is an inspirational place to work, with bright and engaged students and exceptional professional development opportunities and support for the adults who teach them. Guided by the Four Cornerstones of Character, Courtesy, Scholarship, and Athletics and a culture of collaboration and commitment to girls’ education, Hockaday believes anything is possible.

Hockaday offers both day and boarding programs for an exemplary college preparatory education in a diverse community of nearly 1,100 girls that is welcoming, challenging, and nurturing. The School commits to creating an extraordinary student experience for its students—one that is empowering, joyful, and nurtures the well-being and success of every student. Families, faculty, current students, and alumnae share an enormous sense of pride in the institution that continues to be, for them, a home away from home. They feel connected by the School’s traditions and core values, and as a community, are proud of its strong position in the 21st-century educational landscape and its pervasive growth mindset.

Families who choose Hockaday care deeply about providing their daughters with a comprehensive and rigorous education, both inside and outside the classroom. Hockaday’s student body reflects the diversity that is deeply valued by the School. While most Hockaday families come from across the greater Dallas-Fort Worth area, Hockaday’s boarding students also come from across the United States and from around the world. The Assistant Head of School for Academic Affairs will lead Hockaday’s academic, curricular, and instructional...
Student Body
Approximately 1,090 students
Upper School: 490
Middle School: 326
Lower School: 276

Boarding Students
Approximately 80 (grades 8 – 12)
States represented: 11
U.S. territory represented: 1
Countries represented: 11

Applicants for 2019-20: 928
New students for 2019-20: 154
Students of color: 42%
Student/teacher ratio: 10:1
Faculty members: 117 (full-time)
Faculty advanced degrees: 72%
Alumnae: 6,500
Endowment: $164,093,519

Governance: 38 Trustees; 11 Life Trustees; self-perpetuating Board of Trustees
Campus: 88 acres with extensive facilities
Interscholastic sports: 14; Upper School competes in the Southwest Preparatory Conference and, in certain sports, Texas State Champions

Financial Aid
Students on financial aid: 13%
Financial aid awards for 2019–20: $3,141,500

The Assistant Head for Academic Affairs will be actively involved in School operations and will work closely with the Assistant Head of School for Student Experience to deliver a holistic student experience that contributes to the success and wellbeing of every student. The Assistant Head for Academic Affairs will be responsible for leading specific initiatives that deliver on the commitments in The Hockaday Difference plan, including: establishing national leadership in how to educate girls for success in a complex and connected world; developing and supporting innovative approaches to teaching and assessment; helping to create an extraordinary and joyful student experience that supports students’ intellectual, social, mental, and physical wellbeing; and contributing to a culture of genuine inclusion, belonging, and respect. The Assistant Head should have a strong background in teaching pedagogy and innovation; a keen understanding of faculty and student culture in a PreK-12 school setting; and experience managing diverse teams to deliver on ambitious goals.
FOUR CORNERSTONES

Character: High moral standards promote self-assurance and the strength to withstand life’s pressures. This Cornerstone challenges students to live their lives with the courage of their convictions.

Courtesy: Learning is strongly aligned with dignity, the outward expression of respect for oneself and others equally. This allows us to stay on the right path when outside forces or expediency would push us into unwise or unethical decisions. This Cornerstone is characterized at Hockaday by modeling a supportive, positive, and caring culture. We believe that putting courtesy into practice here and now will enable our students to later put it into action in the world.

Scholarship: Our academic excellence is Hockaday’s hallmark. The Cornerstone is characterized by our commitment to inspire a love of learning in our girls and an intellectual curiosity that drives them to be truly engaged in their education. In our curriculum, as well as in our co-curricular programming, we provide learning opportunities that develop teamwork, leadership skills and critical thinking.

Athletics: When Miss Ela Hockaday and her colleagues first articulated the Cornerstones, the inclusion of athletics must have been a very modern idea. We believe firmly that sports and fitness not only develop a sense of wellness, strength and confidence – but also builds in our girls a deep sense of fair play and grace, both in winning and in defeat.

The Four Cornerstones are critical attributes for living a life of purpose and impact.
**School History**

In 1913, a group of Dallas leaders asked Miss Ela Hockaday, a teacher and principal, to pioneer an academic institution for their daughters that equaled the education available at that time to their sons. Miss Hockaday agreed, and The Hockaday School for Girls opened in September of that year with 10 students. By the 1920s, the School had established a respected reputation for high academic standards. It increased in size, adding a lower school and a boarding department. In 1931, Miss Hockaday began a Junior College, and in 1938 she opened the Music Institute. In 1961, Karl Hoblitzelle donated 100 acres in North Dallas, which became the site of Hockaday’s third and present-day campus.

More than 100 years later, Hockaday remains just as committed to its founder’s vision and the Four Cornerstones that shape the School’s identity. Over the years, Hockaday has grown to enroll nearly 1,100 students including boarders from Texas as well as from 11 states, 1 U.S. Territory, and 11 countries. The School is proud of its diverse community of teachers and students and retains its strong values of academics and character.

**The School**

Hockaday remains committed to preparing girls of strong potential from diverse backgrounds for lives of responsibility and leadership. Through small classes, creative teaching, and an approach that emphasizes the process of learning, Hockaday seeks to discover unique aptitudes and awaken and nourish the intellectual curiosity of every girl. Outside the classroom, students engage in arts and athletics, developing an appreciation for the beauty and joy of self-expression and an awareness of the
importance of physical and mental well-being. Constituents laud the School’s single-sex community as a key strength. Hockaday celebrates girls at all ages by focusing on the unique ways they grow and learn, and it offers them opportunities both to participate and to lead.

Across all areas—in the classroom, on the field, in the studio, and on the stage—the School focuses on the development of character and on the development and practice of ethics. Teachers model and emphasize the importance of strong values and encourage students to develop respectful and considerate attitudes, a generosity of spirit, respect for the ideals of human worth and dignity, and confident, caring, and mature character that makes students well-equipped to make responsible choices and withstand the pressures of today’s society.

Hockaday launched its pioneering Institute for Social Impact in 2018 to organize its community engagement work for greater impact and to make a statement about the importance of this concept as part of an effective education in the 21st century. The Institute represents a distinctive and innovative approach among PK-12 schools, using the power of engaged, hands-on learning to prepare students for leadership in their communities, workplaces, and society. Through both new and longstanding partnerships with Dallas area organizations, students engage with diverse partners, learn from civic leaders, tackle projects with community impact, and put their creative ideas into action for lasting social benefit.

The School is accredited by the Independent Schools Association of the Southwest. Hockaday is a member of the National Association of Independent Schools, the National Coalition of Girls’ Schools, One Schoolhouse (formerly Online School for Girls), The College Board, the National and Texas Associations for College Admission Counseling, and the Cum Laude Society.
Academics

Hockaday provides a superb college preparatory education with an academic program that recognizes its students may be expected to assume positions of responsibility and leadership in a rapidly changing world. Each girl is empowered to think, encouraged to take intellectual risks, and inspired to learn in an academically challenging and supportive environment. Each teacher is deeply committed to ensuring that each girl learns and understands the curriculum so she has a strong foundation and acquires the problem-solving skills needed to make a positive impact in the world. At all levels, girls have opportunities to lead, grow, think, and serve.

Learning begins in the Lower School, where girls begin to connect with other people, key concepts, and varying subject matters. Teachers work individually with each student to help her develop her full potential. Through hands-on experiences in STEAM (science, technology, engineering, arts, math) subjects, problem-solving in cooperative learning activities, and a reading and writing program that combines literature and phonetics, girls learn to ask questions, make discoveries, find answers for themselves, and become promising leaders. Each day begins with a morning meeting to build community in the classroom as well as a recitation of the Hock-A-Way Cornerstones Pledge. In addition to a mindfulness and character program, girls at each grade level in Lower School participate in service-learning projects.

Hockaday’s Middle School is defined by curiosity, enthusiasm, and energy. Teachers focus on distilling how students learn, helping them make connections between content and strategies that will prepare them for success in Upper School, college, and beyond. Students pursue coursework in English, math, history, world languages, science, physical education, and fine arts. A vibrant advisory program, study program, and after-school athletics in grades seven and eight ensure enrichment and support both during and after school hours.
In the Upper School at Hockaday, the course catalogue is built around the interests, desires, and curiosity of the students. Academic courses are rigorous and challenging; even courses that do not carry an honors or Advanced Placement designation are considered demanding. To support core work in English, history, math, sciences, world languages, physical education, and the arts, students have a wide range of available electives and courses from which to choose. Students may engage in directed independent study projects, year or semester away programs, or pursue an online class through Hockaday’s participation in One Schoolhouse, a learning consortium of independent girls’ and co-ed schools.

The College Counseling program at Hockaday provides educational programming and workshops for students and families from Form I through Form IV and one-to-one counseling for every Form IV student. College Counseling is dedicated to supporting and advising students in the college selection and admission process by way of a robust schedule of programs and workshops designed to educate and provide the guidance necessary to understand and deftly navigate the college admission process. Five full-time college counselors support students and their parents, meeting with them regularly throughout the college research and application process.

College Matriculation

The following is a selection of the colleges and universities to which Hockaday students have matriculated over the past three years:

American University
Bates College
Boston University
Brown University
Carnegie Mellon University
Columbia University
Cornell University
Dartmouth College
Duke University
Elon University
Fordham University
Georgetown University
Harvard College
Johns Hopkins University
Lehigh University
Middlebury College
New York University
Northwestern University
Pennsylvania State University
Princeton University
Purdue University
Rice University
Santa Clara University
Smith College
Stanford University
Texas A&M University
The George Washington University
The University of North Carolina at Chapel Hill
The University of Texas, Austin
Trinity University
Tufts University
University of California, Berkeley
University of Chicago
University of Michigan
University of Notre Dame
University of Richmond
University of Virginia
University of Wisconsin, Madison
Vanderbilt University
Washington University in St. Louis
Wellesley College
Yale University

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ATHLETICS

One of Hockaday’s Four Cornerstones, Athletics plays an important role in student lives and has since the School’s founding—well before Title IX or even a woman’s right to vote. Miss Hockaday felt athletics was paramount to health and well-being, so the School’s health and physical education classes promote healthy, active lifestyles at all grade levels. Competitive sports activities teach students teamwork, leadership, resilience, perseverance, and self-confidence. Talented and dedicated coaches support girls in their academic endeavors and model healthy athletic behavior. Their number of championships is impressive, and each year many Hockaday athletes continue to play at the college level.

At the Middle and Upper School levels, girls can choose from a variety of athletic teams. Hockaday competes in the Southwest Preparatory Conference (SPC) in basketball, cross-country, field hockey, golf, lacrosse, soccer, softball, swimming and diving, tennis, track and field, and volleyball. In addition, Upper School students compete in crew and fencing.

Hockaday’s Athletics, Recreation, and Wellness programs introduce lifelong healthy habits, empowerment, and teamwork across the student experience. Girls at Hockaday are encouraged to discover their “inner athlete” to support their physical, mental, and social wellbeing.
ARTS

Creativity and collaboration are an integral component of a Hockaday education. Students enjoy myriad opportunities to explore their artistic passions and develop their performance abilities. From a Lower School musical celebrating the Centennial of the School to Upper School AP Visual Art Shows, from orchestras in all three divisions of the School to a film program with 20 editing stations, and from a nationally-competitive debate program to the entirety of the eighth grade producing a full Broadway musical, the arts thrive at Hockaday.

Through Hockaday’s broad and deep arts program, students can test and develop their talents, take advanced coursework, and have significant opportunities to express themselves in multiple art forms—visual arts, music, drama, dance, and debate. An outstanding teaching faculty of practicing artists, directors, and performers have the commitment and passion to allow each student to realize a personal artistic vision. Students also participate in local festivals and competitions across the arts. The facilities themselves are best in class.

SCHOOL LIFE

Life at Hockaday is vibrant and close-knit. Students routinely cite friendships with their Hockaday peers as integral to their Hockaday experience and feel they are part of a caring community while they are at Hockaday and part of an incredibly meaningful network of alumnae after graduating. Students also value the close relationships they forge with their teachers and feel both known and loved. As inclusion and community are fundamental aspects of life at Hockaday, the School is committed to fostering a diverse and inclusive community that values the unique contributions of each student and faculty member.
The Hockaday Advisory Program begins in the fifth grade and continues throughout the Upper School years. The fundamental goals of the Middle and Upper School Advisory Programs are to ensure that each student has an adult who is present and involved in her academic and extracurricular life. In Upper School, this advisor sees the student daily and ensures she is supported as she navigates her Hockaday career.

The diverse group of residential students at Hockaday enrich the entire School community with their broad range of cultures, experiences, and educational values. Newly renovated dormitories enhance the shared experience among boarders, who also enjoy the 4,000 square-foot fitness center, indoor and outdoor swimming pools, numerous STEM labs, and full dining service. Through the House Council, boarders have the opportunity to lead their peers, plan student events, and gain valuable organizational, group, and personal skills that will benefit them in college and beyond.

Hockaday students excel in giving back to their local and global communities. Through the School’s Institute for Social Impact, the Dr. William B. Dean Service Learning Program provides opportunities for Hockaday girls to get involved in activities such as tutoring, Habitat for Humanity, and partnering with organizations to understand and contribute solutions to issues such as hunger, homelessness, and domestic violence. Collectively, students devote 25,000 hours to community service at over 200 organizations in the Dallas area annually. In addition, the program creates opportunities for Hockaday girls to partner with boys from St. Mark’s School of Texas to serve and improve their community.

Hockaday faculty and staff strongly support single-gender education and understand how girls learn best. They value and respect their colleagues; further school-wide, divisional, and departmental goals; and demonstrate a commitment to shared ideals of excellence. Rare as it may be in many schools, each teacher at Hockaday is committed to knowing, understanding, guiding, and supporting each girl in her educational and developmental journey. Faculty appreciate the deep resources of the School and the degree to which the School supports and encourages each of them professionally. Employees indicate they “never hear people say, ‘we can’t do that.’”
Hockaday’s 88-acre campus is truly exceptional—stunning, in fact. It offers state-of-the-art facilities to help students learn and grow. The Lyda Hill ’60 STEAM (science, technology, engineering, arts, math) Institute connects the sciences with the arts and includes science labs, outdoor space, an Idea Lab equipped with 3D printers, engineering and robotics labs, a planetarium, and large lecture hall. The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts opened in August 2016 and includes orchestra and choir rooms, a painting studio, individual practice rooms, a black box theater, ceramics studio, scene shop, dressing rooms for productions, and a state-of-the-art theater capable of major productions. The Margaret Doggett Crow Amphitheater also enhances the fine arts program. The Liza Lee Academic Research Center contains the School's libraries, debate suite, photography and film labs, technology rooms, science exploration lab, AV rooms, and publications rooms. The inviting architecture features open, flowing spaces with ample light, interconnected through indoor access and outside with pathways winding through generous shaded courtyards and playgrounds.

Hockaday’s athletic facilities include the Penson Athletic Center and a Lacerte Family Gymnasium, featuring three full basketball courts convertible either to four full volleyball courts and a full game court, or to indoor tennis courts. Facilities also include two racquetball courts, a climbing wall, a gymnastics area, and a dance studio. A natatorium with a six-lane 25-yard heated swimming pool is used by students throughout the year in the development of swimming skills, advanced life-saving skills, and various aquatic games. It is also where interscholastic teams practice. The natatorium is open to faculty, staff, and students during non-academic hours; an additional outdoor swimming pool is located adjacent to the residence halls.
The Hill Family Wellness Center includes not only a fully equipped athletic training area and an aerobics/dance facility but also houses a 4,000 square foot fitness center which gives the School community a place to use specialized equipment and take classes in exercise and fitness to establish healthy habits of wellness for a lifetime. Ten tennis courts and a tennis center, five playing fields used for soccer and field hockey, a softball complex, and an all-weather track round out the athletic facilities. The additional 65 acres of open space is another plus. The School is currently engaged in a comprehensive land use planning effort to consider potential upgrades to its Athletics fields and spaces in the context of an active and integrated learning environment that builds community across all grades and divisions.

To support faculty and staff while they are working, in September 2019, the School opened the Ann Graves Child Development Center, a rather amazing, ultra-modern childcare facility that accommodates the children of employees (infants to preschool age, boys and girls) on campus in a safe and nurturing environment. This rare and highly sought-after amenity is one of the most appreciated benefits of working at Hockaday.

**Dallas, Texas**

Even as Dallas has become a globally conscious and diverse city with a vibrant culture and strong economy, it remains a family-friendly metro area with nice suburbs and neighborhoods, modest housing prices, and a low cost of living relative to other major U.S. cities. Also, Texas has no state income tax. Headquarters of 22 Fortune 500 Companies represent banking, commerce, telecommunications, computer technology, energy, healthcare, and transportation. Dallas is also one of 12 Federal Reserve Bank Districts and hosts one of four regional United States Patent and Trade Offices in the country. Served by one of the biggest and best airports in the country, Dallas offers easy access to and from locations around the country and internationally.
As a lively cultural hub, the Dallas area offers a robust food scene and an array of arts venues, abundant events and a range of ethnicities and international cultures. The Arts District features elegant venues that promote the visual and performing arts including the Dallas Museum of Art, the Morton H. Meyerson Symphony Center, Winspear Opera House, Wyly Theater, and the Nasher Sculpture Center, among others.

Dallas is also home to several institutions of higher education such as Southern Methodist University, The University of Texas Southwestern Medical Center, and The University of Texas at Dallas. Hockaday is also fortunate that Dallas has a large and collegial independent school network as well as active non-profit and philanthropic communities.

Fans cheer for four professional sports teams, including the Dallas Cowboys (NFL), Dallas Mavericks (NBA), Texas Rangers (MLB), and Dallas Stars (NHL). Additionally, Dallas offers teams in rugby, cricket, soccer, and horse racing. Hockaday faculty and families – reflecting the larger Dallas population of both Texas natives and happy transplants from out of state – say they rarely want for things to do and that the community at large is warm and welcoming ("so many people in Dallas aren’t actually from Dallas"). Health care is excellent and it’s an “easy place to live.”

The area enjoys mild winters, crisp and beautiful springs and autumns, and warm summers. The Dallas cityscape is punctuated by multiple skyscrapers and handsome architecture. Iconic buildings include Reunion Tower, JFK Memorial, and Dallas City Hall, an I.M. Pei design.
The Opportunity

The Assistant Head of School for Academic Affairs is an outstanding professional opportunity to join Hockaday’s senior leadership team and to play a key role in firmly establishing Hockaday as an educational leader and innovator not only among girls’ schools, but across independent education nationally. The Assistant Head for Academic Affairs will implement the strategic initiatives outlined in The Hockaday Difference strategic plan, with a particular focus on continuous improvements in teaching and learning methods, creative and innovative classrooms, effective use of new and emerging technologies, and an atmosphere of constant growth and professional development for faculty. In close collaboration with the Assistant Head of School for Student Experience, the Assistant Head of School for Academic Affairs will lead and foster a learning environment that is empowering, joyful, inclusive, and that nurtures the intellectual, social, emotional, and physical wellbeing of every student. The most promising candidates will be highly collaborative, energetic, and strategic visionaries who understand the interdependence of all aspects of an educational institution and are eager not only to be at the forefront but to establish the future of education. Candidates should be committed to enhancing Hockaday’s leadership among independent schools nationwide as well as their own thought leadership within their profession.

The Position

Specific duties will include:

- Serve as a key thought partner to the Eugene McDermott Head of School in leading the School and participating as a collaborative and engaged member of the Leadership Team
- Supervise faculty leaders including: the Heads of Lower School, Middle School, and Upper School and the Dean of Studies
- Coordinate the faculty recruitment and hiring process in close partnership with Division Heads and Human Resources
- Plan and oversee New Faculty and Staff Orientation and the Faculty Mentoring Program
- Work with Division Heads to support faculty members’ goals and oversee the annual faculty review process; observe all faculty annually and coordinate an active program of faculty professional development
- Oversee ISAS accreditation processes
- In collaboration with the Assistant Head for Student Experience, lead academic efforts in support of The Hockaday Difference strategic plan, including enacting recommendations of the Work Groups on Educational Innovation and the Student Experience; develop specific initiatives that support Hockaday Difference goals, taking an evidence-based approach to the work
- Create effective cross-divisional collaborations to advance equity across all aspects of the Hockaday educational experience
- Supervise cross-divisional programs, including
  - Student Learning Support program
  - Libraries
- Partner with the Assistant Head of School for Student Experience and the Division heads to ensure that Divisional Guidance Teams work from shared principles and have a coordinated approach
- Oversee all academic policies and procedures
- Coordinate with the Division Heads and Dean of Studies to establish the academic calendar and master schedule
• Staff relevant committees of the Hockaday Board of Trustees, particularly the Education and Student Life Committee
• Represent the Eugene McDermott Head of School for internal and external meetings, presentations, and committees as assigned
• Serve as a thought leader within the Hockaday community and nationally, sharing expertise and best practices, speaking and presenting on Hockaday initiatives, and helping to elevate the visibility of Hockaday’s successes

PERSONAL AND PROFESSIONAL CHARACTERISTICS

• Be a motivated, flexible, and collaborative colleague who takes joy in team success
• Approach the work with a high level of energy and enthusiasm for students, colleagues, and the mission
• Be an experienced educator with deep knowledge of current and innovative curricular and student life trends and practices in the field
• Have a documented history of transforming organizational culture in a sustainable manner that contributes to a welcoming and inclusive community
• Possess multicultural competence and experience working effectively with students, parents, faculty, and staff from a wide variety of backgrounds
• Demonstrate hard work, dedication, and ingenuity while exhibiting humility and a commitment to collaboration and personal growth
• Be highly organized, persistent, and able to motivate others to achieve
• Possess excellent written and verbal communication skills
• Master’s degree in a related field preferred
• Have relevant experience in an academically rigorous, independent school setting: preferably both academic and administrative

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 list of five professional references with name, phone number, and email address of each (references will not be contacted without the candidate’s permission) to:

Carney, Sandoe & Associates

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