



ST. MARK'S SCHOOL OF TEXAS
Dallas, Texas

Head of Middle School

Introduction

St. Mark's School of Texas is a nonsectarian, college preparatory, independent day school enrolling approximately 860 boys in grades one through twelve. Its 40-acre campus, located in a picturesque, residential neighborhood of Dallas, Texas, includes 16 buildings and state-of-the-art athletic facilities. Founded in 1906 as the Terrill School for Boys, St. Mark's builds upon a rich heritage of academic excellence by fostering students' physical, intellectual, moral, and spiritual growth. In order to prepare young men for lives of responsibility and leadership in a competitive and ever-changing world, the school promotes six key values: integrity, confidence, judgment, passion and curiosity, spirituality and ethics, and balance. Throughout their time at the school, boys learn responsibility for their actions, the benefit of deferring gratification in pursuit of goals, and the importance of working with others to make a positive difference on campus and in their community.

STATEMENT OF PURPOSE

St. Mark's aims to prepare young men to assume leadership and responsibility in a competitive and changing world. To this end, the School professes and upholds certain values. These values include the discipline of postponing immediate gratification in the interest of earning eventual, hard-won satisfaction; the responsibility of defending one's own ideas, of respecting the views of others, and of accepting the consequences for one's own actions; and an appreciation for the lively connection between knowledge and responsibility and the obligation to serve.

St. Mark's believes that the focus of teaching and learning should be the total development of each student. Teachers instill an enthusiasm for learning, encourage independent and critical judgment, and demonstrate the methods for making sound inquiries and for effective communication. Whether in or out of the classroom, all activities aim at motivating students to realize their potential, and the school rewards both striving and achieving. Of the 125 full-time

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outstanding and dedicated faculty members, 71 percent hold advanced degrees, including nine who have earned their doctorates. A student-faculty ratio of 8:1 allows teachers to work closely with students and differentiate instruction to meet various learning needs.

St. Mark's graduates attend some of the finest institutions of higher education in the world. "Marksmen" from the class of 2016 have matriculated at Stanford, Harvard, Vanderbilt, the University of Texas at Austin, Duke, Georgetown, the University of Pennsylvania, Dartmouth, Princeton, Georgetown, and Columbia among others. Representatives from nearly 200 colleges and universities visit the campus every year to meet with the boys and provide information about their schools.

The Middle School

The Middle School is comprised of 341 students in grades five through eight and is one of the largest admissions entry points in the school, with class size increasing from 48 students in the fourth grade to 78 students in the fifth grade. Dedicated faculty work closely with students to prepare them for success in the Upper School and beyond by focusing on the process of learning in order to build the organization, time management, and study skills necessary that are critical for lifelong learners. At the same time, an emphasis on ethical values, leadership, and spirituality empowers students as they begin the transition from boyhood to manhood and gain increased freedom as well as increased responsibility.

The robust Middle School curriculum is a planned sequence of courses in humanities, foreign language, science, and mathematics, and strives to balance the teaching of content with the acquisition of skills. Accordingly, boys receive only faculty comments for their first two years and begin receiving cumulative grades in seventh grade. Language arts and social studies are combined in a unique series of humanities courses that are organized around the theme of "The Journey: An Exploration of the Human Experience" and allow students to consider questions of identity, community, and their place in the larger world. All courses in the series are guided by a quotation and a series of broad questions that provide thematic focus and unity across the five-through-eight sequence. While all fifth and sixth graders take Spanish and "Exploring Asia," which exposes students to Chinese language and culture, seventh graders may choose to focus on Spanish, Mandarin Chinese, or Latin for the remainder of their language credits. Athletics and the arts play an important role in rounding out the curriculum. Boys take part in daily

**St. Mark's
At a Glance**

Founded: 1906

2016-17 Enrollment

Grades 1-12: 860

Middle School (5-8): 341

Students of Color: 45%

Campus: 44 acres in Dallas, Texas

Middle School Faculty: 68

Student-to-Teacher Ratio: 8:1

Middle School Tuition:

\$26,412 - \$27,875

Financial Aid: \$2.1 million to 17% of student body

Budget: \$30.5 million

Endowment: \$120 million

Annual Giving: \$3.7 million

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physical education classes or, beginning in seventh grade, interscholastic athletics, and participate in visual and industrial arts, drama and speech, or music each year. A more detailed overview of the Middle School academic program may be found [here](#).

Beginning in the sixth grade and continuing through the summer before their freshman year, all boys participate in the Wilderness Program. Marksmen learn the basics of camping, building on a series of sequential skills based on a low-impact philosophy, and the experience culminates in a ten-day trip to the Pecos Wilderness of New Mexico the summer before students' freshman year. These outdoor experiences allow students and teachers to build relationships outside the classroom, encourage students to organize and lead others, and teach boys to appreciate their place in the natural world and understand their duty to protect it.

The rich sense of community that St. Mark's is known for is enhanced in the Middle School by a number of traditions that bring together students, teachers, staff, and parents. These include a twice weekly non-sectarian Chapel service; Middle School Mini-Night, when parents are invited for one night to experience short "classes" with their sons' teachers; Fifth and Seventh Grade Father and Son Breakfasts, held in the Great Hall by the Parents' Association; Middle School Spirit Night, during which families attend a Varsity football game; Blue and Gold Day, the annual field day; and Seventh and Eighth Grade Community Service, held once a year with Middle Schoolers from The Hockaday School.

The Opportunity

Warren Foxworth, an alumnus of St. Mark's and Head of Middle School since 1994, is retiring at the end of the current school year. The new Head of Middle School will lead a healthy, high-functioning division that is nonetheless committed to ongoing reflection and continual improvement. Among current conversations in the division are matters such as vertical and horizontal alignment of curricula, best practices for teaching Middle School boys, the daily schedule, age-appropriate and equitable use of technology, homework and assessment, and the further integration of character and leadership education into the academic and advisory programs.

The new Head of Middle School will join St. Mark's at an important time in the school's history. David Dini, who served as the school's Assistant Headmaster since 1994, was appointed Headmaster in 2014, and John Ashton, who previously worked in a variety of teaching and administrative capacities at St. Mark's, recently returned to the school in the newly created Associate Headmaster position. These transitions have brought additional shifts in administrative functions, including increased involvement from department chairs in supporting schoolwide curricula and increased autonomy and responsibility for Heads of Lower, Middle, and Upper School with respect to both day-to-day decision making and strategic direction and outcomes. The sense of collaboration, trust, and collegiality among the school's senior administrators has only grown stronger with the integration of these subtle but important changes.

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Responsibilities

The new Head of Middle School will report directly to the Headmaster and will be responsible for the continued academic, programmatic, administrative, and cultural health of the division. In addition to overseeing daily operations of the Middle School, this individual will provide the strategic vision and leadership necessary to create and sustain a nurturing and supportive environment that values both tradition and innovation while also identifying future opportunities for growth and enhancement of existing programs. Direct reports currently include the Assistant Head of Middle School, four Grade Sponsors, the Middle School faculty, and an administrative assistant. Specific duties will include the following:

- Serving as a member of the Headmaster's senior leadership team and collaborating with the Associate Headmaster and the Heads of Lower and Upper School in strategic planning as well as focused efforts to achieve horizontal and vertical alignment of the 1-12 curriculum.
- Embodying the mission of St. Mark's and fostering a culture in which each student is known well and supported along his unique educational journey.
- Refining and developing Middle School curricula and programs to ensure a challenging and developmentally appropriate experience for boys.
- Hiring, supervising, mentoring, and evaluating experienced and committed Middle School faculty and staff in consultation with the Associate Headmaster and other key administrators.
- Ensuring that administrative structures and processes effectively support both the daily operations and the strategic goals of the division.
- Fostering a growth mindset and encouraging the achievement of professional goals among faculty both through formal development plans and by leading ongoing conversations about best practices and trends in curriculum, pedagogy, and educational technology.
- Working collaboratively with Parents' Association representatives and maintaining open and ongoing communication with all Middle School parents with regard to curriculum, programs, school events, and individual student issues.
- Being an active and visible presence in all areas of school life, from classrooms to afterschool activities and events.

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Candidate Qualities

Leadership

- One who has high expectations for himself or herself and whose experience, intellect, and dedication to the academic, physical, social, and character development of young boys inspire the confidence of others.
- A team-oriented and service-minded individual who leads through influence and collaboration rather than solely exercising the power of his or her office.
- An educator who balances the need for scope, sequence, and general consistency in educational approaches with appropriate autonomy and flexibility for faculty members.
- An adept manager who is aware of important division matters at all times while still being comfortable delegating to an experienced and responsible faculty and staff.

Experience

- At least ten years of experience in Middle School teaching and administrative roles in independent schools with an emphasis on institutions known for their strong academic programs.
- A history of collaborating with department heads, faculty, and staff to refine educational policy, curriculum, and programs.
- Exposure to hiring, motivating, and managing experienced faculty and staff members, ideally including experience designing and implementing professional development and growth-oriented evaluation programs.
- A track record of working successfully with a variety of constituencies, including administrators, faculty, parents, and students.

Skills and Knowledge

- Broad and deep knowledge of matters relating to the education of pre-adolescent and adolescent boys, including trends and best practices in teaching and learning, social-emotional development, leadership and character education, and educational technology.
- Excellent verbal and written communication skills.
- A deep and nuanced understanding of Middle School curricula and pedagogy that emphasizes the importance of both rigorous academics and supporting boys in

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- understanding how they learn best and developing organization, time management, self-advocacy, and study skills.
- A talent for recognizing, recruiting, motivating, and retaining exceptional teachers; working effectively with both new and long-tenured faculty and staff members; and maintaining a healthy balance between faculty autonomy and consistency in quality and programs.
 - The ability to contribute meaningfully to a team and culture within the context of an institution's history, traditions, and values.
 - Strategic thinking skills that allow one to promote a vision, to develop and communicate a strategy, and to see a plan through to practical execution, all while exercising the flexibility necessary to respond to shifting priorities and unexpected challenges.
 - Strong problem solving and critical thinking skills, including a talent for moving easily between day-to-day matters and "the big picture."

Personal Attributes

- A person of unquestioned honesty and integrity who interacts with people in a straightforward fashion.
- A servant leader who is self-confident and assured but lacks arrogance or pretension.
- A proactive, energetic, and innovative educator who is constantly thinking about the best ways to educate boys, is not afraid to try new approaches, and is motivated by what is best for students.
- A good listener who respects differences of opinion, seeks consensus when appropriate, and is comfortable making difficult decisions.
- An educator who is passionate about education in the middle school years and wholly committed to students' intellectual, physical, social-emotional, and character development.
- A person who embraces single-sex education, is excited about being in a boys' school, and has a genuine passion for the mission of St. Mark's.

BRIGHAM HILL
CONSULTANCY

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Other Considerations

<u>Compensation</u>	Expected to be in the top decile of NAIS schools in the region.
<u>Education</u>	Bachelor's degree required; master's degree strongly preferred.
<u>Website</u>	www.smtexas.org
<u>Candidates May Now Be:</u>	<p>A Head of Middle School, Assistant Head of School, or other senior administrator who is open to a move for professional growth.</p> <p>A mid-level administrator, such as an Assistant Head of Middle School or a Dean, or teacher whose formal and informal leadership experience has equipped him or her with the skills and knowledge required for this position.</p> <p>A Head of School of a smaller, high quality institution.</p>

For more information, contact:

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