



C A R E E R O P P O R T U N I T Y

## Head of Middle School CHARLOTTE COUNTRY DAY SCHOOL CHARLOTTE, NC

Application deadline: January 28, 2010

Founded in 1941, Charlotte Country Day School is the largest independent coeducational college preparatory school in the Charlotte area and one of the 10 largest in the continental U.S. – serving approximately 1,600 students in Junior Kindergarten through grade 12. Highly regarded for the rigor of its academic program and the breadth of its offerings in the arts, athletics, community service, and leadership, Country Day is noteworthy for a long tradition of positioning itself at the forefront of curricular innovation. CCDS was the first school in North Carolina to offer English as a Second Language (ESL). It has offered the International Baccalaureate Diploma Program (IB) in the Upper School since 1992, and the Lower School has adopted the curriculum from the IB Primary Years Program. Country Day also delivers a broad-based international studies curriculum that is integrated across disciplines and grade levels.

With approximately 500 students in grades 5-8, the Middle School offers an exciting educational program that is carefully tailored to the needs of young adolescents and focused on collaboration and experiential learning. The Middle School educational program is overseen by a highly professional 55-member faculty that is organized into teams, with planning and administrative support provided by team leaders, grade coordinators, department heads, a counselor, and a Director of Studies.

The school is located on 117 acres on two campuses. The Upper and Lower Schools are situated on the Cannon Campus. The Middle School occupies its own space, the Bissell Campus, which is located approximately four miles away. Major facilities improvements at the Bissell Campus this year include a new 23,000-square-foot science building with eight lecture/lab classrooms and a general purpose classroom; six newly renovated foreign language classrooms; new tennis courts and practice fields; and enhanced landscaping. Site work was also completed in anticipation of the eventual construction of two additional Middle School buildings – a performing arts facility and a media and technology center.

CCDS is located in Charlotte, a lively city with a metropolitan population of 1.7 million residents that has been ranked as the nation's most livable community. With its highly educated workforce, Charlotte hosts more than 300 of the Fortune 500 companies, eight of which have headquarters in the area. As the oldest major independent school in Charlotte, Country Day has a longstanding history of robust admissions demand. With the generous support of the school family, CCDS has invested aggressively in additions and enhancements to the academic program. A five-year strategic initiative has increased teacher salaries significantly, bringing compensation for the school's talented and seasoned faculty above NAIS benchmarks. Mark Reed, who joined Charlotte Country Day this year as the Head of School, is now seeking to add to his leadership team a new Middle School Head with the skills and qualities necessary to effectively lead a large and vibrant division.

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### WHO SHOULD APPLY:

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For a position to begin in July 2010, CCDS is seeking an experienced and dedicated middle school educator with excellent administrative and leadership skills. This is an exceptional opportunity for a talented administrator who is eager to play a key role as a member of the senior leadership team at this first-rate JK-12 independent school.



On the web: [www.charlottecountryday.org](http://www.charlottecountryday.org)

## THE SCHOOL AT A GLANCE 2009-10

**Founded:** 1941

**Location:** Two campuses totaling 117 acres in Charlotte, NC

**2009-10 enrollment:** 1,587 (including 122 students from 37 countries)

**Lower:** 625

**Middle:** 487

**Upper:** 475

**% of student body belonging to ethnic minorities:** 11%

**Full-time faculty:** 190, 56% with advanced degrees

**Average faculty tenure:** 18 years (10 at CCDS)

**Endowment:** \$15.6 million

**Operating budget:** \$35.6 million

**Tuition:** \$14,250–\$20,200

**Financial aid awarded, 2009-10:** \$3.4 million

**% of students receiving aid:** 15%

**Accreditation:** Southern Association of Colleges and Schools/Southern Association of Independent Schools (renewed 2005)

**Selected memberships:** National Association of Independent Schools, North Carolina Association of Independent Schools, Cum Laude Society, International Baccalaureate Diploma and Primary Years programs



### MISSION STATEMENT

*Through excellence in education, Charlotte Country Day School develops the potential of each student by fostering intellectual curiosity, principled character, ethical leadership, and a responsibility to serve.*

Charlotte Country Day is a high-performance, high-expectations school that also sustains a healthy, positive spirit of community and common purpose. The esteem in which the school is widely held is reflected in exceptionally low attrition rates among both families and faculty, as well as high indicators of constituent satisfaction in regularly administered surveys. Students at all levels are happily and successfully engaged in the learning process. The school's leadership team – 10 senior administrators and the Board of Trustees – is a stable and well-functioning group that continues to move the school forward with energy and resolve.

CCDS students are an eager, able, diverse, friendly, and stable group that each year counts many “lifers” among the graduating class. Eleven percent are persons of color, and the student body this year includes 122 students from 37 countries.

Among the signature strengths of the school is a faculty that is highly professional, deeply committed, and very experienced – with an average tenure of 10 years at CCDS. Students and parents deeply appreciate both the expertise and the nurturing approach of the teachers. The faculty, in turn, speak highly of a school culture that honors their professionalism and encourages innovation in pursuit of excellence. The faculty is engaged in a

well-organized, continuous process of curriculum articulation, review, and development. A Director of Studies oversees the process in each division with the support of Academic Councils composed of representatives of the various disciplines in the Lower School and of department heads in the Middle and Upper Schools. A robust professional development program includes faculty participation in seminars and conferences, visits to other schools, visits by experts to CCDS, and competitive annual grants funding professional and personal growth experiences throughout the world.

Both CCDS campuses are attractive and well maintained. School facilities include three libraries, 13 science labs, eight computer labs, and many playgrounds. Students and faculty have high-speed wireless access to the Internet from all classrooms, computer labs, libraries, and administrative offices. Approximately 700 computers are in curricular use school wide, and faculty members have school-subsidized laptops. The renovations and additions to the Middle School this year have provided faculty in the sciences and foreign languages with spacious, flexible, and well-equipped teaching spaces. New arts facilities are an important future priority.



## ABOUT THE MIDDLE SCHOOL



The Middle School is a warm and high-energy environment. The seasoned faculty love working with this age group and demonstrate an exceptional commitment to continuous improvement in curriculum and pedagogy. The Middle School is being successfully led this year by an interim four-person team of experienced faculty and administrators, reflecting this division's longstanding commitment to a collaborative approach to teaching and administration.

### THE EDUCATIONAL PROGRAM

The Middle School (grades 5-8) offers a program, schedule, and facilities tailored to the academic, social, and emotional developmental needs of young adolescents. Each faculty member has approximately 10 advisees, who meet as a group for 15 minutes each day. Advisors schedule conferences with parents twice a year, with the spring conference led by the student. A full-time guidance counselor offers both individual support to students and group classes.

A full description of the Middle School curriculum is available on the CCDS website, [www.charlottecountryday.org](http://www.charlottecountryday.org). Highlights of the educational program include the following:

- A seven-day academic cycle.
- A transitional year in grade 5, with students changing classrooms and teachers while remaining with a constant group of classmates. Language arts and social studies are taught by the same teacher in grades 5-6.
- French or Spanish instruction for students in grades 5 and 6, with an option to study Latin in grades 7 and 8.
- Math offerings that include standard and honors sections of pre-algebra, algebra, and geometry. Single-gender algebra classes are offered in grades 7 and 8.
- Physical education classes every day in every grade. Team sports, which begin in seventh grade, include football, soccer, basketball, swimming, wrestling, golf, cross-country, baseball, and lacrosse for boys, and field hockey, golf, volleyball, soccer, basketball, lacrosse, softball, swimming, cross-country, and cheerleading for girls. Students compete in a Middle School conference of similar independent and private schools. Middle School athletic facilities include an excellent grass field adjacent to the campus as well as a gymnasium with a weight room.
- Arts offerings including Band, Orchestra, Choir, Drama, and Visual Arts. Students in grades 5 and 6 take a sampling of arts courses before specializing in one area in grades 7 and 8.

## Opportunities and Challenges Awaiting the Next Middle School Head

The next Head of Middle School will join a school and a division that are highly respected and functioning very well. Head of School Mark Reed is eager to focus the attention of the senior administrative team on creating a more seamless integration of the three divisions into a single institution with a common vision regarding curriculum and the care of students. As the leader of the division squarely situated between Lower and Upper, the Middle School Head should expect to play a key role in promoting this school-wide priority. Particular areas of interest include curriculum, student well-being (including athletic and artistic endeavors), and behavioral and academic expectations of students. While most students find the transition from Lower to Middle School a smooth one, ninth-graders at CCDS sometimes struggle with the relatively steep rise in expectations and workload.

The Middle School faculty will welcome a leader with energy and new ideas regarding best practices in middle school education. The Middle School faculty will welcome a leader who will embrace the challenge of continuing the school's history of innovation in curriculum, while also respecting the demanding workload facing faculty and students. Because the division is already healthy and functioning well, most Middle School community members hope the new Head will focus first on evaluating recent gains before proposing any major changes.

The Middle School (along with the Upper and Lower Schools) must continue to attract and nurture people from diverse backgrounds in both the faculty and the student body.

## Who Should Apply: Qualities & Qualifications

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The ideal candidate will offer most or all of the following qualifications and qualities:

### PROFESSIONAL QUALIFICATIONS

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- Solid academic credentials, including an advanced degree, coupled with evidence of a commitment to lifelong learning.
- A strong record of success in, and commitment to, middle school teaching and school administration.
- Knowledgeable about best practices in K-12 curriculum and curriculum planning.
- Ability and eagerness to play an important school-wide role as a member of the senior leadership team in a JK-12 school.
- Appreciative of the humanities and the arts as well as the sciences.
- Demonstrated skills in both leadership and administration of a large middle school faculty.
- Exceptional communication skills.

### LEADERSHIP STYLE

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- A skilled leader of faculty who will respect and support their professionalism.
- A collaborative, consensus-building leader who actively solicits input; listens well; communicates with inspiration and clarity; and effectively delegates and empowers staff.
- A team-builder who will maintain and reinforce the positive, collegial climate at the Middle School.
- A proponent of thoughtful innovation who has excellent skills in change management.
- A leader who is willing to establish and enforce appropriate expectations and boundaries for students, parents, and faculty.

### PERSONAL QUALITIES

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- Intelligent, reflective, and well spoken.
- Energetic.
- Unpretentious, genuine, and personable.
- Eager to engage actively with students and parents; committed to reinforcing the sense of the Middle School as a community of students, teachers, and parents.
- Puts the best interests of the students first; focuses on the whole child.
- Appreciative of diversity and committed to the goal of maintaining an authentic, inclusive community.
- A broad view of the world based on experience, insight, and exploration.

## Application Requirements and Process

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Applicants should submit as soon as possible but no later than **Thursday, January 28, 2010**, the following:

- A cover letter explaining why they are particularly interested in and qualified for this position.
- A current résumé.
- A statement of educational philosophy and/or other supporting material (e.g. articles or speeches) that would be useful to the Search Committee.
- The names, addresses, and telephone numbers of three references. (We will obtain permission from candidates before contacting references.)

This information should be sent via email to:

**searches@wickenden.com**

Wickenden Associates will keep all applicants informed of their status throughout the process. Prospective candidates interested in learning more about this opportunity or the search process are invited to call either of the lead consultants, **James W. Wickenden** or **Jo S. Butler**, at 609-683-1355.