



LEADERSHIP OPPORTUNITY

HEAD OF SCHOOL

Phoenix Country Day School

Paradise Valley, AZ

Application deadline: September 7, 2010

Founded in 1961 by local families seeking an Eastern-style preparatory school education for their children, Phoenix Country Day School is preparing to celebrate its 50th anniversary firmly established as the premier independent school in Arizona and one of the most well respected PK-12 day schools in the nation. Serving approximately 700 students, "PCDS prepares promising students to become responsible leaders and lifelong learners through an education that emphasizes intellectual engagement, independence, collaboration, creativity and integrity."

A rigorous liberal arts curriculum prepares graduates for admission to the nation's top colleges and universities; approximately 80 percent of Phoenix Country Day students matriculate out of state. With a 9:1 student-teacher ratio, an average class size of 14, and comprehensive advisory and counseling programs, PCDS offers strong support to students as they explore and develop their unique talents. A full array of arts offerings, 54 sports teams, and multiple opportunities to participate in clubs and community service programs ensure a well-rounded educational experience for all.

In addition to providing a first-rate education for its own students, PCDS actively commits to being a private school with a public purpose. Project Excellence, the school's 22-year-old, signature academic outreach program for under-represented students, draws from 15 public school districts, offering gifted youngsters an enriched college preparatory curriculum through a five-week summer session and Saturday workshops throughout the school year. Five Project Excellence Scholars will graduate in the PCDS Class of 2010.

Situated on 40 acres in suburban Phoenix, the attractive and well-equipped campus has benefitted from extensive new construction and renovation over the past two decades.

Extraordinarily well positioned for new leadership, Phoenix Country Day School will offer its next Head of School the opportunity to build upon a stellar reputation and a solid educational program while guiding PCDS to even greater heights in its second half-century.

WHO SHOULD APPLY

For a position to begin in July of 2011, the Board of Trustees is seeking a talented, experienced educational leader and visionary strategic thinker with exceptional communication skills. The next leader of PCDS must share the school's commitment to academic excellence and to preparing students for lives of leadership and service in a diverse and increasingly global world.



On the Web: www.pcds.org

**THE SCHOOL
AT A GLANCE
2009-10**

Founded: 1961

Location: 40-acre campus in the small community of Paradise Valley, situated between Scottsdale and Phoenix

2009-10 enrollment: 700

Lower (PK-4): 235

Middle (5-8): 228

Upper (9-12): 237

Full-time faculty: 100; 70% with advanced degrees

Endowment: \$15 million

Indebtedness: None

Operating budget: \$15 million

Total development funds raised, 2008-09: \$1.5 million

Annual giving, 2008-09: \$350,000

Parent participation: 35%

2009-10 tuition:

PreK: \$17,200

Grades K-1: \$18,600

Grades 2-4: \$19,400

Grades 5-8: \$20,800

Grades 9-12: \$21,300

Financial aid, 2009-10: \$1.7 million

Students receiving aid: 20%

Board of Trustees: 18

Accreditation: Independent Schools Association of the Southwest, Northern Central Association

Member: National Association of Independent Schools, Cum Laude Society



MISSION & PHILOSOPHY

PCDS prepares promising students to become responsible leaders and lifelong learners through an education that emphasizes intellectual engagement, independence, collaboration, creativity, and integrity.

In keeping with its mission, Phoenix Country Day School expects its students to develop a coherent body of knowledge in the humanities, sciences, and the arts, and a comprehensive range of skills in athletics. Pursuing quality and excellence is fundamental to everything we do at PCDS. Excellence in the classroom is reflected in exceptional academic offerings. Excellence in athletics is reflected in a program that allows students to participate in and thus benefit from involvement in team sports. Excellence in the arts (visual studies, performing arts, music) is reflected in a program structure that allows time for study of and achievement in an area of interest. The balance of these areas and the lessons they offer create broad-thinking, well-rounded, intelligent students of character.

We introduce students to a curriculum that responds to the diverse and rapidly changing world where populations are living longer, interrelating in new ways, and using newly created technologies and new methods for communication. Students learn how to collaborate and how to be global thinkers; they develop excellent listening skills, maintain sensitivity to cultural backgrounds, and have an awareness of complicated and less-streamlined decision-making. It is through the clear objective of quality and excellence, combined with the fundamentals of an extraordinary education, that our students gain a foundation and appreciation for a lifetime of learning.

The Phoenix Country Day School community strives to be one in which each individual is recognized and valued, each voice is heard, and each considered opinion can find a forum. However, no forms of hatred, prejudice or bigotry are tolerated. We recognize the richness of the diverse threads that strengthen the fabric of the School. We endeavor to ensure that this fabric reflects the diversity of Arizona and our nation. We want every member of our School community to value diversity and respect one another.

We strive to graduate students who love learning and pursue wisdom; use their talents and skills for the greater good; are adaptable, resilient, and responsible citizens in their local communities, their nation, and the world; and who engage in life with both honor and integrity. These values and goals are essential components of a PCDS education:
An Education for Life.

DEFINING QUALITIES & UNIQUE ATTRIBUTES OF THE SCHOOL

The only PK-12 nonsectarian independent school in Arizona, Phoenix Country Day School serves the 4 million residents of Phoenix and surrounding communities. Widely acknowledged as the premier pre-collegiate school in Arizona and one of the top independent schools in the Southwest, PCDS occupies a position of prestige and public responsibility.

Asked to identify the signature strengths of Phoenix Country Day, members of the school family identified the following:

- An emphasis on excellence, reflected in the attention paid to developing critical thinking and leadership skills.
- An intellectually curious and academically engaged student body.
- A first-rate faculty committed both to the teaching profession and to their students – teachers who are passionate about their subjects and willing to provide individual attention to ensure that students aspire to and achieve their personal best.
- A large and experienced administrative team that oversees a comprehensive program, a well managed budget, and a 40-acre campus.
- The dedicated and active Board of Trustees, focused on philanthropic and strategic initiatives.
- A supportive parent body, including an active Parents' Association that organizes a multitude of volunteer efforts and fundraising activities.



THE STUDENT BODY

PCDS students are a talented, motivated, and diverse group. Key entry points to the school include Pre-Kindergarten, grade 5, and grade 9. On average, about 60% of the eighth-grade class progresses to the Upper School, with the remaining families opting for boarding school or for local schools with less demanding academic programs or more competitive athletic teams. At the same time, many families seeking a first-rate high school program seek to enter the school at that point.

The 60-member Class of 2010 includes nine National Merit Semifinalists. The mid-50% SAT scores for that class are 610-720 CR, 590-690 M, and 600-710 WR. In May 2009, 49 PCDS students took 91 AP exams in eight subjects, earning qualifying scores of 3 or higher on 89% of those tests. Colleges to which two or more members of the Classes of 2005-2009 matriculated include:

Arizona State University
ASU/Barrett Honors College
Barnard
Boston College
Boston University
Bowdoin
Bryn Mawr
Bucknell
Calvin
Chapman
Claremont McKenna
Colorado College
Columbia
Dartmouth
Dickinson
Drew
Duke
Emory
George Washington
Hamilton

Harvard
Haverford
Lake Forest
Lehigh
McGill
Middlebury
MIT
Northwestern
NYU
Notre Dame
Penn
Pomona
Princeton
Reed
Rhodes
RISD
Rose-Hulman
Santa Clara U.
Scripps
SMU

Stanford
Texas Christian
Trinity (TX)
Tufts
U. of Arizona
U. of Arizona/Honors College
U. of California
U. of Colorado
U. of Denver
U. of Illinois
U. of Michigan
U. of Puget Sound
U. of Redlands
U. of San Diego
USC
U. of Virginia
Vanderbilt
Washington U.
Williams
Yale

LOCATION, CAMPUS, AND FACILITIES



Located in the small residential community of Paradise Valley – an affluent resort area in the Sonoran desert that is situated midway between the large cities of Scottsdale and Phoenix – PCDS provides a wonderful environment in which to work and study. The attractive and well equipped 40-acre campus features a fully integrated computer infrastructure; modern science labs; art studios and a dedicated music building; as well as a gymnasium, a new fitness

center, two swimming pools, four tennis courts, athletic fields, and modern outdoor play areas. Each division has its own dedicated space.

Between 1993 and 2008, PCDS completed a campaign of new construction and extensive renovation that touched nearly every aspect of the campus. Projects included a science building and outdoor experimental science garden, an art building, a library and an auditorium at the Upper School. All Upper School classrooms were newly built or completely renovated; a student center and technology center were added. The Middle School – with 16 classrooms, three science labs, and an art studio – includes facilities that were completed as recently as 2006. The Lower School was replaced four years ago, and an early childhood learning center was added two years ago. The Lower School campus has its own library, science center, and art studio. A new Health Center was constructed in 2007.

The school has an excellent deferred maintenance plan that extends out for 40 years, with five years of detailed planning. A \$1.3 million reserve fund supports needed improvements, with \$200,000 allocated each year for this purpose.

HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

At Phoenix Country Day School, it's cool to be smart. Students are encouraged to be intellectually engaged, and they are offered multiple opportunities to pursue their talents and interests. For a detailed look at the curriculum in each division, visit the school's website: www.pcds.org. Here are a few highlights:

- The Upper School curriculum includes 13 Advanced Placement courses as well as independent study options, advanced online coursework, and the Situated Multimedia Art Learning Lab (SMALLab), a collaboration between PCDS and Arizona State University that allows advanced students to create interactive lessons in a computer structure that encourages embodied learning.
- Graduation requirements include 4 years of English and math; 3 years of history, laboratory science, and a single foreign language; and 2 years of arts and physical education. Additional requirements include a public speaking presentation to the school and 40 hours of community service.
- PCDS offers an array of international experiences through trips and study abroad as well as the opportunity to host international visitors. At the heart of the program are student and teacher exchange programs with Chengdu, China, and Duisburg, Germany. Programs are being planned for next year in Delhi, India, and Malaga, Spain, and Ireland. Language offerings at the school include Spanish (PK-12), Latin, French, and Mandarin.
- Four full-time counselors serve all three divisions, providing one-to-one and group counseling, conflict mediation, skills development, classes, and club activities. The counselors also are available for consultation regarding psychological, emotional, performance, and developmental issues.
- PCDS emphasizes the value of outdoor education through class trips in grades 4-9 and grade 12. Designed to develop confidence, raise environmental awareness, and promote student bonds, the trips range from a excursions to Northern Arizona's geological wonders to whitewater rafting on the Kern River northeast of Los Angeles.

- Students in every division participate in dozens of optional after-school clubs and activities that range from Lower School Chess Club to Middle School Lego Robotics to more than 40 leadership, artistic, publications, community service, and general interest clubs in the Upper School. A summer program offers 96 courses to more than 350 students from within and outside the PCDS family.

THE ARTS



Phoenix Country Day integrates the arts into the lives of students in all three divisions throughout the year. All students in grades K-8 receive instruction in the visual arts; Upper School students may take a wide variety of courses including drawing, painting, sculpture, photography, clay, printmaking, and 3-D design. Music instruction is offered to all students in Lower and Middle School. Each student chooses an instrument in grade 5 and Chorus is offered as an option in grade 6. Upper School ensembles include the Wind Ensemble, Choir, Orchestra, and Jazz Band. Formal theater productions for Middle and Upper students include fall plays and a February musical. Upper School course offerings include theatre arts, scene study, and advanced acting and directing.

The annual spring Arts Walk festival showcases the work of students from every grade, and the year is filled with arts performances on campus and in the community.

ATHLETICS AND PHYSICAL EDUCATION

The PCDS Eagles athletic program, a member of the Arizona Interscholastic Association, is committed to the ideals of the *Pursuing Victory with Honor* campaign, an Arizona initiative that emphasizes six pillars of character: trustworthiness, responsibility, respect, fairness, caring, and citizenship.

More than 50 competitive athletic teams are open to all interested students in the Middle and Upper Schools, and more than 80 percent of students choose to participate. Sports offerings include baseball, basketball, cheer/spirit line, cross-country, flag football, golf, lacrosse, soccer, softball, swimming and diving, tennis, and volleyball.

The school also has a complete physical education program in all three divisions. Optional tennis, soccer, and swimming programs are offered on campus for younger students.



COMMUNITY ENGAGEMENT

Reflecting Phoenix Country Day's heartfelt commitment to being a private school with a public purpose, the Office of Community Engagement oversees community service programs for students, efforts to establish community connections, and community outreach projects including Project Excellence for gifted students from inner city schools. This award-winning program provides an experiential academic program, counseling, and encouragement for young scholars to excel in their own schools and to attend college. As an outgrowth of this highly successful effort, the Alliance for Teacher Excellence provides a summer program and follow-up technology workshops for teachers from the 14 public school districts affiliated with Project Excellence.

OPPORTUNITIES AND CHALLENGES AWAITING THE NEXT HEAD

The next Head of Phoenix Country Day School will join a school community that is confident in its strengths, proud of its reputation for excellence, and eager to continue to improve. Geoffrey Campbell has ably led PCDS as Head of School for five years, after serving for three years as the Head of Upper School. He is leaving his successor a healthy institution with a clear mission and a strong administration and faculty. The recently completed 2009-2012 Strategic Plan (available in its entirety on the school website) sets clear priorities for the next Head's attention, including the following:

1. Continued enhancements to an educational program that "embraces tradition and innovation; emphasizes academics, athletics, and the arts; and fosters collaboration, creativity, independence, and responsible leadership."
2. Promotion of a culture of community and responsibility.
3. Attention to the recruitment and retention of outstanding teachers, coaches, and staff members who enjoy working in an independent school environment and who "model adaptability, innovation, collaboration, and leadership."
4. Increased focus on communications and marketing, both internal and external.
5. More campus access to the greater Phoenix community.

Among the specific opportunities and challenges awaiting the next Head are the following:

ADMISSIONS AND MARKETING

Accustomed to its longstanding position as the undisputed educational leader in Arizona's K-12 educational landscape, PCDS is now encountering an increasingly competitive school marketplace that is contributing to a downturn in applications. The struggling economy (many school families work in the hard-hit real estate and construction industries) is exacerbating affordability issues, particularly because PCDS's tuition is significantly more than that of its nearest private high school competitor. A new public charter school with a math/science focus is also capturing the interest of families seeking an academically rigorous program.

While Phoenix Country Day unquestionably remains the leading academic primary and secondary school in the area, the school's leaders are increasingly aware of the need to market the school more aggressively - ensuring that the breadth, quality, and value of its program are well understood in the broader community.

THE EDUCATIONAL PROGRAM

The three divisions of PCDS are both physically and philosophically quite separate from one another. The Upper School, often referred to as the "jewel," is widely perceived as highly rigorous - more akin to a small liberal arts college than a typical high school. Students moving up from the Middle School often find the transition particularly difficult, and many believe more could be done to integrate the three divisions more seamlessly. A curriculum mapping project, now in its third year, may eventually contribute to strengthened connections across the academic program.

The next Head will also find within the PCDS community a broad range of opinions about the appropriate roles of academics, athletics, and the arts within the school program. For some families, rigorous academics are the primary attraction and a singular focus. Others would prefer a broader approach, with more attention, for example, to fielding competitive athletic teams. As a small school with high standards and an expansive program, PCDS sometimes struggles to strike the appropriate balance among so many worthwhile endeavors.

FINANCE AND FUNDRAISING

Phoenix Country Day is financially healthy and well managed. The school is debt-free, and its \$15 million operating budget is in balance. In response to last year's challenging economic climate, the Board and administration undertook a series of cost-cutting efforts and opted to limit both tuition and salary increases for next year. Like most independent schools, PCDS experienced an increase in financial aid requests from current families and responded with a bridge program to provide additional aid. The next Head will be expected to continue this prudent

approach to ensure that the school remains financially healthy and to offer new strategies for coping with the changing economic environment confronting independent schools.

Also high on the Head's agenda will be the enhancement of existing fundraising efforts and the identification of new opportunities and approaches to institutional advancement. The school has traditionally relied on a small number of families for most of its voluntary support; only 35 percent of parents contributed to Annual Giving last year, and a strong culture of giving is not yet in place because many families do not come from an independent school background.

Still a relatively young school, Phoenix Country Day needs to continue building its \$15 million endowment. Efforts are under way to strengthen connections with the growing alumni body and to reach out to local corporations for philanthropic support.

THE SCHOOL CULTURE

Reflecting the mobile, dynamic, and entrepreneurial character of the greater Phoenix area, the PCDS community is results-oriented and consumer-minded. Parents have high expectations and strong opinions. They will welcome a Head of School who communicates openly, effectively, and often.

Faculty and administrators, meanwhile, place a high value on trust and respect. They are eager for a Head of School who will actively demonstrate support for the work they do, welcome their ideas, and communicate with clarity and compassion.

WHO SHOULD APPLY: QUALITIES AND QUALIFICATIONS

Phoenix Country Day School is seeking as its next Head of School an experienced educational leader with a substantial record of success and a demonstrated commitment to academic excellence and the development of future leaders. Ideally, the next Head will offer most or all of the following:

PROFESSIONAL QUALIFICATIONS

- Strong academic credentials, including an advanced degree from a well respected college or university.
- Broad experience in classroom teaching and administration, ideally including experience in a multi-division independent school of high quality.
- Knowledge of and interest in trends and best practices across the PK-12 educational spectrum.
- Demonstrated interest in the external aspects of school leadership, including the ability to play a key leadership role in fundraising and community outreach.
- Exceptional communication skills.
- Financial acumen.

LEADERSHIP TRAITS

- A strategic thinker, visionary leader, and creative manager of people and programs.
- A proven leader who is comfortable delegating appropriate responsibility to a skilled administration and faculty, while maintaining effective, coherent oversight of the entire enterprise.
- A communicator and consensus-builder who will make all constituencies of the school feel valued and heard while also drawing appropriately boundaries.
- A dynamic, goal-oriented leader who is interested in thoughtful innovation and willing to act.

PERSONAL QUALITIES

- High academic and personal standards.
- Excellent people skills; a person who is open, outgoing, and approachable.
- Confidence without arrogance; an intellectual who is not overbearing.
- Good listening skills.
- An ability to manage multiple points of view.
- Global awareness and an international orientation; a well-traveled and culturally curious person.
- Patience and professionalism.



Anticipated Search Calendar:

Application deadline:	September 7, 2010
Search Committee selects semifinalists:	September 15, 2010
Semifinalist interviews:	October 1-3, 2010
Finalist visits:	October 2010
Appointment:	By November 2010
Start date:	July 1, 2011

APPLICATION REQUIREMENTS & PROCESS

Applicants should submit, no later than **Tuesday, September 7, 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 addressed to James and Martha Wickenden, lead consultants for the search, and transmitted via email attachment to:

searches@wickenden.com

After an initial review of applicants, the Search Committee will select semifinalists, who will be interviewed over the weekend of **October 1-3, 2010**. Finalists (and their spouses, if applicable) will be invited to the school for a more comprehensive series of interviews with representatives of the school's constituencies. Wickenden Associates will keep all applicants informed of their status throughout the process.

Ideally, a final selection will be made by November 2010. The successful candidate will become the next Head of School of Phoenix Country Day School on July 1, 2011.

Prospective candidates interested in learning more about this opportunity or the search process may call Wickenden Associates at 609-683-1355.