



Head of Middle School The Elisabeth Morrow School

Englewood, New Jersey

Founded in 1930 by Constance Chilton and Elisabeth Morrow, The Elisabeth Morrow School (EMS) began as an early childhood and lower school dedicated to the academic, social, and ethical education of young children. Today, the school serves 429 students (170 in the middle school or "Morrow House") on a 14-acre campus in suburban New Jersey, just nine miles from New York City. As it has done since its founding nearly 90 years ago, EMS continues to provide its students with a dynamic, comprehensive educational experience in a supportive, child-centered environment.

Among the best independent elementary schools in the competitive New York City region, The Elisabeth Morrow School serves children from age three through grade eight, inspiring them to the highest levels of scholarship while fostering a global perspective and outstanding citizenship.

The school's philosophy celebrates childhood and gives students the space to develop their own passions and the opportunity to build leadership skills and a strong sense of self. Central to the school's culture are the values of courtesy, consideration, cooperation, and compassion, fondly known as "the 4C's."

Known for its extraordinary music and arts program as well as innovative work in elementary-level

STEAM education, EMS blends traditional and progressive pedagogies across disciplines, aiming to cultivate intelligent, creative, and engaged scholars who are also compassionate and ethical people.

For a position to begin in July of 2019, EMS seeks a middle school leader who can inspire this experienced and motivated division and build on its strengths and rich academic offerings.

This is a stellar opportunity for a visionary and caring administrator who is passionate about middle school education and is eager to join a community that prioritizes joy in learning and nurtures each student's potential.



APPLICATION DEADLINE: ASAP



ELISABETH MORROW AT A GLANCE

Mission

The Elisabeth Morrow School's shared purpose is to provide exemplary academics and character development in a diverse and inclusive child-centered community, inspiring students to become curious scholars, ethical leaders, and global citizens.

4 C's

The Elisabeth Morrow School is a community of students, faculty, administrators, staff, parents, students and alumni, all of whom value an excellent education as fundamental in the lives of children and the adults they will become. The keystone of the school is the "4 C's."

- **Courtesy**
- **Cooperation**
- **Consideration**
- **Compassion**

Diversity Statement

The Elisabeth Morrow School values the rich dimensions of diversity embodied within each member of our community. Diversity in an educational environment must move beyond simple tolerance; it is among our highest priorities to provide a safe, positive and nurturing environment in which to appreciate and understand difference.



ENROLLMENT AND FINANCIAL AID

SCHOOL-WIDE ENROLLMENT	429
LOWER SCHOOL ENROLLMENT:	259
MIDDLE SCHOOL ENROLLMENT:	170
STUDENT-TEACHER RATIO:	7 to 1
STUDENTS OF COLOR:	56%
MIDDLE SCHOOL TUITION:	\$41,100
FINANCIAL AID:	\$1.85 million to 25% of students

FACULTY AND STAFF

TOTAL NUMBER OF EMPLOYEES:	112
FULL-TIME FACULTY:	72
MIDDLE SCHOOL FACULTY:	25
FACULTY W/ ADVANCED DEGREE:	49%
MS FACULTY W/ ADVANCED DEGREE:	22
AVERAGE FACULTY TENURE:	19 years

LOCATION AND FACILITIES

LOCATION: Suburban, 14-acre wooded campus nine miles from New York City.

AFFILIATIONS

ACCREDITATION: New Jersey Association of Independent Schools

MEMBER: National Association of Independent Schools; Independent School Admissions Association of Greater New York; Parents League of New York, Early Steps

ON THE WEB:

WWW.ELISABETHMORROW.ORG



ABOUT EMS

Founders Elisabeth Morrow and Constance Chilton dreamed of creating a school where students would develop academically, socially, and ethically within a supportive environment. Upon their graduation from Smith College, they greeted 40 students at the doorstep of The Little School, located in a home on Linden Avenue in Englewood. In 1936, the school moved into its new residence, the site of Ms. Morrow's family home. Since the relocation, the school has expanded to serve 429 children from three-years-old to eighth grade. The school comprises three divisions: Chilton House is the school's early childhood (age 3) through Kindergarten program; Little School is organized around grades one through four; and Morrow House, grades five through eight.

THE STUDENTS AND PARENTS

EMS's students form a passionate, spirited, curious, and joyful community. Dynamic and diverse, they come from across Northern New Jersey and New York City and speak more than 40 languages at home. Fifty-six percent of students identify as people of color, and 25 percent of EMS students receive more than \$1.8 million in financial aid.

Parents are an integral and engaged part of the educational community at EMS. The curriculum supports parents as they reinforce at home what children learn in the classroom. Many parents are in touch with the day-to-day happenings of the school and have a role to play in the many traditions that mark the passing of each year. An active and enthusiastic Parents Association (PA) coordinates a wide range of activities throughout the year to help build community and raise money for the school. A lecture series, book fair, community service drives, the Annual Gala, Fall Field Day, the International Food Festival, and a welcome breakfast for new families are just a few of the events produced by the PA.

Although EMS students have a variety of academic strengths and learning styles, they share a love of learning that is cultivated from their youngest years at the school. Students are regularly recognized at the local, regional, and national levels for their achievements in a wide range of academic and extracurricular activities. The school's Latin program is particularly strong, producing several students who have earned perfect scores on the National Latin Exam and a team that has earned top honors competing against high-schoolers in New Jersey and New York City. Math League competitions attract lots of students in grades 3-6, and contestants from EMS regularly best their state

and regional rivals to qualify for the national exam. Students participate in the annual Chem Expo at New Jersey's Liberty Science Center, while EMS writers are perennial medal winners in the Scholastic Art & Writing Competition.

Intellectual, purposeful, and passionate, EMS graduates are in high demand among some of the best secondary schools in the New York City region. From 2013-2017, at least two EMS graduates have matriculated to the following schools:

<i>Abraham Joshua Heschel School (NY)</i>	<i>Dwight School (NY)</i>	<i>Paramus Catholic High School (NJ)</i>
<i>Academies at Englewood (NJ)</i>	<i>Dwight-Englewood School (NJ)</i>	<i>Riverdale Country School (NY)</i>
<i>Academy of the Holy Angels (NJ)</i>	<i>Fordham Prep. High School (NY)</i>	<i>Saddle River Day School (NJ)</i>
<i>Bergen Catholic High School (NJ)</i>	<i>Hackley School (NY)</i>	<i>Spence School (NY)</i>
<i>Bergen County Academies (NJ)</i>	<i>Horace Mann School (NY)</i>	<i>Trinity School (NY)</i>
<i>Blair Academy (NJ)</i>	<i>Loomis Chaffee School (CT)</i>	<i>York Preparatory School (NY)</i>
<i>Calhoun School (NY)</i>	<i>Masters School (NY)</i>	
<i>Columbia Grammar & Prep (NY)</i>	<i>Montclair Kimberly Academy (NJ)</i>	

FACULTY AND STAFF

An exceptionally talented, energetic, and committed faculty sustains a dynamic and nurturing environment that is at the heart of the EMS experience. A mix of veteran teachers and new faces, the team shares a commitment to building the teacher-student relationships that allow each child to blossom into a caring and self-assured young adult. EMS teachers are known for the patience, flexibility, and expertise they bring to their work with students and parents. Sensitive to the needs of children, the faculty has an open line of communication with parents, and they encourage families to actively engage in their children's education. They take a holistic, collaborative approach to educating each child, striving to understand the context and engage key stakeholders as they work through any challenges in the classroom. Teachers at EMS build close bonds with their students and are eager to support their moral, social, and intellectual development. They are also dedicated to their craft. Nearly all faculty and staff take advantage of professional development opportunities on a range of topics (e.g., Responsive Classroom, Math in Focus, diversity and inclusion, Critical Friends Group protocols). EMS teachers are also encouraged to take the lead in educating their peers, sharing articles, leading workshops, and presenting at conferences.



SCHOOL SETTING AND CAMPUS

Englewood, New Jersey, is a diverse suburban community with a remarkably wide range of offerings for a town of about 30,000 residents. Combining historical charm with a cosmopolitan atmosphere, Englewood is a prized locale for commuters and their families. The city boasts a modest downtown populated by boutiques, restaurants, galleries, and a local performing arts center. It is also home to a growing medical center that has drawn new families to the area. Englewood provides the peace of small-town living with easy access to the cultural richness of New York City, nine miles to the east, and the natural drama of the Appalachian Mountains and the Hudson River Valley, 45 minutes to the north. EMS draws students from its neighboring suburbs and New York City proper – especially Washington Heights and the Upper West Side.

The charming, vibrant EMS campus is defined by five main buildings located on 14 wooded acres. The school's facilities include two gymnasiums (that also serve as performance spaces), a new multipurpose turf athletic field, outdoor playgrounds, gardens, a brook, and nature trails. Recent renovations of Morrow House refreshed the student lounge, and added Harkness tables to facilitate discussion-based teaching. Students take advantage of the school's wooded campus and make frequent trips to nearby wetlands and nature preserves to conduct research. In the working gardens, children in all three divisions learn about the structures and life cycles of plants.

HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

The academic program at EMS is designed to challenge and inspire students as they grow into independent, motivated learners who are also compassionate leaders. The curriculum balances building skills and habits of mind with an appreciation of the unique joys and challenges of the students' early years. EMS emphasizes imagination, collaboration, and critical thinking along with healthy social-emotional development. For example, the year-long Buddy Program pairs the three- and four-year-olds with Morrow House students. Buddies form lasting bonds as they participate in projects, assemblies, and special Buddy Days, all focused on character and community. The program offers mentoring experience for the older students, who serve as positive role models for the younger buddies. The Buddy Program is a natural extension of the school's focus on the 4C's, and it reinforces a healthy, school-wide social fabric at EMS.



The breadth of the curriculum prepares students to make creative connections among different disciplines, while a student-centered ethos allows children to pursue their passions and explore the many resources and opportunities on offer at the school. Parents appreciate that EMS is an accepting place that welcomes youngsters with a wide range of personalities, interests, and skills. Based on the premise that happiness precedes achievement, EMS offers students the time and space to explore their gifts, leading to happy, confident, independent people.

EMS teachers set high expectations while maintaining a rewarding experience and providing high levels of support. True to its mission, EMS prepares students for more than just high school success; the school lays a foundation for alumni to live lives defined by curiosity, resilience, and strength of character. For more details about the academic program at EMS – including a comprehensive curriculum guide – visit the school's website: www.elisabethmorrow.org.

THE MIDDLE SCHOOL (“MORROW HOUSE”)



The middle school program at EMS combines personal attention, knowledge of each student, and individual support with a broad, accessible program that inspires and challenges students. Morrow House students are encouraged to be partners in their own education. Students play on sports teams, explore their creativity through the arts, and take advantage of leadership opportunities that prepare them for secondary schooling.

Challenging and supportive, the program embraces academic excitement and opportunity, supporting students as they excel in academics, creative arts, and athletics. Learning specialists are available for additional curriculum and organizational support if

needed, and opportunities for electives increase as students progress from fifth to eighth grade. The program provides options for students to explore their interests in greater depth through special coursework, and it fosters a sense of community as students participate in sports teams, musical groups, and clubs.

Beginning in sixth grade, advisory groups help students achieve increasing responsibility and independence during their middle school years. In groups of eight that meet daily, students focus on community building as well as academic, life, and leadership skills such as organization, self-advocacy, and team building. Service learning is also an important part of the program, as Morrow House students are paired with a Little School buddy, and every class gives back to the Englewood community through an annual charity project.

Arts and athletics take on increasing importance during students' time in the division, and eighth-graders benefit from a signature, year-long Leadership Symposium. The program focuses on transformative skills and habits of the

mind essential to citizenship and leadership. It is designed to launch them into secondary school with the confidence and capacity to thrive in the classroom and beyond. The course relies on open discussion, self-assessment tools, group projects (e.g., planning weekly assemblies for the division), and coaching from the secondary school placement team to help students develop a basic conceptual and practical understanding of leadership.

FINE AND PERFORMING ARTS



One of EMS's defining characteristics is the emphasis its curriculum places on self-expression, whether it is in the ceramics studio or on the stage. The school boasts an extraordinary music program – that dates back more than 85 years – supported by the belief that music engages the brain in unique ways. Particularly, the manifold experience of learning to play an instrument improves learning across the curriculum and builds character in young people.

The program has become a national exemplar of comprehensive, integrated music education. Enrollment in the instrumental music program at EMS includes nearly 100 percent of the student body in grades three through eight. Middle school students benefit from enhanced instruction in music theory, composition, multimedia music collaborations, and music history.

The school sustains more than a dozen instrumental performance ensembles, including the Little School Band, Little School Cello Ensemble, Jazz Ensemble, Rock Band, Chamber Orchestra, Morrow House Symphony Orchestra, and Stomp Percussion Ensemble. Several EMS traditions center on music performance, including a year-end Violin Playdown, a Cello Rockdown (featuring 60 cellists in grades 1-8), and the Superband Concert (that includes all brass, wind, and percussion students in grades 3-8). The school's advanced ensembles are frequently invited to perform off-campus, and have appeared in the past at Radio City Music Hall, the New Jersey Performing Arts Center, and Carnegie Hall. EMS performers have opened for world-class string players Yo-Yo Ma, Itzhak Perlman, and Joshua Bell.

The school's Summer String Festival, founded in 1996, attracts more than 230 musicians from across the nation and the world, including attendees from California, Texas, Virginia, Korea, Japan, France, and England. Musicians visit the EMS campus for a week of study and performances. As evidence of the program's enduring impact on the lives of alumni, the Festival also draws more than 100 EMS graduates who return every summer – some as counselors – to reconnect with fellow performers and meet the next generation of young musicians.

ATHLETICS

From Early Childhood through sixth grade, students participate in physical education classes that hone locomotor and social skills and develop young athletes to the fullest of their abilities. Movement skills, athletic techniques, and health-related fitness are taught using a variety of activities, with a focus on group participation, teamwork, and sportsmanship throughout every task and challenge.

Students in sixth grade have the option of joining an athletic team, while seventh- and eighth-graders participate in interscholastic athletics to fulfill a part of their physical education requirement for middle school. EMS offers intramural sports class, fencing, or yoga in lieu of interscholastic athletics. The school fields teams in volleyball, tennis, soccer, cross country, basketball, baseball, softball, and lacrosse.





WHO SHOULD APPLY: IMPORTANT QUALITIES AND QUALIFICATIONS

The chance to head Morrow House is an exciting opportunity for an experienced middle school leader who is energized by the school's rigorous standards, supportive environment, close partnership with parents, and commitment to continuous improvement. The division would welcome an educator who values differentiated instruction and is committed to meeting students' individual needs to maximize their learning potential. The next Middle School Head should have experience overseeing the development and implementation of research-based curricula and supporting faculty through their growth and development. This is a position for a dedicated, good-humored administrator who understands the developmental needs of middle school students and is able to inspire meaningful parental engagement.

Ideally, candidates will offer most or all of the following attributes:

PROFESSIONAL QUALIFICATIONS

- Excellent academic credentials, including an advanced degree
- Significant experience as a middle school educator and leader
- Exceptional organizational and management skill, including the ability to hire well and mentor effectively
- A mastery of best practices in curriculum and program development
- Experience working with a dynamic team of leaders and educators
- Outstanding and highly responsive communication skills, written and oral
- An ability to inspire and motivate teachers
- Experience overseeing operations and managing a budget

LEADERSHIP STYLE AND PERSONAL CHARACTERISTICS

- Demonstrated appreciation and care for middle school age children and eagerness to nurture their joy and exuberance as learners
- An outgoing and socially adept administrator
- A visionary leader in 21st century middle school education
- A decisive and sensitive administrator with excellent judgment and problem-solving skills
- A leader who is able to set high standards and energize the division in pursuit of a common vision
- An educator with a variety of interests and an appreciation of many perspectives
- An energetic, hands-on educator with a natural ability to relate to middle school students and their parents
- A warm, engaging, and compassionate human being with a healthy sense of humor



APPLICATION REQUIREMENTS AND SEARCH PROCESS

Acting on behalf of Elisabeth Morrow School, Wickenden Associates is actively recruiting talented academic leaders for this unique leadership opportunity. The lead consultants are Laura Hansen (lhansen@wickenden.com) and James Wickenden (jwickenden@wickenden.com). Both may be reached at (609) 683-1355.

Note: This is an expedited search. Candidates are encouraged to contact Wickenden Associates as soon as possible to discuss the opportunity and the application process. Applications will be accepted and evaluated until the position is filled.

Candidates should submit the following:

- A cover letter indicating why they are particularly interested in and qualified for the position.
- A current résumé.
- A statement of educational philosophy.
- The names, addresses, and telephone numbers of three references. (Please submit this information on a separate document, not as part of your résumé or cover letter. We will obtain permission from candidates before contacting references.)
- Optional: Other supporting material (e.g. articles, speeches, or letters of recommendation) that would be useful to the Search Committee.

These materials should be transmitted via email attachment to searches@wickenden.com.

