



Roland Park Country School

Middle School Head

Start Date: July 2022

Baltimore, MD

www.rpcs.org



Position Overview

Strategic Priorities and Opportunities for the Middle School Head

- Overseeing supervision and professional development of a diverse, talented, dedicated and culturally competent faculty.
- Growing the division's programs, including STEM, advisory, affinity groups, service learning and community engagement, social emotional learning, study skills and executive function programming and others to enhance the student experience.
- Partnering with Lower School and Upper School Division Heads to foster cohesion across a K-12 program, while simultaneously establishing the Middle School with its own unique identity.
- Providing leadership and support around the school's anti-racism work within the division to ensure that there is a welcoming environment where all students experience a true sense of belonging and support the school's philosophy and commitment to becoming an anti-racist school.
- Evaluating structures, processes and systems to identify division growth and development opportunities.



Roland Park Country School

Roland Park Country School, a college preparatory school for girls, is dedicated to the intellectual and moral development of its students. We cultivate creativity, independence of thought, tenacity of purpose, self-discipline and emotional, physical and spiritual well-being. We maintain high academic standards, uphold tradition, and promote innovation. We nurture a cooperative, resilient spirit within an atmosphere of mutual trust and respect. In a diverse, inclusive and joyful community, Roland Park Country School strives to instill in its students a lifelong love of learning, as well as the responsibility to look within and beyond themselves to contribute to and serve as stewards and leaders of their communities.

Diversity and Inclusion

You Belong. At Roland Park Country School, we strive for equity and understanding in all we do. We cultivate a safe and healthy environment where we welcome and appreciate each student, employee, family, graduate and guest. As a joyful, diverse community, we celebrate differences for the value and strength they bring to RPCS.

Our Commitment to Anti-Racism

We dedicate ourselves to the work of addressing our own personal and institutional biases, practices, policies and procedures. We affirm our commitment to identifying, addressing and eradicating racism and oppressive acts within our community.



School History

Sisters Katherine and Adelaide Howard established Roland Park Country School in 1894 as a neighborhood school for girls in Baltimore. In 1901, sponsored by the Roland Park Company, the School officially became known as Roland Park Country School. Bertha Chapman, Roland Park Country School's first principal, soon instituted a college preparatory curriculum. RPCS earned the proud distinction of being the first fully accredited independent school for girls in Baltimore City. In 1907, RPCS admitted young boys in kindergarten through third grade. By 1908, the School sought a governing board to guide RPCS and the Board of Trustees was established to provide leadership, service and financial support.

In 1916, led by Headmistress Nanna Duke Dushane, the School moved to a larger, seven-acre site on University Parkway where an open-air school was built. On the night of the June Commencement celebration in 1947, the School suffered a devastating fire that destroyed most of the facility. The determination and spirit of the students, faculty, alumnae, parents and Headmistress Elizabeth Castle enabled the School to rebuild so that RPCS opened on schedule the following fall.

Fourteen years later, under Headmistress Anne Healy's leadership, the School elected to concentrate fully on the education of young women once again.

Gordon Lenci became the School's first Headmaster in 1975. The following year a ravaging fire broke out in the Upper School wing over Thanksgiving. "Destroyed but not defeated" became the rallying call. School reopened that Monday with students studying in makeshift classrooms. The college preparatory curriculum broadened, with more science classes and electives, and an expanded college guidance program. RPCS chose to enroll young boys once more, a policy that continued until 1981. In 2011, a preschool for girls and boys returned to RPCS.

In 1980, students moved to the current 21-acre Dohme Estate at Chestnutwood. The home was formerly owned by Jerome Napoleon Bonaparte, the son of Betsy Patterson and Napoleon's brother Jerome Bonaparte. Since that time, thanks to the efforts and guidance of former Headmistresses Margaret Smith and Jean Waller Brune, the School's facilities have increased significantly. In 1994, the Macfarlane Arts Center was added, containing the 425-seat Sinex Theater. As part of the Centennial in 2001 the School opened a wing featuring a science center and housing the Killebrew Library, the Smith Middle School, classrooms and the Dining Hall. In 2008, construction was completed on the LEED Gold Certified RPCS Athletic Complex, and in 2015 the existing building was LEED Silver Certified.

The first girls' school in Maryland to be awarded a Cum Laude chapter in 1963, RPCS has long been known as an academically rigorous institution with a strong and varied curriculum. Grounded by its mission, steadied by its remarkable past and sustained by an ardent Board and a devoted School community, RPCS embraces the challenge of preparing young women for the ever-changing world that awaits them.

Our Core Values

Build each other up. We want our peers to succeed. We are each other's most reliable collaborators and loudest cheerleaders. We know that we're stronger when we work together.

Lead for the greater good. By encouraging girls to understand and celebrate their strengths and by creating an environment where girls empower each other, they are more likely to step into leadership roles, not just for personal gain, but for the greater good.

Seek and embrace diversity. We know that diversity results in better educational outcomes, and it leads to equity and makes our community stronger. As an institution educating tomorrow's leaders, pursuing diversity is our responsibility.

Live healthy and be well. We want our students to live healthy, balanced lives, and that starts with an academic program that demands of them reasonably: they are deeply challenged and engaged in their education because they are allowed to be children and teenagers.

Take your seat at the table. What the world needs is for girls to lead the way, authentically and frequently. We bring the best of our girls' attributes - which are limitless in a single sex environment - to the table to inform better decision-making.



MS Program Overview

The Middle School curriculum is an intellectually challenging, developmentally-appropriate program designed to meet the needs of early adolescent girls.

The result is a cohesive three-year plan that bridges for each of our students the transition from concrete to abstract thinking, from girls to young women.

The **sixth grade** is a transitional year where students begin to realize their own independence. They take on the responsibilities and expectations of a Middle School student. They learn to be proactive in seeking academic help and advocating for themselves. They also learn what it means to be part of a community and the responsibility that comes along with this, both in and out of the classroom.

In **seventh grade**, the students move from forming concrete ideas to becoming more critical thinkers. In developmentally appropriate ways, the seventh graders learn to balance the demands of academic along with their varied in-school and extracurricular interests.

The **eighth grade** is the culmination of the Middle School experience and the year that prepares students for the Upper School. At this point, students are encountering new and deeper academic challenges. As an example, Harkness Math is introduced, as well as advanced analytical reading and writing skills, the addition of Latin, optional elective courses, and much more. Eighth graders take on more responsibility and leadership roles as they practice the skills and exercise the confidence they have developed through Middle School that will prepare them to thrive in Upper School.



Student Life

Student Life

Being part of the RPCS community is so much more than classes and homework. All students are encouraged to explore their interests and talents, and to find happiness, balance and personal growth. With several student-led clubs, organizations and affinity groups, as well as diverse performing and visual art programs, robust athletics and several opportunities for leadership and entrepreneurship, our student life program truly has something for everyone.

The Arts

Through the visual and performing arts at RPCS, students deepen their connection to their own imaginations and the world around them. By strengthening their ability to articulate ideas and demonstrating vulnerability and honesty in sharing them, our visual and performing artists come to profoundly understand who they are and what they are capable of creating. They also learn lifelong skills to become engaged citizens, such as understanding the value of sustained effort over time and the ability to approach a problem from a variety of angles. Best of all, by sharing their talents and passions, our artists discover the joy in bringing our community together.

Athletics

The Roland Park Country School Athletics Department is so much more than sports. While many of our teams compete at top-tier levels and win championship titles, we never lose sight of the importance of creating a lifelong love of sports, health and wellness. Our student-athletes understand what it means to be part of a team and that we're stronger when we work together. The Athletics Department at RPCS creates an environment where girls empower each other and celebrate the strengths and successes of their teammates.

In the Classroom

At Roland Park Country School, we encourage our students to question everything. We seek out the spark of insight that leads our students to become scientists, inventors and investigators of issues and phenomena. We encourage our students to use facts and creativity to imagine solutions to complex problems. By harnessing a student's curiosity and encouraging her to take risks, we create an environment where she has the confidence to ask questions and the tools and resources to persevere through failure and make her answers a reality.

Innovation Spaces

RPCS has two Innovation Spaces, each tailored to meet the needs of the age groups they serve. These collaborative classrooms are built to foster curiosity and growth. This type of exploratory space provides students with the opportunities they need to investigate new ideas, discover new interests and build upon their STEM education.

Fast Facts

- Enrollment - 575 total
- Middle School enrollment - 111
- Average student:teacher ratio - 6:1
- Total faculty - 93
 - Total faculty of color - 19%
- Total Middle School faculty - 18
 - Total Middle School faculty of color - 27%
- Students of color in MS – 28%
- Number of students receiving financial aid – 35%
- Financial aid budget - \$3,638,100 (includes total financial assistance, flex, and merit budgets)
- Accreditation - Association of Independent Maryland and DC Schools (AIMS)



Empower a girl.
Change the world.

The Ideal Candidate

Desired Qualifications and Competencies:

Along with excellent organizational and leadership skills, the ideal candidate will have a background that demonstrates most, if not all, of the following:

- Alignment with Roland Park Country School's philosophy, beliefs and core values and the ability to synthesize and articulate them so as to inspire and lead the faculty in implementing them and sustaining a culture that provides opportunities for students and faculty, families and community members to grow and learn.
- Demonstrated leadership experience in the areas of change, transition and/or innovation.
- A warm, approachable presence on campus, building relationships with the faculty, staff, parents and students of the school.
- A courageous, inspirational, and collaborative leader who invites and respects the views of others, yet is decisive when needed.
- A big picture and innovative thinker.
- Strong familiarity with research and evidenced-based Middle School age learners' teaching and learning, cognitive development and social emotional learning (SEL).
- Work closely with other administrators, counselors and faculty to oversee the social, emotional and educational well-being of students within the division.
- Effective and strong oral and written communication with faculty members, students and parents in a clear, concise and timely manner, keeping these groups appropriately informed of potential issues and needs.
- Ability to participate, collaborate and lead effectively with the senior leadership team.
- Collaborate with the Middle School team and the dean to foster restorative discipline culture and practices.
- Teaching and administrative experience at the Middle School level.



Baltimore/ DMV Area



Baltimore, Maryland is located just 40 miles northeast of Washington, D.C., and about 35 miles north of Annapolis, MD. It is a city with a small-town feel due to the cuisine, diverse population, many neighborhoods and various things to do.

There are many characteristics that set Baltimore apart from other cities in the United States - the first Washington Monument, Under Armour Headquarters, the National Aquarium, various museums, numerous sporting teams, shopping/dining districts, and so much more. Baltimore is a very popular tourist destination, and is a short commute to other tourist attractions (Washington D.C. and Annapolis). Baltimore is made up of almost 250 different neighborhoods, which allows for everyone to find something for them. Due to its quaint size, Baltimore is a very accessible city, which makes it very livable.

The city attracts a wide range of people, from doctors and nurses, to entrepreneurs, retail workers, lawyers and managers, among many others. Baltimore is a great fit for families and individuals looking for an active lifestyle, vibrant food cuisine and many things to do. Baltimore is very pedestrian friendly and can be easily accessed via walking or biking. Besides being known for its various tourist attractions, Baltimore is also known for its major sports teams including the Ravens (NFL) and the Orioles (MLB).

RPCS is located in the neighborhood of Roland Park, which is located in the northern area of Baltimore. Roland Park is an extremely family friendly neighborhood, built in 1890. It is known for its village feel, among its diverse food cuisine and upscale boutiques. The homes are mostly grand late-Victorian style, which provides a beautiful landscape. Stony Run is an easily accessible trail near Roland Park, where people can walk, run, hike or bike. Roland Park provides the perfect spot for people in Baltimore looking for a small-town feel, easy access to amenities and various schooling options.



Competencies/ Experience Needed

The following skills and experiences are required:

- Bachelor's degree required (Master's degree preferred).
- 3 or more years of demonstrated culturally responsive leadership competencies.
- 5-7 years of experience as a lead teacher.
- 3 years of experience in a leadership role in a middle school or equivalent experience.
- Excellent written and oral communication skills.
- Proficiency in technology.
- The ability to provide an equitable framework for program and leadership decisions.
- Experience with inquiry-based learning and familiarity with Responsive Classroom, project-based learning; Design Thinking, Harkness Math, and Lucy Calkins Writer and Readers workshop (and/or interest in being trained).
- Background or knowledge in STEM and Robotics preferred.



Roland Park Country School is a very special place, marked by a resilient spirit that has been the School's hallmark since its inception over 100 years ago.

This spirit has traveled with the School from the original campus on Keswick Road to Roland Avenue to University Parkway to our present campus at Chestnutwood.

RPCS is committed to providing students with the tools and knowledge necessary to pursue their passions with confidence, responsibility and an understanding of the world around them. We invite you to share in our remarkable history and in the spirit that has carried RPCS through the past century.

We look forward to hearing from you!

TO APPLY

Interested candidates should submit electronically in one email and as separate documents (preferably PDFs) the following materials:

- A cover letter expressing interest in this particular position; and
- A current résumé.

Selected candidates will also be asked to provide the following:

- Responses to written prompts specific to this position; and
- 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).

Candidates are invited to contact the consultants in confidence and to submit a résumé and cover letter to:

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