



Catlin Gabel

LEADERSHIP OPPORTUNITY  
PORTLAND, OR

# ASSISTANT HEAD OF SCHOOL







Catlin Gabel

*Catlin Gabel fosters compassionate and curious citizens of the world by inspiring in every student a love of learning and the courage to take responsible action.*





# LEADERSHIP OPPORTUNITY

Catlin Gabel, a nationally recognized progressive preschool–12, independent day school in Portland, Oregon, seeks a dynamic, creative, and experienced school leader to serve as its next Assistant Head of School.

The new Assistant Head will demonstrate astute and integrative problem-solving skills and have high EQ, proven success in developing distinctive and innovative educational initiatives, and skill in systems and design thinking. Importantly, a deep understanding and dedication to Catlin Gabel's progressive education vision is essential.

The Assistant Head serves as the School's chief academic leader and plays a significant operations role. Together with the senior administrative team

and the Head of School, the Assistant Head leads and coordinates various strategic, educational, and operational initiatives designed to align Catlin Gabel's mission, values, policies, and practices, thereby fostering a "one-school" coherence across divisions and departments, and creating an inspiring, joyful, and inclusive professional culture.

The Assistant Head will play an instrumental role in fulfilling Catlin Gabel's vision of becoming an





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antiracist school. Thus, the Assistant Head will be a proven leader, committed to diversity, equity and inclusion, and a compassionate relationship builder, skilled in forming authentic and empathetic relationships with diverse communities.

It is a pivotal and exciting time to join the Catlin Gabel community. The School is embarking on a transformative master plan utilizing the acquisition of a second educational campus that is located minutes from the main campus. The transparency and openness the School has displayed in reckoning with and confronting its past has proven to the community that the value of integrity is central. The School will soon enter the public phase of a capital campaign. This opportunity is a fulfilling one for someone ready to take on a leadership role at a school where children are eager to understand the world around them and master new skills, teachers are enthusiastic and know and value every student, and parents are engaged, share educational goals, and want to participate. This is an opportunity for someone to join a community that values healthy relationships, personal integrity, and inclusion.

## **STRATEGIC PRIORITIES/OPPORTUNITIES FOR THE ASSISTANT HEAD OF SCHOOL**

The strategic priorities for the Assistant Head of School include the following:

### ***Educational Leadership***

- As the School's chief academic leader, continuously assessing and re-imagining the School's educational programs, policies, and practices, and ensuring that they are aligned across divisions and departments and a reflection of the School's mission and values.
- Coordinating the implementation and assessment of the School's [Strategic Initiatives](#). The Assistant Head will be instrumental in partnering with the division heads to ensure Catlin Gabel meets its objectives of deepening its commitment to experiential learning, becoming an unrivaled educational laboratory, and reaffirming its commitment to excellence.
- Holding the academic vision, PS-12, through scope and sequence, professional development through the Professional Learning Program, and pedagogic alignment.

### ***Program Development and Leadership***

- Creating programs for mentoring and supporting cross-divisional teams and program directors.
- Supporting and supervising cross-divisional programs (instructional coaching, athletics, outdoor and global education, and sustainability).
- Developing and coordinating the Schoolwide Professional Learning Program.

### ***School Improvement***

- Assessing the potential value and sustainability of existing and new programs and initiatives, while keeping focused on and tailoring existing programs so that too much is not taken on, and understanding that less can be more.



# THE POSITION

- Leading strategic institutional projects and the School's accreditation process and recommendations response.

## *Equity and Culture leadership*

- Leading efforts to create a positive, growth-oriented, and mission-based professional culture.
- Partnering with the Director of Equity and Inclusion to foster a diverse and inclusive community and promote equity and inclusion in curriculum, policies, and programs.
- Integrating and amplifying employee voices to the Head of School.
- Supporting and enhancing efforts to recruit and retain faculty of color; and translating vision into practical realities.

## *Responsibilities & Duties*

The Assistant Head of School, as Catlin Gabel's chief academic leader, oversees academic programming within and between divisions, and supervises and collaborates with the Head of Beginning and Lower School, Head of Middle School, and Head of Upper School to ensure a cohesive and mission-aligned learning arc from Beginning School/Lower School to Upper School, including scope-and-sequence. The role also collaborates with the Director of Enrollment Management to ensure programs are responsive to student needs and family expectations, and that the value proposition of the School remains robust in the marketplace. In addition, the Assistant Head supervises the Director of Athletics, the Instructional Coach Leader, and the Directors of Outdoor Ed, Global Ed, and the Engineering/Robotics Programs.

The Assistant Head's responsibilities and duties further include:

- Advising, collaborating, and partnering with the Head of School.
- Coordinating and attending administrative team and division head meetings.





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- Leading and coordinating the School's faculty evaluation programs.
- Planning and leading retreats, workshops, and professional learning that align with the strategic directives and mission of the School.
- Leading quarterly meetings with Librarians, Instructional Coaches, Learning Specialists, and Counselors.
- Representing the Head of School when they are not present.
- Participating in Board of Trustees meetings.
- Guiding and serving on Board task forces.
- Being an engaged, visible, and active presence in the school community and modeling a positive school culture.
- Partnering with the Human Resources Team to serve as an employee relations resource to the administration and employees.
- Partnering with the Advancement Team to support donor relations and other functions.
- Partnering with the Enrollment Management Team to meet annual enrollment goals and maintain a strong school reputation.
- Managing the School's COVID-19 response (communications and protocols) and leading the Emergency Response Team.

## **QUALIFICATIONS OF THE ASSISTANT HEAD OF SCHOOL**

The ideal candidate for Catlin Gabel's Assistant Head of School will have a record of innovative leadership in school settings, program development and management experience, and demonstrated accomplishments in and a commitment to equity, inclusion, and social justice. Deep understanding and a passionate embrace of the School's progressive mission and future are essential to success. The Assistant Head must have exceptional listening and communication skills and the fortitude to hold themselves and

others accountable, with empathy and compassion. Importantly, this person must have the ability to receive, hold, balance, and weigh multiple perspectives, and when consensus is difficult, have the ability to make a decision in a timely manner.

The next Assistant Head will be a highly skilled and strategic planner who is experienced in setting goals and creating road maps to accomplish those goals. This person will seek out and incorporate feedback, identify opportunities, and have the ability to define discrete and concrete steps to move the work forward, within a complex organization with engaged constituencies.

An advanced degree is required.

Beyond these requirements, the following will be given special consideration in the evaluation of applicants:

### ***Leadership Attributes***

The next Assistant Head of School will possess the ability to form positive and authentic relationships and engender respect and loyalty from diverse employees. The ideal candidate will exhibit a collaborative leadership style that derives authority from a passionate commitment to the mission. In addition, this person will possess the ability to solve problems, resolve conflicts, and make decisions. The Assistant Head will have the ability to lead in an intellectually dynamic and creative environment. Of particular importance, this person will have strong communication skills, and the personal qualities of integrity, empathy, and humor.

### ***Educational Philosophy***

The Assistant Head will have a demonstrated commitment to Catlin Gabel's four principles of progressive education: teaching the whole student, inquiry-based, experiential, and educating for democracy. This person will have the ability to ensure programs and initiatives are inspired by these principles, and an enduring commitment to student-centered, evidence-based innovative educational approaches.



# THE SCHOOL

## *Diverse and Inclusive Vision*

The ideal candidate will have proven experience in building and sustaining an inclusive community of faculty and staff, and implementing programs and policies that reflect and support diverse cultures and perspectives. The Assistant Head will embrace a culturally responsive systems-approach based on significant personal work that demonstrates a personal and professional understanding of implicit bias, systemic racism, and opportunities for equity, inclusion, belonging, and social justice.

## *Project Management and Organizational Skills*

Successful project and budget management and assessment, and wise allocation and stewardship of financial resources, are valuable skills of the next Assistant Head. Moreover, the ability to balance engagement with longer-range initiatives and to respond to immediate needs and opportunities are important attributes.

## THE SCHOOL

Catlin Gabel is a dynamic educational community of 775 students in grades PS-12 in Portland, Oregon. Recognized as one of the nation's leading progressive independent schools, Catlin Gabel is committed to developing integrity, kindness, and inclusion in all community members.

## *Progressive Education*

Catlin Gabel was founded on four principles of progressive education, which remain the foundation for teaching and learning across all divisions and grades. Those principles are:

- **Inquiry Based**

Inquiry based education incorporates student questions, fosters curiosity, and fuels the desire to keep learning. It is based on the belief that asking good questions leads to deeper understanding and mastery, and fosters curiosity.





- **Educating For Democracy**

Educating for democracy equips students with the mindset and skills to increase their self-awareness and understanding of complex issues, with the goal of taking responsible action in their communities.

- **Teaching The Whole Child**

Teaching the whole child means knowing and nurturing individual children and designing learning opportunities that honor and develop their full identities so they can thrive now as children and grow into happy and fulfilled adults.

- **Experiential Learning**

Experiential learning is a process by which students learn through a cycle of direct experience, reflection, analysis, and experimentation. It encourages deep learning, inspires personal growth, and promotes active citizenship.



## ***Mission & Values***

Catlin Gabel fosters compassionate and curious citizens of the world by inspiring in every student a love of learning and the courage to take responsible action.

The School sees learning as initiative, as a conversation; every day the Catlin Gabel community embarks upon that experience together based on the following core values:

- **Integrity**

We hold ourselves to high standards, both in the way we work and in the way we interact with each other. We believe that we are at our best when we are honest with ourselves and others. Our aim is to give students the freedom to explore their own core beliefs, then test and revise them—all within the context of a supportive environment.

- **Inclusion**

We are stronger when we lean into our differences, when we not only listen to each other and explore assumptions but when we create space for new ways of thinking and understanding together. A community of diverse learners with different perspectives and life experiences is essential to deep learning and cultural competence in a global society.

- **Kindness**

We are committed to stewarding positive relationships with each other and the natural world. By treating every person with respect that we each deserve, we can encourage the development and growth of every person. By practicing and teaching sustainable practices, we as a school and as individuals can help protect our environment for future generations.

## ***Diversity, Equity and Inclusion***

Catlin Gabel is a diversity leader in Portland; 47% of students and 22% of employees identify as people of color. Socioeconomic diversity is fostered through a generous Financial Assistance Program, with 27% of students receiving need-based tuition assistance and/or employee tuition remission.



# THE SCHOOL

At the core of a Catlin Gabel education is the belief that every student should feel known, heard, and valued. The School is committed to and values community-wide diversity and inclusion, as it believes students learn best in an atmosphere where multiple perspectives are upheld.

As part of its ongoing work to become a more equitable and inclusive institution, Catlin Gabel is in the process of finalizing a comprehensive Strategic Equity Plan. The Plan, which has been reviewed by the Board of Trustees and will be approved at its December 7th meeting, includes the following:

Catlin Gabel School believes:

- Students learn best in a school environment where they are known and are challenged to explore new perspectives and form their own opinions
- Students of color and students from other marginalized identities should feel a sense of belonging at school
- Students learn best when they see their identities and experiences reflected in the curriculum.
- Students should be able to equitably participate in all of the school's programs
- A diverse team of adults (faculty, staff, administration, and Board of Trustees) produces better outcomes, offers more creative solutions, and encourages higher overall engagement in organizations
- Students benefit from seeing a range of role models in the school environment
- That holding all community members accountable for racist behaviors, comments, microaggressions, and harassment sustains a healthy school community
- The school has a social, financial, and ethical responsibility to engage in inclusive business practices
- Informed and actively engaged parents and guardians are essential to making progress towards the school's DEI efforts and articulated goals
- Clarity about the school's DEI commitments helps families partner more fully with the school

For more information on Catlin Gabel's ongoing work to becoming an anti-racist institution, please click [here](#).



## *Acknowledgement of and Response to Misconduct, and Path to Healing*

In October 2018, Catlin Gabel's Board of Trustees became aware of alumni reports on social media of sexual misconduct by a former faculty member. The board responded by issuing a letter to the community indicating that the School was hiring an independent investigator to formally engage in a broad inquiry of any sexual misconduct at any time at Catlin Gabel. The factual findings were shared with the Catlin Gabel community on December 11, 2019.

Protecting the safety, welfare, and health of Catlin Gabel students is paramount. The School's policies, regulations, and safeguards have been benchmarked against and exceed the standards set by the National Association of Independent Schools. These protocols include, but are not limited to:

- annual mandatory workshops for all employees on abuse prevention and boundary training,
- annual safety presentations for parents/guardians to share and discuss written policies





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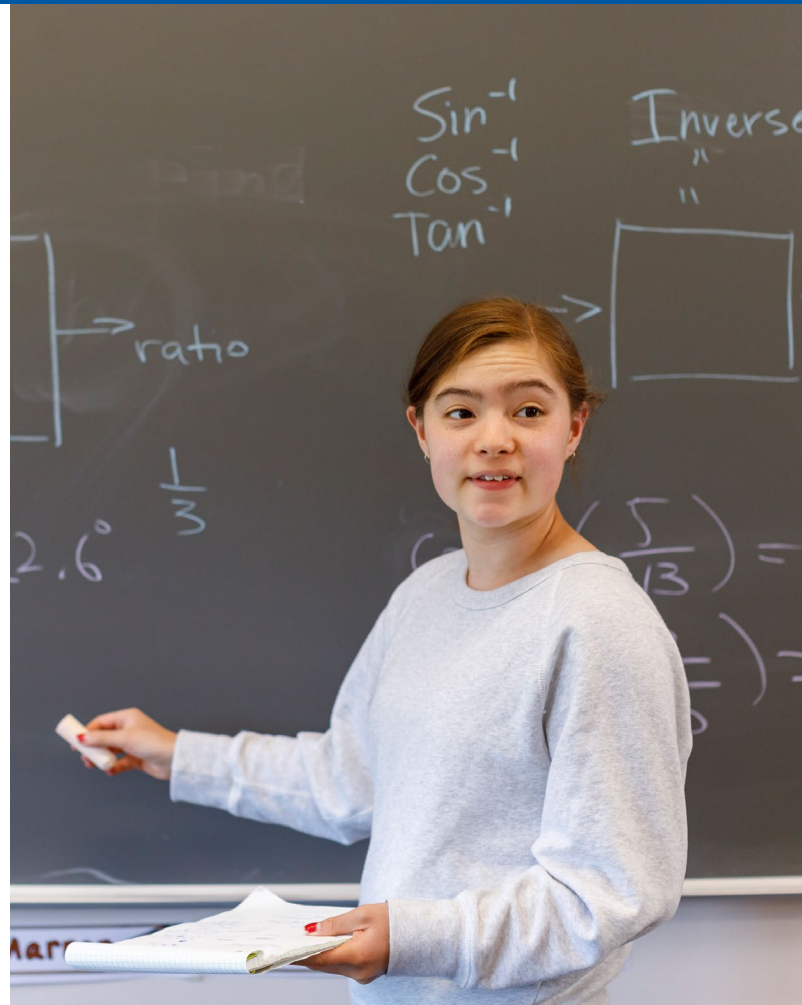


and procedures in a live forum to create ongoing dialogue with families, and

- annual review of all school policies and handbooks to ensure safety is woven through all aspects of its divisions and programs.

## CAMPUS

Catlin Gabel sits on nearly 70 acres of forested and developed spaces in southwest Portland near Beaverton. The sprawling campus currently encompasses the Beginning and Lower School, the Middle School, and the Upper School. The School acquired the neighboring nine-acre Oregon College of Art and Craft campus in 2019, and is developing a master plan for that site. Currently, arts programs for adults are being offered there.



The current campus includes notable facilities and buildings:

- The Creative Arts Center, which houses a Black Box theater, the EHJohn Gallery, as well as Middle and Upper School classrooms and studios for visual arts, media arts, music and theater;
- The Murphy Athletic Complex, which encompasses two soccer fields, a track, and a baseball field; and
- The Dr. Herbert & Shirley Semler Science Building, which includes classrooms, labs for general science study, a chemistry lab, physics lab, and faculty offices.

Click [here](#) to explore the Catlin Gabel campus.



# THE SCHOOL

## *Portland, Oregon*

Portland is known for its natural environment and beauty, its accessibility and commitment to sustainability, and its plethora of locally-owned shops, restaurants, and farmers' markets. Multiple bridges span the Willamette River, which runs through downtown. Bike and walking trails wind through the city's 5200-acre Forest Park. Buses, MAX light rail, and bike lanes extend through the city's many neighborhoods. Portland is also home to small and large movie theaters, art museums, galleries, and music halls, as well as national, regional, and college-level sports teams. Just outside the city, there's also a variety of activities to explore. Within 60 to 90 minutes by car, drivers can reach local wineries, the Columbia River Gorge, Hood River, Mt. Hood, or the Pacific Ocean. Oregon's weather is temperate most of the year with warm and dry temperatures that extend from summer into early fall and damp weather in the winter and spring. Rain gear and outdoor activities go hand-in-hand in the Northwest. Learn more about Portland and the State of Oregon at [Travel Portland](#).

**775**

*Total Enrollment for Fall 2021*

**212**

*Lower School Students (Grades 1-5)*

**189**

*Middle School Students*

**316**

*Upper School Students*

**47%**

*Students of Color*

**208**

*Total Faculty and Staff*

**7:1**

*Student: Teacher Ratio (Average)*

**27%**

*Students receiving Financial Aid*

**\$5.3 million**

*Financial Aid Budget*





# PROCEDURE TO APPLY

Employment at Catlin Gabel School is based solely on qualifications and competence for a particular position, without regard to race, color, ethnic origin, nationality, age, religion, sex, sexual orientation, veteran status, disability, familial status, or any other category protected by the law.

Interested candidates are invited to submit the following materials confidentially as one PDF file through the dedicated application portal ([https://bit.ly/CGS\\_AHOS\\_App](https://bit.ly/CGS_AHOS_App)):

- Cover letter expressing interest in becoming the next Assistant Head of School at Catlin Gabel School
- Current résumé
- Statement of educational/leadership philosophy and practice which expresses who you are and how you connect to this work (no more than 2 pages)
- List of three references including name, title, phone number, email address and professional relationship (references are contacted only with the candidate's knowledge and permission)

Please direct any questions via email to [jobs@strategenius.org](mailto:jobs@strategenius.org) or by phone at 415-881-7105.



## SEARCH CALENDAR

**December 8, 2021**

*Applications Due*

**Early January, 2022**

*Semifinalist Interviews*

**Early February, 2022**

*Finalist Interviews*

**Late February, 2022**

*Announcement*

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