



Director of Middle School Position Statement
Charles Armstrong School
Belmont, California
July 1, 2019



CHARLES ARMSTRONG SCHOOL MISSION

Charles Armstrong School unlocks the unique potential of students with dyslexia and related learning differences, changing the trajectory of their lives.

We are student-centered.

Our instructional approach embraces neuro-diversity.

We nurture and celebrate individual strengths and talents.

We cultivate self-confidence and the joy of learning.

We grow together.

Our highly-trained faculty foster continuous student growth within a supportive environment.

We educate and actively partner with families.

We honor community.

Our students' shared experience cultivates a sense of belonging.

Our families, faculty, and staff develop meaningful, lasting relationships.

GOVERNANCE

Charles Armstrong Trustees include current parents, past parents and individuals from the broader community as well as additional Special Trustees – the CAPSO Chair Liaison, two Liaisons to the UCSF Partnership, and our Founder and Chairman Emeritus, Dr. Wilbur Mattison, Jr. The Board works closely with Jessica Miller, who is an exceptional Head of School and fully dedicated to delivering our mission with excellence.

The Board is responsible for four general areas relating to the school:

- **Mission:** The Board serves as the steward of the school's mission.
- **Fiscal Oversight:** The Board is responsible for the financial stability and financial future of the institution.
- **Strategy:** The Board, working closely with the Head of School, sets the strategic vision and direction of the school.
- **Head of School:** The Board hires, supports and evaluates the Head of School.

The Administrative Team at Charles Armstrong works collaboratively and creatively to bring the unique mission of the school to life for its students and families. Its primary focus is the support and training of the teaching staff, which is significantly enhanced by an excellent professional development program and strong interconnections with Bay Area educational research.



The team works to develop and refine all aspects of the program, enhance the campus, and assure that the admissions, development and business offices are mission-driven and reflect top professional standards. The school is accredited by the California Association of Independent Schools.

BACKGROUND AND APPROACH

Founded in 1968, Charles Armstrong School serves students from the Bay Area, many of whom travel up to an hour to access the school's unique and critical approach to teaching and learning. Governed by a deeply committed Board of Trustees and exceptional administrative team, the school is located in Belmont, California. Administrators, teachers and those who provide support services at Charles Armstrong know that dyslexics are often "big thinkers who may have trouble processing the details" and understand the social, emotional and academic needs of their students. The Charles Armstrong staff works closely with students and families and provides a transformative bridge to success in high school, college and beyond. The school employs research-based teaching methods, highly trained staff, and a 360-degree learning approach that assures that each student is "surrounded by a community that 'gets it.'" Each student is supported by two main teachers, a third teacher during small group instruction



periods (math and language), and an instructional coach who observes and models for the teachers on an ongoing basis and collaborates with them to customize instruction for individual learners. In addition, the program includes social studies and science and a robust co-curricular offering of art, music and sports. Counselors regularly interact with every student; teachers in all disciplines assure multi-modal and multi-sensory instruction so that all of the curriculum appeals to all kinds of minds. Technology is a key way that Charles Armstrong students access the curriculum and mitigate their challenges. Teachers use FM systems to optimize auditory processing, classrooms have special lighting and temperature controls, and tools such as interactive whiteboards, iPads and laptops are used daily. Teachers understand how vital a well-designed organizational system is for a dyslexic learner, so every aspect of learning from schedule and instructions to homework and "brain breaks" are optimally designed.

BY THE NUMBERS

Number of Students:	235
Lower School:	Grades 2-5
Middle School:	Grades 6-8
Class Size, Lower School:	14 students (2.5 teachers)
Class Size, Middle School:	19 students (2.5 teachers)

DIRECTOR OF MIDDLE SCHOOL POSITION OVERVIEW

The Director of Middle School provides leadership and inspiration for approximately 120 students and 25 teachers in the 6th through 8th grades, reporting directly to the Head of School. The Director of Middle School works in partnership with the Director of Lower School and the Director of Teaching and Learning to ensure the delivery of best practices for students with dyslexia and collaborates with other members of the school’s Leadership Team, upholding the distinct mission, philosophy and goals of Charles Armstrong School. The position commences July 1st, 2019.

- Establish and maintain a productive, healthy Middle School community fostering a culture of kindness, inclusion and respect with students, families, faculty and staff.
- Oversee the high school placement process with the Coordinator of Next School Placement. This includes educating, supporting, and advocating for students and families throughout the process, as well as identifying and visiting high school options for Charles Armstrong graduates.

Primary Responsibilities:

- Oversee and lead all functions of Armstrong’s Middle School program.
- In collaboration with the Director of Teaching and Learning and the Director of Curriculum sustain and build a high quality academic program for students with dyslexia.
- Responsible for direct parent communication; serve as Middle School spokesperson in a variety of internal and external settings.



- Oversee and manage the Middle School budget in collaboration with our CFO.
- Work collaboratively with the Director of Admission, Counselors and Team Coordinators on issues pertaining to Middle School students and their parents.
- Recruit and hire all positions in the Middle School, in collaboration with the Director of Teaching and Learning and the Head of School.
- Keep current with dyslexia and other relevant educational research by attending conferences and maintaining memberships in professional organizations.
- Develop and present faculty and parent education such as Back-to-School Night and parent educational coffees, as well as faculty professional development.
- Manage academic reporting to parents in collaboration with faculty.
- Visit classes both formally and informally, supervising and evaluating Middle School faculty in collaboration with the Director of Teaching and Learning.



EDUCATION, WORK RELATED EXPERIENCE

A Master's degree and a minimum of three years of teaching LD students are essential for the Middle School Director, along with relevant administrative experience in a school setting. Excellent verbal and written communication skills are critical to this role along with the ability to collaborate, delegate, supervise, and demonstrate excellent judgment. The school seeks a leader who resonates with the Armstrong Approach to Education, and who will join teammates in advancing key elements of the school's strategic plan.

APPLICATION PROCESS

Interested candidates please submit:

- A letter of interest
- Resume, and
- Three references

And email—in ONE PDF—to:

Catherine Hunter
Consultant, RG175
cshunter33@gmail.com
510-504-8036

Materials may also be submitted directly on the RG175 website where you can apply online.