



BRECK SCHOOL
Golden Valley, Minnesota

UPPER SCHOOL DIRECTOR
Start Date: July 2021
breckschool.org



**Carney
Sandoe**
& ASSOCIATES



Mission

Our mission is to:

- *Prepare each student for a college whose culture is compatible with the individual's needs, interests, and abilities.*
- *Help develop each student's unique talents and potential to excel by nurturing independence and self-worth.*
- *Instill in each student a deep sense of social responsibility.*

OVERVIEW

Founded in 1886 and rooted in Episcopal values, Breck School, a coeducational, college preparatory day school for 1,150 students PreK-12, has developed into one of the largest and most prominent independent schools in the Midwest. The school enjoys a well-deserved national reputation for excellence and achievement in academics, athletics, and the arts. Located on a spacious, well-appointed 52-acre campus just minutes from downtown Minneapolis, Breck is a uniquely united community — a place that fuels intellectual curiosity, self-knowledge, and social responsibility.

A learning community of high-achieving and motivated students and teachers focused on intellectual inquiry, engagement, and bridging research to practice, Breck is committed to offering an exceptional school experience for students and a dynamic, thriving workplace for faculty. As a community, Breck is focused on perpetual learning and pushing academic boundaries, as well as fostering a commitment to the greater good. The school's Episcopal roots are lived through a deep commitment to diversity and inclusion and to community partnerships that instill in students the mutually beneficial value of service.

Through independent research opportunities, interdisciplinary classes, and post-AP course offerings, students are challenged to explore new ideas and emerging fields of study. A fully integrated community partnership program, research-informed teaching, and an inclusive community combine to prepare students for a life of learning and engagement.

Breck is seeking an experienced educational leader to serve as its next Upper School Director. The Upper School Director is responsible for leading the 9-12 division of approximately 50 faculty and 470 students, and for overseeing day-to-day operations, academic and co-curricular programs, student life, faculty professional development, and other related aspects of the Upper School. As a member of Breck's senior leadership team, the Upper School Director will work closely and collaboratively with

Fast Facts

Founded: 1886

Total students: 1,150

Total Upper School students: 470

Students of color: 32%

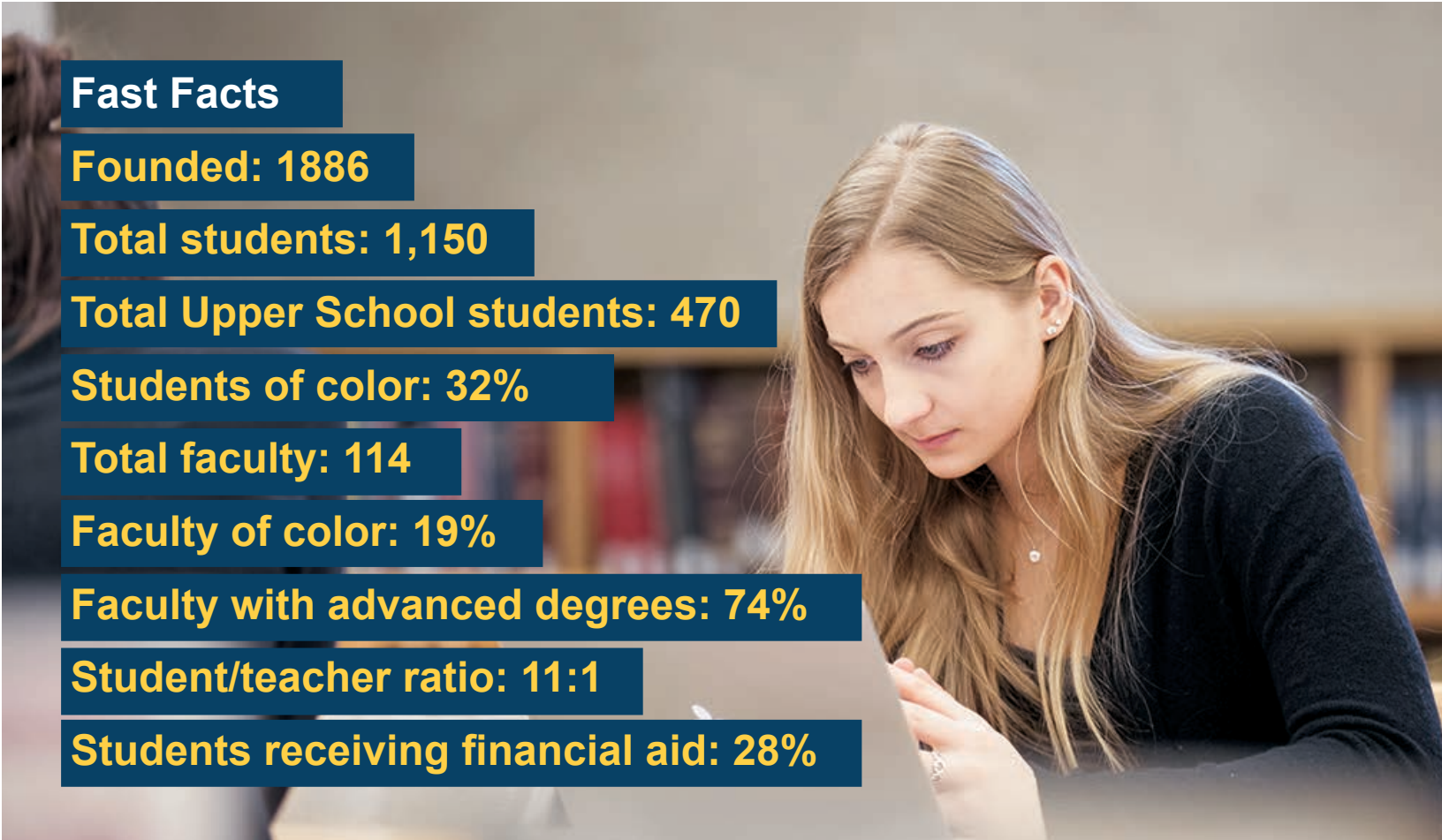
Total faculty: 114

Faculty of color: 19%

Faculty with advanced degrees: 74%

Student/teacher ratio: 11:1

Students receiving financial aid: 28%



colleagues across the school and in partnership with Head of School, Natalia Rico Hernández. The Upper School Director must delight in working with students and bring energy and charisma to the work. The ideal Upper School Director will be an effective and organized manager, as well as a fair-minded, transparent, and involved leader who values interpersonal relationships and is genuinely committed to fostering the school's work in diversity, equity, and inclusion.

SCHOOL HISTORY

Breck School was named for a pioneer missionary, the Reverend James Lloyd Breck, and established in 1886 in Wilder, Minnesota. In its earliest years, Breck attracted students from a wide range of backgrounds, particularly children of local immigrant farmers. Over the next 80 years, the school moved locations several times, briefly experimented with an all-boys military focus in 1952, and eventually transitioned toward full coeducation in 1964.

In 1981, Breck moved to its present location in Golden Valley. The school celebrated its centennial in 1986. Breck's 16th and current Head of School, Dr. Natalia Rico Hernández, began her tenure in July 2017.

THE SCHOOL

As an Episcopal school with PreK through grade 12 all under one roof, Breck strives to nurture the spiritual development of each person and to welcome everyone to its community. As such, it holds an unwavering commitment to diversity, equity, and inclusion. Breck fosters a community that respects



the dignity of every human being, embraces the richness of varying perspectives, and celebrates that which makes it unique. The school allocates more than \$7.2 million annually to financial aid, supporting approximately 28% of the student body. Students come from more than 116 surrounding zip codes and represent a broad diversity of backgrounds, ethnicities, and religions. Other outward expressions of the school's DEI efforts include an increase in faculty diversity, student affinity groups, the Upper School Student Leadership Diversity and Inclusion Council, a variety of student clubs including a GSA club in Middle and Upper School, and yearly attendance at several diversity and inclusion conferences.

Breck is committed to intellectual curiosity, self-knowledge, and social responsibility. The school's nationally-recognized community partnership program is a living embodiment of this mission. The school partners with 43 sites around the Twin Cities. Each Wednesday, the Upper School student body leaves campus for several hours to engage in meaningful, ongoing work. On campus, many school-wide and student-led initiatives help foster cultural self-awareness, empathy, and authentic relationships.

This commitment to developing servant leaders and lifelong learners is also carried out by the Melrose Family Center for Servant Leadership and the Peter Clark Center for Mind, Brain, and Education. Established in 2013, the Melrose Family Center for Servant Leadership is the physical and programmatic embodiment of Breck's dedication to cultivating future leaders that serve the common good. The Peter Clark Center for Mind, Brain, and Education fuels teaching and learning excellence at Breck by bridging research and practice for faculty, students, and parents.

Breck is accredited through the Independent Schools Association of the Central States (ISACS), is a member of INDEX and EAB, and is a longstanding member of NAIS.



**"Each child is a unique
and valued member of
this diverse community."**

-Breck Parent

ACADEMICS

The Breck Upper School offers an exceptional experience for students in grades 9-12. Central to its mission is the development of each student's unique talents and potential to excel. Students thrive in an intentional balance of academic press — the challenge of learning in an intellectually interesting and demanding environment — and personalization — the trusting relationships that emerge in an environment of care, understanding, and mutual respect. At Breck, students are cared for and known as individuals, which allows faculty and staff to leverage their particular passions and motivations to drive deep, authentic learning.

Department course requirements provide students with a well-rounded basis that supports them as they move on to college and include English, history, mathematics, world languages (Chinese, French, or Spanish), science, visual and performing arts, health and performance physiology, and religion. A variety of electives and Advanced Placement (AP) courses are also available, as well as a number of unique interdisciplinary courses. These courses ask students to examine a question or problem outside traditional disciplinary boundaries. Course examples include American Elections: Statistical and Historical Analysis, Media Theory and Design, Affective Neuroscience and Learning, and Music Psychology.

For those students whose academic passions push them beyond the standard curriculum, Breck offers Advanced Research Opportunities in math, science, and history. In these selective, post-AP courses, students dive headfirst into a topic of their choosing, supported by Breck faculty as well as mentors in the community. Recent research topics and projects have included Re-Examining the JFK Assassination 50 years later (History), American Refugee Committee: The Role of Mobile Technology in Sudanese Healthcare (Math), and Holding Your Heart in Your Heart: 3-D Printing a Mechanically Accurate Aortic Valve Model (Science).

College Matriculation

A selection of colleges and universities attended by members of the Classes of 2017-2019 include:

American University
Boston College
Bowdoin College
Brown University
Carnegie Mellon University
Columbia University
Cornell University
Dartmouth College
Duke University
Emory University
Fordham University
Georgetown University
Harvard College
Howard University
Johns Hopkins University
Kenyon College
Lehigh University
Marquette University
Middlebury College
New York University
Northeastern University
Northwestern University
Oberlin College of Arts and Sciences
Pennsylvania State University
Pomona College
Princeton University
Skidmore College
Stanford University
Swarthmore College
The Ohio State University
The University of Iowa
Tufts University
United States Military Academy - West Point
University of California, Berkeley
University of Chicago
University of Colorado at Boulder
University of Miami
University of Michigan
University of Minnesota, Rochester
University of Notre Dame
University of Wisconsin, Madison
Vanderbilt University
Villanova University
Washington and Lee University
Williams College
Yale University



Each year, as a part of the academic program, students participate in the May Program where they are given a chance to create their own meaningful learning experiences. Ninth and tenth grade students take on-campus mini courses created by the faculty especially for May Program, and eleventh and twelfth grade students engage in off-campus projects that speak to their own passions. Juniors and Seniors are also eligible to travel abroad with one of the school's World Language programs.

When it comes time to make decisions about the next step of a student's educational career, Breck's comprehensive college counseling program helps students and parents understand plans, choices, and next steps. Family programming begins in ninth grade, and counselors are assigned in sophomore year. Counselors take a reflective approach to their work, combining their expertise and knowledge and each family's goals with the student's voice, interests, and passions to find the best fit.



THE ARTS

The arts at Breck engage the whole person and build skills of self-expression, creativity, social interaction, collaboration, and self-discipline. Upper School courses give students a chance to explore and experiment with multiple forms and mediums to unlock their own talents and passions.

The Upper School art curriculum welcomes the deeply focused art student, as well as the more casual. In an authentic studio environment in the classroom, visual arts students engage as artists in beautiful and inspiring spaces. Traditionally, Drawing/Painting and Ceramics have been major focuses, and recently Breck has introduced digital media with Photography and Film. Three Advanced Placement art courses are also offered. Upper School art students participate not only in exhibitions at Breck, but also in the greater Twin Cities, statewide, and nationally.

The Performing Arts Department offers options for each student to learn, create, and thrive. Elective courses include Dance I & II, and a more advanced Dance Repertory course. Acting I & II are offered along with a service-oriented course, “Performance and Social Change,” and options to explore Theatrical Design and Theatrical Production. Musicians can perform in the Breck Chamber Players, Intermediate Orchestra, or the Symphonic Winds/Jazz Band for more advanced players. Singers can join Concert Choir or audition for Breck Singers. A diverse and eclectic offering of extracurricular opportunities for developing individual talents includes Fall Dramas, Upper School Musical, Breck a cappella ensembles, Theater Improv, and Theater Tech.



ATHLETICS

Breck's athletic programs are a continuation of the classroom — coaches are teachers of their individual disciplines. Student-athletes learn how to work as a team, demonstrate leadership, and manage their time. Breck also believes that competitive sports contribute significantly to students' well-being, helping them to develop self-esteem, respect for others, honesty, responsibility, a sense of justice, and strong ethical values to carry into their future.

Breck offers 27 athletic programs at varying levels. Sports include cross country, football, soccer, swimming and diving, tennis, volleyball, Nordic and alpine skiing, basketball, gymnastics, hockey, baseball, golf, lacrosse, softball, and track and field. The Athletic Department also delivers athletic training and sports medicine services to student-athletes, many of whom have gone on to bright futures as college athletes.

Athletic facilities at Breck include seven tennis courts, a turf practice field, an on-campus football stadium and track, two baseball fields, a softball field, an indoor pool, a weight room, and a nearby ice arena.



STUDENT LIFE

Breck students are expected to explore new interests and challenge themselves in leadership opportunities through student clubs, student government, and service.

Breck students provide an important voice in the leadership of the school. Upper School students can serve in one of six student leadership councils such as Advocacy Council, Diversity and Inclusion Council, and Service Council, among others.

Expanding learning beyond the classroom and providing students with opportunities to pursue passions and interests, Breck offers a variety of extracurricular clubs and activities. There's something for everyone, with clubs covering world languages, student government, environmental causes, global issues, mental health awareness, arts, music, fitness, and sports, and including options like Academic World Quest, Archery Club, Baking Club, Breck Robotics, Creative Writing Club, Math League, and Model United Nations. Mock Trial, Math League, and Robotics teams have competed successfully at the state and regional levels.

The Breck Upper School student experience isn't complete without mention of senior speeches. Every senior gives a four- to six-minute speech to the entire Upper School as a chance for students to share something significant that they have learned or thought about. Senior speeches are a key milestone in each Breck student's career.



FACULTY

Teachers speak of the highly aspirational working environment at Breck as a strong, relational community where they are supported by a robust professional development program, joined by “inspiring colleagues,” and excited that “what is possible can come to fruition for the benefit of students.” Breck has long stood as one of the strongest day schools in the Midwest, made so by a culture of excellence and a PreK-12 environment with a strong focus on the whole child. Since the 1970s Breck faculty have also had the option to join a faculty union that provides input into contractual obligations for teachers. Breck draws faculty from across the country, and teachers represent a broad range of tenures and experience, with a strong cadre of teachers in their first or second decade of the profession. Many faculty members enjoy having their children with them at Breck; the school does not have tuition remission but does offer generous financial aid.

GOLDEN VALLEY AND MINNEAPOLIS

Golden Valley is a welcoming, relaxed western suburb of Minneapolis with a population of approximately 21,000. Close enough to Minneapolis that access is a breeze, but far enough that it has a countryside feel, the city is one of the only communities of its kind that offers local charm combined with the cultural attractions of the nearby Twin Cities.

Golden Valley is home to great parks and recreational areas. Over 1,035 acres within the city limits are dedicated to green space — almost 50 miles of trails, fields, courts, and other activity areas. Its green spaces, lakes, and bike trails give the area a countryside feel. The Luce Line Regional Trail is a link from rural to urban, running by marshlands and entering Minneapolis through Theodore Wirth Park. Nearby Medicine Lake is popular among boaters, sailors, and fishers. Dotted with boutique shops and



restaurants which add to its picturesque environment, the city is also the main corporate headquarters of several large employers, including General Mills, Honeywell, and Pentair, along with various think-tank companies.

Less than 10 miles to the east sit the Twin Cities of Minneapolis (the most populous city in the state) and St. Paul (the state capital), which are independent municipalities with defined borders. Minneapolis, mostly on the west side of the Mississippi, is somewhat more modern, with a relatively young downtown and trendy uptown. Saint Paul, which sits mostly on the east side of the river, has been likened to a historic East Coast city, with quaint neighborhoods and a vast collection of well-preserved late-Victorian architecture. The distinct urban cultures of the cities offer a rich and diverse area with dramatic skylines, exciting pro sports, award-winning theater, notable restaurants, and a thriving craft beer scene.

The Twin Cities metro population of 3.2 million is one of the most well-educated of any metropolitan area in the country, with an economy based in commerce, finance, agriculture, medical technology, and health care. Eighteen Fortune 500 companies are located in the Twin Cities area, including General Mills, Medtronic, UnitedHealth Group, Target, Best Buy, 3M, U.S. Bancorp, and The Travelers Companies. The area is small enough to navigate easily with manageable driving distances and an average commute of 20 minutes. Due to the high quality of life, Kiplinger's Personal Finance named the Twin Cities the second-best place to live in the country.

Minneapolis has long been a city of art and culture, boasting 57 area museums including some of the finest art museums in the country and stunning examples of historic and contemporary architecture. The Walker Art Center features contemporary visual and performing arts exhibits and programs; Newsweek described the Walker as America's best contemporary art museum. The Minneapolis Institute of Arts is dedicated to bringing art and people together, and is joined by The Frank Gehry-designed Frederick R. Weisman Art Museum that exhibits primarily 20th Century American art.



With more than 30 performance theaters and more theater seats per capita than anywhere in the country outside of New York City, the Twin Cities offer a full spectrum of theater, dance, and music performances, including three Tony Award-winning theaters. The internationally recognized Guthrie Theater produces plays from classical literature to new work from around the world. The State, Orpheum, and Pantages Theaters stage touring Broadway shows. Professional companies include the Children's Theater Company and Penumbra Theatre Company. For music enthusiasts, the Twin Cities also is home to two world-class orchestras — the Minnesota Orchestra and the Saint Paul Chamber Orchestra — as well as the Minnesota Opera, which is the 15th largest opera in the country.

Minnesota is also a vibrant sports community and home to four professional teams — the Minnesota Twins, the Vikings, the Wild, and the Timberwolves, along with Big 10 collegiate sports at the University of Minnesota.

The Twin Cities enjoys four splendid seasons. From spring through autumn, Minnesotans enjoy canoeing, kayaking, sailing, swimming, hiking, and fishing on the abundant lakes and rivers in the region. Minnesota is the land of over 10,000 lakes, and there are 12 beautiful lakes within the city of Minneapolis alone. During the winter, Minnesotans enjoy alpine skiing, Nordic skiing, snowshoeing, ice skating, and pond hockey among other sports.

Multiple parks with well-designed landscaping dot the city. The Grand Rounds Scenic Byway is a greenspace series of parks that circles the city. In many areas, unused railroad lines have been converted into walking and bike paths. Minneapolis was recently rated the number one city in America for bicycling.



THE POSITION

The Upper School Director oversees the day-to-day operations of the division, leads the development of curriculum in partnership with the Academic Leadership Team and faculty, supports the growth of faculty through professional development and evaluation, oversees the creation of the division calendar and student academic schedules, represents the school in front of current and prospective Upper School parents, and manages Upper School student life issues. The Director is supported by grade-level deans who, along with faculty advisors, work with the same cohort of students for all four years of their high school experience. The person in this position works closely with other division directors and is a member of the senior leadership team. The Upper School Director reports directly to and partners with the Head of School. The new Director will find a team of faculty committed to growth and excellence, student support, and shared leadership.

The next Upper School Director will provide educational knowledge and vision and the organizational, interpersonal, and leadership skills to guide and support a talented group of faculty and students. The Director will play a pivotal role in moving the division to the next level.

The next Upper School Director at Breck will benefit from the school's notable strengths which include:

Strengths of the School

- A school culture that is focused on intellectual inquiry and engagement;
- A strong and innovative academic program that challenges each student to engage fully in learning that is interesting, demanding, and rewarding;
- A stunning campus with state-of-the-art facilities for the entire PK-12 school community;
- An engaged, passionate, and devoted Upper School faculty dedicated to meeting the needs of individual students;



- A strong commitment to diversity, equity, and inclusion and creating a learning environment that is inclusive of all students;
- A well-balanced program of academics, arts, and physical activity to support the whole child and meet individual student needs;
- The support of the Peter Clark Center for Mind, Brain, and Education to fuel teaching and learning excellence by bridging research and practice;
- A commitment to living the school's Episcopal identity through a commitment to inclusion, inquiry, and reason;
- An established community partnerships program through which Upper School students visit non-profit sites weekly;
- A collaborative, enthusiastic, and welcoming senior leadership team with a shared leadership ethos.

OPPORTUNITIES AND AREAS OF FOCUS

- Continue to nourish the culture of academic excellence while catalyzing a spirit of innovation in teaching and learning through new curricular and pedagogical initiatives;
- Serve as a collaborative leader in Breck's ongoing commitment to diversity, equity, and inclusion, in part by ensuring that the Upper School program is inclusive, reflective, and supportive of all students and voices;
- Support faculty in their professional growth and development, especially as they consistently provide a differentiated, student-centered curriculum that meets each student where they are;
- Evaluate and support Upper School systems, structures, and assignments that will ensure the school's human and financial resources are put to their best use in support of the school;
- Serve as the cultural leader of the Upper School, engaging meaningfully with parents, students, and faculty and supporting the school's commitment to developing students' intellectual curiosity, self-knowledge, and social responsibility;
- Work collaboratively with faculty leaders to provide clarity and definition in the academic program.

DESIRED QUALITIES AND QUALIFICATIONS

The successful candidate for Upper School Director will possess to varying degrees these qualities and qualifications as follows:

- The ability to lead, support, and inspire faculty, balancing a culture of creativity and collaboration with consistent feedback and support;
- Personal and professional commitment to diversity, equity, and inclusion and the requisite skills to support a diverse student body and faculty and to facilitate critical conversations in the design of a more inclusive Upper School curriculum;
- The ability to foster a culture of both “academic press” and a commitment to student care and concern;
- Nuanced understanding of best practices in student-centered pedagogy and curriculum design;
- A collaborative and relational style built on active solicitation of input, excellent listening skills, and a commitment to building consensus;
- Excellent interpersonal skills and EQ and the ability to communicate verbally and in writing with inspiration and clarity;
- Authentic, kind, genuine, honorable, humble, and compassionate;
- A playful spirit and sense of humor;
- A track record of exceptional results in an independent school or other mission-centered organization. Classroom experience and division leadership experience are strongly preferred.

TO APPLY

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate Word or PDF documents:

- A cover letter expressing their interest in this particular position;
- A current and comprehensive résumé detailing positions, roles, responsibilities, and accomplishments;
- A one-page statement of educational philosophy and leadership practice;
- A list of five professional references with name, relationship, phone number, and email address of each (*References will not be contacted without the candidate’s permission*) to:

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