

# Head of School Leadership Opportunity July 2012

## THE BLAKE SCHOOL



Minneapolis, Wayzata  
and Hopkins, MN  
1393 students  
Pre-K – 12<sup>th</sup> grade  
[www.blakeschool.org](http://www.blakeschool.org)

Carney, Sandoe  Associates

800-225-7986 ▼ [www.carneysandoe.com](http://www.carneysandoe.com)

## THE POSITION

The Head of School position for Blake is an outstanding leadership opportunity and is one of the top independent school openings in the country this year. The Blake School, a pre-kindergarten through grade 12, independent day school located on three campuses in the Minneapolis metropolitan area, seeks a Head of School to lead a community of nearly 1400 students, 145 full-time equivalent faculty and over 300 total employees. Blake is widely recognized as one of the finest independent, college preparatory day schools in the nation. For more than 110 years, The Blake School and its predecessors — Northrop Collegiate School (1900), Blake School (1907), and Highcroft County Day School (1958) — have provided excellent education and college preparation for students in the Minneapolis and St. Paul Twin Cities area.

Blake is blessed with knowledgeable, dedicated teachers and bright, energetic students. The next Head of School will find a strong, vibrant and healthy school, poised for continued growth and success. Blake looks forward to welcoming a new Head of School who will bring an exceptional commitment to academic excellence, coupled with the innovative ideas and energy necessary to shape the next generation of 21<sup>st</sup> century leaders.

### *Mission*

*The Blake School provides students with an excellent, academically challenging education in a diverse and supportive community committed to a common set of values. Students are expected to participate in an integrated program of academic, artistic and athletic activities in preparation for college, lifelong learning, community service and lives as responsible world citizens.*

After 13 years of distinguished service, current Head of School John C. Gulla has announced he will be leaving Blake at the end of the 2011-12 school year. John has been instrumental in transforming the School, and Blake's combined program of academics, arts and athletics have all benefited from his influence. The combination of John's leadership, the work of a dedicated board, and the talents of exceptional faculty and administrators has created a dynamic educational community. An unyielding commitment to academic excellence has been a guiding principle for the Blake community. Blake's ongoing focus on world citizenship, pluralism and a commitment to meeting the needs of every student have been thoughtfully re-examined and reaffirmed. The three campuses have been enhanced by impressive physical renovations – thanks in large part to the great success of the \$55 million Centennial Campaign (completed in 2004). Blake has been awarded the heralded Minnesota State Challenge Cup three out of the past six years as a result of the combined strength, breadth and success of the superb interscholastic athletic and co-curricular programs. Blake's finances and endowment are sound and well managed. Admissions activity is at record levels, attrition remains low and college acceptances are equally impressive. The Blake School is poised to welcome and challenge an innovative and exceptional educator to lead the School into the future.



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## THE SCHOOL

The Blake School is an independent, nonsectarian, coeducational day school with an enrollment of 1393 students. As such, Blake is large enough to provide a uniquely integrated mix of academic, athletic, artistic and social opportunities. Academic rigor, selective admission, high standards for students and faculty, individual attention, and a commitment to excellence are the hallmarks of a Blake education today. Blake also stresses community involvement and experiential learning, and incorporates innovative uses of new technology and leading-edge pedagogy. Blake graduates attend a wide variety of universities and colleges including some of the most highly selective colleges and universities worldwide.

The Blake School is accredited by the Independent School Association of the Central States (ISACS) and is a member of The College Board, the Cum Laude Society, the National Association of College Admissions Counselors (NACAC), the Joint Research and Planning Organization (JRPO), the Minnesota Association of Independent Schools (MAIS) and the National Association of Independent Schools (NAIS).

## CAMPUS, SETTING AND LOCATION

The Blake School is located on three attractive and well-maintained campuses, each with its own facilities designed for specific ages, schedules and activities. All three campuses are learning communities in which students are well known by the faculty and staff.



Blake's Northrop campus, near the cultural and business heart of Minneapolis, houses the Upper School, grades nine through twelve. Located next to the Walker Art Center and the Minneapolis Sculpture Garden, this campus taps into the many cross-disciplinary opportunities of a vibrant metropolitan center. Half of Blake's Lower School students attend the Lower School, Highcroft campus in Wayzata – a warm, inviting, and nurturing environment. The other half of Blake's Lower School students and all Middle School students (grades six through eight) attend the Blake campus in Hopkins. This campus is also home to Blake's expansive athletic fields, track and field complex, tennis courts, aquatic center and ice arena.

### *Blake's Commitment to Pluralism*

*The Blake School believes that a diverse society enriches all individuals and communities. Diversity of race, ethnicity, national origin, geography, religion, gender, affectional or sexual orientation, age, physical ability, and marital, parental, or economic status forms the fabric of our society. As a result of these beliefs, The Blake School actively seeks students, families, and employees who value and contribute to the fullness of a diverse community within the context of its mission. In doing so, we recognize our responsibility to help make each person's experience a success.*



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In 2009, the School's administrative team selected DLR Group to lead the development of a comprehensive campus master plan that provides a five-year, 10-year and 25-year outlook for the 55-acre Hopkins campus. More than 26 meetings were held with the master plan committees established by the School, soliciting input on ways the facilities could better serve the unique and evolving needs of the students, staff, faculty and the Blake community. The end result of this thoughtful process was the development of the Hopkins Master Plan 2009, which will guide the School's evolution of this campus in the decades to come.

### *The Blake School at a Glance*

*Grades: Pre-K – 12*  
*Current enrollment: 1393*  
*Full-time equivalent faculty: 145*  
*Faculty with advanced degrees: 73%*  
*Student-Teacher ratio: 9.5:1*

*Students of color: 21%*  
*Faculty of color: 11%*

*Operating budget: \$37M*  
*Indebtedness: \$13.5M*  
*Endowment: \$50M*  
*Annual giving most recent year: \$1.9M*  
*Capital giving most recent year: \$2.7M*  
*Parent participation in giving: 85%*  
*Alumni participation in giving: 22%*  
*Employee participation in giving: 93%*

*Tuition 2011-12: \$13,700 - \$22,850*  
*Financial Aid budget: \$4.2M*  
*Students receiving aid: 17%*

### STUDENTS

Enrolling a talented and diverse student body – bright children with a variety of experiences and backgrounds – is essential to the mission to provide a well-rounded education. Blake has reached an optimal school size with 1,393 students enrolled – 547 in the Lower School, 328 in Middle School and 518 in the Upper School. Blake graduates approximately 130 students each year. Across the grades, the gender split is 50-50. Seventeen percent are children of alumni and about two-thirds have siblings who are current or past students.

At the same time, many families new to Blake are also new to independent schools and often new to the Twin Cities or even to the United States. Students come to Blake from over 50 communities within a 600-square mile area, representing the rich demographic mosaic of the greater Twin Cities metropolitan area. The current student body includes families who speak more than 40 different languages in their homes.

Admission to Blake is highly selective and competitive. Last season, over 400 students applied for 160 available spaces. Blake offered 230 students admission, giving the School a selectivity of 58%. Of those admitted, approximately 70% matriculated.

### FACULTY

Blake's outstanding faculty stands as the core of its reputation for success. Valuing each child's unique qualities and talents, Blake teachers are deeply committed and passionately involved in their students' learning. They bring an average of 18 years experience to their work in the



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classroom, the playing field, the stage and the art studio. Blake teachers are dedicated to supporting students and providing individual attention so that all children maximize their potential. Put simply, Blake teachers want students to succeed, and the students know this. When the consultants visited the campuses, they found motivated students and energized teachers – the perfect combination for cultivating a true love of learning.



Blake teachers are highly capable and strive continually to improve their practice while nurturing an impressive and valuable *esprit de corps*. Seventy-three percent of the faculty hold advanced degrees and four members of the Upper School faculty are published authors; two are Advanced Placement readers. Blake works across campuses and disciplines to cultivate an environment of support, professionalism, intellectual rigor and dedication to the art of teaching.

Blake's school-wide approach to faculty evaluation, the recently introduced Effective Teaching Initiative (ETI), incorporates many elements of the long-standing and highly successful Professional Development Program. This evaluation process is a full-scale effort to support the growth of all teachers at various stages in their careers and at various levels of performance. In addition, Blake has recently updated the decades-old model of compensation for faculty, implementing a two-lane model as well as offering an elective opportunity for faculty to apply to receive a supplemental annual performance-based payment. Funded by the newly created Faculty Excellence Fund, these supplemental awards are given to those teachers who consistently deliver distinguished service to their students.

These newly developed and significant changes and additions to the faculty compensation model were created as a result of the Board of Trustees' strong desire to enhance the teacher evaluation process and directly link it to a rewards program that recognizes the extraordinary efforts of Blake faculty. Faculty support and evaluation, the model of compensation and the interdivisional department chair organization are all examples of the School's innovative approach and enduring commitment to academic excellence.

#### ACADEMIC AND EXTRACURRICULAR PROGRAMS

Blake strives to prepare healthy, college-ready students who are inquisitive about the world around them, empathetic to the needs of the community, curious about the delights of education and passionate about supporting those with whom they interact. Blake offers a broad and deep liberal arts education, one that is cumulative, synergistic and self-sustaining and one that moves students to passionate, active learning.

### LOWER SCHOOL (PRE-KINDERGARTEN – 5TH GRADE)

At every level, and most notably in the Lower School, Blake teachers function as guides to help children nurture their passion for learning. They encourage students to play with, practice, connect, synthesize and apply new understandings in an environment where it's safe to take risks, where effort is recognized and where there is room for everyone to succeed. Classes focus on both collaborative and individual efforts. The Lower School faculty is focused on knowing each child well, capitalizing on a student/teacher ratio of 7:1 to deliver a highly individualized experience for each student. In this personalized setting, teachers take time to discuss students' feelings and ideas, help them make responsible decisions and resolve conflicts, and explore with them the value and wonder of human diversity.

Specially trained teachers work with Lower School students to connect their academic studies with the arts and technology. Children participate in theater, music, visual arts, and language classes and learn inquiry/research and computer skills that enable them to explore interests independently. Lower School physical education emphasizes participation, sportsmanship, lifetime fitness and basic skills in daily classes. Students also participate in community involvement projects that are tied closely to the curriculum through Blake's service learning program. Additionally, Blake's kindergarten through fifth graders benefit from second-language instruction by exploring French, Japanese and Spanish languages and cultures. Please see the [Lower School Philosophy of Learning](#) and its detailed implications for teaching.

### MIDDLE SCHOOL (GRADES 6-8)

Middle School students attend the Blake campus in Hopkins, where grade sizes average 112 students. With a per class average of 16 students, the faculty has ample opportunity to get to know students and to work closely with them on a daily basis. The curriculum emphasizes investigation and independent thinking while providing a solid foundation in the academic disciplines. Because the Middle School faculty has earned the trust and respect of its students through its deep understanding of the early adolescent years, it is able to challenge each student in appropriate ways.



The Middle School curriculum includes formal science laboratories, experiential units in social studies and modern and classical languages, differentiated math classes that give students the opportunity to follow an accelerated math track, and a robust language arts program that offers multiple opportunities for budding writers and public speaking venues culminating in a required 8<sup>th</sup> grade speech. Disciplines are interwoven when appropriate, and technology is incorporated into the curriculum where it enhances creativity and problem-solving abilities.

Arts and physical education are also important to the Middle School program. Students may participate in band, strings or choir. In addition, they enjoy visual art, theater and wood studio and are introduced to art history. Students write, direct and produce their own skits in drama, and eighth graders may take a full-year class integrating visual art, music and theater. All students participate in physical education focused on leadership, sportsmanship and teamwork as well as on basic and competitive skills. Seventh and eighth graders are eligible for after-school interscholastic sports and, in some cases, compete at the high school level. Co-curricular activities such as the virtual newspaper (Blake News Network, or BNN), the yearbook, math team, book club, jazz lab and the Middle School play, and both the Science and Knowledge Bowl teams provide even more opportunities for students to hone their interests and become involved. For more detailed information, see the [Middle School Philosophy](#) and the [Middle School Curriculum Guide](#).

#### UPPER SCHOOL (GRADES 9-12)

The Upper School, with total enrollment of approximately 520 students, is located near downtown Minneapolis. The student/teacher ratio is 8:1, and the average class size is 15, allowing for in-depth teacher-student partnerships in which every student is more actively involved. A strong student support system, including grade deans, advisors and counselors, allows each student to be well known and supported.

The Blake Upper School curriculum offers a rigorous college preparatory program with core graduation requirements in five academic disciplines as well as the arts. Enrichment experiences such as honors classes, Advanced Placement offerings and College in the Schools courses, and independent study projects are all offered. Students choose from a wide range of electives, including 18 different classes in social studies and 30 electives in the arts. For more information about the Upper School program, the Upper School Philosophy Statement and links to detailed curriculum guides, see the [Upper School Academics webpage](#).



A wide variety of co-curricular activities provide options for involvement, leadership and service. Formal student government and judiciary committees also afford students a way to work on behalf of their peers. Among the myriad of activities available are the literary arts magazine, Quiz Bowl, Knowledge Bowl, math team, Model U.N., Gay-Straight Alliance, yearbook, school newspaper, Environmental Club and affinity groups.

#### THE ARTS

Blake's commitment to the arts is unwavering. The arts program is an essential component of a Blake education, complementing, not competing with, the more traditional academic elements of

the program. Every student from pre-kindergarten through 12<sup>th</sup> grade participates in a wealth of arts classes and activities designed to cultivate age-appropriate talents as well as an appreciation of the artistic process and the role of the arts in society.

Over the last decade, Blake has strengthened and broadened the arts offerings in all divisions of the School. The School has added a strings program to an already strong instrumental program, and this component of the music offerings is now flourishing in the Lower and Middle Schools. The annual drama productions include the ritual fifth grade play and major dramatic and musical productions in both the Middle and Upper Schools. Importantly, Blake students have the opportunity to create and produce original student-written works in the Adams Black Box Theater and interdisciplinary arts classes in Middle School. During this same period, major investments have been made in the physical facilities, and the arts facilities have been the major focus of the expansions and renovations on all three campuses.



#### ATHLETICS

Athletics are an important component of the Middle and Upper Schools, as sportsmanship, teamwork and leadership are some of the valuable skills a Blake student learns. Blake's no-cut policy provides every student the chance to participate in a quality athletic experience regardless of level of ability. Blake offers 28 sports (14 for boys, 14 for girls) and fields over 70 interscholastic teams. Blake has won 37 state championships in recent years and won the MSHSL Class A Challenge Cup in 2005, 2007 and 2009. Blake has a more extensive offering of programs than any other school in the Tri-Metro Conference (even though the School is considered

mid-size in this division). More than 85% of Upper School students participate on at least one Blake team and many are three-season athletes.

#### WORLD CITIZENSHIP, PLURALISM AND SERVICE LEARNING

At Blake, the education of rounded, college-ready students includes the development of three core values: cultural competency, global perspective and commitment to community through service. Students move on from their education at Blake fully prepared to participate in a changing landscape, where the ability to seek and value multiple perspectives are sought-after skills. Blake prepares students to become successful and compassionate world citizens by affirming the attributes of pluralism, citizenship and service learning. Some recent developments have enhanced our ability to meet these goals effectively.

After two years of extensive work, the Board approved a revised and expanded statement on pluralism in 2010. The Pluralism Framework, which builds upon the School's mission, values

and strategic plan, reinforces Blake's commitment to being a diverse and inclusive institution. The Board has charged the School's administration with "envisioning and implementing a pluralism plan and organizational structure that establishes synergy, avoids redundancy, maximizes existing resources, achieves PK-12 impact, and reflects the priority of a commitment to pluralism at Blake."

The newly created Office of Equity and Community Education (OECE) melds system-wide implementation of pluralism objectives and support for individual students with programs that expose all students to service learning and the larger world. Students with shared academic challenges or shared cultural or ethnic identity can form affinity groups with support from OECE. These groups range from unique support for girls with an interest in math, to racial and cultural affinity groups, to support for students who face learning differences. The goal is to help students see a clear path to success at Blake, a path that values and reflects who they are as individuals.

Important world citizenship goals are met through OECE's coordination of off-campus study, travel and service opportunities for Middle and Upper School students as well as support for international students who spend time at Blake. These special programs provide a platform to develop a deeper understanding of the world and one's role in it.



The service learning program at Blake, operated through the OECE, is recognized nationally as a leader in innovation and commitment to the greater community. Through service learning, students gain understanding of themselves and the world in which they live and the opportunity to improve both. Named a National School of Character in 2009, Blake has been a pioneer in this program area with projects that connect students with the community around them in multi-dimensional service learning experiences. Blake's annual Legacy Day brings the kindergarten through 12<sup>th</sup> grade community together for a day of shared service in projects undertaken by teams of mixed-age students. It is one of the most memorable days of each year.

Another program central to the education and service learning goals of OECE is the collaboration with the Minneapolis Public Schools, called LearningWorks. Modeled on the national Breakthrough Collaborative program, LearningWorks provides a challenging summer academic program for promising public middle school students from Minneapolis Public Schools. LearningWorks is staffed by young pre-professionals who are interested in teaching, many of whom are Blake students or alumni. In its eleventh year, the program has strengthened the ties between Blake and the public school system, while providing life-changing opportunities to students, and mentoring future teachers. For summer 2010, LearningWorks enrolled 135

students who reflect the demographics of the metro area. Eighty-five percent of recent LearningWorks graduates enrolled in college or college-track programs in their public schools.

#### TECHNOLOGY

Blake is committed to using technology to complement our rigorous liberal arts curriculum. The school manages four libraries, which offer a wide range of media and other tools for learning: fiction, non-fiction, print, electronic, software, visual, audio and kinesthetic tools. Major changes in technology have included the addition and use of an online library catalog, online course management (Moodle), ongoing professional development in technology, interactive boards and projections systems; and additional staffing in technology/media with specific-area knowledge. Beginning in 2010-11, all Upper School students received a MacBook for use both at home and in school as part of the new 1:1 laptop initiative.

#### FINANCIAL STRENGTH

The Blake School is in excellent financial condition. The annual operating budget for the 2010-11 year was \$36.6 million and the endowment was valued at \$52.1 million in April 2011. Tuition for 2011-12 ranges from \$13,700 for pre-kindergarten to \$22,850 for Upper School. The 2009-10 Annual Fund raised \$1.874 million with participation of 85% by parents, 22% by alumni and 93% by faculty and staff. The goal for 2010-2011 is \$1.9 million. Blake has consistently operated within a balanced budget. Currently, Blake is developing plans for another comprehensive capital campaign.

#### GOVERNANCE

Blake's Board of Trustees is charged with holding in trust the mission and the values of the School as well as providing guidance that allows for Blake's long-term health and vitality. In addition, the Board is responsible for providing leadership and support around issues of critical policy. The diversity of experience, backgrounds and ages represented on the 25-person Board brings a wealth of insight in helping to guide the direction of the School. The Board is highly engaged and collaborative and also enjoys a high degree of collegiality and deep affection for Blake.

Rooted carefully in the School mission, the most recent strategic plan, *Blake 2010: Investing in Excellence, Committing to Community and Ensuring Effectiveness*, has been completed in practically every aspect of its quest for academic excellence, preeminent faculty, technology integration, a more pluralistic community and financial soundness. During the 2010-11 school year, John Gulla and the Board used the process of Blake's accreditation as the foundation for next strategic plan. In May 2011, the Board approved a new strategic plan, *Blake 2015 – Building on Blake's Strengths*. This strategic plan guides the future of the School with four principle goals: 1) strengthen academic excellence, 2) cultivate preeminent faculty, 3) prepare



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students for world citizenship, leadership and service and 4) invest in Blake's future.

#### THE BLAKE COMMUNITY

In addition to its dedicated faculty and staff, the Blake community is comprised of an active and committed parent body, a loyal and growing group of alumni, many highly involved grandparents and the student body. Given the long-standing history of the School, many of these constituency groups overlap, creating deeper ties to the School.

Blake parents are members of the Parent Association. The goals of the association are to promote a sense of community among the parents of the School, provide a strong community link between constituency groups of the School and provide the School with support in the classroom. A volunteer survey conducted in the spring of 2010 indicated that nearly 90% of the 200+ respondents had volunteered their time at Blake in roles such as planning and staffing the book fair, chaperoning on various field trips, serving as classroom representatives for the year, staffing the Boosters Club, and serving in all capacities as fundraisers for the School's myriad of special projects and its Annual Fund.

The more than 9,000 Blake alumni, including former parents and teachers, are critical to the success of the School. The Alumni Association is dedicated to building and fostering alumni cohesiveness and connections to The Blake School. Led by its board, the Alumni Association actively engages in the stewardship efforts of the School, participates in volunteer opportunities, sponsors the highly acclaimed Breakfast at Blake speaker series, hosts many events including golf and hockey tournaments, an alumni service day, and Homecoming activities.

While both the parents and alumni at Blake are connected to the School, they also are successful members of the different communities in which they reside. Members of the Blake parent body are leaders in the Twin Cities metro area and the state of Minnesota as politicians, business people, professors, and volunteers in their neighborhoods. The capable collection of Blake parents, faculty and alumni provide ample avenues for students to engage in the greater community and to take advantage of a wide array of mentorship, volunteer and employment opportunities.

#### MINNEAPOLIS AND ST. PAUL

The Twin Cities of Minneapolis and St. Paul straddle the Mississippi River in southern Minnesota. The population of 3.2 million is one of the most well-educated of any metropolitan area in the country. The 2010 median household income was \$57,318, 11% above the national average. The economy is based in commerce, finance, agriculture, medical technology, health care and industry. 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



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Travelers Companies. The area is small enough to navigate easily with manageable driving distances and an average commute of 20 minutes. Hennepin County is the wealthiest county in Minnesota and one of the 100 highest-income counties in the country. 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 is 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 “possibly America’s best contemporary art museum.” The Minneapolis Institute of Arts is dedicated to bringing art and people together and recently opened a Michael

Graves-designed wing, which includes 34 new galleries for exhibits. The Frank Gehry-designed Frederick R. Weisman Art Museum opened in 1993 and exhibits primarily 20<sup>th</sup> Century American art. Other local treasures include the Museum of Russian Art and the Bakken Library and Museum. History museums include the Minnesota History Center, the American Swedish Institute and the Mill City Museum. In 2006, Cesar Pelli designed the new building for the Minneapolis Central Library which has over 38 miles of shelving.

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 15<sup>th</sup> 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. The uppermost lock and dam on the Mississippi River is also in Minneapolis. During the winter, Minnesotans enjoy alpine skiing, Nordic skiing, snowshoeing, ice skating and pond hockey among other sports.

There are many parks with well-designed landscaping throughout 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.

For more about the Twin Cities, see <http://www.mspmoretolife.com/>.

#### THE OPPORTUNITY

The consultants who visited the School were struck by the intellectual vitality of the School and by the commitment of the various constituencies to its success. Blake is a school poised to build upon the work of the current leadership and looking confidently to the future. The next Head of School will guide a nationally-known school with an exceptional college-preparatory program into the 21<sup>st</sup> century.

#### STRENGTHS OF THE SCHOOL

- Strength and rigor of the PK-12 college preparatory academic program
- Exceptional faculty, exemplary in their knowledge of learning and dedication to students
- Financially strong
- Commitment to world citizenship and pluralism
- Regional and national reputation as a leader within the independent school community
- Deep and connected community across constituencies — students, alumni and families
- Legacy of distinguished service by current Head of School
- Foundational strength in values and mission
- Commitment to Blake’s historical legacy as well as desire to improve and willingness to embrace change
- Dedicated and focused Board of Trustees

#### OPPORTUNITIES AND CHALLENGES FOR THE HEAD OF SCHOOL

- Sustaining a vibrant educational community within the organizational complexity of a large, multi-campus school
- Supporting and building on the pluralism framework within the School
- Leading the School in fundraising efforts including plans to build the endowment and pursue campus renovations
- Achieving the School’s mission for excellence while maintaining a healthy life balance for students and employees

- Recognizing and celebrating the strength of the academics, arts and athletics and co-curricular activities as internal and external pressure and expectations for dynamic improvements rise. Within that context, endeavoring to help the students, faculty and staff define and deal with time and stress issues.
- Sustaining and deepening the commitment to the Effective Teaching Initiative by establishing criteria to measure cultural competency in the classroom, train evaluators in effective teacher support and development, and help current faculty and administration accept and adapt to the new environment.
- Balancing the need for curriculum coordination across divisions and departments with classroom autonomy and unique teacher styles and approaches
- Managing the challenge of making the community inclusive while providing high quality programming with the associated costs.

#### EXPERIENCES AND QUALITIES DESIRED IN THE HEAD OF SCHOOL

- Superior intellect and academic expertise
- Excellent communication skills, both written and verbal
- Emotional intelligence and community building skills
- Ability to honor Blake's history while creating a shared vision of the future
- Unquestionable integrity
- Exceptional leadership skills
- Role model for students, parents, faculty and alumni
- Open-minded, collaborative and inclusive
- Demonstrated strength in financial and operational management
- Fundraising acumen and enthusiasm
- Relationship building skills across all constituents – students, parents, faculty, staff and alumni
- Advocate for the liberal arts

TO APPLY

Interested and qualified candidates should submit electronically in one e-mail and as separate documents the following materials:

- Cover letter expressing interest in The Blake School Head of School position
- Current résumé
- Statement of educational philosophy and practice
- List of five references with name, phone number, and email address of each to:

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