



#### **OVERVIEW**

Since 1950, **Howard School** has dedicated itself to fostering the growth, skill development, and achievements of students who possess different learning styles. Howard acknowledges and celebrates each learner's passions and strengths while also addressing their learning differences. The school firmly believes that labels should not define or limit learners. Through this commitment, students rediscover the joy of learning. The enthusiasm and warmth of this dedicated focus and important endeavor are palpable the moment one sets foot on the Howard campus, making it evident why educators are drawn to the school and energized by the transformative work at The Howard School.

The Howard School is a K-12 institution in the city of Atlanta specializing in educating children with language-based learning differences such as dyslexia, dysgraphia, and dyscalculia. In addition to languagebased learning differences, Howard School students also may have ADHD and/or executive function weaknesses. It's no surprise that the school attracts students from over 70 different zip codes to its modern campus located in one of Atlanta's trendiest neighborhoods. Similar to the city of Atlanta itself, the campus is abundant with resources that form the core of a robust academic curriculum that utilizes state-ofthe-art assistive technology to enhance the student experience. In the upper school, a team of interdisciplinary specialists guides approximately 100 students in grades 9-12. Faculty deliver instruction within small class settings, offering layered support at every level to create tailored plans and programs for each student's needs.

The Howard School is currently searching for the next High School Principal who will champion the school's history, revitalize the High School curriculum, tap into the city's rich resources, and expand the High School's influence and reputation. The future High School Principal at The Howard School does not need to possess expertise or experience exclusively from a



similar setting—there are few schools in the country as proficient at this work as The Howard School. However, one will quickly discover that effective leadership at The Howard School demands curiosity, adaptability, empathy, and a deep understanding of the power of listening. Students eagerly engage with community members, seeking answers to their questions, and educators excel at addressing needs with research-based solutions. The unique, authentic connections formed through these partnerships constitute the soul that defines and sustains The Howard School.

In Howard's commitment to serving its unique community of learners, the school is dedicated to exploring the next-best ways to support students. The next High School Principal will collaborate with a growth-minded team to investigate innovative assistive tools and technologies that can unlock new learning models. This Principal will also recognize that the region is rich with top-flight universities and world-leading organizations ripe for student and community partnerships, and will think entrepreneurially to build relationships between The Howard School and Atlanta to continue sharing the magic of the transformative work being done in this special school.

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#### **MISSION**

The Howard School empowers students with language-based learning differences by addressing individual needs and leveraging strengths to develop a lifelong understanding of and advocacy for their own learning process.

## BELIEFS GUIDING HOWARD SCHOOL'S DESIRED RESULTS FOR STUDENTS

- Dignity, common decency and respect are the cornerstones of a rich, healthy living and learning environment.
- Intelligence can be nurtured and developed: it is not fixed or immutable.
- Understanding one's process of learning is as important as the knowledge itself.
- Students learn best when they have intimate knowledge of their own learning profile.
- Students' intrinsic motivation to learn is realized when the feel emotionally safe to take academic risks and are encouraged to question, and explore.
- Children acquire knowledge and express their understanding of that knowledge in many ways.
- Learning is a collaborative endeavor built upon trust, respect and communication among student, family, school and community.

## HOPES AND DREAMS FOR HOWARD SCHOOL STUDENTS

- Students will know who they are as learners and their own underlying learning processes.
- Students will reflect on and assess the quality of their own learning, and will advocate for what they need to learn best.
- Students will capitalize on their strengths, and will identify and use tools and strategies in such a way that barriers to learning are diminished.
- Students will demonstrate that they are learning the curriculum content and basic skills that support the big ideas and essential questions in the curriculum.
- Students will express themselves in a variety of ways, including through the arts and movement.
- To understand something "is to see it in its relations to other things" (John Dewey). Students will know how to use their knowledge and skills to solve new problems and to think critically about their world.
- Students will extend the reach of their learning with technology, using it independently to research, author, and communicate their ideas.
- Students will understand and act upon their responsibility to the communities in which they live.



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## THE HIGH SCHOOL PROGRAM: Team Approach, 21st Century Learning, Fostering Independence

At first glance, Howard's High School looks like any other—full of teens doing typical academic work, enjoying typical extracurricular activities. From sports to yearbook to prom, students have the same opportunities at The Howard School that are available at many high schools. But look closely and you'll see that Howard students are enjoying their very "normal" high school experience in a distinctly specialized program.

The Howard School's High School classes are small generally 8 to 10 students—and include highly differentiated instruction from master teachers, who are not only fully fluent in their subject matter, but also knowledgeable about how the brain works, and expert at teaching students with learning disabilities. In every classroom, in every subject, these skilled educators use the latest research-based techniques to help students gain knowledge, including experiential, interactive learning.

#### **Team Approach**

As always, at The Howard School, each student is surrounded by a team that includes lead and support teachers, literacy and math specialists, a school counselor, school psychologist, speech-language pathologists, assistive technology specialist, college and next-steps counselor and an instructional technology specialist. Many of these specialists "push-in" to the classroom in contrast to students being "pulled out" of a classroom for extra support. In addition, students are encouraged to use technology to assist with their presentation, reading and writing skills.

#### 21st Century Learning

Howard School educators not only teach core content in math, science, English, history, and foreign languages but also help students understand themselves as learners, assisting them in discovering and actively utilizing the techniques and strategies that work best for them. Teachers at The Howard School focus on teaching students what are often called '21st-century skills'—critical thinking, problem-solving, communication, and collaboration—while incorporating the latest software and technological applications that will serve them throughout their lifetimes. To that end, The Howard School deliberately organizes classwork to promote team building, leadership, and presentation skills.

#### **Fostering Independence**

The Howard School recognizes and embraces a learner's ability and strengths, while also addressing the academic disabilities and weaknesses. Though educational diagnoses and learning profiles are essential to understanding each student, learners are not defined nor limited by those diagnosis or labels. Students gain a strong sense of self-advocacy and selfawareness for their own learning profiles, and thrive in a community that recognizes true potential and respects personal need.

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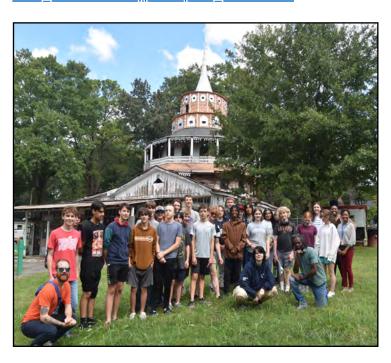


#### **EXAMPLES OF UNIQUE** PROGRAMMING AT HOWARD

#### Transformative Effects of Exercise on the Brain

There is a growing body of research that supports the idea that students need exercise to perform well in school, and teachers have known this fact intuitively for much longer. With generous access to outdoor learning spaces, indoor collaborative/movement spaces, daily PE classes, and a no-cut athletic program, The Howard School has been committed to supporting student exercise and movement throughout its history. The Spark Program is an illustration of this commitment to the mind-body connection. The Spark Program is based on research by Harvard educator and psychiatrist John Ratey. His research proves that exercise helps young developing minds learn better. Learn more about Spark here: https:// www.howardschool.org/apps/pages/index.jsp?

uREC ID=1890286&type=d&pREC ID=2037882



#### Student-Led Conferences

One of the hallmarks of The Howard School is the student-led conference designed to share student progress, and empowers students to articulate their academic strengths as well as their areas of weakness. Held twice per year for High School, each conference lasts one hour or more and often includes parents, teachers, principal, school psychologist, school counselor, math specialist, speech-language pathologist, assistive technology director and a literacy specialist. The conferences are student-led to the degree that is developmentally appropriate, and reflect the belief that understanding one's process of learning is as important as the knowledge itself. Read more about the purpose of this program here: https://www.howardschool.org/apps/ pages/index.jsp? uREC\_ID=1889886&type=d&pREC\_ID=2037564

#### **Instructional and Assistive Technology**

The Howard School community embraces technology. The school believes that technology is a vital tool in the educational process, and that students must be comfortable with all forms of new technology to stay competitive in today's world. Teachers work with Instructional Technology and Assistive Technology staff to introduce new technology to the students at the correct age and skill level. It is important to understand the needs of students and to introduce technology that will enrich the learning environments. Technology opens up new channels for learners, who tend to connect more and achieve more when they have multiple ways to access information as well as multiple ways to display their knowledge. Read about some of the classroom tools and approaches the team at Howard has incorporated in the program: https:// www.howardschool.org/apps/pages/index.jsp? uREC\_ID=1889739&type=d&pREC\_ID=2037509

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### RESPONSIBILITIES FOR THE NEXT HIGH SCHOOL PRINCIPAL

- Develop, implement and revitalize a curriculum that prepares students for college or their Next Steps
- Infuse the curricular offerings with a robust internship program with clear learning objectives and alignment with student Next Steps
- Build upon the strong technology, STEAM, and arts initiatives in place at the school to further strengthen and develop those programs
- Establish clear communication and partnerships with the parent community
- Create and optimize high school schedules
- Recruit, supervise and support professional development of teachers in the Division

### **OPPORTUNITIES AND CHALLENGES**

Due to the good, forward-thinking work that has been done at The Howard School in recent years, the school's reputation and research have stretched across the United States and have been highlighted internationally. The next High School Principal will model a growth mindset and participate in continuing this good work.

As the school continues to consider "what's next," the High School Principal should be committed to curiously considering and open to new assistive technologies that would be appropriate for Howard School learners.

The upper school faculty and staff are composed of expert educators, and the upper school facility is rich in resources. The next High School Principal will be a collaborative connector who can lean on the experience and knowledge of the team while also thinking creatively about unlocking the full potential of the recently constructed upper school.

The High School Principal will understand that identifying and hiring talented educators is a challenge, particularly at The Howard School, where top educators carry a unique, special toolbox. He or she will be active in outreach to attract teachers to the wonderful community and collaborative team.

The Howard School is located in one of the most vibrant neighborhoods in downtown Atlanta. The next High School Principal will capitalize on the school's positioning and proximity to the vast resources of Atlanta to expand the program, student opportunities, and the reputation of The Howard School beyond the campus, throughout Atlanta, the state of Georgia, the Southeast, and the country.

While the next High School Principal does not need experience in a community like The Howard School, it is essential that the Principal understands the students and families that the school serves and is adaptable, empathetic, and intentional in nurturing students and building relationships with all constituents.

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## LEADERSHIP ATTRIBUTES AND PERSONAL QUALITIES OF THE NEXT HIGH SCHOOL PRINCIPAL

A supportive and empathetic educator who understands that each Howard student learns differently and is not labeled nor defined by their educational diagnosis.

A nimble educator who is able to adapt, and accommodate various circumstances as they arise.

An expert collaborator, the next High School Principal will recognize the expertise within the team and work with the faculty and staff to identify the most appropriate research and experience-based path forward.

A listener with a learner mindset who is curious about best practices for serving the Howard community.

The next High School Principal will be a talented team builder who can lead retention efforts and attract new members to this wonderful community and faculty. He or she will empower the team while setting standards and holding them accountable.

A spirited champion of students who will be visible at events and foster community support. An empathic leader who takes the time to work with students, the team, and families to decipher the "why" behind a student's decision-making and work toward appropriate, restorative outcomes.

An energetic entrepreneur who can build partnerships beyond the Howard campus, extend opportunities for students into resource-rich Atlanta, and help students build options and pathways for what might come after Howard.

Top candidates for the High School Principal position will possess the following personal qualities:

Humility Flexibility **Empathy** Fearlessness Kindness Adaptability Courage Innovation Calmness Energy

It will be essential that the next High School Principal has noteworthy teaching and leadership experience, but previous experience in a school like Howard, focused on supporting students who learn differently, is not required.





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#### **APPLICATION PROCESS**

Candidates interested in applying to be the next High School Principal at The Howard School may apply online at: h[ps://rg175.com/candidate/signup

The application includes:

- Letter of Interest that addresses: Why Howard and why now?
- Resume
- Personal Statement/Education Philosophy
- List of Five References with contact information (References will not be contacted without prior notice)

The deadline for receipt of full application materials: November 24th, 2023.

If you have any questions about the search, please contact the consultants from Resource Group 175 who are supporting the search: Adam Peichart adam.peichert@rg175.com or John Farber jfarber@rg175.com

Thank you for your interest in The Howard School. We look forward to hearing more about your interest in this rare opportunity for an outstanding educator.

The Howard School maintains a strict policy of nondiscrimination in regard to employment. All aspects of employment at Howard are governed on the basis of competence, merit, and qualifications, and will not be influenced in any manner by race, color, religion, sex, age, national origin, ancestry, veteran's status, disability, or any other classes referred in applicable state and federal laws.

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