



Assistant Head for Program and Innovation

The Berkeley Carroll School seeks nominations and applications for the position of Assistant Head of School for Program and Innovation (AHOs).

MISSION

A passion for learning is at the heart of Berkeley Carroll. Our school is an intellectual, creative, and equitable community where devoted teachers challenge and engage talented students. Our demanding curriculum and vibrant civic life prepare our diverse graduates for success in college and for the greater endeavor—a life of critical, ethical, and global thinking.

ABOUT THE BERKELEY CARROLL SCHOOL

Berkeley Carroll is a vibrant, independent, coeducational day school serving almost 1,000 students in Prekindergarten through 12th grade. Centrally located in Park Slope, Brooklyn, Berkeley Carroll brings together students from 60 zip codes in all parts of New York City as well as New Jersey. Throughout its evolution from the original Berkeley Institute, founded in the late 19th century, to the present, the school has been committed to providing a rigorous [college preparatory program](#) and a hands-on approach to education that focuses on critical, ethical, and global thinking.

Berkeley Carroll is accredited by the New York State Association of Independent Schools (NYSAIS).

In the current academic year, Berkeley Carroll enrolls 993 students: 373 in Lower School, 298 in Middle School, and 322 in Upper School. Thirty-eight percent of students identify as students of color. With a 6:1 student-to-teacher ratio, students enjoy close relationships with faculty, eighty-three percent of whom hold advanced degrees. Fifty-three percent of senior administrators identify as people of color, as do twenty-six percent of faculty in the Lower School, thirty-one percent of faculty in the Middle School, and thirty-four percent of faculty in the Upper School.

This year, Berkeley Carroll has awarded \$8.6 million in financial aid, as well as an additional \$200,000 in emergency financial aid and \$290,000 in ancillary financial aid, which supports school-related activities and items not covered by tuition.

ACADEMIC PROGRAM

Because of Berkeley Carroll's unique history—emerging as the fusion of the prestigious and traditional Berkeley Institute, founded in 1883, and the innovative, progressive Carroll Street School, founded in 1966—the school has developed a dynamic approach to academics that incorporates the best features of progressive and traditional models.

Berkeley Carroll offers students a stimulating and rigorous program in the liberal arts and sciences, the creative arts, and physical education. Teachers create learning experiences that foster intellectual curiosity and rigorous problem solving grounded in disciplined creative inquiry. Students develop their individual voices through independent thought, open discussion, respectful dissent, and the pursuit of new challenges.

Berkeley Carroll's dynamic educational environment is sustained by a passion for learning where the relationship between student and teacher is paramount. An emphasis on respect and caring both for individuals and for the community makes BC's diverse, inclusive learning environment an extraordinarily strong one.

LOWER SCHOOL:

At Berkeley Carroll, [Lower School](#) students enjoy exploring multiple approaches to solving problems. Their teachers are expert guides who help them navigate the landscape of elementary learning. Berkeley Carroll students are not simply taught facts, algorithms, and vocabulary. Rather, they are given the tools to build understanding via inquiry and analysis, which expands over the course of their time in Lower School.

Project work is an important part of the curriculum at all grade levels, and teachers from all disciplines collaborate to plan learning experiences for the students. Students have access to specials including science, art, aquatics, music, PE, dance, information technology and [STEAM](#). Spanish is explored in all Lower School classrooms.

MIDDLE SCHOOL:

The four years that span Berkeley Carroll's [Middle School](#) are a remarkable time for adolescents. From fifth through eighth grades—day to day, month to month and year to year—so much happens developmentally and intellectually. It is a time of both rapid changes and careful consolidation of skills, interests, friendships—all connected to an evolving sense of how to find one's individual way within a community. Berkeley Carroll's Middle School faculty work alongside students every step of the way; they offer encouragement, support, and challenges that are based on knowing every child under their care. Faculty support diversity and individuality while fostering a commitment to community. To be a member of the Middle School means learning to have both an "I" and a "we" voice, respecting what is best and unique about oneself while learning to respectfully engage with and consider the needs of others.

UPPER SCHOOL:

The Berkeley Carroll [Upper School](#) is a dynamic, academically challenging, college preparatory environment that provides students with an education designed to anticipate and meet the demands of the 21st century.

Classes are taught in a discussion-based seminar format to foster critical thinking and robust discussion, while also ensuring students' mastery of core academic knowledge and skills. Many courses forge thematic, interdisciplinary connections between programs. At the same time, the program is structured to allow students to pursue their academic interests in depth. Berkeley Carroll succeeds in offering a rigorous curriculum that allows each student to pursue their disciplinary interests as far as their interest and skill level allow them to go. Berkeley Carroll's students distinguish themselves through unique programs like Science Research and Design and Senior Scholars, and they engage in a wide variety of elective offerings from 10th through 12th grade. The expansive and challenging Upper School curriculum provides students with breadth, depth, flexibility, via a combination of choice and common grade experiences.

LEADERSHIP

After a three-decade career in education, [Dr. Lisa Yvette Waller](#) became the Head of School of Berkeley Carroll in July 2019. Dr. Waller began her teaching career at Milton Academy before pursuing her PhD in history at Duke University, where she concentrated on social movements in the United States during the 20th century. Called back to the classroom while completing her degree, Dr. Waller joined the Dalton School as a high school history teacher and advisor, later becoming Associate Director of Admissions, Director of the High School, and Assistant Head of School for Progressive and Inclusive Practice.

Dr. Waller is on the Board of several organizations including the New York State Association of Independent Schools (NYSAIS), the Guild of Independent Schools of New York City, Oberlin College, and the GO Project. She is also a member of the NYSAIS Commission on Accreditation and the Board of Visitors of Duke University's Graduate School of Arts and Sciences. Additionally, Dr. Waller has been a featured presenter at events sponsored by the Ford Foundation, the National Association of Independent Schools, and the New America Foundation, among other organizations.

DIVERSITY, EQUITY, AND INCLUSION

The Berkeley Carroll community believes that the robust and dynamic learning community described in their [school mission](#) requires being an equitable and inclusive environment that embraces a wide array of identities, perspectives, experiences, life stories, and realities. The school's diversity, equity and inclusion (DEI) work supports the goal of providing opportunities for all community members to have what is required to be successful in an environment where they feel that they can be their authentic selves. This is understood to be an essential component of socio-emotional well-being and academic success.

To be more actively anti-racist and to affirm the experiences of those who are marginalized in their community and in our society, Berkeley Carroll has committed to initiatives across all areas of the school and with all constituencies. Educators, students, and families work to disrupt racism, sexism, homophobia, transphobia and other forms of bias and discrimination in the school while responding effectively when incidents of bias arise. In all areas, they strive for constant growth and improvement.

In a [2020 address to students](#) regarding the history and impact of race and racism in the United States, Head of School Dr. Lisa Yvette Waller said: "We are navigating a really important historical moment in the face of unprecedented challenges. Berkeley Carroll sits squarely in this moment and is charged to do more, and do better, combating racism and other forms of oppression wherever we find them.

Diversity Mission Statement

- We endeavor to create an inclusive and equitable learning community that honors our shared humanity and the dignity of all.
- We affirm our commitment to diversity, equity, and inclusion (DEI) work and our deeply held belief that our school should reflect a broad array of identities, perspectives, and lived experiences.
- We teach, learn, and implement anti-bias and anti-racist practices and tackle the challenges that arise as we engage with each other in connection to this work in community.
- We believe that these essential elements and practices make for a robust and dynamic institution in which everyone has a sense of belonging and where students can develop into respectful, responsible, and impactful global citizens.

LIVING AND LEARNING IN BROOKLYN

Berkeley Carroll is centrally located in Park Slope, a thriving neighborhood in northwest Brooklyn, New York City. Pedestrian-friendly Park Slope features historic buildings, charming cafés, green space, access to public transportation, as well as proximity to [Prospect Park](#), [the Brooklyn Academy of Music](#), [the Brooklyn Botanic Garden](#), [the Brooklyn Museum](#), and [the Brooklyn Conservatory of Music](#); all contribute to the culture of the neighborhood and draw locals and tourists alike.

Faculty and staff reside in all five boroughs as well as Connecticut and New Jersey, allowing for city or suburban living and an easy commute via public transportation.

THE ROLE OF ASSISTANT HEAD OF SCHOOL FOR PROGRAM AND INNOVATION

The Assistant Head of School for Program and Innovation will report to and partner with Head of School, [Dr. Lisa Yvette Waller](#). As a member of the senior administrative team, the AHoS will strategically work with and guide members of the community including the board, leadership, faculty, and staff in matters pertaining to academic excellence and innovation. In addition, they will engage in regular collaboration with the senior administrative team toward alignment of mission, values, and resources. As the Head of School reworks her cabinet and reporting lines, the AHoS will be asked to manage a number of cross-divisional faculty and staff.

Priorities for the role include:

- Partnering with internal and external experts to advance innovation and excellence in teaching and learning;
- Partnering with school leaders to help attract, develop, and retain a diverse faculty and staff;
- Coordinating PK-12 “Innovation and Excellence” Discipline/Program Reviews designed to promote excellence, innovation, and a multidivisional vision in areas such as Math, STEAM, Spanish, and Community Action;

- Fostering professional development programs to expand faculty capacity in various areas of curriculum and pedagogy;
- Sustaining and creating additional opportunities for connection between the School's three Divisions;
- Collaborating with the Head of School and Chief Financial Officer to re-imagine and implement evaluation process for non-teaching staff;
- Engaging in regular collaboration with the Head of School, Chief Financial Officer, Division Directors and Director of the Office of Equity and Inclusion to ensure alignment of the School's mission, values, and resources;
- Engaging in regular collaboration with the Head of School, Division Directors and Director of the Office of Equity and Inclusion to communicate about and respond to incidents within the community;
- Collaborating with the Senior Administrative Team, including Divisional Directors and Assistant Directors, to envision and implement innovative new academic and social emotional programs for 4th and 5th grade students and contribute to optimal build-out of a new physical space;
- Partnering with members of the school community including the Board, Head of School, Administrative Team, Faculty, and Staff in matters pertaining to diversity, equity, and inclusion;
- Overseeing NYSAIS accreditation processes (10 year process to begin spring/summer 2025); and,
- Participating in Development and Admissions events in collaboration with Department Directors and Head of School.

DESIRED QUALIFICATIONS AND CHARACTERISTICS

Berkeley Carroll's next Assistant Head of School for Program and Innovation will be a strategic and forward-thinking leader able to develop and implement effective strategies consistent with the School's mission as an intellectual, creative, and equitable community. The successful candidate will have significant experience in educational leadership and program alignment, as well as a demonstrated track record of advancing justice, equity, diversity, and inclusion within an organization. They will be eager to engage with others as a patient and relational collaborator and possess excellent communication and listening skills. In addition, the preferred candidate will:

- Possess an institutional outlook, able to balance the needs of individuals with the needs of the organization;
- Bring a systems perspective, with the ability to connect through lines in curriculum and programming between the three divisions;
- Respond to events happening in either School or society in a deliberate, measured, and responsive way;
- Consider themselves to be a continuous learner, and embrace the opportunity to position themselves within the work of the School community in an expansive way;
- Empathize with all constituencies, but also be able to obtain buy-in for future initiatives and effectively managing change;
- Be nimble and flexible, with the ability to pivot in the moment; and,
- Have a solid foundation in anti-racist, anti-bias, and justice, equity, diversity, and inclusion work and a commitment to collaborative leadership.

APPLICATION PROCESS

The search committee for The Berkeley Carroll School Assistant Head of School will begin accepting nominations and reviewing applications immediately. Requested application materials include a letter of interest and résumé; these materials should be sent to the following address:

BCAHoS@storbecksearch.com

For more information about The Berkeley Carroll School, please visit <https://www.berkeleycarroll.org>.

The Berkeley Carroll School is being assisted in this search by [Storbeck Search](#). For additional information, please contact:



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It is Berkeley Carroll's policy to provide equal employment opportunities to all applicants for employment, consistent with federal, state and local laws. Accordingly, all applicants for employment are to be treated without regard to race, color, religion, sex, age, national origin or citizenship status, qualified handicap, sexual orientation, marital or veteran's status or inconsequential handicaps.

This policy pertains to every aspect of an individual's relationship with the School, including but not limited to, recruitment, selection, compensation, benefits, training, promotion, transfer, discipline, or termination.