



**The
Overlake School**
EST. 1967

Director of Teaching and Learning

The Overlake School welcomes nominations and applications for an innovative curricular leader to serve as its next Director of Teaching and Learning effective July 1, 2022.

Founded in 1967 by Charles Clarke, The Overlake School is an independent, nonsectarian, coeducational, college prep day school located in Redmond, Washington. Overlake is the one of the older independent coeducational college preparatory schools in the Seattle area. Founded as a school that embraces the values of the community of which it is a part, Overlake is focused on bringing the very best educational experience and a counterbalance to many of the outdated educational ideas and structures in a setting that inspires all members of the community.

From its modest roots in the small basement of a local YMCA to the beautiful 73-acre hilltop campus of today, the physical resources of the school have changed greatly. But what has remained consistent throughout its history is a commitment to the values of the school. These values challenge us to provide Overlake students the tools to be successful academically in college and to help them develop the skills they need to be productive, engaged members of the communities they join later in life. Overlake graduates are entrepreneurs, writers, programmers, doctors, lawyers, aid workers, financiers, and scholars to name a few. The common theme when you talk to an Overlake graduate is that they received not only the skills to be successful in life, however they might define it, but that they have the social and emotional resources to live well, to build strong relationships, and to be engaged in communities that provide meaning in their lives.

Consistently at capacity with a strong waitlist each year, Overlake enrolls more than 500 students in grades 5-12. Fifty-seven percent of Overlake families identify as people of color.

OVERLAKE'S MISSION

Each Overlake community member is committed to the school's mission to Inspire excellence, Develop intellectual curiosity, Teach responsibility, Embrace diversity and Foster a compassionate community.

THE OVERLAKE CURRICULUM

Challenging, exacting, both wide-ranging and in-depth, Overlake's balanced college prep curriculum teaches students the skills and knowledge to succeed at colleges and universities and as active members of a global society.

MIDDLE SCHOOL

At Overlake, the four years of middle school are viewed as a journey. Growth and change, which can be challenging in the best circumstances, are an everyday part of life for adolescents. The way they process information is changing, the way they relate to others is changing, and their perceptions of themselves as individuals is under constant review. Middle School at Overlake is about learning all of the core content and skills that come with studying a variety of academic subjects in a rigorous environment. It's also about learning how to live in community, how to interact within a diverse social group, how to be a strong student, and how to have a secure sense of self in a fast-paced and increasingly dynamic world.



UPPER SCHOOL

Upper School students prepare for college through a vigorous and exacting academic program. Classes are small and supportive, and students build positive relationships with caring adults.

AP Courses – Beginning in the sophomore year, students who seek a greater level of academic challenge in Overlake's already rigorous course of studies may choose from a wide variety of AP courses that are offered in most disciplines. Advanced Placement courses are college level courses which usually adhere to a national standardized curriculum. These courses give students an opportunity to pursue their passion for a particular subject by taking a demanding, in-depth course that will provide both accelerated learning and an opportunity for college admissions officers to see that they have taken the most rigorous classes offered at Overlake.

Honors Courses – Honors courses are available to qualified students who wish to pursue an advanced course of study in a given subject area. Honors courses differ from AP courses in that these are courses developed by Overlake teachers and do not adhere to a national curriculum.

Independent Study – An independent study course may be offered to juniors and seniors only who wish to work beyond the requirements to pursue a topic that is not offered in the curriculum.

Experiential Education – One aspect of an Overlake education is the ability to step outside the familiar, immerse in the unknown, and learn by doing. Students' educational experiences take on all shapes, from exploring the wilderness during one of many [Outdoor Education](#) trips, to partnering with local nonprofit organizations through the [Service Learning](#) program, to diverse [Project Week](#) experiences ranging from supporting one of Overlake's sister schools in Cambodia to exploring the Seattle coffee culture. Each of these purposeful opportunities deepens Overlake's commitment to continual and meaningful education at Overlake.

Signature Programs – In an effort to enhance the academic experience, Overlake offers several additional signature programs including a Distinguished Lecturer series and a Writers Symposium.

Project Week – This is a week (sometimes two) of co-curricular education set aside during the regular school year. It is a time when the Overlake community recognizes the fact that education does not take place only in the classroom. Each year there are approximately 40 projects offering a wide variety of activities in the arts, sciences, service, and outdoors.

Senior Projects – The **Senior Project** provides an opportunity for the kind of experiential learning that is so valuable to the total Overlake School experience. For three weeks during the month of May, seniors are involved in an off-campus field of study/experience. This independent project is intended to add depth to the students' senior year; it is a challenging, self-directed, and self-disciplined enterprise that allows students to make decisions and be responsible representatives of The Overlake School in the wider community.

THE STUDENT EXPERIENCE

ARTS

The Arts are a vibrant and active part of the culture at Overlake. The curriculum is designed to inspire lifelong involvement in and appreciation for the arts by providing students with a broad spectrum of classroom and performance opportunities, including drama, stagecraft/technical theater, vocal and



instrumental music, traditional and experimental two- and three-dimensional visual arts courses, digital art making, and design classes. Outside of the classroom, Overlake students participate in the biannual all-school musical, and many perform at community and professional arts venues throughout King County. The arts program helps students build skills in communication, creative thinking, leadership, team building, and self-expression that reach far beyond the stage.

COLLEGE COUNSELING

Overlake is committed to helping students and their parents make informed decisions about college planning and college selection. Beginning in 9th grade with a focus on academic planning at Overlake and for college, Overlake's College Counseling program is comprehensive, providing individual counseling with students and their parents as well as a wide variety of group programs to educate them about college entrance exams, college options, resources, and admission procedures. The goal is to prepare students to make informed decisions regarding colleges that provide a good match to their own

interests and needs, recognizing that there will be more than one “right” college for each student. This college counseling work is critical for Overlake families, many of whom have never participated in the college placement process.

DIVERSITY, EQUITY, INCLUSION, AND CULTURAL COMPETENCE

The Overlake School community is committed to being inclusive of all of its members while preparing students to effectively and productively participate in a global and multicultural world. The curriculum and community honor a variety of traditions, value a diversity of cultures, and respect the contributions of all people.

At Overlake, people challenge one another to examine the dynamics of diversity from a global/multicultural perspective so that they can become responsible citizens dedicated to social justice and service learning. They strive to provide a safe place for students and faculty to step out of their comfort zones and discuss issues of race, ethnicity, gender, religion, socio-economic status, sexual orientation, learning style, and disability. By exploring the dynamics of our diverse world and nation, Overlake believes their students will be responsible citizens long after leaving Overlake.

DEFINING OVERLAKE’S COMMITMENTS

Overlake believes that enhancing diversity, equity, and inclusion within the school community is a journey of both moral and educational importance, and a learning and growth experience for the whole community. They recognize that the richness inherent in an educational culture is comprised not only of the curriculum and pedagogy, but also in relationships between students, families, teachers, and staff. As a community, they share a sense of purpose, form common goals, and learn together. They recognize their responsibility to society at large and seek to prepare students to be engaged citizens and humble leaders of the world. To this end, they are actively building a school that fosters a sense of belonging for everyone, furthers an understanding of common humanity, and represents the community and the world in which they live.



THE EDUCATIONAL VALUE OF DIVERSITY

The Overlake School’s commitment to diversity is grounded in the goal of preparing students to become responsible, active participants in our increasingly global world. By successfully building a global, multicultural community, they will establish the following:

- An environment that instills the self-confidence to enable individuals to develop and express their own opinions and the respect to willingly listen and learn from perspectives other than their own.
- Relationships strengthened by a collective experience in which differences are resolved through engagement, discussion, and mutual understanding.

- An appreciation for the richness and complexity that exists in individuals, social groups, and the broader community.
- The freedom to make personal choices and the ability to reflect on the implications these choices may have on ourselves and those around us.
- The ability for Overlake students to investigate new ideas, challenge old stereotypes, and establish their own unique identities and value systems.

FINANCIAL SNAPSHOT

Total Endowment	\$31 million
Tuition	\$38,241
Tuition Assistance	11 percent of students
Tuition Assistance Awarded	\$1.8 million

THE OVERLAKE CAMPUS

The Overlake campus has been called "a green island of forest, pasture, and wetland," a rural oasis in the busy Eastside. It is located on 73 acres of natural growth in Redmond, Washington, home of Microsoft. Once a ranch, the campus combines a rural, reflective setting with access to neighboring high tech-resources.

Tall firs, white fences, converted farm buildings, and state-of-the-art math, science, technology, and arts facilities combine to create Overlake's unique environment. The campus, constructed in the last twenty years, is designed to complement the physical environment, blending in well with the green space. The campus setting encourages an equivalent personal growth in the students as they live and learn in this beautiful, peaceful environment.



SCHOOL LEADERSHIP

Overlake's leadership team is led by Head of School, Matthew Horvat, who partners with an active and engaged [Board of Trustees](#). Overlake's senior leadership team consists of Middle and Upper School Heads, a Business Manager, the Assistant Upper School Head, and Directors of Development; Diversity, Equity, and Inclusion; Marketing and Communications; Admission and Financial Aid; and Technology.

STRATEGIC PLAN

The Overlake School is embarking on its next strategic plan. [Coming Together](#) represents Overlake's pathway forward for the next three to five years and focuses attention on four specific pillars of work: Well-Being, Attract & Retain, Diversity, Equity, & Inclusion, and Institutional Identity.

This journey will allow the school to harness insights recently learned through teaching during a global pandemic and use that information to drive real change for the better of the community.



THE ROLE OF THE DIRECTOR OF TEACHING AND LEARNING

The Director of Teaching & Learning is responsible for overseeing the school-wide curriculum and instructional practices for grades 5-12. The Director of Teaching and Learning ensures that the academic program is reflective of Overlake's mission, values, and strategic plan. This position is a member of the administrative team and reports to the Head of School.

The Director of Teaching and Learning serves as the visionary of Overlake's academic program, coordinating departments and divisions to ensure that the program has a consistent, well-articulated, and lived scope and sequence. These efforts take place through close collaboration with the division heads, department chairs, instructional coaches, faculty, and students. This position also supervises the work of the school's instructional coaches and library team.

OPPORTUNITIES FOR THE DIRECTOR OF TEACHING AND LEARNING

Overlake is currently prioritizing adapting and delivering high-quality academic experiences amidst the challenges of COVID-19. Additional ongoing initiatives within the school include:

- Integrating instructional coaching and research-based professional learning opportunities;
- Developing structures for the assessment, imagination, and publishing of school-wide curricula, designing schedules that are consistent with the school's culture and values, and reviewing and revising policies around assessment, homework, and grading in partnership with the division heads;

- Leading and supporting Department Chairs and Faculty to align curriculum and learning objectives;
- Taking advantage of opportunities in the academic program to further Overlake's commitment to diversity, technology, experiential education, and social and emotional learning;
- Supporting faculty in developing meaningful, mission-appropriate curricular content through collaborative and well-structured processes;
- Promoting a culture of ongoing learning by leading an intentional professional development program, including establishing school-wide, division-specific, departmental, and individual learning and instructional goals;
- Being the visionary of the academic program that may result in significant changes to curricular offerings, graduation requirements, daily schedule, and annual calendar to best support engaged learning and Overlake's vision of a portrait of a graduate;
- Leading curricular design to support the recently launched [Strategic Plan](#), with particular focus on reviewing, evaluating, and designing curricula and instruction with intentional emphasis on equity, inclusion, and cultural competency, with cultural competency skill development as a core academic expectation; and
- Supporting instructional coaches, library staff, faculty, and department chairs in identifying professional development opportunities in support of the academic program.

This position also serves as both the chief visionary of the program and the driver of professional learning, which all takes place at a faculty-wide level, within departments, and with teachers. The visionary component of this role enables this leader to establish short and long-term goals for the academic program's ongoing evolution. In particular, such efforts include partnering on the thoughtful integration of technology, the growth and development of cultural competency practices for faculty, staff, and students, and an ongoing commitment to experiential education.

DESIRED QUALITIES AND ATTRIBUTES

The Director of Teaching and Learning will be a thoughtful and motivated teacher-leader with excellent collaboration and listening skills. The Director will:

- Stay abreast of educational trends and research in best practices in curriculum and pedagogy;
- Manage the school's professional development budget; and
- Model collaboration by working in close partnership with the faculty and department chairs, instructional coaches, and leadership team to run a cohesive 5-12 program.

Additionally, the Director of Teaching and Learning will bring many of the following experiences and attributes:

- A record of working with varied pedagogical approaches;
- An understanding of Program and Professional Learning Leadership in a K12 setting;
- Experience in leading DEI and anti-racist work;
- An awareness of cultural competency and an ability to navigate a diverse environment;
- Strong technology, administrative, management, and leadership skills;
- Strong organizational, communication, and interpersonal skills;
- A track record of success with inspiring educators, building collaborative relationships, and leading new initiatives;
- Instructional design experience at the middle and upper school levels;

- A good understanding of the complexity of pursuing change within a school setting; and
- An educational philosophy that aligns with Overlake’s mission.

APPLICATION PROCESS

The search committee for Overlake’s Director of Teaching and Learning position will begin accepting nominations and reviewing applications immediately. Requested application materials include a letter of interest, curriculum vitae, and professional reference list. References will not be called without explicit permission. Although applications will be welcomed until a new Director is selected, for best consideration, all candidates should submit materials by December 10, 2021 to overlakedirector@storbecksearch.com.

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



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