



THE BOYS SCHOOL OF DENVER

Seeking a Head of School for 2018-19 Forward

Transition for position could start in May 2018 for training and overlap

Position Officially Starts: June 7, 2018

An Overview of Who We Are:

GALS Denver/The Boys School of Denver empowers girls and boys to succeed academically, lead confidently, live boldly, and thrive physically.

VISION: The Girls Athletic Leadership Schools (GALS), which includes The Boys School of Denver (BOYS), envisions a world where all young women and men, regardless of their background, are given access to a personalized and holistic education that provides them the opportunity to access the skills, knowledge, and self-determination to succeed in college and to develop as leaders in their communities and the world.

MISSION: GALS/BOYS provides a college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every young woman and man to become a powerful advocate for themselves and leaders of their communities.

GALS Denver is the flagship organization of GALS, Inc., and a 501c3 nonprofit in Denver, Colorado. We are a multi-site charter school operator with three schools: GALS Middle School (girls 6-8), GALS High School (girls 9-12), and The Boys School of Denver (opened Fall of 2017 with boys in 6th, 2018-19 will have 6th and 7th grade, 2019-20 will be at full build out; 6th -8th).

Our culture is that of joy, voice, mindfulness, expression, and growth.

The Model: Curriculum and Pedagogy

BOYS' curriculum and pedagogy is built on the inherent capacity of young men to become lifelong learners, through creative self-expression that is grounded in mind-body development. Three core components, **Academics, Positive Gender Focus, and Movement**, come together to create a unique and powerful learning and growing environment for students, faculty and staff, and the broader community.

BOYS utilizes diverse, research-based practices in active learning and authentic assessment. Contemporary brain research clearly supports a strong connection between the brain and the body

when it comes to academic achievement. BOYS offers a distinct focus on seamless integration of academics, positive gender focus, and physical mastery in a healthy competitive environment that allows for individuals to utilize our habits of heart and mind: Power, Flexibility, Focus, and Balance. The role of movement serves two primary purposes: to optimize learning potential, and to boost students' overall physical health and wellness through positive self-image and strong self-esteem.

The role of a positive gender focus manifests in comprehensive social emotional and character development courses and intentional counseling supports that pay attention to every aspect of adolescent development in our students and their environments.

We are creating an environment where boys feel accepted for who they are, are seen and known for their strengths, and feel a sense of belonging and community. The Boys School has the same Habits of Heart and Mind as GALS; Power, Flexibility, Focus and Balance, as drivers for boys to build positive academic and social skills and habits. These intentions were the focus of much planning and many conversations we had with families, potential students, community members, and potential staff and faculty. This is what drove our work to create a culture, curriculum, and school structure that would best support these boys to feel well-held or cared for. Through this work, we found how hungry people were for an innovative model that featured common sense approaches to education: students need to move, feel like they belong, and have academic challenges that are at their instructional level. A common quote from boys at enrollment information sessions was: "Finally, a school that gets me!"

The Boys School is a standards-based school that derives all curriculum from Common Core and Colorado Academic Standards. All teachers backwards plan academic outcomes in their content, and from there, design units of study that reflect our model by incorporating movement-based pedagogy and project-based learning. Instructionally, all teachers post daily learning targets, literacy targets/mastery language, and habit targets that guide students to these outcomes over the course of the unit. Throughout each lesson, teachers utilize a variety of teaching and learning strategies to ensure that all students access the content and that teachers have sufficient opportunity to assess progress. Classrooms reflect the diverse learning needs and styles of our student body, and teachers employ differentiation strategies in texts, in tasks, and in products. As a standards-based school, students are assessed using a variety of formative and summative standards based measures including performances, quizzes, tests, unit exams, essays, projects, Socratic Seminars, and conferences with teachers. In addition, The Boys School of Denver has a fifth core curricular course called the BOYS Series, modeled after the GALS Series, which focuses on social, emotional and Relational development of boys, in addition to leadership skills and future focus. Each student spends at least an hour per day learning, reflecting and practicing critical thinking and social skills that support positive academic development as well as home and community life.

Our Community:

BOYS operates as a choice based charter school and draws students from every corner of Denver. Our diversity is a strength and driver of our school, and makes us one of the few schools in Denver with such a mixed population. In 2017-18, our 6th grade class had a total of 87 students, drawing from 31 different elementary schools, and is 37% Free and Reduced Lunch, 47% students of color, 9% English language learners and 19.5% special education.

In our first year, our attendance has been consistently above our goal of 96%. Parent involvement has been high including volunteering and attendance at Parent Education nights. Parents and students alike have expressed their gratitude for our school, many of them saying things like, "My son has never liked school, and I thought that was going to be his attitude for the rest of his life. This is the first time in his life he's ever gotten himself out of bed and told me to hurry up so he could get to school on time!" We have created an environment where boys are excited to come to school, they're happy to participate in class, and they're grateful to be able to be themselves amongst their brothers. We will continue focusing on the culture of our school, because with a solid culture comes students' ability to take academic risks, social risks, and emotional risks that will foster growth. With a strong restorative justice orientation to our school community conflicts, and a tilt toward real world learning through exploration of history, current events, practical applications, and social justice movements, we build students to hold skills that will benefit them throughout their lives. Our school motto is Ubuntu, which means, "I am because we are." This is what we try to instill in our students every day. We are stronger together, and we take care of our brothers.

A Little History:

GALS Denver was founded as the flagship school of Girls Athletic Leadership Schools. GALS Denver opened with a middle school for girls serving 6th and 7th graders in the 2010-2011 school year. We opened on the third floor of a church building and operated there for three years, remaining in very tight quarters for our growing school.

School Performance:

Since this is the first year of The Boys School, we do not have a Denver Public Schools or CO Department of Education School Performance Framework Rating.

The Boys School is the brother school to Girls Athletic Leadership Schools, whose GALS Middle School has had a consistent green rating on the DPS and CDE SPF since opening in 2010. Our founding teachers are dedicated and passionate, which you can see and feel as soon as you enter their classrooms.

Additionally, BOYS has done MAPS testing for its inaugural 6th grade class at the start of the year and in January as a measure of academic progress. From Fall to Winter, five months of the school year, our Science scores grew an average of two years, our Math scores grew an average of one and a half years, and our Language Arts scores grew an average of one year.

In addition to valuing the academic data, we continually strive for other ways to measure success of our unique program model. Since 2014, GALS has partnered with The Evaluation Center at the University of Colorado at Denver. In these surveys we measure student data in self-efficacy, which includes students' understanding of working hard and setting goals, value of education and school, and impact of movement on themselves. This Fall (2017), we took a baseline survey at BOYS, and are excited to compare that to their Spring Survey.

In our most recent report from the GALS Middle School;

- 99.5% of our students believe they will graduate from high school

- 99% believe they will go to college
- 95% say they are a good science student
- 87% say they are a good math student
- 96% say their teacher thinks they are smart
- 87% say that morning movement improves their ability to focus and learn
- 91% believe they are smart

What are we looking for in a Head of School?

Most importantly, we are looking for **school leaders who believe whole-heartedly in our vision, mission, and school model**. If everyone in our school tested proficient and was accepted into college, that would be incredible, but not complete success. The Boys School is a school that exists to grow a young person's agency, not only their academics. We are NOT quiet in the hallways, we wear athletic gear to work every day, we sweat and grow together. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

We need a strong leader who understands that this boy's school is modeled after a successful model for girls. We are founded on feminist theory, our leader needs to be feminist, aware of their own privilege, and able to name and avoid using negative or compromising gender stereotypes for both boys and girls.

Our core values include that of social justice and inclusivity. Our leader needs to understand privilege, oppression, diversity, equity, inclusion and bias, and be committed to personal journeys and organizational journeys in that work. Our leaders will understand how education systems and community engage with one another, and work to leverage education as an asset for all students.

Another core value is that students are well known and well held. Our leader needs to be student and family centered.

We seek a leader who understands and breathes adolescent development for boys and who believes in the power of gender specific settings and can support understanding of gender socialization in the realms of positive gender focus.

We seek a leader who believes in movement-based pedagogy, can lead and drive movement curriculum and assessment, and make connections to academic growth. We need someone who embraces wearing athletic gear to work.

Our ideal candidate will have extensive experience working with diverse populations in an urban setting, and in a positive gender focused environment, have a passion for physical living, and will have lead and participated in work related to equity, bias, diversity and inclusion.

We are looking for an experienced instructional leader who will be able to drive all aspects of the school model in a middle school setting, emulate the results we are working to create in our

students, drive a culture that is positive and forward thinking and lead and support a team of faculty to high achieving results. Resourcefulness, flexibility, want to collaborate with other HOSs in the network, and an entrepreneurial spirit are key qualities sought.

Experience in the charter sector is preferred but not required.

Candidates should have at least five-seven years of teaching experience in a middle school or high school setting, and leadership experience. A Master's Degree in education and Principal licensure is preferred but not required.

First Steps for Inquiry and Application:

If you have just said to yourself "I may as well apply", please don't. If you believe this description touches the essence of your being, we cannot wait to meet you!

Our search will include a multi-step process.

First: Submit a Resume, and write a letter of introduction to GALS Denver and share:

1. How the GALS/BOYS philosophy relates to your personal beliefs and experience
2. The journey of your past education experience, what lessons you have learned, and how you applied them into the future
3. The keys to success for a middle school serving boys

Please submit this via email to Carol Bowar, Executive Director, GALS Denver, at carol.bowar@galsdenver.org

If invited, we may ask you to submit:

Written letters or recommendation, from 1-a board member/executive director/supervisor of a former school, 2-a peer from a leadership team, 3- a faculty member who worked for you or was mentored or coached by you, 4- a student, and/or response to questions.

Timeline:

We would like our new Head of School to start in a transitional position beginning immediately. The Head of School will move into the full position starting Summer 2018, or as determined. We will review applications as received.

EOE Statement

GALS is an equal opportunity employer. This means that GALS provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, sexual orientation, gender expression, or any other status protected by federal, state or local law. This policy applies to all terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, leaves of absence, compensation, and training.