



Search for the Head of School
Gary K. Herberger Young Scholars Academy
Phoenix, Arizona

The Gary K. Herberger Young Scholars Academy at Arizona State University, a specialized early-university entry program, seeks an experienced leader and innovator to serve as its new Head of School. The Head of School will lead the academy in developing and cultivating its mission to serve the needs of gifted students and deliver the highest quality educational experience and outcomes for students. This role represents a bold endeavor to honor the legacy of the academy while thinking deeply and broadly about growing its footprint and impact.

Located on the grounds of Arizona State University's West Valley Campus, the Gary K. Herberger Young Scholars Academy (HYSA) provides gifted learners with a school experience best suited to their unique needs, free of traditional classroom structures. A Cambridge International School, with early entry into Arizona State University, HSYA creates an environment where students can explore areas of interest and develop advanced skills and understanding far beyond what is available in typical middle or high school environments. From accelerated middle and high school content to advanced university coursework, including opportunities to work with ASU professors through an extensive mentorship program, HSYA students are encouraged to explore and evolve as scholars and community members in preparation for their future academic and life experiences.

The incoming Head of School will embrace the mission of HSYA and build upon its strong foundation and enduring commitment to offering gifted young people advanced and interdisciplinary educational offerings commensurate with their abilities, strengths, and interests. Through a collaborative and disciplined approach, the Head of School will lead the Academy into its next chapter and address several key priorities, including:

- Develop and implement curriculum and programming that supports and bolsters the school's mission
- Collaborate with other school leaders to support HSYA's progress toward its strategic and accreditation goals
- Manage internal operations and fiscal matters through oversight of annual budget and long-range planning
- Recruit, hire, empower, and retain exceptional faculty and staff
- Facilitate partnerships with all community stakeholders within ASU and beyond

A list of the desired qualifications and characteristics of the Head of School can be found at the conclusion of this document, which was prepared by the search committee with the assistance of Isaacson, Miller, a

national executive search firm, to provide background information and detail the key opportunities and challenges related to the position. All confidential applications, inquiries, and nominations should be directed to the parties listed at the conclusion of this document.

About the Gary K. Herberger Young Scholars Academy

The school, which opened in 2011, is funded in part by an endowment from the Herberger Family and supported by ASU. The school operates as a private 501c3 and is considered an affiliate program of the university. All staff, including the 18 teaching faculty, are employed by Arizona State University, and Herberger students are considered ASU affiliate students. Enrollment for the 2024-25 school year is projected at 130 students, with a waiting list for admittance. Admittance to the program is dependent upon prospective students being identified as gifted based on the results of a privately administered WISC V test.

HYSA forges an innovative, powerful, and effective model of education. As a leader in developing programs that serve gifted students, HYSA students strive to be globally minded citizens who contribute to the community, the university, the state, and the world. Developing academic and emotional intelligence is central and critical in the school's efforts to keep pace with ever-changing global concerns. At HYSA, the staff and students enjoy a deep, collegial relationship that facilitates a community of trust, care, and support. The staff sees students as trusted contributors to the school; their viewpoints are valued at every level, from staff interviews to project design to improving the school.

Being an integral part of the ASU community affords Herberger students incredible opportunities, including working one-on-one as interns or research assistants with ASU professors and professionals; taking ASU classes; utilizing ASU facilities including labs, fitness centers, classrooms, libraries, dining facilities; and participating in ASU events including games, lecture series, expositions, and more. Experiential learning is an important part of Herberger Young Scholars Academy's curriculum, and as students on ASU's campus, Herberger students become acclimated to a college environment while operating in a safe, age-appropriate atmosphere.

Academics

HYSA is a Cambridge International school and utilizes the Cambridge International (CIE) curriculum. CIE is an internationally recognized curriculum developed and produced by the University of Cambridge, in Cambridge, England. Within the Cambridge CIE System, there are three levels: Middle Years (Cambridge calls this Lower Secondary), IGCSE (International General Certificate in Secondary Education), and A Levels.

Middle Years, the academy's middle school experience, utilizes a highly integrated curriculum, blending language arts, humanities, and science. Herberger Middle Years students can move through accelerated content with the potential to enroll in high school level courses for high school credit as they are ready.

The Herberger IGCSE (International General Certificate of Secondary Education) cohort covers early high school content and is designed to prepare students for the elevated rigor of their next three years working with the Cambridge Advanced Subsidiary (AS) and Advanced (A) coursework. IGCSE content engages students in an accelerated curriculum through the first year of their high school experience. At the IGCSE level, coursework expounds upon topics from the Middle Years and introduces new and challenging content across the core areas of language arts, history, and science.

The Academy's A Level program is a three-year program intended to prepare students for higher-level learning at the post-secondary level. AS/A Level courses from the Cambridge International Examinations curriculum are Pre-University level courses and are offered across four content areas (Language Arts, STEM, Humanities, and Global Perspectives). Students will choose many of their courses at this level based on individual interests and aspirations. Successful completion of A Level courses and satisfactory scores on the A Level examination can earn college-level credit by examination, as well as the internationally recognized Advanced International Certificate of Secondary Education (AICE) Diploma.

Outcomes

Herberger students are world-class scholars, often earning top exam scores on their Cambridge assessments, as well as on their SAT and ACT exams. The school has also had several National Merit Scholarship winners among its fairly small population of graduates. With numerous college credits completed before graduating and having participated in a university-level mentorship experience, HYSA students are extremely competitive in terms of university and college acceptances and are offered admission at top colleges and universities across the country and internationally. Many Herberger students, upon graduation, are accepted to Barrett, the Honors College at ASU, where they continue their education in an environment and at a vigor similar to their experience at HYSA.

With the inaugural graduating class receiving their high school diplomas just over ten years ago, our early graduates are just now completing advanced college degrees and moving into the workforce. One of the school's current initiatives is to create an alumni association to track graduates and highlight their impact in their professional fields.

Co-Curricular Programs

[HYSA's Mentorship Program](#) is designed to help students enhance their skills in research, academics, and personal and leadership development. Students participating in the collaborative and cooperative mentorship program can expand their intellectual, mental, social, and emotional potential through their work with a cooperating professor. Weekly seminars, reflective writing assignments, and culminating presentations help HYSA Mentees process and learn from experiences while correlating service into their future program of study and career goals. Several Herberger students have even published under the guidance of their university mentors.

HYSA also boasts the annual [Dublin City University exchange](#) wherein students from Dublin City University's Center for Talented Youth program travel to Arizona to stay with HYSA host families to learn more about Arizona and life in the United States. Along with the cultural experience provided by the host family, the DCU exchange students attend specialized courses at HYSA each morning and participate in the school's afternoon electives program. HYSA also plans several cultural outings for students with trips to museums, events, and well-known Arizona landmarks. In July of each year, HYSA students travel to Dublin, Ireland to take part in the DCU Center for Talented Youth Summer Program. As well as having a strong academic structure, the Center for Talented Youth Ireland (CTYI) summer program for second level students has an extensive social program.

For more information about other co-curricular opportunities, please visit <https://herbergeracademy.asu.edu/academics/co-curricular-programming>

The Future of the Academy

Having successfully completed the COGNIA school re-accreditation process, including STEM accreditation, during the 2022-23 school year, the school continues to strive for continual improvement. Following goals set forth in a five-year strategic plan, the academy works with stakeholders at every level to remain at the forefront of what a school for gifted students can and should be.

For the 2024-25 school year, the school will continue to focus on strategic goals in these six key areas:

- Enhancing Student Experiences
- Expanding Access, Increasing Enrollment and Diversity
- Implementing Social and Emotional Development Program
- Showcasing the Unique Learning Environment
- Deepening Partnerships
- Establishing Long Term Financial Success

For more information about HYSA and upcoming strategic goals, please visit <https://herbergeracademy.asu.edu/>

Role of the Head of School

Under the administrative direction of the Dean of Mary Lou Fulton Teachers College at ASU, the academy's Head of School is ultimately responsible for the execution of all programs and procedures in alignment with the mission and vision of the academy, with input from a broad range of constituents. As the instructional leader of the campus, the Head of School is responsible for guiding teachers to create academic experiences in alignment with gifted best practices. As such, they will be expected to supervise and evaluate staff members in alignment with the Herberger Academy evaluation tool.

The Head of School will be a clear and effective communicator, working tirelessly to maintain and bolster relationships with all stakeholders, including students, parents, staff, and the wider ASU community. They will work to cultivate a positive and cooperative school culture and climate based on a mutual and transparent understanding of school expectations and policies. Building from a strong foundation, the Head of School will further a culture of professionalism and excellence.

As a member of the senior leadership team, the Head of School will serve as a spokesperson for the academy and its mission at local, national, and international levels and encourage other staff members to do the same. The Head of School will report to the Dean of the Mary Lou Fulton Teachers College at Arizona State University and have direct oversight of approximately 20 staff. The Head of School will work directly with Mary Lou Fulton Teachers College and the ASU Foundation to manage the program's annual budget and human resources.

Key Opportunities and Challenges for the Head of School

Develop and implement curriculum and programming that supports and bolsters the school's mission

The Head of School will provide leadership in all areas of curriculum development, grounding the process in gifted best practices and using Cambridge Syllabi. They will assist and support the faculty and staff in their efforts to develop progressive curricula that reflect the school's values, teaching style, and mission/philosophy. Faculty assistance and support will include performing formal observations and developing systems for assessment, including testing, procedures, data collection, analysis, and research. The Head of School will also be tasked with overseeing the development and implementation of procedures for student progress evaluation, parent communication, and early intervention. Lastly, the development of after-hours and weekend programming, including extended day programs, summer camps, and recreational and cultural activities, falls within the purview of curriculum oversight.

Collaborate with other school leaders to support HYSA's progress toward its strategic and accreditation goals

As the current strategic plan comes to a close at the end of the next academic year, the Head of School will be instrumental in developing future goals for the Academy. In collaboration with other HYSA leaders, the Head of School will lead an inclusive and transparent strategic planning process that builds upon the school's strong foundation and mission.

The Head of School will also prepare the school community for, and manage the completion of, the COGNIA Re-Accreditation and COGNIA STEM School Accreditation. As part of accreditation preparation, they will develop a long-range academic and experiential learning plan for the 130 students at the academy.

Manage internal operations and fiscal matters through oversight of annual budget and long-range planning

With HYSAs innovative and aspirational educational model, the Head of School will work to ensure smooth day-to-day internal operations and oversee all aspects of the program. They will prepare and oversee an annual budget, provide long-range planning, and work with the Director of Operations to manage funds given through local STOs and the Arizona Empowerment Scholarship, awarding scholarship funds to families needing financial support. The financial sustainability of the academy is critical as it moves into the next phase of its history.

Recruit, hire, empower, and retain exceptional faculty and staff

The Head of School will build on HYSAs supportive and collaborative community by introducing more talented educators to the Academy. The new head will define necessary teaching and non-teaching faculty positions in the implementation of the school's programs and work to recruit highly effective teachers and staff to fill those roles. The head will also be responsible for all aspects of the faculty and staff experience and will be expected to maintain personal contact with all school staff members, fostering good public relations, promoting high morale, and identifying personnel problems as early as possible. They will grow and promote productive working conditions, discipline, training, and development for all professional staff by establishing practices and procedures that facilitate harmonious and constructive relationships among students, faculty, and administrators. Lastly, the new head will also be tasked with coaching staff and providing meaningful feedback through active and thorough performance management.

Facilitate partnerships with all community stakeholders within ASU and beyond

The Head of School must provide leadership to facilitate partnerships beyond the walls of HYSAs. It will be important that the new head advocates for the academy both inside and outside the ASU system to continue the high level of HYSAs student learning and engagement. The head will collaborate with Mary Lou Fulton Teachers College, New College, and Barrett, the Honors College, in developing a long-range and comprehensive plan for HYSAs students, pre-service teachers, and ASU graduate students. The head will also be tasked with expanding the network of ASU professors that participate in the HYSAs Mentorship Program and must work to create mutually beneficial opportunities for ASU and HYSAs resources, such as: Design Lab, Black Box Theater, ASU Prep, and ASU Prep Digital.

Beyond ASU, the Head of School will be expected to expand the program's presence in the gifted homeschool community with community educational opportunities and by creating partnerships with Arizona homeschool organizations. The head will also be an active leader within the local and national gifted community and will expand access to HYSAs and its resources through creative programming opportunities. In addition to expanding the program's footprint in the surrounding geographic area, the head must also maintain and expand the academy's relationship with Cambridge International Board

Examination Systems and grow the Transatlantic Higher Education Partnership between Arizona State University and Dublin City University focusing on developing collaborative programs for HYSA students and the Center for Talented Youth Ireland (CTYI).

Qualifications and Characteristics

While no individual will possess all qualifications in equal measure, the successful candidate will bring many of the following experiences and values to the role:

- MEd (or higher) or state certification in gifted education required, Ph.D. or Ed.D from an accredited university preferred;
- School Administrator certification;
- Three (3) years of successful school leadership experience, and five (5) years of experience working within a program with a primary focus on gifted education;
- Experience working/teaching in a university setting;
- Membership and involvement in state, national, and international gifted organizations and experience presenting and networking at gifted conferences;
- Experience writing grants and developing and implementing programs;
- Willingness to perform other duties and responsibilities as assigned by the dean of Mary Lou Fulton Teachers College or the HYSA Advisory Board.

Location

ASU's mission is directly tied to the economic, social, and cultural vitality of Arizona and the growing Phoenix metropolitan region. The University serves one of America's youngest, largest, and fastest-growing cities. To learn more about Phoenix, Tempe, Mesa, and the surrounding region, see www.visitphoenix.com, www.tempe.gov or www.mesaaz.gov.

The West Valley campus seamlessly integrates modern amenities such as classrooms, labs, residence halls, dining facilities, and a fitness complex, with the natural beauty of its subtropical landscaping, fountains, and outdoor spaces, creating a unique and innovative learning environment that blends harmoniously with its surrounding desert landscape.

Applications, Inquiries, and Nominations

Screening of complete applications will begin immediately and continue until the completion of the search process. Inquiries, nominations, referrals, and CVs with cover letters should be sent via the Isaacson, Miller website for the search: <https://www.imsearch.com/open-searches/arizona-state-university-gary-k-herberger-young-scholars-academy/head-school>. Electronic submission of materials is strongly encouraged.

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Arizona State University, Herberger Young Scholars Academy

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A background check is required for employment. Arizona State University is a VEVRAA Federal Contractor and an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other basis protected by law.

(See <https://www.asu.edu/aad/manuals/acd/acd401.html> and <https://www.asu.edu/titleIX/>.)

In compliance with federal law, ASU prepares an annual report on campus security and fire safety programs and resources. ASU's Annual Security and Fire Safety Report is available online at <https://www.asu.edu/police/PDFs/ASU-Clery-Report.pdf> You may request a hard copy of the report by contacting the ASU Police Department at 480-965-3456.