

Head of School Search

Information for Candidates and Leadership Profile



PRESENTED BY

Andre' Withers, Partner
Educators Collaborative

Joan Beauregard, Partner
Educators Collaborative

About Delaware Military Academy

The Delaware Military Academy (DMA) is the only charter high school in the United States based on the traditions, values, and ideals of the U.S. Navy. Although academics are the backbone of any educational organization, leadership is the muscle of DMA. Cadets learn through a structured, traditional military school environment including self-discipline, motivation and activities that enable students to become productive citizens in a vastly changing technological society.

CITIZENSHIP, LEADERSHIP, SCHOLARSHIP

Delaware Military Academy (DMA) is a public charter school serving approximately 580 cadets in grades 9 through 12. The school opened in 2003 and graduated its first class in June of 2006. The school's charter is authorized by the Red Clay Consolidated School District and accredited by the Middle States Association for Secondary Schools. In accordance with the charter, any high school student in Delaware can gain admission to the Academy but preference is given to those applicants that reside in Red Clay Consolidated School District. The school offers Delaware high school students a tuition-free, four-year, college preparatory curriculum. DMA has consistently performed well and earned the rating of "Exceeds Expectations" under the Delaware accountability system. DMA is a military themed high school that uses military values to teach ethics, personal and civic responsibility and leadership. This strong value system promotes and develops integrity, citizenship, service, fitness, patriotism, leadership, teamwork and self-esteem. DMA is the first successful all Junior ROTC Military Charter School in the United States and is considered the "flagship" of the Navy's Junior ROTC programs. The United States Navy has consistently rated DMA's Corp of Cadets as a 'Distinguished Unit with Academic Honors.' This designation entitles the Delaware Military Academy to nominate twelve seniors to attend service academies (six to the United States Naval Academy, three to the United States Military Academy at West Point and another three to the Coast Guard Academy) each year for qualified applicants.



The DMA Mission & Philosophy

The mission of the Delaware Military Academy is to prepare young men and women for their next level of education and to provide them with a foundation that leads to good citizenship. In addition, we will furnish them with a healthy mental and physical environment with military training as a requisite for a better understanding of the obligations of citizenship and self-discipline and to afford them opportunities for proper social activities and exposure to moral ideas.



Philosophy

DMA's academic, extra-curricular, and leadership programs create a well-rounded learning experience that develops honor, discipline, and integrity. Cadets cultivate strength of character, individual excellence, and responsible leadership. Upon graduation, Cadets are prepared to lead lives of academic, personal, and professional achievement.

DMA's Academic Program

The academic program is intended to ensure that every graduate is prepared, and qualified, to enter a 4 year post-secondary program of study, a trade school or skilled labor. There are limited general courses offered at DMA and all cadets are expected to participate in the college prep, honors, AP/dual enrollment programs. The teachers have high standards in the classroom and cadets are expected to work at a high level each day to ensure they are prepared for the rigors of college, the armed services or the corporate world. Cadets are strongly encouraged to complete a minimum of two honors level courses while at the Academy. The academic program is organized on a modified block schedule. Cadets are enrolled in four to five credit hours per semester with a maximum of nine credit hours available per year. Cadets take four 85 minute classes and one 45 minute class per day. Most classes run on a semester schedule and last for half the school year. There are a few exceptions: Naval Science and the majority of AP level courses are full year courses, In addition, classes that meet during the 45 minute block are full year courses and meet each day. Block scheduling was instituted at DMA in September 2016. DMA offers a total of 19 honors level courses in English, Math, Science and Social Studies starting in 9th grade.

Naval Junior ROTC

DMA is the only public school in the country where every student (cadet) is a member of the Navy Junior ROTC Corp of Cadets. NJROTC program is supported by Naval Science curriculum. All cadets at DMA are enrolled in a Naval Science leadership course, for all four years. The Naval Science program exposes cadets to the precepts of citizenship, the elements of leadership and the value of scholarship in attaining life goals. The program is also designed to engender a sound appreciation for the heritage and traditions of the United States of America with a focus on the historical significance of sea power. The Naval Science curriculum includes advanced instruction in the areas of astronomy, meteorology, navigation skills, sea power, national security and naval history. Uniquely, the Naval Science instructors also teach life skills such as car maintenance and self-defense. Hands-on leadership skills are developed through cadet involvement in teaching new cadets drill, proper uniform care and managing unit activities. The senior year Naval Science course includes instruction in theoretical and applied aspects of leadership, training and performance evaluation. Cadets are taught the techniques to create motivation, to develop goals and activities for a work group, and the proper ways to set a leadership example. The practicum part of the course focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership in the NJROTC unit. As part of the NJROTC program, cadets earn rank and take on leadership roles at the platoon, company, battalion and regimental level. A cadet's daily responsibilities include project management, supervision of staff and interacting with adults in a professional manner both inside the school and in the local community. The highest rank a cadet can earn in DMA's program is Cadet Captain which is reserved for the Regimental Commanding Officer and/or Regimental Executive Officer.



Leadership Opportunity

>\$12

**MILLION IN
COLLEGE
SCHOLARSHIPS
ANNUALLY**

Andre Withers and Joan Beauregard have been retained by the Board of Directors for Delaware Military Academy to secure their next Head of School. Founded in 2002, DMA is a nonprofit, 501(c)(3), charter school located in Wilmington, Delaware. DMA is the flagship Navy Junior Reserve Officer Training Corps (NJROTC) military school in the United States. Supported by the Navy, DMA's student population is considered a Navy Corps of Cadets. DMA implements military values to teach ethics, personal and civic responsibility, as well as leadership. Additionally, DMA provides an exceptional college preparatory curriculum for grades 9 through 12. DMA's innovative approach to education promotes a strong value system based upon scholarship, leadership, and citizenship. These values provide DMA cadets the platform to develop integrity, respect, morality, patriotism, leadership, teamwork, and self-esteem while obtaining a rigorous tuition-free education with a pedagogical emphasis on mathematics and science.

97%

**GRADUATES
GO ON TO
HIGHER EDUCATION**

DMA is not a live-in military academy but provides a full immersion educational facility for cadets who are motivated for future Service Academy admission or future military service through enlistment. Approximately 86% of the graduates of DMA attend two- or four-year post-secondary programs, while approximately 12% choose to serve in the United States Armed Services. For cadets who seek to attend Service Academies upon graduation, the United States Navy has consistently rated DMA as a Distinguished Unit with Academic Honors entitling DMA to twelve nominations to Service Academies each year for qualified candidates.

18

**YEARS OF
CITIZENSHIP,
LEADERSHIP, &
SCHOLARSHIP**

The faculty at DMA has historically enjoyed a low rate of attrition. DMA cadets benefit from being taught by civilian and certified naval science instructors who are retired military personnel and who oversee DMA's Corps of Cadets. DMA provides a safe environment where parents, teachers, and cadets share accountability and responsibility for the cadet's education. DMA is accredited by the Middle States Commission on Secondary Schools.

Interested candidates do not have to have military experience but must be fully committed to the military-based learning environment.

Fast Facts



DMA HAS GRADUATED 2,242 YOUNG MEN AND WOMEN WHO HAVE GONE ON TO U.S. SERVICE ACADEMIES, COLLEGES, UNIVERSITIES, THE MILITARY, TRADE SCHOOL, APPRENTICESHIP PROGRAMS OR THE WORK FORCE.



DMA IS THE FIRST, AND ONLY, HIGH SCHOOL IN NAVAL ACADEMY HISTORY TO HAVE FOUR ALUMNI GRADUATE FROM THE ACADEMY IN THE SAME YEAR (USNA CLASS OF 2013)! FORTY-SIX OF DMA'S GRADUATES HAVE ATTENDED ONE OF THE MILITARY ACADEMIES.



DMA'S NJROTC PROGRAM IS CONSIDERED THE "FLAGSHIP OF THE NAVY'S ROTC PROGRAM." THE U.S. NAVY HAS DESIGNATED DMA A DISTINGUISHED UNIT WITH HONORS, THE HIGHEST HONOR POSSIBLE, EVERY YEAR OF OPERATION.



DMA IS THE LARGEST NAVY JUNIOR ROTC CORP OF CADETS IN THE COUNTRY - EVERY CADET PARTICIPATES IN DMA'S NJROTC PROGRAM.



DMA'S EIGHTEEN GRADUATING CLASSES HAVE EARNED A COMBINED \$169,988,000 IN SCHOLARSHIP MONIES



DMA'S CADETS PERFORM OVER 10,000 HOURS OF COMMUNITY SERVICE EVERY YEAR!

FUTURE LEADERSHIP OF THE SCHOOL

The ideal candidate will be a strong, motivational leader who will lead with courage and compassion while dedicating themselves to continue the work that Delaware Military Academy has engaged in since its founding 20 years ago. The DMA Board of Directors is conducting a national search to identify a new Head of School (formerly known as Commandant.)

Joan Beauregard and Andre' Withers of Educators' Collaborative solicited input from stakeholders during an on-campus visit and gathered input from constituents by way of an online survey. The constituents included students, faculty which includes the Naval Science Instructors, staff, administrators, parents and directors. Based on this input and impressions of the consultants the following represents a summary of Delaware Military Academy's strengths, challenges and opportunities and the qualities and skills of the next Head of School.

Strengths of the School:

- A military themed high school that is a tuition-free, four-year, college preparatory curriculum that uses military values to teach ethics, personal and civic responsibility and leadership.
- Dedicated Naval Science Instructors and a community who are committed to a school which offers students the opportunity to discover the rigor and experience of the Navy Junior ROTC program and other opportunities.
- A program which strives for academic excellence with offerings in academics, athletics and the arts to propel students forward to achieve their goals for life after High School which may include service in the military or placement in college and other learning programs after DMA.
- A strong sense of community committed to providing a program dedicated to citizenship, leadership and scholarship.
- An environment where the adults form close, supportive, encouraging relationships with students.
- A well maintained campus with facilities that provides a safe space for what matters - the learning experience of the students.
- A Board of Directors that is deeply committed to DMA, its leader and faculty and staff, working within the boundaries and expectation of governance of a Charter School.
- A Board of Directors who understands and supports the Head's role in leading and managing the operations of the school.
- An Interim Head of School who is shepherding the school through thoughtful, careful change while preparing the school for the next Head of School.

Future Leadership of the School

Challenges and Opportunities for the next Head of School

- Provide strong, stabilizing leadership to a school community that has experienced over the year, what may feel like change, necessary as it was, aimed at renewing the commitment to the mission, core values and standards of Delaware Military Academy.
- Evaluate the administrative structure and job descriptions to assure the needs of the school are being served effectively and efficiently.
- Encourage and support everyone who works at DMA to model and expect adherence to the highest standards of DMA.
- Continue efforts to a renewed commitment to provide a cohesive educational experience which acknowledges that academics and leadership are the backbone of the organization. The strength and virtues of the program must be better communicated to the students and the community with the expectation that they be lived by all.
- Encourage and guide conversations which will continue to promote the re-engagement and dedication to the mission and core values of DMA.
- Support the faculty and staff, military and non-military, to align expectations of the curriculum, program and experiences.
- Evaluate and develop, where needed, clear communications with the different constituencies to develop trust, understanding, engagement and support of the DMA experience.
- Provide leadership to those who work in the school and to those who send their children to DMA to articulate the positive benefits of the DMA experience to the residents of the Red Clay Consolidated School District. Everyone must work on recruitment and retention of students by boosting awareness for DMA and its strong reputation within the local and state educational communities.
- Provide leadership and support to the school's commitment to diversity and inclusion in the faculty, staff, student body and parent community by increasing efforts to have a greater representation of adults in the school who will contribute to the richness of a diverse community.



Future Leadership of the School

Challenges and Opportunities for the next Head of School

- Provide leadership and support to the faculty and staff as they strive to meet the expectations of this unique and special program. Specific areas of focus would include:
- Evaluation of program and program delivery. A review of how the teaching model shows a commitment to meeting the needs of students who learn at various levels and those students who have various learning styles. Differentiation of teaching should be a minimum expectation.
- Explore creating the model of Professional Learning Communities for faculty which will contribute to personal and professional growth and contribute to team success.
- Encourage the development of a strong Home-School Support, HAS, program which will showcase the accomplishments of the graduates and encourage their support of the school's mission and work.
- The Head and Board should continue to work in partnership on regular communications from the School to the community to provide accurate and informative updates on strategic initiatives.



Future Leadership of the School

Attributes of the Next Head of School

- An educational leader with familiarity with running a Charter School in Delaware with a Navy Junior ROTC program central to its mission and existence.
- A person whose personal values align with the vision, mission and core values of DMA.
- A culturally competent leader who enjoys working in a diverse and inclusive community and will encourage and support others who strive for the same.
- A strong educator and leader who will focus on building a strong school community committed to academic excellence in the broadest sense of the word.
- A leader who demonstrates what the Navy Junior ROTC stands for: core values of honor, courage, commitment, ethos of integrity, discipline and teamwork, core attributes of integrity, accountability, initiative and toughness.
- A leader who will exhibit humility and humor while projecting strength balanced with compassion.
- A person with skills and patience who will dedicate their energy and time to unite a community to work together to achieve the strategic mission of DMA.
- A leader with the ability and experience to bring people together. A leader who will actively listen and strive for understanding people with differing viewpoints and will assist others to do the same.
- An effective leader who will support people as they effectively follow through on initiatives.
- A leader who will engage actively in the life of the school; be visible and present at important school events and engage with the cadets, faculty and staff comfortably in ways that signify shared experience and mission driven- purpose.
- A leader who shows students that they are important to DMA and that they are the driving force behind the Head's work and dedication to the school.
- A leader who will encourage others to communicate openly and respectfully and will model this themselves.
- A leader who can articulate and guide others to be able to express the importance and value of DMA in a market with good public, parochial and independent school options.
- A person with financial acumen that will be comfortable asking for assistance with financial management of the school.



Future Leadership of the School

Qualifications sought:

- An advanced degree in a relevant discipline.
- At least five years' experience as an education leader, with demonstrated success in leadership and management, delegating and holding others accountable with respect, fairness and clarity.
- A leader who appreciates and will be guided by DMA's mission and the Navy's Junior ROTC identity.

Search Timeline & Application Process

February 28, 2024

Submission Window Closes

February/March 2024

Candidate Screenings

March 2024

Semi-Finalists Identified

April 2024

Head-Elect Identified

July 2024

New Head Tenure Begins

The search began in January of 2024 and is projected to conclude in early Spring. Andre' and Joan have interviewed DMA's constituents in person and via Zoom and via an online survey in order to best understand their desires for the future. What is shared here is a list of themes that have emerged when asked about DMA's values, challenges and opportunities as well as the attributes and qualifications that they hope to see in their next Head of School.

Candidates interested in this position are asked to submit the following documents by DATE:

- EC Candidate Summary Sheet (contact Joan Beauregard and Andre' Withers for this document)
- Letter of Interest addressed to the Selection Committee
- Current Resume
- Personal Statement or Statement of Educational Philosophy
- A list of five or more references with contact information (name, relationship to candidate and contact information – phone and email addresses)
- EC Disclosure Form (contact Joan Beauregard and Andre' Withers for this document)
- Up to three letters of reference (optional, in a second single merged PDF)
- Application materials (1 to 5) are to be sent in a single merged PDF.



For inquiries, contact us

André Withers, Partner, Educators Collaborative LLC
awithers@educatorscollaborative.com (202) 528.1705

Joan Beauregard, Partner, Educators Collaborative, LLC
jbeau@comcast.net or jbeauregard@educatorscollaborative.com
(206) 851.6616

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EDUCATORS COLLABORATIVE

SEARCH, TRANSITION, AND STRATEGY