

## ELIZA PAIGE SCOTT MCLAREN

### PROFILE

Career educator and school leader with a breadth of experience in independent schools focused on developing excellence in student programs, building team and employee capacity, and elevating school profile. Experiences span academic leadership (Associate Head of School, Upper School Division Head, Innovative Teaching & Learning Director) and school operations leadership (Director of Strategic Initiatives, Director of Marketing and Communications, Adjunct Professor of School Marketing and Strategic Innovation.) Kind, joyful, inclusive, service-oriented leader with strong personal integrity and a passion for improving academic and student-life experiences, building highly-performing teams, and mentoring employees.

### EDUCATION

**Harvard (HGSE/HBS) Certificate in School Management & Leadership** *Expected 2023*  
Online coursework in progress: Leading Change (complete), Leading Learning (summer 2023), Leading School Strategy & Innovation (in progress), and Leading People (fall 2023)

**Klingenstein Center, Teachers College, Columbia University** **2015 - 2017**  
Master of Education in Independent School Leadership

**Teachers College, Columbia University** **2007 - 2008**  
Master of Arts in the Teaching of Social Studies

**Barnard College, Columbia University** **2002 - 2006**  
Bachelor of Arts in History. *Magna Cum Laude*

### EXPERIENCE

**INDIAN CREEK SCHOOL, Annapolis, Maryland** **2020 - present**  
*Associate Head of School & Upper School Principal* (2021-present)  
*Associate Head of School* (2020-2021)

Indian Creek School is a 550-student, PreKindergarten-Grade 12 independent school committed to kindness, well-being, and educational excellence. I joined ICS in July, 2020 as Associate Head of School. In my first year, I oversaw the PreK-12 educational program and marketing/communications, led the School's COVID response, and assisted the Head of School in a campus merger and renovation. Early into my tenure, we decided to introduce a Middle School program (the School had been operating with only two divisions, PreK-6 and 7-12) and repositioned the Upper School Principal into the Middle School Principal role. I agreed to add the Upper School Principal role to my Associate Head of School responsibilities for at least three years so as to stabilize and advance the high school program.

In years two and three, I have enjoyed leading the School's academic program along with the close oversight of the Upper School faculty and program. Direct reports include the Lower School and Middle School Principals, the Director of Curriculum & Instruction, the Director of Student Life & Well-being, the Director of Athletics, the Director of Performing Arts, the Director of College Counseling, the Director of Health Services, Department Leads, and the Upper School faculty and administrative team.

Highlighted responsibilities and accomplishments:

- Building the capacity of individuals and teams, most notably the Academic Administration and the Upper School faculty. In so doing, we have re-established trust, accountability, and pride within an employee community that had recently experienced instability and turmoil.

- Prioritizing faculty well-being, creative compensation, and retention in particular through a major adjustment to the standard full-time teaching load for 6th - 12th grade teachers from five sections to four sections.
- Overseeing the creation of a new all-school schedule that prioritizes best practices in instructional time, student life, and effective stewarding and sharing of resources across three divisions.
- Working with my teams to implement major academic initiatives including new curricula for reading, writing, mathematics, and Social emotional learning in Lower School; adopting a Project Based Learning approach in Middle School; adding an interdisciplinary program and expanding STEM offerings, as well as adjusting graduation requirements to allow more student-driven and relevant academic offerings in Upper School.
- Implementing benchmark testing in mathematics and literacy, and through targeted efforts, tracking improvements at each grade level over two years.
- Advancing student leadership and accountability in the Upper School through introducing senior speeches, senior service learning projects, student internships, initiating a student-faculty Committee on Community Expectations, overhauling the course selection process, rewriting the Curriculum Guide and Student Handbook, updating club structures, and restructuring the Student Government.
- Overhauling the all-school hiring and onboarding process, and expanding the diversity and skillset of the faculty through strategic hiring.
- Launching a comprehensive faculty evaluation, observations, and reflection system that drives instructional growth.
- Expanding professional learning offerings for faculty and administrators.
- Partnering with the admissions team to right-size enrollment projections at each grade level, and increasing applications and enrollment across the divisions; partnering with the Head of School to optimize personnel allocation.
- Ensuring accurate and adequate budget projections throughout the academic program, and balancing expenses against projections each year.
- Serving as the de facto Head of School in the Head's absence.

**KLINGENSTEIN CENTER FOR INDEPENDENT SCHOOL LEADERSHIP, TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY. New York City, New York.**

**2018 - 2020**

*Adjunct Professor: Mission & Market: Strategic Innovation for Independent Schools*

The Klingenstein Center for Independent School Leadership is the premier professional learning and graduate program for independent school educators and leaders. Students can complete a Master's Degree in Independent School Leadership over two summers or over the course of one school year. I was hired by Pearl Rock Kane, the founder and long-time director of the Klingenstein Center, to instruct in the Master's Degree program. I designed and taught a curriculum primarily based on case studies and simulations with the goal of providing aspiring independent school leaders the practical information they needed to lead marketing, admissions, advancement, and business offices while developing their skills around strategic planning, institutional storytelling, communicating, and responding to crises.

Klingenstein student evaluation quotations:

- *“Eliza was incredible. Her lectures and activities were so thoughtful and aligned with our objectives. She made sure that the perspectives, needs, and concerns of the class were reflected in the course and the content.”*
- *“Equity was simply ingrained in everything we did, and not a separate unit. She called out our bizarre gender dynamics politely and constructively. She was present and dynamic. Everyone wanted to work with her.”*
- *“Eliza really seems like a Mount Rushmore educator in my experience. She is really inspirational as a teacher.”*

**RYE COUNTRY DAY SCHOOL. Rye, New York.**

**2007 - 2020**

*Director of Strategic Initiatives and Marketing* (2018-2020)

*Founding Director of the Institute for Innovative Teaching and Learning* (2017-2020)

*Director of Marketing and Communications* (2014-2018)

*Webmaster and Marketing Consultant* (Part-time, remote position held in graduate school and when teaching full-time at RPCS. 2007-2014)

Rye Country Day School is a 900-student, co-educational, independent school in Westchester, New York with a strong focus on educational excellence and service learning. I was hired by Scott Nelson, the Head of School, in 2007 while a graduate student at Columbia University, and reported directly to him in some capacity for the next thirteen years with responsibilities

spanning marketing, capital and annual fundraising, admissions, strategic planning, and academic innovation. In 2008, I moved to Baltimore, Maryland where I taught full-time for the next six years while continuing part-time, mostly remote work with Rye Country Day. In 2014, Rye Country Day hired me as its Director of Marketing and Communications and soon after my family moved back to New York. In 2016, the Board accepted my proposal to found and support the RCDS *Institute for Innovative Teaching and Learning*, and I was appointed its first director. In 2018, the Head of School adjusted my title to reflect assigned oversight responsibilities for strategic initiatives and direct reports beyond the marketing team.

Highlighted responsibilities and accomplishments:

- Led the marketing team, the strategic initiatives team, and co-led the admissions team. Primarily responsible for articulating the School's value proposition and key messages to multiple audiences, for overseeing all publications digital and print, and for working with teams throughout the school to address student and family experience.
- Partnered closely with the Advancement team, Head of School, and Board of Trustees in fundraising efforts including most notably the *Advancing a Tradition of Excellence* \$35 million Capital Campaign, the annual giving challenges, and the School's sesquicentennial celebration.
- Founded and directed the *RCDS Institute for Innovative Teaching and Learning*, to encourage and empower teachers to lead, collaborate, and innovate as they develop and implement ideas that advance the School's mission and strategic initiatives. Under my leadership, the RCDS Institute supported and funded 20 collaborative projects led by 35 faculty fellows.
- Directed the team comprising the leaders of the School's strategic initiatives: Public Purpose; Sustainability; Global Studies; Diversity & Inclusion; Character, Leadership, & Ethics; Global Studies; Health & Wellness; Educational Technology; and STEAM.
- Chaired a committee to develop the *RCDS Portrait of a Graduate*, which compiled the School's PreK-12 learning outcomes tying together the mission statement, core values, strategic initiatives, and curricular/co-curricular goals.
- Oversaw Pre-K-12 curriculum mapping and the faculty scope and sequence coordinators to ensure the curriculum was accurately documented and that the map was useful and relevant to teachers and academic leaders.
- Designed and led in-house professional development for faculty, and arranged outside speakers for students, faculty, and parents. Coordinated the reflection and reporting process required of faculty and staff following attendance of school-funded out-of-house professional development programs.
- Presented regularly to the Board of Trustees and Board subcommittees about admissions goals and progress, marketing initiatives, educational innovation, institutional research, and other special projects as requested by the Head of School.
- Drafted letters, speeches, the State of the School address, and other communications for the Head of School.
- Served as the spokesperson for the School in times of crisis.
- During fall admissions season, presented weekly to visiting groups of applicants about the School's philosophy, history, program, and future initiatives.
- Collaborated with the Head of School and other school leaders in managing the hiring process, which included expanding online recruitment efforts, introducing a system for structured interviewing, implementing an online solution for tracking and evaluating candidates, and training and serving on every hiring team.
- Served on the administrative team, the curriculum council, the capital campaign committee, the sesquicentennial committee, the emergency management team, the strategic planning committee, and the diversity & inclusion taskforce.
- Designed and taught Global Issues & Social Entrepreneurship, a 10th-12th grade elective.

**ROLAND PARK COUNTRY SCHOOL. Baltimore, Maryland.**

**2008 - 2014**

*Upper School Faculty - History Teacher* (2008 - 2014)

*International Student Program Coordinator* (2012 - 2014)

*Head Coach for Varsity Field Hockey and Varsity Softball* (2008-2012)

Roland Park Country School is a 600-student, PreKindergarten - Grade 12 independent school in Baltimore, Maryland with a focus on building leadership, confidence, and a joyful community in an all-girls environment. I began my tenure at RPCS teaching history, and soon took on head coaching responsibilities for two varsity sports. A few years in, I worked with the Head of School and Head of the Upper School to launch an international student program, which brought 20 full-time students into the Upper School from around the world. During my time at RPCS, I also worked part-time for Rye Country

Day School in Westchester, New York. Then, a year after my first child was born, I left RPCS to work full-time for RCDS, eventually moving with my family back to New York.

Highlighted responsibilities and accomplishments:

- Taught Medieval History (Grade 9), Advanced Placement United States Government (Grade 12), Women's History (Grade 12), and United States History (Grade 11).
- Proposed, designed, and launched the school's international student program. Developed residential boarding program and ESL support services. Coordinated outreach and enrollment for international students.
- Served on the 9th grade and 12th grade advising teams and on multiple Upper School and school-wide committees, including committees for faculty evaluation, hiring, social justice, leadership programming, and curriculum development.
- Awarded the *Class of 1990* Prize for Excellence in Teaching in 2012.

**POLK AUDIO, INC. Baltimore, Maryland.**  
***Marketing Program Manager***

**2006 - 2007**

Following graduation from college, I joined the marketing team at Polk Audio, a global consumer electronics company headquartered in Baltimore, where I learned the basic tenets of marketing and the skill of website programming. After fourteen months at Polk Audio, I decided to shift paths towards my interest in education, and applied to graduate school for teaching. I often share this story with highschool students with the message that it is okay to not have it all figured out yet, and to have trust and confidence in their path making process.

Highlighted responsibilities and accomplishments:

- Launched Polk Audio's direct-to-consumer marketing program primarily through digital channels including social media, e-newsletters, building a more consumer-oriented website, and developing targeted print and digital advertising campaigns.

**BOARD MEMBERSHIPS, SELECTED PRESENTATIONS, AND PROFESSIONAL LEARNING**

- Scheduled to deliver a keynote address at the two-day summit on *Artificial Intelligence: Educational Implications for Learning and Shared Policies* for students and faculty affiliated with the Association of Independent Maryland Schools hosted at Indian Creek School. July, 2023.
- Attended PBLWorks Academic Leadership Conference in Napa, California. 2022.
- Presented "*The RCDS Institute: An Innovation Incubator Empowering Teachers to Lead Strategic Initiatives*" at the National Association of Independent Schools Annual Conference. 2019.
- Served on the Board of Directors, Rye Nature Center. 2018-2021.
- Served on the Board of Directors, Maryland Book Bank. 2014-2018.
- Member of the NAIS Strategy Lab "Think Tank" in Washington, D.C. 2018-2019.
- Presented "*Teachers as coaches - how teachers can adopt effective athletic coaching strategies in the classroom*" at the National Coalition of Girls Schools Annual Conference. 2012
- Attended the National Association of Independent Schools annual conference several years, and the NAIS People of Color Conference in Atlanta, Georgia in 2016.
- Attended the Gardner Carney Leadership Institute for Student Leadership. 2011.
- Attended the National Association of Principals of Girls Schools (*now the Head's Network*) Women's Leadership Conference. 2011.