

LEADERSHIP OPPORTUNITY | PORT COSTA, CA

THE FIELD SEMESTER
CO-DIRECTORS



THE FIELD SEMESTER

A semester immersed in sustainable living and learning on the land

“Stewardship is the foundational value of The Field Semester. How can we exist in a way that takes care of our human peers, of our human systems, and of the natural world? What do we need to know, what do we need to think about in order to do that well? And then what are all the skill sets that we need to have to be able to put all of those different considerations together into meaningful change?”

—YAEIR HEBER, CO-FOUNDER



LEADERSHIP OPPORTUNITY

The Field Semester, a new immersive semester program in Northern California for high school juniors and seniors, is seeking two authentic, inspiring, and passionate leaders to join them as inaugural Co-Directors of the school.

Offering a program immersed in sustainable living and learning on the land, The Field Semester (TFS) will launch with its first cohort of students in Fall 2025 or Spring 2026. TFS' mission is to provide a transformative, place-based learning community for young people from varied backgrounds and lived experiences where they will gain the inspiration, sensibilities, and skill sets to help build a world in which society and ecology thrive, equitably and sustainably. TFS believes that building a better future demands a new kind of school. TFS is that school where the core belief in equity and the interdependence of all things shapes everything we do.

Reporting to the Board of Directors and working in collaboration with each other, the founders, and the Board, the Co-Directors will guide TFS through the construction of the campus site, the hiring of all staff,

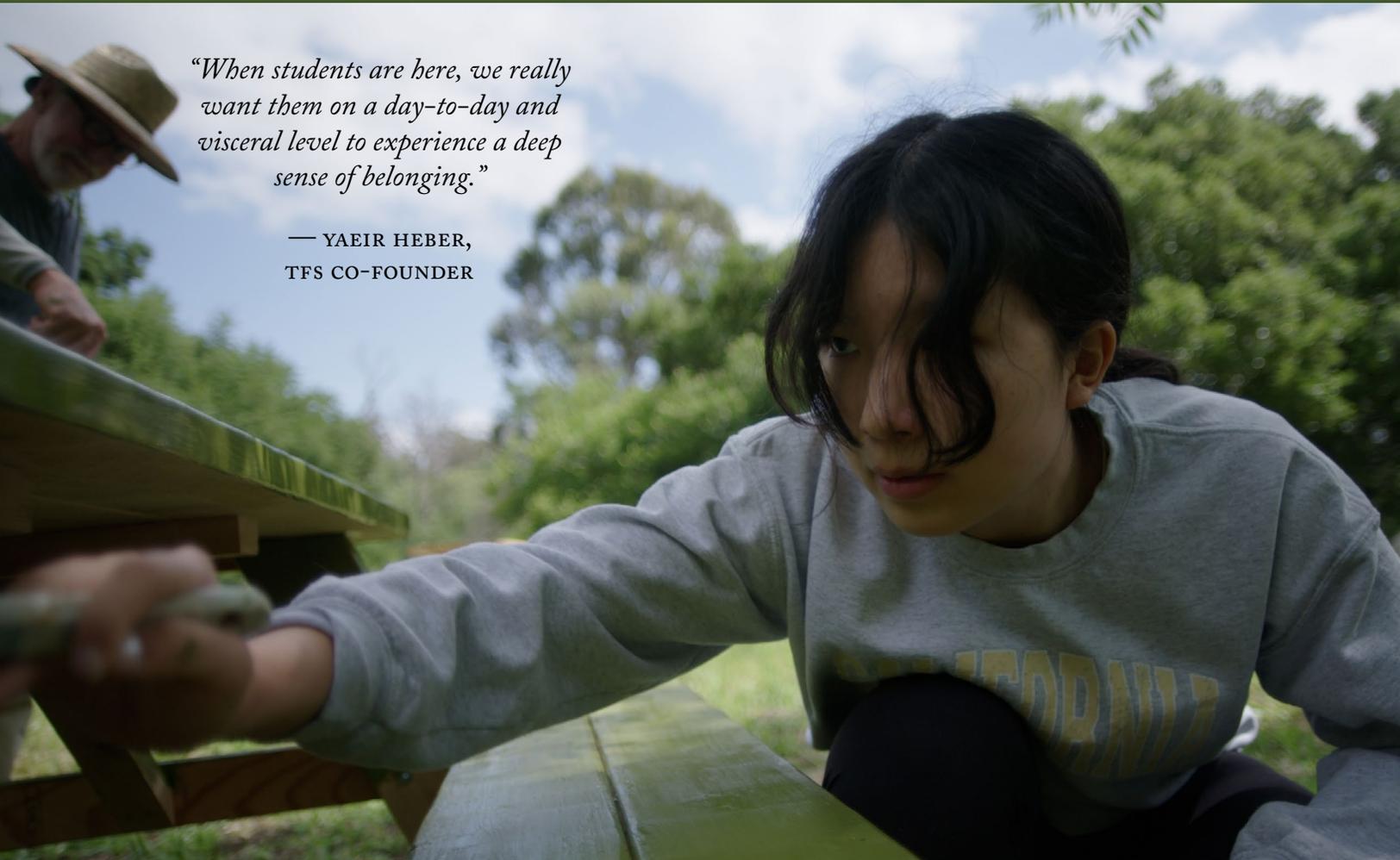
the finalization of the academic program, and the recruitment of the first students. TFS' vision for our organization is strong, but we also see the vision as a living statement that should continually be honed and updated as the school unfolds. TFS fundamentally believes in interdependence and collaboration—the more diverse perspectives that can be incorporated into addressing challenges and opportunities, the more insightful and sustainable the solution can be. This core ethic should be reflected in the Co-Directors' beliefs, and they will be charged with ensuring that this belief permeates all layers of the organization.

To hear more about TFS from co-founders, advisors, and partners, [click here to watch this video.](#)



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“When students are here, we really want them on a day-to-day and visceral level to experience a deep sense of belonging.”

— YAEIR HEBER,
TFS CO-FOUNDER

The Co-Directors will be responsible for the successful leadership, management, and growth of The Field Semester.

Particularly, as TFS is a nascent organization, it is important that the Co-Directors have both a clear vision of how to lead an operating organization, as well as the generative skills needed to nurture those systems into place. The Co-Directors will work collaboratively to fulfill their responsibilities; while one co-director may take more of a leading role with regard to certain tasks and responsibilities, both should be involved in all areas of the organization’s administration. Together, they will bring the school’s philosophy and mission

to life, as well as frame and achieve annual goals and objectives. As the organization continues to grow, more and more of the Essential Functions listed below will be relevant.

The Field Semester Co-Directors will collaborate closely with Co-Founder, Yaeir Heber, and the Board of Directors to ensure that the organization’s mission and vision are embodied in the systems, structures, policies, and programming of the school. Mr. Heber will take primary responsibility for certain short-term elements of the start-up process, such as fundraising and campus development. His position supports the program’s launch and will term-out a year after doors have opened. The Co-Directors will work alongside Mr. Heber and he will transfer his responsibilities to them in a gradual process so that personnel transition, when it happens, is seamless.

THE POSITION

STRATEGIC PRIORITIES

The Field Semester is an entrepreneurial, start-up venture where the Co-Directors will help shape the pre-launch, launch, and successful growth and development of a concept and program that will have an indelible impact on its students, faculty, physical environment, and local community. With that in mind, the Co-Directors will:

- Continue to hone and iterate on the vision of TFS as it unfolds.
- Transition TFS from start-up phase to operational phase.
- *Secure start-up and construction funding.
- Supervise the campus build-out alongside Co-Founder, Yaeir Heber, who will spearhead the project.
- Recruit a world-class faculty and ready the program for opening day.
- Build deep, meaningful, and authentic relationships within and around the California Bay Area, including organizations that are involved in environmental sustainability work, community groups, non-profit organizations, state and local government agencies, higher education institutions, and Native Californian groups.
- Partner with Admissions to enroll the first cohort of students.

ESSENTIAL FUNCTIONS (Shared by Co-Directors)

Leadership

- Design and lead the school according to its mission and values.
- *Identify, assess, and inform the Board of Directors of internal and external issues that affect the organization.
- *In addition to the Chair of the Board and Founder, act as spokespeople for the organization.
- Ensure a healthy student life experience and organizational culture.

- Spearhead efforts with the Board and consultants to develop a strategic plan to guide the organization.

Operational planning and management

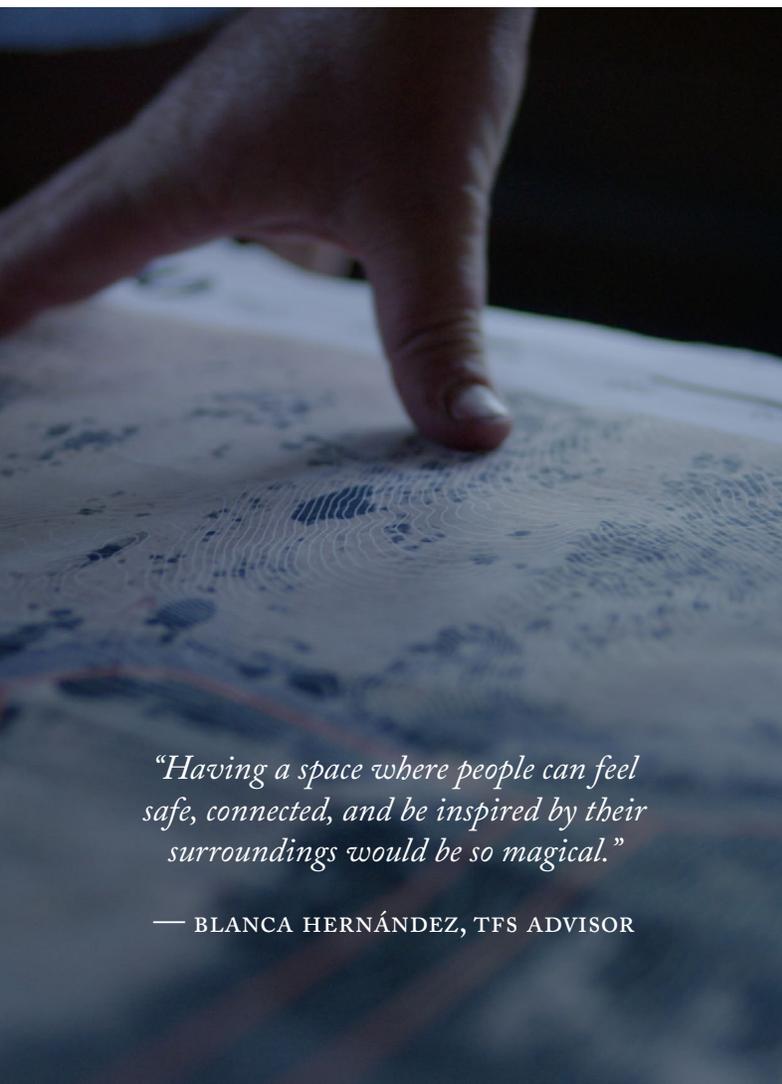
- Develop the organizational policies, systems, and structure that will help the school community operate smoothly and cohesively.
- Work with experts to devise emergency planning and preparedness protocols.
- Coordinate campus safety.
- *Ensure that school programs, policies, and physical campus are developed in accordance with all relevant laws and regulations.

Program / School Administration

- Spearhead accreditation process and maintenance.
- Oversee and manage development of an interdisciplinary, immersive, experiential, project-based, and cooperative learning program.
- Oversee and manage professional learning plans and evaluations for teachers and leaders.
- Develop and oversee student-projects program.
- Ensure that all students are engaged in meaningful place-based learning while developing skills, confidence, and perspective.
- Ensure that students feel a sense of safety, belonging and connection.
- Define goals and strategy for enrollment management.
- Establish clear pathways for student enrollment, including transfer of credits and sending-school coordination.
- Ensure logistical accessibility of the program for students, including physical transportation, personal equipment, visitor policies etc.

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“Having a space where people can feel safe, connected, and be inspired by their surroundings would be so magical.”

— BLANCA HERNÁNDEZ, TFS ADVISOR

Financial planning and management

- *Refine and translate TFS' vision into a reliable and implementable business plan.
- Create and oversee the annual operating budget.

Fundraising

- Participate in established fundraising efforts in partnership with the Founder and Development Manager.

Community relations/advocacy

- Establish an alumni network and program.
- Develop systems and protocols for parent/family relations and communications. Manage effective communication strategy to keep parents/guardians informed and assured.
- *Establish and foster strategic relationships with other organizations and agencies that can enrich TFS' programming and participant pipeline.
- *Communicate with stakeholders to keep them informed of the work of the organization and to identify changes in the communities served by TFS.
- *Establish TFS and its leadership as an engrained, trusted, respected, and beloved entity in the Port Costa community.

Human resources planning and management

- Guide the development of HR systems and policies so that TFS can grow its professional community.
- Plan and oversee a program for monitoring and supporting teachers' wellness.
- Finalize staffing plan and hire the team.
- Design and manage the evaluation of staff.

**Responsibilities marked with an asterisk will be co-held by the Co-Directors and the Founder, while other responsibilities may be done in consultation with or with the support of the Founder, but will ultimately be owned by the Co-Directors.*

THE POSITION

TFS actively welcomes all types of applicants, and encourages individuals with diverse experiences and perspectives, including those with non-traditional career backgrounds in education or outdoor leadership, to apply.

QUALITIES AND ATTRIBUTES

Both Co-Directors should have:

- An understanding of and willingness to accept the commitment and grit that starting a school and operating a residential program requires.
 - A conviction around TFS' mission, specifically a fundamental belief in the underlying interdependency of all things.
 - As a team, lived experiences that reflect the diversity of the San Francisco Bay Area population.
 - A reflective and growth-oriented mindset.
 - Ability to build trust and relationships.
 - Ability to represent TFS impeccably and authentically.
- A high level of commitment.
 - Excellent capacity for organizational leadership.
 - Genuine and demonstrable commitment to sustainability, ecology, and/or environmental stewardship.
 - Genuine and demonstrable commitment to social justice and equity.

At least one Co-Director should have:

- A charismatic and motivating personality that can persuade, compel, and inspire action.
- Operational and financial understanding of how schools or organizations are run.
- A teacher's mindset.

“Every place has its challenges, and so, if you allow those challenges of place to bubble up into your curriculum and you enable the students to understand what those challenges are, then you bring the problems of education to life.”

— PAUL SCOTT, TFS CO-FOUNDER



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MISSION, VISION, and VALUES

Mission

The Field Semester welcomes young people from varied backgrounds and lived experiences to develop their relationship to self and community through an interdisciplinary and experiential semester program. Our radically redesigned school joins interdisciplinary academic rigor with hands-on projects in land stewardship and community development to inspire personal transformation and equip students to become compassionate leaders and skilled followers, knowledgeable activists and impassioned advocates. Graduates of The Field Semester will emerge aware of the social and ecological challenges of the present and, more importantly, capable and motivated to address them, grounded in justice, equity, and love for others.

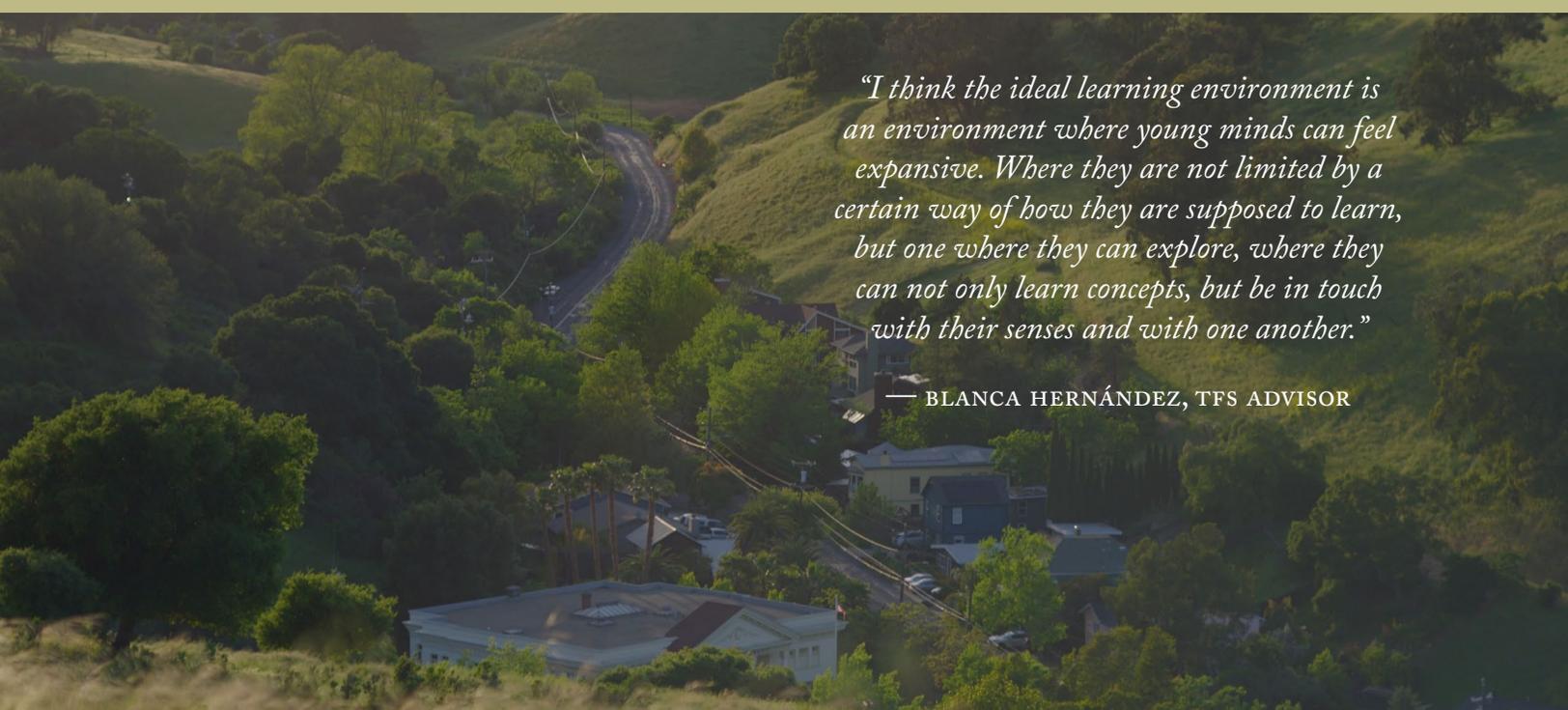
Vision

Through rigorous coursework, self-sufficient community living, and active environmental stewardship, The Field Semester community will embody the truth that we are vital, interdependent elements of living systems. We can regenerate and we can destroy: knowledge and practice mark the difference. Our innovative program of study will utilize the students' immersion in a degraded

watershed, a small Bay Area town, and a wider regional ecosystem to offer a potent blend of intellectual study and experiential learning, far beyond what is available inside the walls of a traditional classroom. Rooted in the study and stewardship of campus, community, and our home watershed, yet conscious of the larger systems of power, growth, degradation, and exploitation characterizing the spaces and communities in the region, each semester will fill students with the insight, capacity, and the urgent drive to become effective innovators and stewards of all the communities they will call home.

Values

The Field Semester will always operate on a simple value system. Good work is that which supports all people, all living creatures, and the Earth—ensuring safety and balance, diversity, belonging, integrity, and resilience. Destructive work opposes justice, human thriving, and ecological health and well-being. Humanity and nature do not reside in separate spheres or have separate fates or realities; nor are humans separate from one another. Everything is interdependent; well-being, in its true and lasting form, is collective; every action and every decision that every human makes is implicated both in ecology and human rights. The Field Semester values living systems and human rights and our community will work every day to nurture and promote both.



“I think the ideal learning environment is an environment where young minds can feel expansive. Where they are not limited by a certain way of how they are supposed to learn, but one where they can explore, where they can not only learn concepts, but be in touch with their senses and with one another.”

— BLANCA HERNÁNDEZ, TFS ADVISOR

THE SCHOOL

QUALIFICATIONS AND REQUIREMENTS

- Bachelor's degree.
- Exemplary experience working with:
 - » Place-based, experiential education
 - » Diverse student populations
 - » Students of high school age
- Experience working in a formal school setting (at least one Co-Director must have)
- Demonstrable commitment to DEIJ leadership.
- Demonstrable experience working collaboratively and a commitment to the Co-Director leadership model.

THE SCHOOL

The Field Semester is an immersive semester program that reaches high-school students at a crucial moment in their personal and academic development. Our innovative program will bring 45 high-school juniors and seniors from diverse communities to live, work, and learn together on the land. Over sixteen weeks, through an exciting mix of intellectual study and

experiential learning, students at The Field Semester will deepen their understanding of the social and biological ecosystems we share. Their days will be spent engaged in rigorous academic classes with lots of field-work, restoring and stewarding the watershed in which they will live, and managing the day-to-day operations of the campus including growing food, cooking, and maintaining the facilities. We aim to equip graduates with the tools they need to thrive as just, sustainability-minded leaders in every community they call home.

The Field Semester will provide a transformative, place-based learning community for young people from varied backgrounds and lived experiences where they will gain the inspiration, sensibilities, and skill-sets to help build a world in which society and ecology thrive, equitably and sustainably.

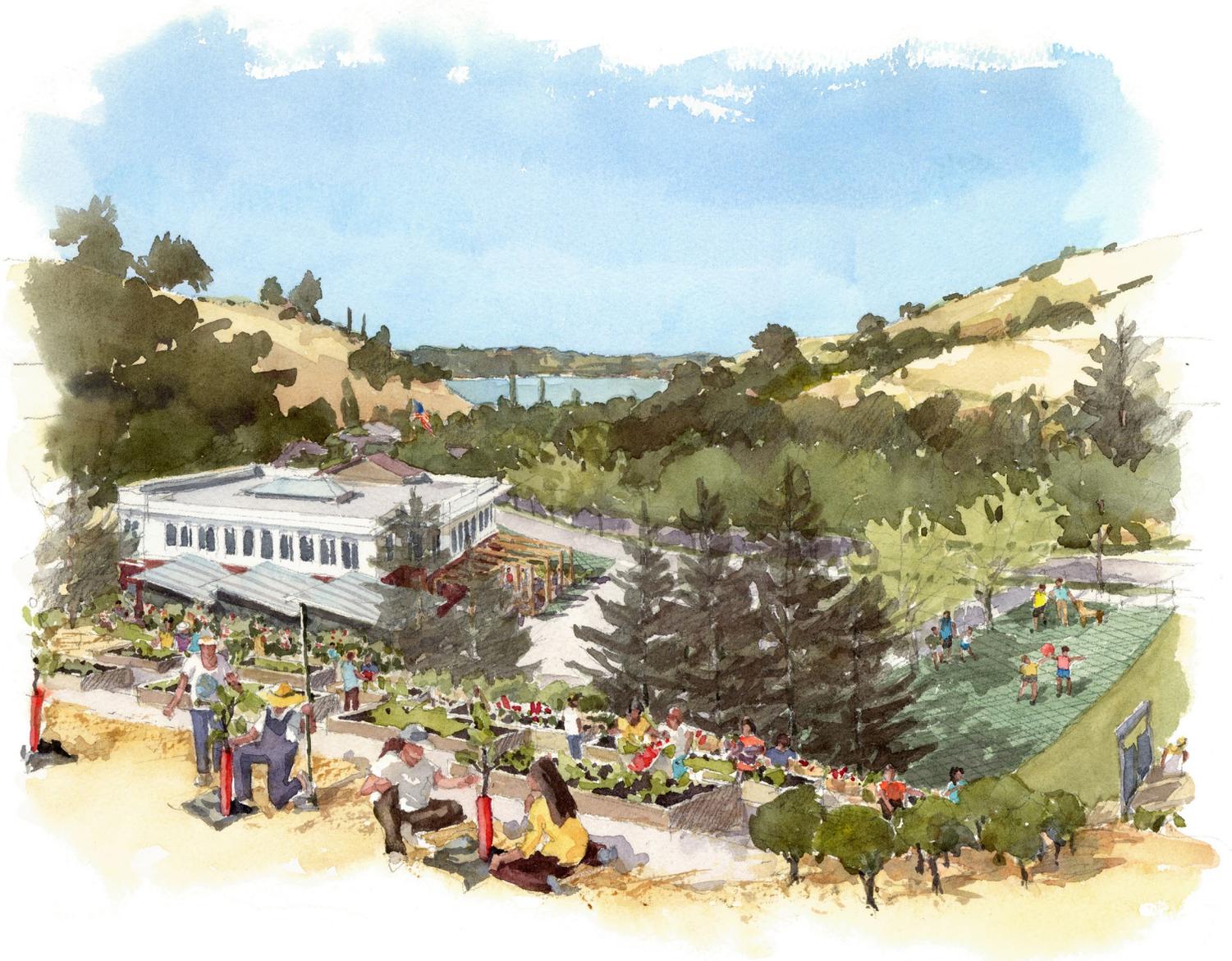
Financials

TFS employs a Development Manager who conducted a year-long financial feasibility study into TFS' concept. That study led to a resounding "yes" that TFS is not only feasible, but an attractive concept for donors to stand behind. It was determined from the study that TFS would set a capital campaign goal of



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\$40 million dollars, of which we have already raised approximately 30% in committed funds. These strong tailwinds have cemented TFS' belief that we will meet their initial campaign goal, and once met, TFS will have approximately a decade of operating capital to sustain the program.

THE PROGRAM

The Field Semester's program consists of three primary and interrelated components: Academic Study, Community Homesteading, and Outdoor Experience and Service. These components are

encircled by the persistent exploration of four core tenets whose consideration is integral to sustainability: Ecology, Cultural Context, Global Positioning, and Self. Understanding these tenets will empower students to identify and solve the challenges associated with sustainable living—to design and contribute to systems that not only stop depleting the natural resources of any place, but work to restore and regenerate those resources upon which TFS' own built environment depends.

To learn more about the program, click [here](#).

THE SCHOOL

CAMPUS & GEOGRAPHY

Located in Northern California, the roughly 15-acre Port Costa campus will be the heart and soul of The Field Semester's program. Centered around the 100-year-old, 15,000 square foot Port Costa Schoolhouse, which is on the National Register of Historical Places, TFS' plan is to build cabins around the Bull Valley reservoir and use the Schoolhouse for classes and dining while regenerating the Bull Valley Watershed and maintaining the campus structures and the surrounding land. The campus will showcase ecologically sound land stewardship and innovative sustainable agriculture, while also connecting students to the region's rich and complex history.

To learn more about the planned campus, click [here](#) and [here](#). To learn more about Port Costa, click [here](#).



AT A GLANCE

Fall 2025

Anticipated opening date

Port Costa, CA

Campus location

**45 high school
juniors and seniors
per semester**

Enrollment

**16 week semesters,
twice per year**

Program length

**14 full-time staff and
4-8 apprentice teacher/interns
at launch**

Number of faculty/staff

1:5

Average Student-Teacher Ratio

**Tuition will be free
for all students**

Tuition support

PROCEDURE TO APPLY

The Field Semester is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available person in every job. School policy prohibits unlawful discrimination based on age, color, creed, disability, gender, marital status, national origin or ancestry, race, religion, registered domestic partner status, sexual orientation, physical or mental disability, a medical condition including genetic characteristics, or any other consideration made unlawful by federal, state, or local laws.

Interested candidates should submit via https://bit.ly/TFS_Co-Directors_AppForm the following materials confidentially in one, single PDF file:

- A cover letter indicating the candidate's particular interest in and qualifications for the position
- A current résumé
- A statement of educational philosophy
- The names, addresses, and telephone numbers of five references, including at least one recent supervisor. References should speak to the applicant's ability to be an effective educator and administrator, to work successfully with children, and to work collaboratively and collegially with adults (references will be contacted only with the candidate's permission).

The salary range for each co-director is \$75,000-100,000 with an additional \$24,000 annual housing stipend or free on-campus housing.

Please address any questions by email to julie@strategenius.org or by phone at 415-881-7105.



SEARCH CALENDAR

January 2, 2024

Applications Due

Early January 2024

Semifinalist Interviews

Late January 2024

Finalist Interviews

Early February 2024

Announcement

No later than

July 1, 2024

Start Date —

Depending on availability, can start immediately after an offer is made in late January/early February 2024

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