



THE PARK SCHOOL OF BALTIMORE

Director of Library Services and Instructional Technology

SUMMARY

Location | Baltimore, MD

Post Date | February 18, 2021

Application Deadline | March 20, 2021 at 5pm EDT

Remote Semifinal Round | March 30 and 31, 2021

Final Round | April 12 – 16, 2021 (preferably on-site)

Decision Announced | April 30, 2021

Start Date | July 1, 2021

Reports To | Associate Head of School for Academics



Ed Tech
RECRUITING



SUMMARY

The Park School, a PK-12, independent day school located on 100 acres in Baltimore, celebrates core values rooted in the progressive educational philosophy of John Dewey. At Park, there is an unshakable belief in children’s capacity to enjoy learning, to act rationally, and to grow when inspired by highly qualified, caring teachers. A fundamental commitment to inclusiveness and equity guides all programs and activities. Building on that commitment, the school recently developed a comprehensive anti-racist action plan shaped by students, alumni, parents, and employees.

Park is also building on recent momentum and enthusiasm for instructional technology and information literacy by creating a new position: director of library services and instructional technology (DLSIT). This role will oversee two co-curricular academic departments and be charged with augmenting Park’s student research program, which for Park is at the intersection of technology and information literacy. In parallel, the school created a new operational technology position (director of IT and information services) that, along with the DLSIT and two associate heads of school, will form a new Technology Cabinet. This collaborative model of technology governance aligns with Park’s approach to shared leadership and consensus-driven decision making. The director of library services and instructional technology starts July 1, 2021 and reports to the associate head of school for academics.

MISSION

Devoted to intellectual inquiry, a collaborative spirit of learning, and an appreciation for the diversity of human experience, The Park School of Baltimore is a community founded on positive expectations of our students and respect for individual differences.

We cultivate children’s innate curiosity by nurturing their interests and engaging them as active participants in their own education.

We support young people in becoming confident questioners and responsible citizens of the world.





THE PARK SCHOOL PHILOSOPHY

The Park School embodies both in its tradition and in its daily practice three assumptions. First, human beings are capable and desirous of rational self-discipline and of acting towards others with respect, kindness, concern, open-mindedness, and moral conviction. Second, the activity of learning is an expression of positive energies, fulfills natural impulse, and enriches life. Third, authentic learning flourishes when people work, think, and collaborate within a diverse community.

As young people respond to the influence of these ideals, learning to trust and assert their own intellectual and moral powers as they develop, they acquire a sense of confidence in themselves and others, which will inspire a productive adulthood. Since the quality of expectation is most important, the belief that positive expectations produce positive virtues is fundamental to the practice of the school.

The conviction that the child contains inner strength, talents, and powers, which can be liberated and nurtured, allows a variety of educational techniques and methods and is manifested in the school in different ways. Accepting this belief requires recognition of the excesses it may bring: occasional sentimentality, self-indulgence, disorder, and untidiness. Yet it insists that the teacher's authority as an adult and as a scholar should be used not to suppress or constrain, but to provide the skills, opportunities, challenges, and encouragement to bring about the flowering and fulfillment of the individual to think and act in the world with responsible freedom.

The academic process offers young people a dynamic view of the nature of knowledge and the experiences of learning, and supports their efforts to construct life-affirming meaning. In every area of the curriculum the school encourages substantial student commitment to reading, writing, enquiry, and focused discussion in order to secure the factual knowledge and conceptual structures essential for intellectual competence.

Thus considered, school activities become both ends in themselves and means toward more complex, more difficult ends. But however rigorous, school work need not be alienating or painful, nor need success be measured by comparison to others. Rather, achievement is the result of the use by the child, under proper stimulation and challenge, of the natural powers of mind and body, which in their exercise and application provide pleasure and happiness.

To participate in the life of The Park School requires trust in these good prospects, effort to sustain these positive expectations, and confidence that, under their influence, children will grow to adulthood possessing the power to enact in their lives these beliefs about themselves and others.



CREATING AN ANTI-RACIST SCHOOL

We recognize that it takes ongoing and consistent effort to be an anti-racist institution. At The Park School of Baltimore, the work of anti-racism, and our larger goals around diversity, equity, and inclusion, are the responsibility of every member of the community; the benefits of that work are a brighter future for each individual, a thriving community, and an enriched society. As students, families, and employees live and learn together at Park School, we all must engage in these efforts — and we must recognize that these efforts are lifelong commitments. We have a duty to prepare our students for the world that we hope for, as well as for the one in which we currently live. A significant part of that preparation must include confronting the legacy of oppression that many in our society, in particular those who are BIPOC — *Black, Indigenous, People of Color* — continue to face. The principles on which Park School was founded must continue to guide us even as we are challenged to live and practice them more fully by each successive generation. Our mission, objectives, and philosophy provide us with a structure within which we can enrich and transform each other's lives — we must do so equitably, inclusively, and without bias.

ANTI-RACIST WORK...

- *Must be embraced, understood, and practiced by all community members.*
- *Recognizes the pervasiveness of racism and requires intentional sustained effort at the individual and community level to address and eradicate.*
- *Embodies the progressive education values of individual and collective responsibility through the lens of anti-racism.*
- *Enriches all in our community and builds the capacity for all community members to live fuller, more authentic lives.*
- *Recognizes that anti-racism and anti-bias awareness, knowledge, and skills can be learned and developed.*
- *Encourages healthy identity development across all racial groups including white racial literacy and identity development.*
- *Embraces the difficult, often painful work of acknowledging past failures and current tensions, all in service to building our capacity for authentic, healthy community engagement.*
- *Requires a life-long commitment to personal and collective growth and progress.*

For more information about Park's Anti-Racist Action plan, please visit:

www.parkschool.net/life-at-park/diversity-equity-inclusion/anti-racist-action-plan



HIGHLIGHTS FROM THE STRATEGIC PLAN

Envisioning its future, The Park School community has asked thoughtful questions and delved deeply into philosophy and practice to create a strategic plan that will set the school's priorities and inform its actions in the years to come.

Applicants are encouraged to download and read the entire strategic plan, which can be found at <https://bit.ly/3q58Flt>.

INQUIRY

Critical investigation is central to our vision at Park. Students and teachers have always asked real questions, investigated authentic problems, and arrived at complex understandings, both in the classroom and beyond.

We are a school that places problem-solving at the center of our classrooms. How do we continue to connect our everyday academic studies to urgent, complex, and world-based questions?

INNOVATION

Since the school's founding, teachers have created a curriculum both rigorous and responsive to students' intellectual needs and emotional growth. We know that students flourish in an atmosphere that affirms their voices, interests, and ideas.

We are a school that respects the freedom to teach and the freedom to learn. How do we use that freedom to prepare our students to meet the future with inventiveness and flexibility?

INCLUSIVITY

Inclusivity is integral to our philosophy and pedagogy. We know that diversity is essential to a dynamic classroom and a healthy school. Learning at Park is not simply about acquiring content knowledge; it involves listening to, and working with, all members of the community, considering multiple points of view, and understanding different perspectives and experiences.

We believe we have an ethical responsibility to listen to, and learn from, each other. How do we continue to foster and build a compassionate and welcoming community?





SIGNATURE PROGRAMS AT PARK

INTERNATIONAL STUDENT-LED ARCTIC MONITORING & RESEARCH



The International Student-led Arctic Monitoring and Research (ISAMR) program works to monitor climate change in the subarctic region through generating long-term research projects, giving students the opportunity to conduct original, scientific research. In addition, students educate themselves on the science surrounding their research projects and the cultural differences and social issues of the indigenous people in their study areas. Together with Kelvin High School in Winnipeg, Manitoba, and the Junior Canadian Rangers in Churchill, Manitoba, the Park School's branch of ISAMR travels to Churchill on the edge of the Arctic Circle. This opportunity is offered to students twice a year, October and August — each trip with its own distinct research focuses.

VISITING SCHOLARS

Park is fortunate to have a number of residency programs that bring scholars, artists, and journalists to campus. Visiting scholars meet with students for discussions and workshops, in large and small groups, revealing worlds of excitement and possibility beyond the classroom. Recent visitors have included:

- Dr. Leana Wen, who at the time was the commissioner of health for the City of Baltimore but later would become the president of Planned Parenthood
- Ta-Nehisi Coates (pictured), award-winning author, journalist, and educator
- April Ryan, White House Correspondent for the American Urban Radio Networks





ADVOC8: CIVIC ENGAGEMENT AND SERVICE LEARNING



Every eighth grade student at Park participates in the Advoc8 program, a multi-disciplinary project designed for students to use skills and knowledge developed during Middle School in order to take on roles as advocates for change. During Advoc8, students choose a topic about which they are passionate and, with faculty and peer collaboration, create an individual or group project, which culminates in the creation of authentic, innovative, solution-oriented advocacy. Recent projects have included students supporting immigrant youth in the federal DACA program, visiting legislators or testifying at hearings in Annapolis to support bills focused on addressing hunger and child abuse, and building a rain garden to address pollution concerns.

APPALACHIAN CHALLENGE®

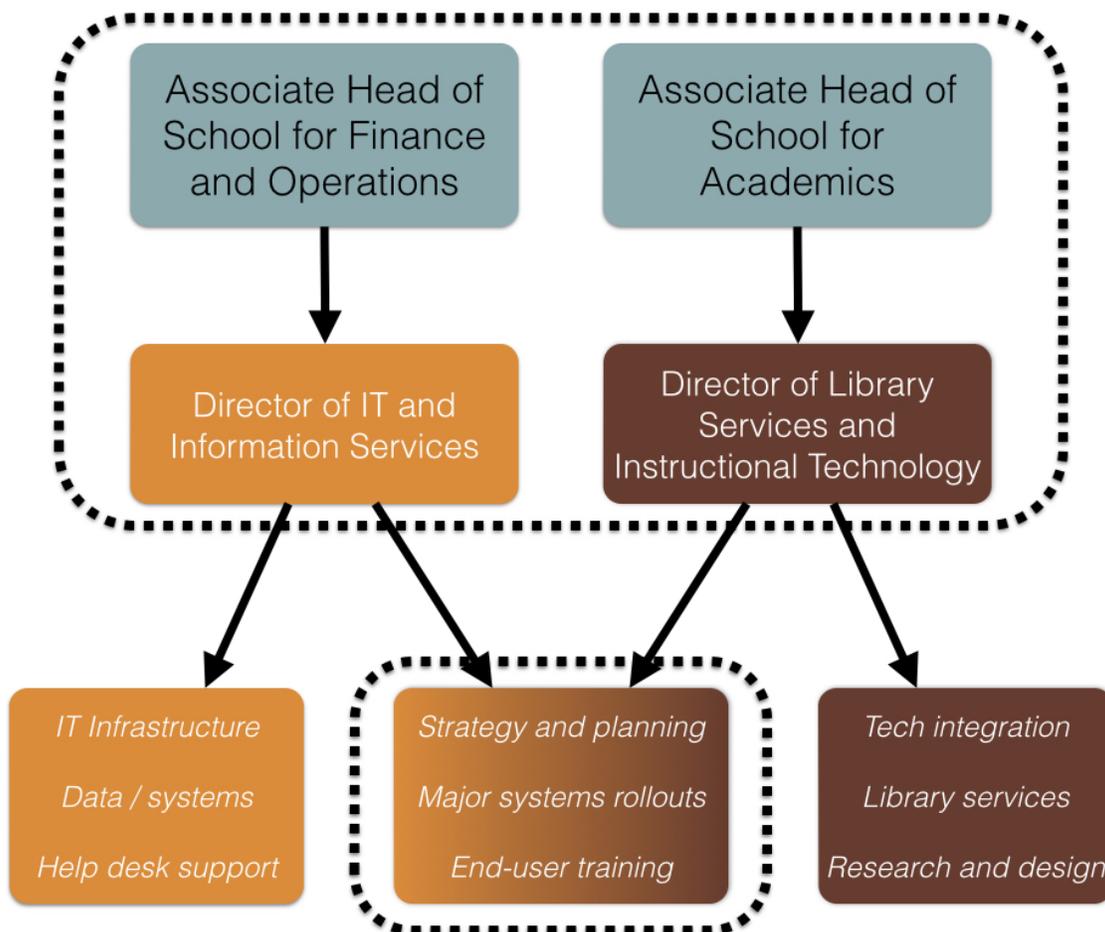


Appalachian Challenge® is Park's nationally recognized outdoor education program. A major component of the program is the initiative course (sometimes called a ropes or high and low confidence course). When initiated in 1974, Park's program was one of 12 in the country. The course is one of the largest in the mid-Atlantic region and is likely the only high and low confidence course in the country originally constructed, maintained, and taught by students.



TECHNOLOGY GOVERNANCE AT PARK

Starting with the 2021-2022 school year, Park will implement a thoughtful and collaborative governance framework for technology. Two directors will oversee different segments of the entire technology program: a director of IT and information services that will report to the associate head of school for finance and operations, and a director of library services and instructional technology that will report to the associate head of school for academics. Those four individuals will form the Technology Cabinet, which will have shared responsibility for all-school governance issues involving technology strategy and planning, major systems rollouts and upgrades, and end-user training.



The Technology Cabinet comprises both associate heads of school and both directors. This group is responsible for collaborating on all-school technology strategy and planning, major systems rollouts, and end-user training.



BACKGROUND: TWO NEW ROLES AT PARK

The Park School was founded as part of the Progressive Education movement in the early 1910's, and since that time it has remained committed to its progressive roots of innovative teaching and intellectual inquiry. As a result of some thoughtful restructuring that will take effect next year, Park's library and technology programs will be set up to better support those ever-critical areas of pedagogical innovation and student-directed research. Now, Park seeks two directors to help make this vision a reality.

In recent years, Park's technology governance structure has been relatively decentralized. Instructional technology coordinators reported to their respective division directors, the IT unit reported to the director of finance and operations, the library department reported to the associate head of school for academics, and a web and database manager worked within the communications department.

Park conducted a staffing assessment earlier this fall. Two of the most commonly shared viewpoints were that Park would benefit from a more centralized and coordinated technology leadership structure, and that the school needed to identify a core team responsible for developing a technology vision. With the announcement earlier this spring that a few key roles would come open at the end of the school year, Park's leadership team had a chance to restructure the governance of both its technology and library programs.

Two new roles will exist at Park next year: director of IT and information services (DITIS), and director of library services and instructional technology (DLSIT). The DITIS is a new role entirely and will oversee both the IT unit and the web and database manager, who will be moving to the technology team. The DLSIT is a reframing of the library director role, which is coming open at the end of the year.

Meanwhile, Park is hiring for an associate head of school for finance and operations, given that the current director of finance and operations is retiring. As a result of all these changes, the new Technology Cabinet will include three new administrators. Thus, the DLSIT and DITIS will be joining Park at the perfect moment — at the same time as each other and with a new governance structure just taking hold.





PRIORITIES AND INTERSECTIONS

Both directors will have their own core domains to guide. On the operational side, the IT and information systems unit is being formed to allow for a more comprehensive approach to overseeing enterprise applications and delivering end-user support. Like many schools, Park has relied much more heavily on technology during the pandemic than it did before the pandemic. Teachers and staff expect a sustained demand for technology in the coming years. This restructuring is a chance to set the school up for operational success following the pandemic.

On the instructional side, the library and instructional technology unit is being formed to enhance faculty support for technology integration, as well as further the school's mission of empowering student research and student-directed learning. Park has a history of supporting curricular innovation (see below), and bringing the library and instructional technology programs together aligns with that goal. Park also sees this restructuring as an opportunity to reframe the library as a hub for innovation and instructional design.

But just as important are the intersections between the two units. At the top of that list is technology vision. In recent memory, Park has not had a clearly defined core team responsible for developing and implementing a thoughtful and comprehensive vision for technology at the school. The formation of the Technology Cabinet is a chance for Park to do just that. The associate heads of school will be involved at a strategic level, but the two technology directors will be most hands-on in this process. Beyond setting a vision, the Cabinet will partner on change management and enterprise management of areas such as systems rollouts and upgrades, student and faculty device programs, classroom technology improvements, and end-user training.

Next year will be an exciting time at Park. The school can visualize the opportunities that this new governance structure will have on its overall technology program, including support services, integration, data systems, library services, innovation, and research. On July 1, Park will welcome two new directors who bring expertise in their respective domains and empower them to collaborate in shared ones. Both directors will play a central role in the next chapters of both technology, and teaching and learning, at Park.

FACULTY AND CURRICULAR ADVANCEMENT

The F. Parvin Sharpless Faculty and Curricular Advancement Program (FACA), Park's innovative program for professional development, provides teachers time and funding for intensive study that directly benefits Park students. Projects address a range of curricular and guidance issues identified as priorities for the school. Faculty work collaboratively, draw on the expertise of outside professionals, read, research, write, and discuss. The results are evident in an expansive, stimulating, and challenging curriculum that provides the best possible education for Park students. Since its inauguration in 1989, FACA has garnered national attention as a model for professional development. In 30 years, over 1000 grants have supported hundreds of projects and 82% of Park's faculty. All areas of school life — academic, athletic, artistic, social, and technological — have been studied.



KEY STATISTICS

Founded: 1912

Location and campus: 100 acres, about 10 miles northwest of downtown Baltimore, that include a rooftop observatory, 44,000 square foot arts center, 42,000 square foot athletic center, playing fields (including a state-of-the-art AstroTurf field), student-designed lower school playground, woodlands, tributary, pond, Appalachian Challenge ropes course, trails, gardens, and more; additional acreage at the nearby Sugar Campus includes open meadows and athletic fields

Students: 800+ in three divisions: lower school (PK – grade 5), middle school (grades 6 – 8), and upper school (grades 9 – 12); 34% students of color; over 55 zip codes represented

Retention: 94% retention rate

Athletics: 53 athletics teams across all three divisions

Faculty: 100 full-time teaching faculty and 19 part-time faculty (75% holding advanced degrees) with an average experience of 21 years in education and 13 years at Park; 24% identify as people of color; 7:1 student-to-teacher ratio

Accreditation: Association of Independent Maryland & DC Schools (AIMS)

Relevant associations and memberships: National Association of Independent Schools (NAIS); Association of Independent Maryland and DC Schools (AIMS); Baltimore Educational Scholarship Fund (B.E.S.T.); Baltimore Independent School Collaborative (BISC); Middle Grades Partnership (MGP)

Tuition: Ranges from \$18,850 (PK) to \$34,080 (Upper School)

Financials: Operating budget of over \$20M; endowment approximately \$50M as of December 31, 2020

Financial aid: Nearly \$6.2M awarded in 2020-2021 to 49% of students; average need-based tuition award of nearly \$20,000

Website: www.parkschool.net

QUOTE FROM THE ASSOCIATE HEAD OF SCHOOL

"As I think about Park students of today and of tomorrow, it is clear that integrative technology is and will be an increasingly essential component of their learning. Technology as a tool will enhance our academic mission, which is to promote intellectual inquiry, a collaborative spirit of learning, and an appreciation for the diversity of human experience."

— Priscilla Morales, Associate Head of School for Academics



DIRECTOR OF LIBRARY SERVICES AND INSTRUCTIONAL TECHNOLOGY

SPECIFIC DUTIES

Program Management

- Manage a 9,000 physical space, which includes two conjoined libraries and other learning commons and workspaces located in the center of campus.
- Supervise the library staff, which includes a team of four, and (in collaboration with the principals) the instructional technology staff, which includes three divisional coordinators.
- Oversee the library circulation, archives, and collections, as well as various enterprise-level library databases and instructional technology applications.
- Support students and teachers who utilize both the physical library and deployed instructional technology tools as part of the teaching and learning program.

Empowering Academic Innovation

- Lead a collaborative process to develop a PK – 12 strategic vision and curricular arc for the information literacy and instructional technology programs in support of advancing student-directed learning and student research in all divisions.
- Design, deliver, and oversee professional development and growth experiences for faculty and staff in areas of technology integration, information literacy, and student research.
- Inspire the library and technology teams, as well as the faculty community, to model and support best practices in innovation, technology integration, and instructional design.
- Partner with departments on major research and instructional technology initiatives.
- Create and implement a vision for the physical library space to become a central hub for developing informational literacy, supporting technology integration, serving as an instructional design partner to faculty, and serving as a research partner to students.
- Evaluate emerging tools, systems, and programming, and maintain local, regional, and national connections, in support of the strategic goals of the academic program.

Leadership and Strategy

- Work in concert with the director of IT and information services, and under the direction of the associate heads of school for academics and finance and operations, to develop and implement a technology vision that meets the needs of faculty and students.
- Manage the library and instructional technology budgets.
- Serve in the Technology Cabinet and on various academic and operational committees, and perform other duties as assigned.



PARK IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications:

- A graduate degree from an accredited college or university in instructional technology, library and information science, information systems, or a related field
- Experience working in a library and/or instructional technology department, preferably in a school setting
- Director-level experience with departmental leadership, staff supervision and evaluation, change management, and goal setting
- Experience leading workshops, trainings, projects, and new initiatives related to technology integration that are aligned with an organization's strategic objectives
- Teaching experience, preferably in a JK-12 school, and a track record of successfully leveraging technology and research to improve instruction and learning outcomes

Leadership and Personal Qualities:

- Immersion in diversity work — both in training and in implementation — and a commitment to fostering culturally competent and inclusive learning environments
- A willingness to execute a shared model of technology governance in collaboration with an instructional technology director and two members of the leadership team
- Demonstrated passion for information literacy, research, reading, instructional design, and instructional technology
- An ability to build consensus among diverse groups, facilitate critical discussions within large groups, and instill confidence in colleagues during times of transition
- A thoughtful approach to team building, leadership development, and staff growth
- Inspirational and diplomatic leadership sensitive to the needs of a diverse faculty
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, high-achieving, multidivisional, and independent school
- Confidence and humility, together with a sense of humor and warm personality
- A love of learning and a love for school



HOW TO APPLY

Ed Tech Recruiting is acting on behalf of Park to identify exceptional technology leaders to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas
Principal, Ed Tech Recruiting
jobs@EdTechRecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH MARCH 20, 2021.

All applications must be submitted online, via:

www.EdTechRecruiting.com/jobs/Park/LibEdTech

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Park search committee
- CV or résumé
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you—though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

Reflect on the governance structure outlined on page 8 of this document. How would you as the director of library services and instructional technology lead your department and your areas of responsibility within this overall framework? What challenges would you foresee, and how would you work to mitigate those challenges?

The Park School of Baltimore, Inc. seeks to have a diverse workforce and has a non-discriminatory policy as to employees and applicants for employment. All employment decisions, from hiring through termination, will be based on an impartial judgment of the individual's capabilities and professional qualifications. The school does not discriminate against employees or applicants for employment on the basis of race, color, national or ethnic origin, religion, ancestry, gender, gender expression, sexual orientation, age, marital status, or any physical or mental disability unrelated to a reasonable performance of an employee's duties.