



FRANCIS PARKER SCHOOL

Director of Instructional Technology and Information Systems

SUMMARY

Location | San Diego, CA

Post Date | January 21, 2021

Application Deadline | February 19, 2021

On-site Final Round | March 8 – 11, 2021

Decision Announced | March 26, 2021

Start Date | July 1, 2021, or earlier by mutual agreement

Reports To | Assistant Head of School for JK – 12 Strategic Initiatives

Serves On | Parker Leadership Team





SUMMARY

The quatrefoil window, present on both campuses of Francis Parker School and embodied in the school's logo, has become a symbol for what the community of this large, JK-12, independent day school in San Diego represents: individual, innovative, engaging, and transformative. Inspired by the window itself, the school's tagline emphasizes the academic rigor and varied opportunities Parker provides its students, while encouraging those students to pursue their passions, live purposefully, and see "as far as the mind can see."

Parker sees an exciting new role on its horizon: director of instructional technology and information systems. This new role will oversee two specific areas of technology (instructional and information systems) and lead a department that serves both faculty across three divisions on two campuses, as well as operational managers that increasingly depend on timely data and analysis from enterprise applications and school-wide systems. The role, which starts July 1, 2021 or earlier by mutual agreement, reports to the assistant head of school for JK-12 strategic initiatives and serves on the Parker Leadership Team, which is led by the head of school.

MISSION

The Francis Parker School mission is to create and inspire a diverse community of independent thinkers whose academic excellence, global perspective, and strength of character prepare them to make a meaningful difference in the world.

Francis Parker School is committed to graduating students who embody those qualities essential for academic success and personal fulfillment — intellectual curiosity, creative thinking, passion for learning, ethical responsibility, self-reliance, community engagement, and global competence — by offering a balanced, challenging, and integrated Junior Kindergarten through Grade 12 educational program in academics, athletics, and the arts, all centered in a vibrant and diverse school environment.





PHILOSOPHY AND VISION

EDUCATIONAL PHILOSOPHY

Francis Parker School believes that students learn best in an inclusive and interdependent community where they thrive socially, emotionally, physically, and academically.

At Parker, students are challenged by increasingly complex, integrated, and developmentally appropriate learning experiences. Faculty create learning environments that allow students to participate in the construction of their own knowledge.

VISION FOR PARKER GRADUATES

Parker graduates students who embody those qualities essential for academic success and personal fulfillment — intellectual curiosity, creative thinking, a passion for learning, a sense of ethical responsibility, self-reliance, community engagement, and global competence — by offering a balanced, challenging, and integrated JK to grade 12 educational program in academics, athletics, and the arts, all in a vibrant and diverse school community.

Parker is committed to developing students who:

- *strive for academic excellence while maintaining a balance of social and emotional well-being;*
- *possess the necessary skills, aptitude, and imagination to participate in the fundamental human conversation on what is right, fair, and good;*
- *think critically, write persuasively, and communicate confidently;*
- *are familiar with the cultural, political, historical, scientific, ethical, and economic forces shaping the world;*
- *possess the tools necessary to realize their individual talents and potential in their academic and professional lives; and*
- *embrace the larger world through meaningful, age-appropriate opportunities for experiential education.*





VALUES

Parker's core values support the mission and vision, affirming its principles, beliefs, priorities, and philosophy, shared by all members of the community.

1. Students First

Realizing that each student brings unique talents, interests, and areas for growth to the educational process, Parker's decision making, curriculum planning, and student support is designed to ensure that students thrive as they develop into adulthood.

2. Academic Excellence

Through a superior faculty and an intimate learning environment in which all students are known and valued, Parker is able to design courses that move students first through foundational knowledge and then beyond "as far as the mind can see."

3. Global Perspective

The world is a pluralistic tapestry of cultural, political, historical, scientific, ethical, and economic forces. A Parker graduate understands this complexity, has learned the value of our diverse and independent world, and has developed the skills necessary to respectfully and inclusively navigate the world.

4. Strength of Character

Character education is central to a Parker education. Parker graduates are academically and ethically prepared to "make a meaningful difference in the world."

5. Inclusive Community

Parker welcomes and celebrates students who reflect diversity in all of its forms. In addition to intentionally cultivating and admitting a diverse applicant pool, Parker faculty design curriculum knowing that students learn best in an environment where they have both a "mirror" of their own life experiences and a "window" into the life experiences of others.

6. No Limit to Better

The work of a teacher is both art and science. Like artists or scientists, faculty at Parker are scholar-practitioners who attend to the foundations of their instructional practice while concurrently exploring, innovating, and modeling lifelong learning.



DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Parker embraces the celebration and understanding of different identities, backgrounds, and experiences. Members of the community lean into difficult conversations with courage and respect and always strive to improve cultural competency, policies, and strategic goals.

VISION AND PHILOSOPHY

The Francis Parker School aspires to be a community defined by diversity, equity, belonging, and inclusion. At Parker, we see value in defining these terms.

- We define diversity as differences in identity such as race, sex, socio-economics, gender identity and expression, age, culture, ethnicity, language, religion, sexual orientation, learning styles, physical ability, creed, and national origin.
- We define equity as ensuring that essential programs, activities, services, technologies, resources, and recourse for justice are accessible to all.
- We define inclusion as purposeful action resulting in people sharing space, respect, and decisions resulting in ownership in the school.
- We define belonging as the experience of “psychological safety” that allows all people to feel welcome, be their full selves, and to take risks.

While an essential goal is achieving diverse enrollment, we realize that diversity alone is insufficient. Therefore, we strive to create an inclusive environment in which all community members thrive because they are respected. The school prioritizes a diverse and inclusive environment because it is a fundamental facet to students’ academic, social and emotional success.

Parker believes in the shared responsibility of all community members to create and uphold the experience of inclusion. Therefore, our community takes active steps to assure its commitment to a diverse, equitable, and inclusive learning environment as evidenced by the actionable goals in the Diversity and Inclusion Plan.

- Commitment to an Inclusive Community
- Diversify Our Curriculum
- Recruitment and Retention for Racial and Ethnic Diversity
- Strengthen Socio-Economic Diversity





IMPORTANT MILESTONES

- **2013:** Parker creates a standing Diversity Committee of the Board of Trustees.
- **2014:** Parker commits to a two-year climate survey process, Assessment of Inclusivity and Multiculturalism (AIM), as developed by the National Association of Independent Schools.
- **2015:** Parker hires its first Director of Diversity and Inclusion, who remains in this role and has grown the Office of DEIB to what it is today.
- **2016 to 2018:** Parker implements five AIM action items:
 - ✓ Create a diversity and inclusion mission statement
 - ✓ Develop and implement an outreach plan
 - ✓ Develop and implement a JK to 12 inclusive curriculum framework
 - ✓ Revise hiring practices to attract more diverse faculty to the school
 - ✓ Provide professional development for faculty and staff
- **2018:** Parker begins S.E.E.D. training for faculty; to date, 34 have completed it.
- **2019:** Parker hosts its first Pollyanna Conference.
- **2020:** Parker takes its commitment to DEIB to the next level, by:
 - ✓ Creating an Office of Diversity, Equity, Inclusion and Belonging
 - ✓ Hiring two full-time associate directors, one to work at each campus
 - ✓ Launching an Equity and Justice action plan (<https://bit.ly/2LG4CNI>)





HIGHLIGHTS FROM THE STRATEGIC PLAN

Applicants are encouraged to download and read the entire strategic plan, which was updated in 2017 and can be found at www.FrancisParkerSchoolStrategicPlan.com.

ACADEMIC PROGRAM AND INSTRUCTION

Rigorous and Relevant Academic Program: Maintain a comprehensive JK to Grade 12 scope and sequence ensuring appropriate curriculum and opportunities for students to demonstrate academic achievement and attain clear learning outcomes.

Design Thinking: Students grasp the fundamentals of design thinking, positioning them to execute entrepreneurial projects.

Technology Fluency and Citizenship: Provide students, faculty, and staff with the tools, skills, and ongoing support to become responsible and productive digital citizens.

STUDENT EXPERIENCE

Global Education Program: Integrate fully a global education perspective into the JK to Grade 12 learning experience.

Character Education and Leadership: Develop character education and leadership skills that foster a range of essential characteristics and core values.

INCLUSIVE COMMUNITY

Program and Curriculum: Support program and curriculum that promote the core values of diversity, inclusivity, and cultural competency, ensuring all members of the Parker community are valued and respected.

Recruitment and Retention: Emphasize the recruitment and retention of highly qualified students, faculty, staff, and Board members from diverse socioeconomic, racial, and ethnic backgrounds.

PUBLIC PURPOSE

Engage the Community: Serve as a portal for the exchange of innovative practices and ideas in the local and broader educational communities.





BACKGROUND AND OPPORTUNITIES

Great schools do not rest on their laurels, especially in times of adversity. With the pandemic now in its second year, running a school has never been harder. It would be understandable if Parker's focus were simply on resuming operations and overcoming the



logistical hurdles that the pandemic is presenting to schools.

However, that is not the culture of Parker. Instead, Parker is moving full steam ahead with several major initiatives that will help cement the status of this hundred-year-old institution as one of the most sought-after JK-12, independent day schools in the country. Two salient examples are worth a brief mention.

TAKING PARKER TO THE NEXT LEVEL

1. Diversity, Equity, Inclusion, and Belonging: An Ongoing Commitment

While many schools are just now figuring out how to put their well-intentioned diversity, equity, and inclusion plans into action, Parker has for many years been pushing itself to lead in this important area. With the full backing of a supportive board, Parker recently created an Office of Diversity, Equity, Inclusion, and Belonging (DEIB), added multiple FTEs to the department, hosted its first Pollyanna conference, and just this past July created Version 1.0 of the *Lancers for Equity and Justice Action Plan*. As the preamble to that document states, "The voices of our alumni and parents of alumni, along with their advocacy for change at Parker were critical in our swift movement. They have asked us to 'walk the walk;' we know actions speak louder than words." This plan contains actionable and measurable goals in four areas: Leadership, Hiring, Curriculum and Programming, and Accountability. Parker knows it has more to do but at the time is proud of the strides it has made in the area of DEIB over the last decade.

COMMUNITY ENGAGEMENT

For more than a century, Parker has emphasized the development of the whole child — encouraging students to be both active agents in their education and contributing citizens in their community. Our founders, faculty, and staff understand deeply the profound responsibility they hold in creating a learning environment in which the whole child is developed and nurtured. Essential skills and attributes including character building, teamwork and conflict resolution, empathy-building activities, and self-reflection are embedded into the fabric of a Parker education.



2. Co-Curricular Program Integration: An Exciting New Organizational Model

Like many large, multidivisional, two-campus schools, Parker’s size and physical layout can present logistical hurdles when implementing curricular arcs and integrating co-curricular programs. However, a recent restructuring of the Parker Leadership Team should make both these goals a bit more achievable. Earlier this year, the middle school head was elevated to assistant head of school for JK-12 strategic initiatives (AHoS-SI). Now, three strategic groups are being formed: Academic Program Leaders, Athletic Program Directors, and Co-Curricular Program Directors. The AHoS-SI will be responsible for the alignment and integration of the programs within that third co-curricular group, which includes:

- Character Education
- Community Engagement
- Curriculum and Instruction
- Diversity, Equity, Inclusion, and Belonging
- Health, Safety, and Wellness
- Information Systems
- Instructional Technology
- Social and Emotional Learning

The director of instructional technology and information systems (DITIS) will be an active member of this cohort and have an opportunity to establish deep connections with the leaders of the aforementioned co-curricular areas.

THE TECHNOLOGY PROGRAM

The technology team currently comprises six individuals:

- Audio Visual Lighting Engineer
- Database Systems Manager
- Lower School Technology Coordinator
- Middle School Technology Coordinator
- Systems Administrator
- Upper School Technology Coordinator



Because the director seat has been vacant since June 2020, all technology staff currently and temporarily report to the assistant head of school for finance and operations (AHoS-FO). Once the DITIS is hired, members of the technology department will report to the technology director, as they did previously — though the divisional directors will continue to supervise the roughly half-time classroom teaching responsibilities of their respective technology coordinators. As part of this reorganization, the new director will have an opportunity to evaluate departmental staffing levels in collaboration with the AHoS-FO.



When the previous technology director left this past summer after eight years of service to the school, the administration wisely decided not to try to run a difficult and hasty search during the middle of a pandemic. By engaging with Knowing Technologies (KT), a well-known and highly respected California-based technology solutions provider that works exclusively with K-12 independent schools, Parker was able to maintain a core level of technology service during this unusual year of pandemic-altered education. Meanwhile, Parker has engaged with KT to help augment two critical areas of its technology program this school year: upgrading core IT infrastructure and running faculty innovation cohorts.



The partnership with KT has been going so well that the school will continue to outsource the engineering and maintenance of its network to KT for the foreseeable future. The AHoS-FO will continue to manage that relationship, though the DITIS will be an active partner both in terms of setting the priorities for KT, as well as interfacing directly with KT staff. But the main reason for this arrangement is that it will allow the DITIS to focus on the two areas of technology that the school has prioritized in the immediate future: instructional technology and information systems. For both areas, the school will ask a thoughtful and experienced director to set vision, implement strategy, oversee tactical operations, and balance the needs of a diverse set of constituents.



On the instructional side, the middle- and upper-school technology coordinators have dedicated themselves for many years to building connections with teachers throughout the school. The lower-school technology coordinator is new this year but has already impressed faculty and administrators with her commitment to, and facility with, instructional technology integration. During recent interviews, many people expressed a desire for the next director to lead conversations around instructional technology strategy and set a proactive tone for how people engage with the department in this area.

At the same time, the DITIS will need to lead the area of data and systems. The school does not have a formal registrar, so much of that work falls to technology staff members. The school expanded the number of enterprise applications over the last two years, and with that growth has come the tactical need to develop APIs and workflows to keep data in sync. While Parker is too big of a school to have all its data in one system, it's also too big of a school to not be able to leverage the decision-making power of its aggregate data sets. Developing a thoughtful data management strategy for Parker will require not only a good understanding of enterprise applications, but also excellent communication and relational skills to gather and meet the individualized and nuanced needs of various departments.

Parker was founded over a hundred years ago on principles of *civic engagement* and *betterment* by one of the country's earliest progressive educators. Today, with so much of Parker's daily affairs reliant on mission-critical technology, the school is excited to find an experienced and dynamic leader to *engage* the community on how the school might make its technology program even *better*. Put simply, this opportunity is about building on prior success. On July 1, 2021 the school looks forward to welcoming an experienced director who brings fluency and passion for both instructional *and* information systems technology.





KEY STATISTICS

Founded: 1912

Location and campus: Two campuses on 27 acres in northern San Diego located approximately 10 minutes apart by car

Students: 1,310 in three divisions: lower school (JK – grade 5), middle school (grades 6 – 8), and upper school (grades 9 – 12); 42% students of color; over 80 zip codes represented

Retention: 95% retention rate

Student life: 60+ student clubs and organizations in the middle and upper schools; 50+ honors and AP classes offered; 72 colleges attended by the class of 2020

Faculty and staff: 132 teaching faculty (88 holding advanced degrees) with an average experience of 16 years in education; 9:1 student-to-teacher ratio

Accreditation: National Association of Independent Schools (NAIS), California Association of Independent Schools (CAIS), and the Western Association of Schools and Colleges (WASC)

Relevant associations and memberships: California Association of Independent Schools (CAIS); National Association of Independent Schools (NAIS)

Tuition: Ranges from \$20,860 (JK) to \$33,740 (Grade 12)

Financials: Operating budget of over \$44,000,000; endowment approximately \$39,000,000 as of December 31, 2020

Financial aid: Over \$6,200,000 awarded annually to 24% of students; average tuition award of over \$20,000

Website: www.francisparker.org

QUOTE FROM THE ASSISTANT HEAD OF SCHOOL

"This is an exciting time at Parker. We have a tradition of excellence and continuous improvement, and our new director of instructional technology and information systems will be an important member of the team that imagines and evolves our student learning environments and the systems that support our entire school. The director will also have a chance to work with outstanding leaders who are doing similar work in support of student learning and strategic decision-making across other areas of the school."

— Dan Lang, Assistant Head of School for JK – 12 Strategic Initiatives



DIRECTOR OF INSTRUCTIONAL TECHNOLOGY AND INFORMATION SYSTEMS

SPECIFIC DUTIES

Instructional Technology

- Lead a collaborative process to develop a JK – 12 strategic vision and curricular arc for technology that is aligned to the school's overall strategic plan, values, culture, and individual departmental needs; and oversee the implementation of that strategy and integration of the curricular arc into core disciplines and other parts of the curriculum.
- Evaluate emerging technology and assessment tools and guide senior academic leaders on strategic and operational decisions involving instructional technology hardware, software, and programs.
- Inspire the technology team and the faculty community to model and support best practices in innovation, technology integration, and instructional design.

Information Systems

- Oversee the performance, maintenance, and integrity of the school's enterprise data / systems environment, in areas including: student information, learning management, content management, financial, health, summer operations, and advancement.
- Serve as the school's primary project manager for enterprise-wide data transitions, and evaluate potential data systems to support various operational and academic departments.
- Identify and implement opportunities for connecting and consolidating data systems, to ensure datasets are current, reporting is reliable, and redundancies are minimized.

Leadership

- Oversee the hiring, supervision, evaluation and growth of all technology staff, which includes both instructional technology coordinators, as well as systems and operational staff.
- Design, deliver, and oversee professional development and growth experiences for faculty and staff in areas of technology integration and instructional design.
- Establish and maintain local, regional, and national connections to support the strategic goals of the school's technology program.
- In partnership with the CFO, coordinate and interface with the external technology solutions provider, which maintains and supports the network backbone and core IT infrastructure.
- Serve as an active member of the Parker Leadership Team.
- Manage the departmental budget and perform other duties as assigned.



PARKER IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications:

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree is highly desirable
- 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
- Experience managing, administering, implementing, and deprecating large data systems and enterprise applications
- Training or teaching experience, preferably in a JK-12 school, and a track record of successfully leveraging technology to improve instruction and learning outcomes
- Immersion in diversity work — both in training and in implementation — and a commitment to fostering culturally competent and inclusive learning environments

Leadership and Personal Qualities:

- An enterprise approach to technology management that supports individual needs within a scalable framework for a large department at a large K-12 school
- 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
- A commitment to the mission and values of Parker
- 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 Parker 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 FEBRUARY 19, 2021.

All applications must be submitted online, via:

www.EdTechRecruiting.com/jobs/Parker

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Parker 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:

For some, instructional technology and information systems are two distinct areas of technology with minimal intersections. How would you approach this role at Parker in such a way that the strategic goals and tactical initiatives within one area support and align with the goals and initiatives of the other?

Francis Parker School values diversity and seeks talented students, faculty, and staff from different backgrounds. All employment decisions are made without regard to unlawful considerations of race, color, sex (including pregnancy, childbirth, breastfeeding and related medical conditions), gender, sexual orientation, gender identity or expression, marital status, religion, national origin, ancestry, ethnicity, creed, age, mental or physical disability, medical condition, genetic information, military or veteran status, or any other basis prohibited by federal, state, or local law.