



## THE OAKWOOD SCHOOL

*Director of Educational Innovation and Technology Services*

### SUMMARY

**Location** | North Hollywood, CA

**Post Date** | February 11, 2021

**Application Deadline** | March 12, 2021 at 5:00pm PST

**Remote Semifinal Round** | March 19, 2021

**On-site Final Round** | April 5 – 9, 2021

**Decision Announced** | April 23, 2021

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

**Reports To** | Head of School

**Serves On** | Leadership Team



**Ed Tech**  
RECRUITING



## SUMMARY

Oakwood School is a K-12 coeducational day school in North Hollywood, California that opened its doors in 1951. The school has remained faithful to its original mission ever since: to create a diverse educational environment where young people are partners with the adults; where preparing students for the future occurs by immersing them in the present; where joy and humor prevail alongside academic rigor; and where authentic relationships engage students with their teachers, one another, and the world around them.

On July 1, the Oakwood community is excited to build an authentic relationship with a director of educational innovation and technology services, a new role for the school. Like many schools this past year, Oakwood has leaned more heavily into technology during the pandemic, and the community is ready to build on that momentum once the pandemic is over. The director will oversee a sizable department, which includes an IT unit of four and several instructional technologists working across Oakwood's two campuses. The director will report to the head of school, will be guided by the COO on operational matters, and will collaborate extensively with the principals of the three academic divisions.

## STATEMENT OF PHILOSOPHY

Oakwood School was founded in 1951 by parents who wanted to provide their children with an educational experience that was rich in the arts, sciences, and humanities and challenging to their creative, intellectual, and physical capacities. They wanted a learning community which would foster independence of thought, intellectual integrity, sensitivity to the needs of others, and prepare students for participation in a democratic society.

Oakwood remains committed to the founders' goals. We believe that a school environment should foster individual growth and an active communal life, should hold intellectual attainment in high regard, and should encourage young people to exercise increasing autonomy and responsibility — for one another, for the environment, and for the larger world.

We believe that a school best prepares children for the future by focusing on the quality of their experiences in the present. We believe that teachers and learners should inspire one another, and that school must be rewarding in its own right. And we believe that young people's feelings and thoughts should be accorded respect and dignity.



## LEARNING AT OAKWOOD

Oakwood's program is designed to develop the whole child; to each student be seen and heard, to find their passion and to prepare them to enter the world with the tools and knowledge to make a difference in their lives and in their communities.

Oakwood recognizes that the school can best achieve its aims when students' experiences are predominantly positive and joyful, and where their relationships with teachers, and with one another, are caring and trusting.

### FIVE GOALS OF AN OAKWOOD EDUCATION

**1. To guide students toward mastery in their academic, artistic, and athletic pursuits.**

Oakwood wants students to grapple meaningfully with ideas, to discover relationships among disciplines, and to become independent and moral thinkers.

**2. To spark passion.** Oakwood wants young people to become wholeheartedly immersed in their work. Oakwood believes that intelligence and imagination enrich each other, and that to involve a student passionately in learning is to involve the whole person.

**3. To cultivate depth of character.** Oakwood seeks to nurture students' empathy, imagination, and moral courage; to foster a sense of responsibility and humility, along with a habit of service; and to instill a lifelong commitment to social justice. Oakwood intends for the development of their intellect and character to be intertwined, so that their choices are guided by internal controls and sensitivity to the needs of others.

**4. To help students gain self-knowledge.**

Oakwood wants students to learn about their strengths and needs as learners. Oakwood seeks to accommodate and appreciate the unique qualities of each young person and to provide multiple opportunities for students to succeed, to learn from mistakes, and to take risks for the sake of learning.

**5. To foster a sense of community.** Oakwood seeks to create a vibrant public life in the school, where students learn to express themselves fluently and responsibly, and to consider differing perspectives respectfully. Oakwood believes that an environment most conducive to learning and growth is diverse and inclusive, and balances seriousness of purpose with a sense of play.





## OAKWOOD: A K-12 FAMILY

Relationships are at the core of Oakwood's community.

**Faculty and Staff**...believe in intellectual integrity and exemplify it. They not only espouse social morality, they encourage students to take action and to make a difference. The adults on campus are immersed in the day-to-day life of the school and are as likely to be richly engaged by students as they are by school policies. At Oakwood school leaders ensure it is safe to ask questions and to take risks, and that diversity in culture, opinion and learning style is valued—because the first step to knowledge is an open mind.

**Students**...from kindergarteners through twelfth graders, call teachers and administrators by their first names. It's not that informality is a goal in and of itself; it is that removing barriers to open dialogue is encouraged. To that end, students are encouraged to ask questions, to experiment, and to share their ideas and their excitement. Every child is known and valued. Respect for each individual voice is what makes Oakwood truly special.

**Parents and Guardians**...are involved in many ways. It is only fitting that a school founded by families would be governed by them as well. Oakwood's Board of Trustees is comprised primarily of parents and guardians, alumni, past Oakwood parents and guardians, and members of the national educational community. It ensures the continuing health of the school's plant, endowment, and financial assistance programs. And without parent and guardian volunteers, some things just might not get done. Parents and guardians assist on field trips, participate in the classroom, and provide numerous services to students.

**Alumni**...led by an active Alumni Council, participate in fundraising, reunions, networking, and share their expertise with others. Alumni have returned as faculty members, trustees, and now as parents of Oakwood students.





## DIVERSITY, EQUITY, INCLUSION

Reflecting the values at the core of its Statement of Philosophy, Oakwood is committed to fostering an inclusive academic and social environment where every member of the community is valued and feels a sense of belonging.

Oakwood's students, from kindergarten on, experience difference and learn that character is more than skin-deep. Opportunities for actively teaching students about the need for open-mindedness and affirmation of different perspectives arise through Morning Meetings as well as in the classroom. Elementary curriculum reaches into a variety of cultures for lessons social studies, the arts, science, readings, field trips, and the celebration of a multitude of holidays.

Oakwood Secondary Campus continuously strives to create a trusting, respectful, and inclusive learning environment and culture, inside and outside the classroom, where students feel confident to express and develop their own voice, values, and gifts. Students gain the skills and knowledge to critically explore and assess their own and others' assumptions and biases in order to reach less binary, more nuanced conclusions and to understand problems and solutions from multiple points of view. Here, students can form authentic, meaningful, and rich relationships across areas of difference. Oakwood's goal is to connect, empower, and support students, as well as promote the richness and diversity of their cultures within and outside of Oakwood.





## AFFINITY, ALLIANCE, AND INTEREST GROUPS

*Affinity Groups* provide a space for people who have an identifier in common (e.g. race, gender, sexual orientation, religion, family status, etc.) and can speak to the experience of being a member of the group from an "I" perspective. *Alliance Groups* bring together people who have common commitments to an identifier group and are for individuals who identify as members of the group and/or as people who support and stand in solidarity with that group. *Interest Groups* welcome people who want to learn about, share, and engage in a special interest, hobby, skill, or topic. Oakwood is proud to host the following groups:

- Adopted Affinity Group
- Asian Affinity Group
- Best Buddies (Supports students with special needs)
- BMORE (Black/Brown Men at Oakwood Representing Excellence)
- CAAMASO (Connecting African, African American, and Multiracial African American Students at Oakwood)
- Cultural Awareness Association (CAA)
- Divas of Color
- Gender Equality Club at Oakwood
- Girls Learn International (GLI)
- Jewish Affinity Group
- Middle Eastern Affinity Group
- Multiracial Affinity Group
- Oakwood Students for Progressive Reform (OSPR)
- Somos Unidos (Latinx Affinity Group)
- The Rainbow Alliance





# EXCERPTS FROM THE STRATEGIC PLAN

## STRATEGIC PRIORITIES FRAMEWORK

Oakwood School believes that a strategic plan should be a living document. Thus, the school regularly updates and revises its strategic plan, so that it is aligned with current and future needs. The latest version, from April 2020, outlines goals for five strategic priorities, with the singular purpose of continuously improving the school's teaching and learning program:

- Advancement
- Diversity, Equity, and Inclusion
- Governance
- Marketing and School Communications
- Physical Environment



## TEACHING AND LEARNING

Oakwood's overall teaching and learning goal is both simple and comprehensive:

***To align teaching and learning, in all aspects of school life in and beyond the classroom, with the Oakwood Statement of Philosophy***

To achieve this goal, Oakwood has committed to three specific priorities, each of which has measurable objectives:

**Priority #1:** *To develop a more full-articulated and aligned K-12 program which increases interdisciplinary opportunities, immersive and collaborative experiences, and moral engagement with social, political, and environmental challenges*

**Priority #2:** *To deepen Oakwood's unique commitment to a relational pedagogy that views students as partners in teaching and learning, in growth and innovation of the program, and in creating a more balanced, humane, diverse, equitable, and inclusive educational environment*

**Priority #3:** *To promote diversity and cultural responsiveness among professional staff and students, with the goal of ensuring that the curriculum, quality of teaching, and student experience in the classroom and public life of the school are consistent with Oakwood's commitment to equity and inclusion*



## BACKGROUND AND OPPORTUNITIES

### A MAGICAL COMMUNITY

During recent conversations in preparation for launching this search, interviewees over and over used one word to encapsulate the culture, climate, and community at Oakwood: *magical*. And as anyone who's a part of Oakwood's diverse community knows, the real magic of Oakwood has less to do with its quaint and charming buildings and structures, but rather with the people themselves and their deep relationships with each other.



At Oakwood, individuals are celebrated for the unique qualities they bring to the community. The relationships among those community members are foundational to the reciprocal teaching and learning that happens. Two salient examples of the power of these relationships are:

- Oakwood sees itself as a democratic community seeking to prepare graduates for a democratic society. Students call teachers by their first names. Students are encouraged to use their voices to stand up for what they believe in. It is not uncommon for student leaders in all three divisions to plan bake sales, publish concerns in school publications, or participate in demonstrations that are taking place in the larger community.
- Each week the secondary campus comes together for Town Meeting, where individuals make announcements, perform songs, dances or poems, or suggest ideas to the community. During these meetings, students and teachers alike line up to have their chance at the microphone while their peers participate as respectful audience members eager to hear a diversity of thoughts and perspectives.

## QUOTE FROM THE HEAD OF SCHOOL

*"As an educational institution committed to innovation and progress, we recognize the role that technology can take in helping bring about meaningful opportunities for dialogue and collaboration in the service of developing students who will go out into the world to do good. The next director of educational innovation and technological services will be a critical member of a team of educators to help Oakwood realize the ambitious goals laid out in its strategic plan."*

— Jaime Dominguez, Head of School



## A NEW CHAPTER AT OAKWOOD

Oakwood's current head of school is in his second year, following the successful and nearly forty-year tenure of the previous head. This transition is emblematic of Oakwood's history as a progressive K-12 school: it's about building on past successes and preserving school culture even as new changes are explored. Some potential initiatives the school is considering include rethinking the daily schedule, reframing the K-12 curricular arc, building out the STEAM and maker programs, redesigning parts of the physical plant, and deepening the school's already robust DEI program.

Academic technology is one of those emerging areas at Oakwood. The school would be the first to admit that before the pandemic, technology was not on everyone's radar. But true to form, this dedicated community rallied last March and went all-in with instructional technology tools to ensure continuity to student learning. While no doubt the scope of technology usage will recede somewhat once the pandemic is over, the drive to innovate and explore new methods will remain.

One other important change is also here to stay. During this past year, the school unified its previously separate technology units (IT and academic technology) and appointed its academic technology director to oversee all technology programs and initiatives from an educator's perspective. The director has reported to the head of school on instructional matters, while on major operational projects worked under the guidance of the chief operating officer. Come June, Oakwood will say a bittersweet farewell to its current academic technology director, who after twenty years of exemplary service is retiring.

Having seen success under this new, unified model of technology governance, Oakwood is excited to continue it. The director role has been retitled to reflect two key areas of leadership: instructional *innovation* aligned to the mission, and core operations in *service* to the community. The next director will have tall shoes to fill, but as the recent head of school transition has shown, Oakwood knows that new leaders from the outside can gracefully and inspiringly pick up the baton from beloved departing ones.

The next leader will inherit a dedicated group of technology professionals. Three IT staff members are led by an IT director; all but one member of the IT unit have been with Oakwood for more than ten years. Several full- and part-time staff work on the instructional side, teaching classes and supporting the technology needs of teachers and students. This year, one of the instructional technologists on the elementary campus is retiring. That slot could potentially be reimagined to support the school's aforementioned venture further into STEAM and maker education; if that is the case, the next director will no doubt have a chance to help shape that hire. But first and foremost, the next director will be called upon to help shape Oakwood's overall vision for instructional innovation — an exciting opportunity that begins on July 1, 2021 at this magical school.



## KEY STATISTICS

**Founded:** 1951

**Location and campus:** Two campuses (elementary and secondary) on 6.5 acres in North Hollywood located approximately 5 minutes apart by car

**Students:** Over 800 students in three divisions: 300+ in lower school (kindergarten – grade 6), 170+ in middle school (grades 7 and 8), and 350+ in upper school (grades 9 – 12); 33% students of color on the elementary campus; 39% on the secondary campus

**Admission:** Acceptance rate of 20%; yield of 84%; attrition rate of 0.02%

**Student life:** 60+ student clubs in the middle and upper schools; 50+ honors and Oakwood Advanced Studies courses; 72 colleges attended by the class of 2020

**Faculty and staff:** 191 employees, including 120 teaching faculty (54 holding advanced degrees) with an average experience of 12.2 years at Oakwood; 8:1 student-to-teacher ratio

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

**Relevant associations and memberships:** National Association of Independent Schools (NAIS), California Association of Independent Schools (CAIS); Los Angeles Area Independent Schools (LAIS); Western Association of Schools and Colleges (WASC); Council for the Advancement and Support of Education (CASE); Independent School Alliance for Minority Affairs; National Association for College Admission Counseling; Western Association for College Admission Counseling; The College Board; Educational Records Bureau; A Better Chance; Private School Village

**Tuition:** Ranges from \$37,080 (lower school) to \$43,480 (upper school)

**Financials:** Operating budget of over \$40M; endowment approximately \$37M as of June 30, 2020; annual giving over \$2.4M

**Financial aid:** Over \$4.6M awarded annually to 20% of students; average tuition award of over \$33,000

**Website:** [www.oakwoodschool.org](http://www.oakwoodschool.org)





# DIRECTOR OF EDUCATIONAL INNOVATION AND TECHNOLOGY SERVICES

## SPECIFIC DUTIES

### *Educational Innovation and Instructional Technology Leadership*

- Under the supervision of the head of school, and in collaboration with the three divisional principals, lead a collaborative process to develop a K – 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.
- In partnership with the respective divisional principals, oversee the hiring, supervision, evaluation, and growth of all academic technology staff — which on both campuses includes individuals with part-time assignments to other departments.
- Evaluate emerging technology and assessment tools and guide senior academic leaders on strategic and operational decisions involving instructional technology hardware, software, and programs.
- Design, deliver, and oversee professional development and growth experiences in areas of technology integration and instructional design, and in particular work one-on-one with faculty to establish trust and build excitement for leveraging technology in the curriculum.
- Inspire the technology team and the faculty community to model and support best practices in innovation, technology integration, and instructional design.

### *Technology Service Management and Oversight*

- Under the supervision of, and with support from, the chief operating officer, oversee the operations of, and set the priorities for, the IT department — which is led by a director of IT and includes three additional full-time staff.
- Ensure the successful delivery of services across all areas of technology, from infrastructure to data / systems to instructional.
- Align departmental procedures, policies, and end-user support with the mission and culture of the school in such a way that builds effective bridges and partnerships with end-users.

### *General Duties*

- Establish and maintain local, regional, and national connections to support the strategic goals of the school’s technology program.
- Serve as an active member of the Oakwood Leadership Team.
- Manage the departmental budget and perform other duties as assigned.



## OAKWOOD IS LOOKING FOR CANDIDATES WITH...

### ***Professional Qualifications:***

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree is highly desirable
- Experience leading workshops, trainings, projects, and new initiatives related to technology integration that are aligned with an organization's strategic objectives
- Training or teaching experience, preferably in a JK-12 school, and a track record of successfully leveraging technology to improve instruction and learning outcomes
- Experience leading staff, coordinating projects, or managing a departmental unit, preferably as part of a school's technology program
- 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:***

- A commitment to the mission and values of Oakwood
- A passion for inspiring programmatic innovation, balanced with a judicious understanding that successful, lasting change at a large, multidivisional school requires establishing lasting peer-to-peer relationships
- 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
- An innovative mindset with experience in project-based and inquiry-based learning methodologies
- Inspirational and diplomatic leadership sensitive to the needs of a diverse faculty
- A collaborative, cooperative, empathetic, collegial, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, progressive, 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 Oakwood to identify exceptional technology leaders to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas  
Principal, Ed Tech Recruiting  
[jobs@EdTechRecruiting.com](mailto:jobs@EdTechRecruiting.com)

### APPLICATIONS WILL BE CONSIDERED THROUGH MARCH 12, 2021.

All applications must be submitted online, via:

[www.EdTechRecruiting.com/jobs/Oakwood](http://www.EdTechRecruiting.com/jobs/Oakwood)

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Oakwood 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:

*How can educational technology strengthen a school community that is built on progressive values and personal relationships, and what if any guardrails are necessary when building out a technology program in a school that is so committed to the relational components of its mission and core teaching philosophy?*



*Oakwood School is an equal opportunity employer committed to cultural diversity in its workforce.*