

DIRECTOR OF EDUCATIONAL TECHNOLOGY



PHILLIPS BROOKS SCHOOL

Phillips Brooks School (PBS) in Menlo Park, California, offers a child-centered education that balances outstanding academics and a fully integrated social-emotional learning program. PBS is embarking on a new chapter for its teaching and learning program, eager to incorporate the best principles of academic technology.

PBS has created a new role, Director of Educational Technology, to lead its technology program. Under the supervision of the Director of Teaching and Learning and in collaboration with the senior leadership of the school, the Director of Educational Technology will support the integration of technology, develop a new vision for innovation and design, and oversee IT support and operations. In addition, this new position will be responsible for uniting multiple aspects of the technology program, establishing an overall IT strategy, and creating a plan to lead/mentor teachers in delivering a first-class approach to technology integration into the curriculum.

SUMMARY

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| <i>Position:</i> | Director of Educational Technology |
| <i>Reports to:</i> | Director of Teaching and Learning |
| <i>Organization:</i> | Phillips Brooks School |
| <i>Post date:</i> | March 1, 2017 |
| <i>Application deadline:</i> | March 20, 2017 |
| <i>Decision announced:</i> | April 9, 2017 |
| <i>Start date:</i> | July 1, 2017 (or earlier if mutually agreeable) |

ORGANIZATION OVERVIEW

MISSION

The Phillips Brooks School community inspires students to love learning, to develop a spiritual nature, to communicate effectively, to be kind to others and to respect the uniqueness of each person.



Phillips Brooks School distinguishes itself with a unique combination of academic strength and an emphasis on social learning. This approach to program excellence ensures that PBS children flourish because we pay attention to them as individual learners. We do so in partnership with their families. PBS students graduate as confident and empowered learners.

—Dr. Scott Erickson, Head of School

KEY STATISTICS

- **Founded:** 1978
- **Location:** 5.5-acre campus in Menlo Park, CA
- **Students:** 285 students in grades PK-5. Students come from throughout the San Francisco Peninsula, including Menlo Park, Palo Alto, Los Altos, Mountain View, San Carlos, and Redwood City.
- **Multicultural:** 49% of students in 2016 are part of an ethnic diversity.
- **Admissions:** Yield of 77%.
- **Faculty:** The median teaching experience is 17 years.
- **Accreditation:** California Association of Independent Schools and the Western Association of Schools and Colleges
- **Endowment:** \$10 million
- **Financial aid:** 12% of new students in 2016 received financial aid.
- **Website:** www.phillipsbrooks.org

ABOUT THE SCHOOL

At PBS, you will find an unwavering commitment to:

- A supportive and collaborative learning environment;
- Experienced and passionately committed faculty devoted to understanding each child;
- A challenging and inherently differentiated academic program;
- A uniquely comprehensive social learning experience.

Everything we do at PBS is student-centered:

- We value and nurture the uniqueness of each student;
- We encourage children to take ownership of their own learning;
- Our relatively small size of two classrooms per grade level means that each student is well known and encouraged to explore genuine interests and master concepts;
- We create a safe, compassionate environment where it's okay to take risks and make mistakes, where effort is recognized and celebrated, and where intrinsic motivation is cultivated and sustained.

At PBS, we are committed to the best practices in educating children today:

- Our faculty models a lifelong love of learning and embraces a growth mindset that continually reinfuses their teaching practices;
- Our professional development program connects teachers with ongoing opportunities for professional growth throughout the school year and in the summer externally and through two initiatives. Curriculum Deep Dive (CDD) and the Phillips Brooks Summer Institute (PBSi) feature in-depth curriculum review through integrated faculty teams.

CORE VALUES:

Kindness

Community

Love of Learning

Courage



OPPORTUNITIES AND CHALLENGES

The technology program at PBS is at an exciting pivot point. Many key ingredients are already in place to help the new director achieve long-term success:

Strong leadership team: The leadership team comprises experienced professionals dedicated to the mission of the school. They understand the importance of academic technology as a catalyst for powerful change, but they also know that technology is but one of many means to a greater end of instructional design, curricular innovation, and pedagogical reimagining. Thus, they will be very supportive of the new Director of Educational Technology, having a realistic and sustainable expectation of technology use among the faculty.

Prior integration success: From 2012 – 2016, the school employed a highly respected technology education specialist, who not only taught technology skills to students, but also helped teachers integrate technology into their core classes. She is now the Director of Admission and remains a strong champion for curricular innovation. She can help the new director identify opportunities for faculty partnership and provide invaluable perspective for what has worked well in the past.



Well-resourced school: PBS invests heavily in professional development and is committed to faculty and staff growth. Meanwhile, the school routinely finds the resources necessary to deploy new hardware and software and to experiment with new pedagogical techniques. Finally, the school is committed to ensuring that classrooms and other learning environments have the necessary tools and equipment to facilitate a progressive, forward-thinking vision for instruction.

Enthusiastic faculty: The teachers at PBS are eager for a technology leader to shepherd them on a professional development journey. They are looking for a partner to inspire them with new ideas, and then follow up with ongoing training and support opportunities.

A recent staffing and strategic assessment of the technology program identified several areas for strategic reflection. As a result, the new director will be asked to:

Align IT with academic technology: Over the last several years, the school has had a dual-department model, with IT and academic technology operating as separate functional units. However, the size of PBS does not justify such a formal separation of IT and academic technology. The director can ensure that IT services and enterprise deployments of hardware and software align with programmatic goals.

Develop connections and partnerships: The new director needs to make an intentional effort to be present and engaged in the life of the school. This means connecting regularly with faculty and staff, establishing ongoing communication channels with department managers, and serving as a strategic partner for technology decision-making and implementation.

Create an educational technology vision: The school is ready for a leader to lead a collaborative, inclusive process to design a technology vision that would involve contributions from faculty, staff, students, and administrators. Once that vision has been clearly articulated, the director will be at the center of implementing and evaluating specific initiatives and building cross-curricular partnerships. The school is eager to explore and experiment in a thoughtful way around areas such as maker, digital literacy, blended learning, programming, and design thinking.



Design a faculty professional growth plan: The director of educational technology must be capable of planning and delivering excellent PD. From small cohorts to full-faculty trainings to summer institutes, there is no one-size-fits-all approach. The faculty and staff are ready for hands-on, transformative experiences that catalyze the exploration of new teaching and learning methods.

Improve process and procedure: Although PBS is a small school, some areas of IT management require formal oversight. Technology committees and working groups — both strategic and tactical — should be designed to maximize participation and input from key stakeholders. Other departments should be empowered and supported to manage their respective systems environments. To this end, the new Director of Educational Technology should be an organized project manager focused on ensuring a high level of service and professionalism.

THE POSITION: DIRECTOR OF EDUCATIONAL TECHNOLOGY

SPECIFIC DUTIES

ACADEMIC TECHNOLOGY

- Working under the direction of the Director of Teaching and Learning, develop and implement a strategic vision for innovation, academic technology, instructional design, and cross-curricular initiatives
- Design, deliver, and manage major professional development and growth experiences for faculty in areas of technology integration and instructional design
- Evaluate emerging technology and assessment tools, and guide senior academic leaders on strategic and operational decisions involving instructional technology hardware, software, and programs
- Assess the effectiveness of, and lead efforts to improve, the school's implementation of technology tools for instructional purposes
- Inspire the technology team and the broader faculty community to model and support best practices in innovation, technology integration, and instructional design
- Establish strong partnerships with members of the faculty to develop and implement dynamic classroom projects involving technology integration
- Teach or co-teach lessons and classes as directed
- Serve on and/or oversee technology-related committees
- Maintain an active presence in the local, regional, and national educational technology communities
- Establish partnerships with outside organizations to support the strategic goals of the educational technology program at PBS

INFORMATION TECHNOLOGY

- Oversee the technology team
- Ensure successful administration of the IT infrastructure, including: network, hardware, data, performance, access, and security
- Ensure the successful deployment of hardware, software, and systems
- Ensure that all members of the community receive sufficient training and support
- Support and guide school leadership on strategic and operational decisions involving technology infrastructure and enterprise data systems
- Plan and oversee transitional projects related to enterprise data systems
- Work with the technology team to develop the operational and capital technology budgets, and anticipate future technology needs to meet the strategic goals of the school
- Establish and evaluate technology policies, procedures, and processes in areas such as: end-user support, data management, network access, and content filtering
- Ensure the school maintains high-quality third-party vendor relationships
- Other duties as assigned

PROFESSIONAL QUALIFICATIONS AND PERSONAL QUALITIES

PBS is looking for candidates who can demonstrate:

- Experience with both academic technology integration and IT services, and relevant professional training. A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree in management, instructional technology, information systems, education, or related field is highly desirable.
- Experience leading workshops, trainings, and projects related to technology integration, instructional design, end-user training, and technology support.
- Experience as a supervisor of employees, preferably in an educational or technology setting.
- Experience administering enterprise systems and leading major projects to transition from one system to another.
- Classroom teaching experience.
- Excellent organizational skills.
- A desire to develop deep connections and partnerships with faculty and staff.
- A reliable work ethic, built on principles of follow-through, dependability, attention to detail, and a passion for delivering high quality work.
- Authentic interest and experience with areas such as design thinking, programming, and maker.
- An eye on the horizon of emerging educational technology systems and paradigms, with an understanding of how to thoughtfully explore and evaluate such opportunities.
- Strong communication skills — written, verbal, presentation, and training — that support a community of diverse technology learners and adopters.
- A collaborative, cooperative, and patient mindset.
- Visionary leadership that is in tune with the needs of a dynamic faculty.
- Capability to lift up to 25 pounds and access hardware in hard-to-reach spaces.



TO APPLY

Ed Tech Recruiting is acting on behalf of PBS to recruit exceptional professionals to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas
Principal, Ed Tech Recruiting
gabe@edtechrecruiting.com

Applications will be considered through March 20, 2017. Candidates should send the following five separate PDF attachments to jobs@edtechrecruiting.com:

- Cover letter introducing yourself to the PBS search committee
- CV or résumé
- A list of four references (include each person's name, organization, title, phone number and email, though we will obtain your permission first before contacting references)
- A short list of major accomplishments, projects, or initiatives related to educational technology, instructional design, or curricular innovation—with an emphasis on ones that had an impact beyond simply your own class
- Statement of educational philosophy that addresses the following prompt:

As the PBS website states, this is a PK-5 school that truly wants to have it both ways: top-notch, engaging academics and thorough social-emotional development. What are some examples of instructional technology — or more broadly curricular innovation — that you believe would advance both fundamental values of the school? How should the director of educational technology lead a department that is charged with deploying technologies and advancing principles of innovation, but in such a way that is aligned with the goal to educate the whole child?

