SENIOR TECHNOLOGY DIRECTOR

RIVER OAKS BAPTIST SCHOOL

In the heart of Houston, a vibrant PK-8 school is developing well-rounded student leaders based on Christian principles for an increasingly complex, technologically advanced, and diverse world. To do so, this school *inspires* students to contribute to their community through service and leadership, *equips* students to persevere and grow through adversity, and *exposes* students to a variety of experiences that will ultimately shape their own passions. At the center of all this is a robust technology program, which serves as the engine for many of the school's current and future strategic goals.

River Oaks Baptist School ("ROBS") seeks a talented, experienced, and visionary Senior Technology Director to lead the technology program as the school moves forward with bold new innovation, technology, and STEAM initiatives. This is a new position reporting to the Associate Head of School for Academics and serving on the Leadership Team.

SUMMARY

Position:	Senior Technology Director
Reports to:	Associate Head of School for Academics
Organization:	River Oaks Baptist School
Post date:	November 28, 2016
Application deadline:	January 13, 2017
Decision announced:	February 28, 2017
Start date:	July 1, 2017 (or earlier if mutually agreeable)

ORGANIZATION OVERVIEW

MISSION

River Oaks Baptist School prepares its students to meet life's challenges and lead tomorrow's world through a superior educational program undergirded by faith in Jesus Christ and Christian principles.

We believe that strong foundations are built upon:

- Balanced growth of the interdependent aspects of human nature — intellectual, physical, spiritual, moral, and social;
- Principles of responsibility, diligence, and cooperation, as well as respect for diversity and dignity of the individual; and
- Skills in critical thinking, creative problem solving, and effective communication.

We believe that our students will reach their fullest growth in a school environment which:

- Encourages students, faculty, and staff to see themselves as uniquely created by God with special qualities and gifts for development;
- Balances high expectations with developmentally appropriate nurturing; and
- Works cooperatively with parents in concert with the School mission for the benefit of the student.

The fruit that the Spirit produces in a person's life is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.
-Galatians 5:22-23 (ERV)

KEY STATISTICS

- **Founded**: 1955
- **Location**: 14-acre campus in Houston, TX
- **Students**: 845 students in grades PK-8. Students come from 40 different zip codes in the Houston metropolitan area. Families of many faith traditions make ROBS their school home. Over 20% of children are identified by their parents as part of an ethnic diversity.
- **Admissions**: 607 applications; 138 accepted; 123 enrolled
- **Faculty**: Over 50% of teachers have advanced degrees, and the median teaching experience is 18 years. Student to faculty ratio is 18:1.
- **Accreditation**: Independent Schools Association of the Southwest, and Accreditation Commission of Texas Association of Baptist Schools
- **Endowment**: $33 million
- **Financial aid**: Nearly $1M awarded to 56 (6.6% of) students
- **Website**: www.robs.org

ABOUT THE SCHOOL

ROBS was founded as a mission of River Oaks Baptist Church. The School's Christian identity is the cornerstone for decision-making by the School Board, Administrative Team, teachers, and staff. Our identity begins with our ambitious two-part mission, which the Board wholeheartedly endorses.

Our mission codifies our commitment to a rigorous academic program, as well as robust character and spiritual development based on Christian principles. Beyond giving students a moral compass, we believe character education impacts academic performance. Traits such as grit, self-control, curiosity, and gratitude pay dividends both socially and academically. It is this blend of academic preparation with character and spiritual guidance that gives our students a firm foundation for the future. Our mission also articulates the value we place on respect for differences, developmentally appropriate nurturing, and the all-important partnership between school and parents.

PORTRAIT OF A GRADUATE

ROBS provides students the foundation to perform with distinction at the high school level, to become engaged and responsible citizens, and to lead successful and rewarding lives by preparing graduates:

- To think critically, creatively, analytically, and innovatively;
- To access, evaluate, synthesize, and communicate information effectively;
- To demonstrate curiosity, initiative, and perseverance;
- To develop robust interpersonal skills including emotional intelligence, empathy, appreciation for human differences, and collaborative work habits; and
- To understand the Christian faith, exhibit strong moral character, and model their lives on Christian principles.

ABOUT THE ACADEMIC PROGRAM

At ROBS, our decisions arise from our mission. We focus on educating the "whole child" — academically, morally, spiritually, socially, and physically. In developing and refining our program, we begin with the end in mind: Our "Portrait of a Graduate" expresses our desired outcomes for a ROBS education. As another lens through which to evaluate the curriculum, the School also has adopted the "6 C's" of 21st century learning — critical-thinking, collaboration, communication, creativity, character, and cross-cultural competency.

Beyond these guideposts, we aspire to:

- Develop well-rounded leaders based on Christian principles for an increasingly complex, technologically advanced, and diverse world;
- Establish a Christian foundation for decision-making;
- Engender in students a desire to contribute to their community through service and leadership;
- Equip students and families to persevere and grow through adversity; and
- Expose students to a variety of experiences so they begin to cultivate their own passions.

ROBS LEADERS ARE

Servant

Creative

Energetic

Trustworthy

Collaborative

As much as we emphasize the building of knowledge, ROBS is just as intent on building character. Like a sponge in water, kids absorb the atmosphere to which they are exposed. That's why we surround students with positive messages about good character. Our character education is based on Christian values, especially qualities such as love, joy, kindness, patience, and self-control — traits the Apostle Paul highlighted long ago in his letter to the Galatians.

When our eighth graders move on to high school, they are self-confident, socially adept, and spiritually rooted. They are poised communicators and comfortable leaders. They are considerate, well-rounded, and fair-minded human beings — prepared and eager for all that comes next.

RIVER OAKS BAPTIST SCHOOL

OPPORTUNITIES AND CHALLENGES

The ROBS technology department is an integral component of both the teaching and learning program, as well as the various business and operational divisions. The technology staff is divided into three teams:

Information Technology: The IT team is led by a director, who has been with the school for over twenty years. Three full-time support staff and technicians provide operational and end-user support related to the system and network infrastructure, as well as for AV services. The four members of the IT team have on average over fifteen years of experience at the school. Their dedication has resulted in a department that is deeply connected to the entire ROBS community.

Academic Technology Integration: Two faculty members provide integration support for teachers. Each integrator concentrates in one of the two divisions: lower school (K-4), and middle school (5-8). The two integrators lead workshops, provide one-on-one trainings, mentor other faculty trainers, and play an important role in overall curriculum design. Both integrators have graduate degrees in educational technology.

Technology Classes: The school has three technology teachers delivering dedicated instruction through grade-level technology classes, which are required for grades K-6 and are electives for grades 7 and 8. One of those teachers is the school's registrar, who in parallel serves as the technology curriculum coordinator. The second teacher is also the video production advisor. The third teacher is the IT director. That each of these teachers plays a major role in another area of technology at ROBS is an indicator that everyone in the department is committed to an educational technology program that first and foremost serves student learning.

Several other departments, programs, and initiatives are connected in various ways to these three areas of technology:

Video production: The school has a thriving video production program, in which students record daily news and announcements. This program is led by one of the technology teachers, which allows for some cross-collaboration with the overall technology curriculum.

Library: Like many schools, the library plays a key role in information services and media literacy. The physical library comprises a large collection with multiple collaboration spaces, and library classes for students run from kindergarten through fifth grade. In addition, the aforementioned video production program is housed in a room within the library, which provides a direct connection between the library and the technology program.

Database services / registrar: The school's registrar is in charge of the SIS, which is part of the Blackbaud / Whipple Hill family of products. The registrar is also the technology curriculum coordinator and teaches several technology classes.

A recent assessment examined the entire technology program. The assessment identified a dedicated technology team that is committed to the mission of the school. The assessment pointed out several opportunities for strengthening and growing the technology program:

Clearer technology vision: The school needs a leader to develop and execute an educational technology strategic plan aligned with the curricular objectives of the school.

More integration support: The faculty seeks more technology integration support with their core classes. Both integrators are only part-time in their respective positions.

Better systems coordination: While the IT department has been focused on providing help desk support to end users, the technology department as a whole needs to play a more strategic role in supporting major enterprise systems projects and transitions.

A successful first year for the new senior technology director would include:

Department unification: Bringing together the various areas of technology under a shared vision and collaborative approach with a common set of goals;

Professional development delivery: Planning and overseeing major professional development workshops for faculty, which would include a multiday summer institute;

End-user support: Identifying and resolving gaps in both the hardware that has been deployed, as well as the overall help desk and AV support processes;

Systems partnering: Establishing strong relationships with the other business unit directors, identifying their enterprise systems goals, and co-managing transitional projects as needed; and

Staffing realignment: Assessing programmatic and operational needs, and then making adjustments to roles, responsibilities, and reporting structures where appropriate to better serve end-users.
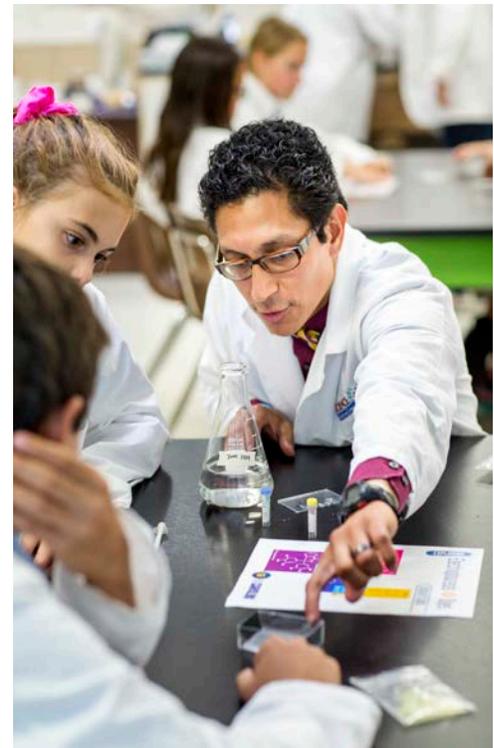
In the future, the Senior Technology Director could be instrumental in playing a supporting or leading role in other emerging or transitioning areas of the school that connect directly with the technology department, including: library services, database management, the STEAM program, maker and design initiatives, and new physical learning spaces. The school is in the silent phase of a capital campaign for a Phase I project that includes a new STEAM building with a black box theater, collaborative spaces, tinkering / design room, and maker spaces.

THE POSITION: SENIOR TECHNOLOGY DIRECTOR

SPECIFIC DUTIES

LEADERSHIP AND STRATEGY

- Develop and maintain strategic and operational plans for technology that are aligned with the mission and values of the school and that support the goals of the various divisions and departments
- Oversee the planning and implementation of major professional development experiences for faculty in areas of technology integration and curricular design
- Help develop a culture of creative innovation to meet the dynamic and evolving needs of an excellent 21st century school
- Ensure that the entire technology team models and supports best practices in innovation, experimentation, technology integration, and instructional design
- Support and guide senior leadership and various division directors on strategic and operational decisions involving both educational technology and information technology, and manage or help manage major transitional projects as needed
- Manage and develop the technology budgets, both for operations and capital investment
- Serve on and/or oversee technology-related committees at the leadership, faculty and staff, and student levels
- Participate as an actively engaged member of the broader Leadership Team
- Develop professional growth plans for the technology team to ensure that ROBS maintains a top-tier technology program
- Maintain an active presence in the local, regional, and national educational technology communities
- Ensure the successful establishment and maintenance of local, regional, and national partnerships to support the strategic goals of the educational technology program

OPERATIONS

- Manage the three technology functional units and all operations therein: Information Technology, Technology Integration, and Technology Curriculum
- Ensure that all members of the community receive sufficient internal and external educational technology training, integration support, and help desk support
- Establish and evaluate technology policies, procedures, and processes in areas such as: end-user support, data management, network security, content filtering, hardware deployment, capital investment, and AV services
- Oversee and evaluate the deployment of all hardware, software, and systems from various perspectives, including: cost-effectiveness; customer satisfaction; compliance; asset management; migration, rollout, and transition; efficiency; and performance
- Maintain and evaluate all third-party vendor relationships
- Oversee the hiring and supervision all technology staff
- Other duties as assigned

PROFESSIONAL QUALIFICATIONS AND PERSONAL QUALITIES

ROBS is looking for candidates who can demonstrate:

- A strong set of information technology and educational technology skills, 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, or related field is highly desirable.
- Significant experience as a technology and/or information services leader, including areas such as: project and personnel management, enterprise systems management, technology integration, instructional design, end-user training and support, and financial planning.
- Experience working in a technology department of an educational institution. Prior classroom teaching experience is desirable.
- A penchant for strategic thinking, as well as a commitment to tactical management.
- An eye on the horizon of emerging educational technology systems and paradigms, with a resistance to jumping on technology bandwagons.
- An authentic understanding of how educational technology is but one part of curriculum design, and an ability to lead an entire school around this principle.
- Excellent people management skills.
- A successful history of implementing and growing large-scale professional development experiences for employees, particularly faculty.
- Strong communication skills — written, verbal, presentation, and training — that support a broad set of school employees: teachers, staff, and administration.
- A desire to working in a faith-based school environment.
- A thoughtful but determined approach to change management and department unification — while still remaining true to organizational goals and community culture.
- A collaborative, cooperative, and patient mindset.
- Visionary leadership that is in tune with the needs of a dynamic and diverse faculty.
- Capability to lift up to 25 pounds and access hardware in hard-to-reach spaces.

DIVERSITY MISSION STATEMENT

The River Oaks Baptist community acknowledges and respects the diversity that exists in our ethnic, cultural, and religious backgrounds, the languages we speak, our genders and ages, the traditions that we observe, the structure of our families, our financial and educational resources, how we learn, and the special needs and gifts that we may have. River Oaks Baptist School believes that:

- Welcoming people with diverse points of views and being sensitive to the interests and traditions of others emulates Christ-like principles of living;
- Diversity in our School community enhances the quality of the education that ROBS provides.

ROBS is committed to a diverse School community whose members embrace the Mission Statement and policies of the School by:

- Attracting, retaining, and supporting a diverse student-body and their families;
- Attracting, retaining, and supporting a diverse faculty and administration who accept Jesus Christ as their Lord and Savior;
- Actively teaching and advocating the appreciation and valuing of diversity throughout the School and community.

RIVER OAKS BAPTIST SCHOOL

TO APPLY

Ed Tech Recruiting is acting on behalf of River Oaks Baptist School 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 January 13, 2017. Candidates should send the following five separate PDF attachments to jobs@edtechrecruiting.com:

- Cover letter addressed to the River Oaks Baptist School search committee
- CV or résumé
- A list of five references, including one personal reference (include phone numbers and emails, though we will obtain your permission first before contacting references)
- A short list of major accomplishments, projects, or initiatives related to educational technology management, information technology management, enterprise systems management, instructional design, or curricular innovation
- Statement of educational philosophy that addresses the following prompt:

  K-8 schools often have dedicated technology classes at each grade level. In many schools, the faculty is split on the optimal focus of these classes. Some prefer such classes to teach functional technology skills, like keyboarding, spreadsheets, and maintaining digital privacy. Others prefer higher-order learning objectives, like design thinking, programming, and content creation. What is your philosophy on how to balance the need to provide students with fundamental technology skills against the desire to expose students to more innovative and interdisciplinary learning opportunities? As senior technology director, how would you strategically align technology classes, technology integration support, and partnerships with other school departments to implement your philosophy?

As with all faculty openings, the School seeks Christian candidates eager to support our mission of preparing students to meet life's challenges and lead tomorrow's world through a superior educational program undergirded by faith in Jesus Christ and Christian principles.