THE SAN FRANCISCO SCHOOL

Director of Design, Engineering, and Technology

SUMMARY

Location | San Francisco, CA

Post Date | January 3, 2019

Application Deadline | January 31, 2019

Decision Announced | February 28, 2019

Start Date | July 1, 2019

Reports To | Head of School

SUMMARY

Welcome to a PS/K-8 school in San Francisco that has been helping its students to design and engineer for decades, long before the first computer came to campus. Art, music, and the humanities are mainstays at The San Francisco School, which views tools like xylophones and kilns as age-appropriate pathways for teaching algorithms and fabrication to even the youngest of children. All the while, The San Francisco School has rooted itself in diversity, equity, and inclusion—not just for the sake of maintaining some of the most impressive statistics in independent school education, but because this is a community that truly wants all voices in active dialogue both in the classroom and at the decision table.

Now, following the successful journeys of a new strategic plan and a recent six-month STEAM Think Tank, The San Francisco School has created a new senior leadership position to help the school be even more intentional in the various areas of STEAM education. Reporting directly to the head of school, who is in his fifteenth year of service to the school—the last eleven of which as head—the director of design, engineering, and technology will lead the implementation of a new STEAM strategic plan at a school known for its progressive education, experiential learning principles, and challenging academic program. The director will have the opportunity to deliver instruction to students, and will be charged primarily with guiding and leading members of the faculty on innovation journeys to reimagine existing curriculum and explore new pedagogical methods for teaching and learning. The San Francisco School will enthusiastically welcome its inaugural director of design, engineering, and technology on July 1, 2019.

CORE VALUES

At the core of The San Francisco School (SFS) are the values of culture, community, and diversity. From what we teach to how we teach it, we strive to model these values and instill them in our students.

While these values are present in all schools, they do not come without the intentional effort we dedicate to every facet of the SFS experience. Whether it's through opening day ceremonies, assemblies, parent/guardian committee work, or teacher curriculum development, our school aims to embrace each family. We invite every family to participate in cultivating our culture and become an active member of our vibrant school community.

A BOLD, NEW STRATEGIC PLAN (2017-2022)

The San Francisco School is committed to humanitarian promise. We are extraordinary in our empathy, our relationships within our community, and our regard for humanity. In this age of rapid acceleration and growing inequities, we have resolved to create a strategic plan that stays focused on people, including our students, staff, families, alumni, neighbors, and community partners. We embrace technology as a tool for creativity, innovation, and productivity. We accept the challenge of financial stewardship and growth at the forefront of all we do while preserving our fundamental tenets of mutual respect and social justice.

PRIORITIES AND INITIATIVES

Building on our strengths and areas for growth, the strategic plan looks closely at and dreams big about the realities of contemporary teaching and learning. It also focuses on community both inside and outside the gates of 300 Gaven Street. Lastly, it envisions a school that is innovative and supports our staff and families as they face the benefits and challenges of living in the world-class city of San Francisco.

Our strategic priorities are interconnected, created to realize our commitment to humanitarian promise, and therefore they do not exist in separate contexts. The success of our plan recognizes the interdependence of the priorities, and our thoughtful, innovative initiatives reflect this. Rather than addressing each priority separately, we strive to actualize them simultaneously by creating initiatives that sustain a diverse and inclusive community; ensure contemporary teaching and learning; and support living, working, and thriving in the Bay Area.

To support these priorities, we have composed the following three strategic initiatives to be desirable, feasible, and viable. They are the compass with which to guide SFS as we advance in the world of technological acceleration and global interconnectedness and boldly forge ahead into the future.

EQUITY AND JUSTICE

The San Francisco School is committed to modeling and promoting equity, justice, multiculturalism, environmental sustainability, and peace.

1. Incorporate cutting-edge research in order to place teaching and learning in a global contemporary context

The San Francisco School staff will teach and work in a collaborative and intentional way and they will be supported with focused professional development. This professional support will include peer mentorship, coaching, and instructional leadership opportunities. Not only will our staff learn from one another but we will invite others to learn from us. Our faculty's work will be data driven and guided by current research in teaching, learning, and brain science. Integrated with our highly-regarded arts programming, the subjects of math, science, and technology will have a more visible presence. There will continue to be a strong through line of the humanities, empathy, citizenship, and social-emotional learning.

2. Engage more fully with the Portola neighborhood and San Francisco and to address the challenges and benefits of living, working, and thriving in the Bay Area

The San Francisco School will be more deeply integrated with its local neighborhoods, the city of San Francisco, and the Bay Area. With our increased visibility and outreach, as well as greater accessibility for all, we will have more students from the Portola, Excelsior, and Bayview. It is important that the SFS student body include children of families that have lived in the area for many generations and families who have recently arrived to reflect the demographics of our neighborhood as well as the evolving nature of the San Francisco Bay Area.

3. Safeguard the diverse and inclusive community of SFS, to enrich accessibility for families, and to deepen our experiences with diversity, equity, inclusion, and social justice both on and off our campus

We will take a bold approach to equitable access to education. We will welcome multicultural students and staff from diverse socioeconomic backgrounds and family structures. We will incorporate opportunities into the students' educational experience as they will be encouraged to explore, deeply understand, and solve real-world social justice challenges by engaging in service learning both on and off campus. The curriculum will systematically integrate issues of equity and social justice on a local, national, and international level.

BACKGROUND AND OPPORTUNITIES

FROM MUSIC TO MAKER: 50 YEARS OF ALGORITHMS AND DESIGN

The San Francisco School is a special place, where community and relationships are paramount. Inclusion is a word tossed around at many schools, but at SFS everyone—staff, parents, students, and trustees—is guided by principles of openness, respect, and compassion. For insight into SFS culture, and how major decisions truly include all voices, one need look no further than a recent initiative that brought together a cross-section of community members to develop a new STEAM identity and vision for the school.

Over the last several years, SFS has been exploring how design, engineering and educational technology might play a greater role in the curriculum and better integrate with its arts and humanities programs. A key factor was how to do this without disrupting the core identity of a progressive, experiential-based school founded on Montessori principles. At the board level, the school developed a new strategic plan that called for greater investment and exploration in these areas. On the ground level, the school has been redoubling its commitment to math and science, while simultaneously investing in a multiyear teacher professional development program concentrating in the area of instructional technology.

For most schools, these inputs would have been sufficient for the leadership team to implement the next set of strategic changes—perhaps a new department, program, or position. However, at SFS decisions are collaborative, inclusive, and intentional. Thus, the school launched a STEAM Think Tank this fall, inviting a group of parents, administrators, alumni, and staff to participate with an outside facilitator to explore the mission and purpose of STEAM at SFS. The idea was to connect high-level strategy with the needs of learners and educators, and to better inform the leadership team on how to proceed.

It is helpful to put this entire conversation around STEAM identity into the SFS historical context. On the one hand, The San Francisco School has for decades implemented an overall curriculum that was originally inspired by the Montessori ideals of self-reliance, responsibility, and learning through experience. That last word, experience, is fundamental for SFS, which wants children to spend time learning in the Adventure Playground, the Kindergarten kitchens, the nearby Portola neighborhood, or one of its multiple music rooms. Thus, technology and its related disciplines have admittedly—and without regret—not been the primary focus of the teaching and learning program at SFS.

Yet, in many ways SFS has been on a more authentic innovation journey around design and engineering, just with a little less reliance on traditional digital technology. Take, for example, the internationally acclaimed music program, which for decades has been teaching algorithms and logic—albeit with xylophones and mallets instead of computers and keyboards. Or take the art program, which for nearly as many years has been teaching fabrication, design, and maker skills—albeit with kilns and clay instead of 3D-printers and laser cutters. Every where you look at SFS, from the stackable milk cartons and wood planks to the outdoor gardens and rooftop science lab, students have opportunities to experiment, iterate, and collaborate. And over the last few years, SFS has recently leveraged traditional technology hardware, including iPads and Chromebooks, to create even more learning pathways for students in grades 4 through 8.

This backstory is critical for the inaugural director of design, engineering, and technology. SFS is not a place that is foreign to the foundational elements of design, engineering, and applied technology. In many ways, the community has been preparing for decades for its next chapter in these areas of student learning. Thus, the director of design, engineering, and technology will have the opportunity—and challenge—to implement a program that has tremendous overlap and intersections with other parts of the curriculum. The director will find teachers who already scaffold project-based, team-oriented learning opportunities that allow for student choice, failure and feedback loops. The director will find students who are curious, empathetic, and collaborative. And the director will find administrator partners who want to design an authentic curriculum that serves a diverse set of learners.

It is at the administrator level that the director of design, engineering, and technology will have perhaps the most exciting work. This role reports to the head of school, and will serve as a critical thought partner to the other two members of the academic administrative team: the head of lower school and the head of upper school. While the division directors retain supervisory responsibility for their respective faculty members and handle operational matters involving students and families, the director of design, engineering, and technology will serve as a K-8 curriculum expert and pedagogy thought leader in all areas of STEAM education, and will ultimately coordinate and oversee the implementation of the STEAM program. The two division leaders and the head of school will lean heavily on the director of design, engineering, and technology to steer critical conversations—from the boardroom to the classroom—as the school enters into its next chapter of teaching and learning.

Thus, the head of school and division directors will enthusiastically empower the director to serve in a strategic leadership capacity when intersecting with the science, math, and art programs. Meanwhile, the director will be encouraged to develop engineering and technology learning experiences for students. A portion of that could come from direct student instruction, via elective classes, workshops, or afterschool programs. But much of that will come through partnerships with the faculty, through coaching, training, and mentoring.

This coming July, the director of design, engineering, and technology will find a community that is excited to partner and ready to grow. Simultaneously, the community is eager to share its deep knowledge of project-based learning and progressive education with the new director. This two-way partnership will help create an even more authentic and inclusive learning environment for everyone involved—students, faculty, and administrators—and put the next director at the center of an exciting new journey for SFS.

SFS SEEKS A DIRECTOR WHO IS...

Approachable	**Charismatic**	**Collaborative**
Creative	**Dynamic**	**Empathetic**
Energetic	**Flexible**	**Humanitarian**
Innovative	**Inspirational**	**Passionate**

FIVE TENETS OF AN SFS EDUCATION

At The San Francisco School, we believe students learn best when the following tenets are an integral part of their experience:

CURIOSITY

Students are natural explorers. We encourage students to ask meaningful questions and structure experiences for them to arrive at their own moments of discovery.

CHALLENGE

Students take great pleasure in progressing toward mastery. We cultivate learning by designing lessons with varied and increasing complexity.

COLLABORATION

Students grow through working with others. We model and teach teamwork, cooperation, and problem solving across grades and disciplines.

COURAGE

Students are empowered when they face their fears. We urge students to take risks and embrace their mistakes.

COMPASSION

Students are capable of astonishing kindness and empathy. We inspire students to think beyond themselves and believe that their actions make a difference.

KEY STATISTICS

Founded: 1966

Location: 1.6-acre campus in the heart of San Francisco, CA, with a significant amount of open space

Students: 276 students in grades PK through 8; 53% are students of color; 13% of families identify as LGBTQIA; The San Francisco School is known as one of the most diverse independent schools in San Francisco

Admission: Average acceptance rate of 24% over the last three years; 95% retention rate

Faculty: Student-to-faculty ratio of 7:1; 50% of faculty hold advanced degrees; average tenure is 17 years; 32% are faculty of color

Accreditation: California Association of Independent Schools

Relevant Associations: National Association of Independent Schools (NAIS), California Association of Independent Schools (CAIS), California Teacher Development Collaborative (CATDC), People of Color in Independent Schools (POCIS), National Business Officers Association (NBOA), Council for Advancement and Support of Education (CASE)

Operating budget: $8,500,000

Financial aid: Over $1,200,000 awarded to 28% of SFS families

Endowment: Over $3,500,000

Website: www.sfschool.org

STEAM MISSION STATEMENT

The SFS STEAM program builds on the school's foundation of empathy and creativity to integrate technology and engineering across the curriculum, empowering students with the confidence and technical skills to be innovative problem-solvers.

DIRECTOR OF DESIGN, ENGINEERING, AND TECHNOLOGY

SPECIFIC DUTIES

Programmatic leadership

- Lead the continued assessment, refinement and implementation of a strategic vision for STEAM education at SFS

- Work closely with the division directors to evaluate curriculum and pedagogy, and coordinate the overall STEAM teaching and learning program

- Design and implement STEAM learning opportunities that integrate with existing curriculum and instruction across the three divisions: PS/K, lower, and upper school

- Research and evaluate emerging tools, technologies, and pedagogies, and guide senior academic leaders on strategic and operational decisions that continue to improve the overall STEAM learning experience for students

Faculty professional development and student instruction

- Design, implement, and deliver major professional development and growth experiences for faculty in areas of design, engineering, and instructional technology

- Ensure that a breadth of STEAM professional learning opportunities exists for faculty, in terms of participant size (individual, small cohorts, and large groups), scope (one-time and on-going), venue (on-campus and external), and modality (synchronous and asynchronous)

- Teach or co-teach classes, lessons, and/or extracurricular offerings as directed

Other duties

- Maintain an active presence in the local, regional, and national communities of design, engineering, and instructional technology

- Serve on or lead academic committees related to curriculum, technology, and STEAM education

- Other duties as assigned

SFS IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE…

Professional Qualifications:

- Multiple years of experience as a classroom teacher in a STEAM-related discipline

- Experience leading workshops, trainings, and projects related to technology integration, instructional design, and/or engineering and design—preferably to faculty in a progressive K-8 school

- Immersion in diversity work—both in training and in implementation—and a commitment to fostering culturally competent and inclusive classrooms

- A track record of establishing ongoing relationships with faculty and designing interdisciplinary units and lessons

- Experience creating different modalities of professional growth opportunities for administrators, teachers, and students, and a successful track record sustaining the momentum of those professional development programs

- Experience with project-based learning and progressive education

- Possession of a bachelor's degree from an accredited college or university, which is a minimum requirement, though a graduate degree is highly desirable

Leadership and Personal Qualities:

- Inspirational, pragmatic, diplomatic, and patient leadership

- Authentic empathy, warmth, and collegiality

- A passion for inspiring programmatic change, balanced with a judicious understanding that successful innovation at a progressive PS/K-8 school requires establishing lasting peer-to-peer relationships

- Savvy communication and presentation skills

- A collaborative, cooperative, and growth-oriented mindset

- Enthusiasm for students to pursue their passions, talents, and interests, both in and out of the traditional classroom

- A vision that is aligned with the needs of a dynamic and diverse faculty and staff

- A love of learning and love of school, and a willingness to support unique and unpredictable learning journeys by young students

HOW TO APPLY

Ed Tech Recruiting is acting on behalf of The San Francisco School to identify exceptional professionals with a background in STEAM leadership and a passion for teaching both students and adults to fill this extraordinary opportunity. Please direct any inquiries to:

> Gabriel Lucas
> Principal, Ed Tech Recruiting
> jobs@edtechrecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH JANUARY 31, 2019.

All applications must be submitted online, via:

> www.edtechrecruiting.com/jobs/sfs

Required application materials:

- Cover letter introducing yourself to The San Francisco School search committee

- CV or résumé

- A list of four references (include each person's name, organization, title, phone number, email, and connection to you—though we will not contact any references without obtaining your permission first)

- Statement of educational philosophy that addresses the following prompt:

What are your xylophones and kilns? That is, what existing elements of a progressive, inclusive PS/K-8 educational would for you serve as accessible pipelines and connectors to principles of design, engineering, and technology? How would you lead an innovation journey for a faculty that is well versed in project-based and experiential learning, but is skeptical about technology merely for technology's sake?