



# TOWN SCHOOL FOR BOYS

*Director of Technology Integration and Engineering Thinking*

## SUMMARY

**Location** | San Francisco, CA

**Post Date** | January 23, 2018

**Application Deadline** | February 23, 2018

**Decision Announced** | March 31, 2018

**Start Date** | July 1, 2018

**Reports To** | Director of Teaching, Learning, and Innovation



## BACKGROUND

Town School, one of San Francisco's premier K-8 independent schools, wants each boy to be engaged in an environment that weaves together collaboration, critical thinking, integrity, empathy, and creativity. These broad skills, as well as a firm grounding in core academic competencies, offer boys an excellent preparation for their further education. Town promotes social and emotional learning as a foundation of academic excellence and self-discovery. Town School prepares students to meet challenges in the world by helping them develop an appreciation for a variety of perspectives from the local to the global. Town School celebrates diversity by fostering a community of learners built on mutual respect. Learning experiences are inclusive, relevant, flexible, innovative, and adapted to reflect the needs of all kinds of learners.

It is with this backdrop that Town School is excited to begin a new chapter in educational technology. Over the past four years under the successful stewardship of the outgoing director, the educational technology program has expanded, particularly in the areas of coding, robotics, computational thinking, and engineering. Town seeks an educational technology leader to go even further in these critical areas of STEM education. The next director should be well versed in project-based learning, inspiring to a diverse faculty body, and passionate about interdisciplinary STEM education. Two areas of focus will be developing a robust technology integration program in the lower school, and deepening the coding and robotics curriculum in the upper school. The director of technology integration and engineering thinking will report to the director of teaching, learning, and innovation, and will serve as part of the Director's Team.

## MISSION, PHILOSOPHY, AND CORE VALUES

At Town School, learning is prized, love of school is essential, and boyhood is celebrated.

As an all boys' school, Town provides a rich, challenging and rigorous educational experience that addresses the distinctive energy levels and developmental styles of boys. Town values being a diverse community that nurtures integrity, sensitivity and respect in its boys, and prepares them to become productive and contributing members of an ever-changing world. Core values of a Town education include academic excellence, character education, social interaction, physical activity, artistic expression, a passion for diversity, and a commitment to community service.

## KEY STATISTICS

**Founded:** 1939

**Campus:** Town School operates in a 70,000 square foot building located in a residential neighborhood of urban San Francisco. Town has two rooftop fields and leases an athletic field in San Francisco's Presidio.

**Faculty:** Town School employs approximately 91 full and part-time faculty, with a faculty-to-student ratio of 11:1. Twenty-one, or 57% of, full-time teachers have advanced (Master's or above) degrees. Each year Town School employs and mentors 15 first- or second-year resident teachers in its flagship teaching program, the New Teacher Institute. Thirty percent of faculty and staff identify as people of color and 5% identify as LGBT.

**Students:** Approximately 400 students in kindergarten through Grade 8

**Admissions:** In Grades 1 - 8, an acceptance rate of 22% and a yield of 92%

**Accreditation:** California Association of Independent Schools (CAIS)

**Diversity:** Over one third of students come from self-identified families of color.

**Associations:** National Association of Independent Schools (NAIS); International Boys' Schools Coalition (IBSC); California Association of Independent Schools (CAIS); People of Color in Independent Schools (POCIS); Independent Schools of the San Francisco Bay Area (ISSFBA); Independent School Athletic League (ISAL); Council for Advancement and Support of Education (CASE); Education Records Bureau (ERB); Common Sense Media Premier Member; National Business Officers Association (NBOA)

**Operating budget:** \$13,900,000

**Financial aid and scholarships:** Over \$1,800,000 awarded to 19% of Town students.

**Endowment:** \$22,900,000 as of December 31, 2017

**Website:** [www.townschool.com](http://www.townschool.com)



## HISTORY OF THE SCHOOL

In 1935, a number of local families resolved to create an independent boys' school in San Francisco in light of the fact that several independent girls' schools already existed. The founders of what became Town School for Boys valued excellence in their academic program and a commitment to personal values. Damon, as the school was originally known, enrolled 70 students and was located on Grove Street. In 1939, the school was officially renamed Town School for Boys. Town first rented, and in 1943 purchased, the 2750 Jackson Street property for \$40,000. In its new location, the school's enrollment increased dramatically, and graduates gained admission to prestigious eastern and western preparatory schools as well as to local high schools.

Town's first headmaster was Edwin M. Rich, from 1938 until 1957. He pitched to the boys at recess, sent personal notes to them at Christmas, and put on musical productions involving the entire student body. In 1967, David L. Pratt became headmaster. Over the next 22



years, Mr. Pratt assembled a dedicated and caring faculty; he encouraged the faculty's professional development; and he campaigned for increases in teachers' salaries. The school's seventh headmaster, W. Brewster Ely IV, arrived in 1989. Mr. Ely founded the New Teacher Institute as a two-year teacher-training program for men and women seeking a career in education. This program remains a defining element of Town School for Boys.

Following Mr. Ely's retirement, the Board appointed Lorri Hamilton Durbin as head of school effective July 1, 2017. Ms. Durbin has had several leadership roles in independent schools throughout the country, including Middle School Director at The Dalton School in New York City, Associate Director of The Klingenstein Center at Columbia University's Teachers College, Head of Middle School at The Nueva School in Hillsborough, California, and Director of Admissions and Financial Aid at San Francisco University High School.

## QUOTE FROM THE HEAD OF SCHOOL

*"Excellent teaching and learning thrive throughout the school. At Town School we inspire creative curricula, well-blended pedagogical methods, differentiated instruction, and meaningful learning grounded in warm relationships."*

**Lorri Durbin, Head of School**

## TECHNOLOGY AND ENGINEERING AT TOWN

The next educational technology leader at Town will step into a welcoming environment and first-class organization, with several key components already in place.

The new head of school is leading Town in a comprehensive self-reflection process to begin the exciting journey of reimagining the curriculum. She is following the successful tenure of a long-serving head of school who oversaw the growth of the school and implemented several signature programs, including the New Teacher Institute. Next year, a K-8 director of teaching, learning, and innovation — a new role at Town — will be in place to oversee the entire curricular arc at Town and to serve as a strategic partner for the director of technology integration and engineering thinking.

A renovation of the campus was completed in 2014, with the Dolby Center for the Performing Arts scheduled to come online in the spring of 2018. The renovation added 18,000 square feet, increasing the school's footprint by over 30% and affecting more than 70% of the campus. Improvements included the addition of two new STEM labs and a rooftop garden, a new studio art room, new library, creative movement studio, and flexible classrooms designed for multipurpose and collaborative use.

The outgoing director of educational technology is leaving on a high note after four successful years of working with faculty and students. Under his watch, student interest in



applied engineering curriculum — particularly coding, robotics — has grown tremendously. The educational technology department enjoys strong partnerships with the STEM, library, and IT departments. In a similar fashion, the library and IT departments are under the leadership of long-serving, highly regarded directors. As a result, the educational technology staff has been able to successfully partner with these other

departments on programs such as digital citizenship, information literacy, and student device rollouts. From an IT standpoint, technology infrastructure at Town is rock solid.

Parents and students at Town talk glowingly about the special nature of this K-8 community of learners and educators. Social and emotional learning is an authentic part of the co-curricular experience at Town, and students are highly engaged in after school activities, from athletics to robotics. Overall, students are happy, and parents are both supportive and engaged.

With a new director of teaching, learning, and innovation coming on board this fall, the new educational technology leader at Town will have a K-8, academic-focused partner in the senior cabinet. The school plans to create a technology steering committee that will involve these two directors, the division heads, and other important educational technology partners, such as the finance, IT, and library department heads. By putting in the right positions and organizational leadership structures, the senior leadership at Town has signaled a total commitment to the growth of the educational technology program.

On that note, Town seeks a leader who can grow the program in multiple directions. Following are several initiatives and opportunities that are strategic priorities for the leadership team at Town:

**Supporting the faculty's integration of technology:** Town seeks a director who can help a diverse set of faculty explore and implement instructional technology tools and methodologies in their classes. Of particular importance is someone who has experience working with lower school teachers in the primary grades.

**Designing and delivering high quality engineering curriculum:** Town students are hungry for offerings in programming, robotics, and maker projects. And with many parents working in the Bay Area's burgeoning tech industry, expectations are high for schools like Town to develop a multitude of STEM-related curricular offerings. But the discourse at Town goes far beyond teaching the newest coding language. Parents and administrators seek a technology program that emphasizes higher-order thinking by teaching the fundamentals of computational thinking, computer science, and design thinking.



**Evaluating the device program:** Town has iPads available to students in kindergarten through grade 6. In grades 5 and 6 the iPads are 1:1 devices that go home as necessary. In grades 7 and 8 the 1:1 device becomes a Chromebook. The next director might lead an examination of this program with key stakeholders to determine whether student devices are meeting the needs of students and teachers.

**Assessing and improving physical spaces:** Some classroom spaces are ready for a refresh of AV-related instructional technology. Meanwhile, several key spaces offer exciting possibilities for re-imagination. Town would like the next director to facilitate generative conversations for how these spaces might be redesigned.

**Expanding parent communication:** The Town School parent body is by and large tech-savvy. As a result, they are eager to engage in a discussion about the goals and design of a comprehensive technology curriculum arc. The next director will play a key role as an ambassador to parents and strategic liaison with trustees.



This is an exciting time for the entire Town School community. The director of technology integration and engineering thinking will inherit a program that is sound, robust, and expanding. Senior leadership is prepared to commit the resources necessary — be they time, space, or dollars — to implement an expanded array of integration and engineering programs that further the ultimate mission of Town: to inspire a love of learning among young boys.

## DIVERSITY, INCLUSION AND EQUITY AT TOWN

Diversity, inclusion and equity are essential core values of Town School. The best education for our students requires a diverse experience because a broad spectrum of ideas is essential for understanding different perspectives, challenging assumptions, and inspiring curiosity, to support critical and complex thinking.

We are committed to creating an inclusive and welcoming environment where each boy is free to be himself, and where boys are confident and secure in their own identities. We equip each boy with the tools to explore differences in experiences, background, beliefs, and ideas. We seek to provide each student with the support and resources he needs to succeed and thrive at Town School. A diverse and vibrant community is essential. To build and sustain such a community, we reach out to enroll students and families from a broad range of socioeconomic backgrounds, cultures, races, religions, and sexual orientations, and we recruit and retain faculty, staff and administrators from the same broad range of backgrounds. We cultivate an environment where every member of the Town community senses he or she matters as a significant part of the life of the school. Only when each person feels valued and is engaged might the school and the individual achieve their full potential.

# DIRECTOR OF TECHNOLOGY INTEGRATION AND ENGINEERING THINKING

## SPECIFIC DUTIES

### Technology Integration

- Under the direction of the director of teaching, learning, and innovation, develop and implement a strategic vision for technology integration and instructional design to support the use of innovative tools and methods by faculty in both divisions
- Design, deliver, and manage major professional development and growth experiences for faculty in areas of technology integration and curricular innovation
- Inspire the technology team and the broader faculty community to model and support best practices in innovation, 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

### Engineering Thinking

- Develop and oversee the entire K-8 technology curriculum, which includes offerings in programming, robotics, maker, and engineering
- Teach or co-teach classes and lessons as directed
- Research, explore, and implement teaching methodologies and learning opportunities in engineering, in specific areas such as computational thinking, algorithmic design, maker, and computer science

### General

- Manage and/or co-manage the team of technology integrators and teachers
- Serve on or lead committees related to technology and academics
- Maintain an active presence in the local, regional, and national educational technology communities
- Develop and maintain departmental budgets, policies, and procedures
- Other duties as assigned

## PROFESSIONAL QUALIFICATIONS AND PERSONAL QUALITIES

Town School for Boys is looking for candidates who can demonstrate:

- Experience working in the areas of instructional technology, instructional design, innovation, or engineering at a school; a bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree in innovation, educational technology, instructional design, engineering, computer science, or related field is highly desirable
- Experience leading workshops, trainings, and projects related to technology integration and instructional design, preferably to faculty in a K-8 school
- Classroom teaching experience, preferably in areas such as computer science, programming, robotics, engineering, computational thinking, and engineering
- A track record of establishing ongoing relationships with faculty and designing interdisciplinary units and lessons
- Experience in project-based learning methodologies
- An eye on the horizon of emerging educational technology systems and paradigms, with an understanding of how to thoughtfully explore and evaluate such opportunities at a school that values whole-boy education
- Excellent relational and communication skills
- A collaborative, cooperative, and patient mindset
- 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 is delighted by the unpredictable journeys of young students



## HOW TO APPLY

Ed Tech Recruiting is acting on behalf of Town School for Boys to recruit exceptional professionals to fill this extraordinary opportunity.

### PLEASE DIRECT ANY INQUIRIES TO:

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

### APPLICATIONS WILL BE CONSIDERED THROUGH FEBRUARY 24, 2018.

Candidates should send the following four separate PDF attachments to [jobs@edtechrecruiting.com](mailto:jobs@edtechrecruiting.com):

- Cover letter introducing yourself to the Town School search committee
- CV or résumé
- A list of at least four professional references (include each person's name, organization, title, phone number, email, and relationship with you — though we will not contact any references without obtaining your permission first)
- Statement of educational philosophy that addresses the following prompt:

*Many adults in schools — parents, administrators, and teachers — are simultaneously energized by the possibilities that technology is creating for students, yet wary of its unpredictable effects and impacts. Against this background, describe your vision of the optimal role for technology at a K-8, all-boys school that prizes learning. As director of technology integration and engineering thinking, how would you work to achieve your vision?*

