



KING SCHOOL

Director of Technology Integration and Innovation

SUMMARY

Location | Stamford, CT

Post Date | January 9, 2020

Application Deadline | February 3, 2020 at 11:59pm PDT

On-site Final Round | February 18 - 21, 2020

Decision Announced | March 2, 2020

Start Date | July 1, 2020, or earlier by mutual agreement

Reports To | Head of School



Ed Tech
RECRUITING



SUMMARY

About 45 miles outside of New York City is a 150-year-old school with an amazing history of growth and evolution. As the result of multiple successful mergers many decades ago, King School is now one of the preeminent PreK – grade 12 independent schools in the New York area. With a head of school in her second year and a new strategic plan just ratified, more exciting change is on the way.

On July 1, King School will welcome its inaugural Director of Technology Integration and Innovation. This is a new role that will be tasked first and foremost with developing a thoughtful technology strategy to serve a multidivisional school that seeks to open minds and spark courageous thinking. In parallel to developing and implementing a vision, the director will have the opportunity to work directly with staff on innovation and integration initiatives, oversee the core technology department, and explore substantive partnerships with several programs and spaces across campus. This position serves on the leadership team and reports directly to the head of school.

KING SCHOOL VIRTUES

From the classroom to the boardroom, all decisions at King are informed by four guiding principles:

- **Integrity:** Understanding and living by our values with authenticity.
- **Kindness:** Intentional consideration and compassion for others.
- **Perseverance:** Relentlessly pursuing excellence with a focus on growth and improvement.
- **Respect:** Treating every person with dignity and civility through honoring ourselves and others in our words and actions.





MISSION AND A NEW STRATEGIC PLAN

MISSION

King is dedicated to preparing its students to thrive in a rapidly changing world.

We provide an excellent, progressive education, grounded in the traditional disciplines of the arts and sciences, committed to the nurturing of individual potential, and designed to promote critical thinking and reasoned reflection. Using rich and innovative methods, our Teachers facilitate each student's fullest academic and personal achievement. We champion the development of character, self-confidence, and talent through challenging intellectual, creative, athletic, leadership, and service opportunities.

King believes that individual accomplishment must go hand in hand with respect for others. Our culture of respect fosters collaboration as well as independence. We embrace human and cultural diversity. We value responsible citizenship.

King graduates are well equipped to succeed in college and to pursue lives of ongoing inquiry, learning, accomplishment, personal fulfillment and social responsibility.

A NEW STRATEGIC PLAN (2020 – 2025)

Why a new plan? First and foremost, we affirm our commitment to the student experience as our top priority. To achieve our bold vision, we strive to be the country's premiere PreK-12 research-driven institution in which students embrace open minds and courageous thinking. They build mastery as they leverage curiosity; ask excellent questions; engage in experiential learning; and analyze and synthesize information to construct meaning and take action.

This approach leads to engaged, healthier students who have a greater sense of purpose; who perform better than their peers; and who are guided by a deep understanding of themselves as learners. The 2020 - 2025 King School Strategic Plan weaves together the imperative of Academic Excellence with...

- **Athletics and Community Partnerships** to enhance it;
- **Wellness** to sustain it;
- **Strategic Enrollment Management** to support it;
- **Inclusion** to humanize it;
- **Financial Sustainability and Facilities Development** to fulfill it; and
- **Institutional Identity** to share our pride in who we are.

Through this ambitious plan — with its bold educational programs that double-down on the student experience — King sets the standard in preparing students for a world that requires nimble, courageous thinkers who own their futures.



VALUES AT KING SCHOOL

King School has established a welcoming culture in which individuals are known and valued. The result is a teaching and learning community powered to greater heights through the strength of trust, mutual support, and collaboration.

LEARN FROM OUR DIFFERENCES

We believe in independence and individuality. We don't look, think, or act alike and we like it that way. It gives us a chance to learn from each other. We flourish when we examine our values and standards from new and different angles. The result creates a community that asks "what can I learn from this new experience, person, and culture?" and keeps us on a path of continuous growth.

INVENT AND REINVENT

At every step in our history, we intentionally look to the future while leveraging the best from the shared past of our founding schools, Low-Heywood, King School, and Thomas School. As a school fashioned out of this diversity of approaches, we've seized every opportunity to consider how education can better serve our community. At each navigation point, we ask: What if? And why not? We're already imagining our next ambition.



CHART YOUR COURSE

No two paths are the same at King. From rowers and robot-makers, to designers and defensemen, to chemists and choreographers, King students can be "both/and." Our teachers provide exceptional instruction. Plus our community also encourages and supports one another so we can each unleash our greatness.

ELEVATE THE VOYAGE AS MUCH AS THE DESTINATION

From the earliest days of a child's education to the final ringing of the bells at Commencement, we reinforce the notion that community and process are as important as achievement. In community, we not only own our individual voyage, we also uplift each other and celebrate everyone's learning. This attitude serves students well beyond graduation day as they embark on healthy, happy, meaningful lives.



A BETTER STANDARD FOR EDUCATION



At King School, we seek more than achievement for our students. We open minds and spark courageous thinking. Every day, our students discover and forge their unique paths to excellence as we teach, guide, and cheer them on. Because when we set better standards for both the experience and outcomes of education, students cultivate the insights and heart to own their future.

OPEN MINDS...COURAGEOUS THINKING

The knowledge and empathy to thrive in today's world

At King School, we set a better standard by intentionally exploring how all facets of diversity and identity shape our perceptions of fact and truth. We know inspiration flourishes when students further their learning alongside people who don't think alike, look alike, or act alike.

NO TWO PATHS ARE THE SAME

Discover and forge your unique path to excellence

At King School, we set a better standard by daring young people to ask more of their education than a race to the finish. Our better way to be your best means amplifying students' passions and uncovering the talents they don't yet know they have. King students celebrate achievement within community, and know that their King experience will take them wherever they want to go.

OWN YOUR FUTURE

The insights and heart essential to living with purpose

From day one, King students embark on this journey of self-discovery, where their academic, social emotional, creative, and physical talents combine to launch them on full and purposeful lives. The King community learns and lives with full intention. King graduates leave ready to take on the world.



TEACHING AND LEARNING AT KING

Our teachers know the power of knowing each of their students as an individual -- using their students' interests, learning patterns, and personal goals as part of lesson planning, course selections, and activities outside the classroom -- all directed towards creating a challenging experience for each learner. This approach to teaching and learning allows students to reach their personal best.

King Faculty are keenly committed to helping students achieve their personal best, defined by the following characteristics:

- **Teachers Focused on Students:** Our teachers use student-centered approaches to teaching and learning, leveraging the latest research on best practices in education. Our dedicated Directors of Teaching and Learning, in each division, guide and support our Faculty.
- **Teachers Always Learning:** King's ongoing Professional Growth and Development (PG&D) furthers teachers' own learning in the areas of both student development and content mastery. King makes nearly the highest investment in PG&D among our peer schools. 100% of teachers participate in at least two PG&D training sessions each year.
- **Comprehensive Student Learning Profile System:** King has developed a proprietary, internal system that highlights each student's learning strengths, challenges, and goals. Teachers actively contribute to and utilize this database to support our students' development over time as they move through our rich, rigorous academic program.
- **Thoughtful Curriculum Design:** A deep commitment to careful curriculum planning and design gives students ample opportunities to draw meaning from what they experience and demonstrate what they have learned.
- **Flexible Curricular Opportunities:** Curricular flexibility offers depth and breadth across a wide range of subjects. For example, in elementary school, students move among a range of learning groups according to their language and mathematical fluency. In Middle School, students who are passionate about computer science can complete a course of study that prepares them to take AP Programming by Grade 9; Middle School math scholars can take high school classes. In high school, students can choose among a range of accelerated courses, electives, and Diploma Distinctions, as well as independent tutorials and research-and-development classes.



BACKGROUND AND OPPORTUNITIES

The Director of Technology Integration and Innovation (DTII) — a new position at King School — calls for a unique educational leader. To put this opportunity into context requires a brief discussion of the school’s storied past, a snapshot of its transitional present, and a look ahead to its exciting future.

PAST

King School today draws on and is inspired by the ideals of our three predecessor schools - each from the Stamford regional area of Connecticut - that merged into one school. Perhaps what makes this opportunity so appealing is not so much the long ago history of King, but rather a few key decisions from the recent past. First, in 2018 King welcomed a dynamic head of school who embodies that very ethos of bold, forward-thinking leadership. In just her second year the school has already adopted a new strategic plan for the next five years and begun to put in motion transformative change. And this past fall the leadership team created the DTII position — not as a cosmetic tweaking to an existing role, but rather as a brand new one — to acknowledge that technology and innovation leadership is a necessary component to realizing the school’s new strategic plan.

PRESENT

This could be one of the most important hires King will make for the next several years. King finds itself on the cusp of another exciting evolution that requires savvy change leadership skills suitable for a large school with a well-established identity.



There are some challenges that the DTII will face early on, but every challenge is an opportunity. The first challenge is simply the magnitude of the program: King is a big school. For example, the student device program comprises five configurations. In K-2, iPads are 2:1, while the third and fourth grades utilize MacBook carts. The fifth grade has Chromebooks that stay on campus, which prepares middle school students to take them home as 1:1 devices. The Upper School is a BYOL MacBook program. This list is not to imply that this overall approach is unwise, for one-size rarely fits all. Rather, prospective candidates should understand that King’s technology and learning programs are complex to reflect the school’s diverse and highly motivated population of learners and educators. The DTII will need to think at times like a chief innovation officer and not oversimplify each situation to the point of stifling creativity.



Another challenge is that no one is currently tasked with supporting technology integration. Thus, the DTII will at first need to bring a pioneering and flexible mindset, plant seeds, and then operate like a front-line technology integrator. Eventually, the DTII will have a chance to systematically grow a more robust program. The good news is that with the impending vacancy of an outside contractor position, there is an opportunity to make an early hire.

One of the advantages of a large school is that resources are often available for innovative ideas. A year and a half ago, King launched a \$1.4M innovation lab for the Middle and Upper Schools. With a footprint of over 1,000 square feet, the lab enjoys 20-foot-high ceilings and state of the art equipment and furniture. Meanwhile, multiple spaces are equally as intriguing because of their transitional states. In the Lower School a maker space has been identified but not fully flushed out. The lower school also contains a separate media lab. The library is underutilized and has potential for reimagination — and



intriguingly houses the IT office. The DTII will have an opportunity to explore partnerships with, and propose novel ideas for, all these spaces.

A final challenge is simply that this position will require a broad skill set when it comes to technology leadership. In addition to having instructional technology responsibilities, the DTII will oversee the IT and systems functional unit, which is currently a team of four led by a full-time director. Although end-users offer high marks for backbone reliability and departmental responsiveness, there is room for improvement in the areas of user communication, training, and change management. The good news is that an IT audit this year will offer some guidance on where and how to best deploy resources, set policies and make adjustments.

FUTURE

In a word, the most important goal for this position is strategy. Everyone agrees that the educational program needs to drive technology strategy, and not the other way around. The school's new strategic plan offers some guidance for developing a thoughtful technology plan, but at the same time King will be looking for someone who brings knowledge, experience, and inspiration to that process.

Several ideas big and small are already in motion, and many of these initiatives have a technology implication. King is headed toward a more project-based and cross-disciplinary approach to teaching and learning. Digital portfolios, global collaborations, information



literacy, and design and maker are all areas of interest to various segments of the faculty. King needs a director familiar with existing and emerging technologies that can support these types of initiatives, and moreover someone who can offer guidance, input, and training as these initiatives are explored and later expanded.



In the end, King needs a visionary leader and a savvy doer all in one. The DTII should be excited by the future of both technology and education. Given the frontier nature of this role, the DTII must be willing to jump into the weeds while working on a multitude of

initiatives across the three divisions without an army of specialists on day one. On July 1, the DTII will find a head of school for whom this area is a true priority, a leadership team in full support, a community ready to engage, and a celebrated educational institution ready for its next evolution.

DIVERSITY, EQUITY, AND INCLUSION

Diversity is a core value at King. At King, we are enriched through our appreciation of diversity's many faces including gender, race, ethnicity, religion, socio-economic status, sexual orientation, age, physical ability, talent, or learning style. By honoring cultural differences and intellectual diversity, we create a vibrant learning community where each person is valued.

King values a community in which each individual strives for wisdom and goodness found in a deep understanding of equity, fairness, and cultural inclusion. Rooted in respect and personal responsibility, the School's culture offers a supportive and reflective environment that embraces diversity as central to educational excellence. We honor these values as essential to preparing our students for lives of leadership and achievement in our global society.

At King, we support our commitment with action. We work to build a community that is truly diverse. Proactively and consistently, we challenge stereotypes, create awareness, and develop educational programs that are informed by, and responsive to, our values. We model these values in the School's activities and affairs. We arm our students with an understanding and appreciation for diversity that prepares them to be thoughtful and successful citizens of the world.



KEY STATISTICS

Founded: 1865

Location: 34 acres in Stamford, CT, located about 45 miles northeast from the heart of New York City

Students: Nearly 700 students in PreK through grade 12; 23% students of color

Faculty and staff: Over 188 staff; nearly 86% of full-time faculty with advanced degrees; 6:1 student-to-faculty ratio; average class size of 12 students

Accreditation: New England Association of Schools and Colleges (NEASC)

Relevant associations and memberships: National Association of Independent Schools (NAIS), New England Association of Schools and Colleges (NEASC), Connecticut Association of Independent Schools (CAIS), Association of Independent Schools in New England (AISNE), Association of College Counselors in Independent Schools (ACCIS), National Association for College Admission Counseling (NACAC), The Cum Laude Society

Admission: Acceptance rate of 49%; Retention rate of 93%

Tuition: Ranges from \$32,975 (PreK) to \$45,290 (high school)

Financials: Operating budget \$29,100,000; over \$3.4 million awarded in financial access; endowment approximately \$33,500,000 as of June 2019

Website: www.kingschoolct.org



QUOTE FROM THE HEAD OF SCHOOL

"My vision for King is that we continue to prepare our students for the world they're going to enter — by ensuring that they remain curious and inspired lifelong learners. The Director of Technology Integration and Innovation will be central in helping to shape our teaching and learning program in order to implement this vision."

Dr. Karen Eshoo, Head of School



DIRECTOR OF TECHNOLOGY INTEGRATION AND INNOVATION

SPECIFIC DUTIES

Instructional Innovation

- In partnership with the leadership team and in consultation with the staffulty, develop and coordinate a strategic vision for the educational technology program in support of instructional innovation.
- Evaluate emerging technology and assessment tools, and guide senior academic leaders on strategic and operational decisions involving instructional technology hardware, software, and programs.

Faculty and Staff Professional Development

- Design, deliver, and oversee professional development and growth experiences for staffulty in areas of technology integration and design thinking.
- Inspire a culture of exploration and experimentation among faculty to integrate instructional technology tools and design thinking methodologies into their teaching practices.

Program Development

- Research, design, and implement new initiatives that leverage, build on, and partner with existing programs, resources, and spaces.
- Establish and maintain local, regional, and national connections to support the strategic goals of the school's technology program.

Management, Supervision, and Administration

- Oversee the technology department, which comprises four individuals led by a director of technology.
- Inspire the technology team to model and support best practices in design thinking, technology integration, and curricular research.
- Ensure the successful delivery of services across all areas of technology, from infrastructure to data / systems to instructional — and align departmental procedures with the mission of the school and the needs of constituents.
- Perform other duties as assigned.



KING SCHOOL IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications:

- Experience working in the areas of instructional technology, instructional design, design thinking, and/or educational innovation
- Experience leading workshops, trainings, and projects related to technology integration and design thinking, preferably to staffulty in a PK-12 school
- Teaching experience, and a track record of successfully leveraging technology to improve instruction and learning outcomes
- Experience in project-based and inquiry-based learning methodologies
- Immersion in diversity work — both in training and in implementation — and a commitment to fostering culturally competent and inclusive learning environments
- 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:

- A passion for inspiring programmatic change, balanced with a judicious understanding that successful innovation at a large, multidivisional school requires establishing lasting peer-to-peer relationships
- A track record of supporting faculty to design, implement, and improve interdisciplinary units and lessons that integrate technology
- Skillfulness at delivering presentations, leading workshops, and facilitating strategic discussions in groups large and small
- An innovative mindset with expertise in change management, and extended professional development in areas of education, leadership, and innovation
- Empathy, warmth, and authentic collegiality to staffulty members across the innovation spectrum
- Excellent communication, organizational, and project management skills, along with a collaborative, cooperative, and patient mindset
- A vision that is aligned with the needs of a dynamic and diverse staffulty
- A love of learning and love of school
- Prior supervisory experience



HOW TO APPLY

Ed Tech Recruiting is acting on behalf of King School to identify exceptional leaders to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas
Principal, Ed Tech Recruiting
jobs@EdTechRecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH FEBRUARY 3, 2020.

All applications must be submitted online, via:

www.EdTechRecruiting.com/jobs/kingschool

An application requires submitting four PDFs:

- Cover letter introducing yourself to the King School 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:

What are the essential elements of an intentional but not inhibitive technology strategy?

