

MADISON COUNTRY DAY SCHOOL

Educational Technology and Instructional Innovation Coordinator

SUMMARY

Location | Madison, WI

Post Date | October 6, 2021

Application Deadline | November 7, 2021 at 5pm CST

On-site Final Round | Week of November 29

Decision Announced | December 17, 2021

Start Date | July 1, 2022, or earlier by mutual agreement

Reports To | Head of Middle School



SUMMARY

Head just two hours northwest from Chicago and you'll arrive in Madison, the capital of Wisconsin. Madison is home to the University of Wisconsin-Madison, the flagship campus of the University of Wisconsin system, as well as a vast network of parks and bike trails. In fact, Madison has the highest number of playgrounds and parks per capita of the 100 largest US cities and is one of a handful of cities to receive a "platinum bicycle friendly community" rating. It also consistently ranks as one of the best places to live in the U.S.

Madison Country Day School (MCDS), an independent day school serving pre-kindergarten through twelfth grade, is a reflection of the community that it serves: dynamic, diverse, and innovative. Set on 40 nature-rich acres with access to fields, prairies, and rivers, MCDS recently adopted the IB curriculum for its high school and is in the process of expanding its IB curriculum to the middle and lower school. MCDS now seeks an educational technology and instructional innovation coordinator to expand faculty partnerships with technology, provide some direct student instruction, lead a growing program, and serve as a key school administrator. The educational technology and instructional innovation coordinator reports to the head of middle school and starts July 1, 2022, or earlier by mutual agreement.

ABOUT THE SCHOOL

Madison Country Day School is Dane County's only independent, private, pre-K to grade 12 school, offering a challenging and comprehensive college-preparatory education, including the Madison area's only International Baccalaureate program.





MISSION, BELIEFS, AND EXPECTED OUTCOMES

MISSION

The mission of Madison Country Day School is to provide an intellectually stimulating, personally enriching, and academically challenging program in the liberal arts and sciences to an able and diverse student body. Furthermore, we measure the curriculum and student achievement against the finest programs in the world. We also contribute to the larger community by developing effective educational programs to serve as models for other private and public schools.

TWO KEY BELIEFS

- Every child possesses an extraordinary capacity to learn.
- Effort is generally more important than ability.

These beliefs drive our decisions, inform our curriculum, and inspire our teaching and learning. They are touchstones to which we return again and again.

EXPECTED OUTCOMES

From this shared mission and set of beliefs, we have established a series of expected outcomes. We expect all students to:

- Read fluently and critically;
- Write clearly and authentically based upon knowledge and personal experience;
- Speak persuasively, able to challenge others' beliefs and articulate their own;
- Reason carefully, analyze complex situations, discover connections, and solve a wide range of intriguing problems;
- Listen attentively with an open mind to ensure they are understanding the words as well as the meaning of the speaker;
- Possess the confidence and strength of character required to both love and critique themselves; and,
- Become confident, capable, humble, and interesting life-long learners.





MCDS: AN IB WORLD SCHOOL

MCDS is an International Baccalaureate (IB) World School, offering the Diploma Programme for grades 11 and 12. MCDS is a candidate school for the Middle Years Programme (grades 5-10) and the Primary Years Programme (grades 1-4). The current roadmap is:

- MYP: Submit an application in early 2022, with a site visit in the spring of 2022
- PYP: Submit an application in the fall of 2022, with a site visit at the end of 2022

As an IB World School, MCDS benefits from a world-renowned curriculum including the themes of the IB Learner Profile. The aim of the IB Learner Profile is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers: We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning, and this love of learning will be sustained throughout our lives.

Knowledgeable: We explore concepts, ideas, and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.



Principled: We act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.

Caring: We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Balanced: We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.



Open-minded: We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Reflective: We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

Risk-takers: We approach uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. We are brave and articulate in defending our beliefs.

Effort: brings these character traits to life. Effort is the key ingredient to living these IB Learner Profile traits on a daily basis. As one of MCDS' founding philosophies, effort is valued and encouraged at every grade level.

STATEMENT ON DIVERSITY

Madison Country Day School's vision is for all members of the school community to feel valued and supported as well as inspired to embrace the diversity of each person. MCDS respects, affirms, and protects the dignity and worth of each member of its community. We seek to establish a culture wherein every member feels safe, valued, and encouraged to participate in every aspect of the community.

Our mission promises an intellectually stimulating, personally enriching, and academically challenging educational program. MCDS achieves this endeavor in part through our IB programmes, which naturally support Diversity, Equity, and Inclusion by:

- Encouraging students of all ages to think critically and challenge assumptions
- Encouraging students of all ages to consider both local and global contexts
- Becoming more culturally aware, through the development of a second language.



PLANNING FOR THE FUTURE

STRATEGIC PLAN

In spring of 2012 the second strategic plan for MCDS came to life following a year of dialogue with all members of the community. As the school evolved, the strategic plan envisioned thoughtful expansions to the facility to serve our students and our mission. The 2012 Strategic Plan can be downloaded from: <https://bit.ly/3lhQk3G>. As of spring 2019, the Board of Trustees has commenced a new strategic planning project, launching the effort with listening sessions, surveys, and discussions.

CAMPUS MASTER PLANNING

MCDS' Board of Trustees approved the Campus Master Plan in the fall of 2014 and is currently engaged in creating the strategies to bring this compelling vision to life. Master Plan Guiding Principles guided the process of creating a vision for our campus. At its heart, this plan proposes visionary ideas for creating ideal learning environments for MCDS students. It creates the spaces to allow our students to excel and thrive all the while honoring both the invigorating campus and our desire to remain one school, under one roof, welcoming student Prairie Hawks of every age. Our Campus Master Plan ensures the realization of the School's strategic priorities. Our future is clear: MCDS' thriving Lower and Middle School and growing High School require:



Performing and fine arts center



Library and media center



Farm-to-table dining commons



Expanded science facilities



TECHNOLOGY, INNOVATION, AND STEAM

MCDS is a diverse school with a wide variety of technology programs, initiatives, and spaces. Following is just a sample of what has been happening lately at MCDS.

DESIGN AND INNOVATION SPACES

In the newest part of the middle and high school building, MCDS has a dedicated design makerspace with 3D printing, robotics and woodworking equipment. In addition to the makerspace, in the lower school library is a pop-up tinker-time area for our beloved STEAM lessons for students in grades PK through 4. The school also has a green room for filming, video editing and recording. The educational technology and instructional innovation coordinator supports these spaces, both with direct student instruction and faculty partnerships.



FUND-A-NEED

MCDS raised \$180,345 towards its 2021 Fund-A-Need of a Transformative Technology Sweep. Thanks to the wonderful generosity of the MCDS community, the school reached its goal of improving the everyday lives of students and staff with upgraded connectivity (100 new wireless access points across campus), new high-speed laptops for every teacher and staff member, and new classroom projectors. MCDS anticipates many more fundraising opportunities for innovative technology proposals.

SCIENCE RESEARCH AT MCDS

The goal of the MCDS Science Research Program is to strengthen our research curriculum and amplify research opportunities for students at MCDS. As part of the program, upper middle and high school students will have increased opportunities to practice research at MCDS and in the Madison area (both at UW and private enterprise) over the summer, building upon the success of the MCDS Advanced Science Research program. The program creates a mission-aligned, interdisciplinary posture to research, including a common vocabulary and process, to support research activity already present in the middle and high school curriculum.





GLOBAL ONLINE ACADEMY

MCDS is the only school in Wisconsin collaborating with Global Online Academy (GOA). GOA is a unique opportunity for MCDS high school students to learn and connect with an international community of passionate, motivated peers. Accredited by the New England Association of Schools and Colleges, GOA is a nonprofit consortium of more than 110 independent schools representing 27 countries and over 30 states. GOA reimagines learning to empower students and educators to thrive in a globally networked society. MCDS students get to connect with other students throughout the United States and internationally, and they can explore interests in a variety of fields far beyond what's available in typical high school classes, including: Microeconomics, Engineering and Design, Race & Society, Data Visualization, CS I: Computational Thinking, Architecture, Entrepreneurship in a Global Context, and Graphic Design.

TECHNOLOGY PHILOSOPHY AND CURRICULAR STRATEGY

At MCDS, technology is integrated into the curriculum. Rather than seeing tech tools as an add-on to the classroom or the “frosting” on the cake, MCDS teachers use technology that is “baked into” subjects to further advance learning in a purposeful way. Following are examples of technology tools that are currently, or were recently, used in each division to creatively deliver classroom content, aid in student skill practice, or help teachers adequately assess student understanding.

Lower School

- **Content Delivery:** Chromebooks; Document cameras technique; Brainpop videos; Teacher-made lessons using green screen; PBS and virtual tours (for students to access information about colonial America); CNN and Time for Kids (to access information about current events); Khan Academy
- **Practice:** Reading A-Z; Biblionasium; Common Sense Media (for digital ethics and online behavior skills); Math Playground and Gamequarium (to practice math facts); Google Apps; VocabularySpellingCity; Kids Discovery; TypingClub; Khan Academy; RAZ Kids
- **Assessment:** Digital storytelling technique using slides and voice-over movies (final research project to demonstrate knowledge; Formative



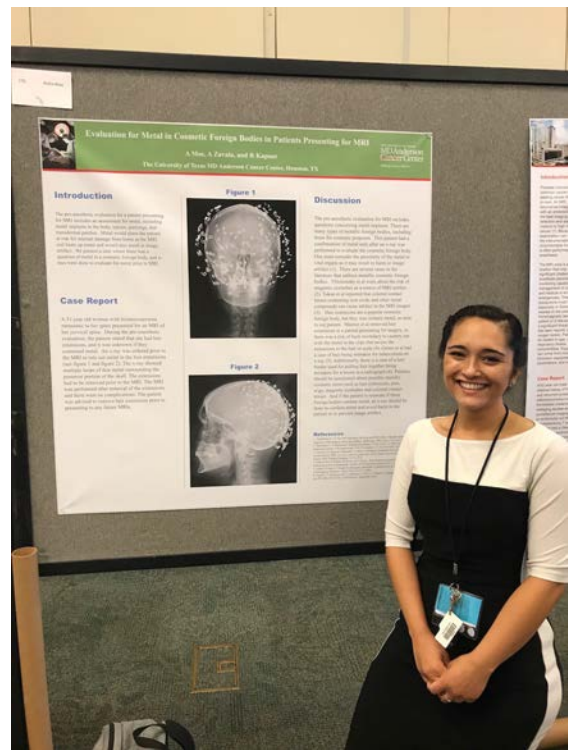


Middle School

- **Content Delivery:** Chromebooks; Weather simulation sites; YouTube; Seesaw; Teacher-made videos using Screencastify (for topic introductions); Khan Academy (to watch videos or practice content); DiscoveryKids; Newsela; National Geographic Kids
- **Practice:** Google Drive; Google Docs; Khan Academy (to watch videos or practice content); Kahoot; Quizlet; IXL; Google Apps
- **Assessment:** Seesaw; 3-D design software; green screen and iMovie biography recordings; Google Slideshows; Formative

High School

- **Content Delivery:** BYOD laptop program; Teacher websites; Blackbaud; YouTube; Khan Academy (to watch videos or practice content); Teacher-made videos using Screencastify (for topic introductions); History.com; BadgerLink
- **Practice:** Probes and analytical software to take scientific measurements; Desmos math software (graphing practice); GeoGebra (graphing practice); graphing calculator simulator for teacher demos; Khan Academy (to watch videos or practice content); GrammarGirl; Purdue OWL; Quizlet; Google Apps
- **Assessment:** Art portfolios; Weebly web design; Emaze; Prezi; Tiki-Toki presentation software; Formative



RECENT ELECTIVES AND EXTRACURRICULAR CLASSES

Learn. Code. Build. (Grades 5–8): Students will build on their coding knowledge through advanced STEM activities. Explore complex robotics, build a calculator, and utilize STEM devices to build creative games!

STEAM Club (Grades 2-5) and Junior STEAM Club (Grades K-1): Younger engineers will learn fundamental concepts of STEAM with hands-on projects! Older students will use the Engineering Design Process to design solutions to various challenges.



SUMMER DISCOVERY: FROM IDEATION TO CREATION

Summer Discovery is a STEAM-focused camp at MCDS divided into six different one-week camps that focus on seriously engaging topics. The mission of MCDS Summer Discovery is to engage and captivate young people's imaginations in project-based, hands-on experiences. Children explore nature on a 45-acre campus with earth science, build and test Lego WeDo robots, construct electromagnets, make 3D digital sculptures, fly drones, design a light show, compose a comic book, become a virtual DJ, use slow motion video to enhance sports performance, compose a digital masterpiece, plus much, much more. Summer Discovery is for students entering grades K-8.



2018 schedule

- Engineering - Chaotic Chemistry Meets "Phan"tastic Physics
- Math, Music, and Coding - Sound Xplosion Studio
- Technology - Mission Technovation Accomplished!
- Science - Explore Your Environment
- Art Design - Imaginarium
- SportScience - Athlete Adventures

2019 schedule

- Earth Science - Explore Your World
- Technovation - Robotics and Circuits Edition
- Engineering - Electricity and Magnetism
- Art Design - Imaginarium
- Math, Music, and Coding - Digital DJ's and Math Marvels
- SportScience - MythBuster Version 2.0

2020 schedule

- Biology - Bugs, Body, and Bacteria
- Technovation - Programming Sensors, Machines, Robots, and Drones
- Engineering - Construction Zone!
- Art Design - Imaginarium - Illumination with Light Waves
- Math, Music, and Coding - Digital DJ's and Math Marvels
- SportScience - Sports from Around the World



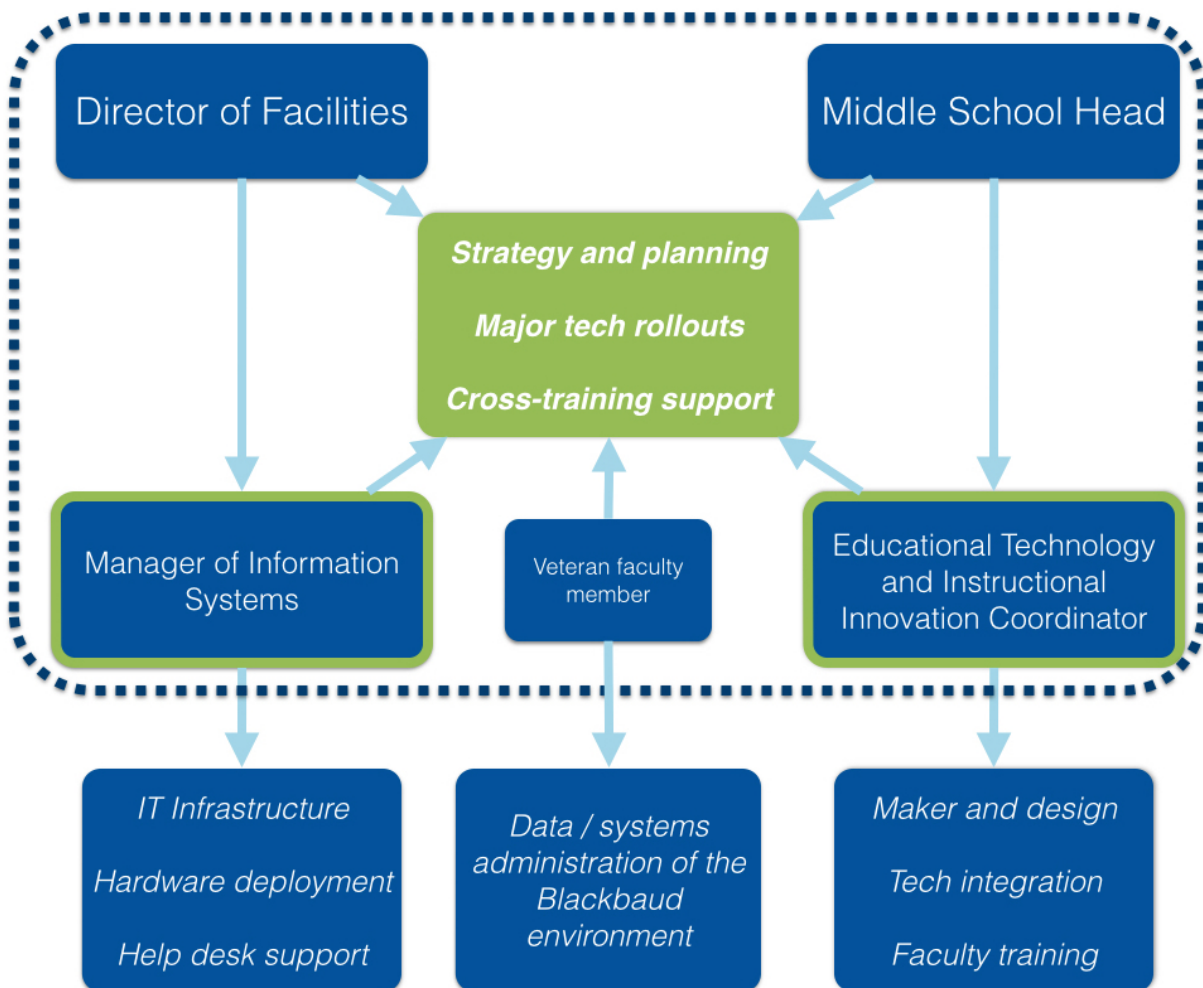
LEADERSHIP OPPORTUNITY

MCDS wants the educational technology and instructional innovation coordinator to play an advisory role in developing courses and curriculum for this camp. The coordinator will have the option of assuming a director-level leadership role of this highly successful camp.



TECHNOLOGY GOVERNANCE

Technology governance at MCDS is a shared and collaborative initiative. The two central drivers (the manager of information systems and the educational technology and instructional innovation coordinator) each serve their respective areas of technology. Although the educational technology and instructional innovation coordinator reports to one of the division directors, this role is truly all-school focused. Because neither coordinator supervises other staff members, both roles require a mix of hands-on administration, program oversight, and visionary leadership. Major initiatives involving strategy, planning, rollouts, and support are collaborative efforts at MCDS and sometimes involve help from others. For example, an experienced member of the science department has for many years overseen the administration of the Blackbaud student information system. Everyone at MCDS is ready and willing to roll up their sleeves and serve as needed to support the students.



Technology planning at MCDS is a collaborative effort. The primary drivers in charge of executing on strategy are the manager of information systems and the educational technology and innovation design coordinator.



KEY STATISTICS

Founded: 1997

Location and campus: Spacious 40-acre campus hosting a well-kept and secure facility, modern science labs, expansive gymnasium, inspiring classrooms, makerspace, dedicated music rooms, athletic fields, track, prairie, and access to the Yahara River

Students and families: Over 450 students that are a part of nearly 300 MCDS families; students come from over 30 ZIP codes; 30% students of color

College matriculation: 280 different colleges have accepted MCDS graduates; 95% of MCDS graduates have been offered college merit aid awards that average \$25,000 and are renewable for 4 years; 100% of MCDS graduates pursue postsecondary education



Admission and retention: Over the last three years, average retention rate of 86%

Athletics: 14 high school varsity teams and K-12 athletic opportunities

Faculty: 76 members of the faculty, with over 50% holding advanced degrees in their field; average teacher has 16 years of experience and seven years experience at MCDS

Accreditation: Independent Schools Association of the Central States (ISACS), The International Baccalaureate (IB)

Relevant associations and memberships: Independent Schools Association of the Central States (ISACS); National Association of Independent Schools (NAIS); International Baccalaureate (IB)

Tuition: Ranges from \$11,670 (Pre-K) to \$20,263 (High School)

Financials: \$9M overall school operating budget

Financial aid: Nearly 40% of students receive tuition assistance

Website: www.madisoncountryday.org



EDUCATIONAL TECHNOLOGY AND INSTRUCTIONAL INNOVATION COORDINATOR

SPECIFIC DUTIES

Faculty partnerships and professional development

- Design, implement, and deliver professional development and growth experiences for faculty in the areas of instructional technology and innovation design.
- Work with faculty to support them in an instructional design capacity, inspiring and helping them implement engaging curricular units around instructional technology and innovation.
- Develop training and instructional materials for faculty to help them become more fluent with available technologies and software.
- Enhance the use of technology in the current curriculum.

Student instruction

- Design and implement STEAM learning opportunities that integrate with or align to existing curriculum and instruction across the three divisions.
- Inspire and support students to pursue their passions in design, innovation and technology.
- Deliver direct student instruction approximately 20-25% of the time.

Programmatic coordination and leadership

- Work with the division heads to evaluate technology curriculum and pedagogy, and assist in developing a scope and sequence for Design Technology classes within the MYP framework.
- Oversee the Design Makerspace Lab, an approximately 500-square-foot space that includes a 3D printer, woodworking machines, prototyping tools, and robotics equipment.
- Research and evaluate emerging tools, technologies, and pedagogies, and guide senior academic leaders on strategic planning to improve the overall student learning experience.
- Maintain an active presence in the local, regional, and national communities of design, engineering, and instructional technology.

General administration

- Work collaboratively with the IS manager, a peer to this role, to plan major rollouts.
- Provide occasional back-up technology support assistance to teachers and students.
- Serve on or lead academic committees related to technology and STEAM education.
- Serve in an advisory capacity to the Summer Discovery camp on matters of curriculum.
- Perform other duties as assigned.



MCDS SEEKS CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications:

- Possession of a bachelor's degree from an accredited college or university, though a graduate degree or advanced coursework would be desirable
- Demonstrated teaching excellence within a K-12 classroom
- A successful history of creating and leading experiential, project-based, interdisciplinary, and hands-on projects in the areas of instructional technology and innovation design
- Experience with UBD framework as well as concept- and inquiry-based learning
- Experience teaching or working in one or more of the following areas: shop, maker, programming, or robotics
- Proven commitment to diversity, equity, inclusion and social justice
- Experience with the IB curriculum (specifically MYP Design) desired but not required

Leadership and Personal Qualities:

- Excellent communication skills: written, verbal, presentation, and training
- Ability to develop new programs and curriculum, and an authentic passion for helping others do the same
- Empathy, warmth, and authentic collegiality to faculty members across the innovation spectrum
- An eagerness for effecting institutional change, balanced with a judicious understanding that successful innovation at a K-12 school requires establishing lasting peer-to-peer relationships
- A passion for education in and out of the classroom
- Commitment to and facility with faculty support, professional growth, and training
- Excellent communication, organizational, and project management skills, along with a collaborative, cooperative, and patient mindset
- A willingness to execute a shared model of technology governance in collaboration with an IS manager and other key members of the faculty and administration
- Confidence and humility, together with a sense of humor and warm personality

QUOTE FROM THE HEAD OF SCHOOL

"Madison Country Day School has the advantage of being a young school, full of promise, open and ready to expand our educational offerings and elevate our curriculum. We're seeking a technology professional with vision and purpose, and who is ready for a challenge of putting MCDS on the map. I'm excited to see where the next five years lead us through the IB framework and consider the educational technology and instructional innovation role to be a crucial piece of the puzzle." — Mark Brooks, Head of School



HOW TO APPLY

Ed Tech Recruiting is acting on behalf of Madison Country Day School to identify exceptional instructional technology and innovation design educators to fill this extraordinary opportunity. Please direct any inquiries to:

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

APPLICATIONS WILL BE CONSIDERED THROUGH NOVEMBER 7, 2021.

All applications must be submitted online, via:

www.EdTechRecruiting.com/jobs/MCDS

An application requires submitting four PDFs:

- Cover letter introducing yourself to the MCDS 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:

On page 7, the document talks about a \$100,000 fund-a-need effort that helped support major investments in IT infrastructure and instructional hardware. MCDS has bold plans for future curricular innovation in STEAM and sees the educational technology and instructional innovation coordinator as a central figure in designing and helping fundraise these types of initiatives. Suppose the head of school asked you to brainstorm potential ideas for the school's next \$100,000 innovation proposal. Submit three short summaries (one paragraph each) for ideas that you would be excited to develop and launch, and talk briefly about why these ideas are so important to you.

Madison Country Day School is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the School will provide reasonable accommodations to qualified individuals with disabilities. MCDS embraces and celebrates diversity and does not discriminate on the basis of age, gender, race, color, religion, national or ethnic origin, or sexual identity in its educational policies, hiring and employment practices, admission policies, scholarship and grant programs, or athletic and other school administered programs.