

# Francis Parker School

## Director of Instructional Technology and Information Systems

### Location

San Diego, CA

### Post Date

March 26, 2025

### Priority Deadline

April 20, 2025

### Remote Semifinal Round

Weeks of May 5 & May 12

### On-Site Final Round

Week of May 19

### Decision Announced

May 31, 2025

### Start Date

Summer 2025

### Salary

\$180,000 – \$210,000

### Reports To

Assistant Head of  
School for JK-12  
Strategic Initiatives



FRANCIS  
**PARKER**  
SCHOOL



**12M**  
RECRUITING



**Ed Tech**  
RECRUITING

## Summary

In the heart of San Diego is a nationally acclaimed independent school brimming with energy, determination, and vision. Each day, over 1,300 students from JK through grade 12, along with hundreds of faculty and staff, arrive at one of the two outstanding and iconic campuses of Francis Parker School, which was founded in 1912. The historic Mission Hills Campus houses the lower school division, while the recently remodeled Linda Vista Campus contains the middle and upper school divisions that feature some amazing new facilities.

The director of instructional technology and information systems reports to the assistant head of school for JK-12 strategic initiatives. The director serves as an active and full member of the Parker Leadership Team, which currently is a twelve-person body of school-wide administrators led by the head of school. The technology department has eight members: the director of instructional technology and information systems, whose purview and responsibility includes all aspects of technology, and seven dedicated professionals with specific areas of focus, all of whom report to the director. The next director can rest assured that the department already has an excellent plan in place for this summer, so that technology infrastructure, hardware, and systems will be ready for opening days. Parker would ideally welcome its next technology director on or around July 1, but school leaders will be pragmatic and patient if an out-of-town relocation requires a slightly later start date. If this opportunity speaks to you, Parker encourages you to submit your application materials by the April 20 priority deadline.



## Mission

Francis Parker School's mission is to create and inspire a diverse community of independent thinkers whose academic excellence, global perspective, and strength of character prepare them to make a meaningful difference in the world.



# Vision and Educational Philosophy

## VISION

Parker's vision is to build engaging learning environments that nurture curiosity and prepare students with the skills and knowledge they need to embrace purposeful opportunities and live joyful lives.

## EDUCATIONAL PHILOSOPHY

Parker believes that students learn best in an inclusive and interdependent community where they can thrive socially, emotionally, physically, and academically. They create learning environments that support and challenge students to build their knowledge through interconnected and developmentally appropriate learning experiences.

## Parker is committed to developing students who:

- Strive for academic excellence while maintaining a balance of social and emotional well-being.
- Possess the necessary skills, aptitude, and imagination to participate in the fundamental human conversation on what is right, fair, and good.
- Understand the fundamental human conversation on what is right, fair, and good.
- Think critically, write persuasively, and communicate confidently.
- Are familiar with the cultural, political, historical, scientific, ethical, and economic forces shaping the world.
- Develop the necessary tools to realize their individual talents and potential in their academic and professional lives.
- Embrace the larger world through meaningful, age-appropriate opportunities for experiential education.

## VISION FOR PARKER GRADUATES

Parker graduates students who embody those qualities essential for academic success and personal fulfillment—intellectual curiosity, creative thinking, a passion for learning, a sense of ethical responsibility, self-reliance, community engagement, and global competence—by offering a balanced, challenging, and integrated JK to Grade 12 educational program in academics, athletics, and the arts, all in a vibrant and diverse school community.



# Values

Parker's core values support the mission and vision, affirming its principles, beliefs, priorities, and philosophy, shared by all members of the community.

## 1. STUDENTS FIRST

Preparing students to make a meaningful difference in the world is the cornerstone of a Parker education. Our mission, vision, and core values collectively prioritize the student experience, which means all School decisions are guided by what is best for children. Parker's programs provide appropriate structure and guidance for each stage of the student experience, with the end goal of graduating individuals who are self-reliant and lifelong learners.

## 2. ACADEMIC EXCELLENCE

Within a learning environment where all students are seen, known, and valued, we offer courses that move students first through foundational knowledge and then forward "as far as the mind can see." Students experience innovative and advanced courses that inspire them to think and achieve beyond their initial expectations. We partner with families to meet students' needs and guide their academic journey.

## 3. GLOBAL PERSPECTIVE

We ask all members of the Parker community to become attuned to the systems—cultural, political, and economic—that create diverse backgrounds and perspectives throughout the world. Students learn from a globally-focused curriculum and gain direct experience of the world through age-appropriate experiential education, service-learning, and guided international travel.

## 4. STRENGTH OF CHARACTER

We seek to develop students who understand and value behaviors that are true and good. We expect all community members to model upstanding citizenship, appropriately express their beliefs, and understand their responsibilities as members of the larger community. We provide opportunities for students to explore and strengthen these characteristics and expectations for themselves.

## 5. INCLUSIVE COMMUNITY

We strive to create a community in which each person is given the opportunity to develop a healthy sense of self and empathy towards one another. We courageously lean into difficult conversations to cultivate an environment of inclusion and belonging. We continuously reflect on our practices to prioritize cultural competency in our curriculum, program, policies, and strategic goals.

## 6. NO LIMIT TO BETTER

True to our progressive legacy, we reflect on and iterate all aspects of school life to ensure that the Parker experience is distinct and serves the needs of our evolving community. There is no limit to what we can dream, do, and try. By evaluating and innovating our practice, we model the habits of lifelong learning. Striving beyond limits is the essence of a Parker education and fuels our journey "as far as the mind can see."



# Pursuit of Excellence

The five themes of Parker's strategic direction chart their path in pursuit of excellence. These themes serve as guideposts to direct their work strategically and tactically as they move forward as a school. These themes include:

## ONE PARKER

Parker's commitment to creating and inspiring a healthy, collaborative culture, aligning Parker's curriculum, programs, and practices.

## HEALTHY MINDS, HEALTHY BODIES

A strengthening of support for the physical, mental, and emotional well-being of Parker students, faculty, and staff.

## THE NEEDS OF SOCIETY

Answering the charge to actualize Parker's public purpose by developing meaningful partnerships and sharing knowledge with their local communities.

## LANCERS FOR EQUITY AND JUSTICE

Advancing diversity, equity, inclusion, and belonging (DEIB) through deliberate and holistic efforts.

## FUTURE FORWARD

Parker's commitment to the research and design of institutional systems, processes, and plans that ensure Parker's sustainability as a leading educational institution.



# Diversity, Equity, Inclusion, and Belonging



Parker is deeply committed to building a school where all members of our community feel valued, included, and respected. We are a community striving to be global in perspective, diverse in composition, and reflective of our world. At Parker, the learning environment is enhanced by the different stories and experiences of each member of the School community. Our goal is to be one community where all members feel seen and known.

No matter their interests, Parker provides curriculum, clubs, and other resources that help every student find their place in the School. Our enduring prioritization of belonging primes every child for academic excellence.

At Parker, we are dedicated to the development of every individual student so they can achieve their highest academic success—this begins and ends with teachers, coaches, and advisors creating and maintaining learning environments where every individual learner experiences an authentic sense of belonging.

## IN SUPPORT OF THESE GOALS, WE:

- persistently strive to create a community in which each person is given the opportunity to develop a healthy sense of self and empathy towards one another;
- courageously lean into difficult conversations to cultivate an environment of inclusion and belonging; and
- continuously reflect on our practices to prioritize cultural competency in our curriculum, program, policies, and strategic direction.

We are one community composed of many families representing a broad range of viewpoints, cultures, and backgrounds—we all learn from each other.



# DEIB at Parker Looks Like...

## ACADEMICS & CO-CURRICULARS

JK to Grade 12 students can engage with DEIB through co-curricular student groups like Belonging Lab in the Lower School, Advocacy Room in the Middle School, and Equity Council in the Upper School. Upper School students can also select academic electives like Social Justice; Class, Race, and Gender in the United States; and Ethnic Studies.

## LANGUAGE, CULTURE, AND IDENTITY WEEK

In the spring, the Lower School celebrates Language, Culture, and Identity Week where students, families, and friends share their globally diverse backgrounds through cultural performances, interactive lessons, and an international food festival.

## PROFESSIONAL DEVELOPMENT

On professional development days, the DEIB team leads trainings on topics like racial literacy and cultural linguistic responsiveness. These trainings provide faculty and staff with the tools and resources to cultivate joy and belonging and to think critically about cultural frameworks, beliefs, and biases.

## AFFINITY & ALLIANCE GROUPS

Affinity and Alliance Groups at Parker provide support for students as they explore identity development and bolster a feeling of belonging in our community. We invite you to [LEARN MORE](#) about Parker's affinity and alliance groups.

## SEED TRAINING

[THE NATIONAL SEED PROJECT<sup>SM</sup>](#) is a peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity. Parker supports faculty and staff in attending SEED training and applying their new knowledge in the classroom.

## BOARD OF TRUSTEES DIVERSITY COMMITTEE

Parker's Board of Trustees includes a standing Diversity Committee that provides strategic direction, curriculum, and initiative guidance to deepen the community's commitment to belonging.



# Common Ideal of Character

In the summer of 1883, 19th-century educational leader and Parker namesake Colonel Francis W. Parker gave a series of talks at a Summer Institute on Teaching. His final talk began as follows:

*No matter how much educators may differ in regard to the means and methods of teaching, upon one point there is a substantial agreement; viz. that the end and aim of all education is the development of character. There is also, little or no difference of opinion, in regard to the elements that form the common ideal of character. Love of truth, justice, and mercy; benevolence, humility, energy, patience, and self-control, are recognized the world over, as some of the essentials that should govern human action*

In a time when public norms are devolving, we are asking the Parker community to be counter-cultural.

Our hope is that students, faculty, staff, and parents are able to address these questions:

- Do we have room for differences in opinion?
- Do we know how to both respect the experiences of others and feel free to speak our opinions?

## OUR SHARED NORMS

**SPEAK FROM THE "I" PERSPECTIVE**

**BE AWARE OF INTENT VS. IMPACT**

**EDUCATE YOURSELF AND COMMUNICATE WITH AN OPEN MIND**

**EXPECT AND ACCEPT NON-CLOSURE**

**PRACTICE ACTIVE LISTENING AND ASK QUESTIONS**

**CHALLENGE IDEAS, NOT PEOPLE**

**ASSUME POSITIVE INTENT**

**REMEMBER WE ARE IN PARTNERSHIP**

**RESPECT ONE'S TRUTH FOR WHAT IT IS**

**BE AN UPSTANDER**

**GET COMFORTABLE WITH DISCOMFORT**

**BE COLLABORATIVE**

**SHOW RESPECT FOR PEOPLE**

**BE MINDFUL OF YOUR IMPACT**

**TRUST THE PROCESS**

We invite you to [LEARN MORE](#) about Parker's shared norms.

## FOSTERING CIVIL DIALOGUE

Even though fostering the common ideal of character permeates all that we do at Parker, we believe it is necessary to carve out time dedicated to providing thoughtful dialogue on how to best live that ideal. It is our responsibility to the School, our mission, and, most especially, our students to ensure we invest deeply in this work. We must, as educators, help students learn to navigate differences in healthy ways. Teaching students the skills of dialogue and providing them opportunities to practice these skills in the classroom will give them tools and skills to navigate ideological differences and become effective leaders in our pluralistic democracy. At this moment in our history, a time when our public norms seem to be devolving, we are challenging ourselves to model the ideals of Colonel Parker.

### Thriving in a World of Pluralistic Contention

Academic excellence is defined by intellectual inquiry and exploration, preparing students with the necessary skills, aptitude, and abilities to participate fully in the fundamental human conversation on what is right, fair, and good.

The E.E. Ford Foundation recently funded the school report *Thriving in A World of Pluralistic Contention: A Framework for Schools*, in which skills, instructional practices, guidelines, and strategies are presented that aim to deepen student curiosity, increase their appreciation of the world's complexities that will assist them in more effectively managing the inherent tensions that increasingly sit at the center of our schools, our communities, our nations, and our world.





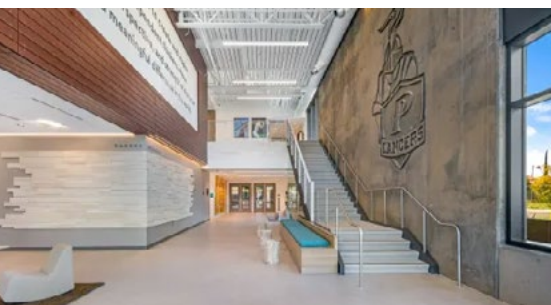
# Parker Forward

At Francis Parker School, students enjoy tremendous educational benefits from the community’s philanthropic investment in state-of-the-art academics and arts facilities. The same can hold true for physical education and athletics. Parker recently completed a two-decades-long capital improvement program to reimagine the Linda Vista Campus, which has seen over 20 new structures built in the last 20 years. These spaces serve both students and the local community, providing a place to gather, play, and compete. Ongoing campus improvements include updates to two playgrounds at the Mission Hills Campus, completing new hardscaping and landscaping at the Senior Lawn area on the Linda Vista Campus, the installation of new security measures including the completion of a fire system upgrade, and the upcoming installation of a new perimeter fence at the Linda Vista Campus.



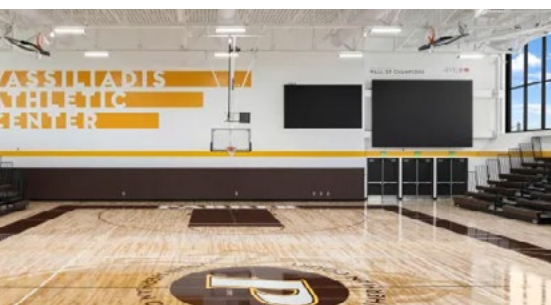
### DOUGLAS AQUATIC CENTER

Parker’s first on-site, multi-purpose 7,350 square-foot heated pool, which is securely nestled behind the Student Life Center and the Field House, and includes canyon views of Mission Valley.



### SILBERMAN STUDENT LIFE CENTER

The 30,000-square-foot expansion includes a two-court gymnasium, Vassiliadis Commons, locker rooms, support spaces for aquatics, the Dr. Michelle Look Training Room, professional offices, and a multi-use classroom and meeting spaces.



### VASSILIADIS ATHLETIC CENTER

This area of the Silberman Family Student Life Center includes the new state-of-the-art gymnasium, which includes 1,100 bleacher seats and features the John Herman Court, named for one of Parker’s superstar coaches.

<b>2001</b> Mission Hills Campus	Land acquisition opposite Plumosa Way, South Wing and JK Classroom retrofitting
<b>2004</b> Mission Hills Campus	10 New Classrooms, 3 New Labs, Considine Library, Scripps Design Center, Gooding Courtyard, two-story North Wing, and J. Crivello Playground
<b>2005</b> Linda Vista Campus	Turf Field, Lights, and Surface Parking
<b>2006</b> Linda Vista Campus	29 New Upper School Classrooms, 8 New Upper School Labs, Viterbi Science Center, Nicholas Commons, and Senior Quad
<b>2007</b> Linda Vista Campus	19 Renovated Middle School Classrooms, Library, Lawrence Commons, Gildred Math Building, Tchang Science Center, Middle School Courtyard
<b>2009</b> Linda Vista Campus	Visual Arts Building, Thiemann Music Building, James Alan Rose Art Gallery, Peters Family Building, and J. Crivello Hall
<b>2019</b> Linda Vista Campus	Student Life Center, Outdoor Amphitheater, Cafeteria, Renovations to the Amelita Galli-Curci Performing Arts Center, On-site Parking
<b>2024</b> Linda Vista Campus	Student Life Center Expansion, New Gymnasium, Field House Renovation, and New Aquatic Center



# Key Statistics



1912

Parker's founding year, making it the oldest co-ed, independent school in San Diego.



70+

ZIP codes across San Diego County are represented in Parker's student body.



1,330

Junior kindergarten to grade 12 students

9:1

student-to-teacher ratio

123

faculty

28%

faculty of color

86

faculty with advanced degrees

60+

Student clubs and organizations for Middle and Upper School students

## MEMBERSHIPS

San Diego Consortium of Independent and Private Schools (SDCIS), National Association of Independent Schools (NAIS), National Business Officers Association (NBOA), Independent Schools Business Officers Association of California (Cal-ISBOA)

## ACCREDITING BODIES

California Association of Independent Schools (CAIS), and the Western Association of Schools and Colleges (WASC)

## Technology at a Glance

### STUDENT 1:1 DEVICE PROGRAM

- Lower and Middle Schools: iPad
- Upper School: BYOL

### DEVICE MANAGEMENT

- Intune
- Mosyle

### NETWORK

- ~200 Meraki APs
- Meraki appliances

### CYBERSECURITY

- Red Herring

### DATA / SYSTEMS

- Blackbaud
- Google
- Spanning backup

### A/V

- ~100 classrooms
- ~15 meeting spaces

### THIRD-PARTY PARTNERS

- EduTech (MSP)
- Blum, CDG-W, SHI, STS (procurement)



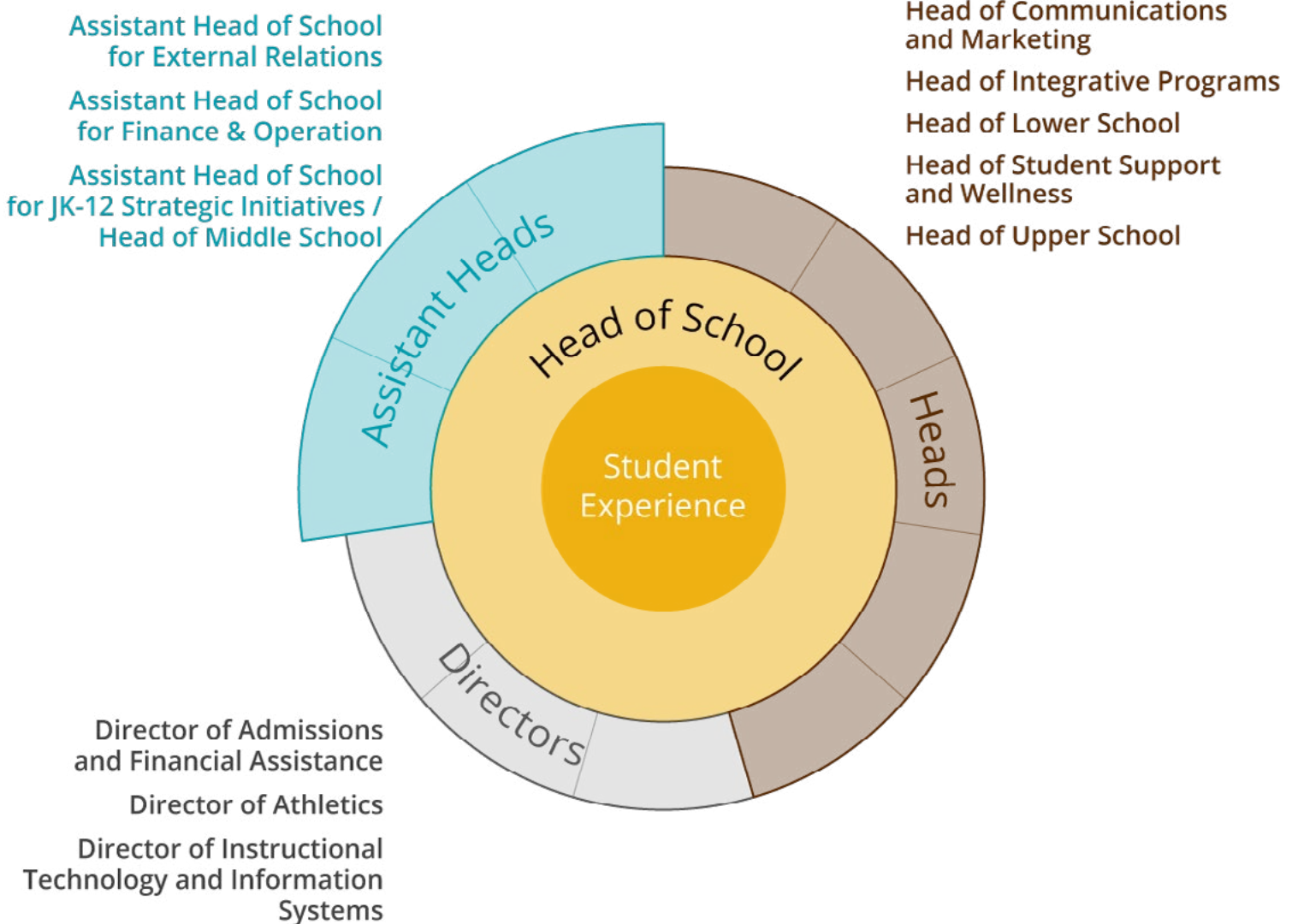
[www.francisparker.org](http://www.francisparker.org)



# Parker Leadership Team

The Parker Leadership Team (PLT) is a diverse, motivated, and talented group of administrators. The PLT currently comprises twelve people: the head of school plus eleven senior administrators, including the director of instructional technology and information systems. Administrators on the PLT oversee academic and non-academic units across this complex, large, two-campus institution. The group is diverse not only in its individual makeup but also for its organizational structure. Some members are assistant heads overseeing multiple areas of broad functionality, some are heads overseeing divisions with multiple functional units, and others are directors overseeing

domain-specific departments that touch all areas of the school. In addition, not everyone on the PLT reports directly to the head of school. For example, the director of instructional technology and information systems reports to the assistant head of school for strategic initiatives, who has a JK-12 academic focus. Many administrators, including the director of instructional technology and information systems, have regular meetings with the head of school. Even with this diverse organizational structure, the PLT functions as a collaborative, cooperative, and consensus-driven unit in which all voices matter and everyone has an equal seat at the table.



# Strategic Directions of the Technology Department

Following are the strategic directions that guide the technology department's initiatives. As a living document, these goals and initiatives are intended to evolve to align with the school's mission and values, including equitable learning experiences for students. The technology department is focused on balancing foundational, long-term objectives—such as cybersecurity—with specific, time-sensitive objectives that may arise from unique school-wide projects (e.g., a new building) or new policies (e.g., AI integration). To maintain transparency and track progress, these strategic directions are updated quarterly, offering both the technology department and school leadership a clear overview of current and upcoming projects.

## 1. SECURITY, POLICY AND TRAINING

Strengthen cybersecurity protocols and cultivate a culture of digital safety through ongoing policy enhancements and training initiatives. Our goal is to ensure that all stakeholders are well-equipped to protect sensitive information and navigate digital spaces securely. Regular updates to security measures, paired with targeted training, will help mitigate risks and foster a proactive, informed approach to cybersecurity across the school community.

## 2. STUDENT AGENCY, CHOICE, AND ACCESS

Enhance engagement, agency, and choice with equitable access to student-centered learning experiences that best meet individual learning needs. Technology should be used to more effectively differentiate lessons and activities and offer students more control in building their learning pathways. Assessment tools and resources should provide more timely and actionable feedback on where students are in their learning, and this data should be readily accessible to parents as well as faculty.

## 3. CLASSROOM TECHNOLOGY, TOOLS AND RESOURCES

Develop a consistent and standardized approach to classroom technology by implementing a common set of tools, best practices, and resources. This ensures that all Parker faculty and students have equitable access to technology and receive training to effectively use these tools to enhance learning experiences.

## 4. RESPONSIBLE TECHNOLOGY USE

Build students' understanding of responsible technology use and its ability to connect with and effect change in the greater world. Students will demonstrate clear understanding of this responsibility by exhibiting the characteristics of good digital citizenship and by making informed choices online. Students will show that being an engaged citizen offline is rooted in the same principles, and that technology is another tool with which they can make the world a better place.

## 5. INFRASTRUCTURE, DATA, AND SECURITY

Create a technological infrastructure that enables ease of access to data while prioritizing data privacy and security, and facilitates understanding and leveraging of data for decision-making. Ensuring that stakeholders are able to easily access clean data to inform their work is critical to school operations. Systems must be aligned and connected to a secure network that is constantly operational.

## 6. COMMUNICATION TOOLS AND PROCEDURES

Deepen connections between and within the school and its community through consistent and compatible communication tools and procedures. Technology should allow for more fluid communication between Parker and its community. This includes giving parents and guardians the ability to stay informed of students' progress. A set of policies will ensure that faculty and staff are accessible to the community and use technology to keep Parker families informed in an efficient manner.



# Putting Students First

## SMARTPHONE AND SMART DEVICE POLICY

A growing amount of scientific data leads to the same conclusion: Kids learn better without the distractions of smartphones. To that end, Parker created its 2024-2025 Parker Smartphone and Smart Device Policy to support students socially, emotionally, and academically. We invite you to learn more about Parker's [SMARTPHONE AND SMART DEVICE POLICY](#), watch a webinar explaining the rationale behind it, and see how Parker has communicated that policy to families and students.

## SOCIAL MEDIA PHILOSOPHY

Parker recognizes student mental health, civility, and a sense of belonging as foundational to academic excellence, the pursuit of which is supported through mindful engagement with social media. Parker aims to leverage its social accounts to showcase the School's vibrant life for its current families and students, prospective families and students, alumni, faculty and staff, and all members of the community. Parker is also dedicated to fostering Parker pride without overburdening its students or encouraging excessive social media use. We invite you to read more about Parker's formal [SOCIAL MEDIA POLICY](#).



# Background and Opportunities

Parker is devoted to providing an innovative program to its diverse student body, and to that end technology plays a big role in so many aspects of academics and operations. The department has eight members: a director of instructional technology and information systems, whose purview and responsibility includes all aspects of technology, and seven dedicated professionals with specific areas of focus, all of whom report to the director.

Over the last several years, the department has transformed itself in terms of its size, impact, and overall vision. On that last note: the department maintains a thoughtful and well-articulated set of strategic goals, which are regularly evaluated and adjusted a few times each year—to ensure alignment with this fast-paced, forward-thinking school's overall mission, vision, and strategic objectives.

This summer marks a bittersweet handoff, as the technology department's highly respected leader heads to the East Coast to step into a new CIO role after four successful years in his second stint at Parker. The next director will inherit a collaborative and dedicated team that includes three educational technology coordinators (one for each division) and four additional staff positions that serve specific areas of technology operations (A/V, database, support, and systems). The department also has a successful partnership with an outside managed services provider to assist with network administration and 24/7 monitoring. That partnership includes the on-site presence of a full-time contractor dedicated to tier-1 support.

All that to say, the next director of instructional technology and information systems will be able to hit the ground running, knowing that robust systems, infrastructure, support, and policies are in place. Speaking of policies, Parker is the kind of school that seeks to stay ahead of the curve when it comes to thoughtful application of technology, which is why the school recently developed intentional, groundbreaking guidelines for the use of both social media and smartphone / smart devices. As a result, the next director is someone who should not only be excited to think about opportunities in areas such as AI and instructional technology, but also motivated to develop balanced approaches to applying, implementing, and deploying technology.



## PARKER EMPLOYEES REPORTING TO THE DIRECTOR

- AV Coordinator
- Database Analyst
- EdTech Coordinator (Lower School)
- EdTech Coordinator (Middle School)
- EdTech Coordinator (Upper School)
- System Administrator
- Technology Support Specialist





The director of instructional technology and information systems reports to the assistant head of school for JK-12 strategic initiatives. At the same time, the director serves as an active and full member of the Parker Leadership Team, which currently is a twelve-person body of school-wide administrators led by the head of school. Thus, the next director of instructional technology and information systems can expect a seat in the head's cabinet, while at the same time having the support of an academically focused assistant head of school who has been at Parker for nearly 20 years.

Parker would ideally welcome its next technology director on or around July 1, but school leaders will be pragmatic and patient if an out-of-town relocation requires a slightly later start date. However, the next director would ideally be installed before the start of the school year, which is when so many important new connections and initiatives are launched. The next director can rest assured that the department already has an excellent plan in place for this summer, so that technology infrastructure, hardware, and systems will be ready for opening days. The entire community of this three-division, two-campus, one-Parker school will also be ready to offer a warm and friendly San Diego welcome to its next director of instructional technology and information systems.



**Dan Lang**

Assistant Head of School for  
JK-12 Strategic Initiatives

After attending law school at the University of San Francisco, Dan began coaching and working with young people as middle school athletics director, a path that ultimately led to full-time teaching. Dan first joined Parker in 2006 as a Grade 7 and 8 English teacher, and is now the assistant head of school for JK-12 strategic initiatives and head of middle school. In this role, Dan develops alignment among the three school divisions to ensure that each child's educational journey is continuous throughout their entire tenure at Parker.

We invite you to [\*\*WATCH OUR INTERVIEW\*\*](#) with Dan, who discusses the importance of finding a student-centered and talented director of instructional technology and information systems.



# Duties

## TECHNOLOGY STRATEGY

- Lead the implementation of instructional technologies, information systems, and data management that are aligned to the school's overall strategic plan, values, culture, and individual departmental needs.
- Oversee the implementation of technology strategy and integration of the curricular arc into core disciplines and other parts of the school's curriculum.
- Inspire the technology team and the faculty community to model and support best practices in innovation, technology integration, and instructional design.
- Establish and maintain local, regional, and national connections to support the strategic goals of the school's technology program.

## INSTRUCTIONAL TECHNOLOGY

- Evaluate emerging technology and assessment tools and guide senior academic leaders on strategic and operational decisions involving instructional technology hardware, software, and programs.
- Design, deliver, and oversee professional development and growth experiences for faculty and staff in areas of technology integration and instructional design.

## INFORMATION SYSTEMS

- Oversee the performance, maintenance, and integrity of the school's enterprise data / systems environment, in areas including: student information, learning management, content management, financial, health, summer operations, and advancement.
- Serve as the school's primary project manager for enterprise-wide data transitions, and evaluate potential data systems to support various operational and academic departments.
- Identify and implement opportunities for connecting and consolidating data systems, to ensure datasets are current, reporting is reliable, and redundancies are minimized.

## GENERAL LEADERSHIP

- Oversee the hiring, supervision, evaluation and growth of all members of the technology department, which includes three instructional technology coordinators and four operational staff in support of A/V, help desk, IT systems, and data management.
- In partnership with the assistant head of school for finance and operations, coordinate and interface with the external technology solutions provider, which maintains and supports the network backbone and core IT infrastructure.
- Report to the assistant head of school for JK-12 strategic initiatives and serve as an active member of the Parker Leadership Team.
- Manage the departmental budget and perform other duties as assigned.





# Qualifications & Qualities

## PROFESSIONAL QUALIFICATIONS

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree is highly desirable
- Director-level experience with departmental leadership, staff supervision and evaluation, change management, and goal setting
- Experience leading workshops, trainings, projects, and new initiatives related to technology integration that are aligned with an organization's strategic objectives
- Experience managing, administering, implementing, and deprecating large data systems and enterprise applications
- Training or teaching experience, preferably in a JK-12 school, and a track record of successfully leveraging technology to improve instruction and learning outcomes
- Immersion in diversity work — both in training and in implementation — and a commitment to fostering culturally competent and inclusive learning environments

## LEADERSHIP & PERSONAL QUALITIES

- An enterprise approach to technology management that supports individual needs within a scalable framework for a large department at a large K-12 school
- An ability to build consensus among diverse groups, facilitate critical discussions within large groups, and instill confidence in colleagues during times of transition
- A thoughtful approach to team building, leadership development, and staff growth
- Inspirational and diplomatic leadership sensitive to the needs of a diverse faculty
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, high-achieving, multidivisional, and independent school
- A commitment to the mission and values of Parker
- Confidence and humility, together with a sense of humor and warm personality



# How to Apply

12M & Ed Tech Recruiting is acting on behalf of Francis Parker School to identify exceptional technology leaders to fill this extraordinary opportunity. Direct inquiries to:

[jobs@EdTechRecruiting.com](mailto:jobs@EdTechRecruiting.com)

Applications will be considered through **April 20, 2025**.

All applications must be submitted online:

[www.EdTechRecruiting.com/jobs/Parker/technology](http://www.EdTechRecruiting.com/jobs/Parker/technology)

An application requires submitting four PDFs:

1. Cover letter introducing yourself to the Francis Parker School search committee
2. CV or resume
3. 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)
4. A response to the following prompt:

*The strategic directions for Parker's Technology Department are listed on page 12. These directions are reviewed and evolved each quarter. In no more than a couple paragraphs, what are your thoughts, questions, or ideas going forward regarding the current iteration of these strategic directions?*

*Francis Parker School values diversity and seeks talented students, faculty, and staff from different backgrounds. All employment decisions are made without regard to unlawful considerations of race, color, sex (including pregnancy, childbirth, breastfeeding and related medical conditions), gender, sexual orientation, gender identity or expression, marital status, religion, national origin, ancestry, ethnicity, creed, age, mental or physical disability, medical condition, genetic information, military or veteran status, or any other basis prohibited by federal, state, or local law.*

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RETAINED SEARCHES  
FOR MISSION-DRIVEN  
ORGANIZATIONS

