Knowing Technologies

INSTRUCTIONAL STRATEGY CONSULTANT

LOCATION
50% at California-based clients
25% remote work
25% in office (San Mateo, CA)

POST DATE
September 22, 2020

APPLICATION DEADLINE
October 22, 2020 at 5:00pm PDT

SEMIFINAL ROUND
October 27 - November 1

FINAL ROUND
November 9 - 11

DECISION ANNOUNCED
November 30, 2020

START DATE
Mid-January 2021

KNOWING TECHNOLOGIES | Ed Tech RECRUITING

Summary

Founded in 2010, Knowing Technologies (KT) is a growing and highly successful California-based educational consulting firm comprised of former educators and technology administrators, who work exclusively with independent and private schools to design and implement mission-aligned technology programs. This team of approximately two dozen smart and motivated professionals helps clients solve problems — from complex network engineering to critical instructional design — with immediacy and efficacy, so that educators can focus on what's most important: teaching and learning.

Now, KT has created a new role, instructional strategy consultant, to help it deliver in an exciting new area: client strategy. As KT has recently repositioned itself from being a technology service provider to a technology solutions provider, the company has become much more involved in strategic planning with clients' senior leadership teams. KT is now designing and implementing technology plans and developing technology strategy in support of the overall mission and learning objectives of each school. The instructional strategy consultant will be front and center in this process, working with both clients and several internal KT teams, on all aspects of the client strategy lifecycle. The instructional strategy consultant will report to the director of client strategy and work approximately 50% of the time at client sites, 25% at KT's headquarters in San Mateo, CA, and 25% remotely.

In This Document

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About the Company

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About the Role

Section I
About the Company

Three Core Services
SUPPORTING ALL AREAS OF SCHOOL TECHNOLOGY

TECHNICAL SERVICES

WHAT IT IS:
IT engineering and support for core technology infrastructure

WHY THIS MATTERS:
Most schools lack the time and resources to manage IT. KT has a proven process to help clients run and manage a technology environment that works and stays up — always. When schools can count on their technology backbone, faculty and administrators stop worrying about technology and concentrate on what they care about most: teaching and learning.

EXAMPLES:
- Always-on campus WiFi with no-fee failure guarantee
- 24/7 performance support, monitoring and alerts
- Full-time help desk and/or dedicated engineer
- Data safeguarding and privacy protection

IN SUPPORT OF STRATEGY:
- Strategically aligned tech plans that don't break the budget
- Comprehensive infrastructure supporting teaching and learning

INSTRUCTIONAL INNOVATION

WHAT IT IS:
Yearlong faculty training to help teachers become co-creators of digital content and masters of the digital space

WHY THIS MATTERS:
Sometimes, exceptional teachers struggle to incorporate technology into their curriculum. When teachers are at the top of their game and confident in their ability to use technology, they can provide a richer learning environment for their students and develop differentiated instructional models for different types of learners.

EXAMPLES:
- Guided learning cohorts and individual coaching sessions
- Regular PD podcasts and summits sharing best practices
- In-class support to apply new skills and tools
- Regular demonstrations and share-outs

IN SUPPORT OF STRATEGY:
- Schoolwide trainings to support new pedagogical strategies
- Instructional design approach to teacher coaching

PROFESSIONAL SERVICES

WHAT IT IS:
Consulting, engineering, and project management for one-off and nonrecurring initiatives that come up as a result of special needs or transitional circumstances

WHY THIS MATTERS:
Major technology upgrades — IT or instructional — are commonplace. But schools do not always have the resources, bandwidth, or expertise to handle the complexities that come with these transitions. KT can manage and oversee these projects that sometimes last months or even years.

EXAMPLES:
- Overhauling a wireless system or data backup system
- Installing new classroom projection hardware
- Migrating legacy services to the cloud
- Comprehensive audits of tech systems and processes
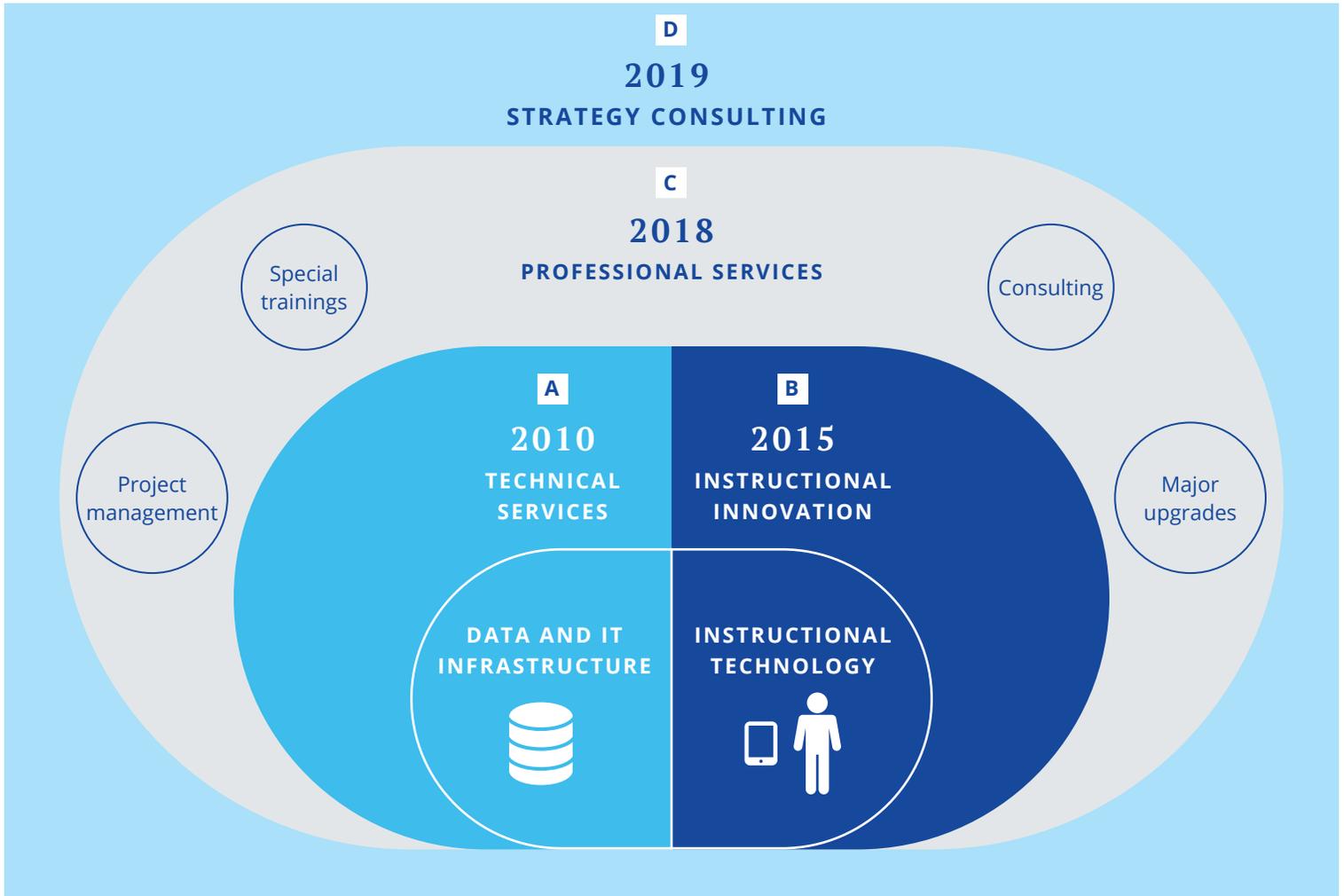
IN SUPPORT OF STRATEGY:
- Developing an LMS or SIS strategy prior to migration
- Building an MDM plan when rolling out new devices

Evolution and Timeline
## FROM IT PARTNER TO TECHNOLOGY SOLUTIONS PROVIDER

Knowing Technologies has grown steadily over the last nine years as it has added new core services. All the while, KT has maintained extremely high customer satisfaction and retention rates. One reason for KT's consistent success is its ability to anticipate future needs by developing new services that address all aspects of schools' technology programs.

D
2019
STRATEGY CONSULTING

C
2018
PROFESSIONAL SERVICES

Special trainings

Consulting

A
2010
TECHNICAL SERVICES

B
2015
INSTRUCTIONAL INNOVATION

Project management

Major upgrades

DATA AND IT INFRASTRUCTURE

INSTRUCTIONAL TECHNOLOGY

Since 2019, Knowing Technologies has framed itself as a comprehensive **Technology Solutions Provider** *to every client.*

[A]

KT launched in 2010 as a technical services partner to offer IT engineering expertise and managed services. Later, KT added help desk assistance and regular on-site support presence.

[B]

In 2015, KT began providing faculty innovation coaching to help teachers leverage and explore the technology that KT had been managing. Clients quickly started coming to KT with exciting instructional challenges.

[C]

In 2018, KT created a third division, Professional Services, to formalize the special projects work it had been providing to clients for several years. Clients frequently ask KT to lead major and complex initiatives.

[D]

In 2019, KT introduced the Technology Solutions model, which presents all of its services as strategy-aligned. KT guides clients to proactively plan ahead with respect to their technology programs.
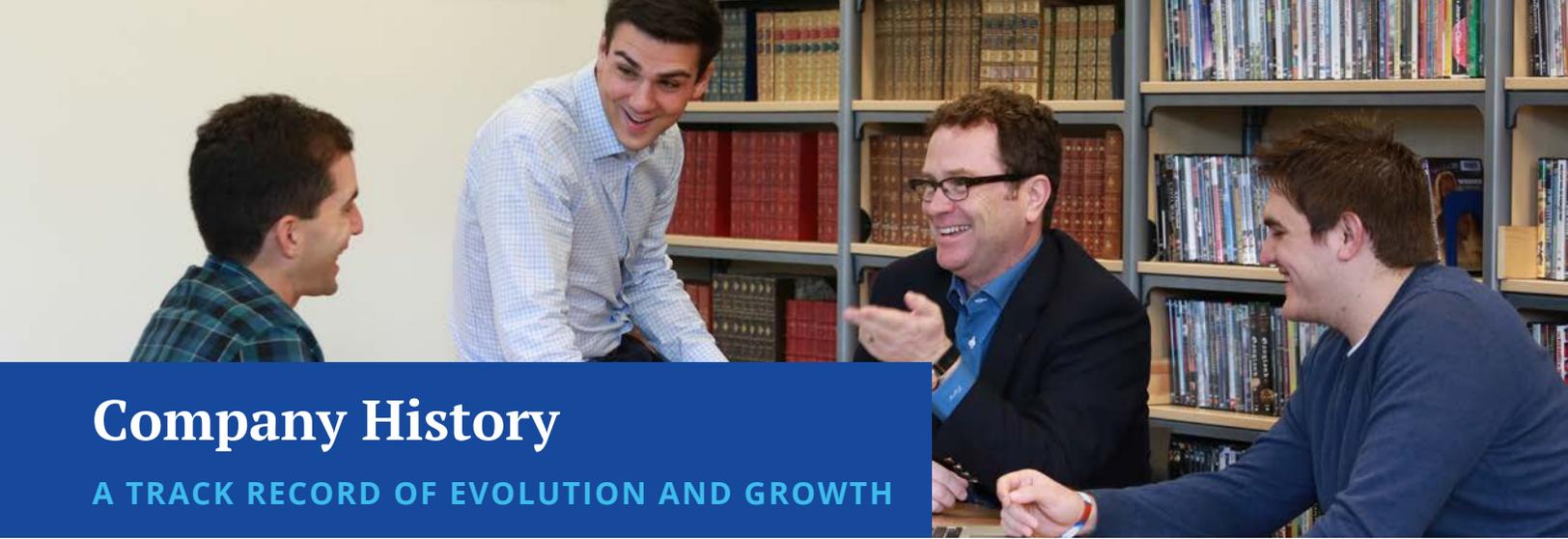
Company History

A TRACK RECORD OF EVOLUTION AND GROWTH

FROM THE BEGINNING: CORE TECHNOLOGY SERVICES

Knowing Technologies began as an IT consulting company to help schools improve in the oft-mysterious area of core IT services and engineering design. Co-founded by a former school director of technology and a former COO/business development manager, KT initially offered managed services to help schools with their network backbones, data environments, and hardware deployments, among other things. Later, KT added physical on-site help desk support to provide critical assistance to faculty and staff with daily tech needs.

FIRST MAJOR EXPANSION: INSTRUCTIONAL DESIGN

As KT stabilized the infrastructure, schools began to ask how they might better leverage the technology they already had for instructional purposes. Thus, KT created its Instructional Innovation program in 2015 to offer direct technology coaching for teachers. The Instructional Innovation program helps teachers define and achieve personalized goals, which translate into enhanced pedagogy, improved learning, and greater student engagement. The Instructional Innovation team now has a cadre of trainers, all of whom are former K-12 educators.

ANOTHER MAJOR EXPANSION: STRATEGY SERVICES

A few years ago, clients began to reach out to KT not just for tactical support, but also for strategic advice. Clients realized they needed help developing a coherent vision, comprehensive strategy, and actionable plan for technology. Soon, KT began helping schools with projects such as: developing a technology mission statement, creating a technology plan, planning future professional development cycles, launching a STEAM department, and exploring potential restructuring configurations. This work was focused less on immediate needs of a reactionary nature, and more on long-term needs of a proactive nature.

KT: 2020 AND BEYOND

KT now frames itself as a Technology Solutions Partner, which means that all services — even ones that are addressing operational and current needs — must be delivered in support of client strategy. In essence, strategy governs all other services and drives decision-making with client leadership teams. In this way, schools see KT as both their go-to support engine for daily tasks, as well as their indispensable strategy consultant for future planning. KT is excited to introduce the instructional strategy consultant as the linchpin to this model and views this role as one of the keys to KT's future growth.

Client-First Approach
HELPING SCHOOLS SOLVE CHALLENGING PROBLEMS

Now more than ever, schools need technology that works, that teachers know inside and out, and that keeps the institution competitive — along with strategic plans that guide administrators to look beyond functionality and toward the purposeful and intentional use of technology.

KT helps each client design and implement the right solutions for their particular school, so that administrators no longer feel weighed down by IT challenges — allowing them to focus on what's really important: ensuring that teachers, students, and families thrive.

When faculty and staff have the ongoing support and personalized training that they need, technological anxiety goes way down, and productivity goes way up.

Technology is one of the largest budget items for each school, but also one of the biggest mysteries for senior leadership. Administrators shouldn't be left struggling to figure things out on their own.

"*KT has been super hands on, walking a fine line of being empathetic toward those who were fearful of change and those who were ready to innovate. Great at pushing both ends — bringing those slow to adapt along, and challenging those ready to thrive… KT has made our program very strong.*"

Dr. Mike Walker
Head of School, San Francisco Day School

Client Regions

SERVING ALL OF CALIFORNIA, WITH PLANS FOR NATIONAL EXPANSION

PRESENT: KT has two main client regions in California

FUTURE: KT plans to expand to other US regions
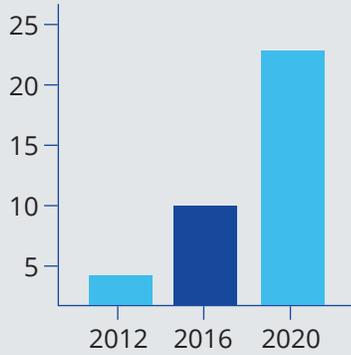
CURRENT AND FORMER CLIENTS

64 IN NORTHERN CALIFORNIA
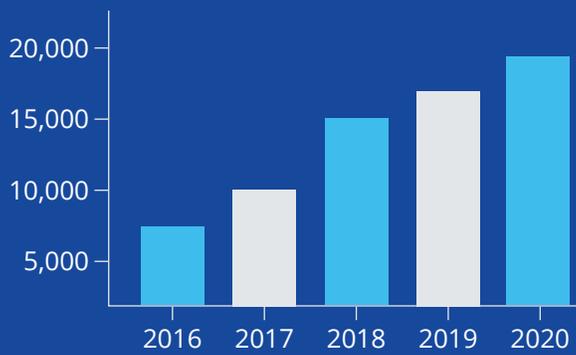
17 IN SOUTHERN CALIFORNIA
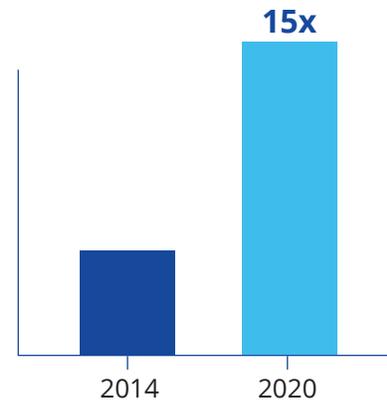
Key Statistics

EMPLOYEE COUNT

Bar chart showing employee count for 2012, 2016, 2020 with values approximately 4, 10, 23.

ACTIVE CLIENTS

Line chart showing active clients for 2012, 2016, 2020 with values approximately 2, 7, 40.

STUDENTS IMPACTED

Bar chart showing students impacted for 2016, 2017, 2018, 2019, 2020 with values approximately 7,500, 10,000, 15,000, 17,000, 19,500.

REVENUE GROWTH

15x

Bar chart comparing 2014 and 2020.

Key Statistics

FOUNDED IN
2010

LOCATION
San Mateo, California

EMPLOYEE COUNT
23

TOTAL CLIENTS SERVED HISTORICALLY
90+

LENGTH OF PROJECTS AND RELATIONSHIPS
A typical client contract lasts a minimum of three years. KT's attrition rate is less than 10%.

WHERE CLIENTS COME FROM
Most by way of direct referrals, a testament to KT's high customer satisfaction rate and strong reputation

TYPICAL CLIENTS
All clients are independent or private schools, the vast majority of which are in California. Because KT has a very clear mission and robust methodology, it does not serve public schools, universities, or private companies.

ASSOCIATIONS AND PARTNERSHIPS
KT is a member of Cal-ISBOA (California Independent Schools Business Officers Association) and has participated in several national conferences of ATLIS (Association of Technology Leaders in Independent Schools) and NBOA (National Business Officers Association).

www.knowingtechnologies.com

Section II
Client and Employee Profiles

KNOWING TECHNOLOGIES

Ed Tech RECRUITING

Case Studies

KT has worked with schools of different sizes and demographics, facing all kinds of challenges. Following are but two of many success stories.

CLIENT A

DEMOGRAPHICS: K-8, 400 Students

REGION: Northern California

WHY THEY CAME TO KT:
To assess the performance of the technology department in light of the community's struggles with leveraging and infusing technology into the teaching and learning program

SOLUTION PROVIDED BY KT:
Thorough departmental review; needs assessment; instructional strategy planning; infrastructure modernization; faculty training cohorts; updated technology mission statement; staffing assessment

KEY RESULTS:
Classroom projection systems that teachers can rely on; a wireless network that supports instructional needs; a device management plan that lowers operating costs

SERVICES PROVIDED:
Professional services and instructional innovation

CLIENT B

DEMOGRAPHICS: K-12, 1000+ students

REGION: Southern California

WHY THEY CAME TO KT:
The unexpected departure of a long-time tech director, along with senior leadership's need for external assistance with online learning

SOLUTION PROVIDED BY KT:
Rebuilt the technology program from the ground up, starting with jumpstart initiatives, strategy planning, and instructional support

KEY RESULTS:
Modernized and scalable infrastructure backbone; a new instructional approach for faculty to explore during the pandemic; information systems that reduce maintenance time and support strategic decision-making

SERVICES PROVIDED:
Technology solutions model of a strategy-informed delivery of services: technical services and instructional innovation

When did you join KT?

I joined Knowing Technologies in 2015 as the director of teacher development and instructional design.

What were you doing before you came to KT? What drew you to KT?

I was a high school science teacher and tech leader at De La Salle High School. I finished my masters at USF in educational leadership and decided I wanted to make a bigger impact in education. I spent many years in a traditional school setting, and I wanted to address school challenges in professional development with tech integration. I connected with Tom Wildman, the founder and principal of Knowing Technologies, and found that there was no presence on the instructional side. From there I had the opportunity to pave a new path for the company by developing an instructional innovation program.

What's the best part about working for KT?

The best part about working here is that we are all incredibly passionate about the work we do. We are invested wholeheartedly in moving forward the company's mission, which is to help schools advance in their tech journey and build internal confidence as a result. We have the opportunity to be creative to get schools moving and think differently. We're constantly creating and innovating. I feel grateful everyday when I get to work with my colleagues who are talented, and we all work well together.

How was instructional innovation added to KT services?

KT started as a company that provided meaningful technology services to schools. Over time schools began to ask how they could use the technology in the classroom. I had the opportunity to create something that didn't exist and make an impact. This program is designed to meet teachers where they are with technology integration; it's more custom and personalized. We first worked with one school, brought our ideas, and then eventually gained more schools that were interested in our program. By being strong educators at our core, our instructional coaches have been able to successfully support and build confidence in educators through tech integration. Our program continues to grow as we diversify our service and profile.

What was the biggest challenge you faced when developing the instructional innovation program?

Teachers are learners, too, and they need to be treated as such. Our coaches need to follow best practices with teaching and learning when teachers are the students. Sometimes we can overlook this, so we needed to be careful with our approach to adult learning. My challenge was figuring out how we could get educators to experience the impact of coaching. We had to create an environment where teachers are held accountable while giving them the ability to try things and reflect on their growth. I designed the program to provide sustained learning for teachers with accountability, reflection, and sharing built into it.

How have you evolved during your time at KT?

During my time at KT I've built more of my business acumen, developed a stronger awareness of organizational structure, learned how to design a product, engaged with all types of school leaders, and grown the KT brand. I've also learned so much more about the complexities of the educational landscape.

> "*This company allowed me to wear different hats and build my professional skills set more than I could have imagined. Anyone coming to KT will experience that in some form or fashion.*"
>
> Jim Puccetti

Leaders at Knowing Technologies

CHRYSTAL HOE
Instructional Innovation Coach

When did you join KT?

I joined Knowing Technologies last summer at the end of July as an instructional innovation coach.

What were you doing before you came to KT? What drew you to KT?

I was the technology integration coordinator at Hopkinton Public Schools in Massachusetts. Prior to this I was a French teacher at Franklin High School. Before moving to California I was searching for a new position that would be similar to my role at Hopkinton. I enjoy being a coach and helping my teachers grow. When I found KT, not only did they have an opening for an instructional coaching role, but what caught my attention was the set up of the company. KT coaches are not just one-and-done support specialists, but rather side-by-side mentors that develop ongoing relationships with educators until teachers fully understand a specific process.

What's the best part about working for KT?

The best part has been extending my breadth of content. You get to dig in and work one-on-one with teachers and develop an intimate knowledge of their content. We're consistently alongside teachers to see what's working or not working. Fueling them with new ideas is so exciting.

What's it like serving as a coach to schools?

It's interesting: when you're in education you're teaching the same material. What I love about coaching is that there's always a new question to research or a new topic to discuss. We get to explore emerging tools and identify what tools might work best for each teacher.

What new opportunities have you been able to partake in with Knowing Technologies?

This past summer I had the opportunity to help launch and market our Spark sessions and summer camp. Four other KT instructional innovation coaches and I ran the camp supporting both administrators and teachers. These camps gave me a lot more opportunity to work directly with educators.

How have you evolved during your time at KT?

Since I started working for KT, my breadth of knowledge has grown while working with a diverse set of schools and administrators. I've had the opportunity to support cohorts of teachers with varying degrees of experience and technology comfort. Having experience working in different realms of technology has allowed me to grow professionally at KT by teaching my colleagues different areas of expertise, such as student data privacy, and then bringing these lessons back to the teachers.

> *"Being a coach, supporting educators, showing them best practices, watching them grow, and finally seeing the positive impact on students — it's exciting!"*

Chrystal Hoe

When did you join KT?

I've been at Knowing Technologies since July of 2018. I first joined on as a coach, and then last year my role evolved into the director of client strategy.

What were you doing before you came to KT? What made you consider leaving the education sector and working for a company?

I was at Vistamar School, where I served as the director of educational technology and developed a computer science and STEM program. Vistamar was the first Southern California client for KT, and I had the opportunity to become familiar with their work. As I got more experience with leadership I wanted to continue doing more and rise up the leadership chain. When the KT opportunity came up I was excited, and I knew I would be able to make a larger impact shaping schools.

What's the best part about working for KT?

What I love most about this job is making a big difference at a school that feels stuck, frustrated, or is at the point of giving up. We come in, solve problems, and then empower them to get over hurdles to continue in their growth path. Since I've been able to explore strategy, I've learned to solve problems more meaningfully for schools. My whole view of how I approach and solve problems has grown exponentially since I've been here.

What's it like serving as a consultant to schools?

It's an interesting, fascinating, and exciting job, something I like doing because as consultants we're only called into schools when there are big problems to solve. Consultants have the opportunity to make a big dent in schools and effect change for the better, ideally forever if we do our job well. If a school is coming to a consultant for a problem, they give what they expect back, which makes our job engaging.

What's the biggest challenge you have faced as a consultant?

KT shines because most of us are ex-teachers or administrators. But sometimes it can be difficult to get teachers to trust us. Additionally, because schools are culturally based, the solutions we develop are not a one-size-fits-all type solution. We have to get to know the school, the culture, and the people to design a solution that works there, and if we don't do that we won't be successful.

What skill sets and experience have you leveraged more as a technology consultant to schools?

I'm still learning all the time. It's understanding the practice of teaching because teaching is not a performance. Something is always changing. We have to understand what it's like to teach in order to develop technology solutions. The research methodology I used in grad school to solve complex problems — data analysis, interpretation, argumentation, and presentation — has helped with how I present solutions.

Where do you see your career headed at KT?

We have the opportunity to enhance what teachers are able to do with students, and positively impact the experience students and teachers have. This is a service I'm excited about building with the KT team. My own particular path going forward will include leading teams of people and building out the service. In five years I see myself working with motivated and talented people to continue helping schools solve challenging problems while we expand the KT service in other areas of operations and other geographical markets.

> "We're on an uncharted path. I don't know of other companies or businesses that do what we do. We're doing something new in the education space. We created an extremely valuable and unique service for schools, in which we solve major problems that have a huge impact on student learning outcomes."
>
> Dr. Moss Pike

Section III
About the Job

Instructional Strategy Consultant
A NEW AND CRITICAL ROLE TO DELIVER STRATEGY CONSULTING TO CLIENTS

With the introduction of a new framework as a comprehensive Technology Solutions Partner, KT needs an instructional strategy consultant to help clients plan for and act on the big picture. To do this, the instructional strategy consultant will guide senior leadership teams to assess needs, analyze key performance indicators against standards and benchmarks, and then develop forward-thinking strategic plans that recommend services and solutions to support the school's mission and learning objectives.

The instructional strategy consultant will lead each client through a robust methodology designed to transform school technology management from a reactionary to a proactive model.

PLAN AND HANDOFF PROJECT WORK TO OTHER KT TEAMS

ONBOARD NEW CLIENTS

PRESENT FINDINGS WITH RECOMMENDATIONS TO CLIENTS

MEET WITH LEADERSHIP TEAMS TO DISCUSS GOALS AND CHALLENGES

Lifecycle of the Instructional Strategy Consultant's Role

DRAFT STRATEGIC PLAN ALIGNED TO BENCHMARKS AND STANDARDS

GATHER DATA AND PERFORMANCE METRICS

ANALYZE REPORTING AND IDENTIFY KEY INSIGHTS

A SUCCESSFUL INSTRUCTIONAL STRATEGY CONSULTANT WILL OPERATE LIKE…

A CONSULTANT, *by offering external advice and expertise*

A STRATEGIST, *by developing mission-aligned and actionable plans*

AN ANALYST, *by gathering data and comparing current measurements to standards and benchmarks*

AN ADVOCATE, *by ensuring KT's teams meet and exceed all client needs*

AN ADMINISTRATOR, *by pacing change appropriately for each school*

Objectives and Partners
A CRITICAL ROLE AT THE CENTER OF KT'S NEW TECHNOLOGY SOLUTIONS MODEL

OBJECTIVES OF THIS ROLE

At a high level, the instructional strategy consultant must develop deep and lasting relationships with each client's leadership team, design a powerful technology strategic plan, and oversee its implementation and refinement.

The instructional strategy consultant (ISC) will have achieved success if:

- Clients place such high value in their relationship with KT that they reach out for advice regularly on topics in and outside the domain of technology, and they cannot imagine life without the instructional strategy consultant.
- The ISC helps the KT leadership team identify opportunities for future project work, scope out that work, get that work approved by the client, and then assign that work to other internal teams for execution.
- A meaningful, measurable, goal-based, and evolving strategic plan guides each client's technology program in support of the school's mission.
- All aspects of the client's technology program —professional development, classroom spaces, data systems, enterprise software, infrastructure, and more — support the aspirational teaching and learning goals set by faculty.
- The faculty and administration together embrace a culture of professional growth focused on exploring innovative teaching and learning practices.
- The KT leadership team receives the necessary insights and assessments on each client's current situation to evaluate current services and plan new ones.

PARTNERS TO THIS ROLE

As important as on-site client presence will be, the instructional strategy consultant must also remain in constant communication and collaboration with other member of the KT team. The instructional strategy consultant will work with other internal KT departments and directors throughout the strategy lifecycle, including:

DIRECTOR OF CLIENT STRATEGY, who oversees all strategy and is the direct manager to this position

TECHNOLOGY ALIGNMENT MANAGER, who gathers on-site data and empirical observations

DIRECTOR OF PROFESSIONAL SERVICES, who oversees professional services across all clients

DIRECTOR OF TEACHER DEVELOPMENT AND INSTRUCTIONAL DESIGN, who oversees instructional innovation across all clients

DIRECTOR OF TECHNICAL SERVICES, who oversees IT engineering and managed services across all clients

INSTRUCTIONAL COACHES, who provide direct teacher training and coaching

ENGINEERS, who execute and manage IT projects and technical services

PRINCIPAL, who oversees all company operations

Job Duties

CLIENT-FACING DUTIES

RELATIONSHIP MANAGEMENT
- Serve as the primary point of contact for each assigned client and manage the overall client relationship.
- Lead regular strategy meetings with clients to ensure clients are enthusiastic with respect to KT and recognize the high quality and value of the services provided.
- Work with school leadership to set priorities, identify and propose projects and services, and move proposals to contracted work.
- Travel to client sites approximately 50% of the time.
- Design proposals for work in support of a client's strategy, and facilitate and support presentations to clients in collaboration with other KT team members.

STRATEGIC PLANNING AND ANALYSIS
- Architect a client's long-range instructional technology strategy based on alignment to both organizational mission and key technology standards.
- Develop an actionable strategic plan that incorporates a client's needs and objectives and includes measurable outcomes.
- Oversee data gathering and regular assessment of each client's technology program, so that the strategic plan remains current and new service opportunities can be identified.
- Analyze data to identify existing and potential areas of remediation, particularly toward technology services and instructional design.

INTERNAL DUTIES
- Monitor the operations of the internal KT team that supports each client, including the technology alignment manager, support center, and professional services team.
- Evaluate the business impact of the alignment of standards.
- Lead internal client review meetings to advocate and communicate on behalf of each client's needs, and plan ahead around the client's contract status.
- Scope client project work so that other KT departments can be successful in their delivery of services.
- Evaluate the process by which data and outputs are measured to assess service delivery and client satisfaction.
- Create budgets for project work and internal specifications to support each client's strategic plan.
- Travel occasionally to the main KT office.
- Other duties as assigned.

Desired Qualifications and Qualities

PROFESSIONAL QUALIFICATIONS

- Possession of a bachelor's degree from an accredited college or university, though a graduate degree is preferred
- Multiple years of experience working in a mission-aligned organization, or in an organization that serves mission-aligned clients

- Teaching, training, and/or instructional design experience, preferably but not necessarily in an educational institution
- Previous consulting, director or leadership experience, preferably in support of overseeing strategic planning or change management

LEADERSHIP AND PERSONAL QUALITIES

- Fluency with technology hardware, software, and/or systems that support education
- An analytical mindset that can aggregate data, identify trends and underlying root causes, and build informed recommendations with data to support them
- A consultant's mindset that is always on the lookout for potential problems, planning ahead to address future needs, and able to translate complex issues into understandable terms for senior leadership teams
- A systematic, proactive, and creative approach to solving problems and addressing client needs
- An ability to build relationships with a diverse set of school leaders at institutions with very different missions, values, operating structures, and faculty cultures

- A client-first leader that can articulate client needs and concerns to other internal team members
- A desire to learn and digest the KT methodology and framework, but with an ability to create custom solutions for each client
- A self-starter who produces high quality work output independently and on-time
- Excellent communication skills, particularly writing
- An ability to assess and talk strategy, apply and assess that strategy at a granular level in the classroom, and then extract and extrapolate observations back up to the strategic level
- Genuine empathy and deep understanding for the needs, concerns, and challenges that teachers have and face

How to Apply

Ed Tech Recruiting is acting on behalf of Knowing Technologies 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 OCTOBER 22, 2020.

All applications must be submitted online:
www.EdTechRecruiting.com/jobs/KT

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Knowing Technologies 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:

  How might you create a plan to bring alignment of a school's technology program to its overall mission and learning objectives, and how would you ensure that clients make critical decisions in support of that plan, rather than in reaction to daily operational crises or fleeting educational trends? Describe insights and lessons learned on sustaining organizational change from previous initiatives that you have led.

Knowing Technologies is committed to diversity, equity, and inclusivity as a part of our mission. We do not discriminate in our hiring or employment practices on the basis of race, color, religion, gender (including gender identity or expression), disability, national or ethnic origin, age, sexual orientation, marital status, genetic information, or other legally protected class or status.