



# The Alexander Dawson School at Rainbow Mountain

## DIRECTOR OF DIGITAL LEARNING & TECHNOLOGY

**LOCATION**

Las Vegas, NV

**REMOTE SEMIFINAL ROUND**

Week of April 14

**START DATE**

July 1, 2025

**POST DATE**

March 7, 2025

**ON-SITE FINAL ROUND**

Week of April 28

**REPORTS TO**

Head of School

**PRIORITY DEADLINE**

March 28, 2025

**DECISION DATE**

May 15, 2025



**12M**  
RECRUITING



**Ed Tech**  
RECRUITING



## MISSION

The Alexander Dawson School at Rainbow Mountain is a nurturing learning community for students in preschool through grade eight that challenges students to achieve excellence in mind, body and character.

## VISION

Our graduates will be ready to achieve their individual potential, savor life and meet the challenges of the world.

# Summary

Since 2000, The Alexander Dawson School at Rainbow Mountain has been a beacon of New Excellence in Early Childhood through grade 8 independent school education in Southern Nevada. With a deep commitment to fostering students' intellectual, social-emotional, and physical development, Dawson prepares the next generation of leaders and lifelong learners. The School employs exceptional faculty and staff who spark student curiosity, celebrate discovery, and inspire deep learning. To achieve this, Dawson embraces research-based best practices and emerging trends in innovation, technology, instructional design, and information services, ensuring students have the knowledge and skills necessary for an ever-changing world.

The director of digital learning & technology provides the strategic vision, leadership, and hands-on management of Dawson's technology systems, ensuring that academic and operational technology initiatives

align with and support the School's Mission. This role requires a dynamic and forward-thinking leader who can drive innovation while maintaining the reliability and security of the School's technology infrastructure. Working closely with the Executive Leadership Team, the director of digital learning & technology plays a critical role in shaping and executing the School's strategic technology goals. This individual is responsible for evaluating and implementing new technologies, ensuring a seamless digital experience for faculty, staff, and students, and developing sustainable practices for the long-term success of Dawson's technology ecosystem.

Dawson prides itself on its modern learning environment, which is supported by a robust 1:1 laptop program and a suite of integrated digital platforms, including Finalsite for the school website, Canvas as the learning management system, and Blackbaud as the student information system. The School seeks a leader who further enhances these systems

and provides innovative, user-friendly solutions that enrich teaching and learning experiences. This position requires a highly communicative, relationship-driven, and customer-service-focused leader who values collaboration and is committed to fostering a culture of digital fluency and responsible technology use throughout the community.

The director of digital learning & technology oversees two system administrators and two media specialists/librarians. Additionally, this position collaborates closely with two educational technology integrators who report to the director of academic innovation & design to ensure the seamless integration of instructional technology in classrooms. Together, these teams will continue to advance the School's technology infrastructure and digital learning initiatives. Dawson seeks to have the director of digital learning & technology in place by July 1, 2025.



# Core Values



## A VALUES-DRIVEN EDUCATION

The work we do as a school to deliver a values-driven education does not live in isolation but is threaded throughout the design of every lesson plan and interaction we steward across campus. Helping our students connect with their values system does not take away from their learning but gives them purpose when they apply essential academic skills.

A successful education requires a foundation Rooted in Values. With our school and family partnership, every student is poised and ready for future success. Because we won't always be there to point them in the right direction, we prepare them with values that will resonate far into the future.

## BELONGING

Our community exhibits empathy, integrity, humility, and kindness. We are accountable for our actions and learn deeply from others. We uplift diverse voices and build experiences that honor identity. We listen for understanding to develop and nurture purposeful partnerships.

## ENGAGEMENT

Our community believes wonder and joy result in thoughtful and enduring learning. True to the legacy of our founder, there is no limit to what we dream, do, try, and solve. Our learners exert voice and choice during the journey toward new competencies and skills. Our commitment to evolve and take ownership of our growth reflects our engagement with lifelong learning.

## ADVOCACY

Our community appreciates the sacrifices of others for freedom and social justice. We aspire to positively impact our school, local community, and the world. We investigate root causes, analyze solutions, connect with people in need, and are empowered activists in the problem-solving process. Dawson changemakers value global perspectives and a "Love of the Land".

## RESILIENCE

Our community believes learning should inspire creativity, collaboration, and innovation through experiences that embrace trial and error, failing forward, an iterative mindset, and reflection. Our founder believed in "Nothing Without Labor" and a transformative student experience that requires productive struggle.



# Diversity, Equity, Inclusion & Belonging

The distinct Dawson learning environment is reflective of the diverse community that surrounds us. The celebration of differences drives the Dawson mission and unifies the school-wide focus of self and social awareness. Students benefit from working with and learning from other students and teachers who are varied in learning styles, socioeconomic backgrounds, race, religions, ideology, sexual orientation, gender identity and expression, culture and ethnicity. We are committed to creating an inclusive and welcoming learning community. We invite you to [learn more](#) about Dawson's commitment to equity and inclusion.



## DAWSON'S GOAL FOR EQUITY & INCLUSION

Dawson seeks to foster a deep sense of belonging and connectedness for every member of our community. Our collective focus on building and sustaining a culture of belonging and inclusion is deeply ingrained in our school's identity. It is central to who we are, and we will never stop questioning the meaning or importance of this. Developing an awareness of and appreciation for our differences helps us to acknowledge, embrace, and celebrate the richness of our community. Our equity goals focus on fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate the barriers that prevent full participation. Our inclusion goals center on creating environments where every individual or group is and feels welcomed, respected, and valued enough to participate.

## ONGOING PROFESSIONAL DEVELOPMENT

Dawson employees participate in ongoing ABAR professional development including:

- Attending the NAIS People of Color Conference
- Presenting on DEI at the NWAIS Annual Conference
- All-Staff Workshops throughout the school year
- Participating in ABAR summer reading and discussion groups
- Utilizing the DEI Resources curated by the DEI Ambassadors



# Challenge Success

At Dawson, we are challenging the traditional definition of success and believe:

Dawson strives to be a beacon school for **Challenge Success** and student voice is the fabric of the culture. Our goal is to build and maintain a community where the definition of success focuses on student engagement, belonging, and well-being. We aim to empower our students to advocate for their needs while balancing academics with social and physical well-being and success.

- Success should be defined on an individual basis, beyond grades and accolades
- An individual's emotional needs fuels their individual growth
- Student voice must drive decision-making about how schools can provide a well-balanced experience
- Research on schedules, projects, assessments, climate of care, and community education should absolutely influence the design of a well-balanced student experience
- Schools cannot be afraid to adapt and must be willing to change



SUPPORTIVE SCHEDULE & USE OF TIME



PEDAGOGY THAT ENGAGES



ALTERNATIVE & AUTHENTIC ASSESSMENT



CLIMATE OF CARE



EDUCATION FOR EVERYONE

© Challenge Success 2018

## S.P.A.C.E. Framework

Challenge Success has structured its research-based, equity-centered strategies into a framework known as S.P.A.C.E. This framework embodies the organization's vision to create educational systems that value each student for their unique identities, assets, and individual definitions of success, while effectively preparing them for the diverse opportunities and challenges they will face in school and beyond. Dawson is adopting the S.P.A.C.E. framework to foster an environment where students are supported in developing their full potential. By integrating this approach, Dawson aims to emphasize the importance of personalized learning, self-awareness, and resilience, ensuring each student thrives academically, socially, and emotionally.



# Strategic Direction

## SUMMIT STATEMENT

Dawson pushes the thinking about the boundaries of education. Every year, every student will engage with local experts to create, innovate, and implement solutions for root problems in the service of making the world a better place to learn, work, and live. By eighth grade, our students will be equipped to pitch a G.B. Henderson Changemaker project that takes action towards a local or global issue.

We invite you to explore the [Strategic Direction Overview and Goals](#) for the 2024-2025 year.



## 2024-2025 STRATEGIC DIRECTION GOALS

### Core of Excellence

Dawson will emerge as a modern learning community that is deeply rooted in the philosophy of Challenge Success and is known for community connections and personalized learning.

### Culture of Sustainability

Dawson will develop a multi-year financial plan that ensures continued excellence in the areas of facilities utilization, enrollment retention, development, and professional growth.

### Community of Safety

Dawson will be proactive in identifying and responding to modern threats of safety in our community.

### Climate of Care

Dawson will support its aspirations to create an inclusive community that cultivates cultural competency and prepares our students for future success in a global environment.

### Commitment to Innovation

Dawson will provide students, faculty, and families with the skills, resources, and experiences to continue personal growth and to ensure success in an increasingly complex and connected world.

## Planning for the future...

Dawson's leadership team is currently in the process of developing the Strategic Plan goals for the next five years.



# Key Stats

**2000**

FOUNDING YEAR

**575**

TOTAL ENROLLMENT

**46.9%**

STUDENTS IDENTIFY AS  
PEOPLE OF COLOR

**33**

ACRES CAMPUS

**117**

TOTAL EMPLOYEES

**38%**

EMPLOYEES IDENTIFY AS  
PEOPLE OF COLOR



**2,113**

SQUARE FOOT  
ORGANIC GARDEN

**5**

PLAYGROUNDS

**2**

DESIGN LABS

(Maker Spaces) with tools for laser cutting, 3D printing, vinyl printing, cutting, coding, and robotics

**1:1**

TECHNOLOGY FOR  
GRADES 1-8

ANNUAL FINANCIAL AID  
ALLOTMENT

**\$1.6 MILLION**

(2024-25) to **16%**  
of students

ACCREDITING BODIES

NWAIS, NAEYC

MEMBERSHIP

NAIS, NBOA, CASE, ISM, ATLAS, Las Vegas Chamber of Commerce

## Technology at a glance

### HARDWARE

- MacBook Air School-issued
- Meraki APs - 126
- Meraki Firewall
- Meraki Switches 30

### DATA / SYSTEMS

- Blackbaud Suite
- Curricula (Phishing/test/Training)
- Google Suite
- JAMF
- RingCentral

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





# Living in Las Vegas

Living in Las Vegas offers a unique, balanced lifestyle that differs greatly from most people's preconceptions of Las Vegas. Located in the beautiful community of Summerlin, Dawson's campus is near Red Rock Canyon, which offers scenic hikes in the summer and skiing in the winter. The area is free of traffic congestion, and the cost of living is more affordable than many tech hubs. With a major national airport, easy access to major cities, and plenty of activities, Las Vegas provides a refreshing change of pace. Faculty often find they can go months without visiting the Strip, enjoying a variety of dining, shopping, and outdoor activities. Whether hiking, catching a sports game, or exploring the city's vibrant culture, Las Vegas offers an exciting and fulfilling lifestyle. We invite you to [explore](#) more reasons why living in Las Vegas could be the perfect choice for you.

## THINGS TO DO NEAR DAWSON

### **DOWNTOWN SUMMERLIN (3 MILES)**

Shopping, dining, and entertainment options include the Las Vegas Ballpark and the Shops at Summerlin. The Saturday farmers market features fresh local produce, artisanal goods, and local vendors.

### **RED ROCK CANYON NATIONAL CONSERVATION AREA (8 MILES)**

Enjoy hiking, biking, and scenic drives in one of the most beautiful natural areas near Summerlin.

### **SUMMIT SKI AND SNOWBOARD (50 MILES)**

Enjoy snow sports during the winter months or year-round outdoor activities.

### **BEACHES (4-5 HOURS)**

Popular beaches like Santa Monica, Venice Beach, and Malibu are all within this range, making a weekend getaway feasible.

### **NATIONAL PARKS (4-5 HOURS)**

Explore breathtaking national parks like Joshua Tree, Zion, and the Grand Canyon, all within a few hours' drive.





# Design Technology

Dawson's design technology program provides students with opportunities to develop future-facing technology skills, problem-solving abilities, and creativity through authentic design experiences. The program is comprised of our Lower School Design Lab curriculum, in which every kindergarten through fourth-grade student learns the basics of design technology, and our Middle School Design Tech electives, in which students specialize in their tech choices and apply their learning in real-world scenarios.

## THROUGH DAWSON'S DESIGN TECHNOLOGY PROGRAM, STUDENTS WILL BECOME:

- empowered changemakers with the dispositions, understanding, knowledge, skills, and experiences to make a positive difference in their lives, schools, communities, and world
- broadly skilled designers who choose the right design tech tool for the right job
- independent and positive problem-finders highly skilled at uncovering challenges and deciding how to approach them
- resilient, curious, tenacious, persistent, creative, and enthusiastic problem solvers adept at using the iterative design process and who have what it takes to see a project through to the end



## THE DAWSON DESIGN PROCESS



### INVESTIGATE & DEFINE

Students find a problem, work with a client or on their own to clearly define the problem, and generate "design criteria" to describe a successful solution.



### BRAINSTORM

Students brainstorm a number of potential solutions in order to get as many ideas out as possible before proposing one solution.



### PROPOSE

Students evaluate brainstormed potential solutions and propose one to go forward. The proposed solution is sketched and feedback is received.



### ITERATE & IMPROVE

Students go through the iterative process numerous times, building, testing and redesigning their solution. They think critically about their solution, reconsider design criteria, and get feedback until their solutions seems like it is working.



### SHARE

The final design is shared by presenting it to the client and/or making it public and using it to solve the initial problem.





# Background & Opportunities

Located in Southern Nevada, The Alexander Dawson School at Rainbow Mountain is a premier independent school serving Early Childhood through grade 8 students. Founded in 2000, Dawson is committed to developing the intellectual, social-emotional, and physical growth of the next generation of leaders and lifelong learners. The School fosters a student-centered environment where curiosity is celebrated, discovery is encouraged, and deep learning is prioritized. With a dedicated faculty and staff, Dawson ensures students are prepared for an evolving world by integrating best practices in education, innovation, and technology.

Technology is a powerful tool at Dawson, enhancing learning and supporting the School's academic and operational goals—but it is not the driver of education. Dawson's approach to digital learning is intentional, ensuring that technology is integrated where it adds value rather than for its own sake. As the School continues to evolve, it seeks a director of digital learning & technology who assesses what technology is needed and what will best support teaching, learning, and overall school operations. This leader helps faculty and staff make informed decisions about effective technology use, ensuring that it enhances, rather than dictates, the learning experience.

The director of digital learning & technology provides the strategic vision, leadership, and hands-on management of Dawson's digital learning and technology systems. This individual works closely with the Executive Leadership Team to align technology initiatives with the School's Mission and strategic goals. The director is responsible for evaluating and implementing emerging educational technologies, strengthening cybersecurity and data management practices, and ensuring all technology infrastructure supports a seamless and dynamic learning environment.

Dawson previously had a similar role dedicated to both instructional technology and infrastructure. However, when the last director of technology departed four years ago, many responsibilities were redistributed across various individuals and departments. While this approach worked in the short term, the School recognizes that, in today's rapidly evolving technology landscape, having a dedicated leader in this space is essential. The reintroduction of this position reflects Dawson's commitment to ensuring that technology meaningfully enhances teaching and learning while maintaining a reliable and secure infrastructure to support the entire school community.



This role focuses primarily on educational technology, ensuring faculty have the tools, training, and resources to integrate technology effectively into their classrooms. The director of digital learning & technology plays a key role in professional development, helping educators build confidence in leveraging technology for student engagement and deeper learning. At the same time, this position provides oversight and strategic guidance on the School's technology infrastructure, working closely with the School's systems administrators to ensure that networks, cybersecurity, and data systems remain robust, efficient, and aligned with best practices.

Collaboration is central to this role's success. The director of digital learning & technology works closely with the director of academic innovation & design to ensure that technology initiatives are seamlessly integrated into the School's academic Vision. Together, they guide instructional technology strategies, identify opportunities for innovative teaching practices, and support faculty in implementing best practices in digital learning.

The director of digital learning & technology fosters collaboration, inquiry, and adaptability, taking the time to understand Dawson's culture, history, and past technology decisions while identifying opportunities for improvement and innovation. This position requires a relationship-builder who actively listens to and works alongside faculty, administrators, and staff to develop a shared vision for the future of technology at Dawson.

The director oversees two system administrators and two media specialists/librarians, ensuring the School's infrastructure and support services align with its broader technology strategy. The school also receives limited support from Knowing Technologies, a managed service provider that conducted a recent technology audit and is assisting the technology team in implementing recommendations. Currently, their primary role is providing professional development for educational technology. The director of digital learning & technology will report directly to the head of school (HoS) and partner with the chief financial officer (CFO) to ensure alignment between technology strategy, budgeting, and operational needs.



**ROXANNE STANSBURY**  
Head of School



**RICH LEHRER**  
Director of Academic  
Innovation & Design

## Interview with the leadership team

Roxanne Stansbury, Dawson's head of school since 2020, moved from Cleveland to Las Vegas in 2000 as a founding Dawson faculty member. After transitioning to higher education in 2006, she served as assistant dean at Nevada State College and director of curriculum for The New Teacher Project. Passionate about student learning, Roxanne returned to Dawson in 2012 to focus on personalized learning experiences. She is committed to faculty development and inspiring innovative teaching strategies.

Rich Lehrer, Dawson's director of academic innovation and design since 2021, has a diverse background in education. Originally from Regina, Canada, he holds degrees in Biology, Education, and International Education. He began teaching in British Columbia, then spent 11 years teaching in Venezuela and Brazil. After moving to Massachusetts, he taught science and was director of innovation at a K-8 school. Rich led the High School Design Technology program at Nido de Aguilas, the American International School in Santiago, Chile prior to coming to Dawson, and also has experience working with Columbia University's Klingenstein Summer Institute and PBL Works.

We invite you to [watch our interview](#) with Roxanne and Rich, who share their experiences working at Dawson, the School's inclusive community, and the significant impact the director of digital learning & technology will have on Dawson's Mission and academics.



# Duties

## TECHNOLOGY VISION & LEADERSHIP

- Address the diverse needs of Dawson and its constituents; assess needs and ensure an outstanding approach toward technology for academic and administrative functions; communicate proactively to solicit and identify new opportunities to develop value-added academic and business products and services.
- Report clearly and regularly to stakeholders on progress toward objectives.
- Develop justifications and cost/benefit analyses for technology spending and initiatives. Manage substantial departmental budget and annual and long-term budget initiatives.
- Prepare and present information services plans, budgets, service-level data, objectives, and outcomes.
- Collaborate with the head of school, chief financial officer, and other stakeholders to meet strategic technology goals.
- Engage with parents and the broader school community to communicate Dawson's philosophy and approach to technology, providing resources, workshops, and guidance to help families navigate and support their children's digital learning experiences.

## TECHNOLOGY INTEGRATION & INNOVATION\*

- Collaborate with faculty and the director of academic innovation & design to enhance teaching and learning through purposeful and effective technology integration.
- Research, evaluate, and implement emerging educational technologies to ensure Dawson remains at the forefront of innovative teaching and learning practices.
- Promote digital literacy and citizenship, ensuring students and faculty use technology ethically, responsibly, and effectively.
- Lead and design professional development programs that empower faculty and staff in the effective, sustainable, and intentional use of technology.
- Work closely with academic leadership to ensure that technology initiatives, including but not limited to AI integration, align with curricular objectives and enhance Dawson's progressive approach to education.

## IT OPERATIONS, CYBERSECURITY, & DEPARTMENTAL MANAGEMENT

- Oversee the technology team, including two system administrators and two media specialists/librarians.
- Ensure the security, scalability, and efficiency of the School's IT infrastructure, including networks, servers, software applications, and data management systems.
- Maintain a proactive approach to cybersecurity, collaborating with the director of safety & security to implement comprehensive cybersecurity and cyber safety programs.
- Develop and enforce technology policies related to security, data privacy, responsible use, and compliance with best practices in education technology.
- Manage relationships with technology vendors and contractors, including negotiating contracts, coordinating projects, and overseeing third-party support services.
- Ensure timely and effective AV and technology support for school events, meetings, and presentations.
- Foster a collaborative and service-oriented culture within the technology department, ensuring faculty, staff, and students receive the support and tools needed to succeed.
- Report to the head of school and perform other duties as assigned.

\* There is an opportunity to teach a technology elective, providing students with hands-on learning in areas such as digital tools, coding, or emerging technologies, as all leadership positions in the school include teaching responsibilities.



# Qualifications & Qualities

## PROFESSIONAL QUALIFICATIONS

- A bachelor's degree in a relevant field is required; an advanced degree is preferred
- Leadership experience in educational technology, IT management, or instructional technology, with a demonstrated ability to lead school-wide initiatives and drive change management efforts that enhance teaching, learning, and operational efficiency
- Experience developing and delivering professional development and training for educators in technology integration
- Knowledge of instructional technology tools, platforms, and best practices for integrating technology into the curriculum
- Experience supporting aspects of IT operations and enterprise data systems
- Familiarity working with third-party technology consultants and external vendors to support IT operations and infrastructure projects
- Project management experience, with the ability to oversee multiple initiatives while maintaining a long-term strategic vision

## PERSONAL & LEADERSHIP QUALITIES

- Communication and interpersonal skills that support collaboration with faculty, staff, students, and administrators
- A passion in innovation, problem-solving, and continuous improvement in the use of technology for teaching, learning, and school operations
- Thoughtful and strategic approach to change management, ensuring technology initiatives align with school culture and community needs
- Growth mindset, adaptability, and a proactive approach to leadership and departmental management
- Collaborative and service-focused leadership style, ensuring that technology remains a valuable asset rather than a barrier to learning
- A commitment to cultural competency, diversity, equity, inclusion, and belonging (DEIB), with the humility to lead with questions, listen actively, and learn from the experiences and perspectives of others



# How to Apply

12M & Ed Tech Recruiting is acting on behalf of The Alexander Dawson School at Rainbow Mountain to identify exceptional technology leaders to fill this extraordinary opportunity. Direct inquiries to:

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



Applications submitted by **MARCH 28, 2025** will receive priority review

All applications must be submitted online:

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

An application requires submitting four PDFs:

1. Cover letter introducing yourself to the The Alexander Dawson School at Rainbow Mountain 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:

*How does educational technology support a progressive learning environment? What are key considerations when designing a technology program that complements inquiry-based, student-centered teaching?*

*The Alexander Dawson School at Rainbow Mountain provides equal employment opportunity to all individuals regardless of their race, color, creed, religion, gender, age, sexual orientation, national origin, disability, veteran status, or any other characteristic protected by state, federal, or local law.*