
TECHNOLOGY DIRECTOR SEARCH

Marist School

Atlanta, Georgia

July 2012

www.marist.com

The logo for Marist School, featuring the word "Marist" in blue on a yellow background and "School" in yellow on a blue background.

Summary

Southern Teachers Agency is conducting the search at Marist School for a Technology Director. Marist School is a Catholic college-preparatory school with an enrollment of 1,080 in grades seven through twelve. Originally founded in 1901 as a school for boys, Marist School has been coeducational since 1976. Located in suburban Atlanta, the mission of Marist School is to form the whole person in the image of Christ by blending three distinct traditions: the pursuit of academic excellence, the heritage of Catholic education, and the spirit of the Society of Mary.

In recent years, Marist has been progressive yet thoughtful in moving forward with technology. Starting from time-sharing a computer with Georgia Tech in the 1970s to its wireless, networked campus today, Marist has committed resources to plan and execute cutting-edge technology strategies. For many years, technology was handled in a bifurcated system by a Director of Educational Technology and a Manager of Information Systems. Though this structure worked for many years, the time has come for Marist to install a Technology Director who will oversee all aspects of their program, including curriculum, hardware, software, network, and support.

Though there are clear goals which the Director will attend to first, Marist seeks someone with the knowledge, skills, and flexibility to succeed in the ever-changing world of educational technology.

Please read through the full Opportunity Statement to learn more about the history and future of technology at Marist and the exciting career opportunity this position presents. As one long-term employee summarized, "There is no limit to what can be achieved at Marist; the kids are phenomenal and engaged. The faculty buys into the mission of the priests. People are excited about coming to work and doing what is necessary." Marist offers even more than a compelling career opportunity; it offers a community with a rich history, a clear mission, and a unique identity.

To Apply



**Marist School has selected Southern Teachers Agency
to lead the search for their next Technology Director.
For application instructions, please see page 9 of this Position Profile.**

History and Future of Technology at Marist



The modern history of technology at Marist begins in the late 1970s when a computer time-shared with Georgia Tech helped create schedules. In 1985, Marist established the Electronic Learning Lab (ELL), which consisted of Apple IIs and IIs along with one Macintosh. By 1990, Marist had installed a lab of IBM computers and a lab of Apple computers and in 1992, the labs moved into the brand-new library building (which also featured an Online Public Access Catalog system). For the first time, one of the school's computer labs were networked; using IBM IClass, teachers were able to set up classes and choose the software they wanted to use.

After two years, the need to move from stand-alone computing to a network that would include approximately 100 workstations was clear. To facilitate these changes, a new position of Network Specialist was added. Marist was blessed to be able to attract high-quality candidates. During the summer of 1994, the network specialist began work, and technology rapidly expanded. Utilizing connections with IBM parents at the school, the labs were equipped with new IBM PCs.

In the years before 1994, there were various networks installed at Marist for alumni/development, the main office, and the library. The new Network Specialist went about consolidating all networks on campus. By Christmas of 1994, all PCs were changed to Windows OS and Marist began purchasing site-licenses for many software packages. Teachers were encouraged to see what other schools were doing and to attend national conferences to view cutting-edge technology in their disciplines. In order to make technology accessible 24/7, Marist On-Line was born with a Citrix WinView Server, eight 28.8 Modems, 8 phone lines, and a Shiva LAN Rover.

AT A GLANCE

Founded:	1901
Grades:	7-12
Total Enrollment:	1,080
Boys:	50%
Girls:	50%
Diversity:	17%
Students Receiving Aid:	16.2%
Need-based Financial Aid:	\$1.6M
Faculty:	130
Student/Faculty Ratio:	12:1
Average US Class Size:	18
Average Faculty Experience:	19 years
Faculty with Postgrad Degrees:	79%
Highest Tuition:	\$15,850
2011 Median SAT M+R:	1255
Participation in Clubs:	86%
Participation in Sports:	81%
Accreditation:	SACS

In 1998, the school received a large donation to update the science labs and significantly improve classroom technology. The science labs were the first to have projectors installed in the ceiling, Smart Boards, document cameras, VCR/DVD Combo units, and laser disk players, along 6 computers stations. Shortly thereafter, a T-1 line was installed for internet access and Marist Online.

By 2005, all science and classical language classrooms were equipped with Smart Boards and projectors. The Marist Parents Club, with urging from the Principal, agreed to fund the Universal Classroom Initiative so that all 60 classrooms would have the same setup for technology. By the summer of 2006, most of the work was completed so that all classrooms included a projector, Smart Board, document camera, DVD/VCR, computer, monitor, and speakers.

In 2010, Marist added thin clients in the science labs, the library, and two of the three computer labs. Beginning in 2011-12, wireless access, using a separate V-LAN, has been introduced to support the BYOD (Bring Your Own Device) rollout, and the school is in the process of virtualizing several of its servers.

Performance Objectives



The commitment to excellence in the realm of technology is obvious at Marist. Few opportunities for technology administrators sprout from such fertile ground.

One of the most exciting aspects of the Technology Director position at Marist School is that the resources and infrastructure are in place, and the short-term needs are clearly mapped out. There is no question about what success will look like for the new technology director in the coming years.

Effective creation and implementation of the Technology Director role

The technology program at Marist School has grown organically in a culture that respects the autonomy and talents of its professionals. The school has determined that the time has come to introduce an organizational structure within technology that will increase collaboration across departments, provide an overall vision for IT initiatives, and help ensure that technological changes are effective, efficient, and supportive or neutral in regards to existing platforms.

The creation of the Technology Director position is in response to these needs. The technology director will have overall responsibility for the management and assessment of the school's IT program and budget. Though the new Director will have clear objectives and job responsibilities, because it is a new position he or she will have to fill in some of the gaps that will be exposed when actually in the position. Obviously, flexibility and emotional intelligence are vital to this person's success in quickly establishing this position at Marist School.

Investigation of a 1:1 program

Marist School is exploring the implementation of a 1:1 program as a step in ensuring the optimal learning environment for its students. If a 1:1 program is adopted, the school is committed to providing resources for a successful program with clearly defined objectives, targeted benefits, and corresponding professional development. The 1:1 program would support Marist's growing attention to student-centered learning, increased emphasis on STEM initiatives, and intentional use of educational technology.

The Technology Director would work with many different constituencies to manage a successful 1:1 program. He or she would work with school leaders in finance, curriculum, and student services to ensure that the program is successful.

Meaningful, proactive, ongoing staff development

One of Marist School's great strengths is its experienced, dedicated faculty. For the impact of instructional technology to reach its full potential, a corresponding professional development program that is meaningful, proactive, and ongoing is essential. It should be designed to meet teachers where they are and relate directly to their classroom activities. Teachers should feel comfortable with the technology before they are expected to use it in their classrooms. Finally, the professional development program should be regularly scheduled throughout the year to use emerging best practices or capabilities.

The technology director will employ experts from the IT staff, the faculty, and even the student body to create a comprehensive IT professional development program that will ensure that the return on investment in technology includes improved student learning and teachers who are empowered to maximize the effectiveness of the technology available to them.

System integration

Marist School has consciously avoided going to one technology platform. Instead, the School has allowed individual departments to choose the programs that best fit their needs or are the industry leaders. For instance, the advancement office uses Blackbaud's powerful Raiser's Edge while the registrar uses the well-regarded PowerSchool. Though there is no interest in moving away from this philosophy, one by-product has been the challenge of managing data across departments. An objective of the Technology Director's department, therefore, should be to establish the technological framework for the next 5 years that will facilitate platform neutrality and greater assimilation of the various databases on campus.



Marist School seeks a person energized by grappling with these challenges and achieving these objectives. Candidates who can clearly articulate their experience with and vision for reaching these goals will quickly rise to the top.

The School

History

Marist School is owned and operated by the Society of Mary, or the Marists, a religious congregation of priests and brothers founded in France in 1836. The first Marists, taking Mary, the mother of Jesus, as their inspiration, had one mission: to bring to people an understanding of God's profound love as revealed through the Gospel. While the Marists have fulfilled this mission in many ways and in many places throughout their history, education has always been one of their primary ministries.

In 1897, the Marists came to Atlanta to serve the people of what is now Sacred Heart Parish. Soon after their arrival, the Marists discovered that the young men of Atlanta were in need of Catholic education at a higher level. On October 2, 1901, Marist College opened in a three-story schoolhouse with thirty-two boys who became the first of many generations to experience the uniqueness of a Marist education. During its first seventy-five years, Marist was a boys' military day school whose uniformed students



captured the hearts of many as they marched in countless Atlanta parades on historic Peachtree Street. The military program became optional in 1974 and was discontinued in 1977. Growing in appeal and changing along with many of its colleague schools, Marist became coeducational in 1976 and gradually expanded in enrollment to its present capacity.

In 1987, the school was recognized as a National School of Excellence by the U.S. Department of Education. In the 1990s, the school's advisory board became a full board of trustees, and two capital campaigns altered the landscape through the addition or renovation of several major buildings on campus.

Philosophy

The mission of Marist School is to form the whole person in the image of Christ through instruction grounded in religious values, the teachings of the Catholic Church, and the spirit of the Society of Mary. This mission is advanced through communal pursuit of excellence in academic, religious, extracurricular, leadership, and service programs.

Clearly, technology at Marist touches all of these programs, and success in the role of Technology Director requires that candidates understand the three drivers of Marist school—the academic, the Catholic, and the Marist.



As an academic community, Marist School maintains excellence in teaching and high expectations for learning in an environment that values scholarship and achievement. Marist offers its students a curriculum that cultivates extensive knowledge and academic skills, intellectual acumen, formation of character, aesthetic appreciation, and physical well-being in order to prepare them for college studies, civic leadership, and the lifelong pursuit of truth, goodness, and beauty.

As a Catholic school, Marist is guided by the educational mission and doctrinal teaching of the Catholic Church. Respecting religious diversity, Marist welcomes a significant number of students from other traditions. Through formal instruction, common worship, and religious activities, Marist assists students in forming their consciences by emphasizing the dignity and integrity of the individual, the primacy of transcendent values, and Jesus's call to love and serve others, especially the poor.

As a Marist institution, the school is enlivened by the spirit of the Society of Mary. It strives to create a caring and concerned family; to befriend and show confidence in young people, while maintaining high expectations for their conduct; develop among students a close personal relationship with God and the habit of prayer; to nurture a community that fosters hospitality, generosity, humility, and responsible stewardship in students from all socio-economic and cultural backgrounds; and to foster a concern for those who are often forgotten or neglected by society.

Since 1901 Marist School has cherished these three traditions as the root and foundation of its mission. Now in its second century of service to Atlanta, Marist is dedicated to being faithful to its past while actively meeting the challenges of the future.

Religion

Approximately 75% of students and 60% of faculty at Marist are Catholic, but Marist School welcomes people of all faiths. To understand the religious aspect of the school, one must understand what it means to be Marist. The Marist Order began in France with the idea that Marists would be “hidden and unknown in the world.” However, this did not mean that they would be cloistered in a monastery, but that the individual would be hidden within the Marist mission. From the very beginning, one key element of that mission was the work of educating young people across the world. The order’s founder called education “the greatest work.” The very first Marist “school” had two students whose days consisted of prayer, work, and study.



Today, there are nearly 1,000 Marist priests working on six continents and educating children in thirty schools. In the United States, there are currently two schools fully owned and operated by the Marist Fathers.

In the search for the Technology Director, preference will be given to practicing Catholics. However, this is not a requirement for consideration. Candidates should understand that religious practice, regardless of the religion, is highly valued at Marist School.

Strategic Plan

Vision 2020 consists of seven focus areas that will provide Marist the resources needed to help students pursue achievement with integrity, skilled instruction, and spiritual guidance.

- **Marist identity:** to strengthen and expand the Society of Mary's influence on the mission and teaching of the school.
- **Program excellence:** to cultivate balance and completeness in the educational program at Marist School and offer students opportunities for academic, spiritual, and leadership development.
- **Student body:** to attract, enroll, and retain a diverse student body consistent with a mission of academic excellence and personal spiritual growth.
- **Faculty, staff & administration:** to recruit, support, develop, recognize, and retain highly qualified, diverse, and dedicated faculty and staff who are versed in and committed to the Marist mission in education.
- **Alumni:** to value and deepen relationships with alumni and create meaningful alumni involvement in school programs and activities.
- **Campus & facilities:** to have facilities and a campus environment that are consistent with the aims and spirit of the Society of Mary, the current high-quality education provided, and future school aspirations.
- **Finance & endowment:** to support and further the Marist mission, philosophy, and long-range goals through prudent financial management of the operating budget and annual fund, the endowment, and all developmental efforts.

The Community

Marist School is located in DeKalb County, in the Brookhaven community of Atlanta. This community is located northeast of Buckhead and south of Dunwoody and is known for its beautiful neighborhoods, diversity, and excellent educational institutions.

Originally, Brookhaven referred only to the affluent neighborhoods surrounding the Capital City Country Club, first constructed in the early 20th century. Major residential development following World War II expanded Brookhaven's reach to include North Brookhaven, Lynwood Park, Peachtree Road, and Lenox Park, among other neighborhoods. Home to Oglethorpe University, this area is known for its educational, residential, and commercial assets. As of the 2010 census, the population of the Brookwood Community is only 40,000. However, there is easy access by train or car to Atlanta, a world-class city of 5.1 million that provides the best in culture, entertainment, sports, and retail.

Our Lady of Assumption Parish, also led by the Marist Fathers, is in the same neighborhood, two miles from Marist School. It's parish school enrolls over 500 students and is a major feeder to Marist School.

The Position

Job Description

The Technology Director at Marist school:

- Oversees all aspects of technology, including information systems, education technology, and communications
- Is responsible for the alignment of the technology vision with a business vision and maintaining an IT strategy
- Is responsible for the integration of technology and operating processes within the organization
- Serves as a member of the executive management team in the development and execution of policies and processes related to technology
- Reports to the Principal of Marist School
- Works with divisional or departmental leaders in maintaining and advancing the technology strategy

Qualifications

The first qualification for this position is that the next Technology Director be an educator passionate about the success of Marist School. Other important qualities:

- Technical fluency
- Service posture
- High emotional intelligence
- Ability to think strategically
- Excellent communication skills across constituencies
- Superb listening skills
- Mission focus
- Aptitude for delegation
- Exceptional work ethic

Because of current projects and endeavors, familiarity with the deployment of 1:1 programs is a plus. The best candidates will have 10 years of experience in a similar capacity (not necessarily as director), will have participated in at least one IT transformation initiative, and hold a bachelor's or graduate degree in Management of Information Systems or similar field.

Application Process and Timeline

For most thorough consideration, applicants for the Technology Director position should submit the following by January 15:

- A Southern Teachers Agency application, available at www.SouthernTeachers.com
- A cover letter describing their interest in pursuing this position at Marist School
- A current resume
- A statement of educational philosophy
- A list of references from present and recent administrators

Applications should be sent via email to

Mr. Jamie Estes
Estes@SouthernTeachers.com

Initial interviews with the consultant at Southern Teachers Agency will be ongoing. Semifinalists will interview in January; finalists will interview in February. Selection of the Technology Director will be made by early March. The new Technology Director will begin work in July 2012.